

NOTE

This document contains recommendations and reports to the State Regents regarding items on the April 25, 2019 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to <u>www.okhighered.org</u> State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on April 25, 2019.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

AGENDA

Thursday, April 25, 2019 – 10 a.m. State Regents' Conference Room 655 Research Parkway, Suite 200, Oklahoma City Chairman Jay Helm, Presiding

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

AWARDS

6. Awards.

- a. **Chancellor Hans Brisch Scholarship Program Awards.** Presentation of selections for Chancellor's Scholars for the 2019 academic year. Page 3. (Supplement)
- b. Newman Civic Fellows. Presentation of the 2019 Newman Civic Fellows. Page 5.
- c. **Council for Online Excellence Awards.** Ratification of the Council for Online Excellence Awards. Page 7.

STUDENTS

7. **Students.** A student reports on higher education's impact. Page 9.

ACADEMIC

8. New Programs.

a. Oklahoma State University. Approval to offer the Doctor of Philosophy in Counseling Psychology, the Doctor of Philosophy in Curriculum Studies, the Graduate Certificate in Comparative and International Education, and the Certificate in Pre-Health Care Administration. Page 11.

- b. Northeastern State University. Approval to offer the Bachelor of Science in Health and Human Performance in Broken Arrow. Page 39.
- c. University of Oklahoma College of Law. Approval to offer the Master of Legal Studies in International Business Law. Page 49.
- 9. **Program Deletions.** Approval of institutional requests for program deletions. Page 57.
- 10. **Policy.** Posting of revisions to the Professional Programs policy. Page 59.
- 11. **State Authorization.** Request to authorize an out-of-state public institution operating in Oklahoma. Page 85.
- 12. **Policy Exceptions.** Request for approval of policy exceptions for two pilot projects proposed by the University of Oklahoma. Page 89.
- 13. **State Authorization Reciprocity Agreement.** Approval to continue participation in the State Authorization Reciprocity Agreement. Page 93.
- 14. **ACT Agreement.** Approval of the ACT Agreement for 2019-2020. Page 95.

FISCAL

15. 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 107.
- b. Approval of one-time allocation of funding our institutions from refunded OCIA sinking funds on the 2010A General Bond Obligation. Page 109.
- 16. **Policy.** Approval of Tuition and Fee Policy Amendments. Page 111.
- 17. Investments. Approval of investment managers. Page 113.

EXECUTIVE

- 18. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 115.
- 19. **Executive Session.** Page 117.
 - 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

- 20. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
 - a. Programs.
 - (1) Program Modifications. Approval of institutional requests. Page 119.
 - (2) Suspensions. Approval of institutional requests. Page 133.
 - b. Reinstatement. Ratification of approved institutional request to reinstate a suspended degree program. Page 135.
 - c. Reconciliation. Approval of institutional requests. Page 137.
 - d. Electronic Delivery. Approval of request from East Central University to offer the Master of Education in Special Education via electronic delivery. Page 141.
 - e. High School Courses for College Admission. Ratification of a request to approve a high school course for college admission. Page 143.
 - f. State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement. Page 145.
 - g. Agency Operations. Ratification of purchases in excess of \$25,000 for FY2019. Page 147.
 - h. Non-Academic Degrees. Ratification of a request from the University of Oklahoma to award honorary degrees. Page 149.

REPORTS

- 21. **Reports.** Acceptance of reports listed.
 - a. Programs. Current status report on program requests. Page 153. (Supplement)
 - b. Annual Reports.
 - (1) Annual Policy Reporting Requirements Survey. Page 155.

- (2) Policy Exception Quarterly Report. Page 163.
- (3) Regents Education Program Annual Report. Page 165. (Supplement)
- 22. **Report of the Committees.** (No Action, No Discussion).
 - a. Academic Affairs and Social Justice and Student Services Committees.
 - b. Budget and Audit Committee.
 - c. Strategic Planning and Personnel Committee and Technology Committee.
 - d. Investment Committee.
- 23. **Announcement of Next Regular Meeting** The next regular meetings are scheduled to be held Thursday, May 30, 2019 at 10:30 a.m. and Friday, May 31, 2019 at 9 a.m. at the State Regents Office in Oklahoma City.

24. Adjournment.

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of March 15, 2019 through April 11, 2019.

RECOMMENDATION:

This is an information item only.

ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of March 15, 2019 through April 11, 2019:

- Met with Governor Stitt's Director of Appointments Chris Bruehl in Oklahoma City to discuss higher education issues.
- Participated in conference call with University of Science and Arts of Oklahoma (USAO) President John Feaver to discuss higher education issues.
- Participated in conference call with Oklahoma Educational Television Authority (OETA) Chair Garrett King to discuss OETA issues.
- Participated in conference call with Representative Jim Grego to discuss higher education issues.
- Participated in conference call with Quartz Mountain Resort Arts & Conference Center Executive Director Terry Mosley to discuss Quartz Mountain issues.
- Met with Representative Lundy Kiger and Representative Ronnie Johns in Oklahoma City to discuss higher education issues.
- Met with Tulsa-area legislators in Oklahoma City to discuss higher education issues.
- Attended the Oklahoma Youth Expo Legislative Reception in Oklahoma City to discuss higher education issues.
- Met with Senator Jason Smalley in Oklahoma City to discuss higher education issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President Rob Anderson to discuss SHEEO and higher education issues.
- Met with Oklahoma Chief Operating Officer John Budd at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Oklahoma A&M Regents Calvin Anthony, Joe Hall, Rick Davis, and Tucker Link in Oklahoma City to discuss higher education issues.
- Met with Senator Dewayne Pemberton at the State Capitol in Oklahoma City to discuss higher education issues.
- Attended and chaired State Regents Campus Safety and Security Task Force meeting at the State Regents office in Oklahoma City.
- Met with Southwestern Oklahoma State University (SWOSU) President Randy Beutler in Oklahoma City to discuss higher education issues.

- Met with State Superintendent Joy Hofmeister and CareerTech State Director Marcie Mack in Oklahoma City to discuss K-12, CareerTech, and higher education issues.
- Met with Secretary of State and Education Michael Rogers at the State Capitol in Oklahoma City to discuss higher education issues.
- Attended and presided at State Higher Education Executive Officers Association (SHEEO) Executive Committee meeting in Boulder, Colorado.
- Met with Dan Boren, President of Corporate Development for Chickasaw Nation, and Danny Hilliard, Vice President of Corporate Development for Chickasaw Nation in Oklahoma City to discuss higher education issues.
- Attended Southwestern Oklahoma State University's (SWOSU) President's Leadership Class Banquet at SWOSU in Weatherford.
- Met with Governor Stitt's General Counsel Mark Burget to discuss higher education issues.
- Participated in conference call with Louisiana Governor John Bel Edwards and Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB issues.
- Met with Speaker Pro Tempore Harold Wright and Senator Marty Quinn in Oklahoma City to discuss higher education issues.
- Met with Representative Kevin Wallace in Oklahoma City to discuss higher education issues.
- Participated in conference call with Senator Dewayne Pemberton to discuss higher education issues.
- Participated in conference call with Representative Kevin Wallace to discuss higher education issues.

AGENDA ITEM #6-a:

Awards.

SUBJECT: Chancellor Hans Brisch Scholarship Program Awards.

RECOMMENDATION:

It is recommended that the State Regents approve the individuals listed below as Chancellor Hans Brisch Scholarship Program Honorees for the 2019-20 academic year and ratify payment of the scholarship award.

BACKGROUND:

The Chancellor's Scholarship Program was established by the Oklahoma State Regents for Higher Education in 1990 with privately raised funds. Most of the approximate \$200,000 fund balance was raised in honor of Chancellor Hans Brisch, either on the occasion of his 50th birthday or on the occasion of his 2003 retirement. Chancellor Brisch died in February 2006 at which time the Oklahoma State Regents renamed the program the Chancellor Hans Brisch Scholarship Program as a living legacy to his dedication to the students of Oklahoma. Chancellor Glen D. Johnson continues the tradition of the program which honors not only Chancellor Brisch but the office of Chancellor and all individuals who hold that office.

POLICY:

The Chancellor Hans Brisch Scholarship Program policy requires the Scholars to be selected primarily on the basis of (1) outstanding leadership and (2) demonstrated commitment to the enhancement of the community. Community commitment is demonstrated through the student's involvement in the initiation of a high school and/or community program or project that resulted in an improvement of the learning environment of the school or the social betterment of the community. Candidates for the Chancellor's Scholars awards must be entering college freshmen with high academic achievement.

Individuals chosen as Chancellor Hans Brisch Scholars bring a vibrant, energetic presence to Oklahoma campuses, adding to the intellectual environment. The Chancellor Hans Brisch Scholarship Program judges evaluated 57 nominees for this year's award and identified the top 2 candidates. It is recommended that the State Regents approve the FY 2019-20 Chancellor's Scholars recipients as follows:

- Tyler Garcia Wagoner High School
- Jayke Flaggert Choctaw High School

Supplement

AGENDA ITEM #6-b:

Awards.

SUBJECT: Newman Civic Fellows.

RECOMMENDATION:

It is recommended that the State Regents recognize the individuals listed below as Newman Civic Fellows.

BACKGROUND:

National Campus Compact is an organization located in Boston, Massachusetts. It was founded in 1985 by the presidents of Brown, Georgetown and Stanford universities who were concerned about student disengagement on campus, in the community, and in political and civic processes. There are over 30 state Campus Compact offices that provide services to nearly 1,100 colleges and universities committed to the public purposes of higher education. Campus Compact supports institutions in fulfilling their public purposes by deepening their ability to improve community life and to educate students for civic and social responsibility through such methods as academic service learning and community engagement. Institutional members pay annual membership dues.

Oklahoma Campus Compact (OKCC) was founded in 2000. The Oklahoma State Regents for Higher Education hosts OkCC through the Academic Affairs Division and contributes staffing, some program funding, travel, facilities and equipment, office supplies and postage. A total of 35 State System, private/independent, and tribal institutions are members.

The Newman Civic Fellowship honors the late Frank Newman, one of Campus Compact's founders and a tireless advocate for civic engagement in higher education. The one-year fellowship is designed to recognize inspiring college student leaders from Campus Compact member institutions who have demonstrated an investment in finding solutions for challenges facing communities throughout the country through service, research, and advocacy. Newman Civic Fellows make the most of their college experiences to better understand themselves, the root causes of social issues, and effective mechanisms for creating lasting change.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

Newman Civic Fellows are nominated by their institutional president. Eleven students from Oklahoma are a part of the group of students from Campus Compact member institutions in 39 states, Washington D.C., Mexico, and Greece, who have demonstrated an investment in finding solutions for challenges facing communities throughout the country and abroad. Through the one-year fellowship, Campus

Compact provides a variety of learning and networking opportunities, including a national conference of Newman Civic Fellows in partnership with the Edward M. Kennedy Institute for the United States Senate.

The Newman Civic Fellows program is supported by the KPMG Foundation and the Newman's Own Foundation. Added to this support is a monetary scholarship for Oklahoma Newman Civic Fellows from the Oklahoma State Regents for Higher Education as funds are available. For 2019, each Oklahoma Newman Civic Fellow will receive a \$500 monetary scholarship award from OKCC, and be invited to be recognized and commended by the Oklahoma State Regents for Higher Education at a monthly meeting. Through academic service-learning experiences and other opportunities for community engagement, colleges are developing students' critical public problem-solving skills, such as the ability to research and analyze community needs, a willingness to lead and participate in public processes and debate, the commitment to raise awareness about community challenges, and the ability to inspire people to become part of solutions. The 2019 Oklahoma Newman Civic Fellows are listed below:

2019 Oklahoma Newman Civic Fellows

Brooklyn Herriman, Connors State College Alisha Fletcher, Northeastern State University Grant Dick, Northern Oklahoma College, Enid Jacqueline K. Ruhl, Northwestern Oklahoma State University Hadley LaMascus, Oklahoma Christian University Autumn Fourkiller, Rogers State University Amanda Pierce, Rose State College Kamuela Ahuna, Southwestern Oklahoma State University Ke'Juan Morris, Tulsa Community College Hunter Caudillo, University of Central Oklahoma Carson Ball, University of Oklahoma

AGENDA ITEM #6-c:

Awards.

SUBJECT: Council for Online Excellence Awards. Ratification of the Council for Online Excellence Awards.

RECOMMENDATION:

Recognition of awards to honor outstanding faculty, staff, institutions, teams, or groups for their work in advancing online learning in Oklahoma.

BACKGROUND:

In 2012, the State Regents created the Online Education Task Force, which was tasked with reviewing the delivery of online education throughout the State System to determine the extent to which the delivery of online education was accessible, efficient and effective. After a period of information gathering and analysis, the Online Education Task Force formed the Council for Online Learning Excellence (COLE) in 2016. COLE is comprised of faculty, staff, and administrators representing each tier of Oklahoma's public and private colleges and universities, as well as other entities connected to online learning technologies. The mission of COLE is to improve online and hybrid learning experiences in Oklahoma through a framework that grows knowledge networks and advances collaborative initiatives that enhance student, faculty and institutional success in the state of Oklahoma. COLE works to accomplish this mission through its four guiding principles: capacity through collaboration, mission empowerment, teaching and learning focus, and thought leadership.

As part of the effort to improve online learning in Oklahoma, COLE's members recognize the excellent work of faculty, staff, and administrators at Oklahoma's colleges and universities. In 2017, the Oklahoma Online Excellence Awards were established to formally recognize those individuals and teams that have done excellent work in online or hybrid learning. Nominations are submitted by peers and judged by a committee of COLE members. Nominees are scored using a standard rubric based on the metrics of leadership, innovation, collaboration, and results.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

The recipient of the Online Excellence Award for Teaching is Ms. Dawn M. Pearce, EDU-Innovator and Instructor of Educational Leadership, University of Central Oklahoma (UCO).

In her nomination materials, Ms. Pearce's colleagues described the significant results of her effective and innovative pedagogical practices and online course design. This includes an overall evaluation by students in her courses of a 3.91 on a four-point scale, a 15 percent higher pass rate on the Oklahoma

Principal Exam compared to peers in 2015-2017 and a 97 percent average from her peers evaluating her online course designs. One of Ms. Pearce's students commented that she is "an outstanding instructor who challenges her students in the online course through excellent designed projects and assignments." Ms. Pearce has been honored at UCO as an EDU-Innovator, where she led advances in online and blended learning for her department and college. Ms. Pearce was chosen by her peers as the recipient of the Oklahoma Online Excellence Award in Teaching for the outstanding work she has done in advancing online education in Oklahoma and her tireless devotion to her students.

The recipient of the Oklahoma Online Excellence Award for Innovation is the Institute for Learning Environment Design, at the University of Central Oklahoma (UCO).

The Institute for Learning Environment Design (iLED) provides learning strategy and development planning and implementation solutions that help organizations in education, business, non-profit, and government sectors create effective learning environments. This Institute at the University of Central Oklahoma's Center for eLearning and Connected Environments (UCO-CeCE) uses its proprietary Learning Environment Modeling[™] (LEM) visual planning technique to work with education and training organizations to help them develop clear and actionable strategies that efficiently move ideas to action efficiently and effectively.

Established in 2016 through a public-private partnership between two organizations that share a passion for learning—UCO-CeCE and NextThought, LLC—iLED uses LEMTM as the foundation of its solutions to problems in online education and is LEMTM's gateway to global adoption. iLED strives to help educators and business leaders maximize the value of their learning experiences by transforming "the way we help people learn," thereby transforming people's lives. Since that time, the Institute has expanded its design and innovation supports to include several tools powered by LEMTM. Examples include visual analytics instruments like the Learning Horizons Profile and the Learning Environment Innovation Inventory and three books on LEMTM and learning innovation. Additionally, iLED also uses LEMTM for its Learning Environment Insights services and various course innovation and program design courses.

The recipient of the Oklahoma Online Excellence Award for Individual Leadership is Ms. Marci Grant, Director of the Center for Excellence in Teaching and Learning at Southwestern Oklahoma State University (SWOSU).

Ms. Grant was described by her nominator as a "treasure of [the nominator's] university and our state." Among other accomplishments, Ms. Grant has led the implementation of a new learning management system on SWOSU's campus, created a system of online instructor training and course rubric development training for online courses, secured federal grant funding for the purchase of equipment for concurrent enrollment partners, and overseen a 75 percent increase in online enrollment at SWOSU. Ms. Grant has also represented SWOSU at the statewide level as a presenter to the State Regents Online Task Force, member of the Council for Online Learning Excellence, and member of the Academic Online Excellence Consortium. She has provided exemplary leadership in each of these roles and has demonstrated excellent and consistent leadership as one of Oklahoma's most valuable online learning professionals.

AGENDA ITEM #7:

Students.

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

This is an oral presentation.

AGENDA ITEM #8-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Doctor of Philosophy in Counseling Psychology, the Doctor of Philosophy in Curriculum Studies, the Graduate Certificate in Comparative and International Education, and the Certificate in Pre-Health Care Administration.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's requests to offer the Doctor of Philosophy in Counseling Psychology, the Doctor of Philosophy in Curriculum Studies, with options in Curriculum and Leadership, College Curriculum and Teaching, and International and Peace Curriculum, the Graduate Certificate in Comparative and International Education, via traditional and online delivery, and the Certificate in Pre-Health Care Administration, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- Doctor of Philosophy in Counseling Psychology. Continuation beyond Fall 2023 will depend upon meeting the following criteria: Majors enrolled: a minimum of 13 students in Fall 2022; and Graduates: a minimum of 2 students in 2022-2023.
- Doctor of Philosophy in Curriculum Studies. Continuation beyond Fall 2024 will depend upon meeting the following criteria:
 Maiors appelled: a minimum of 8 students in Fall 2022; and

Majors enrolled: a minimum of 8 students in Fall 2023; and Graduates: a minimum of 2 students in 2023-2024.

- Graduate Certificate in Comparative and International Education. Continuation beyond Fall 2021 will depend upon meeting the following criteria: Majors enrolled: a minimum of 4 students in Fall 2020; and Graduates: a minimum of 3 students in 2020-2021.
- Certificate in Pre-Health Care Administration. Continuation beyond Fall 2024 will depend upon meeting the following criteria: Majors enrolled: a minimum of 8 students in Fall 2023; and Graduates: a minimum of 6 students in 2023-2024.

BACKGROUND:

Academic Plan

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

College of Agricultural Sciences and Natural Resources, CASNR

The main academic priorities in CASNR are improving undergraduate retention and graduation rates, increasing graduate program enrollment numbers, and enhancing graduate assistantship support.

College of Arts and Sciences, CAS

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

College of Education, Health and Aviation, EHA

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

College of Engineering, Architecture and Technology, CEAT

A main academic priority in CEAT is increasing student success. Strategies, including higher academic standards for enrolling in CEAT as a freshman, are articulated in the new CEAT Strategic Plan. Improving CEAT retention will be a high priority with focus on the new CEAT Parker Living Learning community and increased investment in advising. A robust 2 ¹/₂ week Summer Bridge program will continue, along with special programming and academic support activities throughout the freshman year. Additionally, increasing faculty success is a pressing academic priority. The new CEAT Strategic Plan calls for increasing faculty success through growing the research enterprise, creating impact through innovation and interdisciplinary centers, and engaging faculty with highly qualified graduate students.

College of Human Sciences, COHS

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

Spears School of Business, SSB

Undergraduate core curriculum revision in SSB was introduced in the last year and will be fully implemented and refined during the upcoming year. The revised curriculum focuses on delivering content and skills that are needed by all business students and avoids extraneous material only needed by specific majors. Thus, more hours are made available to cover critical skills that were previously not covered (e.g., interpersonal skills), and some hours are returned to the major departments to refine their own curricula.

Changes in accreditation standards allow SSB to utilize more practice professionals in the classroom. These practice professionals typically teach more classes. Likely, they will bring a very valuable applied perspective to business classrooms and will enable the offer of competitive teaching loads to the research-focused faculty.

School of Global Studies and Partnerships, SGSP

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

The Honors College

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

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

OSU-Tulsa

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

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

Center for Health Sciences, CHS

A pressing academic priority for CHS is growing academic programs through both the addition of new programs and the increase in headcount and credit hours in existing programs. Acknowledging that in order to continue growing academic programs, as second priority services for graduate students will need

to be formalized. Specifically, a career services model is under consideration to help connect students' academic progress with the workforce through internship and other programs.

Center for Veterinary Health Sciences, CVHS

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

New/Revised Academic Programs

College of Agricultural Sciences and Natural Resources, CASNR

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

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

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

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

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

College of Arts and Sciences, CAS

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

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

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

College of Education, Health and Aviation, EHA

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

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

College of Engineering, Architecture and Technology, CEAT

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

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

College of Human Sciences, COHS

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

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

Spears School of Business, SSB

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

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

School of Global Studies and Partnerships, SGSP

SGSP plans to add new courses in Global Studies to support the updated degree plan, which includes eliminating outdated and underutilized focus areas and adding two new focus areas 1) Public Diplomacy and Global Communication, and 2) Global Disaster and Crisis Management. Additionally, three graduate certificates will be created that will be embedded in the new curriculum, but will also be available as free-

standing certificates for non-MSGS students, including a joint degree with the School of Media & Strategic Communication in Public Diplomacy, Global Leadership and Global Trade. To support changes above, two new faculty lines will be used as needed, along with joint faculty appointments.

The Honors College

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

Graduate College

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

OSU-Tulsa

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

Center for Health Sciences, CHS

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

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

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

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

3 principal faculty, and administrative support. A doctorate in nursing practice, DNP, is also under development.

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

Center for Veterinary Health Sciences, CVHS

No new programs are under discussion or consideration.

APRA Implementation

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

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

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

Program Review

OSU offers 268 degree and/or certificate programs as follows:

47	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
94	Baccalaureate Degrees
80	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 Doctor of Philosophy in Counseling Psychology and the Doctor of Philosophy in Curriculum Studies at their June 22, 2018 meeting, the Graduate Certificate in Comparative and International Education at their October 26, 2018 meeting, and the Certificate in Pre-Health Care Administration at their December 1, 2017 meeting. OSU is currently approved to offer the following degree programs and certificates through online delivery:

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

- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration in Business Administration (035);
- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management(403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Science in Liberal Studies (442);
- Bachelor of Arts in Liberal Studies (443);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (496);
- Master of Science in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- Grad Cert in Integrative Design of the Building Envelope (525);
- Bachelor of University Studies in University Studies (025);

- Master of Science in Education Technology (462);
- Master of Science in Education Psychology (068);
- Graduate Certificate in Museum and Curatorial Studies (531);
- Certificate in Interface Excellence (495);
- Grad Cert in Program Evaluation (538);
- Grad Cert in Workforce and Adult Education (539);
- Bachelor of Science in Early Child Care and Development (537);
- Graduate Certificate in Elementary Mathematics Specialist and
- Graduate Certificate in Effective Teaching in Secondary Schools.

OSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Doctor of Philosophy in Counseling Psychology

Program purpose. The proposed program will train students to become entry-level professional psychologists who can practice in a wide variety of settings.

Program rationale and background. The proposed program is currently being offered as an option within the Doctor of Philosophy (Ph.D.) in Educational Psychology (070) and has been accredited by the American Psychological Association (APA) since 1992. Additionally, the program holds membership in the Council of Counseling Psychology Training Programs. The curriculum has been designed to meet both APA standards as well as the standards for academic programs established by the Oklahoma State Board of Examiners of Psychologists. OSU reports there has been continuous strong demand for the program and has an average of about 60-80 applicants annually. Currently 37 students are enrolled in the program. With the success of the option, OSU believes students will be better served by a stand-alone doctoral program. Additionally, a stand-alone program will increase the degree's visibility to prospective students and provide clarity for employers and licensing boards.

Employment opportunities. OSU reports that graduates of the current option have found employment as faculty members in colleges and universities and as counseling psychologists in a variety of settings. According to Oklahoma Employment Security Commission data, career opportunities for Clinical, Counseling, and School Psychologists are expected to increase nearly 16 percent through 2026. OSU is confident the proposed program will continue to meet the workforce demands and that graduates will be successful in meeting their career goals.

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	13	Fall 2022
Minimum Graduates from the program	2	2022-2023

Duplication and impact on existing programs. The proposed program may duplicate the following programs:

Institution	Existing Program
University of Oklahoma	Doctor of Philosophy in Counseling Psychology (040)

A system wide letter of intent was communicated by email on June 29, 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 Doctor of Philosophy in Counseling Psychology program will consist of 117 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	108
Guided Electives	9
Total	117

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

For these reasons, two external reviewers, Drs. Joel Wong and Rachel Navarro, conducted a paper review (i.e., no site visit) of the proposed degree program. Dr. Navarro is a Licensed Psychologist and holds a Doctor of Philosophy in Counseling Psychology from the University of Missouri- Columbia. Dr. Navarro has extensive experience within the field of counseling psychology and is currently the Associate Dean of Research and Faculty Development at the University of North Dakota (UND). Dr. Wong holds a Doctor of Philosophy in Counseling Psychology from the University of Texas at Austin. He currently serves as the Interim Chair of the Department of Counseling and Educational Psychology at Indiana University-Bloomington and is also a tenured professor of Counseling Psychology and Counseling/Counselor Education. Both reviewers have extensive experience in the academic area of counseling psychology as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

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

The team's overall evaluation included the following findings:

The OSU PhD in Educational Psychology (option-Counseling Psychology) meets the requirements of the Oklahoma State Regents for Higher Education. The program has been continuously accredited by the American Psychological Association since 1992 and is the only actively accredited counseling psychology program in Oklahoma. The program's curriculum is rigorous and well supported by 11 full-

time faculty members. The demand for the program is strong and it has the necessary resources to continue thriving. The newly named program (PhD in Counseling Psychology) does not require any additional resources.

The team declared support without reservation to establish the program at OSU. The reviewers agree that developing a Doctor of Philosophy in Counseling Psychology will enhance and is central to the mission of OSU to provide the best possible educational experience for students through excellence in teaching, research, creative activity and services to the state and society. There is a core group of faculty that has the knowledge, experience and skills to initiate the program and build it over time.

OSU responded satisfactorily to these recommendations.

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

Faculty and staff. Existing faculty will teach the proposed 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 Doctor of Philosophy in Counseling Psychology are shown in the following table.

