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OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION

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*Improving our future by degrees*

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# *Agenda*

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**June 27, 2019**

#### NOTE

This document contains recommendations and reports to the State Regents regarding items on the June 27, 2019 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to [www.okhighered.org](http://www.okhighered.org) State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on June 27, 2019.

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

**A G E N D A**

Thursday, June 27, 2019 – 9 a.m.  
State Regents' Conference Room  
655 Research Parkway, Suite 200, Oklahoma City  
Chairman Jay Helm, Presiding

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

**STUDENTS**

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

**FISCAL**

8. **E&G Budget.**
  - a. Approval of FY20 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education center, special programs, and other programs. Page 7.
  - b. Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 9.
  - c. Approval of a contract with the State of Oklahoma Department of Mental Health and Substance Abuses Service to accept grant funds for the State Opioid Response – Higher

Education Community Outreach initiative and approval of the allocation of funds to five institutions that have been selected as grant recipients. Page 11.

9. **Tuition.**

- a. Approval of FY20 Academic Service Fees. Page 39.
- b. Approval of FY20 Mandatory Fees and Tuition. Page 41.

10. **EPSCoR.**

- a. Approval of INBRE Grant Allocations. Page 43.
- b. Approval of NASA Matching Funds. Page 45.
- c. Approval of Department of Energy Matching Funds. Page 47.
- d. Approval of Contract/Agreement for Facilities. Page 49.
- e. Acceptance of the 2019 Oklahoma EPSCoR Advisory Committee Annual Report. Page 53.

11. **Capital.** Transmittal of Capital Improvement Projects to the State of Oklahoma Long-Range Capital Planning Commission. Page 59. (Supplement)

12. **Contracts and Purchases.** Approval of FY 2020 Purchases in excess of \$100,000. Page 61.

13. **Investments.** Approval of investment managers. Page 63.

## **ACADEMIC**

14. **New Programs.**

- a. University of Oklahoma. Approval to offer the Master of Arts in Teaching English to Speakers of Other Languages (TESOL.) Page 65.
- b. Southwestern Oklahoma State University. Approval to offer the Associate in Science in Health Sciences, the Bachelor of Science in Sports Management, and the Bachelor of Science in Pharmaceutical Sciences. Page 73.
- c. Northeastern State University. Approval to offer the Graduate Certificate in Science Technology Engineering and Math Education (STEM.) Page 91.
- d. University of Central Oklahoma. Approval to offer the Bachelor of Science in Data Science, the Bachelor of Arts in Women, Gender, and Sexuality Studies, the Bachelor of Applied Technology in Commercial Music, and the Bachelor of Applied Technology in Audio Production. Page 99.
- e. Tulsa Community College. Approval to offer the Certificate in Paralegal. Page 121.

15. **Program Deletions.** Approval of institutional requests for program deletions. Page 129.
16. **Intensive English Programs.**
  - a. Approval of Intensive English Program. Center for English Language as a Second Language program at the University of Oklahoma. Page 133.
  - b. Approval of Educational and Cultural Interactions in Moore, Oklahoma. Page 137.
17. **Policy.**
  - a. Approval of an extension of moratorium on function and mission changes or expansions. Page 139.
  - b. Approval of Oklahoma State University's request for a policy exception for a pilot project. Page 141.
  - c. Approval of revisions to the Academic Program Approval policy. Page 143.
  - d. Approval of revisions to the Teacher Education policy. Page 159.
  - e. Approval of revisions to the term of office served by the Faculty Advisory Chair. Page 167.
18. **State Authorization.** Authorization of a private institution to operate in Oklahoma. Page 173.
19. **Oklahoma Tuition Equalization Grant.** Approval of methodology for distribution of 2019-2020 funding. Page 177.
20. **Temporary Assistance to Needy Families.**
  - a. Approval of the contract between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services relating to the Temporary Assistance to Needy Families (TANF) Program. Page 183.
  - b. Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families program pursuant to contracts with the Oklahoma Department of Human Services. Page 197.
21. **Scholars for Excellence in Child Care.**
  - a. Approval of contracts between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education to continue the Scholars for Excellence in Child Care program. Page 199.
  - b. Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care program pursuant to the contract with the Oklahoma Department of Human Services. Page 207.

## EXECUTIVE

22. **Degrees Conferred.** Acceptance of the Degrees Conferred in Oklahoma Higher Education 2017-18 Report. Page 209.
23. **Employment Outcomes Report.** Acceptance of the annual employment outcomes report. Page 219. (Supplement)
24. **Task Force on the Future of Higher Education.** Approval of extension of Voluntary Governing Board Merger/Partnership Deadline until June 30, 2020. Page 223.
25. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 227.
26. **Executive Session.** Page 229.
  - 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

27. **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 231.
    - (2) Suspension. Approval of institutional request. Page 257.
  - b. Reconciliation. Approval of institutional requests. Page 259.
  - c. Academic Nomenclature. Ratification of institutional requests. Page 261.
  - d. Electronic Delivery. University of Central Oklahoma. Approval to offer the Master of Education in Library Media Education, the Master of Education in Adult Education, and the Bachelor of Arts in Applied Liberal Arts through online delivery. Page 263.

- e. Cooperative Agreements.
  - (1) Oklahoma City Community College. Ratification of institutional requests regarding cooperative agreement programs. Page 267.
  - (2) Rose State College. Ratification of institutional requests regarding cooperative agreement programs. Page 269.
- f. Brad Henry International Scholar's scholars. Ratification of the Brad Henry International Scholar's scholarships. Page 271.
- g. Operations. Ratification of purchases in excess of \$25,000 for FY2019. Page 275.
- h. Resolutions. Approval of resolutions honoring retiring staff. Page 277.

## **REPORTS**

- 28. **Reports.** Acceptance of reports listed.
  - a. Programs. Current status report on program requests. Page 279. (Supplement)
  - b. Annual Reports.
    - (1) Current Income and Expenditure Report, FY2018. Page 281.
    - (2) Acknowledgement of receipt of the Financial and Long-Term Viability Assessment-Redlands Community College – May 2019. Page 289. (Supplement)
    - (3) Teacher Education Annual Report on System Wide Review. Page 291. (Supplement)
    - (4) Report on Low Producing Programs. Page 295.
    - (5) Quarterly Academic Policy Exceptions Report. Page 299.
- 29. **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.

30. **Officers.** Election of State Regents' officers for 2019-2020.
31. **Recognition.** Recognition of outgoing Chairman Jay Helm.
32. **New Business.** Consideration of "any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda."
33. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Wednesday, September 4, 2018 at 10:30 a.m. and Thursday, September 5, 2018 at 9 a.m. at the State Regents Office in Oklahoma City.
34. **Adjournment.**



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #5:**

**Report of the Chancellor.**

**SUBJECT:** Report of the Chancellor's activities on behalf of the State Regents for the period of May 17, 2019 through June 14, 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 May 17, 2019 through June 14, 2019:

- Participated in conference call with State Council of Higher Education for Virginia Director Peter Blake to discuss higher education issues.
- Participated in conference call with Rose State College (RSC) President Jeanie Webb to discuss higher education issues.
- Attended Oklahoma Foundation for Excellence Academic Awards Banquet at the Renaissance Tulsa Hotel & Convention Center in Tulsa.
- Participated in conference call with University of Oklahoma (OU) College of Law Dean Emeritus Andy Coats to discuss higher education issues.
- Met with Representative Mark McBride and Representative Toni Hasenback in Oklahoma City to discuss higher education issues.
- Met with Representative Harold Wright, Representative Mark Lepak, and Senator Marty Quinn in Oklahoma City to discuss higher education issues.
- Participated in conference call with Oklahoma Panhandle State University (OPSU) President Tim Faltyn to discuss higher education issues.
- Attended State Fair Board of Directors meeting in Oklahoma City.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President Rob Anderson and State Council of Higher Education for Virginia Director Peter Blake to discuss higher education issues.
- Met with Secretary of Commerce and Workforce Development Sean Kouplen in Oklahoma City to discuss higher education and workforce development issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt and Louisiana Governor John Bel Edwards to discuss SREB issues.
- Met with Oklahoma Center for the Advancement of Science and Technology (OCAST) Executive Director Michael Carolina in Oklahoma City to discuss higher education issues.
- Attended State Agency Directors meeting with Governor Kevin Stitt at MetroTech Springlake Campus in Oklahoma City.
- Met with Rose State College (RSC) President Jeanie Webb in Oklahoma City to discuss higher education issues.

- Met with Secretary of Science and Technology Dr. Kayse Shrum, Secretary of Digital Transformation and Administration David Ostrowe, and Oklahoma Department of Commerce Executive Director Brent Kisling in Oklahoma City to discuss higher education issues.
- Participated in conference call with Quartz Mountain Executive Director Dr. Terry Mosley to discuss Quartz Mountain issues.
- Participated in conference call with University of Central Oklahoma (UCO) President-Select Patti Neuhold-Ravikumar to discuss higher education issues.
- Met with Oklahoma Established Program to Stimulate Competitive Research (EPSCoR) State Director Dr. Jerry Malayer in Oklahoma City to discuss EPSCoR issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB issues.
- Participated in conference call with Quartz Mountain Executive Director Dr. Terry Mosley to discuss Quartz Mountain issues.
- Participated in Southern Regional Education Board (SREB) Executive Committee conference call to discuss SREB issues.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #6:**

**Recognition.**

**SUBJECT:** Resolution honoring Governor George Nigh.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #7:**

**Students.**

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

*This is an oral presentation.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #8-a:**

**E&G Budget.**

**SUBJECT:** Approval of FY20 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education center, special programs, and other programs.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #8-b:**

**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 \$951,123.06 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$951,123.06 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 \$1,902,246.12. This amount is sufficient for a transfer of \$951,123.06 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 \$83,633,607.73.

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	\$5,170,195.74

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #8-c:**

**E&G Budget.**

**SUBJECT:** Approval of a contract with the State of Oklahoma Department of Mental Health and Substance Abuses Service to accept grant funds for the State Opioid Response – Higher Education Community Outreach initiative and approval of the allocation of funds to five institutions that have been selected as grant recipients.

**RECOMMENDATION:**

**It is recommended that the State Regents approve a contract with the State of Oklahoma Department of Mental Health and Substance Abuses Services to accept grant funds for FY2020 in the amount of \$250,000 to support the State Opioid Response – Higher Education Community Outreach initiative and approve the allocation of funds to five institutions that have been selected as grant recipients.**

**BACKGROUND:**

The Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS) provides persistent, incremental improvements in the quality and effectiveness of substance use disorder treatment which results in better recovery for more people. The ODMHSAS embraces a philosophy that "recovery is a reality" and strives to give back to individuals, families and communities what addiction has taken away.

In 2017, there were 388 overdose deaths involving opioids in Oklahoma - a rate of 10.2 deaths per 100,000 persons. Due to the increase in abuse of opioids, many colleges are strengthening their addiction-response plans, but more needs to be done, such as providing broader medication-assisted treatment plans tailored to students' specific needs. In an effort to combat the increasing opioid crisis, the Federal Government is providing targeted states with grants to assist in the effort.

The Oklahoma Department of Mental Health and Substance Abuse Services received a \$7 million federal grant. A portion of the funds were allocated for a higher education outreach initiative. The initiative focuses on three areas: training and education, information dissemination, and referral services. Five higher education institutions will be funded a maximum amount of \$50,000 each for Fiscal Year 2020. The total grant amount to the Oklahoma State Regents for Higher Education (OSRHE) is \$250,000, subject to the continued availability of funds.

Recipients will provide campus outreach services for the prevention of non-medical use of prescription drugs in Oklahoma's higher education institutions. The outreach services include developing a communication plan on opioid use and prevention, storage and disposal. Objectives of the outreach plan include the training of staff, students, and faculty on the dangers of opioid misuse; disseminating communication materials; driving service referrals; and increasing local action on opioid prevention. Specific services that will be included in the plan are overdose education, naloxone distribution and education, and treatment services.

Outcome and performance measures that will be tracked are changes in the number of faculty, staff and students trained, the number of disseminated materials, and the number of referrals made for treatment or to receive Naloxone. Recipients agree to report these measures monthly to the OSRHE.

**POLICY ISSUES:**

No policy issues are related to this action.

**ANALYSIS:**

The initiative is focused on the following objective:

- Providing outreach services for the prevention of non-medical use of prescription drugs in Oklahoma's university and college campuses.

The OSRHE will serve as the grant administrator. Institutions will submit a budget and budget narrative to the OSRHE for their plan. Schools will also report their data monthly to OSRHE. The OSRHE will then report aggregated data to ODMHSAS. The OSRHE will also provide funds to recipients through a reimbursement process. The OSRHE will submit invoices for reimbursement to ODMHSAS. Terms of the grant include up to 15 percent reimbursement to the OSRHE for indirect costs.

The activities of the grant include the following:

- 1) Developing a communication and campus outreach plan that will utilize both universal and targeted media and information dissemination strategies on prescription opioid use, opioid storage and disposal.
- 2) Training students, faculty, and staff on opioid prevention and treatment.
- 3) Promotion of prevention services, overdose education, and naloxone distribution services, as well as promotion of treatment services.
- 4) Delivering key health, safety, and service access messages that focus on the general student population and students at risk for opioid misuse and overdose.

Performance measures to be tracked include the following:

- 1) Number of students, faculty and/or staff trained
- 2) Number of educational materials disseminated
- 3) Number of referrals made to treatment
- 4) Number of referrals made to receive Naloxone
- 5) Number of referrals to educational trainings

As administrator of the grant, the OSRHE will:

- 1) Administer the grant with assistance from ODMHSAS;
- 2) Monitor the progress of the awarded institutions through monthly reports;
- 3) Receive and review a budget and workplan from the awarded institutions;
- 4) Review and aggregate data from awarded institutions and submit data to ODMHSAS; and
- 5) Review and submit invoices and supporting documentation from awarded institutions for reimbursement and submit invoices to ODMHSAS for reimbursement.

As sub-grantees, the awarded institutions will:

- 1) Engage in planning and actions to perform the activities listed in this agreement;
- 2) Develop a budget and workplan to accomplish activities listed in this agreement and submit to OSRHE;
- 3) Provide monthly reports to OSRHE; and
- 4) Provide detailed accounting and documentation of funds expended to execute the activities in this agreement.

Institutions were selected by an application process. Application criteria include having a work plan to meet the following four goals:

- 1) Developing an outreach program to disseminate information on opioid use, overdose, and storage/disposal;
- 2) Training on opioid prevention for students, staff, and faculty;
- 3) Developing a campus outreach program on prevention services, overdose education, and naloxone use; and
- 4) Delivering outreach messages to student populations that are at risk for opioid misuse and overdose.

In addition to having a work plan, institutions were assessed on their ability to meet the goals through community resources or projects already in place.

A total of five institutions responded to the call for grant applications, with two institutions (Northwestern Oklahoma State University and Northern Oklahoma College) submitting a joint application for the \$50,000 award.

It is recommended that the following institutions, which met all of the criteria put forth in the call for grant applications, be awarded a State Opioid Response – Higher Education Community Outreach grant in the amounts listed below:

<b>Institution</b>	<b>Grant Amount</b>
Northeastern Oklahoma A&M College	\$50,000
Northern Oklahoma College	\$17,000
Northwestern Oklahoma State University	\$33,000
Oklahoma State University	\$50,000
University of Oklahoma	\$50,000

**Oklahoma State Regents for Higher Education  
Contract for Treatment Services or Other Integrated Services – Governmental  
FY19**

This contract is made and entered into this 1<sup>ST</sup> day of April, 2019 between the **State of Oklahoma Department of Mental Health and Substance Abuse Services** (hereinafter referred to as "Department" or "ODMHSAS"), and **Oklahoma State Regents for Higher Education** (hereinafter referred to as "Contractor"), 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma 73104, and having FEI# 73-1383996.

In consideration of the provisions set forth herein, the parties mutually agree to the following provisions and any addenda attached hereto and incorporated herein.

**I. STATUTORY AUTHORITY AND EFFECTIVE DATES OF CONTRACT**

- A. This contract is authorized pursuant to and in accordance with the provisions of 43A O.S. §1-101 *et seq.* and 450:1-3-14 through 450:1-3-21 of the Oklahoma Administrative Code and is in effect **April 1, 2019 through June 30, 2019**.
- B. The parties to this contract understand and acknowledge any future contracts or renewals are not automatic nor implied by this contract. The parties further acknowledge and understand this contract is effective only for the term set forth in Paragraph I (A) above. The Department, upon expiration of this contract and in its sole discretion, may offer the Contractor an opportunity to renew this contract for an additional term.

**II. STATEMENT OF WORK**

- A. The Contractor shall provide the services as indicated and in the manner set forth in the Statement of Work attached hereto, and incorporated herein. Said Statements of Work and other Addenda shall be binding on the parties of this contract as if fully stated herein: **SSCampusOutreach-OpioidSOR**.

**III. PERFORMANCE REQUIREMENTS**

- A. The Contractor agrees to abide by all federal laws and regulations, all state laws and regulations, the provisions of this contract and Addenda attached hereto, including but not limited to all licensing, permit, or certification requirements; all applicable Department standards and criteria; labor laws and workers' compensation laws. Any act committed by a Contractor, its officers, directors, employees, or other authorized persons, which violates any of the foregoing will constitute a breach of this contract. Further, the Contractor shall insure any consumer served by the Contractor pursuant to this contract shall receive care and treatment in accordance with 43A O.S. §1-101 *et seq.* and Title 450 of the Oklahoma Administrative Code. Failure to provide care and treatment in accordance with 43A O.S. §1-101 *et seq.* and Title 450 of the Oklahoma Administrative Code shall be deemed a breach of this contract. Abuse, neglect, and violation of consumer rights shall not be condoned. The Contractor is

expected to take appropriate measures to prevent such instances, including termination or other appropriate discipline against any employee or agent of Contractor found to have (a) abused or neglected, mentally or physically, or otherwise violated the rights of any consumer or (b) permitted such.

- B. Contractor shall abide by all state and federal laws and regulations restricting the disclosure of consumer information, including 43A O.S. §§1-109 and 3-422, 42 U.S.C. §290dd-2, 42 C.F.R. Part 2, 45 C.F.R. Parts 160 and 164 including the HITECH section of the American Recovery and Reinvestment Act (ARRA), and Title 450 of the Oklahoma Administrative Code.
- C. The Contractor shall comply with the Deficit Reduction Act of 2005, which requires all entities that receive or make at least five million dollars (\$5,000,000) in annual Medicaid payments to establish specific compliance policies and to include certain provisions with respect to federal and state laws and whistleblower protections. Please refer to Deficit Reduction Act of 2005; Federal False Claims Act, 31 U.S.C. §§ 3729 – 3733, 3801 *et seq.*; OHCA-2006-30; Oklahoma Medicaid False Claims Act, 63 O.S. §5053 *et seq.* for more information.
- D. Contractor (and any subrecipients at any tier) must comply with, and are subject to, all applicable provisions of 41 U.S.C. 4712, including all applicable provisions that prohibit, under specified circumstances, discrimination against an employee as reprisal for the employee's disclosure of information related to gross mismanagement of a federal grant, a gross waste of federal funds, an abuse of authority relating to a federal grant, a substantial and specific danger to public health or safety, or a violation of law, rule, or regulation related to a federal grant.

Contractor (and any subrecipients at any tier) must inform their employees, in writing (and in the predominant native language of the workforce), of employee rights and remedies under 41 U.S.C. 4712. Potential fraud, waste, abuse, or misconduct involving or relating to federal funds should be reported to the Office of the Inspector General by (1) mail directed to: Office of the Inspector General, U.S. Department of Justice, Investigations Division, 950 Pennsylvania Avenue, N.W. Room 4706, Washington, DC 20530; (2) e-mail to: [oig\\_hotline@usdoj.gov](mailto:oig_hotline@usdoj.gov); and/or (3) the DOJ OIG hotline: (contact information in English and Spanish) at (800) 869-4499 (phone) or (202) 616-9881 (fax). Additional information is available from the DOJ OIG website at <https://www.usdoj.gov/oig>.

- E. Contractor agrees to possess and demonstrate compliance with all licenses, certifications, and permits that are required to lawfully perform the duties under this contract, including but not limited to Department Certification. Loss of required certification, permit, or license by the Contractor shall automatically terminate this contract. All persons providing treatment or related treatment services that are lawfully required to perform those services under this contract shall be documented as licensed, certified, and otherwise trained as outlined in this contract, or under supervision prior to performing treatment services. Persons providing treatment services shall have training in cultural-specific, age-specific, and gender-specific issues and shall be at least twenty-one (21) years of

age and non-treatment professionals shall be at least eighteen (18) years of age. Contractor shall make continuing education available to all facility employees engaging in treatment services and prevention activities regarding such services and activities they provide.

- F. The Contractor shall not engage in any subcontract to provide the services herein without prior written approval of the Department. If approved, the Contractor shall be liable for any act of the subcontractor, including any act that constitutes a breach of this contract. An approved subcontractor shall be subject to the terms of this contract or grantor agency; and, if the source of funding is federal, subcontractor is also subject to subrecipient terms and conditions of that funding. The Contractor or subcontractor shall not obligate the Department to pay any sums to the Contractor, subcontractor, or any other person or entity without the prior written approval of the Department. Any subcontracts shall be terminated if a conflict of interest arises between the subcontractor and the Department.
- G. Neither this contract, nor any part thereof, may be assigned without the prior written approval of the Department. If approved, the assignment is subject to the terms of this contract or grantor agency; and, if the source of funding is federal, subcontractor is also subject to subrecipient terms and conditions of that funding.
- H. In the performance of all services rendered under this contract, the Contractor shall act solely as an independent contractor and nothing herein shall at any time be construed so as to create the relationship of employer and employee, partnership, principal and agent, or joint venture between the parties.
- I. The Contractor shall not solicit consumers through gratuitous offerings, incentives, gifts, or other offerings for any service provided by the Contractor; nor shall the Contractor allow any other provider to solicit consumers of the Contractor through gratuitous offerings, incentives, gifts, or other offerings. The Contractor shall not use any coercion, duress, force, or similar action, real or threatened, against any consumer for the purpose of soliciting consumers or for the purpose of hindering or obstructing any investigation conducted by the Department, any other governmental agency, or advocacy group.
- J. The Contractor shall provide the services as set forth herein without regard to a consumer's ability to pay. No person meeting the Department's eligibility requirements and needing the services authorized herein shall be denied treatment or services for inability to pay, and said person must be notified, in a reasonable manner, of this provision.
- K. The Contractor certifies that it and all proposed subcontractors, whether known or unknown at the time this contract is executed or awarded, are in compliance with 25 O.S. §1313 and participate in the Status Verification System. The Status Verification System is defined in 25 O.S. §1312 and includes, but is not limited to, the free Employee Verification Program (E-Verify) available at [www.dhs.gov/E-Verify](http://www.dhs.gov/E-Verify).



- L. Contractor, Contractor's employees, subcontractor, and subcontractors' employees shall not engage in trafficking in persons, procure commercial sex acts, or use forced labor in the performance of this contract.
- M. Contractor shall use ODMHSAS funding (except that which is provided as the state match for services to Medicaid consumers) only for services to individuals who meet the eligibility criteria prescribed by the ODMHSAS. Such services are subject to the availability of funds, except that Contractor agrees to provide as a condition of contract award and irrespective of the availability of funding pursuant to this contract, emergency care (to include crisis intervention, if the Contractor is a provider of such services, as well as medical detoxification, medically supervised detoxification, evaluation, and referral services) to all persons presenting and in need of such services. Contractors must seek and receive ODMHSAS approval before refusing services to any person who meets eligibility criteria.
- N Contractor or designee shall attend all meetings that ODMHSAS, in ODMHSAS's sole discretion, deems mandatory.
- O. If applicable, Contractor shall designate a domestic violence (DV) liaison. DV liaison will be available to all staff. The DV liaison shall be responsible for developing a relationship with the closest domestic violence agency, collaborate with these agencies to become aware of the services available, ask for case consultation related to a client with domestic violence issues if needed, post domestic violence referral information in the client waiting areas, and develop a partnership with these agencies so that a seamless referral system is in place when needed for consumers seeking domestic violence resources. The Domestic Violence liaison for the agency is required to complete 3 hours of ODMHSAS designated domestic violence training. Training may be obtained on-line or at the annual Partners for Change Conference sponsored by the Oklahoma Attorney General's Office. Agency domestic violence liaisons shall complete training within 90 days of designation. The certificate of completion will be verification of meeting this requirement and should be filed in the employee personnel file.
- P. Contractor shall provide Department with the percent of administrative overhead, based on generally accepted accounting practices, upon request by Department.

**IV. COMPENSATION**

**A. Definitions**

Contract Source: an identifier used to distinguish an array of services that may be provided within a specific program or contract line.

Contract Line: identifies the service or program name.

Federal Funding Source: identifies the source of funding as federal.

State Funding Source: identifies the source of funding as state.

SOW Attachment: identifies the name of the attached Statement of Work (SOW).

Cost Reimbursement: identifies the payment method as based on reimbursement for documented expenditures.

1/12<sup>th</sup>: identifies the payment method as based on 1/12 of the cumulative total contract amount.

Maximum Payment: identifies the total amount of funding for the identified contract period by contract line.

- B. In accordance with the terms of this contract, the Department will pay the Contractor an amount not to exceed **\$62,500.00** unless amended in writing and approved by Contractor and Department, payable to the Contractor as set forth below.

Contract Line	Federal Funding Source	SOW Attachment	Cost Reimbursement	1/12th	Maximum Payment
Higher Education Campus Outreach – SOR Grant – Federal (April-June)	X	SSCampusOutreach-OpioidSOR	X		\$62,500.00

When providing treatment services, Contractor shall ensure the availability of the levels of care indicated in the Statement of Work and Addenda throughout the term of the contract.

The Department shall only pay upon receipt of an invoice for services, which shall be submitted to the Department not more than sixty (60) days from the day services were last rendered during the invoice month. The Department agrees to make payment to Contractors within forty-five (45) days of receipt of a proper invoice in accordance with Title 62 O.S. § 34.71. A "proper invoice" means one which is complete in all requirements necessary for processing it for payment in accordance with the terms of this contract and applicable state or federal statutes (Title 62 O.S. § 34.73) or proper submission of data through the Oklahoma Health Care Authority (OHCA) Medicaid Management Information System (MMIS).

- B.1. Services with a Contract Source** will be reported through the Oklahoma Health Care Authority (OHCA) Medicaid Management Information System (MMIS).

For eligible services, Customer Data Core (CDC) information must be filled out appropriately and completely with any level of care change or at a minimum of every six (6) months to obtain payment through this contract. If any of the information is determined missing from the CDC or not properly updated, the Department has the right to credit services provided to that consumer, request recoupment or suspend payment. CDC information shall be entered into a location and format as prescribed by the Department.

- B.1.a. Many contract services shall require prior authorization. Prior Authorizations (PA's) will not be issued unless a current CDC has been entered for the respective consumer.
    - B.1.b. Contractor is required to comply with the ODMHSAS Services Manual which is hereby incorporated by reference. Contractor shall enter contract services for reporting and payment through the Oklahoma Health Care Authority (OHCA) Medicaid Management Information System (MMIS) via Internet web application, Medicaid on the Web, file transfer, or online interactive applications. Contractor shall take all necessary steps for assuring the capacity to interface with MMIS and maintaining staff knowledge of current data processing procedures documented in the ODMHSAS Services Manual.
    - B.1.c. If Contractor enters into a billing service agreement, Contractor shall be responsible for the accuracy and integrity of all claims submitted on Contractor's behalf by the billing service.
  - B.2. **Cost Reimbursement Contracts** are contracts that require submission of an invoice by the Contractor for services already provided. Invoices are based on the Contractor's submitted budget and appropriate documentation. Documentation for Contractor expenditures is required prior to payment. Invoices paid by the Department may be limited to a cumulative one-twelfth (1/12) of the total contract amount each month.
  - B.3. **One-Twelfth (1/12) Contracts** are assigned a yearly value and payment is apportioned throughout the fiscal year in one-twelfth (1/12) increments. Contractor shall submit an invoice and appropriate documentation of the services provided prior to the Department issuing payment.
- C. Funding sources utilized to make payments pursuant to this contract (e.g. state and federal, etc.) shall be at the ODMHSAS discretion and shall not be subject to review or considered a breach of this contract. Contractor agrees that by accepting federal funds from the Department, Contractor is in receipt of pass-through federal funds and may be considered to be a subrecipient of these federal funds. Therefore, Contractor may be subject to all federal rules and regulations applicable to the appropriate expenditure of federal funds. See 2 CFR 200, [http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl) and its Compliance Supplement and the Certifications and Assurances bound to receipt of federal funds. If Contractor is a subrecipient of federal funding, Contractor is required to maintain current and accurate information in the Central Contractor Registration (CCR); primary registrant database for the U.S. Federal Government and have obtained a DUNs (Dunn and Bradstreet Number). If Contractor is in receipt of federal funding, Contractor shall be identified as either a subrecipient or vendor in the Federal Funding Identification Form. The auditee of a Single Audit shall comply with provisions of 2 CFR Sections 200.508-512, pertaining to audit requirements for auditees.