		Y	ear of Progra	ım	
A. Funding Sources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$38,874	\$77,748	\$103,664	\$111,439	\$116,534
Narrative/Explanation: Tuition v being admitted each year and 2 gr 3, 6, 9, 12, and 13 students in year					
TOTAL	\$38,874	\$77,748	\$103,664	\$111,439	\$116,534

		Ŷ	ear of Progra	am	
B. Breakdown of Budget Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$15,225	\$15,225	\$21,750	\$21,750	\$23,925
Narrative/Explanation: The amoun assistant and 1 assistant director at in year 5.					
Faculty	\$16,250	\$48,750	\$63,375	\$65,000	\$65,000
Narrative/Explanation: The amount .25 FTE in year 2, 3 faculty at .325			•	•	3 faculty a
Graduate Assistants	\$5,238	\$10,476	\$15,714	\$20,952	\$20,952
Narrative/Explanation: Salary for Ph.D. rate of \$776.00 per month for 2, 9 GAs in year 3 and 12 GAs in ye	\cdot 9 months. (
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	\$1,725	\$1,725	\$1,725	\$1,725	\$1,725
Narrative/Explanation: The amo assignments, tests, and other instruct			ted for print	ing marketing	materials
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$1,000	\$1,000	\$2,000	\$4,000
Narrative/Explanation: The amoun workshops.	ts above are	budgeted to s	upport studen	t travel to confe	erences and
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$38,438	\$77,176	\$103,564	\$111,427	\$115,602

Doctor of Philosophy in Curriculum Studies

Program purpose. The proposed program will prepare students for a variety of professional careers in education.

Program rationale and background. The proposed program is currently offered as an option under the Doctor of Philosophy (Ph.D.) in Education (435) and addresses overall curriculum issues across different subject areas. Over the years the program has gained a national reputation and graduated many students who now serve in leadership positions at the local, national, and international levels. The Curriculum Studies option has shown stable enrollment since being established and currently has 33 students enrolled. However, since its inception, the option has expanded from its initial focus of creating curriculum

generalists and can no longer adequately serve the needs and interests of potential students. The proposed program will provide three options: Curriculum and Leadership, College Curriculum and Teaching, and International and Peace Curriculum. Results from an anonymous survey of adjunct faculty at one community college indicated that 35 instructors were interested in the proposed Ph.D. program. Additionally, a survey was sent to more than 30 students and alumni in the Curriculum and Leadership option available under the Master of Science in Teaching, Learning, and Leadership (057). Fourteen respondents expressed interest in the proposed program.

Employment opportunities. The proposed Ph.D. program will prepare students for a variety of careers in education, such as curriculum generalist/specialist, college and university professors, K-20 curriculum leaders, curriculum designers and evaluators, curriculum coordinators, and other educational leaders. Many students pursuing the proposed program may already be employed within their chosen career field but need a doctorate degree for promotion and/or tenure. According to Oklahoma Employment Security Commission data, career opportunities for postsecondary teachers will increase 9 percent through 2026. OSU is confident the proposed program will continue to meet the workforce demands and that graduates will be successful in meeting their career goals.

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	8	Fall 2023
Minimum Graduates from the program	2	2023-2024

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

Institution	Existing Program
University of Oklahoma	Doctor of Philosophy in Instructional Leadership and Academic Curriculum (064)

A system wide letter of intent was communicated by email on June 29, 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 Doctor of Philosophy in Curriculum Studies program will consist of 63 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Program Core Courses	24
Option	24
Dissertation	15
Total	63

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

For these reasons, two external reviewers, Drs. Ithel Jones and Marla Morris, conducted a paper review (i.e., no site visit) of the proposed degree program. Dr. Jones holds a Doctor of Education in Early Childhood Education from the University of Georgia and currently serves as a Professor in the School of Teacher Education. Dr. Morris holds a Doctor of Philosophy in Education from Louisiana State University and currently serves as a Professor of Education in the Department of Curriculum, Foundations and Reading in the College of Education at Georgia Southern University. Both reviewers have extensive experience in the academic area of curriculum studies as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

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

The team's overall evaluation included the following recommendations:

- 1. Recommendation to the Oklahoma State Regents for Higher Education:
 - a) We support the establishment of a PhD program in Curriculum Studies in the School of Teaching, Learning, and Educational Sciences at the Oklahoma State University. The proposed program meets program approval criteria. It is evident that the proposed program should enhance the capacity and impact of the School of Teaching, Learning, and Educational Sciences.
- 2. Recommendations for the Oklahoma State University School of Teaching, Learning, and Educational Sciences.
 - a) Further clarify how the PhD program's College Curriculum and Teaching option differs from other master's programs in this area within the School, as well as other universities.
 - b) Ensure that objective #5 (cultivate students' insights into complex issues related to cultural diversity and social difference and their commitment to the common good and social justice) is integrated and addressed throughout the program, including the common core sequence of courses.
 - c) State the University's minimum GRE scores for admission to the PhD program and indicate the extent to which exceptions can be considered.
 - d) Consider adopting more holistic criteria for program admission such that there is less reliance on standardized test scores.
 - e) Further clarify the projected dissertation supervision responsibilities of the four core faculty.
 - f) Provide information concerning the affiliated faculty's current doctoral supervision responsibilities within their own programs.
 - g) Develop and implement recruitment strategies to ensure that enrollment numbers are maintained.
 - h) Consider adopting more flexibility in the curriculum such as offering more on-line or hybrid courses.
 - i) Adopt more rigorous assessment rubrics for the PhD qualifying exam and the dissertation proposal.
 - j) Specify the precise role of the PhD program's advisory board.
 - k) Develop an administrative structure for program review and assessment.

The team declared support without reservation to establish the program at OSU. The reviewers agree that developing a Doctor of Philosophy in Curriculum Studies will enhance and is central to the mission of Oklahoma State University to provide the best possible educational experience for students through excellence in teaching, research, creative activity and services to the state and society. There is a core group of faculty that has the knowledge, experience and skills to initiate the program and build it over time.

OSU responded satisfactorily to these recommendations.

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

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

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

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

Program resource requirements. Program resource requirements for the Doctor of Philosophy in Curriculum Studies are shown in the following table.

		Y	ear of Progra	ım	
A. Funding Sources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$14,420	\$14,420	\$36,050	\$36,050	\$80,211

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	Year of Program					
B. Breakdown of Budget Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	
Administrative/Other Professional Staff	\$1,800	\$1,800	\$4,500	\$4,500	\$7,200	
Narrative/Explanation: The amount support the program. The amount calculated based on .25 FTE.						
Faculty	\$8,000	\$8,000	\$20,000	\$20,000	\$32,000	
Narrative/Explanation: The amount salary. The amounts in years 3 and						
Graduate Assistants	\$3,100	\$3,100	\$7,750	\$7,750	\$24,800	
Narrative/Explanation: Salary for C 1 and 2, .3125 FTE in years 3 and 4			calculated be	used on .125 I	TE in years	
Student Employees	\$0	\$0	\$0	\$0	\$0	
Equipment and Instructional Materials	\$220	\$220	\$550	\$550	\$1,400	
Narrative/Explanation: The amou activity materials.	ints above a	re budgeted f	or videos for	teaching and	d classroom	
Library	\$0	\$0	\$0	\$0	\$0	
Contractual Services	\$0	\$0	\$0	\$0	\$0	
Other Support Services	\$0	\$0	\$0	\$0	\$0	
Commodities	\$0	\$0	\$0	\$0	\$0	
Printing	\$100	\$100	\$250	\$250	\$811	
Narrative/Explanation: The amorecruitment brochures.	ounts above	are budgeted	l for printin	g course ma	iterials and	
Telecommunications	\$0	\$0	\$0	\$0	\$0	
Travel	\$1,200	\$1,200	\$3,000	\$3,000	\$14,000	
Narrative/Explanation: The amoun in addition to student travel, faculty					s. In year 5,	
Awards and Grants	\$0	\$0	\$0	\$0	\$0	
TOTAL	\$14,420	\$14,420	\$36,050	\$36,050	\$80,211	

Graduate Certificate in Comparative and International Education

Program purpose. The proposed program is designed for individuals who work in many fields, including policy making, non-governmental organizations, academic research, and multi-lateral organizations and will teach students about educational philosophies and policies across the globe.

Program rationale and background. The 21st century is marked by a rapid pace of global change that impacts education and the workforce. As a result, the study of comparative and international education has become paramount. Learning about other educational systems, and how people in other countries teach and/or learn helps domestic educators better learn and understand their own system. Therefore,

there is a need to create a community of faculty, students, and professionals that strives to further crosscultural and multicultural understanding and bridge the gap between scholars and practitioners. The proposed graduate certificate is designed to serve a variety of professionals, including PreKindergarten-12th grade teachers, school/district administrators, university faculty and administrators, and others interested in working in agencies that develop and implement educational policy. The curriculum is a joint effort involving four programs within the School of Educational Studies and addresses the needs of the many students that are international and/or interested in international issues related to education. Additionally, there are students in other departments and colleges, such as the School of Global Studies and Partnerships, who would find the proposed graduate certificate appealing.

Employment opportunities. Oklahoma is one of 19 states in the Partnership for 21st Century Skills' State Leadership Initiative. This partnership provides states with essential elements with which to build a robust state strategy for global education. These elements include Global Competency Standards for Students and Teaching and providing global experiences for students and students and educators. Although the proposed graduate certificate is not designed to lead to employment, the interdisciplinary nature of the curriculum will prove to be a value-added credential to employers and provides graduates an employment edge by integrating the comparative and international method of inquiry.

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	4	Fall 2020
Minimum Graduates from the program	3	2020-2021

Duplication and impact on existing programs. There are no Graduate Certificate in Comparative and International Education programs offered in Oklahoma. A system wide letter of intent was communicated by email on August 22, 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 Comparative and International Education program will consist of 12 total credit hours as shown in the following table. One new course will be added to OSU's inventory and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Required Courses	3
Guided Electives	9
Total	12

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

Delivery method and support services. Courses required for the proposed program will be delivered primarily through Desire2Learn and will incorporate features within the software, including uploaded video lectures, links to additional reading tools, quizzes, and discussion boards to facilitate student-to-student and student-to-instructor conversations. Additionally, faculty may incorporate other tools such as VoIP software and Web 2.0 tools. 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 Comparative and International Education are shown in the following table.

Year of Program					
1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	
\$0	\$0	\$0	\$0	\$0	
\$0	\$0	\$0	\$0	\$0	
\$0	\$0	\$0	\$0	\$0	
\$0	\$0	\$0	\$0	\$0	
\$8,398	\$11,198	\$13,398	\$22,397	\$27,996	
	\$0 \$0 \$0 \$0	1 st Year 2 nd Year \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	1st Year 2 nd Year 3 rd Year \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	1st Year 2 nd Year 3 rd Year 4 th Year \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	

Narrative/Explanation: OSU anticipates enrolling 3, 4, 5, 8, and 10 students in years 1 through 5. The amounts above were calculated based on students completing 12 credit hours in one academic year and 2017-2018 tuition rate of \$223.30 per credit hour.

	TOTAL	\$8,398	\$11,198	\$13,398	\$22,397	\$27,996	
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	Year of Program					
B. Breakdown of Budget Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	
Administrative/Other Professional Staff	\$1,000	\$1,000	\$1,000	\$2,200	\$2,200	
<i>Explanation: The amounts above outreach, and faculty needs.</i>	will fund staf	f to provide se	et-up and sup	port of coi	urse schedules,	
Faculty	\$4,000	\$6,000	\$8,000	\$14,000	\$18,000	
Explanation: The courses included part of their normal course load. The benefits for four courses per year.	he amounts n	oted above are	an estimated	l portion of	the salary and	
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	
Student Employees	\$0	\$0	\$0	\$0	\$0	
Equipment and Instructional Materials	\$2,000	\$2,500	\$3,000	\$4,000	\$5,000	
<i>Explanation: The amounts above comparative theories as utilized dur</i>	0	d for supplies	needed for	practical	application of	
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
Explanation: The amounts above students. Additionally, some printin increase of students in the courses.	-			•	· ·
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$8,000	\$10,500	\$13,000	\$21,200	\$26,200

Certificate in Pre-Health Care Administration

Program purpose. The proposed program is designed to provide students with the necessary preparatory courses needed for master's programs in Health Care Administration.

Program rationale and background. OSU indicates many students complete an OSU bachelor's degree in a variety of disciplines and then apply for admission into the two Health Care Administration master's programs offered in Oklahoma, as well as many others out-of-state. The proposed certificate allows students whose bachelor's degree does not include all of the preferred preparatory courses needed for admission into those programs. However, currently, these post-baccalaureate students must be nondegree seeking, which limits the number of credit hours they are allowed to complete and are not eligible for federal financial aid. Often students will declare a major they do not actually intend to complete, which interferes with graduation rates and can lead to advising issues. The proposed certificate allows students to apply for federal financial aid, provides a clear structure for preferred preparatory courses, and upon completion, gives students a credential documenting their course work.

Employment opportunities. According to Oklahoma Employment Security Commission data, career opportunities for Medical and Health Services Managers is expected to increase nearly 12 percent through 2026. Additionally, EMSI employment data indicates that in 2017 there were 615 job openings in this field. However, according to Oklahoma State Regent for Higher Education's Unitized Data System data, between 2013 and 2017 Oklahoma produced an average of 299 degrees related to health care administration. Therefore, there is a strong need for more graduates to fill these positions. The proposed certificate is not designed to lead to immediate employment upon completion; rather, it is designed to prepare students for admission into a Master of Health Care Administration program at either OSU or another institution. While OSU does not expect these graduate programs to give preference to applicants earning the proposed certificate, it will provide students with an excellent foundation of knowledge needed for graduate work and thus may help students become more competitive applicants.

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

Duplication and impact on existing programs. There are no Certificate in Pre-Health Care Administration programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 12, 2017. The University of Oklahoma (OU) requested a copy of the proposal, which was sent December 6, 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 Certificate in Pre-Health Care Administration program will consist of 20 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 D).

Content Area	Credit Hours
Required Courses	20-23
Total	20-23

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

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

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

Program resource requirements. Program resource requirements for the Certificate in Pre-Health Care Administration are shown in the following table.

	Year of Program					
A. Funding Sources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0	
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0	
Existing State Resources	\$0	\$0	\$0	\$0	\$0	
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0	
Student Tuition	\$18,765	\$18,765	\$28,148	\$28,148	\$37,530	

Narrative/Explanation: OSU anticipates enrolling 4, 4, 6, 6, and 8 students in years 1 through 5. The amounts above were calculated based on students completing 15 credit hours in one academic year and tuition and fees of \$312.75 per credit hour.

|--|

		Y	ear of Progra	m	
B. Breakdown of Budget Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0

TOTAL	\$18,765	\$18,765	\$28,148	\$28,148	\$37,530
Awards and Grants	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Explanation: The amounts above an	re budgeted fo	or telephone c	orrespondenc	e with medica	l schools.
Telecommunications	\$100	\$100	\$100	\$100	\$100
Explanation: The amounts above an	e budgeted fo	or recruitment	materials.		
Printing	\$200	\$200	\$200	\$200	\$200
Commodities	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
<i>Explanation: The faculty FTE devo</i> .38 <i>FTE in years 3 and 4, and .51 F</i>		t the program	is as follows:	20 FTE in y	ears 1 and 2
Faculty	\$18,465	\$18,465	\$27,848	\$27,848	\$37,230

Attachments

ATTACHMENT A

OKLAHOMA STATE UNIVERSITY DOCTOR OF PHILOSOPHY IN COUNSELING PSYCHOLOGY

egree Requirements		Credit Hours
Required Courses		108
EPSY 6133	History and Systems of Psychology	3
*SPSY 6133 or PSYC 6483	Biological Basis of Behavior Neurobiological Psychology	3
EPSY 6163	Emotion and Cognition	3
EPSY 5183 or PSYC 6563	Theories of Social Psychology Advanced Social Psychology	3
CPSY 6153	Personality Theories	3
EPSY 5103	Human Development in Psychology	3
CPSY 5563 or PSYC 5113	Conceptualization and Diagnosis Psychopathology	3
CPSY 5523	Individual Appraisal	3
EPSY 5320	Individual Intellectual Assessment	3
CSPY 6123	Adult Personality Assessment	3
CPSY 5553	Principles of Counseling	3
CPSY 6083	Principles of Counseling Psychology	3
CPSY 5453	Vocational and Career Information	3
CPSY 5583	Group Process	3
CPSY 6543	Clinical Supervision	3
CPSY 6553	Advanced Practice in Marital and Family Treatment	3
CPSY 6053	Ethical and Legal Issues in Counseling Psychology	3
CPSY 5503	Multicultural Counseling	3
CPSY 5593	Counseling Practicum	3
CPSY 6413	Counseling Practicum I	3
CPSY 6423	Counseling Practicum II	3
CPSY 6433	Counseling Practicum III	3
CPSY 6443	Counseling Practicum IV	3
CPSY 6000	Doctoral Thesis	15
CPSY 6560	Internship in Counseling	6
REMS 5013	Research Design and Methodology	3
REMS 5953	Elementary Statistical Methods in Education	3
REMS 6003	Analysis of Variance	3

REMS 6013	Multiple Regression Analysis in Behavioral Studies	3
REMS 6373 or REMS 6663 or REMS 6023	Program Evaluation Applied Multivariate Research in Behavioral Studies Psychometric Theory	3
SCFD 5913 or SOC 5273	Introduction to Qualitative Inquiry Qualitative Research Methods	3
Guided Electives		9
	Students are required to complete 9 credit hours of guided electives.	9
Total		117

*Denotes new courses

ATTACHMENT B

OKLAHOMA STATE UNIVERSITY DOCTOR OF PHILOSOPHY IN CURRICULUM STUDIES

egree Requirements	С	redit Hours
Program Core Cour	ses	24
CIED 6053	Advanced Curriculum Studies	3
CIED 6063	Curriculum History	3
CIED 6043	Curriculum Leadership	3
CIED 6033	Analysis of Teaching	3
CIED 6163	Advanced Curriculum Research Strategies	3
	Select 9 credit hours from the following	
CIED 6073	Advanced Pedagogical Research	3
CIED 6253	Designing and Conducting Mixed Methods Research	3
EDLE 6853	Research Traditions in Educational Leadership	3
HESA 6853	Research Traditions in Higher Education and Student Affairs	3
HIST 5023	Historical Methods	3
WAED 6110	Quantitative Methods	3
REMS 5373	Educational Measurements	3
REMS 6003	Analysis of Variance	3
REMS 6013	Multiple Regression Analysis	3
REMS 6663	Applied Multivariate Research	3
SCFD 6113	Theoretical Foundations of Inquiry	3
SCFD 6123	Qualitative Research I	3
SCFD 6190	Qualitative Research: Selected Methods	3
SCFD 6193	Qualitative Research II	3
SOC 5273	Qualitative Research Methods	3
STAT 5043	Sample Survey Designs	3
Option		24
	Curriculum and Leadership Option	
	Students will select related courses in consultation with the advisor and dissertation committee	r 9
	Select 15 credit hours from the following	
CIED 6030	Contemporary Issues in Curriculum Studies	3
CIED 6073	Advanced Pedagogical Research	3
CIED 6133	Theory to Practice in Education	3

CIED 6143	School Reform	3
CIED 6153	Curriculum of Nonviolence	3
CIED 6183	Advanced Media Literacy in the Curriculum	3
CIED 6683	Language, Literacy, and Culture	3
SCFD 6983	Diversity and Equity in Education	3
CIED 5123	Curriculum in the Secondary School	3
CIED 5313	Curriculum in the Elementary School	3
	College Curriculum and Teaching Option	
	Students will select related courses in consultation with their advisor and dissertation committee	9-18
	Select 6-15 credit hours from the following	
HESA 6713	Effective Teaching in Colleges and Universities	3
CIED 6133	Theory to Practice in Education	3
CIED 6073	Advanced Pedagogical Research	3
CIED 6183	Advanced Media Literacy	3
CIED 6040	Special Topics in College Teaching and Curriculum	3
HESA 6583	The Impact of College on Students and Society	3
HESA 6753	Historical Development of Higher Education	3
HESA 6843	The Academic Department	3
SCFD 6983	Diversity and Equity in Education	3
SCFD 6883	Transforming Pedagogies	3
EDLE 5313	Characteristics of Adult Learners	3
	International and Peace Curriculum Option	
	Students will select related courses in consultation with their advisor and dissertation committee	9
	Select 15 credit hours from the following	
CIED 6053	Curriculum of Nonviolence	3
*CIED 6173	International Peace Curriculum Development	3
CIED 6030 or CIED 6040	Special Topics	3
CIED 5803	Mindfulness, Curriculum and Teaching	3
CIED 5723	Gender and Curriculum	3
CPSY 5503	Multicultural Counseling	3
CPSY 6223	Beck's Cognitive Therapy	3
HESA 6163	International Issues in Higher Education	3
SCFD 6983	Diversity and Equity in Education	3

SOC 6463	International Issues in Environmental Sociology	3
PHIL 5343	Seminar in East and West Comparative Philosophy	3
SOC 5323	Collective Behavior and Social Movements	3
SOC 5493	Seminar in Environmental Justice	3
Dissertation		15
CIED 6000	Dissertation	15
Total		63

*Denotes new courses

ATTACHMENT C

OKLAHOMA STATE UNIVERSITY GRADUATE CERTIFICATE IN COMPARATIVE AND INTERNATIONAL EDUCATION

Program Requirements Credit Hours Required Courses 3 *SCFD 6023 The Comparative Approach: Theory, Method, and Practice 3 9 **Guided Electives** Select 3 courses from the following Globalization and Culture 3 ANTH 5243 Leadership Theory and Ethical Decision Making 3 EDLE 5813 EDLE 5953 **Developing Educational Organizations** 3 School Leadership, Culture, and Ethics 3 EDLE 6483 HESA 6163 International Issues in Higher Education 3 3 EDLE 6603 Organizational Theory in Education 3 SCFD 5873 Culture, Society, and Education 3 SCFD 6023 **Comparative Education** 3 SOC 5223 Culture, History, and World Systems SOC 5653 Gender and the Middle East 3 12 Total

*Denotes new courses

ATTACHMENT D

OKLAHOMA STATE UNIVERSITY CERTIFICATE IN PRE-HEALTH CARE ADMINISTRATION

Program Requirements		Credit Hours
Required Courses		20
PHIL 1213 or	Philosophies of Life	
PHIL 3803 or	Business Ethics	3
PHIL 3833	Biomedical Ethics	
PSYC 1113	Introductory Psychology	3
ECON 1113 or	The Economics of Social Issues	
ECON 2003 or	Introduction to Economics	3-6
ECON 2103 and	Introduction to Microeconomics	5-0
ECON 2203	Introduction to Macroeconomics	
HHP 2802	Medical Terminology for the Health Professions	2
POLS 2020 or	Topics in Public Law	
POLS 2030 or	Topics in Public Policy and Administration	3
LSB 3213	Legal and Regulatory Environment of Business	
SOC 1113 or	Introductory Sociology	3
SOC 4153	Sociology of Health and Illness	3
STAT 2013 or	Elementary Statistics	
STAT 2023 or	Elementary Statistics for Business and Economics	3
CS 1013 or	Computer Science principles	3
MSIS 2103	Business Computer Concepts and Applications	
Total		20-23

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION April 25, 2019

AGENDA ITEM #8-b:

New Programs.

SUBJECT: Northeastern State University. Approval to offer the Bachelor of Science in Health and Human Performance in Broken Arrow.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's request to offer the Bachelor of Science in Health and Human Performance in Broken Arrow, 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.

• Bachelor of Science in Health and Human Performance (040). Continuation beyond Fall 2024 will depend upon meeting the following criteria: Majors enrolled: a minimum of 20 students in Fall 2023; and Graduates: a minimum of 10 students in 2023-2024.

BACKGROUND:

Academic Plan

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

For the 2018-19 academic year, NSU will continue to pursue academic priorities that best serve its students and constituent communities. Across the institution, the focus is on student success, and several initiatives highlight these efforts. First, NSU will continue work on its HLC Quality Initiative: Sustaining Student Success. Data collection was the focus of the past year, and these data reveal the complexity of student support needs and variety of career and educational goals that characterize NSU's students. The institution's investment in new data analytic tools from Civitas Learning will allow faculty, advisors, and student support specialists to reach out with more personalized information and anticipate potential stumbling blocks for students. This software package will enhance not only the Sustaining Student Success initiative, but also other efforts to personalize student support.

The second institutional initiative for 2018-19 is NSU's participation in the Tulsa Transfer Partnership, a collaborative of Tulsa metro universities who seek to strengthen transfer opportunities and processes with Tulsa Community College. Sponsored by the Schusterman Family Foundation, the Tulsa Transfer Project will utilize the Gardner Institute's Foundations of Excellence Transfer model and has the potential to benefit not only NSU's efforts with TCC transfers, but all transfer students no matter their feeder institution. As part of the Foundation of Excellence process, NSU will conduct a self-study of its transfer philosophies and practices.

The third institutional initiative will be curricular changes to fully implement the mathematics pathways. During 2017-18, the Chair of NSU's Mathematics and Computer Science department meet with program faculty in every college to discuss the most suitable pathway for each major. NSU had already added a general education statistics course for the 2017-18 academic year, and in the coming year will finalize the pathway work to include the new functions and modeling course as well as course and degree changes required to reach that goal.

Supported by a Title III NASNTI grant, NSU's Native American Support Center provides direct student services related to retention for students from tribal backgrounds. The Center provides academic advisement, personal coaching, tutoring, peer mentoring, career coaching, and graduate school preparation, and works closely with the Center for Tribal Studies. The program operated under an interim director from October-May 2017-18, but now has a full-time director and will be filling the Outreach Coordinator position soon.

The College of Business and Technology will host a re-accreditation visit with a team from Accreditation Council for Business Schools and Programs (ACBSP) during the fall 2018 and has devoted efforts to improving assessment, strategic planning, and stakeholder relations. While ACBSP accreditation impacts the BBA and MBA programs, the unit is also working toward accreditation of the Environmental Health and Safety Management program by the Accreditation Board for Engineering and Technology (ABET). This program is the third largest major in the CBT, and local employers hold the program in high regard and are eager to hire graduates. The lack of ABET accreditation, however, precludes students from applying for certain national scholarships and makes them ineligible for hire by some large, nationwide firms. ABET accreditation is necessary to take this program to the next level, and the faculty and are collaborating with stakeholders to reach this goal. During the AY 2017-2018 year, a faculty position vacated through retirement was repositioned to EHSM and is currently being advertised. This position will help meet ABET faculty requirements. Once this position is filled, the college will explore creating safety laboratory facilities.

The College of Education is also hosting a re-accreditation visit in during 2018-19. The Council for the Accreditation of Educator Programs (CAEP) along with representatives from the Oklahoma Educational Quality and Accountability agency will be on site in November to review teacher education programs at the undergraduate and graduate preparation levels. Beyond re-accreditation efforts, the COE's academic priorities include working with area districts to assist them in "growing their own" teachers with strengthened marketing and recruitment as well as early identification of future teachers, implementing more global learning experiences, and implementing accelerated pathways between undergraduate and graduate programs. Financial resources to meet these priorities are limited, and the challenge of recruiting and retaining highly qualified faculty limits programs' abilities to expand in critical areas. For example, area schools report a need for school psychologists, and the Psychology and Counseling Department has developed a School Psychology program. Unfortunately, due to a lack of resources to finalize the program curriculum and recruit appropriate faculty, the Letter of Intent and program development are on hold.