- D. The Department may perform site reviews at all contracted programs. Review findings will be shared with Contractor in the form of a written report. If the report indicates an overpayment, Contractor will have 60 days to repay or credit the Department for the identified services.
- E. Contractors are encouraged to develop additional funding streams. Contractors must identify alternative coverage and bill such sources including Medicaid. No payments will be made by the Department until Medicaid or alternative resources are exhausted or determined unavailable for these services. Failure to bill third parties may result in an overpayment or termination of the provider contract. This contract is not meant to supplant current payment resources.
- F. The following provisions are applicable to providers of Medicaid services for which the Department is responsible for payment of the state match:
  - F.1. The Department shall pay the Oklahoma Health Care Authority (OHCA) the state match for OHCA-reimbursed services delivered by the Contractor in the Contractor's ODMHSAS service area to Medicaid-eligible adults.
  - F.2. Such payments shall be made pursuant to appropriate documentation and as prescribed by the Oklahoma Health Care Authority.
  - F.3. Such payments shall be from state funding made available to support adult or children/adolescent substance abuse services, Community Mental Health Center (CMHC) adult mental health services performed in designated service areas, and Systems of Care (SOC) Family Support Provider services.
  - F.4. In the event the amount necessary to make the Medicaid Match payments exceeds the match funding set aside for such purpose, the necessary additional funds will be transferred from the state funding provided herein for adult or children/adolescent substance abuse services, Community Mental Health Center (CMHC) adult mental health services performed in designated service areas, and Systems of Care (SOC) Family Support Provider services. Any state match funds remaining at the conclusion of the contract term may, at the discretion of ODMHSAS, be transferred to this contract for any pending adult or children/adolescent substance abuse services, or adult mental health services.
- G. Unless approved in writing by the Department, the Contractor shall use no portion of Federal Block Grant Funds (Public Health Services Act) for:
  - G.1. Inpatient services (Mental Health Block Grant) or inpatient hospital services (Substance Abuse Prevention and Treatment Block Grant).
  - G.2. Cash payments to recipients of services.

- G.3. The purchase or improvement of land; purchase, construction or permanent improvements (other than minor remodeling) of any building or other facility; or purchase of major medical equipment.
- G.4. Satisfaction of any requirement for the expenditure of non-federal funds as a condition for receipt of federal funds.
- G.5. Financial assistance (i.e., a subgrant) to any entity other than public or nonprofit private entity.
- G.6. Needle exchange programs or the provision of hypodermic needles or syringes to individuals.
- G.7. Inherently religious activities, such as worship, religious instruction, or proselytization.
- H. The Contractor shall use no federal funds to pay an employee a salary at a rate in excess of Executive Level II of the Federal Executive Pay.
- I. For eligible services, Contractors shall seek Title XIX reimbursement from the Oklahoma Health Care Authority for eligible services rendered. The Contractor shall in good faith also seek reimbursement from Title XVIII (Medicare parts A & B) or any other third party source. The Contractor will not invoice the Department for services eligible for reimbursement from any other third party source. The Department will not reimburse for services compensated by any other party or source.
- J. The Department may reduce the payment to the Contractor in the event a shortfall of state or federal funding occurs. The amount decreased from the Contractor's payment shall be at the sole discretion of the Department and shall not be actionable by the Contractor.
- K. The Contractor shall report eligible services for payment according to procedures prescribed by the Department. The Department will provide access to enter and retrieve information via Internet web application, file transfer, or online interactive applications. The Contractor is responsible for assuring the capacity to interface with the Department's system via the Internet no later than the effective date of this contract and maintaining staff knowledge of current data processing procedures documented in the ODMHSAS Services Manual.
- L. The Department can suspend payment until the services provided can be verified by Department staff, not to exceed 60 days, unless the Contractor has failed to provide the requested documentation. In the event payment has been suspended, Contractor must fully cooperate with Department staff to verify services.

**V. GENERAL PROVISIONS**

**A. Technical Assistance**

The Department, upon written request and if available, may provide to the Contractor technical assistance to ensure compliance with this contract.

**B. Reports**

The Department may prescribe and require reports from the Contractor during the effective dates of this contract. All reports, financial and otherwise, required by the Department, shall be in the format as indicated by the Department and may include, but not be limited to, cost reports, expenditure reports, and balance sheets. The Department may, upon reasonable notice, withhold payments otherwise due under the terms of this contract, if the Contractor fails to submit required reports on a timely basis.

**C. Surveys**

The Contractor, upon reasonable notice, agrees to participate and cooperate in surveys, studies, or research projects conducted by any governmental agency.

**D. Access to Records**

The Contractor agrees that books, records, documents, accounting procedures, practices or any other items of the service provider relevant to this contract are subject to inspection, examination and copying by the Department, its designee, and the Office of the Oklahoma State Auditor and Inspector. Further, the Contractor shall fully cooperate with the Department during investigations of complaints involving consumer abuse, neglect, improper treatment, or any violation of consumer rights. Cooperation shall include, but is not limited to, immediate access to consumers, staff members, facilities, consumer records, or any other records or documents regularly kept by the Contractor.

**E. Audit and Records Clause**

**E.1.** As used in this clause, records include books, documents, accounting procedures and practices, and other data, regardless of type and regardless of whether such items are in written form, in the form of computer data, or in any other form. By accepting a contract with the state, the Contractor agrees any pertinent state or federal agency will have the right to examine and audit all records relevant to the execution of the resultant contract.

**E.2.** The Contractor is required to retain all records and supporting documentation relative to this contract for the duration of the contract term and a period of seven years following completion and/or termination of the contract. If an audit, litigation, or other action involving such records

is started before the end of the seven year period, the records are required to be maintained for seven years from the date that all issues arising out of the action are resolved or until the end of the seven year retention period, whichever is later.

- E.3. Contractor agrees the review of all records as they relate to the performance of professional services is to be subject to examination by the Department, the State Auditor and Inspector and the State Purchasing Director.

**F. Audit-Type Certification**

The Contractor shall identify with the Audit Type Certification form the type of audit the Contractor intends to obtain for the period covered by this contract. The completed form shall be submitted with a signed copy of this contract to the Department's Contract's Division. Contractor agrees to promptly notify the Department of any change in the required type of audit through use of the Audit Type Certification form.

**G. Financial Audit**

A financial statement audit or other engagement is required under the conditions provided below. The type of audit or engagement is determined separately for state and federal funds. State funds include only those received from the Department. Federal funds include those from all sources (federal agencies, the Department, or other entities). The expenditure of federal funds is based on when the activity for the expenditure occurs, not when the expenditure is made. The Department will notify the Contractor of any federal awards made under this contract. The Department reserves the right to require an independent financial statement audit of the Contractor, the cost of which shall be paid by the Contractor.

- G.1. State funds. A state or local governmental entity that has received state awards of \$100,000 or more shall obtain a financial statement audit conducted in accordance with generally accepted governmental auditing standards (Yellow Book). For awards of \$100,000 or more, a nongovernmental Contractor shall obtain an audit conducted in accordance with generally accepted auditing standards (basic type). For entities which have received a Single Audit, a Yellow Book or basic audit will not be required; however, the entity must still submit a Schedule of State Awards for awards received from ODMHSAS, if the state awards are greater than or equal to \$100,000.
- G.2. Federal funds (expenditures of \$750,000 or more from all sources). The Contractor shall obtain an audit conducted in accordance with the Single Audit Act of 1984, as revised by the Single Audit Act Amendments of 1996, and 2 CFR 200 and the Uniform Guidance for Federal Awards. An applicable portion of federal funds (such as the percentage of federal fund expenditures to total expenditures) may be used to pay for this audit when the audit covers all funds and operations of the Contractor. In addition to obtaining a Single Audit, the Contractor shall permit the

Department to perform a compliance engagement or have a compliance engagement performed of the Department's federal award(s) at the discretion of the Department. Such engagement, if conducted, shall be at the Department's expense.

- G.3. Federal funds (expenditures of less than \$750,000 from all sources). Federal compliance monitoring may be performed at the direction of the Department for funds received from the Department.
- G.4. Regardless of the above provisions, the Contractor shall submit to the Department a copy of financial audit reports obtained for other reasons. This copy shall include, if present, the additional Yellow Book reports, the additional 2 CFR 200 and the Uniform Guidance for Federal Awards (previously known as OMB Circular A-133) reports, and the management letter.
- G.5. Audits under this section shall be performed by independent and properly licensed Certified Public Accountants.
- G.6. Unless otherwise provided, a financial statement audit shall include, in one or more reports, all operations and funds of the Contractor and of any entities or persons related to or affiliated with the Contractor. The audited financial statements of nongovernment entities shall include at least a statement of financial position, a statement of activities, a statement of cash flows, and a statement of functional expenses.
- G.7. If state funds are received under this contract, the audited financial statement report shall also include a supplementary schedule of state awards, which identifies each award, the amount awarded and the total amount received or recognized.
- G.8. The audit(s) shall be for the Contractor's fiscal year(s) during which this contract is in force.
- G.9. The Contractor shall submit one complete copy of its financial statement audit report(s), as required above, to the Department's Internal Audit Division within six (6) months of the close of the Contractor's fiscal year(s). The copy shall include, as applicable, copies of all reports issued pursuant to 2 CFR 200 and the Uniform Guidance for Federal Awards (previously known as OMB Circular A-133) and *Government Auditing Standards*. A management letter, if issued, shall be submitted.
- G.10. The books and records of the Contractor and the work papers of the Contractor's auditor shall be made available, if needed, to the Department's cognizant federal agency, the Department, the Department's auditor, the State Auditor and Inspector, and the Comptroller General of the United States. The Contractor grants permission to the Department to contact the Contractor's auditor during the course of review of required reports.



**G.11.** Compliance with the audit provisions of this contract is not considered achieved until the Department has reviewed and accepted the report(s). Failure by the Contractor to timely submit a required report may, upon reasonable notice, result in withholding by the Department of payments otherwise due under the terms of this contract.

**G.12.** The due date of a report may be extended for good cause at the sole discretion of the Department. For an extension to be considered, a request for such must be submitted in writing to the Department's Internal Audit Division on or before the applicable due date.

**H. Notices**

Except for service of process, any notices to be given hereunder are deemed to be given when deposited with the United States Postal Service, certified or registered mail, return receipt requested, with sufficient postage prepaid, addressed as indicated herein. Either party may at any time designate any other address by giving written notice to the other party.

**I. Entire Agreement**

This contract represents the full and final intent of the parties herein, and supersedes any and all prior agreements/contracts between the parties unless amended, in writing, and approved by the Department. Further, the terms of this contract may not be modified, increased or otherwise amended expressly or implicitly without the written approval of the Department.

**J. Interpretation**

The headings contained herein are for reference purposes only and shall not affect the meaning or interpretation of this contract.

**K. No Grant of Authority**

Nothing herein shall be construed as conferring upon Contractor the authority to assume or incur any liability or any obligation of any kind, expressed or implied, in the name of or on behalf of the Department, and Contractor agrees not to assume or incur any such liability or obligation without the prior expressed written consent of the Department.

**L. Construction and Enforcement**

This contract shall be construed and enforced in accordance with the laws of the State of Oklahoma. Any action brought to enforce the provisions of this contract shall be brought in the District Court of Oklahoma County, State of Oklahoma.

**M. No Waiver**

Waiver by the Department of any breach of any provision of this contract by Contractor shall not operate or be construed as a waiver of any subsequent breach by Contractor.

**N. Severability**

If any clause or provision of this contract is illegal, invalid or unenforceable under any present or future law, the remainder of this contract will not be affected thereby. It is the intention of the parties that if any provision is held to be illegal, invalid, or unenforceable, there will be added in lieu thereof a provision as similar in terms to such provision as is possible to be legal, valid, and enforceable.

**O. Performance Suspension**

Performance may be suspended by either party for any act of God, war, riots, fire, explosion, strike, injunction, inability to obtain fuel, power, labor, or transportation, accident, national defense requirements, or any cause beyond the control of such party, which prevents the performance of such party. An alleged breach of this contract by either party shall be grounds for immediate suspension of performance.

**P. Non-Discrimination**

The Contractor is an Equal Opportunity Employer, a provider of services and/or assistance, and assures compliance with the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, as amended, Executive Orders 11246 and 11375, and the Americans with Disabilities Act of 1990 (Public Law 101-336), all amendments to, and all requirements imposed by the regulations issued pursuant to this act.

As applicable, the provisions of Executive Order 11246, as amended by Exec. Order No. 11375, Exec. Order No. 11141, Exec. Order No. 13665 and as supplemented in Department of Labor Regulations (41 CFR Part 60-1.4(a), 60-300.5(a) and 60-741.5(a) et. seq.), are incorporated into this contract and must be included in any subcontracts awarded involving this contract. The parties represent that they are in compliance with all applicable federal and state laws and regulations and all services are provided without discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, genetic information, age (40 or older), disability, political beliefs, or status as a veteran in any of their respective policies, practices, or procedures; they do not maintain nor provide for their employees any segregated facilities, nor will the parties permit their employees to perform their services at any location where segregated facilities are maintained. In addition, the parties agree to comply with the applicable provisions of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §701 and the Vietnam Era Veteran's Readjustment Assistance Act of 1974, 38 U.S.C.