Under leadership of a new dean, the College of Liberal Arts will continue to update programs where needed, create new areas of study, and phase out programs which may no longer be viable. The availability of online minors will complement NSU's efforts to strategically address students' interest in online programming. Geography and Criminal Justice are working on a Sustainability and Global Security major. The new Creative Writing major complements the current traditional English major and will soon cultivate more students interested in writing related careers. The English major is in process of undergoing major curriculum revisions in response to discipline standards, recommendations from a program review consultant, and to articulate well with other state schools. A

new Teaching English to Speakers of Other Languages major is under consideration. The Master of Science in Social Work program will launch this fall, and one of the needed positions was funded through reallocation of existing monies, but a second position will require new money or further reallocation. Costs for faculty with the experience and expertise needed will be close to \$100,000 with salary and benefits.

The Gregg Wadley College of Science and Health Professions plans to enhance programs in the health professions including the reinstatement of the Masters of Science in Nursing and the implementation of a new master's program preparing physician's assistants in summer 2019. Additional faculty and personnel to support the program are funded at this time through private donations. In response to changes at the national level for credentialing dieticians, the Nutritional Sciences program will propose a Master of Science in Public Health. Changes to general education mathematics courses will be a priority in 2018-19 as the Mathematics and Computer Science department supports the implementation of math pathways across all undergraduate degree programs. In addition, faculty are exploring the addition of graduate certificate programs which would align with constituent employer needs. These certificates would provide enhanced skills for individuals as well as encouragement to complete a master's program.

The Oklahoma College of Optometry continues to enjoy a national reputation for preparing highlyskilled optometric physicians. To maintain the quality of preparation that NSU graduates enjoy, the college's highest priority is a new academic and clinical facility. NSU's capital campaign has identified this new facility as a priority, and college personnel have been meeting with an architectural firm to develop renderings of a proposed new facility. Other academic priorities include faculty salary adjustments to market rates to ensure that the college recruits and retains the best faculty and restoration of an equipment budget acquire the clinical equipment needed to keep pace with ever changing technology.

The Graduate College has worked with the academic colleges to implement accelerated pathways which allow students to take up to 12 hours of graduate credit course work to meet the final undergraduate program requirements. By enrolling in graduate course work early, students have a head start in their graduate program and are more likely to complete. In additional to accelerated pathways, efforts to identify students who lack minimal requirements for graduation are underway in various programs with the goal of encouraging students to take the final few courses needed to complete their degrees. Finally, the graduate college hopes to secure funding to support graduate student research and presentation.

Within the scope of academics, NSU's branch campuses at Muskogee and Broken Arrow support the needs of the communities they serve. In addition to health programs such as the Nursing BSN and MSN, Occupational Therapy, M.S, and upcoming Physician's Assistant programs, the Muskogee campus also supports the OSRHE Reach Higher Organizational Leadership degree completion program and the General Studies baccalaureate program. Both programs have exceeded enrollment and degree production expectations in the past five years. With recent approval for complete online delivery, these programs have the capacity to serve even more students. On the Broken Arrow campus, the community continues to request programming related to STEM initiatives, and NSU is able to offer programming in Applied Physics, Computer Science, Mathematics, Biology, Chemistry as well as health care programs such as Medical Laboratory Sciences and pre-health majors for those seeking professional programs. Programming in business, education, and criminal justice continue to draw large numbers of students at the NSU Broken Arrow campus.

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

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

Program Review

NSU offers 99 degree and/or certificate programs as follows:

10	Certificates
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
60	Baccalaureate Degrees
28	Master's Degrees
0	Doctoral Degrees
1	First Professional Degree

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

NSU's faculty developed the proposal, which was reviewed and approved by institutional officials. NSU's governing board approved delivery of the Bachelor of Science in Health and Human Performance (040) to be offered in Broken Arrow at their November 2, 2018 meeting. NSU requests authorization to offer this degree program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Bachelor of Science in Health and Human Performance (040)

Program purpose. The proposed program will provide a broad background in health and wellness issues for students interested in health professions.

Program rationale and background. NSU currently offers the Bachelor of Science in Health and Human Performance (040) in Tahlequah. NSU recently signed an articulation agreement with Tulsa Community College (TCC) to transfer students who complete the Associate in Science in Health, Human Performance, and Physical Education (256) into the Clinical Wellness/ option of NSU's Bachelor of Science in Health and Human Performance (040) program. This agreement builds on established

articulation relationships, as well as existing agreements in health and wellness. TCC and NSU have long had a reciprocal agreement for co-use of fitness center facilities on the TCC Southeastern campus and classrooms at NSU-Broken Arrow with no charge to either institution. While the coursework will be offered in Broken Arrow, this proposal reinforces the goals of the State Regents' Task Force on the Future of Higher Education to see more collaboration among State System colleges and universities for efficient and effective use of state resources to increase degree completion.

Employment opportunities. Students completing the proposed program will be prepared to achieve further professional and personal success in a variety of health professions, including employment in corporate clinical and wellness sites, private fitness centers, hospitals, and health intervention programs. Additionally, the program will provide graduates the opportunity to continue in advanced programs such as occupational therapy and physical therapy. According to Oklahoma Employment Security Commission data, the career outlook for Exercise Physiologists, Personal Trainers, Physical Therapists, and Occupational Therapists is strong, with a 10 to 18 percent growth through 2026. Additionally, the employment demand for these occupations in the Tulsa area is much higher, with a projected growth of 11 to 31 percent through 2026.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2023
Minimum Graduates from the program	10	2023-2024

Duplication and impact on existing programs. Consistent with the recently developed OSRHE plan for review of academic programs delivered in the immediate Tulsa area by Oklahoma public universities and colleges, this proposal has been reviewed to ensure no unjustifiable program duplication and to ensure that the needs of all Tulsa area students are met. This review is consistent with the Academic Program Approval policy and involves consideration of student demand for the degree, employer demand for the degree, demand for services or intellectual property of the program, and alternative forms of delivery and consortial or joint programs. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program (whether it is a new program or an extension of an existing program) is sufficiently different from the existing program(s) offered by other institutions or that access to the existing program(s) is sufficiently limited to warrant initiation of a new program offering.

The proposed program may share similar content with the following programs:

Institution	Existing Program		
University of Oklahoma	Bachelor of Science in Health and Exercise Science (291)		
University of Central Oklahoma	Bachelor of Science in Kinesiology (133)		
East Central University	Bachelor of Science in Kinesiology (020)		
Southeastern Oklahoma State University	Bachelor of Science in Health and Human Performance (115)		

A system wide letter of intent was communicated via email on March 8, 2018. Oklahoma State University (OSU) and Rogers State University (RSU) requested a copy of the proposal, which was sent on December 6, 2018 and December 21, 2018 respectively. OSU, RSU, nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and the articulation agreement between NSU and TCC, approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in Health and Human Performance (040) program will consist of 124 total credit hours as shown in the following table. Typically, lower-division course work in the Tulsa metro area should not duplicate lower-division courses offered by Tulsa Community College (TCC). NSU has signed an articulation agreement with TCC to transfer students who complete the Associate in Science in Health, Human Performance, and Physical Education (256). Therefore, it is expected that all general education and lower-division course work will be completed at TCC. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	46-48
Core Courses	30
Option	15
General Electives	31-33
Total	124

Total 124

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

Program resource requirements. Program resource requirements for the Bachelor of Science in Health and Human Performance (040) are shown in the following tables.

	Year of Program				
A. Funding Sources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$247,361	\$259,727	\$272,717	\$286,354	\$300,639
Narrative/Explanation: The amou	nts shown abo	ve are tuition	income from t	the existing pr	oram on th
Tahlequah campus at an average student, per year, with 5 percent program on the Tahlequah and Br	e of 36 majors tuition increas	s per year. (e each year.	Calculations r	eflect 31 crea	lit hours pe

Narrative/Explanation: The amounts shown above are existing faculty salaries and benefits currently allocated in the E&G budget. Each faculty salary is calculated using a base salary plus 53 percent

	Year of Program				
A. Funding Sources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
benefits. These funds will be use campuses.	d to support	the program	on the Tah	lequah and l	Broken Arrow
State Resources Available through Internal Allocation and Reallocation	\$33,806	\$33,806	\$33,806	\$33,806	\$33,806
Narrative/Explanation: These resou	urces reflect r	eallocation of	administrati [.]	ve and faculty	resources.
Student Tuition	\$82,454	\$101,005	\$121,208	\$143,177	\$167,769
Narrative/Explanation: The amoun 14, 16, 18, and 20 students in years per academic year. Calculations re	1 through 5	and an estima	ted tuition ar	nd fee increas	e of 5 percen
TOTAL	\$665,796	\$696,713	\$729,906	\$765,512	\$804,389
B. Breakdown of Budget	Year of Pro 1 st Year	gram 2 nd Year	3 rd Year	4 th Year	5 th Year
Expenses/Requirements Administrative/Other Professional Staff	\$3,588	\$3,588	\$3,588	\$3,588	\$3,588
Narrative/Explanation: Existing of reflect 10 percent of the existing sta		vill accommo	late addition	al students.	Calculation
Faculty	\$30,218	\$30,218	\$30,218	\$30,218	\$30,218
Narrative/Explanation: Existing Calculations reflect 10 percent of a however, a higher level of student a need to hire an additional faculty m	hese salaries lemand than e		faculty are n	ot anticipated	d at this time
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$7,160	\$810	\$810	\$810	\$810
Narrative/Explanation: The first y blood pressure monitors, skinfold boxes, anatomy skeleton, hand, bac to accommodate the projected addit	calipers, hea k, leg & ches	irt rate monit t dynamomete	ors, pedomet rs). The add	ters, fit steps litional costs	, sit & react each year ar
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	\$400	\$400	\$400	\$400	\$400
Narrative/Explanation: Calculation printing of syllabi and other hando for the existing program on the Tah	uts. These a	-			
		lS.			

TOTAL	\$47,766	\$41,736	\$42,071	\$42,424	\$42,794
Awards and Grants	\$0	\$0	\$0	\$0	\$0
Narrative/Explanation: The amo Broken Arrow as needed. NSU es increase each year.					
Travel	\$6,400	\$6,720	\$7,055	\$7,408	\$7,778

Attachment

ATTACHMENT A

NORTHEASTERN STATE UNIVERSITY BACHELOR OF SCIENCE IN HEALTH AND HUMAN PERFORMANCE

Degree Requirements

Credit Hours

General Education		46-48
	Typically, lower-division course work in the Tulsa metro area should not duplicate that offered by Tulsa Community College (TCC). NSU has signed an articulation agreement with TCC to transfer students who complete the Associate in Science in Health, Human Performance, and Physical Education (256). Therefore, it is expected that all general education and lower-division course work will be completed at TCC or transferred to NSU from another institution.	
Major Requirements		30
HED 2202	Orientation to Health and Wellness	2
HED 2212	First Aid/Responding to Emergencies	2
HED 2254	Human Anatomy and Physiology	4
HED 2392	Nutrition for Health/Sport	2
HED 2412	Drug Education	2
HED 3353	Community Health	3
HED 4333	Physiology of Exercise	3
HED 4363	Kinesiology	3
HED 4383	Care and Prevention of Athletic Injuries	3
HED 4403	Physiology of Aging	3
HED 4503	Instrumentation in Exercise Physiology	3
Option		15
HED 3313	Personal Fitness and Wellness	3
HED 4523	Sports Physiology	3
HED 4533	Cardiopulmonary Rehabilitation	3
HED 4811	Practicum	1
HED 4812	Practicum	2
HED 4813	Practicum	3
Free Electives		31-33
	Select courses to bring total credit hours completed to a minimum of 124. Some of these courses may need to be upper-division courses. At least 18 credit hours must culminate in an approved minor.	

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION April 25, 2019

AGENDA ITEM #8-c:

New Programs.

SUBJECT: University of Oklahoma College of Law. Approval to offer the Master of Legal Studies in International Business Law.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma College of Law's request to offer the Master of Legal Studies in International Business Law, via online delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

 Master of Legal Studies in International Business Law. Continuation beyond Fall 2024 will depend upon meeting the following criteria: Majors enrolled: a minimum of 20 students in Fall 2023; and Graduates: a minimum of 16 students in 2023-2024.

BACKGROUND:

Academic Plan

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

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

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

- We continue to collect mid-semester grades at the end of the eighth week of the Fall and Spring semesters in order to help students and advisors understand how the students are performing academically. Grades are required of instructors to submit for students in all 1000 level courses, but grading is available in the system for all courses. The following week, University College and other academic advisement/coaching units are provided with a list of students and their mid-semester grades. Appropriate contact and interventions follow. Mid-semester grades are available to all students in ONE.
- We will continue to support undergraduate retention and graduate rates by providing data from the student systems to provide early detection of at risk students.
- The Office of Admissions and Recruitment (OAR) has implemented a Customer Relationship Management (CRM) system, Slate by Technolutions. Slate has provided greatly enhanced ability to communicate with prospective students and track events and ongoing communication through the point of enrollment. It has also allowed OAR to create its own branded, easy-to manage-application for admission, which is adaptable by type of student. Slate has also become the primary admissions tool for the office, creating additional efficiencies and consistency in making admission decisions.
- The Office of Admissions and Recruitment has engaged with a consulting firm, Human Capital Research Corporation, an econometric-centered enrollment management firm that assists with financial aid strategy, revenue optimization, and recruitment and admission strategy for incoming freshmen.
- OAR has partnered with the Common Application, a freshman application for admission that allows students to simultaneously apply to many schools. This has opened OU to a much broader base of prospective students nationwide and worldwide.
- OU currently partners with CollegeNET as its communication tool (CRM) and admission application for graduate students. This system has allowed the academic departments participating in the admission process to greatly decrease the time to decision and centralizes much of the communication to applicants.
- The Office of Admission and Recruitment has signed on to partner with the Coalition Application for Access, Affordability and Success. This application provides a third option for prospective freshmen to access OU. We anticipate this application will be used more in Texas, as major cross-application universities in that state also recently signed on with the Coalition Application.
- In 2019, OU plans to make the switch of the graduate application and CRM from CollegeNET to Slate. This will create efficiencies in communication, marketing and recruitment of prospective graduate students, save money, and create shared services between undergraduate and graduate admissions.
- The Office of Admissions and Recruitment is piloting an artificial intelligence web bot to be even more responsive to the needs of prospective students and with the goal of connecting students with their admission counselor earlier on in the process.

APRA Implementation

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

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

Since 1992, 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);
- Graduate Certificate in Indigenous Peoples Law (156); and
- Graduate Certificate in International Law.

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 and Distance Education and Traditional Off-Campus Courses and Programs policies.

ANALYSIS:

Master of Legal Studies in International Business Law

Program purpose. The proposed program will provide targeted, practical education in legal studies to business leaders to enable them to better understand and succeed in the international business environment.

Program rationale and background. With increased globalization almost all businesses have some degree of contact with international capital, trade, tax, and regulatory regimes. Furthermore, as more complex cross-border transactions increase, the need for specialized education in the legal and regulatory environment continues to grow. The objective of the proposed program is to provide graduate-level education to business professionals related to the legal and regulatory environment of international business law. OU-Law commissioned a feasibility study by Elsmere Education. Elsmere found that two key industries for potential students are Financial Activities and Professional and Business Services. Potential students were identified as falling into the following groups: financial analysts, financial managers, accountants and auditors, compliance officers and management analysts. To serve this student demand, there are only four master's level degrees related to international business law offered by accredited law schools and only three of which are offered online.

Employment opportunities. Increasing globalization and legal complexity will make specialized knowledge in international business law highly desirable for career advancement. Furthermore, with the anticipated significant growth in the Financial Activities and Professional and Business Services fields, applicants with the proposed credential will be more marketable. According to Oklahoma Employment Security Commission data career opportunities for financial analysts, financial managers, accountants and auditors, compliance officers and management analysts are expected to increase as much as 18 percent through 2026. Additionally, OU-Law reports that in the past year there were nearly 6,000 unique job posting that included the keywords "international trade," "international law," and "international finance."

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2023
Minimum Graduates from the program	16	2023-2024

Duplication and impact on existing programs. There are no Master of Legal Studies in International Business Law programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 11, 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 Legal Studies in International Business Law program will consist of 32 total credit hours as shown in the following table. Fifteen new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	25
Guided Electives	7
Total	32

Faculty and staff. OU-Law plans to hire adjunct faculty who are experts in the particular course subject matter to teach the proposed program.

Delivery and support services. OU-Law will utilize the learning and course management system, Canvas, for the instructional delivery of the courses and will utilize recorded lectures, online discussion forums, quizzes, tests, and written assignments. 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 Legal Studies in International Business Law are shown in the following table.

	Year of Program				
A. Funding Sources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$676,600	\$1,382,333	\$1,419,000	\$1,419,000	\$1,419,000
Narrative/Explanation: The amou year. The amounts also assume an hour. OU-Law also anticipates add	80 percent re	etention rate a	nd blended tui	tion of \$859 p	
TOTAL	\$676,600	\$1,382,333	\$1,419,000	\$1,419,000	\$1,419,000

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$54,000	\$54,000	\$54,000	\$54,000	\$54,000
Explanation: The amounts above	are the salary	allocation for	a program ad	lministrator.	
Faculty	\$96,000	\$236,800	\$288,000	\$288,000	\$288,000

Explanation: Faculty teaching the courses are paid on a per credit hour basis. Each faculty member is paid \$3,000 per credit hour each time their course is taught. The courses are either 2 credits or 3 credits. Depending on each faculty member's particular course, they are paid either \$6,000 or \$9,000 for their course. OU-Law plans to hire adjunct faculty who are experts in the particular course subject matter, so most faculty will only be teaching one course in the program (two courses maximum).

TOTAL	\$675,915	\$933,823	996,390	996,390	996,390
Awards and Grants	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Explanation: The above amounts	will be used fo	r marketing c	osts.		
Other Support Services	\$138,000	\$214,500	\$214,500	\$214,500	\$214,500
<i>Explanation:</i> The amounts above charged as 25 percent of billed tuit		costs of outso	urced recruit	ing and reten	tion services
Contractual Services	\$169,125	\$345,583	\$354,750	\$354,750	\$354,750
Library	\$0	\$0	\$0	\$0	\$0
<i>Explanation:</i> The amounts abo design.	ve are budget	ed for online	course deve	lopment and	instructional
Equipment and Instructional Materials	\$218,790	\$82,940	\$85,140	\$85,140	\$85,140
Student Employees	\$0	\$0	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0	\$0	\$0

Attachment

UNIVERSITY OF OKLAHOMA COLLEGE OF LAW MASTER OF LEGAL STUDIES IN INTERNATIONAL BUSINESS LAW

Program Requirements		Credit Hours
Required Courses		25
*LSIB 5003	Introduction to Legal Studies	3
*LSIB 5002	Sources of International Law	2
*LSIB 5113	Comparative Corporate Law	3
*LSIB 5123	European Union Business and Competition Law	3
*LSIB 5112	International Payment Systems	2
*LSIB 5133	International Sales and other Business Transactions	3
*LSIB 5122	Combating International Corruption	2
*LSIB 5132	International Sanctions Regimes	2
*LSIB 5142	International Business, Human Rights, and Corporate Social Responsibility	2
*LSIB 5143	International Commercial and Investment Arbitration	3
Guided Electives		7
	Students must select 7 credit hours from the following:	
*LSIB 5643	International Indigenous Peoples Law	3
*LSIB 6113	International Trade and Investment	3
*LSIB 6112	International Finance: Capital Markets	2
*LSIB 6122	International Finance: Banking and Structured Finance	2
*LSIB 6132	International Petroleum Transactions	2
Total		32

*Denotes new courses

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION April 25, 2019

AGENDA ITEM #9:

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:

Oklahoma State University – Oklahoma City (OSU-OKC) requests authorization to delete the programs below:

- Associate in Applied Science in Graphic Design (064)
- Certificate in Computer Forensics (121)
- Certificate in Web Page Design (130)
- Certificate in Digital Communication (132)
- Certificate in Management Information Systems Governance Risk and Compliance (134)

POLICY ISSUES:

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

ANALYSIS:

OSU-OKC requests authorization to delete the Associate in Applied Science in Graphic Design (064) effective beginning the 2019-2020 academic year. This program was approved at the May 30, 2003 State Regents' meeting. OSU-OKC reports:

- This program has low industry demand and low student enrollment.
- There are currently three students enrolled in the program with an expected graduation date of Spring 2020.
- No course will be deleted.
- Funds have been reallocated to support the Business Administration department maintenance and operations budget.

OSU-OKC requests authorization to delete the Certificate in Computer Forensics (121) effective beginning the 2019-2020 academic year. This program was approved at the April 9, 2015 State Regents' meeting. OSU-OKC reports:

- This deletion is the result of a consolidation of their degree program inventory.
- There are currently no students enrolled in the program.
- No courses will be deleted.

• No funds are available for reallocation.

OSU-OKC requests authorization to delete the Certificate in Web Page Design (130) effective beginning the 2019-2020 academic year. This program was approved at the October 20, 2016 State Regents' meeting. OSU-OKC reports:

- This program has low industry demand and low student enrollment.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- Funds have been reallocated to support the Business Administration department maintenance and operations budget.

OSU-OKC requests authorization to delete the Certificate in Digital Communication (132) effective beginning the 2019-2020 academic year. This program was approved at the October 20, 2016 State Regents' meeting. OSU-OKC reports:

- This program has low industry demand and low student enrollment.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- Funds have been reallocated to support the Business Administration department maintenance and operations budget.

OSU-OKC requests authorization to delete the Certificate in Management Information Systems – Governance Risk and Compliance (134) effective beginning the 2019-2020 academic year. This program was approved at the December 17, 2017 State Regents' meeting. OSU-OKC reports:

- This deletion is the result of a consolidation of their degree program inventory.
- There are currently no students enrolled in the program.
- No course will be deleted.
- No funds are available for reallocation.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION April 25, 2019

AGENDA ITEM #10:

Policy.

SUBJECT: Posting of revisions to the Professional Programs policy.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

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

POLICY ISSUES:

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

Institution	Maximum Number of	Maximum Number of Admissible
	Admission Slots	Out-of-State Students
University of Oklahoma College of	200	25 Percent or 50 Students
Medicine		
OSUCOM	165	15 Percent or 20 Students,
		whichever is Greater

ANALYSIS:

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

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

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

3.24 PROFESSIONAL PROGRAMS

3.24.1 Purpose

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

3.24.2 Definitions

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

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

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

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

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

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

OSUCOM – 1525 percent or $20 \underline{41}$ out-of-state students, whichever is greater

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

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

diversity within the student body.

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

3.24.4 Program Standards for the OU College of Medicine

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

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

- 3.24.5 OU College of Allied Health
 - A. Doctor of Audiology

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

B. Doctor of Physical Therapy

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

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

C. Doctor of Science in Rehabilitation Sciences

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

- 3.24.6 OU Doctor of Public Health
 - A. Functions

The College of Public Health is to support and sustain the state and regional public health workforce by providing doctoral level training in the form of a professional program emphasizing the translation of knowledge into practice.

B. Standards for Admission

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

- 1. A Master of Public Health (MPH) degree from a CEPH accredited school. Applicants with other master's or doctoral degrees from non-CEPH accredited programs will be considered on an individual basis; however, if accepted, these students may be required by the advisory committee to take additional courses that guarantee competency in the MPH core.
- 2. A minimum of three years of work experience in a public health-related field.
- 3. Three letters of recommendation, of which at least one must be from a current or recent (within the past two years) work supervisor.
- 4. A transcript showing a graduate level GPA of at least a 3.5, based upon a 4.0 scale. For those applicants below a 3.5 GPA, the admissions committee may consider the applicant's work, educational experience, personal recommendations, and other relevant experience in making recommendations for admission.
- C. Standards for Retention

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

D. Standards for Graduation

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

3.24.7 OSU College of Osteopathic Medicine

A. Functions

The 1988 Oklahoma Legislature adopted House Bill No. 1801, repealing provisions of law relating to establishment and operation of The Oklahoma College of Osteopathic Medicine and Surgery (70 O.S., Supp. 1981, §4501, §4502, §4503 and §4504), merging The Oklahoma College of Osteopathic Medicine and Surgery with Oklahoma State University (70 O.S., Supp. 1981, §3423 and §3424), and declaring the College of Osteopathic Medicine to be an agency and an integral part of Oklahoma State University (70 O.S., Supp. 1981, §3103). Among other provisions, House Bill No. 1801 expresses legislative intent "... that the Oklahoma State Regents for Higher Education, in determining the functions, programs of study, and standards of education of the college, continue to give emphasis to the preparation of doctors of osteopathic medicine in the field of general practice."

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

- 1. To prepare osteopathic physicians and surgeons for the State of Oklahoma through approved and accredited programs which offer complete medical studies, provide bases for further professional advancement, and encourage entrance into general practice.
- 2. To establish postgraduate programs of medical study, including multi-year internships and residencies, which prepare osteopathic physicians for full participation in both primary and specialized care aspects of professional practice in the State of Oklahoma.
- 3. To provide a program of public service to Oklahoma communities which are deficient in physician manpower by means of the college-affiliated outpatient clinics, hospitals, and other health-related centers.
- 4. To offer programs in continuing education for osteopathic physicians and related professionals in order to guarantee the continuation of high standards of osteopathic medical practice for the citizenry of Oklahoma.
- 5. To cooperate with scientific, educational, and public health agencies in the development of programs which contribute to the improvement of health service and are responsive to general public needs.
- 6. To engage in scientific research designed to improve the quality of health care with special emphasis given to the application of osteopathic concepts and principles.
- B. Grading and Promotion Standards
 - 1. In order to be eligible for promotion or graduation, a student must maintain a minimum of a 2.0 CGPA (based

on a four-point scale) during any given academic year.

- 2. A student who receives a "D" or a "U" in any course may have the privilege of taking a single re-examination in that course or completing special projects or studies in the deficient area(s). If the student passes, the final grade may be no higher than a "C." At the discretion of the department head, appropriate remedial action may be required prior to the re-examination.
- 3. A student may not be promoted from either the first, second, or third year with a "U" grade being the grade of record for any course taken during that year to be applied toward satisfaction of graduation requirements. All "U" grades must be satisfactorily cleared in accordance with existing academic policy before a student may be promoted from one academic year to the next.
- 4. A student may not be promoted to the third year of study without passing the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Level 1.
- C. Graduation Criteria and Standards
 - 1. A fourth-year student must have completed all scheduled course work including required courses and clerkships, scheduled electives, and preceptorship in order to be eligible for graduation.
 - 2. All students graduating in 2008 and later must take and pass the COMLEX Level 2 Computer Exam (CE) and Performance Exam (PE) as a requirement for graduation.
 - 3. No fourth-year student may be considered for graduation with a "U" grade being the grade of record on any course taken during that year. All "U" grades must be satisfactorily cleared in accordance with existing academic policy before a fourth-year student may be graduated.
 - 4. No student shall graduate without the recommendation of the Faculty, College of Osteopathic Medicine. However, a student who successfully completes all academic requirements but who is not recommended for graduation shall be entitled to receive in writing from the Chief Academic Officer the reasons why he or she is not being recommended, and shall have the right of appeal utilizing an appropriate due process procedure established for this purpose.