**Q. Drug-Free Workplace**

The Contractor certifies it will or will continue to provide a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988 and implemented at 45 CFR Part 76, Subpart F for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610.

**R. Influence**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 45 CFR Part 93, Section 93.105 and 93.110, the Contractor certifies that:

No federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of congress, or any employee of a member of congress in connection with the making of any federal grant, the entering into of any cooperative agreement and the extension, continuation, renewal, amendment or modification of any federal grant or cooperative agreement.

**S. Debarment and Suspension**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 45 CFR Part 76, for prospective participants in primary covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110:

**S.1.** The Contractor certifies that it and its principals:

**S.1.a.** Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.

**S.1.b.** Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification, or destruction of records, making false statements, or receiving stolen property.

**S.1.c.** Are not presently indicted of or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification.

**S.1.d.** Have not within a three-year period preceding this contract had one or more public transactions (federal, state, or local) terminated for cause or default.

**S.2.** Contractor shall notify the Department within ten (10) business days or fifteen (15) calendar days, whichever is shorter, in the event the status of the Contractor or any of its principals meets any of the above listed conditions.

S.3. Where the Contractor is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this contract.

**T. Specialized Services**

Contractors shall have policies and procedures for the provision of interpreters for persons who are deaf or hard of hearing or who speak a language other than English.

**U. Recognition of Department Support**

Contractor shall state it is funded by the Oklahoma Department of Mental Health and Substance Abuse Services in all applicable promotional information (including but not limited to promotional or informational brochures, flyers, newsletters, posters, web sites, multi-media presentations, media releases, and community education presentations) regarding services funded by the Department.

**V. Contract Compliance**

V.1. The contract may be terminated by the Department immediately and without prior notice if the Department reasonably determines that the health or safety of the persons served are in imminent jeopardy due to the actions or inactions of Contractor or those under Contractor's control.

V.2. A default in performance by Contractor for which the contract may be terminated shall include but is not limited to: failure or refusal to perform, observe, and comply with any covenant or agreement according to its terms, conditions, and specifications, failure to maintain the care and treatment services in accordance with the Department's rules and regulations, and default in payment of state taxes.

V.3. Termination shall not be the exclusive remedy available to the Department for a default by the Contractor, but shall be in addition to any other rights and remedies provided for by law or equity.

V.4. The Department shall not be liable for any further payment to Contractor under a contract terminated for the Contractor's defaults after the date of such default as determined by the Department, except for commodities, supplies, equipment, or services delivered and accepted on or before the date of default and for which payment had not been made as of that date. Contractor shall be liable to, and shall indemnify and hold harmless, the Department for all liability, cost, or damage sustained by the Department as a result of Contractor's default. In the event of a tax lien filed against Contractor, the Department cannot make any payments to Contractor until such tax lien is satisfied.

V.5. This contract may be terminated without cause by the Department or the Contractor upon thirty (30) days written notice to the other party.

- V.6. The Department will monitor the Contractor's performance of this contract. Contractor shall cooperate with the Department in its monitoring activities and shall comply with Department requests that facilitate such monitoring.
- V.7. The Contractor shall have written policy and procedures for internal review of services billed on this contract. The review shall be conducted at least quarterly. Corrective action shall be taken on any deficiencies that are found to exist. The results of the reviews and any associated corrective actions shall be made available to the Department.
- V.8. The Contractor shall develop and maintain written policy and procedures for ethical billing practices.
- V.9. The Department can suspend payment if the Contractor does not comply with the terms of the contract.

**W. Indemnification**

Each party will be responsible for its own negligent acts and omissions as governed by the terms of the Oklahoma Governmental Tort Claims Act, 51 O.S. § 151 et seq.

**X. Understanding of Terms**

The parties hereto have read and fully understand the terms of this contract and agree to be bound by same.

**Y. Open Meeting Law**

If applicable, Contractor shall comply with the provisions of the state's Open Meeting Law.

**AA. Tobacco**

The Contractor will implement and provide a tobacco-free campus in accordance with the standards of the Tobacco-Free Workplace policy of the Oklahoma Department of Mental Health and Substance Abuse Services, ODMHSAS 6.12. Possession and use of any tobacco product including any nicotine delivery product or device that is not approved by the U.S. Food and Drug Administration (FDA) for the purpose of nicotine dependence treatment, including, but not limited to cigarettes, cigars, snuff, chewing tobacco, electronic cigarettes, or vaping devices is prohibited on the grounds of and within ODMHSAS-operated and contracted facilities by employees, consumers, volunteers, and visitors. The Contractor must ensure a site-specific enforcement plan of action for violations related to the agency's tobacco free workplace policy.

All events supported by ODMHSAS contracts should be tobacco free. Events include trainings, special event fundraisers and awareness events, and comparable activity. Contractors should make an effort to communicate the

tobacco free campus and event status in signage and other communications associated with the organization or the event. Contractors are also prohibited from accepting financial support from the manufacturers or distributors of tobacco products, their affiliates, or any entity controlling or controlled by such companies.

**IN WITNESS WHEREOF**, this contract, consisting of eighteen (18) pages and the attached addenda, has been executed and delivered effective as of the date first above written.

Electronic signature page will replace this page if applicable.

**CONTRACTOR**

By: \_\_\_\_\_  
Authorized Representative (Signature)

By: \_\_\_\_\_  
Authorized Representative (Signature)

\_\_\_\_\_  
Printed Name of Authorized Representative

\_\_\_\_\_  
Printed Name of Authorized Representative

\_\_\_\_\_  
Title (Print)

\_\_\_\_\_  
Title (Print)

Approved  
As To Form  
Initials CSH

Please place corporate seal in above space if corporation

**STATE OF OKLAHOMA--OKLAHOMA DEPARTMENT OF MENTAL HEALTH AND  
SUBSTANCE ABUSE SERVICES**, 2000 N. Classen Blvd., Suite 2-600, Oklahoma City,  
Oklahoma, 73106, an Agency of the State of Oklahoma.

By: \_\_\_\_\_  
Carrie Slatton-Hodges  
Deputy Commissioner of  
Treatment and Recovery

By: \_\_\_\_\_  
Durand Crosby  
Chief of Staff and Operations

Attest:  
  
\_\_\_\_\_

Attest:  
  
\_\_\_\_\_

### Federal Funding Form

CFDA TITLE: Opioid STR  
CFDA NUMBER: 93.788  
AWARD NAME: Oklahoma State Opioid Response Grants  
GRANT NUMBER: 1H79TI081698  
FEDERAL AGENCY: Department of Health and Human Services. SAMHSA  
OTHER INFORMATION \_\_\_\_\_ SOR

Identified as: Vendor  Subrecipient

Special Terms and Conditions: None beyond requirements listed in the statement of wor



**FY2019 - Statement of Work  
Oklahoma State Regents for Higher Education Campus Outreach  
State Opioid Response (SOR) Grant**

**1.0 INTRODUCTION**

- 1.1 Contractor shall provide campus outreach services for the prevention of non-medical use of prescription drug (NMUPD) in Oklahoma's university and college campuses. Services will be approved in a minimum of 5 Oklahoma's university or college settings determined by the Oklahoma State Regents for Higher Education.

**2.0 WORK REQUIREMENTS**

- 2.1 Contractor shall:
  - 2.1.1 Develop a communication and campus outreach plan that will utilize both universal and targeted media and information dissemination strategies on opioid use, prescription opioid storage and disposal. This operative approach will increase delivery of key health, safety and service access messages that will provide an intentional focus on the general student/staff population and students/staff at risk for opioid misuse, opioid use disorder, and opioid overdose.
  - 2.1.2 Ensure that campus outreach contractors will mobilize to deliver training, disseminate communication material, drive service referrals, and increase campus action on opioid prevention.
  - 2.1.3 Ensure that campus outreach contractors will access resources and technical assistance from local Regional Prevention Coordinators (RPC's) in an effort to support and partner on campus outreach services.
  - 2.1.4 Promote campus prevention services, Overdose Education and Naloxone Distribution (OEND) services, and treatment services available to those at risk and those who can reach others at risk, including faculty, staff, student organizations and athletic departments.
  - 2.1.5 Disseminate patient education material on prevention of NMUPD, overdose prevention, naloxone administration, and access to SUD treatment services.

- 2.1.6 Track the number of media impressions, students and staff reached, referrals, materials disseminated.
- 2.1.7 Use Oklahoma's *Prescription for Change* campaign or other ODMHSAS approved material (print, web, video, etc.) to communicate to the public about opioid services.
- 2.1.8 Submit a two-year plan that includes project evaluation, collection of key measures and budget detail worksheet by April 30<sup>th</sup>, 2019.

**3.0 PERFORMANCE MONITORING**

- 3.1 Oklahoma Department of Mental Health and Substance Abuse Services will monitor the performance of the Contractor.
- 3.2 Contractor shall report on progress toward contract activities and submit to the Department by the 15<sup>th</sup> of every month. Reports shall: (1) summarize activities/progress/barriers related to the Work Requirements; (2) report process and outcomes measures for the project; and (3) identify key project challenges and methods to address challenges.
- 3.3 Contractor shall submit monthly billing documentation as outlined in the Compensation section.

**4.0 COMPENSATION**

- 4.1 Contractor shall be reimbursed for service documentation of expenditures pursuant to a Department approved project budget and according to procedures determined by the Department. Contractor may claim expenses for: personnel costs (i.e. training, technical assistance, evaluation, research, program coordination), supplies, travel, and indirect fees every 30 days.
- 4.2 A properly completed invoice must be submitted within 30 days of the end of the month in which services were delivered and include the following items:
  - 4.2.1 Name, address and FEI number of the contractor.
  - 4.2.2 Invoice date.
  - 4.2.3 Period covered by invoice.
  - 4.2.4 Purchase order number.
- 4.3 Contractor shall invoice the Department. The State of Oklahoma has 45 days from presentation of a proper invoice to issue payment to the contractor. The Department may withhold or delay payment to any Contractor failing to provide required programmatic documentation and/or

requested financial documentation. If the Contractor is unable to support any part of their claim to the Department and it is determined that such inability is attributed to misrepresentation of fact or fraud on the part of the contractor, the Contractor shall be liable to the Department for an amount equal to such unsupported part of the claim in addition to all costs, including legal, attributable to the reviewing and discovery of said part of claim. Liability under this section shall be determined within five years of the commission of such misrepresentation of fact or fraud.

- 4.3.1 Contractor is not required to submit supporting documentation of claimed expenses with monthly invoices but shall retain supporting documentation of all expenditures for review during annual site visits and upon request from the Department.
- 4.4 Allowable costs must be consistent with section 34 CFR Subtitle A §80.22 Allowable costs.
  - 4.4.1 Allowable Expenses:
    - 4.4.1.1 Personnel: Salaries, wages, and actual fringe benefit costs. Personnel costs must not include time for indirect services. Personnel costs for the purpose program administration.
    - 4.4.1.2 Travel/Per Diem: Travel and per diem expenses for project staff during the execution of the project. All travel costs shall be in accordance with the Oklahoma State Travel Reimbursement Act (OSTRA). All out of state travel/per diem for staff must be pre-approved by the ODMHSAS.
    - 4.4.1.3 Training: Conference/seminar tuition fees necessary for the project staff and/or volunteers; must be approved by the Department.
    - 4.4.1.4 Supplies: Consumable supplies allowable when necessary to conduct the project
    - 4.4.1.5 Contractual: Essential consultant/program services which cannot be met by project or state personnel. Contractor shall receive prior approval from the Department for subcontracts.
    - 4.4.1.6 Equipment: Equipment, property or other capital purchases with a minimum cost of \$500 per item, not to exceed a total of \$2,500 per contract period.
    - 4.4.1.7 Other Direct Service Expenses: Must be clearly defined in the budget justification. Acquisitions of promotional or incentive items shall comply with the established guidelines and limits established by the ODMHSAS.
    - 4.4.1.8 Indirect costs is limited to 15% of total direct costs. Indirect costs are costs incurred for common or joint objectives that cannot be identified specifically with a particular project,

program, or organizational activity. Facilities operation and maintenance costs, depreciation, and administrative expenses are examples of costs that usually are treated as indirect costs. The organization is responsible for presenting costs consistently and shall not include costs associated with its indirect rate as direct costs.

4.4.2 Unallowable Expenses:

- 4.4.2.1 Any activity that is not directly related to the coordination of the project.
- 4.4.2.2 Meals (except when paid as per diem to consultants or conference/workshop leaders).
- 4.4.2.3 Acquisition costs of real property, as well as construction costs.
- 4.4.2.4 Entertainment costs for amusement and diversion, including activities/events provided as program rewards and incentives.
- 4.4.2.5 Out of state expenses for when comparable events/activities occur within the state.
- 4.4.2.6 Advocacy by staff on contract time and/or advocacy efforts that involve hiring of lobbyists or travel for the purpose of lobbying.
- 4.4.2.7 Ongoing, non-project related expenses such as telephones, postage, and stationery, etc.
- 4.4.2.8 Fund raising expenses incurred solely to raise capital or obtain contributions, including staff time for the purpose of fund raising.

- 4.5 A budget revision request submitted by the Contractor during the contract period must be submitted on the detailed budget form and include a narrative explanation of the reasons for the revision request and the benefit to the program resulting from the revision. No budget revisions are to be submitted after June 1 of the contract period. Contractor shall limit budget revision requests to three (3) per fiscal year. Budget revisions may not change the scope of work of the contract. (A scope change occurs when a budget is revised in such a way that it does not provide for the expenditures necessary to fulfill the contractor's duties and performance requirements as stated in the entire agreement). Budget revisions must be requested in advance of incurring expenditures and are not effective until approved in writing by the Department. Expenditures incurred without prior approval of a budget revision shall be the responsibility of the Contractor and will not be reimbursed by the Department.
- 4.6 Contractor shall maintain required records and supporting documentation, for validation of costs billed to the Department for six years from the ending date of the contract.

4.7 Invoices shall be sent to: [contracts@odmhsas.org](mailto:contracts@odmhsas.org)

Or

Contracts

Oklahoma Dept. of Mental Health and Substance Abuse Services  
2000 N. Classen Blvd., Suite 2-600  
Oklahoma City, Oklahoma 73106



Meeting of the  
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**AGENDA ITEM #9-a:**

**Tuition.**

**SUBJECT:** Approval of FY20 Academic Service Fees.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
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**AGENDA ITEM #9-b:**

**Tuition.**

**SUBJECT:** Approval of FY20 Mandatory Fees and Tuition.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #10-a:**

**EPSCoR.**

**SUBJECT:** Approval of the INBRE Grant Allocations.

**RECOMMENDATION:**

**It is recommended that the State Regents approve an allocation of \$250,000 to participating universities for the National Institutes of Health INBRE (“Oklahoma IDeA Network of Biomedical Research Excellence”) grant award.**

**BACKGROUND:**

The Institutional Development Award (IDeA) program broadens the geographic distribution of National Institutes of Health (NIH) funding. The program fosters health-related research, enhances the competitiveness of investigators, and provides statewide research infrastructure in states for which the aggregate success rate for applications to NIH has historically been low. The IDeA program increases the competitiveness of investigators by supporting faculty development and statewide research infrastructure enhancement at institutions in 23 states and Puerto Rico, which includes Oklahoma. The NIH IDeA program is similar in many respects to the National Science Foundation’s EPSCoR program. The primary goal of the Oklahoma INBRE Program is to establish a statewide biomedical research network between various primarily undergraduate, community college, and research-intensive institutions. INBRE funds research programs for faculty and students at ten campuses in Oklahoma: Southeastern Oklahoma State University, Northeastern State University, Langston University, the University of Central Oklahoma, Cameron University, Southwestern Oklahoma State University, Oklahoma City Community College, College of the Muscogee Nation, Redlands Community College, and Tulsa Community College. The INBRE program also funds interdisciplinary science curriculum development to modernize and upgrade the educational opportunities for students at the undergraduate campuses.

In 2018, The University of Oklahoma Health Sciences Center successfully competed for and was awarded an NIH IDeA renewal award for \$18 million to continue the “Oklahoma IDeA Network of Biomedical Research Excellence” (OK-INBRE) program through the year 2024, bringing the total federal award to \$80 million. The OK-INBRE application included a letter of State Regents’ commitment of \$250,000 per year for INBRE activities upon funding by the NIH.

**POLICY ISSUES:**

This section is consistent with State Regents’ policy and actions.

**ANALYSIS:**

State Regents’ funding has greatly expanded the INBRE network to include more institutions in the NIH-funded Oklahoma INBRE program. While the six primarily undergraduate campuses and four community colleges cited above are formally included in the INBRE network, five other campuses have

only been able to participate due to support by the State Regents. These include East Central University, Northwestern Oklahoma State University, Rogers State University, Oklahoma Panhandle State University, and the University of Science and Arts of Oklahoma. State Regents' funds are requested to be continued for the following INBRE initiatives for institutions both within and outside of the INBRE network as follows: 1) support of one-year research and equipment grants submitted by faculty. These applications are subjected to rigorous peer-review by a panel of biomedical research experts from throughout the state and only those judged to be highly meritorious are eligible for funding. 2) Support to add additional students to the ongoing INBRE undergraduate summer research program. 3) Assistance in recruiting new science, technology, engineering and math (STEM) faculty with active research programs to Oklahoma. 4) Support for grant writing and interdisciplinary curriculum development. 5) Faculty career and research development and presentation of research findings.

State Regents' funding will further enhance the research and scholarly endeavors at all of Oklahoma's primarily undergraduate universities, improve the science curriculum and STEM education offered to undergraduate students, encourage students to consider STEM careers, and enhance the biomedical research pipeline in the state of Oklahoma. The requested funds will extend State Regents' support for INBRE activities during the first year of the five-year renewal award.

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**AGENDA ITEM #10-b:**

**EPSCoR.**

**SUBJECT:** Approval of NASA Matching Funds.

**RECOMMENDATION:**

**It is recommended that the State Regents approve EPSCoR matching funds in the amount of \$163,000 to the University of Oklahoma for NASA EPSCoR projects.**

**BACKGROUND:**

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

**POLICY ISSUES:**

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

**ANALYSIS:**

In January 2017, the State Regents committed \$150,000 in matching funds for a three-year NASA EPSCoR program for the proposal "*Space-borne Antennas & Circuits for Condensed Radars and STEM (SPACERS)*." In June 2018, the proposal submitted by Oklahoma State University was awarded federal funding in the amount of \$750,000 over the three-year period. It is recommended that the State Regents approve the allocation of \$50,000 for the second year of this award.

In March 2018, the State Regents committed \$189,000 for a three-year award through the NASA EPSCoR Research Infrastructure Development Program. The proposal was selected for funding in the amount of \$375,000 from NASA EPSCoR. It is recommended that the State Regents approve the allocation of \$63,000 for the first year of this award.

The State Regents have also committed \$150,000 for a three-year award sponsored by the NASA EPSCoR program for the proposal "*Engineering Thin Film Solar Cells for Radiation Hardness, Lifetime and Efficiency*." In May 2019, the proposal submitted by the University of Oklahoma was selected for funding. It is recommended that the State Regents approve the allocation of \$50,000 for the first year of this award.



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**AGENDA ITEM #10-c:**

**EPSCoR.**

**SUBJECT:** Approval of Department of Energy Matching Funds.

**RECOMMENDATION:**

**It is recommended that the State Regents approve EPSCoR matching funds in the amount of \$48,000 to the University of Oklahoma for the second year of a three-year Department of Energy EPSCoR award.**

**BACKGROUND:**

The Oklahoma EPSCoR program helps build the research competitiveness of Oklahoma's universities through strategic support of research instruments and facilities, research collaborations, integrated education and research programs, and high-performance computer networks. Five federal agencies participate in EPSCoR Programs: the National Science Foundation, the National Institutes of Health, the Department of Energy, the National Aeronautics and Space Administration, and the United States Department of Agriculture. The Coalition of EPSCoR states include Alabama, Alaska, Arkansas, Delaware, Guam, Hawaii, Idaho, Kansas, Kentucky, Louisiana, Maine, Mississippi, Montana, Nebraska, Nevada, New Hampshire, North Dakota, Oklahoma, Puerto Rico, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia, Wyoming, and the US Virgin Islands.

**POLICY ISSUES:**

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

**ANALYSIS:**

In May, 2018, the State Regents committed matching funds for the proposal "Hot Carrier Dynamics in Low-Dimensional Systems" at the University of Oklahoma. The proposal was submitted to the U.S. Department of Energy and received approval beginning September, 2018 in the amount of \$674,000 in federal funding. The State Regents' EPSCoR allocation will provide matching funds of \$48,000 per year for each year of the award. The recommended allocation is for the second year of the award.





Meeting of the  
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**AGENDA ITEM #10-d:**

**EPSCoR.**

**SUBJECT:** Approval of Contract/Agreement for Facilities.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the FY 2020 contract between the Board of Regents of the University of Oklahoma and the State Regents for facilities leased effective July 1, 2019.**

**BACKGROUND:**

The OK-INBRE Program Manager is housed in the State Regents' office facilities, which are leased from the University of Oklahoma Health Sciences Center. The OK-INBRE administration utilizes space designated for one OK-INBRE office. The purpose of this agreement is to expense the cost of the administrative facilities to the University of Oklahoma Health Sciences Center.

**POLICY ISSUES:**

The recommendation is consistent with State Regents' policy.

**ANALYSIS:**

This request for approval serves to formalize the attached agreement with the State Regents and the Board of Regents of the University of Oklahoma. The attached agreement outlines the costs that are being charged to the University of Oklahoma Health Sciences Center, including square footage and telecommunication services.

# MEMORANDUM OF AGREEMENT

## Between the Oklahoma State Regents for Higher Education and the Board of Regents of the University of Oklahoma

This agreement, effective July 1, 2019, is entered into between the Oklahoma State Regents for Higher Education (OSRHE) and the Board of Regents of the University of Oklahoma (OU) for the use of office space located at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104.

WHEREAS, OU and the OSRHE are partners in Oklahoma IDeA Network of Biomedical Research Excellence (INBRE), an enterprise dedicated to improving federal funding support for Oklahoma institutions of higher education; and

WHEREAS, OU and the OSRHE both desire to provide adequate resources, including mutually convenient office space, to support Oklahoma INBRE and its related initiatives; and

WHEREAS, OU and the OSRHE have both committed significant staff resources to Oklahoma INBRE; and

WHEREAS, OU wishes to help defray some of the costs incurred in housing INBRE in exchange for continued opportunities to utilize space the OSRHE have dedicated to Oklahoma INBRE;

IN CONSIDERATION WHEREOF, the OSRHE and OU agree as follows:

1. The OSRHE will dedicate, from space it currently leases from OU, one office for OK-INBRE use.
2. One person identified to the OSRHE by OU will have full access to the designated space for the conduct of INBRE business and will, at all times, be subject to the same rules and requirements of tenants within the OSRHE space.
3. OU will pay to the OSRHE the amount of \$488 per month as per the attached supplement.
4. This Agreement is not intended to be a sub-lease. It is expressly understood and agreed that OU acquires no rights as a tenant under the lease Agreement between OSRHE and OU.
5. This Agreement will terminate June 30, 2020, provided that either party may terminate the Agreement upon ninety (90) days written notice to the other.
6. This Agreement is the complete and exclusive statement of the agreements between the parties with respect to the subject matter hereof and supersedes any oral or written communications or representations or agreement relating thereto. No changes, modifications or waivers regarding this Agreement shall be binding unless in writing and signed by the parties thereto. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, and all of which shall constitute the same agreement.

**OKLAHOMA STATE REGENTS FOR  
HIGHER EDUCATION**

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Signature

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Printed Name

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Title

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Date

**BOARD OF REGENTS OF THE  
UNIVERSITY OF OKLAHOMA**

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Signature

---

Printed Name

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Title

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Date

**Memorandum of Agreement Supplement  
Between the University of Oklahoma Board of Regents  
and the Oklahoma State Regents for Higher Education**

Space and office equipment will be provided by the Oklahoma State Regents for Higher Education to Oklahoma INBRE according to the following schedule for the period of July 1, 2019 to June 30, 2020:

	Square Footage	Term Cost 7/1/19 - 6/30/20 \$17.00/sf
Dawn Hammon office	228	3,876.00
Central Services		1,500.00
OneNet		180.00
Parking		300.00
<b>Annual Cost</b>		<b>\$5,856.00</b>
<b>Monthly Cost</b>		<b>\$488.00</b>

Meeting of the  
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**AGENDA ITEM #10-e:**

**EPSCoR.**

**SUBJECT:** Acceptance of the 2019 Oklahoma EPSCoR Advisory Committee Annual Report.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the 2019 Oklahoma EPSCoR Advisory Committee Annual Report.**

**BACKGROUND:**

In July 2000, the Oklahoma Established Program to Stimulate Competitive Research (EPSCoR) Advisory Committee was codified by statute as an advisory committee to the State Regents. The Committee is chaired by the Chancellor. The purpose of the Committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director. In accordance with Title 70 O.S. 2001 § 3230.4, the Oklahoma EPSCoR Advisory Committee has submitted their annual report, which includes information concerning their activities for the preceding year.

**POLICY ISSUES:**

The recommendation is consistent with State Regents' policy.

**ANALYSIS:**

During 2018 and 2019, Oklahoma participated in federal EPSCoR or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, United States Department of Agriculture, and the Department of Energy. The attached report provides detailed information on Oklahoma's participation in each of these programs.

**Annual Report of EPSCoR/IDeA Activities - 2019**  
**Submitted to Oklahoma State Regents for Higher Education**  
**By the Oklahoma EPSCoR Advisory Committee**

Oklahoma's EPSCoR/IDeA Program remains very active in 2018-2019, directly participating in federal EPSCoR/IDeA or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, and the Department of Energy. We have outstanding leaders for the various programs, including Dr. Darrin Akins (NIH-IDeA), Dr. Andrew Arena (NASA EPSCoR) and Dr. Raymond Huhnke (NSF EPSCoR), who continue to operate at a very high level across Oklahoma and nationally.

### **National Science Foundation**

The National Science Foundation (NSF) Research Infrastructure Improvement Award (RII) Track-1 is the largest of the NSF EPSCoR awards and very significant to our efforts to build competitive infrastructure. The most recent five-year program theme is "Enhancing the Resilience of Socio-Ecological Systems to Climate Variability in Oklahoma". This project continued our efforts to develop the capacity and capability to conduct nationally and internationally competitive research in the State of Oklahoma. At this point the goals and objectives of the five-year program have been accomplished. We completed a no-cost extension through a completion date of November 2018. The NSF subsequently awarded a one-year bridging grant to sustain outreach and education efforts of the program through 2019. To date, this effort has generated \$331.6 million in new research funds for Oklahoma (total does not include RII or State funds)

The RII program integrates research and education offering research opportunities for college faculty, undergraduate and graduate students, in addition to educational outreach initiatives aimed at K-12 public schools. Events such as the Annual Oklahoma Research Day, Research Day at the Capitol, Women in Science Conferences and other grant writing workshops receive support. The EPSCoR staff developed many of these initiatives in partnership with other NSF grants and State programs that also seek to enhance Oklahoma's R&D competitiveness and serve to support the broadening of participation of underrepresented minorities. Oklahoma NSF EPSCoR outreach and education programs reached over 21,800 Oklahomans during Year 5 of this award. More than 60% of those participants were female; 33% were from an underrepresented minority group. Our K-12 programs served over 10,500 students across the state, nearly 50% of all participants in Year 5. In the higher education category, 624 participants were from regional and minority-serving institutions, while 325 students and faculty from research institutions participated in EPSCoR outreach programs. More than 10,300 individuals from business, industry, and organizations also engaged in EPSCoR outreach. Individuals representing every group within the science, technology, engineering and math (STEM) pipeline were served to ensure that the state's emerging high tech businesses and research labs will have a highly qualified and diverse applicant pool to draw from in the foreseeable future.

The RII program also includes the Oklahoma Cyberinfrastructure Initiative (OCII), which provides cyberinfrastructure resources to users at 24 institutions (including 11 of Oklahoma's 13 public universities). Recognized as a national model for intrastate collaboration, the initiative has served over 100 institutions and facilitated over \$200 million in external funding. Every researcher in Oklahoma has access to state-of-the-art supercomputing facilities through the OCII.