3.24.8 OU College of Dentistry

A. Functions

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

- 1. To prepare dentists for the State of Oklahoma through an approved dental education program in dental education leading to a D.D.S. degree.
- 2. To prepare dentists for specialty practice, research and teaching by offering approved graduate post-doctoral programs leading to certification and/or M.S. degrees.
- 3. To present short courses in continuing education for the dentists of Oklahoma according to the need and demand.
- 4. To provide oral health care for the citizens of Oklahoma in the School's outpatient clinics, University hospitals, and extramural facilities.
- 5. To conduct research in various clinical and basic science areas.

B. Standards for Admission

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

C. Advanced Standing Program for Foreign Trained Dentists

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

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

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

- 1. The applicant must present official transcripts from previous dental education;
- 2. Present acceptable TOEFL scores;

- 3. Complete a comprehensive clinical skills assessment;
- 4. Pass Part I of the National Board Dental Examination; and
- 5. Interview.

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

- 1. General orientation;
- 2. Pre-clinic orientation; and
- 3. Clinical and didactic integration.

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

D. Standards for Retention

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

- 1. Complete each prescribed course in the curriculum with a minimum grade of "C" (2.0 on a 4.0 scale).
- 2. Exhibit professional behavior according to the Principles of Ethics of the American Dental Association and the rules for student conduct as established by the University.
- 3. Pass Part I of the National Board Dental Examination prior to the third year.
- E. Standards for Graduation

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

- 1. Complete each prescribed course with a minimum grade of "C."
- 2. Exhibit acceptable professional competence (knowledge, skills, attitudes) as judged by the faculty.
- 3. Pass Part II of the National Board Dental Examination.
- 3.24.9 Program Standards for the OU Doctor of Pharmacy Program

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

- 3.24.10 SWOSU Doctor of Pharmacy
 - A. Functions

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

B. Standards for Admission

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

- 1. Satisfactory completion of at least 60 semester hours of the pre-pharmacy curriculum.
- 2. Completion of all pre-pharmacy biology, chemistry, mathematics, and physics courses.
- 3. A minimum CGPA of 2.50.
- 4. Submission of valid ACT or SAT scores.
- 5. Submission of Pharmacy College Admission Test (PCAT) scores from a PCAT test taken within 3 years of the date of application.

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

C. Standards for Retention

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

- 1. Must maintain at least a 2.00 CGPA (based on a fourpoint scale) during any given academic year.
- 2. Complete each prescribed course in the curriculum with a minimum grade of "C."
- 3. Complete at least 12 hours during the fall and spring semesters.

D. Standards for Graduation

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

- 1. Complete each prescribed course with a minimum grade of "C."
- 2. Maintain at least a 2.00 CPGA in the professional program.
- 3. Satisfy a minimum residency requirement of eight semesters or its equivalent while enrolled full-time in the professional program.

3.24.11 NSU College of Optometry

A. Functions

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

- 1. To establish, maintain and operate a four-year professional program leading toward the Doctor of Optometry (O.D.) degree.
- 2. To recruit, admit and train a number of optometry students sufficient to meet Oklahoma's need for optometrists, based upon criteria determined by the Oklahoma State Regents for Higher Education in collaboration with the optometry profession and recognized health manpower specialists. In the admission of first-time students, preference shall be given to qualified Oklahoma applicants.
- 3. To maintain and further develop a professional and support staff capable of operating a quality four-year professional program of optometric education.
- 4. To establish on the campus at Northeastern State University appropriate classroom and laboratory facilities necessary to support the didactic portion of the four-year professional program in optometry. Also, the institution may establish limited clinical facilities to supplement those external clinical experiences not provided by hospitals, public health agencies, nursing homes, private clinics, and the like.
- 5. To utilize the clinical facilities of the Hastings Indian Medical Center at Tahlequah as the primary clinical base for the implementation of the four-year professional program in optometry, and to develop agreements with other external clinical agencies as may be necessary to carry out the authorized functions of the professional program.

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- 6. To cooperate with appropriate health care institutions and agencies toward the improvement of vision care among the public in the institution's geographic area of service.
- 7. To engage in departmental and other research activities designed to maintain and upgrade the professional skills of the faculty and consequently to improve instruction in the professional program of optometric education.
- 8. To provide leadership for maintaining and upgrading the quality of the optometry profession in Oklahoma through the provision of continuing education opportunities for practicing members of the profession.
- B. Standards for Admission

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

- 1. The applicant must have completed a minimum of ninety (90) semester hours of work at an accredited college or university, which will include the satisfaction of the originating institution's lower-division general education requirement.
- 2. The applicant must present a transcript showing a composite GPA of at least 2.7, based upon a 4.0 scale.
- 3. The applicant must have taken the Optometric Admission Test (OAT).
- 4. The NSU Optometry Education Program will consider applicants for admission from all qualified candidates without regard to age, sex, race or national origin.
- C. Retention

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

D. Authorized Fees and Tuition Charges

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

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

F. Degrees and Certificates

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

3.24.12 OSU College of Veterinary Medicine

A. Functions

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

- 1. To offer a four-year course of professional training leading to the degree of Doctor of Veterinary Medicine.
- 2. To offer a two-year upper-division technical training program leading to the degree of Bachelor of Science.
- 3. To offer courses in the basic sciences leading to the Master of Science and Doctor of Philosophy degrees.
- 4. To offer graduate clinical training either with or without advanced degree objectives.
- 5. To offer service courses for students of the several colleges of OSU and other appropriate institutions.
- 6. To offer continuing education programs for the veterinary medical and related professions.
- 7. To maintain and operate clinics and hospitals to serve the instructional program.
- 8. To maintain and operate an animal care and procurement center for the College of Veterinary Medicine and for the university.
- 9. To work cooperatively with the state in the maintenance and operation of a diagnostic service for the benefit of the state of Oklahoma.
- 10. To conduct basic and applied veterinary medical research.

B. Admission Standards

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

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

- 1. The number of first-year resident students admitted shall be no fewer than 58 and the number of first-year nonresident students shall not exceed 48. Under no circumstances will any nonresident applicant be admitted with admissions qualifications that are below any admitted resident applicant. See the State Regents' *Policy Statement on Contract Fees for Nonresident Students located in the fiscal policy section Policy and Procedures Relating to Student Fees and Tuition* for a definition of out-of-state contract students.
- 2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the Dean of the College of Veterinary Medicine after recommendations of the College faculty and approval by the President of the University.
- 3. Students applying for first-time admission to the College of Veterinary Medicine shall present a minimum GPA of 2.8 (based on a 4.0 scale) for all courses specifically required for admission to the College of Veterinary Medicine.
- 4. A limited number of students may be admitted by transfer each year from other accredited colleges to fill the 2nd, 3rd, and 4th year classes back to their original authorized levels.
- 5. A maximum of 15 percent of the entering class may be admitted who meet special college admission criteria, but who do not meet the State Regents' admission criteria. These students must have credentials close to those required of students regularly admitted and must be interviewed. Special consideration should be given to the diversity of the students admitted to the program.

3.24.13 OU College of Law

A. Functions

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

- 1. To provide a three-year first-professional program of professional training in law culminating in the awarding of the Juris Doctor degree.
- 2. To provide advanced graduate and professional degree programs in the Law School designed to produce research scholars and specialists.
- 3. To provide continuing legal education for members of the bench and the bar through special courses, institutes and seminars, including the publication of appropriate materials in support of this function.
- 4. To provide nonprofessional legal training degree programs, vocational programs and programs designed for persons already qualified in professions other than the legal profession, which programs, when authorized, may culminate in the awarding of degrees or certificates of achievement.
- 5. To provide, upon request, service courses in law for institutions in The Oklahoma State System of Higher Education, with academic credit for such service courses to be granted by the requesting institution.
- 6. To provide a law library which supports the scholarly and instructional activities of the Law Center's faculty, staff, and students and which serves the informational needs of the University, the legal community, and the public.
- 7. To provide for the publication of legal periodicals such as, but not limited to, the Oklahoma Law Review, the American Indian Law Review, and the Oklahoma Journal of Law and Technology with the proceeds from the sale of such periodicals, together with royalty payments or charges for permission to use copyrighted material there from, to be held by the Law School for its exclusive use.
- B. Admission
 - 1. An applicant for admission to the College of Law must have a baccalaureate degree and must have taken the Law School Admission Test (LSAT); provided that a limited number of students with superior undergraduate grades and LSAT scores may be eligible for admission to the Law School after the successful completion of 90

hours of undergraduate study. To be eligible for admission to the College of Law with advanced standing, applicants must have satisfactorily completed at least one full semester or equivalent of work at an American Bar Association accredited law school.

- 2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the President of the University upon recommendations of the Dean of the College of Law.
- 3. Undergraduate College Grade Point Averages and scores on the LSAT shall be used as the primary factor in the screening and selection of students for admission purposes. Other factors, such as proven leadership ability, real life experiences, and success in college extra curricular activities may be considered.
- 4. Nonresident freshman enrollment shall be limited so that the number of nonresident students enrolling in the College of Law shall not exceed 15 percent of the total law student enrollment. Upon request of the Oklahoma State Regents for Higher Education or the Chancellor, a report on the number of nonresident students admitted each year with subsequent retention, graduation, and placement information will be provided.
- 5. Any student who has been admitted to the College of Law to begin his or her study with a given class but who cannot enter because of military service shall be readmitted at the first enrollment after the expiration of his or her original term of military service upon renewal of his or her application.

3.23.14 Program Standards for Teacher Education Programs

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

- 3.23.15 Program Standards for Nurse Education
 - A. Associate Degree Nursing Programs
 - 1. Institutions Eligible to Offer Programs

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

2. Procedures for Program Approval

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

3. Educational Standards

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

- a. Institutions eligible to offer associate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.
- b. Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.
- c. The curriculum of the nursing program should meet the standards recommended by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) and when developed should be submitted to the OBN and the State Regents for final approval.
- d. Students who complete the curriculum will be expected to meet the graduation standards of the institution and shall be awarded the associate degree.
- e. Graduates of the program shall be eligible to make application to the OBN for examination for licensure as a registered nurse.
- 4. Accreditation

Accreditation of institutions approved to offer associate degree nursing programs is required. The institution must meet the standards of the OBN and hold provisional or full approval from the OBN while proceeding with the necessary steps to attain accreditation by the National League for Nursing NLNAC or the CCNE within a reasonable time.

- B. Baccalaureate Degree Nursing Programs
 - 1. Institutions Eligible to Offer Programs

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

2. Procedures for Program Approval

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

3. Educational Standards

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

- a. Institutions eligible to offer baccalaureate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.
- b. Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.
- c. The curriculum of the nursing program should meet the standards recommended by the NLNAC or the CCNE and when developed should be submitted to the OBN and the Oklahoma State Regents for final approval.
- d. Students who complete the curriculum will be expected to meet the graduation standards of the

institution and shall be awarded the bachelors degree.

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

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

- 3.23.16 Program Standards for the OU College of Nursing Doctor of Nursing Practice
 - A. Functions

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

- Clinical scholars.
- Health care and policy leaders.
- Evidence-based practice experts.
- Quality improvement leaders.
- Informatics leaders.

B. Program Standards

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

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

3.23.17 LU School of Physical Therapy

A. Functions

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

- 1. To educate individuals who have the desire to be professional physical therapists and will practice primary care physical therapy in communities with diverse racial and ethnic populations.
- 2. To educate the graduates of the DPT program to assume the role of professionals who will adhere to the standards of practice of the physical therapy profession.
- 3. To acculturate the graduates to primary care physical therapy and community health needs of individuals with diverse cultural and ethnic backgrounds living in rural or urban communities.
- 4. To prepare the DPT graduates as clinical generalists who will work in primary care physical therapy to provide physical therapy services to individuals of all ages who present with disease, injury, impairment, functional limitation and disability.
- 5. To prepare the DPT graduate to pursue evidence-based clinical practice that is founded on the principles of scientific inquiry and research and leads to best-practice options for physical therapists.
- 6. To promote the importance of life-long learning and self-directed professional development.
- 7. To provide the DPT graduates with exemplary role models in professional education, clinical research, clinical practice, and community leadership through the University's and the School of Physical Therapy's record of scholarship, clinical practice and community responsibility.

B. Standards for Admission

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

- 1. Completed requirements for a baccalaureate degree at an accredited college or university with a minimum GPA of 3.0 on a scale of 4.0.
- 2. Complete the DPT Program specified prerequisite courses with a "C" or better grade in each course and an overall GPA of 2.5 for the prerequisite courses. Prerequisite courses must have been completed within the last 10 years. The State Regents' *Academic Affairs Procedures Handbook* includes a list of the Prerequisite courses for admission to the DPT program.
- 3. Submit official undergraduate and graduate transcript(s) directly from all previously attended institutions to the School of Physical Therapy.
- 4. Submit three recommendations from academic advisors or individuals who can address the potential for success of the applicant.
- 5. Submit an autobiographical statement.
- 6. Submit scores from the Graduate Record Examination (GRE) directly to the School of Physical Therapy.
- 7. Submit documentation of 50 clinical observation hours with a licensed physical therapist.
- 8. Qualified applicants will complete an interview with the School of Physical Therapy Selection and Admissions Committee Members.

C. Standards for Retention

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

- 1. Must earn a grade of "C" or better in each course and must have a GPA of 3.0 each semester to be a student in good standing.
- 2. Students with a GPA less than 3.0 but greater than or equal to a 2.6 will be placed on academic probation.
- 3. Students on academic probation must achieve a minimum GPA of 3.0 in the subsequent semester and continue to improve cumulative GPA each semester for continued enrollment in the program.
- 4. Students on academic probation must achieve a cumulative GPA of 3.0 by the end of the didactic coursework requirement in the summer semester of Year

III to proceed to complete clinical education requirements for graduation.

- 5. Students enrolled in the clinical education courses must achieve the minimum performance standards set for each of the performance criteria.
- 6. Students must complete the courses in the sequence that the curriculum offers as presented in the DPT program course of study.
- D. Standards for Graduation

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

3.23.18 Program Standards for Health Education with External Clinical Components

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

- A. General Principles
 - 1. Colleges and universities are responsible to the public for the content and quality of their educational programs, including those in which the clinical part of the program is carried out by an external institution or agency.
 - 2. Academic degrees or certificates conferred by institutions in health-related fields are typically based upon a combination of general education, preclinical specialized and related education, and specialized clinical training. The proportion of student credit hours devoted to each kind of education will vary depending upon the academic level, degree to be conferred, and field of training. However, the clinical component of health-related programs should probably not exceed 50 percent of a two-year program or 25 percent of a fouryear program.
 - 3. A student taking clinical training in a hospital or other external clinical setting must be enrolled in a college or university and must have paid his or her fees before an institution can certify that he or she is a bona fide

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

B. Standards Relating to the Academic Calendar

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

C. Standards Related to Licensure and Accreditation

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

- D. Relationships between Academic Institutions and Clinical Agencies
 - 1. Colleges and universities will be expected to make appropriate arrangements for the clinical portion of students' training which takes place in external agencies based upon bilateral affiliation agreements between institutions and clinical agencies.
 - 2. Academic standards for admission of students to the clinical portion of health-related programs shall be consistent with standards utilized by colleges or universities for admission to the clinical or internship portion of other academic programs on the same level.
 - 3. Colleges and universities can reasonably expect to reimburse clinical agencies for that portion of employee time and resources which can be identified as educational in nature and for which the clinical agency is not otherwise reimbursed.
 - 4. Responsibility for assessing student achievement and for awarding academic credit shall lie with the academic institution, whenever students are utilizing the clinical component of their health-related programs for application toward an academic degree or certificate.

- E. Standards Relating to Awarding Academic Credit
 - 1. Colleges and universities desiring to award academic credit for work taken by students engaged in clinical training carried out by external agencies shall submit requests for approval of specialized course offerings to the State Regents prior to the signing of affiliation agreements with external clinical agencies. Such requests shall describe the nature and content of each specialized course to be carried out by the external agency, together with the methodology to be utilized for the particular course offering, the qualifications of the personnel responsible for each course and the like.
 - 2. Following completion of students' clinical training, the sponsoring college or university shall place on students' transcripts the name of each specialized clinical course undertaken, the appropriate academic mark earned by students in each course, and the name of the external clinical agency in which the specialized training occurred. The granting of block credit by institutions for clinical training without course-by-course designation is not authorized.
 - 3. The awarding of academic credit or the conferring of academic degrees or certificates by colleges and universities shall not be contingent upon the passing of a state licensure examination or a standardized national board examination, without the express and prior approval of the State Regents.
 - 4. Institutions desiring to award advanced standing credit for clinical training carried out by hospitals or other clinical agencies shall do so in accordance with the State Regents' *Credit for Prior Learning* policy.
- 3.23.19 Program Standards for Business Education

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

A. Education Standards

The program curriculum shall:

- 1. Be integrated with and incorporate the input of an active community-based advisory board, including applicable business and industry leaders.
- 2. Include an entrepreneurial component that promotes

enterprise development.

- 3. Include a student internship component or similar experience that ties classroom learning to business applications and provides feedback which may be used in future curriculum development.
- 4. Integrate technology into course content and delivery.
- 5. Systematically determine technology needs and develop a technology investment policy based on the evaluation of the desired student outcomes.

B. Accountability

Institutions shall conduct business program reviews that:

- 1. Collect data to compare program performance with a cohort of like institutions.
- 2. Evaluate student retention and graduation rates for university programs and transfer rates for community colleges with the goal of continued improvement.
- 3. Evaluate the demand for and uniqueness of the program to assure that it is not unnecessarily duplicative of existing programs (see the State Regents' *Academic Program Review* policy). If the program is found to be unnecessarily duplicative, the institution should work to collaboratively meet program need with another institution(s).
- 4. Collect data from alumni in the workplace to ensure that program objectives and student outcomes are congruent.

C. Graduation Requirements

The program shall:

- 1. Provide comprehensive career services including career counseling, job fairs, resume preparation, interviewing skills, and placement services. Such services should be publicized and readily available to students.
- 2. Require students to complete a capstone course or project that integrates business disciplines, incorporates practical field experience, and business applications.
- 3. Develop student learning outcomes standards and require students to demonstrate the designated learning competencies on appropriate assessments prior to graduation.

To monitor the progress, institutions are required to include planning and implementation information for business programs and economic development efforts within their annual academic plans. OU and OSU Colleges of Medicine Admission Standards: Approved June 26, 1989. Revised August 16, 1994. Revised February 12, 2009. OU College of Medicine: Approved May 27, 1981. Revised September 8, 1995. Revised September 9, 2010. OSU College of Osteopathic Medicine: Approved April 22, 1981. Revised April 11, 1997; March 29, 2018; May 31, 2019. Graduation Criteria Revised December 3, 2009. OU College of Dentistry: Approved January 19, 1971. Revised September 9, 2010. Admission Standards Revised December 3, 2009. OU College of Dentistry Functions: Approved January 19, 1971. Revised September 9, 2010. Revised December 3, 2009. OU Doctor of Pharmacy: Approved May 5, 1990, Revised December 9, 1994. Revised December 3, 2009. NSU College of Optometry Admission Standards: Approved July 23, 1980. NSU College of Optometry: Approved July 29, 1981. Revised December 3, 2009. OSU College of Veterinary Medicine: Revised fall 1971; June 20, 1975; February 8, 1995; April 3, 1998; April 1, 2004; December 1, 2016. OU College of Law Functions: Approved May 1, 1970. Revised October 28, 1974. Revised December 3, 2009. OU College of Law Admission Standards: Revised February 12, 1965; January 24, 1972; June 27, 1997. Revised December 3, 2009. Nurse Education Programs: Approved December 15, 1970. Revised December 3, 2009. Health Education with External Clinical Component: Approved April 28, 1980. Business Programs: Approved May 26, 2000. Revised December 3, 2009. SWOSU Doctor of Pharmacy: Approved May 25, 2012. OUHSC Doctor of Audiology, Doctor of Nursing Practice, Doctor of Physical Therapy, Doctor of Public Health, and Doctor of Science in Rehabilitation Science and LU Doctor of Physical Therapy: Approved March 7, 2013.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION April 25, 2019

AGENDA ITEM #11:

State Authorization.

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

RECOMMENDATION:

It is recommended that the State Regents authorize an out-of-state public 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 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.

It is also important to note that 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 therein. Therefore, OTEG institutions will not be 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 April 25, 2019, State Regents' staff received a request to be authorized from the institution listed below:

Name	Туре	Accreditor
The University of Akron	Out-of-State Public	Higher Learning Commission

After reviewing the applications and required documentation, State Regents' staff concluded that the University of Akron (UA) meets the state authorization requirements. As such, it is recommended that the State Regents authorize UA to operate in Oklahoma.

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

2017-2018 Data

Number of Programs Offered by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
AU*	0	0	0	0	0

Enrollment by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
AU*	0	0	0	0	0

Credentials Awarded

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
AU*	0	0	0	0	0

Total Number of Students Enrolled and Number of Students Receiving Federal Financial Aid

Institution	Total Enrollment	Total Number of Students Receiving Financial Aid
AU*	0	0

*AU plans to begin operating in Oklahoma in Summer 2019.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION April 25, 2019

AGENDA ITEM #12:

Policy Exceptions.

SUBJECT: Request for approval of policy exceptions for two pilot projects proposed by the University of Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents approve pilot projects by the University of Oklahoma that allow temporary policy exceptions for concurrent enrollment admission and course placement, as described below.

BACKGROUND:

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

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

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

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

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

On June 29, 2017, the State Regents approved a pilot program that enabled the University of Oklahoma (OU) to use alternative admission and College Algebra course placement measures for Norman Public Schools (NPS) concurrent seniors.

This pilot employed a two-semester framework to help NPS high school students, who may need additional support, strengthen math skills and subsequently complete College Algebra during their senior year. As such, the students participating in this pilot took: 1) a Fall high school College Algebra Prep course taught by a NPS high school math teacher and 2) a subsequent three credit hour Spring College Algebra course taught by an OU math professor. The purpose of this pilot project was to increase college preparation and learning opportunities for NPS high school students.

POLICY ISSUES:

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

ANALYSIS:

OU is requesting approval of three exceptions to the State Regents' Concurrent Enrollment policy.

First, OU wishes to re-launch the aforementioned concurrent enrollment project that was approved on June 29, 2017. This will allow OU to employ the following concurrent enrollment admission and course placement criteria for NPS concurrent seniors during the 2019-2020 year:

State Regents Policy	Proposed Exception
Admission:	Admission:
High school GPA 3.0 and class rank-top 33.3	High school GPA 3.0 and class rank-top 50 percent
percent	
Math Course Placement:	Math Course Placement:
19 Math ACT	19 Math ACT or 510 SAT and passed the high
	school College Algebra Prep course.

Second, OU wishes to seek an additional concurrent enrollment admission exception for NPS students who plan to enroll in English composition courses. Under this framework, OU faculty will teach two sequential courses for NPS seniors during the 2019-2020 year: English Composition I in the Fall semester and English Composition II in the Spring semester. The requested exception is detailed below:

State Regents Policy	Proposed Exception
Admission:	Admission:
24 ACT or 1160 SAT OR high school GPA 3.0	20 ACT or 1020 SAT and high school GPA 3.0
and class rank top 33.3%	

Third, OU wishes to conduct a concurrent pilot at Crooked Oak High School (COHS), a Title I school located in south Oklahoma City, during the 2019-2020 year. The goal of this pilot is to increase college-level learning opportunities for COHS students and to recruit academically talented students, who may not typically apply to OU.

The program will offer Social Problems, Introduction to Sociology, and possibly Introduction to Biology for non-majors (pending funding) to seniors and US History I and II to juniors. There will be 2-3 courses offered each semester at COHS. The courses will be taught by OU faculty. Each semester will count as a college-level credit and a semester of high school honors Sociology, US History, or Biology.

State Regents Policy	Proposed Exception
Admission:	Admission:
24 ACT/1160 SAT OR High school GPA 3.0	20 ACT or 1020 SAT and High School GPA 3.0
and class rank-top 33.3 percent	
Sociology/US History	Sociology/US History
Course Placement:	Course Placement:
19 Reading ACT/510	17 Reading ACT
Evidence Based Reading	
and Writing SAT	
Introduction to Biology	Introduction to Biology for
for non-Majors	Non-Majors Course Placement:
19 Science ACT	17 Science ACT

OU wishes to employ the following criteria within this pilot program:

To ensure there is a commitment to review these concurrent pilots, OU will collect and submit student data outcomes, which will be detailed in a prescribed format, by August 1, 2020. Based on staff analysis, it is recommended the State Regents approve OU's requests as described above.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION April 25, 2019

AGENDA ITEM #13:

State Authorization Reciprocity Agreement.

SUBJECT: Approval to continue participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents approve continued participation in the State Authorization Reciprocity Agreement.

BACKGROUND:

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. SARA offers an opportunity to expand educational offerings to postsecondary students in the state – and to promote affordability by reducing the compliance burden and associated costs on home state institutions that seek to expand their distance education offerings. SARA participation is voluntary for states and institutions and is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

SARA is administered by the four regional higher education compacts (Midwestern Higher Education Compact, New England Board of Higher Education, the Southern Regional Education Board and the Western Interstate Commission for Higher Education) and the Southern Regional Education Board (SREB) is the compact to which Oklahoma belongs.

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.

On May 29, 2015, the State Regents approved Oklahoma's participation in SARA. SREB subsequently approved Oklahoma as a SARA state on June 29, 2015.

On April 20, 2017, the State Regents approved Oklahoma's continued participation in SARA. SREB subsequently renewed Oklahoma as a SARA state on June 6, 2017.

POLICY ISSUES:

This action is consistent with the Distance Education and Traditional Off-Campus Courses and Programs policy.

ANALYSIS:

Since SREB approved Oklahoma's participation in SARA in 2015, institutional participation has been very high among both Oklahoma public and private institutions. Today, 35 Oklahoma institutions are participating, which includes 24 of the 25 State System institutions.

SARA requires states to renew membership biennially. Most recently, in 2017, SREB renewed Oklahoma's SARA membership until June 2019. As such, Oklahoma will need to submit a state renewal application within the next month to continue participation.

State Regents' approval will allow the Chancellor, on behalf of the state system and private institutions in Oklahoma, to submit a state renewal application to SREB.

Provided that this request is approved, it is anticipated that the SREB SARA steering committee will review Oklahoma's SARA renewal application at their June 5, 2019 meeting in Jacksonville, Florida.

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AGENDA ITEM #14:

ACT Agreement.

SUBJECT: Approval of the ACT Agreement for 2019-2020.

RECOMMENDATION:

It is recommended that the State Regents approve the 2019-2020 ACT Agreement.

BACKGROUND:

The State Regents have sponsored the Oklahoma Educational Planning and Assessment System (EPAS) as a student preparation initiative since 1993. Beginning with four school districts in the 1993 pilot, by 2015 EPAS had grown to include over 98 percent of Oklahoma's public schools, 70 private schools and one Bureau of Indian Affairs school, and 98.5 percent of Oklahoma public school eighth graders and 99.8 percent of tenth graders attended a school that participated in EPAS.