In 2016, the State EPSCoR Advisory Committee chose Food, Energy and Water Systems as the theme of the next Track-1 project for 2017-2022 and this proposal was submitted in August 2017. This theme plays into strengths in Oklahoma's institutions in studies of climate, water resources, agriculture, and energy. We learned on April 27, 2018 that, unfortunately, the proposal was not recommended for funding by the

Review Panel at NSF. While the reviewers found many strengths in the proposal, especially in our outreach and education efforts, the Research Plan was deemed to be too fragmented and not sufficiently integrated to be viewed as a cohesive effort.

Following planning efforts during the second half of 2018, we engaged the services of a consulting firm, The Implementation Group, to develop a new proposal based on similar themes. Our team has been assembled and has been working on the new proposal since January. This new proposal will be submitted at the end of July 2019. Meanwhile, bridge funding has been obtained from NSF to sustain program operations, including outreach and education efforts.

### **National Institutes of Health**

The National Institutes of Health (NIH) administers three programmatic activities under its Institutional Development Award (IDeA) Program. The IDeA program is an NIH award program similar to the NSF EPSCoR program. Under the Centers of Biomedical Research Excellence (CoBRE) grant program, Oklahoma has 10 current awards (14 total) valued at over \$208 million over the lifetime of the awards. Under the Clinical and Translational Research (IDeA-CTR) program, Oklahoma has 1 current award (limit) with total value of \$40.5 million over its lifetime. Under the IDeA Network of Biomedical Research Excellence (OK-INBRE), Oklahoma has 1 current award (limit) with total value of \$83 million over its lifetime. The INBRE grant was recently renewed for five more years through 2024. The IDeA-CTR has been renewed through 2023.

The CoBRE programs, as well as the INBRE and IDeA-CTR programs, generate, complement, and enrich Oklahoma's research strengths by leveraging NIH investment in personnel, equipment, core facilities and student programs to solve health problems, build research capacity, and build a better student pipeline for the next generation of physicians, healthcare workers, and scientists. Clinical and translational research supported by the IDeA-CTR program seeks to reduce health disparities in underserved and understudied populations.

### **Impact of NIH/IDeA in Oklahoma**

#### **Research**

- Fundamental discovery from NIH awards leading to: New diagnostics, Treatment protocols, Biotech
- Infrastructure for junior clinical and research investigators to launch their careers (IDeA awards)
- Building translational research from bench-to-bedside-to-bench: Precision Medicine (IDeA-CTR, IDeA awards, Research grants)

#### **Education**

- Builds a pipeline of new healthcare providers for next generation (INBRE/IDeA-CTR)
- Working with Physicians to enhance best practices in rural communities (IDeA-CTR)
- Enhancing STEM degrees – thousands of teacher and student interactions (INBRE)

#### **Workforce Development**

- Biotechnology program development and improvement in Oklahoma (INBRE)
- Producing scientists, educators, etc... for Oklahoma and the country (CoBRE, INBRE, IDeA-CTR)
- Working with tribal groups to train health care workers to improve healthcare for OK tribes (IDeA-CTR interaction with OCAITHB)

#### **Public Health**

- Phase I Clinical Cancer Trials Program (NCI's National Clinical Trials Network)

- Enhancing SCC research to achieve NCI Cancer Center Designation (Research grants, NCI's National Clinical Trials Network, IDeA-CTR, CoBREs, INBRE)
- Clinical and translational research to improve health and healthcare for underserved and underrepresented populations and all citizens (IDeA-CTR)
- IDeA-CTR leveraged a \$14.8 M award from AHRQ to disseminate best practices to reduce cardiovascular disease throughout Oklahoma (partnership with 300 physicians and clinics throughout Oklahoma)

### **National Aeronautics and Space Administration**

The NASA EPSCoR Research Infrastructure Development (RID) program enables jurisdictions to build and strengthen relationships with NASA researchers. The RID has a three-year base period of performance with a potential single, two-year renewable period of performance. The NASA EPSCoR group, led by Dr. Andrew Arena, recently received a continuation grant for the program. The RID core federal award, is for \$125,000 annually for another 3 years (through 2021). The OSRHE approved matching funds of \$63,000 annually. The aggregate funding for this program from federal, university and OSRHE sources totals approximately \$750,000.

The NASA EPSCoR Cooperative Agreement Notice (CAN) for Research Awards solicits topic-specific proposals addressing high-priority NASA research and technology development needs. Awards are up to \$750,000 for a three-year performance period.

In anticipation of the 2019 call for proposals, we are in the midst of a state-wide open competition involving review by members of the State EPSCoR Advisory Committee and will select the top project for submission. In the 2018 competition, the Oklahoma proposal, "Engineering Thin Film Solar Cells for Radiation Hardness, Lifetime and Efficiency" led by Dr. Bayrammurad Saparov from the University of Oklahoma, with a team representing the University of Oklahoma, University of Tulsa, and Oklahoma State University, was selected for funding at \$250,000 per year for 3 years and will have a start date in late summer 2019. The OSRHE approved a commitment of \$50,000 annually in matching funds for the three-year award.

### **Department of Energy**

In 2018, the Department of Energy accepted proposals for EPSCoR-State/National Laboratory Partnerships. These partnerships are to advance fundamental, early-stage energy research collaborations with the Department of Energy national laboratories and provide \$750,000 in federal funds over three years. Dr. Ian Sellers of the University of Oklahoma, with a team representing the University of Oklahoma, University of Tulsa, and Oklahoma State University, was awarded a grant for the project titled, "Hot Carrier Dynamics in Low-Dimensional Systems". The OSRHE approved a commitment of \$48,000 annually in matching funds for the three-year award.

### **Department of Defense**

Following a multi-year effort, the Congress has reauthorized the Defense EPSCoR (DEPSCoR) program. With the support of key members of the U.S. Senate, including Senator Inhofe, the program received an appropriation of \$12 million in 2019. These funds are allocated to 3 programs: a plus-up of the Defense University Research Infrastructure Program, a plus-up of the Defense New Investigator Program, and a new competitive grant award program intended to promote partnerships with the Defense Department Research Laboratories.



## **Future Outlook**

The gap in funding for the NSF RII Track-1 research program is clearly a setback and a major disappointment. However, we have made good progress to identify problems and how to correct them. The process is underway to develop a successful revision for resubmission in 2019. Bridge funding has been obtained from NSF to sustain program operations, including outreach and education efforts. We have an excellent team and strong support around the state and should be successful in the current proposal effort. With respect to the other EPSCoR and the IDeA programs, we continue to be one of the most successful among the EPSCoR/IDeA states. Two other major grants, the IDeA INBRE and the IDeA-CTR, have been renewed. The INBRE grant was renewed for five more years through 2024. The IDeA-CTR was submitted for renewal last year and has been renewed through 2023. We have just obtained another new NASA EPSCoR grant.

The budget outlook for EPSCoR/IDeA at the federal level continues to be stable. The Congress continues steady support for R&D programs in general. Our own Oklahoma Congressional delegation have been excellent supporters. There is strong support for EPSCoR, as well as for NIH, NSF and the other research and development programs in Congress and we hope to maintain level funding in the programs. We saw recommended increases in funding for the EPSCoR and IDeA programs in the recent 2020 spending bill, thanks to efforts of Congressman Cole and others in support of the value of these programs to Oklahoma and other eligible states. It should be kept in mind that aggregate funding for EPSCoR/IDeA programs across all federal agencies amounts to less than 1 percent of the nondefense R&D budget.

We continue to review and evaluate ways to maximize the potential impact of EPSCoR programs on our state. We are focusing on distinct opportunities for a new, bolder and more strategic approach toward the EPSCoR/IDeA framework that can propel Oklahoma to significant new levels of achievement in research, development, and education, resulting in a substantially enhanced translation of outcomes into practicable assets for sustained economic development. With the continued support of the State Regents, Oklahoma EPSCoR/IDeA is poised to continue as one of the key components of Oklahoma's research and development portfolio, enhancing both economic development and educational opportunities for our students.



Meeting of the  
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**AGENDA ITEM #11:**

**Capital.**

**SUBJECT:** Transmittal of Capital Improvement Projects to the State of Oklahoma Long-Range Capital Planning Commission.

**RECOMMENDATION:**

**It is recommended that the State Regents authorize the transmittal of institutional capital improvement plans for the eight (8) fiscal years 2020-2028 to the State of Oklahoma Long-Range Capital Planning Commission. The institutional capital improvement plans are presented in the supplement to this agenda.**

**BACKGROUND:**

The State of Oklahoma Long-Range Capital Planning Commission was created during the 1992 legislative session (62 O.S., Section 901) and revised in 2014. Its purpose was to establish a capital planning process that would result in an annually updated state capital improvement plan addressing all agency and institutional needs covering the next eight years. The statute provides that the Oklahoma State Regents for Higher Education shall cooperate with the Commission by collecting from each institution and entity in The Oklahoma State System of Higher Education a detailed list of all capital projects anticipated for the next eight years. Institutional listings identify projects that will require funding from state appropriations, as well as projects that will be self-funded by the institution from sources such as Section 13 and New College funds, revenue bond proceeds, auxiliary enterprise revenues and Section 13 Offset.

**POLICY ISSUES:**

None.

**ANALYSIS:**

Based on the information submitted by institutions and agencies, the Commission, submits prior to each legislative session, a state capital improvement plan to the Governor and legislative leadership that contains two sections. The first section includes projects identified by institutions and agencies that the Commission recommends for funding from state appropriations. The second section includes all self-funded projects that were identified by institutions and agencies.

The Commission's approach for development of a state capital improvement plan focuses on projects for which state appropriations are required. The Commission's evaluation process has, in prior years, placed a high priority on projects relating to telecommunications and technology, asset preservation, health and safety, and renovation of facilities.

A total of 588 capital projects are identified by State System institutions for submission to the Commission. These projects are summarized by institution in the supplement provided at this meeting and total approximately \$3.3 billion for the eight-year period.

*Supplement*

Meeting of the  
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**AGENDA ITEM #12:**

**Contracts and Purchases.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

Purchases Over \$100,000

Core

- 1) Ellucian in the amount of \$133,513.00 to provide the Oklahoma State Regents for Higher Education with telephone support and upgrades to our Banner software for FY20. Banner is the agency accounting and HR system. (Funded from 210-Core).

OCAP

- 2) Educational Credit Management Corporation, in the amount of \$2,237,500.00 for use of an integrated software system and services for administering student loans for the Oklahoma College Assistance Program (OCAP), as well as providing federally required Federal Family Education Loan Program default aversion services performed on behalf of OCAP (Funded from 701-OCAP).
- 3) Loan Sciences LLC, in the amount of \$550,000 to provide student grace period and cohort management services on both Federal Direct and Federal Family Education Loan Program (FFELP) loans to certain state system schools with the most recently published 3-year cohort

default rates in excess of 10%, with the goal of reducing the cohort default rates for these schools. (Funded from 701-OCAP).

Endowed Chairs Program

- 4) Mercer in the amount of \$426,000.00 for FY20 investment consulting services on the Endowed Chairs, Academic Scholars and the Retirement Trust Fund. (Funded from 707-Endowed Chairs Program).

OneNet

- 5) Zoom Video Communications in the amount of \$250,000.00 to provide OneNet the ability to utilize advanced video conferencing systems for distance learning and remote conferencing support throughout the state. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

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

**Investments.**

**SUBJECT:** Approval of investment managers.

**RECOMMENDATION:**

**It is recommended that the State Regents approve new investment managers and allocation of funds for the endowment trust fund.**

**BACKGROUND:**

Mercer Hammond, investment consultants for the fund, has suggested new manager recommendations for consideration. These managers will continue to diversify our fund portfolio and meet the objectives of realignment to the policy asset class targets. Funding will come from cash on-hand and reallocations within the portfolio.

**POLICY ISSUES:** This action is consistent with Regents' asset allocation policy.

**ANALYSIS:**

Mercer is recommending the following managers for the portfolio:

**Related Real Estate Fund III** - \$7 million. This firm is an opportunistic real estate fund with diversified holdings across the United States. Investments will primarily be in office and multi-family properties but may include rental and for-sale residential, retail, hotel and mixed-used properties. Value is created by the formulation and execution of well-conceived business plans for each potential acquisition.

**DRA Growth & Income Fund X** - \$7million. This firm focuses on conservative, value-added real estate investments in the office, retail, multi-family, and industrial sectors. The fund will target properties that offer both a competitive income return and potential for capital appreciation, seeking to capitalize on inefficiencies in the market. Value-enhancement strategies include targeted capital improvements, leasing and operational plans, proactive asset management, and opportunistic sales.





Meeting of the  
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**AGENDA ITEM #14-a:**

**New Programs.**

**SUBJECT:** University of Oklahoma. Approval to offer the Master of Arts in Teaching English to Speakers of Other Languages (TESOL.)

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma's request to offer the Master of Arts in Teaching English to Speakers of Other Languages, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Master of Arts in Teaching English to Speakers of Other Languages.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 10 students in Fall 2023; and
  - Graduates: a minimum of 8 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 intervention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increase the coordination of undergraduate academic advising across campus, and 3) enhance course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.
- Several retention analyses are being undertaken at the university, including broad cohort analyses by University College and the Provost's Office. In addition, Dr. Glenn Hansen, IT data scientist, is assisting individual schools and colleges with retention analyses of their majors.
- We will continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections

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

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

### **APRA Implementation**

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or

declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

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

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

**Program Review**

OU offers 315 degree and/or certificate programs as follows:

43	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
126	Baccalaureate Degrees
91	Master’s Degrees
55	Doctoral Degrees
0	First Professional Degrees

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

**Program Development Process**

OU’s faculty developed the proposals, which were reviewed and approved by institutional officials. OU’s governing board approved delivery of the Master of Arts in Teaching English to Speakers of Other Languages at their January 30, 2019 meeting. OU requests authorization to offer this program as outlined below.

**POLICY ISSUES:**

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

**ANALYSIS:**

**Master of Arts in Teaching English to Speakers of Other Languages**

**Program purpose.** The proposed Master of Arts in Teaching English to Speakers of Other Languages (TESOL) is designed to provide students with a recognized credential to teach English both locally and internationally.

**Program rationale and background.** OU reports they have a long history of requests from students for a master’s program to train them to teach English as a Second Language. More specifically, requests have come from students in English Letters, Modern Languages, Linguistics, Anthropology, and International

Programs. At their September 8, 2011 meeting, the State Regents approved the Professional Master of Arts (387) program with the purpose of providing graduate level instruction in a career organizational context, and an internship/practicum to apply their discipline in a real world career context. OU has been offering TESOL classes within their Professional Master of Arts (387) program since 2015. Since inception, the program has been successful, graduating two cohorts and currently serving a third.

**Employment opportunities.** Full-time faculty who teach intensive English to international students in preparation for admission into an Oklahoma State System institution are required to have a master’s degree in TESOL. However, currently, Oklahoma has only one graduate-level TESOL program. With nine State Regents’ approved Intensive English Programs (IEP) in Oklahoma, the need for qualified faculty is high. Therefore, to adequately ensure these IEPs have qualified, credentialed faculty, another graduate program in TESOL is needed. Additionally, the worldwide growth of English as an international language has dramatically increased the demand for trained TESOL professionals. OU is confident that graduates of the proposed program will be successful in finding employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	10	Fall 2023
Minimum Graduates from the program	8	2023-2024

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

Institution	Existing Program
University of Central Oklahoma	Master of Arts in Teaching English as a Second Language (214)

A system wide letter of intent was communicated by email on January 29, 2019. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to employment demand, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Required Courses	32
<b>Total</b>	<b>32</b>

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

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

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

**Program resource requirements.** Program resource requirements for the Master of Arts in TESOL are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$102,400	\$102,400	\$102,400	\$102,400	\$102,400
<i>Narrative/Explanation: The above tuition amounts are based on the full 14-month program, assuming a cohort of 10 students. For any given year, the department received 75 percent of tuition from one cohort for the first three semesters and 25 percent of tuition from the previous cohort's final semester. Each student will pay \$10,240 in tuition and fees for the entire program.</i>					
<b>TOTAL</b>	<b>\$102,400</b>	<b>\$102,400</b>	<b>\$102,400</b>	<b>\$102,400</b>	<b>\$102,400</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
<i>Explanation: The amounts above represent stipends allotted to the 6-member Steering Committee that oversees the proposed program.</i>					
Faculty	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000
<i>Explanation: The amounts above represent faculty salaries for the proposed program. Currently, eleven faculty teach the courses and are paid \$5,000 each.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$500	\$500	\$500	\$500	\$500
<i>Explanation: The amounts above are budgeted for the program's welcome reception and graduation ceremony.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0

Printing	\$500	\$500	\$500	\$500	\$500
<i>Explanation: The amounts above are budgeted for printing class materials and program brochures.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Explanation: The amounts above are budgeted for travel for recruitment.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$64,000</b>	<b>\$64,000</b>	<b>\$64,000</b>	<b>\$64,000</b>	<b>\$64,000</b>

Attachment

**UNIVERSITY OF OKLAHOMA  
MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES**

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>32</b>
TESL 5113	Phonetics for ESL	3
TESL 5123	Second Language Acquisition Theory for ESL	3
TESL 5133	General Linguistics for ESL	3
TESL 5143	Structure of the English Language	3
TESL 5233	ESL Teaching Methods and Techniques	3
TESL 5333	Understanding Cultures for ESL	3
TESL 5433	ESL Curriculum	3
TESL 5443	ESL Testing and Assessment	3
TESL 5553	Teaching ESL Reading/Writing/Listening/Speaking	3
TESL 5945	Internship in TESOL	5
<b>Total</b>		<b>32</b>





Meeting of the  
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**AGENDA ITEM #14-b:**

**New Programs.**

**SUBJECT:** Southwestern Oklahoma State University. Approval to offer the Associate in Science in Health Sciences, the Bachelor of Science in Sports Management, and the Bachelor of Science in Pharmaceutical Sciences.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Southwestern Oklahoma State University's request to offer the Bachelor of Science in Sports Management, via traditional and online delivery, the Bachelor of Science in Pharmaceutical Sciences, and the Associate in Science in Health Science, via traditional and online delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Bachelor of Science in Sports Management.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 25 students in Fall 2023; and  
Graduates: a minimum of 7 students in 2023-2024.
- **Bachelor of Science in Pharmaceutical Sciences.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 35 students in Fall 2023; and  
Graduates: a minimum of 18 students in 2023-2024.
- **Associate in Science in Health Science.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 35 students in Fall 2023; and  
Graduates: a minimum of 18 students in 2023-2024.

**BACKGROUND:**

**Academic Plan**

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

**Academic Affairs (university-wide):**

**Retention** – We are continuously implementing student support strategies to increase retention of students. New for this year is that 60 percent of our remedial students in Math and English will be

enrolled in the GE course with a co-requisite support section. This has required a good deal of enrollment monitoring and planning.

**Efficiency** – We are integrating the planning and scheduling of Sayre course sections into departments on the Weatherford campus to maximize efficiency. This has already resulted in savings as fewer, but more full sections are offered.

**Improvement of Teaching and Learning** – We continue to implement our HLC QIP and other course design and re-design options geared towards increasing active learning components in GE and major classes. SWOSU faculty regularly attend the annual OSRHE Promoting Undergraduate Research Conference.

**Growth in online programs** – We continue to monitor employment patterns in our region to respond with online programs that have potential to increase employment and incomes. We have adopted 8-week classes in our online MBA. We are marketing an MBA/MSN combined degree track. All of these changes are expected to increase enrollment in online programs.

**Everett Dobson School of Business and Technology:** Recruitment activities, continuous improvement of curriculum, high quality experiences in and outside the classroom, and student activities.

**Department of Engineering Technology:** Continue work with professional certification companies to implement retesting procedures which recently increased the student pass rate by 10 to 20 percentage points to 80 percent on the Engineering Technology certification test.

**School of Nursing and Allied Health:** Obtain full accreditation for MSHIM and MSN programs. The hire in F 2018 of an additional instructor will help facilitate this process.

**Department of Music:** Growth of the graduate program in music, continued health of undergrad programs.

**Department of Chemistry and Physics:** Increase student completion during first-time enrollment in General Education Chemistry and Physics courses, incorporate Three Pillars course transformation method in GE Chemistry and Physics courses, including Astronomy and Concepts of Physical Science, increase Bachelor degree completion in Physical Science, add Senior seminar series expanded to a two-semester offering incorporating translational skills (career development), increase collaboration with experts in the Chemistry field, and invite experts to senior seminars to advance student exposure to the application of Chemistry in industry settings.

**Department of Biological Sciences:** Continued enrollment growth, estimating enrollment growth by 20 students each year. Presently, courses are running at 90 percent capacity.

**Department of Parks and Recreation Management (PRM):** Increase federal fire certifications through National Wildfire Coordinating Group, add new certification courses, expand practical field experience, and increase program tools. In addition to their relationship with the U.S. Forest Service, the Wildland Fire Management program has developed a new relationship with the U.S. Department of Interior, Bureau of Indian Affairs. We have plans to pursue accreditation through the National Park Service Federal Law Enforcement Training Center (FLETC).

**Department of Education:** Increase data collection and analysis of student retention, completion, and performance. Implementation of Chalk and Wire e-portfolio 2018-19.

**Department of Psychology:** plans to continue their heavy involvement with undergraduate research.

**Department of Language and Literature:** Design and implement two new minors in Professional Writing and World Languages, create student Study Spaces to increase student success, provide monthly meetings and annual workshops in the fall to advance teaching and advising strategies and secure an equitable grading practice, provide student enrichment workshops on online classes and research, increase student research in Research Fair, Sigma Tau Delta's National Convention, and other related research forums, and incorporate collaborative modules to degree courses.

**Department of Art, Communication, and Theatre:** Work to gain enrollment in new Women's Studies minor.

**Department of Kinesiology:** Increase retention through first week of class attendance, contact advisees during first two weeks of class, email advisees who not enrolled in courses, market program with letters, brochures, career fairs, health fair, and majors fair, market minors program across campus, increase partnerships with public schools and private sectors, increase community volunteerism, and increase adjuncts to lighten fulltime faculty load.

**College of Pharmacy:** Refine and implement Continuing Professional Development and Inter-professional Education for Doctor of Pharmacy students.

### **APRA Implementation**

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

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

65	Degree and/or certificate programs deleted
34	Degree and/or certificate programs added

### **Program Review**

SWOSU offers 66 degree and/or certificate programs as follows:

0	Certificates
5	Associate in Arts or Science Degrees
4	Associate in Applied Science Degrees
39	Baccalaureate Degrees
17	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 SWOSU'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**

SWOSU's faculty developed the proposals, which were reviewed and approved by institutional officials. SWOSU's governing board approved delivery of the Bachelor of Science in Sports Management, the Bachelor of Science in Pharmaceutical Sciences, and the Associate of Science in Health Science at their February 8, 2019 meeting. SWOSU is currently approved to offer the following degree programs via online delivery:

- Bachelor of Business Administration (011);
- Master of Education in Education Administration (062);
- Master of Education in Elementary Education (063);
- Master of Education in School Counselor (079);
- Master of Education in Early Childhood Education (129);
- Master of Business Administration (086);
- Associate in Science in General Studies (121);
- Bachelor of Science in Nursing (087);
- Master of Science in Nursing in Nursing Education (163);
- Master of Science in Nursing in Nursing Informatics (164);
- Master of Science in Nursing in Nursing Administration (165);
- Master of Science in School Psychology (148);
- Bachelor of Applied Science in Health Science (166);
- Bachelor of Science in Health Information Management (033);
- Master of Science in Healthcare Informatics and Information Management (162);
- Master of Education in Education (064);
- Master of Education in Special Education (081); and
- Bachelor of Science in Public Health (167).

SWOSU requests authorization to offer this program 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:**

#### **Bachelor of Science in Sports Management**

**Program purpose.** The proposed program is designed to provide students with knowledge and skills needed to promote and practice management of sport and sport business.

**Program rationale and background.** According to the Director of Admissions at SWOSU, there has been a steady increase in requests for information on sports management programs by prospective students. In a survey conducted at a college day fair on the SWOSU-Sayre campus that included high school seniors from surrounding schools, 86 percent of those interested in kinesiology, exercise science, or health and physical education said they also would be interested in sports management. The proposed program will complement the two current degree programs at SWOSU: the Bachelor of Science in Education in Health and Physical Education (023) and the Bachelor of Science in Exercise Science (151). The proposed program creates an ideal option for students not interested in a career in teaching or the exercise sciences, but rather a sports business path that incorporates areas of study from both health and physical education and exercise sciences disciplines. In addition to core courses in sports management,

the proposed program will allow students to specialize in a variety of sports management related areas. Additionally, for those students interested in pursuing a graduate degree in sports management, the proposed program will provide a solid foundation.

**Employment opportunities.** The proposed program will prepare students for careers in athletic training, operations, coaching, nutrition/health, and performance. According to Oklahoma Employment Security Commission data, career opportunities in these areas are expected to increase 11- 22 percent through 2026, depending on the area of specialization. Nationally, the outlook for these careers is 13 - 23 percent. SWOSU is confident graduates of the program will be successful in finding employment.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2023
Minimum Graduates from the program	7	2023-2024

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

Institution	Existing Program
Southeastern Oklahoma State University	Bachelor of Science in Recreation Sport Management (041)
Rogers State University	Bachelor of Science in Sport Management (122)
Oklahoma State University	Bachelor of Science in Business Administration in Management (449) with an option in Sports Management
Oklahoma Panhandle State University	Bachelor of Science in Health Physical Education (012) with an option in Sports and Exercise Management

A system wide letter of intent was communicated by email on January 10, 2019. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Based on distance between institutions, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Science in Sports Management program will consist of 120 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	40-41
Major Core	24
Specialization Area	16
Minor	18-24
General Electives	15-22
<b>Total</b>	<b>120</b>

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

**Delivery method and support services.** The library, facilities, and equipment are adequate for this degree program. SWOSU will utilize the CANVAS learning management system and students will have access to a help desk, tutoring services and online library services.

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

**Program resource requirements.** Program resource requirements for the Bachelor of Science in Sports Management are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$47,520	\$79,560	\$107,100	\$136,080	\$167,250
<i>Explanation: The amounts above were calculated based on students completing 30 credit hours per academic year and enrollment of 8, 13, 17, 21, and 25 students in years 1 through 5. Calculations include a 3 percent annual increase in tuition.</i>					
<b>TOTAL</b>	\$47,520	\$79,560	\$107,100	\$136,080	\$167,250

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$10,000	\$10,000	\$10,000	\$20,000	\$20,000
<i>Explanation: The amounts above will cover administrative support for new courses.</i>					
Faculty	\$6,000	\$6,000	\$6,000	\$12,000	\$12,000
<i>Explanation: The amounts above are faculty salaries for two additional 3 credit hour courses taught annually. One section will be taught in years 1 through 3 and two sections will be taught in years 4 and 5.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$500	\$500	\$500	\$1,000	\$1,000
<i>Explanation: The amounts above are budgeted for incidental classroom materials for new courses.</i>					

Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$50	\$50	\$50	\$100	\$100
<i>Explanation: The amounts above will cover course materials for students.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$16,550</b>	<b>\$16,550</b>	<b>\$16,550</b>	<b>\$33,100</b>	<b>\$33,100</b>

### Bachelor of Science in Pharmaceutical Sciences

**Program purpose.** The proposed program provides another degree option for students admitted into the Doctor of Pharmacy (PharmD) (142) utilizing the first two years of the PharmD curriculum, and prepares for job opportunities not requiring a licensed pharmacist.

**Program rationale and background.** Students are admitted into the PharmD program upon completion of two years of pre-professional study, including general education courses. The proposed program is embedded within the PharmD program and provides a practical degree option for students who decide to change majors or who are academically dismissed in the last two years of the PharmD program. Students graduating with the proposed degree will have a substantial understanding of the healthcare systems, pharmaceutical industry, medications, and pharmacological actions of the drugs.