Approximately, ninety-three percent of Oklahoma's public school districts are participating in the PreACT testing. In 2019, seventy percent of all sophomores in Oklahoma public schools were assessed with a PreACT.

Each district voluntarily participates in EPAS, over and above the state's required testing for K-12 education. With ACT's retirement of the EXPLORE and PLAN assessments, EPAS will now consist of the PreACT and the ACT. The new PreACT assessment will provide early monitoring of students' college readiness and continued longitudinal data.

POLICY ISSUES:

EPAS was originally created as a social justice initiative to strengthen student academic preparation following State Regents' policy action to raise admissions standards in the 1990's. State Regents' EPAS involvement was deepened by the State Regents' action to reallocate social justice resources to support an office of student preparation in 2000 as the primary State Regents' social justice focus for providing access to college through academic preparation.

In 2015, ACT discontinued the eighth grade EXPLORE assessment and replaced the tenth grade PLAN assessment with the PreACT. The PreACT assessment continues to provide early monitoring of college readiness and contributes to the State Regents' longitudinal data from 1993 to present which is important to understanding the effectiveness of teaching, professional development, and educational interventions. Support of the PreACT is consistent with State Regents' social justice policy and college completion goals to increase the number of Oklahomans who earn college degrees.

ANALYSIS:

A copy of the agreement is attached.

ATTACHMENT

Agreement Between ACT, Inc. and Oklahoma State Regents for Higher Education

This Agreement is executed by and between ACT, Inc., 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243-0168, (hereinafter "ACT") and the Oklahoma State Regents for Higher Education (herein after "OSRHE" or "Customer"), 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma 73104.

RECITALS

OSRHE recognizes, as a matter of social justice, the need to foster, support, and engage in programs founded on the principle of equity of access to ensure that students receive information about college expectations and are provided the necessary interventions to assist them to meet these expectations early and at developmentally appropriate points in time during their pre-collegiate education.

ACT shares OSRHE's belief that assisting students to plan and prepare early for their after-high-school education and career objectives increases the likelihood that students will both enroll and perform successfully in the postsecondary education studies that they pursue.

To accomplish OSRHE's vision of maximizing the number of Oklahoma students prepared to succeed in their afterhigh-school pursuits, OSRHE seeks to implement, in collaboration with ACT, the PreACT^M assessment, solely available through ACT.

TERMS AND CONDITIONS

Customer is placing an order for certain PreACTTM Assessments and Services. The following Terms and Conditions, along with the Order Information, Delivery Requirements, the ACT Privacy Policy, and all Exhibits attached hereto, are terms of a legal agreement (collectively, the "Agreement") between the Customer and ACT, Inc. ("ACT"). Subject to the terms and conditions of this Agreement, ACT agrees to provide Customer with the Assessments and Services.

1. Definitions

- i. "ACT Materials" means the Assessments, including, without limitation, written or electronic, all testing materials, documentation, manuals, and any other related materials, the Website, including all data and materials available through the Website, as well as any updates or modifications and all intellectual property rights in the ACT Materials.
- ii. "Assessments" means any PreACT booklets, answer folders, and score reports.
- iii. "Authorized Purpose" means administering and interpreting the results of the Assessments for educational purposes.
- iv. "Customer" means the Oklahoma State Regents for Higher Education.
- v. "Delivery Requirements" means the requirements for the delivery of the Assessments including, but not limited to, timelines for administration of the Assessments, as detailed on the Website.
- vi. "Order Information" means the information provided or selected by Customer when ordering.
- vii. "Participating Locations" means the schools identified by Customer as being eligible to test students.
- viii. "Privacy Policy" means ACT's Privacy Policy, as may be amended from time to time at ACT's sole discretion.

- ix. "Services" means ACT's scoring and reporting services for the Assessments.
- 2. **Grant and Scope of License.** Subject to the terms and conditions of this Agreement, ACT grants to the Customer and its Participating Locations a limited, non-exclusive, non-transferable right during the Term of this Agreement to (a) administer the Assessments for the Authorized Purpose and (b) use the ACT Materials in connection with the Authorized Purpose.
- 3. **Term.** The term of this Agreement will be from July 1, 2019 and shall remain in effect until June 30, 2020, subject to earlier termination as set forth in this agreement.

Modifications in the scope of goods and services and prices may be suggested by either party at any time. Such modifications shall be negotiated, mutually agreed upon and set forth in a written amendment to this Agreement by OSRHE and ACT. This Agreement may also be terminated at any time by either party giving ninety (90) days written notice to the other. In the event that OSRHE elects termination prior to the expiration date, it is agreed that ACT will be reimbursed for that portion of the goods and services performed up to the effective date of termination.

4. Compensation and Payment

During the term of the agreement, ACT will provide the goods and services identified in Exhibit 2 – PreACT Description of Services, at the unit prices in each period stated in Exhibit 3 – 2019-2020 Fee Schedule.

On or about February 28, 2020, ACT will provide OSRHE with an invoice for the Total Amount. OSRHE shall pay invoices within 45 days from the receipt of such invoice. The "Total Amount" shall mean the total cost of all goods and services provided to OSRHE. Total compensation for the term of this Agreement will not exceed \$495,000.00.

- 5. Ownership of Materials. ACT owns the ACT Materials and all intellectual property rights in the ACT Materials. Customer does not acquire any right, title, or interest in or to the ACT Materials. Unless otherwise expressly stated in this Agreement, Customer shall not, and shall not allow any third party to, copy, duplicate, modify, enhance, reverse engineer, make any addition to, or use the ACT Materials, in whole or in part, in any other works without the prior written approval of an authorized representative of ACT. The ACT Materials are licensed and not sold. Customer shall not sell, otherwise transfer, or disclose the content of the ACT Materials, in whole or in part, to any other person or entity provided, however, that Customer may provide the Assessments for use solely in connection with the Authorized Purpose.
- 6. Confidentiality. Customer agrees that neither it nor its employees shall at any time during or following the Term of this Agreement, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for Customer to use the ACT Materials in connection with the Authorized Purpose. Customer shall protect the ACT Materials in accordance with ACT's policies and procedures. Customer shall not store and must destroy any unused Assessments in accordance with ACT's policies and procedures. Customer shall immediately notify ACT in writing in the event of any unauthorized use or disclosure of the ACT Materials and assist in remedying such unauthorized use or disclosure, as requested by ACT (which shall not limit other remedies of ACT as provided in this Agreement or by applicable law). In the event of a breach or threatened breach of this Section 6, ACT, in addition to and not in limitation of any of the rights, remedies or damages available to it at law or in equity, shall be entitled to a temporary or permanent injunction to prevent or restrain any such breach by the Customer.
- 7. Testing Procedures. Customer agrees to administer the Assessments in accordance with all policies and procedures provided by ACT. Customer agrees that all Assessments administered will be returned for scoring and processing in accordance with the policies and procedures provided by ACT. ACT may, in its sole and absolute discretion, investigate instances of testing irregularities or test security instances, which may include without limitation, use of a compromised test form, falsification by an examinee of his/her identity, impersonation of another examinee (surrogate testing), unusual similarities in the answers of examinees at the same Participating Location, or other indicators that the test scores may not accurately reflect the examinee's level of educational

development. Customer agrees to fully cooperate with ACT, and cause those individuals involved in the administration of or preparation for the Assessments to fully cooperate with ACT, in the event of a test security and/or testing irregularity investigation.

8. **Data.** The parties acknowledge and agree that ACT may use and disclose the data collected from the administration of the Assessments, as set forth in ACT's Privacy Policy, as amended from time to time.

Contracts involving ACT's proprietary programs are subject to ACT's standard data policies and procedures. In this regard, all data bearing personal identification or personal characteristics indicating individual identity collected by ACT shall be retained by ACT as part of the national data-set in a fashion that ensures confidentiality.

- 9. Limitation on Damages. ACT'S LIABILITY FOR DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT CUSTOMER HAS PAID ACT FOR THE ASSESSMENTS AND SERVICES UNDER THIS CONTRACT. IN NO EVENT SHALL ACT BE LIABLE TO CUSTOMER FOR SPECIAL, INDIRECT, INCIDENTAL, PUNITIVE, EXEMPLARY, OR CONSEQUENTIAL DAMAGES.
- 10. Warranty and Limitations. THE ASSESSMENTS AND SERVICES ARE PROVIDED "AS IS" AND ACT EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS, WARRANTIES AND CONDITIONS OF ANY KIND OR NATURE, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY REPRESENTATION OR WARRANTY RELATING TO UNIQUENESS, MERCHANTABILITY, OR FITNESS FOR PURPOSE, AND THOSE ARISING BY STATUTE OR OTHERWISE IN LAW OR FROM A COURSE OF DEALING OR USE OF TRADE. CUSTOMER SHALL HAVE THE SOLE RESPONSIBILITY FOR ASSURING THAT ITS USE OF THE WEBSITE, ASSESSMENTS, OR SERVICES COMPLIES WITH ALL FEDERAL, STATE, AND LOCAL LAWS AND REGULATIONS, AND ALL OTHER CONTRACTS TO WHICH IT IS A PARTY.
- 11. **Termination.** This Agreement may be terminated with or without cause at any time by either party giving thirty (30) days written notice. Customer shall pay ACT for all ACT Materials delivered and/or Services rendered through the date of termination. Upon the expiration or termination of this Agreement, the obligations which by their nature are intended to survive shall survive, without limitation.
- 12. **Relationship of the Parties**. The parties to this agreement are independent contractors. Nothing in this agreement is intended to or shall be construed to constitute or establish an agency, employer/employee, partnership, franchise, or fiduciary relationship between the parties; and neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.
- 13. Force Majeure. Neither party shall be responsible for any resulting loss if the fulfillment of any of the terms of this agreement for any delay or failure to perform, which delay or failure is due to causes or circumstances beyond its control, including, without limitation, national emergencies, fire, flood, inclement weather, epidemics, or catastrophe, acts of God, governmental authorities, or parties not under the control of ACT, insurrection, war, riots, or failure of transportation, communication, or power supply.
- 14. Assignment; Subcontracts. Neither party may assign nor transfer its obligations or interest in this agreement without the express written agreement of the other party. Subject to the above restrictions on assignment and transfer, this agreement shall be binding upon the successors and assigns of the parties hereto. No permitted assignment shall relieve Customer of its obligations prior to the assignment. Any assignment in violation of this Section shall be void. This Agreement shall be binding upon Customer's permitted successors and assigns. ACT may subcontract all or part of its obligations under this Agreement provided that ACT shall remain responsible for any such subcontractor's performance.
- 15. Entire Agreement. The Agreement consists of these Terms and Conditions, the Order Information, Delivery Requirements, the ACT Privacy Policy, and all of the Exhibits attached hereto. The Agreement constitutes the entire agreement between the parties with respect to the Assessments and Services ordered by the Customer and

supersedes all other prior agreements and understandings, both written and oral, regarding the Assessments and Services. The terms and conditions contained in this Agreement are the only conditions applying to the delivery of the Assessments and Services. ACT expressly objects to and rejects any different or additional terms included in Customer's request for proposal, quotation, purchase order, acknowledgment form, or other documents that purport to bind the parties. No waiver, consent, modification, or amendment to this Agreement shall be binding unless in writing and signed by both parties. Notwithstanding the above, to the extent Customer has a contract with ACT for Assessments and Services, and in the event any of these Terms and Conditions conflict with the contract, the terms of the contract shall apply.

- 16. **General.** Should any provision of this Agreement be held by a court to be unenforceable, such provision shall be modified by the court and interpreted so as to best accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this Agreement shall remain in full force and effect. Headings used in the Agreement are for reference purposes only and shall not be deemed part of the Agreement.
- 17. **Notices.** Notices under this Agreement shall be duly made when in writing and will be deemed given to the other party upon delivery to the address set forth below if delivered personally (including by courier) or mailed by registered or certified mail, postage prepaid, or upon confirmation if transmitted by telex, telecopy, or other means of facsimile:

If to ACT:	Santonu Jana Chief Financial Officer ACT, Inc. 500 ACT Drive P.O. Box 168 Iowa City, IA 52243-0168
If to OSRHE:	Ms. Lisa Nelson Director, Student Preparation Oklahoma State Regents for Higher Education 655 Research Parkway - Suite 200 Oklahoma City, OK 73104
	Mailing Address: P.O. Box 108850 Oklahoma City, OK 73101-8850

18. Authorization. Customer represents and warrants (a) that it has the requisite authority to enter into this Agreement; and (b) that the individual(s) entering into this Agreement on behalf of the Customer is (are) authorized to do so. Customer represents and warrants that it owns or controls each identified Participating Location such that it binds each such Participating Location to this Agreement.

19. Description of Services

ACT agrees to furnish and OSRHE agrees to purchase, subject to the terms and conditions provided herein and in any written addendum to this Agreement which may be executed and incorporated herein, the goods and services as described in **Exhibit 2** – 2019-2020 Description of Services, which is incorporated into this Agreement.

ACT will make one Pre-ACT test form available.

20. General Provisions

General Terms and Provisions are provided on **Exhibit 1 – General Provisions** which is incorporated into this Agreement.

21. Representatives

The administration and technical direction of this Agreement will be conducted for the parties by the following designated individuals:

For OSRHE:	Ms. Lisa Nelson Director, Student Preparation Oklahoma State Regents for Higher Education 655 Research Parkway - Suite 200 Oklahoma City, OK 73104
	Mailing Address: P.O. Box 108850 Oklahoma City, OK 73101-8850
For ACT:	Mary Molusky Lead Program Manager ACT, Inc. 500 ACT Dr. P.O. Box 168 Iowa City, IA 52243-0168

Each party reserves and retains the right, within its sole discretion, to substitute its designated representative. Each party will promptly notify the other in writing of any change in its representatives.

22. Governing Law

This Agreement shall be governed by the laws of the State of Oklahoma.

23. Headings

This section and other headings contained in this Agreement are for reference purposes only and shall not affect the interpretation or meaning of this Agreement.

Executed this _____ day of _____, 2019.

ACT, INC.

Oklahoma State Regents for Higher Education

Santonu Jana, CFO

Glen D. Johnson, Chancellor

Date _____

Date _____

Marten Roorda, CEO

Date _____

Exhibit 1 General Provisions

Compliance with Laws

Both parties warrant that to the best of their knowledge, they are not in violation of any federal, state, local, or foreign law, ordinance or regulation or any other requirement of any court, governmental agency or authority or arbitration tribunal, which violation could preclude performance of obligations under this agreement.

Anti-Discrimination

In connection with the work to be performed hereunder, both parties will adhere to the principle of being an equal opportunity employer. In doing so, the parties agree to comply with all applicable federal, state and local laws regarding employee rights, including any laws prohibiting discrimination.

Liability

The parties recognize that the activities contemplated by this agreement could give rise to third party claims against either or both of them. Both parties agree that each will defend at its own expense all third party claims brought against it, even though such claims may be frivolous or groundless. Both parties also agree that each will be liable, to the extent permitted by Oklahoma law, for third party damages caused by its own infringement, negligence or breach. The parties agree that they will not be liable to each other for any special or consequential damages, arising either directly or indirectly from activities contemplated by this agreement; nor will either party be liable to the other for liquidated, punitive or exemplary damages. ACT's liability for damages arising out of or in connection with this agreement shall not exceed the amount OSRHE has paid ACT during the then current Term.

To the extent any limitation of liability contained herein is construed by a court of competent jurisdiction to be a limitation of liability in violation of Oklahoma law, such limitation of liability shall be void.

Waiver

Any waiver of a breach of any provision of this agreement shall not operate or be construed as a waiver of any subsequent breach.

Waiver of Obligations

At any time, either party may, by written instrument, (i) extend the time for the performance of any of the obligations or other acts of the other party hereto or (ii) except as prohibited by law, waive compliance with any of the agreements or conditions contained herein intended to benefit such party. An extension of time or waiver of any provision of this agreement is not a waiver of future compliance.

Arbitration

Subject to the rules of the American Arbitration Association as well as the Federal Rules of Civil Procedure, in the event there arises any dispute as to the interpretation of the provisions of this agreement, both parties mutually agree to submit the dispute to arbitration at a mutually agreeable location in Oklahoma before an impartial arbitrator, in accordance with the commercial rules of the American Arbitration Association. Arbitration shall be followed by a written opinion of the arbitrator giving the reasons for the award. The impartial arbitrator shall be selected by joint agreement, but if the parties do not so agree within seven (7) days of the request for arbitration made by either party, the selection shall be made by the American Arbitration Association. All arbitration costs and expenses, other than attorney fees, shall be shared equally by the parties regardless of the outcome.

Severability

If any of the provisions or portions thereof of this agreement are invalid under any statute or rule of law, they are to that extent to be deemed omitted.

Amendment

This agreement may not be modified except in writing signed by authorized representatives of both parties.

Authorization

The parties hereto represent that the execution and delivery of this agreement has been duly authorized by all necessary corporate or other action and any other consent or approval for this agreement to become binding and effective has been obtained.

Confidentiality

OSRHE agrees that neither it nor its employees shall at any time during or following the term of this agreement, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for OSRHE to use the ACT Materials for their intended purpose under this agreement. OSRHE shall protect the ACT Materials in accordance with ACT's procedures and using a standard of care appropriate for secure test materials. All ACT Materials shall be and remain the property of ACT notwithstanding the subsequent termination of this agreement. The ACT Materials shall, within ten (10) days of ACT's written request, be returned to ACT (including any copies thereof). OSRHE agrees to administer the assessments in accordance with all policies and procedures provided by ACT.

OSRHE is a governmental entity of the State of Oklahoma, by virtue of which it is subject to the Oklahoma Open Records Act ("ORA"), codified at 51 O.S., § 24.A.1, *et seq.* The parties agree that any provision of this Agreement that conflicts with the ORA is ineffective. OSRHE does undertake to protect proprietary information provided by ACT to the full extent permitted by the ORA.

Conflicting Terms

To the extent any of the terms and conditions contained in this **Exhibit 1** conflict with the terms and conditions of the Agreement between ACT and the Oklahoma State Regents for Higher Education, the terms of this Exhibit shall control.

Exhibit 2 Description of Services Oklahoma State Regents for Higher Education PreACTTM 2019-2020 School Year

This Description of Services is incorporated into the Agreement ("Agreement") having an Effective Date of ______, 2019, by and between ACT, Inc. ("ACT") and Oklahoma State Regents for Higher Education ("Customer"). This Description of Services shall be incorporated into and governed by the terms of the Agreement.

- Background. ACT, Inc. will support the Customer in administering PreACT assessments to its 10th grade students. Under this Agreement, "PreACT" is used to refer to paper-based assessments that include English, mathematics, reading and science assessments, as well as an Interest Inventory. This Description of Services encompasses a Customer- sponsored PreACT assessment administration and delivery of PreACT data and reports (the "Program").
 - II. Services. The following Assessments and Services will be provided by ACT to Customer:
 - 1. <u>Program Oversight</u>. ACT will name a designated staff person to serve as the primary operational contact. The primary ACT operational contact will coordinate all aspects of program delivery with Customer.
 - 2. <u>Program Planning Documentation</u>. ACT will provide Customer with a project schedule and other program management documentation, including implementation and timeline details.
 - 3. <u>Ordering Platform</u>. ACT will provide an online platform for Designated Test Sites to order test materials and indicate their Designated Personnel contact information.
 - 4. <u>Test Administration Available Dates</u>. Customer may select a PreACT test administration date any time within the September 1 and June 1 testing window. The selected test administration dates will be documented in the project schedule.
 - 5. <u>Test Materials</u>. ACT will ship PreACT test materials to the contact and shipping address provided by the Customer in the ordering platform.
 - 6. <u>Pre-paid Shipping Labels</u>. ACT will provide each Designated Test Site with pre-paid return shipping labels for the return of test materials to ACT.
 - 7. <u>Accommodations</u>. ACT will provide students with disabilities and English learners (EL) with available accessibility supports and accommodations, based on decisions by the local educational authorities. Designated Personnel may order accommodated materials through the online ordering platform.
 - 8. <u>Training</u>. ACT will provide standard online training and/or instructional materials to Designated Personnel.
 - 9. <u>Communications</u> ACT will communicate upcoming activities and deadlines related to the assessments directly to Designated Personnel.
 - <u>Customer Service</u>. ACT will provide toll-free number and email contact information for use in preparation and administration of PreACT, Monday through Friday, from 8:30 a.m. to 5:00 p.m. CST (except ACT holidays).
 - 11. <u>Score Reports</u>. ACT will furnish the following PreACT score reports as part of the Services:
 - a. <u>School Deliverables:</u> ACT will ship paper copies of the following reports to School Test

Coordinators approximately 5-10 business days after ACT receives answer folders that do not require additional investigation.

- Student Score Report
- Student Score Label
- Student List Report
- Educator summary reports
- Early Invention Rosters
- Item-Response Summary Report
- Student Score Data File
- b. <u>District Deliverables</u>: ACT will ship paper copies of the following reports to the District Test Coordinator by the date memorialized in the project schedule.
 - Educator summary reports
 - Item-Response Summary Report
 - Student Data File

III. Custom Services.

- 1. <u>Training Webinars.</u> ACT will offer up to two webinars for Oklahoma-only schools/districts about ordering and reporting at no additional cost.
- 2. <u>Shipment Summary</u>. ACT will provide a list of schools/districts that have ordered test materials on a weekly basis during the testing window at no additional cost.
- 3. <u>Customer Reports Deliverables:</u> ACT will post electronically the following reports to the Customer after ACT receives all answer folders from the participating schools at no additional cost. The dates are determined based on the test window chosen by Customer and shall be memorialized in the project schedule.
 - Educator summary reports
 - Item-Response Summary Reports
 - Student Data File
- IV. Customer Actions and Required Information. Customer shall provide the following information, data or deliverables ("Customer Required Information") to ACT by the indicated due date. ACT's ability to provide the Assessments and Services is dependent upon timely receipt of the Customer Required Information, data, or deliverables. Customer's failure to meet the due date may result in ACT's inability to provide the Assessments and Services.
 - 1. <u>Selection of Test Administration Dates</u>. By a mutually agreed upon date, Customer must provide ACT with its selected PreACT test administration dates form the menu of dates ACT offers, as identified in the project schedule.
 - 2. <u>Participating Testing Sites</u>. Customer will provide a file to ACT containing eligible participating sites in the ACT-designated file format by the date identified in the project schedule.
 - 3. <u>Materials Orders.</u> Customer will ensure Designated Test Sites order test materials prior to their intended test date within the ACT- approved test window, as identified in the project schedule.
- V. **PreACT Terms and Conditions.** The following terms and conditions are applicable to ACT's provision of the PreACT Assessments and Services:
 - <u>Testing Procedures</u>. Customer agrees to administer the Assessments in accordance with all policies and procedures provided by ACT. Customer agrees that all Assessments administered will be returned for scoring and processing in accordance with the policies and procedures provided by ACT. ACT may, in its sole and absolute discretion, investigate instances of testing irregularities or test security instances, which may include without limitation, use of a compromised test form, falsification by an examinee of

his/her identity, impersonation of another examinee (surrogate testing), unusual similarities in the answers of examinees at the same Participating Location, or other indicators that the test scores may not accurately reflect the examinee's level of educational development. Customer agrees to fully cooperate with ACT, and cause those individuals involved in the administration of or preparation for the Assessments to fully cooperate with ACT, in the event of a test security and/or testing irregularity investigation.

- 2. Ownership of Materials. ACT owns or has license rights in the Assessments and Services, including all testing materials, documentation, related materials, and all intellectual property rights therein (collectively, the "ACT Materials"). Unless otherwise expressly stated in this Agreement, Customer shall not, and shall not allow any third party to, copy, duplicate, modify, enhance, reverse engineer, make any addition to, or use the ACT Materials, in whole or in part, in any other works without the prior written approval of an authorized representative of ACT. The ACT Materials are licensed and not sold. Customer shall not sell, otherwise transfer, or disclose the content of the ACT Materials, in whole or in part, to any other person or entity provided, however, that Customer may provide the Assessments for use solely in connection with the Authorized Purpose.
- 3. <u>Data</u>. The parties acknowledge and agree that ACT may use and disclose the data collected from the administration of the Assessments, as set forth in ACT's Privacy Policy, as amended from time to time.
- 4. <u>Grant and Scope of License</u>. Subject to the terms and conditions of this Agreement, ACT grants to the Customer and its Participating Locations a limited, non-exclusive, non-transferable right during the Term of this Agreement to (a) administer the Assessments for the Authorized Purpose and (b) use the ACT Materials in connection with the Authorized Purpose.

<u>Confidentiality</u>. Customer agrees that neither it nor its employees shall at any time during or following the Term of this Agreement, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for Customer to use the ACT Materials in connection with the Authorized Purpose. Customer shall protect the ACT Materials in accordance with ACT's policies and procedures. Customer shall not store and must destroy any unused Assessments in accordance with ACT's policies and procedures. Customer shall immediately notify ACT in writing in the event of any unauthorized use or disclosure of the ACT Materials and assist in remedying such unauthorized use or disclosure, as requested by ACT (which shall not limit other remedies of ACT as provided in this Agreement or by applicable law). In the event of a breach or threatened breach of this section, ACT, in addition to and not in limitation of any of the rights, remedies or damages available to it at law or in equity, shall be entitled to a temporary or permanent injunction to prevent or restrain any such breach by the Customer. The Customer is a governmental entity of the State of Oklahoma, by virtue of which it is subject to the Oklahoma Open Records Act ("ORA"), codified at 51 O.S. § 24.A.1, et seq. The parties agree that any provision of this Agreement that conflicts with the ORA is ineffective. The Customer does undertake to protect the proprietary information provided by <u>ACT</u> to the full extent permitted by the ORA.

By signing below or by the use of electronic signature(s), the parties' authorized representatives hereby indicate their authority to execute, and acceptance of the terms and conditions of this Description of Services, incorporated into the Agreement.

ACT, Inc.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

By:	By:
Santonu Jana, CFO	Glen D. Johnson, Chancellor
Date:	Date:
Date	Date
By:	
Marten Roorda, CEO	
Date:	

Exhibit 3 Fee Schedule Oklahoma State Regents for Higher Education PreACTTM 2019-2020 School Year

Description	Grade	Per Unit Price (per scored/processed assessment)	Estimated Number of Students	Total	
Student Test Services					
PreACT TM	10 th Grade	\$12.00	41,250	\$495,000.00	
Custom Services	N/A	No Charge		No Charge	
TOTAL Cost of Student Tes	\$495,000.00				

AGENDA ITEM #15-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 \$437,894.06 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$437,894.06 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 \$875,788.12. This amount is sufficient for a transfer of \$437,894.06 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 \$82,682,484.67.

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	\$4,219,072.68

AGENDA ITEM #15-b:

E&G Budget.

SUBJECT: Approval of one-time allocation of funding our institutions from refunded OCIA sinking funds on the 2010A General Bond Obligation.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of one-time FY19 refunded OCIA 2010A sinking funds in an amount that totals \$664,814, as presented in the schedule.

BACKGROUND:

In 2005, the legislature approved the issuance of General Obligation bonds for the State System of Higher Education. The original bond issuance was subsequently refunded in partial increments in 2010 and 2014. This refund of residual sinking funds is related to the completion of the debt obligation of the 2010A series of refunded bonds.

ANALYSIS:

On April 1, 2019, the State Regents received the return of residual 2010A sinking funds from the Oklahoma Capital Improvement Authority. These funds represent accumulated earnings from the 2010A OCIA General Obligation Refunding Issuance that defeased at the end of FY2018. After all obligations and expenses were met, the residual funds were returned to the State System of Higher Education.

This request will allot the funds on a pro-rata basis to the participating institutions, centers and constituent agencies from the original bond issuance. These entities also were required to meet debt service shortfalls, in prior fiscal years, as noted in previous State Regents' action in meetings of March 23, 2017, June 29, 2017, and March 29, 2018. This action will be deemed as one-time funds to help off-set those requirements and represents a return of 19 percent of the shortfalls from FY17 and FY18.

The following schedule shows the amount by institution that will be returned to each institution, while the OU and OSU System portions will be shared among the participating campuses based upon the original bond issuance allocations.

OU System Total	150,579
OSU System Total	150,579
UCO	27,415
ECU	15,047
NSU	31,976
NWOSU	9,484
ROGERS	19,379
SWOSU	16,707
SEOSU	14,006
CAMERON	16,785
LANGSTON	25,570
PANHANDLE	10,133
USAO	8,447
CASC	12,037
CONNORS	9,778
EASTERN	11,010
MURRAY	9,778
NEOAM	8,351
NOC	19,895
OCCC	21,345
REDLANDS	9,423
ROSE	16,390
SEMINOLE	9,395
TCC	22,305
WOSC	8,351
Ardmore	836
McCurtain	836
Mesonet	906
Quartz	8,071

FY2019 Return of Refund from OCIA Sinking Fund

AGENDA ITEM #16:

Policy.

SUBJECT: Approval of Tuition and Fee Policy Amendments.

RECOMMENDATION:

It is recommended that the State Regents approve the revised Tuition and Fees Policy.

BACKGROUND:

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

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

The 56th Oklahoma Legislature adopted revisions, through Senate Bill 1196, that amended 70 O.S. §628.13 and the definitions for waivers for concurrently enrolled high school students. This action will align the Tuition and Fees Policy to definitions as outlined in statute for senior high school concurrent tuition waivers.

POLICY ISSUES:

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

ANALYSIS:

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

The proposed revision is recommended to update our policy to be in compliance with the changes as authorized by the Legislature in Senate Bill 1196. The policy will now allow for 18 hours in total for senior high schools students to be waived, without any limitation to hours per semester.

TUITION AND FEES POLICY

4.18 STUDENT TUITION AND FEES

- 4.18.1 Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees
 - k. Waiver for Concurrently Enrolled High School Seniors. State System institutions shall waive up to six (6) credit hours of resident tuition per semester or summer term_18 credit-hours during the senior year for all eligible high school seniors concurrently enrolled. Students will be responsible for any applicable fees as well as the cost of books and supplies. State Regents will reimburse institutions for the resident tuition portion of these scholarships, subject to availability of state appropriations. Student eligibility will be governed by State Regents' admissions policy; provided, "high school senior" means a student who has completed the junior year but who has not yet graduated from high school. High school senior concurrent enrollment waivers for hours beyond these eligible six (6) eighteen (18) credit hours per semester or summer term and all waivers for high school juniors concurrently enrolled will result in those credit hours counting toward the waiver limitation of the three and five-tenths (3.5) percent of the total E&G Budget - Part I for the current year. "High school junior" means a student who has completed the sophomore year and has not graduated from high school.

AGENDA ITEM #17:

Investments.

SUBJECT: Approval of investment managers.

AGENDA ITEM #18:

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:

- **Matt Eastwood,** director for Workforce and Economic Development, spoke at the Oklahoma Association for Institutional Research on Cleaning UDS errors: Hints and Tips; served as President of the Oklahoma Association for Institutional Research.
- **Tony Hutchison,** vice chancellor for Strategic Planning and Analysis and Workforce and Economic Development served as the keynote speaker at the "Assestivus" conference on data and college completion at Oklahoma State University.
- Chancellor Glen D. Johnson provided remarks and presented awards at 2019 Research Day at the State Capitol in Oklahoma City; provided remarks at the Oklahoma Association of Community Colleges All-Team Award Ceremony at the State Capitol in Oklahoma City; provided remarks at the Oklahoma Association of College and University Business Officers (OACUBO) Spring Conference at the Cox Convention Center in Oklahoma City; provided remarks to Leadership Oklahoma Class 32 at Moore-Norman Technology City; provided remarks at the dedication of the Mike Metheny Baseball Field at Southeastern Oklahoma State University (SEOSU) in Durant; provided remarks and served as master of ceremonies for 2019 Oklahoma's Promise Day at the State Capitol and provided remarks to Council on Student Affairs (COSA) Leadership Academy at the State Regents office in Oklahoma City.
- Kelli Kelnar, assistant director for Outreach Services at OCAP, provided a professional development workshop over the FAFSA at the April 5 Support Staff Training for the Oklahoma Association of Student Financial Aid Administrators (OASFAA).
- Aaron Muse, OneNet network technician, completed his Associate of Applied Science in Network Administration and Information Security from American Business and Technology University. He now plans to pursue a Bachelor of Applied Science.

- Jackie Oram, systems manager for Student Performance, spoke at the Oklahoma Association of Collegiate Registrars and Admissions Officers meeting on Navigating out of the Abyss: UDS Data Submission Process and Improving Data Quality; and will serve as Treasurer for the Oklahoma Association for Institutional Research.
- **Dr. Goldie Thompson,** assistant vice chancellor for Teacher Preparation and Special Programs, will be inducted into the University of Oklahoma College of Education Hall of Fame on Friday, April 26 at the OU Memorial Student Union Ballroom.

AGENDA ITEM #19:

Executive Session.

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

AGENDA ITEM #20-a (1):

Programs.

SUBJECT: Program Modifications. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU)

7 degree program requirement changes

- 7 degree program option additions
- 1 degree program name change

Oklahoma State University Center for Health Sciences (OSU-CHS) 1 degree program name change

Northeastern State University (NSU)

19 degree program requirement changes

- 2 degree program name changes
- 5 degree program option deletions

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

Southwestern Oklahoma State University (SWOSU) 1 degree program option addition

Oklahoma City Community College (OCCC) 1 degree program modification change

Oklahoma State University Institute of Technology (OSUIT) 6 degree program requirement changes

Oklahoma State University - Oklahoma City (OSU-OKC) 3 degree program requirement changes 2 degree program name changes 9 degree program option deletions

Western Oklahoma State College (WOSC) 4 degree program requirement changes

POLICY ISSUES:

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

ANALYSIS:

OSU - Certificate in Customer Interface Excellence (495)

Degree program name change

- Change program name to Sales and Service Excellence.
- The proposed change is recommended by the program's advisory board to better define the purpose of the certificate.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in Marketing (451)

Degree program option additions

- Add options:
 - Marketing Research and Analytics.
 - Personal Selling and Sales Management.
 - Marketing Communications.
- The proposed options provide students with a clear pathway for specific careers in marketing.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in Economics (445)

Degree program requirement changes

- For all options:
 - Add ECON 4933.
- For the Economics major:
 - Change credit hours required for upper-division electives from 6 to 3.
- For the Business Economics and Quantitative Studies option:
 - Remove 3 credit hours of upper-division electives.
- The proposed change adds a capstone experience to better assess learning outcomes.
- 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.

OSU - Bachelor of Science in Business Administration in General Business (447)

- Remove ACCT 3003, ECON 2203, and STAT 2023.
- Require BCOM 3113 or ENGL 3323.
- Add BCOM 3223/SPCH 3723.
- Change credit hours required for upper-division business electives to 15.
- The proposed changes align the program with new core curriculum.
- No new courses will be added and no courses will be deleted.

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

OSU - Bachelor of Science in Aerospace Administration and Operations (247)

Degree program requirement change

- For the Aviation Management option:
 - Remove ACCT 3103 from Required Courses and add AVED 4523.
 - The proposed change is the result of recommendations from the professional aviation management workforce and will result in students who are better prepared for professional 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.

OSU - Bachelor of Science in Physics (161)

Degree program requirement changes

• For the Physics option:

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- Add PHYS 4813.
- Change credit hours required for upper-division related courses from 6 to 3.
- For the Secondary Teacher Certification option:
 - Change credit hours required for upper-division Physics courses from 6 to 3.
- The proposed changes better serve students' career and education goals.
- 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.

OSU - Certificate in Geographic Information Systems (406)

Degree program requirement changes

- Change course selection for Core courses to: GEOG 4202, GEOG 4343/GEOG 5323, GEOG 4353, GEOG 5343, and GEOG 5353.
- Remove 3 credit hours of Database Management courses, 3 credit hours of Data Capture and Representation courses, 3 credit hours of GIS Theory and Applications courses, and 3 credit hours of Advanced GIS Applications courses.
- Add 3 credit hours of Electives to be selected from: GEOG 3333, GEOG 4383, GEOG 5303, and GEOG 6303.
- Add 3 credit hours of Electives to be selected from: GEOG 4263/GEOG 5263, GEOG 4303, GEOG 4313, GEOG 4323, GEOG 4333/GEOG 5333, GEOG 6313, and GEOG 6333.
- The proposed changes align the program with similar programs in the U.S.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 21 to 15.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Human Sciences in Hospitality and Tourism Management (130)

- Change credit hours required for HTM 2665 from 5 to 4 (2665).
- Add HTM 2021.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.

• No funds are requested from the State Regents.

OSU - Bachelor of Science in Geography (109)

Bachelor of Science in Geology (111)

Degree program option addition

- Add option Business Essentials.
- The proposed option provides students with core business courses to enhance students' career preparation and opportunities.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Plant Biology (031)

Degree program option addition

- Add option Pre-Forensics.
- The proposed option prepares students for multiple career tracks in forensics.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Zoology (210)

Degree program option addition

- Add option Zoology Secondary Teacher Certification.
- The proposed option prepares students for teaching at the secondary level.
- 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-CHS - Graduate Certificate in Forensic Arson and Explosives Investigation (008)

Degree program name change

- Change program name to Forensic Arson, Explosives, Firearms, and Toolmarks Investigation.
- The proposed name better reflects the scope of the curriculum in the program.
- No new sources 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 - Bachelor of Science in Chemistry (014)

- Remove MATH 1715 as an alternative course to MATH 1513.
- Change credit hours required for CHEM 3132 from 2 to 1 (3131) and for CHEM 3232 from 2 to 1 (3231).
- Add MATH 2624.
- For the Biochemistry option:
 - Change credit hours required for Electives from 3 to 12.
 - Remove the Minor requirement.
- For the Environmental option:
 - Remove BIOL 3413.
 - Change credit hours required for Electives from 6 to 9.

- The proposed changes update the curriculum to provide students with more flexibility.
- 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 - Bachelor of Arts in English (028)

Degree program requirement changes

- Add ENGL 2001 and ENGL 4793.
- Add ENGL 4083 as an alternative course to ENGL 4663.
- Change credit hours required for Advanced English Electives from 15 to 3.
- Add 15 credit hours of Categorical Studies and require students to complete 3 credit hours from each of the following areas:
 - American Literature ENGL 3913, ENGL 4053, or ENGL 4553.
 - British Literature ENGL 4203, ENGL 4283, ENGL 4313, or ENGL 4232.
 - Genre Studies ENGL 3023, ENGL 3033, ENGL 3043, ENGL 4023, ENGL 4333, ENGL 4643, ENGL 4713, or ENGL 4763.
 - Native Literature ENGL 4443, ENGL 4453, ENGL 4463, ENGL 4473, or ENGL 4813.
 - World Literature ENGL 3413, ENGL 4323, or ENGL 4763.
- The proposed changes are the result of an external review, which indicated a need to revise the curriculum to better meet workforce needs and to facilitate student transfer.
- 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.

NSU - Bachelor of Arts in American Indian Studies (047)

Degree program requirement changes

- Change credit hours required for History Block from 3 to 6.
- Change credit hours required for the major from 18 to 15.
- The proposed changes add elective courses that provide more content in diversity.
- 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.

NSU - Bachelor of Business Administration in Management (054)

- For all options:
 - Remove MGMT 3253 and MGMT 4103.
 - Add MGMT 4113.
- For the Entrepreneurship option:
 - Change credit hours for upper-division MGMT electives from 6 to 9.
- For the General Management option:
 - Change credit hours for upper-division MGMT electives from 3 to 6.
 - For the Human Resource Management option:
 - Remove MGMT 4113.
 - Add 6 credit hours of upper-division MGMT electives.
- The proposed changes are based on recommendations from the College of Business and Technology's advisory board.
- No new courses will be added and no courses will be deleted.

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

NSU - Bachelor of Arts in Political Science (069)

Degree program requirement change

- Add POLS 4971.
- The proposed change will facilitate program assessment.
- 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.

NSU - Bachelor of Science in Speech and Language Pathology (087)

Degree program requirement changes

- Require students to complete BIOL 1113, BIOL 1111, CHEM 1123, CHEM 1131/PHYS 1114, MATH 1513, and PSYC 1113 as part of their General Education requirements.
- Require students to earn a B or better in SLP courses.
- Allow students one attempt to improve any course grade below a B.
- Require a minimum overall Grade Point Average of 3.25 for graduation.
- Add SLP 4373, SLP 4213, and SLP 4543.
- Remove SLP 3413 and SLP 4530.
- Remove MATH 3523 as an alternative course to BADM 3933/MATH 3513/PSYC 3553/SOC 3323.
- Change credit hours required for Major Electives from 21 to 15.
- Change credit hours required for Related Courses from 6 to 9.
- Add PPH 3001 and PPH 3901.
- The proposed changes address current accreditation standards and will make students more competitive for placement into graduate programs.
- 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.

NSU - Bachelor of Science in Integrative Biology (115)

Degree program requirement changes

- Require students to complete BIOL 1113, BIOL 1111, CHEM 1123, CHEM 1131, and MATH 1513 as part of their General Education requirements.
- Remove 3 credit hours of statistics.
- Add MATH 3513.
- For the Fish and Wildlife option:
 - Add 4 credit hours of Biology Electives.
- For the Organismic option:
 - Change credit hours for CHEM 3132 from 2 to 1.
 - Change credit hours for Biology Electives from 11 to 12.
- The proposed changes better align the curriculum with other institutions in the region.
- 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 - Bachelor of Science in Education in Science Education (120)

Degree program requirement changes and degree program option deletion

- Delete Physics option effective Fall 2019.
 - The proposed deletion is due to lack of enrollment.
 - There are currently no students enrolled in the option.
- Remove BIOL 1123, BIOL 1131 and MATH 3513 as recommended General Education Requirements.
- Add BIOL 1103, BIOL 1101, and MATH 1513 as recommended General Education Requirements.
- Add BIOL 1023, BIOL 1201, CHEM 3123, CHEM 3121, and MATH 3513 to Science Education Core.
- Change credit hours required for PHYS 1115 from 5 to 4 (1114) and for PHYS 1215 from 5 to 4 (1214).
- For the Biology option:
 - Remove BIOL 3003, BIOL 3013, BIOL 3133/BIOL 3423, and CHEM 3123.
 - Add BIOL 3153.
- For the Chemistry option:
 - o Remove BIOL 3124, CHEM 3123, CHEM 3132, CHEM 3413, and CHEM 3523.
 - Change credit hours required for CHEM 3232 from 2 to 1 (3231).
 - Add CHEM 4214.
- For the Earth/Space Science option:
 - Remove BIOL 3413, BIOL 3524, and MATH 3513.
 - Add SCI 1314.
- The proposed changes align the curriculum with updated National Science Teachers Association 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.

NSU - Bachelor of Business Administration in International Business (126)

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

- Change program name to International Business Management.
 - \circ The proposed change better reflects the focus of the curriculum.
- Delete option Finance/Economics effective Fall 2019.
 - There is currently 1 student enrolled with an expected graduation date of Spring 2021.
- Delete option Global Strategies effective Fall 2019.
 - There are currently 3 students enrolled with an expected graduation date of Spring 2021.
- Delete option Information Systems effective Fall 2019.
 - There are currently no students enrolled.
- Delete option Marketing effective Fall 2019.
 - There are currently 4 students enrolled with an expected graduation date of Spring 2021.
- The proposed deletions are the result of input from business leaders and students to provide more content relevant to the degree.
- Currently enrolled students will be allowed to complete their option.
- Remove MATH 3513 as an alternative course to BADM 3933.
- Remove IBUS 4013 and IBUS 4343.
- Add IBUS 3313.

- Add 3 credit hours of upper-division IBUS/MGMT Electives.
- Add 12 credit hours to be selected from: IBUS 3023, IBUS 3273, IBUS 4023, IBUS 4343, or SCM 4533.
- 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.

NSU - Bachelor of Science in Applied Physics (159)

Degree program requirement changes

- Add MATH 1513.
- Change credit hours required for MATH 2633 from 3 to 4 (2634).
- The proposed change removes a "hidden" prerequisite and aligns with the math pathways initiative.
- 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 - Bachelor of Science in Cell and Molecular Biology (161)

Degree program requirement changes

- Change credit hours required for CHEM 3132 from 2 to 1 (3131), for CHEM 3232 from 2 to 1 (3231), for PHYS 1115 from 5 to 4 (1114), and for PHYS 1215 from 5 to 4 (1214).
- Remove 3 credit hours of Statistics.
- Add MATH 3513.
- Change credit hours required for Biology Electives from 7 to 8.
- The proposed changes align the curriculum with similar programs in the region.
- 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 - Bachelor of Science in Medical Laboratory Science (147)

Degree program requirement changes

- For the Medical Laboratory Science Internship (3+1) pathway:
 - Change credit hours required for CHEM 3132 from 2 to 1 (3131).
 - Change credit hours required for Electives from 3-4 to 4.
- The proposed changes reflect course credit hours changes that impact the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU - Graduate Certificate in Administrators (003)

Degree program name change and degree program requirement changes

- Change program name to School Administration.
 - The proposed change better aligns with the certificate name granted by the State Department of Education.
- Remove EDUC 5613 and Add EDUC 5503.
- The proposed curricular change provides students with statistical knowledge to be able to make data-driven decisions in the workplace.
- 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.

NSU - Master of Education in School Administration (103)

Degree program requirement changes

- Remove the requirement for students to complete 12 credit hours of education and/or psychology course work prior to taking graduate-level professional education courses.
- Remove EDUC 5613 and Add EDUC 5503.
- The proposed curricular change removes a redundant requirement and also provides students with statistical knowledge to be able to make data-driven decisions in the workplace.
- 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 Education in Early Childhood Education (117)

Degree program requirement changes

- Change credit hours required for Specialized Early Childhood courses from 16 to 21 and require: ECED 5213, ECED 5413, ECED 5513, ECED 5553, ECED 5583, ECED 5613, and ECED 5713.
- Change credit hours required for Enrichment courses from 10 to 3.
- The proposed changes update course requirements to better meet the needs of students in their profession.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 35 to 33.
- No funds are requested from the State Regents.

NSU - Master of Education in Library Media and Information Technology (129)

Degree program requirement change

- Add EDUC 5103 and EDUC 5113 as alternative courses to EDUC 5143.
- The proposed change provides students with more opportunities to meet the research requirement.
- 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 Speech Language Pathology (137)

Degree program requirement changes

- Add SLP 5001.
- Remove SLP 5412 and SLP 5832.
- Add SLP 5443 and SLP 5612.
- Change credit hours required for SLP 5803 from 3 to 2 (5802), for SLP 5842 from 2 to 3 (5843) and for SLP 5922 from 2 to 3 (5923).
- The proposed changes better prepare students for their careers.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 53 to 56.
- No funds are requested from the State Regents.

NSU - Master of Education in Mathematics Education (138)

Degree program requirement changes

• Remove EDUC 5843 and add MATH 5523.

- Change credit hours required for Mathematics Content from 9 to 12.
- Change credit hours required for Guided Electives from 9 to 6.
- The proposed changes strengthen the content and enhance pedagogical practices.
- 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 - Doctor of Nursing Practice in Advanced Nursing Practice (080)

Degree program requirement changes

- Remove NURS 6550.
- Add NURS 6511, NURS 6521, NURS 6531, and NURS 6541.
- The proposed changes align the curriculum with accreditation standards to separate the project course into 4 courses.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program option addition

- Add option Agricultural Business.
- The proposed option will provide students in SWOSU's service area an opportunity to pursue careers in agricultural 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.

OCCC - Associate in Science in Chemistry (166)

Degree program requirement changes

- Remove CHEM 2122.
- Add CHEM 2111 and CHEM 2121.
- The proposed changes align the Organic Chemistry classes with the transfer matrix and will facilitate a seamless transfer.
- Two new sources 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.

OSUIT - Associate in Applied Science in Automotive Service Technologies/Chrysler MOPAR CAP (104)

- Add ENGL 2033.
- Remove AUMC 1215, AUMC 1305, AUMC 2405, AUMC 2505, and AUMC 2605.
- Add AUMC 1003, AUMC 1213, AUMC 1313, AUMC 2423, AUMC 2513, and AUMC 2623.
- The proposed changes consolidate course content, are based on recommendations from the program's advisory committee, and align the curriculum with current Chrysler MOPAR Career Automotive Program requirements.
- Six new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 89 to 85.
- No funds are requested from the State Regents.

OSUIT - Associate in Applied Science in Automotive Service Technologies/General Motors ASEP (103)

Degree program requirement changes

- Remove AUMG 1062, AUMG 1122, AUMG 1132, AUMG 1142, AUMG 1152, AUMG 1162, AUMG 1172, AUMG 1272, AUMG 1312, AUMG 1292, AUMG 1322, AUMG 1302, AUMG 1342, AUMG 2522, AUMG 2632, AUMG 2672.
- Add AUMG 1063, AUMG 1123, AUMG 1143, AUMG 1163, AUMG 1273, AUMG 1293, AUMG 1303, AUMG 2523, AUMG 2533, AUMG 2653, and AUMG 2904.
- Change credit hours required for AUMG 2582 from 2 to 3 (2583) and AUMG 2682 from 2 to 3 (2683).
- Change course number and credit hours required for AUMG 2812 from 12 to 4 (2214).
- Add GTGE 1111.
- The proposed changes consolidate courses content, are based on recommendations from the program's advisory committee and align the curriculum with current General Motors Automotive Service Educational Program requirements.
- Eleven new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 89 to 84.
- No funds are requested from the State Regents.

OSUIT - Associate in Applied Science in Automotive Service Technologies/Toyota T-TEN (105) Degree program requirement changes

- Remove TTEN 1614, TTEN 2343, TTEN 1651, TTEN 1704, TTEN 1812, TTEN 1661, TTEN 1702, TTEN 1723, TTEN 1824, TTEN 1631, TTEN 1943, TTEN 1671, TTEN 2134, TTEN 2253, TTEN 2114, TTEN 2133, TTEN 1923.
- Change credit hours required for TTEN 1823 from 3 to 5 (1825), for TTEN 1913 from 3 to 5 (1915), for TTEN 2233 from 3 to 5 (2235).
- Change course number and credit hours required for TTEN 2234 from 4 to 5 (2245).
- Change course number and credit hours required for TTEN 1923 from 3 to 5 (2925).
- Add TTEN 1345, TTEN 1405, TTEN 1805, TTEN 1724, TTEN 1822, TTEN 1842, TTEN 2122, TTEN 2232, and TTEN 2252.
- The proposed changes consolidate course content, are based on recommendations from the program's advisory committee and align the curriculum with current Toyota Technician Training and Education Network requirements.
- Eleven new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 84 to 89.
- No funds are requested from the State Regents.

OSUIT - Associate in Applied Science in Construction Technology (011)

- For the Electrical Construction option:
 - Change course number and credit hours required for ECNT 1102 from 2 to 3 (1013).
 - Remove 4 credit hours of Approved Electives.
 - Add ECNT 2123.
- The proposed changes are based on recommendations from the program's advisory committee and better prepare students for transition into the workforce.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSUIT - Associate in Applied Science in Diesel and Heavy Equipment/Komatsu ACT (109)

Degree program requirement changes

- Change credit hours required form DHEK 1323 from 3 to 4 (1324).
- Remove DHEK 2653 and GTCT 1183.
- Add DHEK 1352 and DHEK 2603.
- The proposed changes are based on recommendations from the program's advisory committee and align the curriculum with current industry standards.
- 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.

OSUIT - Associate in Applied Science in Nursing (093)

Degree program requirement change

- For admission into the program:
 - Replace the required minimum percentile ranking on the Kaplan admission exam with required demonstration of academic proficiency on the ACCUPLACER exam.
- The proposed change is based on a recommendation from the program's advisory committee as a result of Kaplan implementing an exam fee.
- 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 Information Systems Technologies (005)

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

- Change program name to Computer Information Systems.
 - The proposed change is the result of the consolidation of options and better reflects the program's focus and content.
- Delete options Computer Information Systems, Computer Technical Support Emphasis, Computer Game Programming, Information Technology-Computer Forensics, Information Technology-Networking, Management Information Systems, and General Option.
 - There are currently a total of 36 students enrolled in the options with an expected graduation date of Spring 2021.
 - All qualified students will be able to apply their course work to the current degree program.
 - Non-qualified students will be advised into other programs.
- Add ENGL 1213/ENGL 2333/SPCH 1113/SPCH 2723.
- Remove HIST 1483/HIST 1493 and add any 3 credit hours of U.S. History.
- Remove SPCH 1113 as a required course.
- Remove CIS 2613 and ITD 2163.
- Add CIS 1503.
- Change requirements for Technical Occupational Specialty to require the following: CIS 1123, CIS 2023, CIS 2363, CIS 2513, CIS 2703, CIS 2803, 9 credit hours of CIS electives, and 9 credit hours of free electives.
- The proposed changes are in response to low enrollment in specialized options and will provide students a more generalized curriculum applicable toward a variety of careers.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63 to 60.

• No funds are requested from the State Regents.

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

Degree program name change and degree requirement changes

- Change program name to Public Safety Management.
 - The proposed change aligns the program name with similar programs in the U.S. and better reflects the content and focus of the program.
- Change credit hours required for Technical Area from 36 to 27.
- Change program admission criteria to include Associate in Science public safety degrees that meet the technical hour requirements.
- Change credit hours required for Specialized Tracks from 9 to 14.
- Remove ERA 3233.
- The proposed changes make the program more accessible to students with non-applied science public safety degrees.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 120.
- No funds are requested from the State Regents.

OSU-OKC - Associate in Applied Science in General Engineering Technology (010)

Degree program requirement changes and degree program option deletions

- Delete options Civil Engineering Technology and Mechanical Engineering Technology.
- Remove ENGL 1213 as an alternative course to ENGL 2333.
- Remove MATH 1413, MATH 1613, MATH 2123, and PHYS 1114.
- Add MATH 1483.
- Remove 5 credit hours of CHEM/CIS/EET/GENT/GEOG/MATH/PHYS courses.
- Add 3 credit hours of General Education Electives.
- Add GENT 1113, GENT 1112, GENT 1123, GENT 1313, GENT 1153, EET 1102, GENT 1143, GENT2223, EET 2224, EET 2234, GENT 2313, GENT 2353, GENT 2543, and GENT 2653.
- The proposed changes are in response to recommendations from business and industry partners to develop graduates who are more generalists in the field of engineering technology.
- Five new courses will be added and three courses will be deleted.
- Total credit hours for the degree will change from 65 to 60.
- No funds are requested from the State Regents.

WOSC - Associate in Arts in Liberal Arts (062)

Associate in Arts in Social Science (064) Associate in Arts in Behavioral Science (061)

Associate in Science in Health, Physical Education and Recreation (067)

- Remove MATH 1513/MATH 1143.
- Add MATH 1483 or any college-level math.
- The proposed changes align the program with the Math Pathways Initiative while also providing students with flexibility to select a math course suited to their educational goals.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

AGENDA ITEM #20-a (2):

Programs.

SUBJECT: Suspensions. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University – Oklahoma City (OSU-OKC) requested authorization to suspend the programs listed below:

- Associate in Applied Science in Nutritional Sciences (105)
- Associate in Applied Science in Electronics Engineering Technology (006)

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:

OSU-OKC requested authorization to suspend the Associate in Applied Science in Nutritional Sciences (105).

- OSU-OKC reports decreased enrollment and suspension of the program will give them time to generate new ideas.
- This suspension is effective beginning the 2019-2020 academic year.
- OSU-OKC will reinstate or delete the program by March 31, 2022.

OSU-OKC requested authorization to suspend the Associate in Applied Science in Electronics Engineering Technology (006).

- OSU-OKC indicates degree inventory redundancy and plans to restructure its existing engineering program.
- This suspension is effective beginning the 2019-2020 academic year.
- OSU-OKC will reinstate or delete the program by March 31, 2022.

AGENDA ITEM #20-b:

Reinstatement.

SUBJECT: Ratification of approved institutional request to reinstate a suspended degree program.

RECOMMENDATION:

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

BACKGROUND:

Northeastern State University (NSU) requested authorization to reinstate the Bachelor of Business Administration in International Business (126) which was suspended March 23, 2017.

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

POLICY ISSUES:

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

ANALYSIS:

The Bachelor of Business Administration in International Business (126) was suspended March 23, 2017 due to low enrollment. As a result of working with constituents, faculty have redesigned the program to address current needs for business in NSU's service area and the interests expressed by students. NSU is proposing a program name change to International Business Management and updating the curriculum to delete the current options (see current modification item). Additionally the curriculum has been modified to streamline student matriculation.

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

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

AGENDA ITEM #20-c:

Reconciliation.

SUBJECT: Approval of an institutional request.

RECOMMENDATION:

It is recommended that the State Regents approve the request for Career Tech transfer matrix reconciliations as described below.

BACKGROUND:

Oklahoma State University Institute of Technology (OSUIT) requested a change to the Career Tech transfer matrix for the Associate in Applied Science in Construction Technology (011) to reconcile institutional practice with the Career Tech transfer matrix course listings.

Oklahoma State University-Oklahoma City (OSU-OKC) requested a change to the Career Tech transfer matrix for the Associate in Applied Science in Fire Protection (009) to reconcile institutional practice with the Career Tech transfer matrix course listings.

POLICY ISSUES:

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

ANALYSIS:

OSUIT submitted several requests to accept credit from partnering technology centers as college credit. These requests were reviewed by State System faculty with appropriate expertise and were approved by the State Regents. Due to data entry errors when translating the requests into a tabular format, some of the courses recommended for approval appeared incorrectly in the agenda item approved by the State Regents. The following table indicates the corrected version of this information. This action will correct this error and reconcile institutional practice with official Career Tech transfer matrix.

Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)	Date Approved by State Regents	Next Review
AAS in Construction	GTCT	1183	Welding	Indian Capital	Structural Welder	6/28/18	5 years 2023
Technology				Technology	Fundamentals		
				Center, Muskogee	of Welding; Metal		
				<u>Sallisaw</u>	Preparation		
				Sumbuw	and Heat		

Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)	Date Approved by State Regents	Next Review
					Treatments; Fundamentals of Cutting Processes; Oxyfuel Cutting; SMAW Beads and Fillet Welds		
AAS in Construction Technology	GTCT	1183	Welding	Metro Tech, South Bryant Campus	WLD 1000 Fundamentals of Welding; WLD 1010 Fundamentals of Cutting Processes; WLD 1020 Oxyfuel Cutting; WLD 1310 Beads & Filler Welds- SMAW	6/28/18	5 years 2023
AAS in Construction Technology	GCTC GTCT	1183	Welding	Mid- America Technology Center, Wayne	TI00386 Metal GMAW Plate; TI00401 SMAW Beads & Fillet Welds; TI00380 Oxyfuel Cutting	6/28/18	5 years 2023
AAS in Construction Technology	GCTC GTCT	1183	Welding	Moore Norman Technology Center, Franklin Road Campus	GMAW 110 & GTAW 120 Gas Metal Arc Welding (GMAW); Gas Tungsten Arc Welding (GTAW)	6/28/18	5 years 2023
AAS in Construction Technology	GTCT	1183	Welding	Northwest Technology Center, Alva <u>Fairview</u>	Structural & Pipe Welder or SMAW Structural Welder Fundamentals	6/28/18	5 years 2023

Program	Course	Course	Course	Technology	Technology	Date	Next
	Prefix	Number	Title	Center Partner	Center Course(s)	Approved by State Regents	Review
					of Welding; Oxyfuel Cutting; SMAW Beads & Fillet Welds		
AAS in Construction Technology	GCTC GTCT	1183	Welding	Tri County Technology Center, Bartlesville	AWT 1113, AWT 1123, AWT 1143, AWT 1153, AWT 1163	6/28/18	5 years 2023
AAS in Construction Technology- Electrical Construction Option*	ECNT	1183	Welding	Moore Norman Technology Center, Franklin Road Campus	Gas Metal Arc Welding (GMAW); Gas Tungsten Arc Welding (GTAW)	12/6/18	3 Years
AAS in Construction Technology- Electrical Construction Option	<u>ECNT</u>	<u>1102</u>	Introduction to the Electrical Trades	<u>Tulsa</u> <u>Technology</u> <u>Center, Sand</u> <u>Springs</u>	Introduction to the Electrical Trades: Electrical Theory & Drawings	<u>12/6/18</u>	<u>3 Years</u> 2021

*Duplicate course listing

OSU-OKC submitted several requests to accept credit from partnering technology centers as college credit. These requests were reviewed by State System faculty with appropriate expertise and were approved by the State Regents. Due to a data entry error related to the immediate previous row of information in the table, one of the courses recommended for approval appeared incorrectly in the agenda item approved by the State Regents. The following table indicates the corrected version of this information. This action will correct this error and reconcile institutional practice with official Career Tech transfer matrix.

Program	Course	Course	Course Title	Technology	Technology	Date	Next
	Prefix	Number		Center	Center	Approved	Review
				Partner	Course(s)	by State	
						Regents	
AAS in	FIRE	2363	Firefighter II	Western	Fire Academy	12/6/18	1 Year
Fire				Technology	Firefighter II;		2019
Protection				Center,	Fire Academy		
				Burns Flat	Basic Vehicle		
				Eastern	Extraction;		
				<u>Oklahoma</u>	National		
				<u>County</u>	Incident		

Program	Course	Course	Course Title	Technology	Technology	Date	Next
	Prefix	Number		Center	Center	Approved	Review
				Partner	Course(s)	by State	
						Regents	
				Technology	Management		
				Center,	System;		
				<u>Choctaw</u>	Introduction		
					to the Incident		
					Command		
					System; Fire		
					Academy		
					Flashover		
					Training;		
					Flammable		
					Liquid and		
					Gas		
					Emergencies;		
					4Hour TIM		
					Responder		
					Training		
					Course		

AGENDA ITEM #20-d:

Electronic Delivery.

SUBJECT: Approval of request from East Central University to offer the Master of Education in Special Education via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve East Central University's request to offer the existing Master of Education in Special Education (085) via online delivery.

BACKGROUND:

East Central University (ECU) is currently approved to offer the following degree programs via online delivery:

- Master of Education in Library Media (090);
- Master of Education in Grad-Education Leadership (098);
- Master of Education in Educational Technology (104);
- Master of Education in Sports Administration (105);
- Master of Science in Water Resources Policy and Management (103);
- Bachelor of Arts in Criminal Justice Policy (610);
- Master of Management in Management (102);
- Bachelor of Arts in Interdisciplinary Studies (056); and
- Bachelor of Arts in Human Services Counseling (026).

ECU's governing board approved offering online the existing Master of Education in Special Education (085) at their September 21, 2018 meeting. ECU 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:

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

Master of Education in Special Education (085)

Demand. In Oklahoma, special education has been defined as a teacher shortage area for many years. Currently, a person can seek certification in special education by four pathways: 1) completing a traditional education program; 2) completing a master's degree in special education and then seeking certification; 2) working with a school district and attend a "Boot Camp" to receive non-traditional special education certification; and 4) working as a special education paraprofessional for a year and then completing certification through the State Department of Education (SDE). ECU's master's program is specifically designed for candidates seeking certification via the non-traditional route and includes an SDE approved "Boot Camp."

The employment outlook for special education teachers is high in Oklahoma. According to Oklahoma Employment Security Commission data, career opportunities for special education teachers are expected to increase nearly 33 percent through 2026. In ECU's service area, opportunities for special education teachers are expected to increase 21.2 percent through 2026. Additionally, EMSI employment data indicates that in 2017 there were 356 job openings in this field. However, according to Oklahoma State Regent for Higher Education's Unitized Data System data, between 2013 and 2017 Oklahoma produced an average of 309 special education degrees. Therefore, there is a strong need for more graduates to fill these positions and address the special education teacher shortage. ECU reports significant enrollment growth in the program, from 6 majors enrolled in Fall 2017 to 19 majors in Fall 2018. By offering the existing program online, ECU can recruit more students and address the shortage of special education teachers in Oklahoma.

Delivery method. The existing degree program will be delivered utilizing the Blackboard Learning Management System and will make full use of the online features including discussion, assignments, assessments, group work, individual work, and projects. Both courses and faculty teaching in the program will be certified by Quality Matters and incorporate best practices in online pedagogy.

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 August 22, 2018. Southeastern Oklahoma State University (SEOSU) requested a copy of the proposal, which was sent on January 23, 2019. Neither SEOSU nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment growth, approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve ECU's request to offer the existing degree program through online delivery, as described above.

AGENDA ITEM #20-e:

High School Courses for College Admission.

SUBJECT: Ratification of a request to approve a high school course for college admission.

RECOMMENDATION:

It is recommended that the State Regents ratify a request to approve a high school course for college admission.

BACKGROUND:

Since Fall 2010, the State Regents' high school curricular requirements for college admission have included four units of English, three units of mathematics, three units of laboratory science, three units in history and citizenship skills, and two units from the subjects listed above or selected from computer science, foreign language, or any Advanced Placement course except applied courses in fine arts.

The State Regents have a statutorily mandated function regarding high school courses that satisfy college admission curricular requirements. 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents' approval, also satisfy high school college preparatory/work ready curriculum graduation requirements. On March 3, 2016, the State Regents revised the Institutional Admission and Retention policy to align with 70 O.S. § 11-103.6 by designating the State Regents as the responsible entity for approving courses for college admission.

Based on the extended time periods between State Regents' meetings during certain points of the year, relying on the State Regents to approve high school courses for college admission could significantly delay the timeframe in which courses are approved. As such, to make the approval process more efficient, on March 3, 2016, the State Regents delegated authority to the Chancellor to approve high school courses for college admission, pending State Regents' ratification.

POLICY ISSUES:

The provision regarding the State Regents' role in approving high school courses for college admission, which is detailed within policy section 3.9.3 of the Oklahoma State Regents for Higher Education's Institutional Admission and Retention policy, reads as follows:

"Additionally, 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a

college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval."

STAFF ANALYSIS:

Prior to April 25, 2019, State Regents' staff received a request from Glenpool High School to approve a high school course for college admission. The table below details the course as well as the college admission subject area in which the course is categorized:

Course	Subject Area
Problems of Democracy	History & Citizenship Skills

After a comprehensive review of the course objectives and learning outcomes, it was determined that this high school course meets the requirement for college admission. Therefore, the course was approved for college admission by the Chancellor. State Regents' ratification is requested.

AGENDA ITEM #20-f:

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional request 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 April 25, 2019, State Regents' staff received SARA a renewal application from Oklahoma City University (OCU).

As a result of meeting the SARA eligibility requirements, OCU was approved by the Chancellor for annual renewal of its participation in SARA. State Regents' ratification is requested.

AGENDA ITEM #20-g:

Agency Operations.

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

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between February 23, 2019 and March 28, 2019.

BACKGROUND:

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

POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases in excess of \$25,000.

ANALYSIS:

For the time period between February 23, 2019 and March 28, 2019, there are 3 purchases in excess of \$25,000 but not in excess of \$100,000.

OCAN

 Dobson Technologies Transport and Telecom Solutions in the amount of \$35,729.20 for the relocation of Oklahoma Community Anchor Network fiber optic cable located at US270 over Blue Creek in Pittsburg County to accommodate the Oklahoma Department of Transportation road construction. The cost of this project will be recovered through customer user fees. (Funded from 720-OCAN).

Multiple Funds

- 2) SHI International in the amount of \$34,994.20 for Software Assurance which provides upgrades for all of our licensed Microsoft products. (Funded from 210-Core, 701-OCAP, 718-OneNet, and 730-GEAR UP).
- 3) The Gooden Group in the amount of \$80,000.00 to assist OneNet and State Regents staff members in the development of a strategic outreach plan and the development of relationships with the various constituencies of OneNet and the State Regents. (Funded from 210-Core and 718-OneNet).

AGENDA ITEM #20-h:

Non-Academic Degrees.

SUBJECT: Non-Academic Degrees. Ratification of a request from the University of Oklahoma to award honorary degrees.

RECOMMENDATION:

It is recommended that the State Regents ratify the University of Oklahoma's request to award Honorary Degrees.

STAFF ANALYSIS:

A request has been made from the University of Oklahoma (OU) to award Honorary Doctor of Humane Letters Degrees to Ms. Soledad O'Brien and Mr. Gregg Wadley.

The request is consistent with State Regents' policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;
- conferral of honorary degrees that are distinguishable from earned degrees;
- conferral of honorary degrees not to exceed the number specified in the policy;
- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and
- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

The OU request meets the requirements of the Oklahoma State Regents for Higher Education's policy. The proposed diplomas for the honorary degrees are attached for State Regents' ratification.

	ч			N	
The Oklahoma State Regents for Higher Education Acting Through An Interstity of Bhlahoma Confers Somorary Degree of Doctor of Rumane Letters	Brien ritorious achievements, s belonging thereto, and in witness diploma duly signed and sealed. of Oklahoma housand nineteen	For the University	Chairman, Board of Regents	President of the University	Provost
The Oklahoma State Regents for Higher Education Acting Through Through The AniverSity of Bhlah Confers The Konoblary Begree of Doctor of Kumane Letters ²	on Soledad OBrien in recognition of excellence and meritorious achievements, with all the honors, privileges and obligations belonging thereto, and in witness thereof, has authorized the issuance of this diploma duly signed and sealed. Issued at the University of Oklahoma this tenth day of May, two thousand nineteen	For the State Regents	Chairman	Secretary	Chancellor

The Oklaboma State Regents for Higher Education Acting Through Aniversity of Balahoma Confers Somotary Degree of Doctor of Shumane Letters	Wadley I meritorious achievements, ions belonging thereto, and in witness this diploma duly signed and sealed. sity of Oklahoma wo thousand nineteen	For the University	Chairman, Board of Regents	President of the University	Provest
The Oklahoma State Regents for Higher Education Acting Through Through The Manuers and Confers The Monostary Degree of Mortor of Mumane Letters?	on Gregg Wadley in recognition of excellence and meritorious achievements, with all the honors, privileges and obligations belonging thereto, and in witness thereof, has authorized the issuance of this diploma duly signed and sealed. Issued at the University of Oklahoma this tenth day of May, two thousand nineteen	For the State Regents	Chairman	Secretary	Chancellor

AGENDA ITEM #21-a:

Programs.

SUBJECT: Current status report on program requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2018 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2018-2019).

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

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

Supplement available upon request.

AGENDA ITEM #21-b (1):

Annual Reports.

SUBJECT: Annual Policy Reporting Requirements Survey. .

RECOMMENDATION:

This item is for information only.

BACKGROUND:

As a measure of accountability for both the State System institutions and the State Regents, most State Regents' policies require data collection and reporting. Among these policies are the following:

Academic Forgiveness Provisions (3.12.6) Special Admission (3.9.6) Retention Standards (3.9.8) International Student Admission and Admission of Non-native Speakers of English (3.9.5) High School Curricular Requirements (3.20.4)

Since the data requested are not available through other sources such as the Unitized Data System (UDS), one survey was designed to minimize reporting demands on institutions for these five policies. This is the sixteenth year of data collection.

POLICY ISSUES:

Academic Forgiveness Provisions

A student may request an academic reprieve or academic renewal from State System institutions consistent with State Regents' policy. The explanation of grades section of the transcript will note the courses and semester(s) reprieved or renewed. Institutions granting academic reprieves or renewals must submit an annual report to the State Regents.

Special Admission

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in up to nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. The president or his/her designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made only for non-degree-seeking students who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

Retention Standards

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases and require that the suspended student document any extraordinary personal circumstances that contributed to his/her academic deficiencies. Suspended students can be readmitted only one time. Such students are readmitted on probationary status and must

maintain a 2.0 GPA average each semester attempted while on probation or raise their GPA to the designated level. Students suspended a second time from the same institution cannot return to the suspending school until they have demonstrated, by attending another institution, the ability to succeed academically by raising their GPA to the retention standards.

International Student Admission and Admission of Non-native Speakers of English (ESL)

ESL students seeking enrollment at a State System college or university must present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. First-time undergraduate or graduate students must meet one of the standards described in the Institutional Admission and Retention policy (3.9.5), subsection A. Undergraduate transfer students must meet the provisions of the Undergraduate Transfer and Articulation policy (3.10.3), subsection C. Exceptions may be made if the applicant demonstrates proficiency in English by some other means prior to admission. Such exceptions must be appropriately documented and reported.

Student Demonstration of Competencies

The State Regents' policy requires students to successfully remediate basic academic skills deficiencies within the first 24 college-level hours attempted or have all subsequent enrollments restricted to deficiency removal courses until the deficiencies are removed. The president or his/her designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24 hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

ANALYSIS:

A comprehensive survey was conducted to gather data regarding exceptions to the above mentioned policies. Results were tabulated and are reported by institutional tier: research, regional, liberal arts, and community college. The University of Science and Arts of Oklahoma was split from the regional tier to form a new liberal arts tier beginning with the 2013-14 report. Due to these tier changes, comparison of regional university data after 2013-2014 to prior years is limited. Information was gathered for the academic year from all State System institutions.

Academic Forgiveness Provisions

Circumstances may justify students being able to recover from academic problems in ways which do not forever jeopardize their academic standing. The policy recognizes there may be extraordinary situations in which a student has done poorly in up to two semesters due to extenuating circumstances, which, in the judgment of the appropriate institutional officials, warrants excluding grades from those semesters in calculating the student's GPA. Students must meet specified criteria to be considered for an academic reprieve. Specifically, to request an academic reprieve, three years must have elapsed between the time the grades being requested reprieved were earned and the reprieve request. Prior to the request, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in a minimum of 12 hours of course work excluding activity or performance courses.

An additional provision allows a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover without penalty and have a fresh start. Under academic renewal, which is optional for all State System institutions, course work taken prior to a date specified by the institution is not counted in the student's GPA. An institution's academic renewal policy must follow these guidelines: 1) At least five years must have elapsed between the last semester being renewed and the renewal request; 2) Prior to requesting academic renewal, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses; 3) The request must be for all courses completed

before the date specified in the request for renewal; 4) The student must petition for consideration of academic renewal according to institutional policy; and 5) All courses remain on the student's transcript, but are not calculated in the student's GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

The student may not receive more than one academic reprieve or renewal during his/her academic career, and only one option (reprieve or renewal) can be used.

Number of Grade Reprieves by Tier 2008-09 to 2017-18

	08-	09	09-	10	10-	-11	11	-12	12-	-13	13-	-14	14-	-15	15-	-16	16-1	17	13	7-18
	Req.	Grant																		
Research	29	24	41	34	48	45	41	40	50	49	54	51	63	59	42	41	42	42	50	50
Regional	229	205	245	216	333	286	243	195	239	190	239	200	172	141	179	146	136	95	213	150
Liberal Arts	•	*	*	*	*	*	*	*	*	*	5	5	5	5	7	7	7	7	3	3
Community	253	179	286	195	320	257	396	321	350	259	298	235	321	248	319	241	343	271	268	178
Total	511	408	572	445	701	588	680	556	639	498	596	491	561	453	547	435	528	415	534	381

* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

- The number of requests for academic reprieves averaged 586 per year for the past ten years. In 2017-18, there were 534 requests.
- Of the reprieve requests made in 2017-18, 50 percent were at community colleges, 40 percent were at regional universities, 9 percent were at research universities, and 1 percent was at the liberal arts university.
- System wide in 2017-18, 71 percent of reprieve requests were granted.
- Over the last ten years, the percent of approved reprieves has ranged from 71 percent in 2017-18 to 83 percent in 2010-11. The ten year average is 79 percent.
- Community Colleges granted the lowest percentage of academic reprieves, 66 percent, down from 79 percent in 2016-17. Regional universities granted 70 percent, which was the same as 2016-17. Research universities granted 100 percent of requested reprieves, which was the same as 2016-17. The liberal arts tier granted 100 percent of the requested reprieves, which was the same as 2016-17.

Number of Academic Renewals Requested and Granted 2010-11 to 2017-18

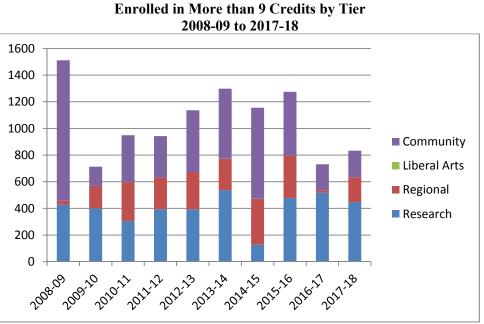
	10-	-11	11	-12	12-	-13	13	-14	14-15		14-15		14-15		14-15		15-1		16-17		17-18	
	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant						
Research	2	1	2	2	6	6	4	2	3	3	2	2	1	1	1	1						
Regional	5	5	3	2	10	6	6	5	5	4	2	2	1	1	6	5						
Liberal Arts	*	*	*	*	*	*	0	0	0	0	0	0	*	*	*	*						
Community	39	27	50	38	58	43	54	39	48	39	42	28	39	24	46	23						
Total	46	33	55	42	74	55	64	46	56	46	46	32	41	26	53	29						

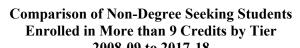
- Fifty three renewals were requested in 2017-18 with 29 of them, 54 percent, granted.
- Since 2010-11, the average percentage rate of renewals granted is 72 percent.
- Of the 53 requested renewals in 2017-18, 87 percent were made at community colleges. Community colleges approved 50 percent of the requested renewals.

Students requesting reprieves and renewals must meet specific State Regents' academic requirements. Thus, it is expected that a high percentage of requested reprieves and renewals would be granted.

Special Admission

This policy provision allows institutional flexibility to meet individual student goals for specific personal enrichment or job related courses with appropriate academic control.





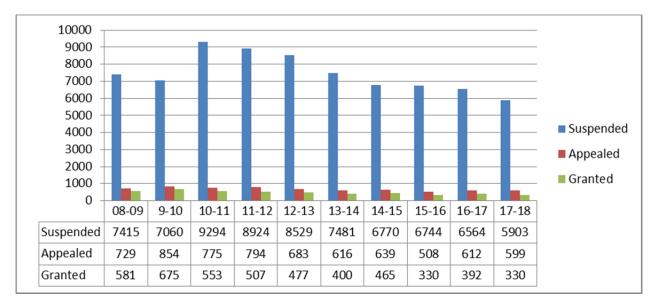
- In 2017-18, 17 institutions reported a total of 833 students enrolled as non-degree seeking students with more than nine credits, up from 731 students in 2016-17.
- Research universities reported 54 percent of the exceptions; regional universities, 22 percent; liberal arts, 0 percent; and community colleges, 24 percent.
- Over the last ten years, the number of individuals enrolled as non-degree seeking students has ranged from a low of 713 in 2009-10 to a high of 1,511 in 2008-09.
- Since 2008-09, the number of non-degree seeking students enrolled in more than nine hours has averaged 1,054. The ten year average of non-degree seeking students by tier is as follows: research, 403, regional, 211, and community college, 441. The liberal arts tier is in its fourth year; therefore, it does not have a ten year average.

Explanations for exceptions included courses for personal enrichment, courses needed for a job, clerical and advisor errors, and continuing education courses. Exchange students and those seeking degrees at other institutions were granted exceptions, as were those meeting admission and retention standards.

Retention Standards

Institutions have the discretion to establish an academic suspension appeals procedure. By State Regents' policy, suspended students requesting appeals must document extraordinary personal circumstances that contributed to his/her academic deficiencies. Such events must be highly unusual and appeal decisions should be made only following the thoughtful deliberation of an appropriate committee that may include faculty, students, and administrators.

^{* -} Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year



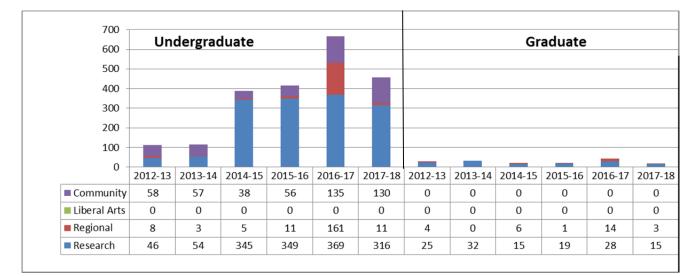
Total Suspensions, Appeals, and Granted Appeals 2008-09 to 2017-18

- From 2016-17 to 2017-18, the number of suspensions decreased 10 percent, from 6,564 to 5,903. The number of suspensions appealed decreased by two percent, from 612 to 599.
- Over the last ten years, the average percentage of approved suspension appeals was 69 percent. In 2017-18, 55 percent of suspension appeals were approved, which was down from 2016-17, 64 percent.
- In 2017-18, community colleges granted the highest percentage of suspension appeals at 88 percent, which was a nine percent increase from 2016-17. Regional universities granted 35 percent of suspension appeals and research universities granted 60 percent of suspension appeals.

As previously noted, a student must document extraordinary circumstances that contributed to his/her suspension. Thus, a high percentage of the approved appeals are granted to students who provided evidence that there were circumstances beyond their control which contributed to their academic difficulties.

English Proficiency for Non-Native Speakers

The majority of exceptions to the minimum standardized test (Test of English as a Foreign Language, TOEFL, or International English Language Testing System, ILETS, Examination) score admission requirement were granted for students who presented evidence of proficiency through interviews or other examination, graduated from English-speaking high schools, were participating in exchange programs with foreign institutions which certified the students' proficiency, or had previous successful work at other colleges or universities.

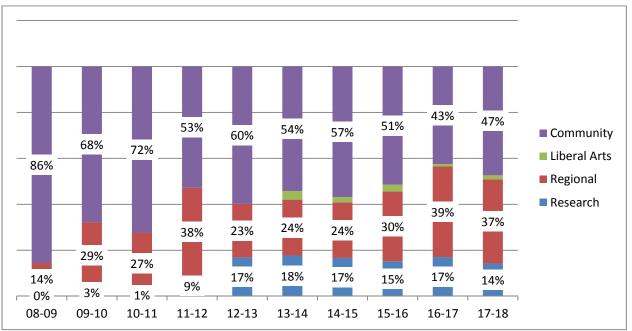


Number of English Proficiency Exceptions by Tier 2012-13 through 2017-18

- The system wide number of undergraduate English Proficiency exceptions decreased 31 percent from 665 in 2016-17 to 457 in 2017-18. From 2016-17 to 2017-18, research universities reported a decrease of 14 percent, 369 to 316, regional universities decreased 93 percent, 161 to 11, liberal arts tier remained constant at 0, and community colleges decreased 4 percent, 135 to 130.
- Graduate exceptions at research universities decreased by 46 percent, from 28 in 2016-17 to 15 in 2017-18.
- The majority of undergraduate and graduate English Proficiency exceptions were granted at the research universities during the last five years. Of the undergraduate exceptions granted over the last five years, 69 percent were by research universities, 9 percent were by regional universities, and 22 percent were by community colleges.
- From 2016-17 to 2017-18, graduate English Proficiency exceptions declined by 57 percent, from 42 to 18.
- Of the graduate exceptions granted in 2017-18, 15 exceptions were granted by research universities and 3 exceptions were granted by regional universities.

Student Demonstration of Competencies

Generally, students were given exceptions if they were making satisfactory progress toward removing deficiencies, had transferred with deficiencies, or were making satisfactory progress in other college level work. Additional reasons cited were advisor or clerical errors, schedule conflicts, and enrollment in Associate in Applied Science programs.



Remediation and Removal of High School Curricular Deficiencies – Exceptions from Credit Hour Limit 2008-09 to 2017-18

- From 2008-09 to 2017-18, the number of exceptions has averaged 2,492. In 2017-18, the number of exceptions was 2,045, a 9 percent decrease from 2016-2017, 2,249.
- The number of exceptions granted at research universities increased from 16 in 2008-09 to 291 in 2017-18, with an average of 256 over the ten-year period. From 2016-17 to 2017-18, the research universities experienced a decrease of 24 percent, from 383 to 291.
- The number of exceptions granted at regional universities increased from 452 in 2008-09 to 749 in 2017-18, with an average of 693 over the ten-year period. From 2016-17 to 2017-18, the regional universities experienced a decrease of 15 percent, from 887 to 749.
- The number of exceptions granted at the liberal arts tier increased from the prior year, going from 23 in 2016-17 to 36 in 2017-18.
- The number of exceptions granted at community colleges has varied over the last ten years, averaging 1,517 per year. The number slightly increased from 956 in 2016-17 to 969 in 2017-18.

^{* -} Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

AGENDA ITEM #21-b (2):

Programs.

SUBJECT: Policy Exception Quarterly Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 72th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Two exceptions to OSRHE academic policies were granted by the Chancellor since the January 24, 2019 report.

ANALYSIS:

Seminole State College (SSC)

An exception to the Oklahoma State Regents for Higher Education's Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, was made for SSC to allow a high school sophomore to participate in concurrent enrollment during the Spring 2019 semester. This exception was based on the student earning a 26 ACT score and a 4.0 GPA, and the recommendation of the president.

University of Science and Arts of Oklahoma (USAO)

An exception to the Oklahoma State Regents for Higher Education's Undergraduate Degree Requirements policy, which states that baccalaureate degrees shall be based upon a minimum of 60 credit hours excluding physical education activity courses at a baccalaureate degree-granting institution, was made to allow USAO to award a student a baccalaureate degree after having completed 56 credit hours at a baccalaureate degree granting institution. This policy exception was necessary due to an academic advising oversight and approved based on the fact that the student had completed 129 credit hours and the recommendation of the president.

AGENDA ITEM #12-b (3):

Annual Reports.

SUBJECT: Regents Education Program Annual Report.

RECOMMENDATION:

It is recommended that the State Regents accept the Regents Education Program 2018 Annual Report.

BACKGROUND:

According to Regents' policy, the State Regents will publish a Regents Education Program Annual Report each fiscal year. The annual report for FY2018 is attached for approval/ratification.

POLICY ISSUES:

The Regents Education Program 2018 Annual Report is a routine item for consideration and no policy issues are in question.

ANALYSIS:

The Regents Education Program 2018 Annual Report has been prepared in accordance with State Regents' policy and outlines the courses offered, notable speakers, offering locations, regent/trustee participation, and a summary.

(Supplement)

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Ninety-Sixth Meeting



March 28, 2019

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

Minutes of the Seven Hundred Ninety-Sixth Meeting March 28, 2019

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION Research Park, Oklahoma City

Minutes of the Seven Hundred Ninety-Sixth Meeting of the Oklahoma State Regents for Higher Education March 28, 2019

- 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 9:05 a.m. on Thursday, March 28, 2019, in Room 214 at the Tulsa Community College – Metro Campus in Tulsa, Oklahoma. Notice of the meeting had been filed with the Secretary of State on September 18, 2018 and amended on March 14, 2019. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
- CALL TO ORDER. Chairman Jay Helm called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Ron White, Jody Parker, Ann Holloway, Andy Lester, Jeff Hickman and Michael C. Turpen. Regent John Massey was absent.
- 3. MINUTES OF THE PREVIOUS MEETINGS. Regent Parker made a motion, seconded by Regent Lester, to approve the minutes of the State Regents' regular meeting on January 24, 2019. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Turpen, and Stricklin. Voting against the motion were none.
- 4. REPORT OF THE CHAIRMAN. Chairman Helm stated that the Oklahoma economy is improving and he is hopeful the allocation for the Oklahoma State Regents for Higher Education (OSRHE) will also improve.
- 5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents and he also stated that Higher Education Day at the Capitol was held on February 12, 2019 with a great turnout and Oklahoma's Promise Day at the Capitol will be on April 9, 2019. He finished by thanking

Regent Helm for a wonderful dinner on Wednesday, March 27, 2019 and he thanked Tulsa Community College (TCC) for hosting the State Regents.

- 6. RESOLUTION. Regent Jody Parker read a resolution commemorating the life and contributions of former State Regent Bill W. Burgess, Jr. who passed away on February 8, 2019. Chancellor Johnson stated that the funeral service was very meaningful and was a wonderful tribute to Regent Burgess. Regent Stricklin stated that it would be an honor to deliver the resolution to Regent Burgess's family.
- 7. STUDENTS. MS. BECCA MCLAUGHLIN, a student at TCC, spoke about her higher education experience. Ms. McLaughlin began by stating that she has flourished at TCC and has met so many amazing people that have helped her grow. She graduated from Bristow High School and is the first of her seven siblings to go to college. Ms. McLaughlin finished by stating that she is certified as a suicide prevention counselor and is on the Student Wellness Advisory Board.

8. NEW PROGRAMS.

- Regent Hickman made a motion, seconded by Regent Lester, to approve the request from Oklahoma State University to offer the Graduate Certificate in Elementary Mathematics Specialist, the Graduate Certificate in Recreation and Leisure Management, the Graduate Certificate in Statistical Methods and Analyses in Educational and Behavioral Sciences, and the Graduate Certificate in Effective Teaching in Secondary Schools. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Turpen, Stricklin and White. Voting against the motion were none.
- Regent Hickman made a motion, seconded by Regent Lester, to approve the request from Carl Albert State College to offer the Associate in Arts in Exercise Science and Personal Training. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Turpen, Stricklin, White and Helm. Voting against the motion were none.
- 9. PROGRAM DELETIONS. Regent Hickman made a motion, seconded by Regent Parker, to

approve the following request for program deletions:

- Murray State College requested to delete the Associate in Arts in Art, the Associate in Science in Chemistry, the Associate in Science in Conservation and Wildlife Management, the Associate in Arts in History, the Associate in Arts in Mathematics, and the Associate in Arts in Language Arts.
- b. Oklahoma State University requested to delete the Certificate in International Competency.

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

- 10. COURSE EQUIVALENCY PROJECT. Regent Hickman made a motion, seconded by Regent Lester, to accept the Course Equivalency Project (CEP) for the 2019-2020 academic year. Voting for the motion were Regents Lester, Hickman, Turpen, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none. Dr. Debbie Blanke, Vice Chancellor for Academic and Student Affairs, gave a brief overview of the CEP. She began by stating that the project was established in 1995 and the Council meets each September to discuss 10-15 disciplines. The current course matrices have over 50 disciplines and 8,000 courses.
- 11. OKLAHOMA COLLEGE SAVINGS PLAN. Regent Hickman made a motion, seconded by Regent Lester, to accept the 2019 Oklahoma College Savings Plan (OCSP) program update. Voting for the motion were Regents Hickman, Turpen, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none. Mr. Bryce Fair, Associate Vice Chancellor for Scholarships and Grants, gave a brief update on the OCSP. He began by stating that while the total assets of the program have decreased slightly, the withdrawals and contributions are still relatively high. He stated that it has been 18 years since the program was established and that is one reason the number of students benefiting from the withdrawals has increased. Mr. Fair finished by stating that the OCSP continues to be an attractive program.
- 12. FINANCIAL AID PROGRAMS. Regent Parker made a motion, seconded by Regent Hickman,

to approve the participation of Community Care College (CCC) in the Oklahoma Tuition Equalization Grant Program (OTEG). Voting for the motion were Regents Turpen, Stricklin, White, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none. Associate Vice Chancellor Fair stated that OTEG is a scholarship program for non-profit institutions and as of 2015, CCC transitioned from a for-profit to a non-profit and is therefore eligible to participate in OTEG. He finished by stating that this will have a fiscal impact on the program with the standard amount of funds being distributed amongst more institutions.

- 13. SCHOLARS FOR EXCELLENCE IN CHILD CARE. Regent Hickman made a motion, seconded by Regent Lester, to accept the the modifications of the contract between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services to continue the Scholars for Excellence in Child Care Program. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Hickman and Turpen. Voting against the motion were none.
- 14. STATE AUTHORIZATION. Regent Hickman made a motion, seconded by Regent Turpen, to approve the request to authorize a private institution operating in Oklahoma. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Turpen and Stricklin. Voting against the motion were none.
- **15. ACADEMIC POLICY.** Regent Hickman made a motion, seconded by Regent Stricklin, to approve the proposed policy revisions to the *In-State/Out-of-State Status of Enrolled Students* policy. The legislation that prompted these policy changes went into effect March 1, 2019, therefore, OSRHE staff asked that it not require the customary one-month posting period. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Turpen, Stricklin and White. Voting against the motion were none.
- 16. E&G BUDGET. Regent Holloway made a motion, seconded by Regent White, to approve the allocation of \$706,860.59 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 Parker, Holloway, Lester, Hickman, Turpen, Stricklin, White and Helm. Voting against the motion were none.

17. TUITION.

- Regents reviewed the posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2020 and institutional requests for changes to academic services fees for Fiscal Year 2020. This item was for posting only and did not require State Regents action.
- b. Chairman Helm announced that the State Regents would be holding a public hearing for the purpose of receiving views and comments on the subject of tuition, mandatory fees, and academic fees charged as a condition for enrolling at institutions in the Oklahoma State System of Higher Education. The hearing will be held in the State Regents' offices on Thursday, April 25, 2019, at 9:00 a.m.
- 18. MASTER LEASE PROGRAM. REGENT HOLLOWAY MADE A MOTION, SECONDED BY REGENT LESTER, to approve the listing of projects for submission to the Council of Bond Oversight of the 2019 Master lease Equipment Projects. Voting for the motion were Regents Holloway, Lester, Hickman, Turpen, Stricklin, White, Helm and Parker. Voting against the motion were none.

19. POLICY.

- Regents reviewed the proposed policy revisions to the Student Tuition and Fees policy.
 Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, stated that these revisions bring the policy into compliance with legislative changes in Senate Bill 1196 regarding how many concurrent hours high school students can take. This item was for posting only.
- b. **REGENT HOLLOWAY MADE A MOTION, SECONDED BY REGENT STRICKLIN, TO APPROVE THE** proposed policy exception for Northern Oklahoma

College (NOC). Voting for the motion were Regents Lester, Hickman, Turpen, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

- c. Regent Holloway made a motion, seconded by Regent Hickman, to approve the proposed policy exception for Northwestern Oklahoma State University (NWOSU). Voting for the motion were Regents Hickman, Turpen, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.
- 20. REVENUE BONDS. Regent Holloway made a motion, seconded by Regent Parker to approve the transmittal to the Attorney General the Oklahoma State University Statement of Essential Facts for a 2019 A/B General Obligation Bond Issuance. Voting for the motion were Regents Turpen, Stricklin, White, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.
- **21. CONTRACTS AND PURCHASES.** Regent Holloway made a motion, seconded by Regent Parker, to approve the following purchases for amounts in excess of \$100,000:
 - Dobson Technologies Transport in the amount of \$125,000 for fiber construction in Oklahoma City, Oklahoma.
 - b. XAP in the amount of \$267,750 for continued maintenance of the Student Portal.

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

- **22. DELETED ITEM.**
- 23. COMMENDATIONS. Regent Turpen 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 White, Helm, Parker, Holloway, Lester, Hickman, Turpen and Stricklin. Voting against the motion were none.
- 24. EXECUTIVE SESSION. Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.

- **25. CONSENT DOCKET.** Regent Holloway made a motion, seconded by Regent Hickman, to approve the following consent docket items:
 - a. Programs. Program Modifications. Approval of institutional requests.
 - b. Reconciliation. Approval of institutional requests.
 - Electronic Delivery. Approval of request from East Central University to offer the Bachelor of Science in Kinesiology, the Bachelor of Science in Nursing, and the Bachelor of Social Work in Social Work via online delivery.
 - c. State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement.
 - d. High School Courses for College Admission. Ratification of requests to approve high school courses for college admission.
 - e. Academic Nomenclature. Ratification of a request from Oklahoma State University Institute of Technology to consolidate academic schools.
 - f. Agency Operations. Ratification of purchases in excess of \$25,000 for FY2019.
 - g. Non-Academic Degrees. Ratification of a request from The University of Oklahoma to award honorary degrees.

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

- 26. **REPORTS.** Regent Lester made a motion, seconded by Regent Parker, to accept the following reports:
 - a. Programs. Current status report on program requests.
 - b. Annual Reports.
 - (1) Acceptance of Supplemental Pension Report, FY2019.
 - (2) Acceptance of the Spring 2019 Preliminary Enrollment Survey Report.

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

27. **REPORT OF THE COMMITTEES.**

- 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.
- 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.
- **28. ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Helm announced that the next regular meetings are scheduled to be held on Wednesday, April 24, 2019 at 10:30 a.m. and Thursday, April 25, 2019 at 9:00 a.m. at the State Regents Office in Oklahoma City.
- **29. ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Jay Helm, Chairman

Ann Holloway, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Research Park, Oklahoma City

MINUTES OF THE COMMITTEE-OF-THE-WHOLE Wednesday, March 27, 2019

- 1. ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT. The Committee-of-the-Whole met at 10:39 a.m. on Wednesday, March 27, 2019, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on September 18, 2018 and amended March 14, 2019. A copy of the agenda had been posted as required by the Open Meeting Act.
- 2. CALL TO ORDER. Participating in the meeting were Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester and Michael C. Turpen. Regent Jeff Hickman joined the meeting at 1:45 p.m. Regent John Massey was not present. Regent Helm called the meeting to order and chaired until he left the meeting at 2:58 p.m. Regent Parker chaired the remainder of the meeting.
- **3. OKLAHOMA STATE UNIVERSITY CENTER FOR HEALTH SCIENCES (OSU-CHS).** President Kayse Shrum, OSU-CHS, gave a brief update on the OSU-CHS initiatives. President Shrum began by stating that the OSU-CHS educates and trains physicians, scientists and other health care professionals with an emphasis on serving rural Oklahoma. OSU-CHS enrollment has grown exponentially since 2005 by 160 percent and the demand for health care providers only continues to increase with Oklahoma being ranked 15th in the nation for Physician Assistant and Primary Care Physician shortages.

President Shrum also stated that the collaboration between the OSU-College of Osteopathic Medicine (OSU-COM) and the Cherokee Nation is progressing. This facility is located in Tahlequah, Oklahoma and is centered on educating and training future physicians in a rural setting from day one. It will be a new construction building on the W.W. Hastings Hospital campus and will allow for 50 students per class starting in Fall 2020. Additionally, OSU-CHS continues to partner with Oklahoma's tribal nations by raising funds for scholarships at OSU-COM – Cherokee Nation facility and OneNet has also provided crucial IT infrastructure for the facility.

President Shrum also gave an update on the recent opioid settlement from Purdue Pharma. OSU-CHS will receive \$200 million of the settlement and will be used to establish the Center for Wellness and Recovery (CWR) as a national leader in the treatment of opioid addiction. Additionally, The Anne and Henry Zarrow Foundation gifted five floors in the Legacy Plaza West Tower for OSU-CHS office space which will be the new home of the CWR.

President Shrum finished by stating that she is looking forward to serving as the newly appointed Cabinet Secretary for Science and Innovation.

4. DATA ANALYTICS.

a. Dr. Jeff King, Executive Director, Center for Excellence in Transformative Teaching and Learning, University of Central Oklahoma (UCO), Dr. Gary Jones, Academic Data Systems Manager, Swansea University, and Mr. John Bowlin, Elocker, gave a brief

presentation on how UCO uses data analytics through their program called the Student Transformative Learning Record (STLR) initiative.

Dr. King began by stating that UCO has experienced double digit retention increases by using STLR, a program that creates an alternative approach to credentialing so students are workplace ready upon graduation. STLR is primarily for first generation, low income students and is designed to keep more students in college and prepare them with skills, not just educational credits. STLR is one element of the E-locker project.

Dr. Gary Jones stated that Swansea University has been using GradIntelligence since 2012. GradIntelligence helps match students with employers and is considered a gateway to employment program.

Mr. John Bowlin stated that E-locker and GradIntelligence work hand in hand to match students with employment opportunities and develop skills and achievements to be workplace ready.

- b. Dr. Christie Hawkins, Associate Vice President and Director for Institutional Research and Information Management, Oklahoma State University (OSU), gave a brief presentation on how OSU uses data analytics. Dr. Hawkins started by stating that OSU wanted to improve their reporting system and chose SAS as their platform. She gave a brief demonstration of their SAS data and stated that by using SAS, OSU's graduation and retention rates have increased. Specifically, OSU's graduation rate has increased to 61.5 percent.
- c. Dr. Greg Stone, Provost, Tulsa Community College (TCC), gave a brief update on the use of data analytics at TCC. Dr. Stone stated that TCC researched their scheduling and saw that there were a significant number of empty classes and a broad schedule. TCC reduced the amount of schedules but have increased the fill rates and established minimum enrollments and waitlists. Additionally, TCC has partnered with the University of Southern California Center for Urban Education to develop an equity scorecard that will help with data transparency.
- 5. TULSA COMMUNITY COLLEGE. President Leigh Goodson, Tulsa Community College, gave a brief update on TCC. President Goodson began by stating that TCC recently completed their ten year site visit from the Higher Learning Commission and received a good report. Additionally, TCC is raising \$20 million to renovate every campus's student success centers and TCC is working to clear the pathway to student success by removing financial, navigational and physical barriers, adding learning labs for students and adding diversity outreach programs.

President Goodson stated that TCC has also added a significant amount of advisors to bring the advisor ratio down from 1,044 students per advisor to 300 per advisor and that change has also decreased the amount of undecided students by 30 percent. TCC's early alert system has also helped in streamlining programs and withdrawals have decreased almost 8 percent. President Goodson stated that TCC's three-year graduation rate has increased from 15.8 percent in 2015 to 18.7 in 2018 with a goal of 24 percent in 2020. Additionally, the percent of first-time entering students who earned at least 24 college credits within their first year increased from 27 percent in 2015 to 41.3 percent in 2018, surpassing TCC's goal of 40 percent by 2020.

President Goodson finished by stating that TCC continues to focus on equity, workforce development, high school relations, updating their mission and values, and their strategic plan.

- 6. EXECUTIVE SESSION. Regent Parker made a motion, seconded by Regent Holloway, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Turpen and Stricklin. Voting against the motion were none.
- 7. STATE REGENTS PERFORMANCE FUNDING FORMULA. Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, gave a brief history and overview of the performance funding formula. In 1988, the Oklahoma State Regents for Higher Education (OSRHE) adopted a Standard Cost Funding Formula for allocations and that formula remained until 2011. In March 2011, the OSRHE requested that the Council of Presidents (COP) conduct a review of a funding formula that would replace the Standard Cost Funding Formula. In January 2012, the Council of Presidents adopted the new performance funding formula and in April 2012 it was approved by the State Regents. The COP reviewed funding formula changes in other states such as Tennessee, Pennsylvania, Hawaii and Ohio and reviewed several funding formula studies by national educational organizations. They also conducted 20 funding formula scenarios and researched their fiscal impacts on institutions. The Task Force had several goals including: 1) achieve equity between institutions; 2) recognize the higher education needs, unique roles and missions of the state; 3) ensure the formula accurately represents institutional needs; and 4) be simple and transparent.

The formula was utilized for the FY2013 and FY2014 allocations to higher education institutions, but since then, there has been no new funding in state appropriations to be used through the performance funding formula. Vice Chancellor Paliotta also reviewed the Performance Funding Distribution Formula: 24 percent to research institutions, 22 percent to four-year institutions, 36 percent to two-year institutions and 18 percent to constituent agencies.

Vice Chancellor Paliotta finished by stating that the Oklahoma performance funding formula has been recognized as a national model by the State Higher Education Executive Officers Association and the American Association of State Colleges and Universities.

- 8. WORKFORCE DEVELOPMENT. Mr. Tony Hutchison, Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development, gave a brief update on the 2019 Regents Business Partnership Excellence Awards (RBPEA). Vice Chancellor Hutchison stated that the RBPEA is a program that is designed to highlight successful partnerships and to cultivate a higher learning environment. Institutions involved in these partnerships are awarded \$500 and receive a matching \$500 grant that can be used in a variety of ways. The 2019 RBPEA luncheon was held on March 12, 2019 at UCO and Regent Turpen emceed the event.
- **9. BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor Amanda Paliotta gave a brief budget report. She stated that the OSRHE has contracted with Huron Consulting Group to conduct five institutional fiscal viability studies per year. Huron plans to start right away and will conduct the first study at Redlands Community College.
- **10. LEGISLATIVE UPDATE.** Ms. LeeAnna McNally, Vice Chancellor for Governmental Relations, gave a brief legislative report. She stated that she is tracking the following legislation:
 - a. House Bill 2655 Creates an advisory consortium dedicated to recruiting, retaining and placing teachers of color within the Oklahoma State Regents of Higher Education in

conjunction with the State Board of Education and the Commission for Educational Quality and Accountability.

- b. House Bill 1921 Creates the Oklahomans Virtually Everywhere Act of 2019, directing the Oklahoma State Regents for Higher Education, the State Board of Career and Technology Education, the Department of Commerce, and the Office of Management and Enterprise Services to research and develop a proposal to make Oklahoma a leader in virtual presence.
- c. House Bill 2227 Provides Oklahoma Promise eligibility for a child of a parent who died after their tenth grade year and meets adjusted income limits.
- d. Senate Bill 227 Creates the Oklahoma Information Services Department Act. The bill creates the Oklahoma Information Services Department, into which the Office of Management and Enterprise Services Information Services Division will be consolidated. Higher Education is exempt.
- e. House Bill 1974 Authorizes the court to defer payment of all outstanding fines, courts costs and fees in a criminal case for specified persons beginning Nov. 1, 2019. It authorizes a court to waive or reduce all outstanding fines, court costs and fees owed by the person in every felony or misdemeanor case filed in a district court or criminal case filed in a municipal court in Oklahoma upon successful graduation or completion of training and course work required for certification.
- f. House Bill 2292 Expands eligibility for individuals to attend law enforcement courses and training at technology center schools and higher education institutions.

11. TASK FORCE REPORTS.

- a. **Online Education Task Force.** Vice Chancellor for Academic and Student Affairs Debbie Blanke stated that the Online Education Task Force will meet on April 25, 2019 and will have an update from the Council on Online Learning Excellence and on the Academic Online Excellence Consortium.
- b. **State Regents Campus Safety and Security Task Force.** Associate Vice Chancellor Angela Caddell updated the Regents on the status of the Campus Safety and Security Task Force. She stated that the Campus Safety and Security Task Force is working on providing special assault training at an affordable cost for Oklahoma institutions and will most likely be in September 2019.
- 12. "BEST OF HIGHER EDUCATION" REPORT. Regents received the March 2019 update on institutional activities via e-mail.
- 13. CALENDAR OF EVENTS. Chancellor Johnson discussed several upcoming events:
 - Tuesday, April 9, 2019 Oklahoma's Promise Day at the State Capitol 10:00 a.m.
 - Wednesday, April 24, 2019 State Regents Meeting 10:30 a.m. at the State Regents' Office in Oklahoma City.
 - Wednesday, April 24, 2019 State Regents Dinner 6:00 p.m. TBA.

- Thursday, April 25, 2019 Tuition Hearing 9:00 a.m. at the State Regents' Office in Oklahoma City.
- Thursday, April 25, 2019 State Regents Meeting 10:00 a.m. at the State Regents' Office in Oklahoma City.
- Thursday, May 30, 2019 State Regents Meeting 10:30 a.m. at the State Regents' Office in Oklahoma City.
- Thursday, May 30, 2019 State Regents Dinner 6:00 p.m. TBA.
- Friday, May 31, 2019 State Regents Meeting 9:00 a.m. at the State Regents' Office in Oklahoma City.
- Wednesday, June 26, 2019 State Regents Meeting 10:30 a.m. at the State Regents' Office in Oklahoma City.
- Wednesday, June 26, 2019 State Regents Dinner 6:00 p.m. TBA.
- Thursday, June 27, 2019 State Regents Meeting 9:00 a.m. at the State Regents' Office in Oklahoma City.

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

ATTEST:

Jay Helm, Chairman

Jody Parker, Secretary