**Employment opportunities.** Students completing the proposed program will be well positioned for careers as Pharmaceutical Sales Representatives or Healthcare Administrators. The Bureau of Labor Statistics' Occupational Outlook Handbook indicates that career opportunities in these areas will increase as much as 20 percent through 2026. Additionally, students will have a strong foundation to pursue various graduate degrees in science, leading to job opportunities in pharmaceutical research.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	35	Fall 2023
Minimum Graduates from the program	18	2023-2024

**Duplication and impact on existing programs.** There are no Bachelor of Science in Pharmaceutical Sciences program offered in Oklahoma. A system wide letter of intent was communicated by email on February 8, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Science in Pharmaceutical Sciences program will consist of 137-140 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
General Education	40-43
Major Requirements	97
<b>Total</b>	<b>137-140</b>

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

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

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

**Program resource requirements.** Program resource requirements for the Bachelor of Science in Pharmaceutical Sciences are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$11,375	\$11,200	\$11,025	\$11,850	\$10,675
<i>Explanation: The amounts above represent 10 percent of the budget derived from state resources. A potential 2 percent annual decrease was included in the calculations.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$293,475	\$308,149	\$448,001	\$784,002	\$960,402
<i>Explanation: The amounts above were calculated based on students completing 35 credit hours per academic year and enrollment of 10, 13, 18, 30, and 35 students in years 1 through 5. Calculations were based on tuition and fees of \$645 per credit hour and include a 5 percent annual increase.</i>					
<b>TOTAL</b>	<b>\$304,850</b>	<b>\$319,349</b>	<b>\$459,026</b>	<b>\$795,852</b>	<b>\$971,077</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$15,350	\$16,000	\$16,660	\$17,300	\$17,700
<i>Explanation: The amounts above represent approximately 4 percent of the annual salary for administrative support.</i>					
Faculty	\$92,000	\$95,600	\$99,300	\$104,000	\$107,800
<i>Explanation: The amounts above represent approximately 4 percent of the annual salary for faculty teaching in the program.</i>					



Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$900	\$925	\$965	\$1,000	\$1,100
<i>Explanation: The amounts above represent approximately 5 percent of the annual budget for student employee salaries.</i>					
Equipment and Instructional Materials	\$16,000	\$16,800	\$17,650	\$19,050	\$19,700
<i>Explanation: The amounts above represent approximately 5 percent of the annual budget for equipment.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$124,250</b>	<b>\$129,325</b>	<b>\$134,575</b>	<b>\$141,350</b>	<b>\$146,300</b>

### Associate in Science in Health Science

**Program purpose.** The proposed program is designed to provide students an associate degree before transferring to a health-related program at a four-year institution.

**Program rationale and background.** The Allied Health Sciences department at SWOSU currently advises students seeking degrees in several professional health-related bachelor degree programs at other institutions. SWOSU reports that over the last three academic years, approximately 40 percent of the students enrolled in the Associate in Science in General Studies (121) program were interested in health-related careers. The proposed program will better allow the Allied Health Sciences department to better serve these students as they complete their pre-requisite course work.

**Employment opportunities.** Students enrolling in the proposed associate degree will be prepared to transfer into baccalaureate degree programs in a variety of health-related fields. According to Oklahoma Employment Security Commission data, career opportunities for allied health careers are expected to increase 7 to 20 percent through 2026, depending on the career field. Similarly, EMSI employment data projected an 18 percent growth in allied health careers from 2013 to 2022. Furthermore, EMSI data indicate that in 2017 there were nearly 1,000 annual job openings in allied health. However, according to Oklahoma State Regent for Higher Education's Unitized Data System data, between 2013 and 2017 Oklahoma produced an average of 927 degrees related to allied health careers. SWOSU is confident that students earning the proposed program and transferring to an allied health bachelor's degree program will be successful in finding employment.

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

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	35	Fall 2023
Minimum Graduates from the program	18	2023-2024

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

<b>Institution</b>	<b>Existing Program</b>
Cameron University	Associate in Science in Allied Health Sciences (565)
Tulsa Community College	Associate in Science in Pre-Professional Health Sciences (010)
Oklahoma State University Institute of Technology	Associate in Science in Allied Health Sciences (123)
Seminole State College	Associate in Science in Health Sciences (207)

A system wide letter of intent was communicated by email on January 10, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Based on distance between institutions, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Associate in Science in Health Science program will consist of 60 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

<b>Content Area</b>	<b>Credit Hours</b>
General Education	40-41
Major Courses	10
Electives	10
<b>Total</b>	<b>60</b>

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

**Delivery method and support services.** The library, facilities, and equipment are adequate for this degree program. SWOSU will utilize the CANVAS learning management system and students will have access to a help desk, tutoring services and online library services.

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

**Program resource requirements.** Program resource requirements for the Associate in Science in Health Science are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$71,280	\$106,920	\$142,650	\$178,200	\$178,200
<i>Explanation: The amounts above were calculated based on student enrollment of 20, 30, 40, 50, and 50 students in years 1 through 5.</i>					
<b>TOTAL</b>	<b>\$71,280</b>	<b>\$106,920</b>	<b>\$142,650</b>	<b>\$178,200</b>	<b>\$178,200</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$12,600	\$12,600	\$12,600	\$12,600	\$12,600
<i>Explanation: Adjunct instructors will be utilized to instruct courses or reduce current School of Nursing and Allied Health Sciences faculty loads. Anticipated costs for adjunct faculty are \$700 per credit hour for approximately 9 credit hours per semester.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$500	\$500	\$500	\$500	\$500
<i>Explanation: Equipment and instructor materials current exist within the School of Nursing and Allied Health Sciences. A minimal amount was included for miscellaneous instructional resources.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$13,100</b>	<b>\$13,100</b>	<b>\$13,100</b>	<b>\$13,100</b>	<b>\$13,100</b>

Attachment

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY  
BACHELOR OF SCIENCE IN SPORTS MANAGEMENT**

Program Requirements	Credit Hours
<b>General Education</b>	<b>40-41</b>
ENGL 1113      English Composition I	3
ENGL 1213      English Composition II	3
COMM 1313      Introduction to Public Speaking	3
MATH 1143 or MATH 1193 or MATH 1313 or MATH 1513      Mathematica Concepts Elementary Statistics Functions and Modeling College Algebra (or higher numbered math course)	3
HIST 1043 or HIST 1053      U.S. History to 1877 U.S. History since 1877	3
Select one Life Science and one Physical Science. One science course must include a lab.	
POLSC 1103      American Government and Politics	3
BIOL 1004 or BIOL 1013 or BIOL 1054      Biological Concepts with Lab Current Issues in Biology Principles of Biology I with Lab	3-4
ASTRO 1904 or CHEM 1004 or GEOL 1934 or SCI 1501 or SCI 1513 or PHY 1044 or PHY 1063      Astronomy General Chemistry with Lab Physical Geology w/ Lab Concepts of Physical Science Lab Concepts of Physical Science Basic Physics I General Physics	3-4
COMSC 1023      Computers and Information Access	3
Select one course from each sub-category and one additional course from any sub-category for a total of 12 credit hours	
HUM 1103      Introduction to Humanities	3
GEOG 1103      World Cultural Geography	
HIST 1033      World History	
ART 1223      Art Survey	3
COMM 1263      Introduction to Theatre	
LIT 2333      Introduction to Film	
LIT 2413      Introduction to Literature	
MUSIC 1123      History of Rock-n-Roll	
MUSIC 1013      Introduction to Music I	
MUSIC 1103      Music and Culture	
PHILO 1453      Introduction to Philosophy	
ASL 2163      One of the following American Sign Language I	3

ECONO 2263	Introduction to Macroeconomics	
ECONO 2363	Introduction to Microeconomics	
ENTRP 1123	Introduction to Business	
FINAN 2113	Personal Financial Planning	
ITAL 1004	Elementary Italian I	
KINES 1133	Wellness Concepts and Exercise Applications	
LATIN 1054	Elementary Latin I (or higher numbered course)	
PSYCH 1003	General Psychology	
SOCIO 1003	Introduction to Sociology	
SPAN 1054	Elementary Spanish I (or higher numbered course)	
TECH 1223	Technology and Society	
<b>Major Core</b>		<b>24</b>
PSYCH 4133	Psychology of Sports	3
SPRTM 3503	Sports Management	3
SPRTM 3513	Sports Finance	3
SPRTM 3523	Leadership in Sport	3
SPRTM 3533	Olympism and Olympics	3
SPRTM 4153	Sports Management Statistics	3
SPRTM 4163	Sports Nutrition	3
SPRTM 4533	Sports Information Management	3
<b>Specialization Area</b>		<b>16</b>
Select one of the following specializations		
<b>Athletic Training</b>		
ALHLT 2633	Cardiac and Emergency Care	3
ATEP 1922	Introduction to Athletic Training	2
ATEP 2433	Athletic Training Care and Prevention/Lab	3
ATEP 4722	Administrative Issues with Athletic Training	2
ATEP 4813	Application of Athletic Training I	3
ATEP 4823	Application of Athletic Training II	3
<b>Operations</b>		
KINES 2212	First Aid	2
KINES 2222	Introduction to Kinesiology	2
KINES 4383	Development of Programs, Facilities, and Management	3
*SPRTM 4173	Strategic Planning in Athletics	3
*SPRTM 4993	Practicum in Sports Management	3
MRKTG 4133	Sports Marketing	3
<b>Coaching</b>		
KINES 1932	Techniques Applied to Gym/Fitness/Aquatics	2

KINES 1942	Techniques Applied to Individual Sports	2
KINES 1952	Techniques Applied to Team Sports	2
KINES 2212	First Aid	2
KINES 2222	Introduction to Kinesiology	2
KINES 2502	Care and Prevention of Athletic Injuries	2
KINES 4122	Organization and Administrating of Athletics	2
KINES 4802 or KINES 4832 or KINES 4862	Theory of Coaching Football Theory of Coaching Basketball Theory of Coaching Baseball	2
<b>Nutrition and Health</b>		
KINES 2212	First Aid	2
KINES 2222	Introduction to Kinesiology	2
KINES 1153	Nutrition	3
KINES 3393	Nutrition for Children	3
KINES 4083	Obesity and Weight Management	3
KINES 4533	Consumer Health Education	3
<b>Performance</b>		
KINES 1511	Physical Fitness	1
KINES 2222	Introduction to Kinesiology	2
KINES 3443	Kinesiology and Anatomy	3
KINES 4234	Exercise Physiology Lecture and Lab	4
SPRTM 4573	Fitness Program Management	3
*SPRTM 4993	Practicum in Sports Management	3
<b>Minor</b>		<b>18-24</b>
Students must complete an approved minor.		
<b>General Electives</b>		<b>15-22</b>
Students should complete additional courses so that the number of credit hours completed totals 120.		
<b>Total</b>		<b>120</b>

\*Denotes new courses

**ATTACHMENT B**

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY  
BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES**

<b>Program Requirements</b>	<b>Credit Hours</b>
<b>General Education</b>	<b>40-43</b>
ENGL 1113      English Composition I	3
ENGL 1213      English Composition II	3
COMM 1313      Introduction to Public Speaking	3
MATH 1513      College Algebra (or placement into MATH 2823)	0-3
MATH 2823      Applied Calculus	3
HIST 1043 or HIST 1053      U.S. History to 1877 U.S. History since 1877	3
POLSC 1103      American Government and Politics	3
BIOL 1054      Principles of Biology I with Lab	4
PHY 1063      General Physics	3
GEOG 1103      World Cultural Geography	3
HIST 1033      World History	3
ART 1223 or LIT 2413 or MUSIC 1013 or PHILO 1453 or HUM 1103      Art Survey Introduction to Literature Introduction to Music I Introduction to Philosophy Introduction to Humanities	3
ECONO 2263      Introduction to Macroeconomics	3
PSYCH 1003      General Psychology	3
COMSC 1023      Computer and Information Access	3
<b>Major Requirements</b>	<b>97</b>
CHEM 1203      General Chemistry I	3
CHEM 1252      General Chemistry I Lab	2
CHEM 1303      General Chemistry II	3
CHEM 1352      General Chemistry II Lab	2
CHEM 3013      Organic Chemistry I	3
CHEM 3111      Organic Chemistry I Lab	1
CHEM 4113      Organic Chemistry II	3
CHEM 4021      Organic Chemistry	1
BIOL 3704      Human Anatomy	4
BIOL 4355      Microbiology	5
PHARM 3001      Introduction to Pharmacy	1

PHARM 3010	Pharmacy Seminar 1	0
PHARM 3012	Pharmacy Calculations	2
PHARM 3023	Pharmaceutics I	3
PHARM 3123	Pharmaceutics II	3
PHARM 3213	IPPE-Community	3
PHARM 3311	Pharm Care Lab I	1
PHARM 3321	Pharm Care Lab II	1
PHARM 3405	Fundamentals of Drug Action	5
PHARM 3614	Physiology	4
PHARM 3813	Community Pharmacy I	3
PHARM 3823	Health and Biostatistics	3
PHARM 4010	Pharmacy Seminar II	0
CHEM 4124	Biochemistry	4
PHARM 4142	Health-Systems Pharmacy	2
BIOL 4213	Immunology	3
PHARM 4302	Drug Information	2
PHARM 4323	Pharmacotherapy I	3
PHARM 4331	Pharm Care Lab III	1
PHARM 4332	Basic Pharmacokinetics	2
PHARM 4341	Pharm Care Lab IV	1
PHARM 4512	Medicinal Chemistry I	2
PHARM 4522	Medicinal Chemistry II	2
PHARM 4612	Pathophysiology I	2
PHARM 4622	Pathophysiology II	2
PHARM 4634	Pharmacology I	4
PHARM 4644	Pharmacology II	4
PHARM 4712	Health Issues I	2
PHARM 5853	Pharmacy Management and Marketing	3
PHARM 4602 or PHARM 4732 or PHARM 4862 or PHARM 5712	Substances of Abuse and Addiction Pharmacy Case Studies Introduction to Infectious Diseases Veterinary Pharmacology	2
<b>Total</b>		<b>137-140</b>



**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY  
ASSOCIATE IN SCIENCE IN HEALTH SCIENCE**

Program Requirements	Credit Hours
<b>General Education</b>	<b>40-41</b>
ENGL 1113      English Composition I	3
ENGL 1213      English Composition II	3
COMM 1313      Introduction to Public Speaking	3
MATH 1143 or MATH 1153 or MATH 1193 or MATH 1313 or MATH 1513      Mathematical Concepts Mathematical Application Introduction to Statistics Functions and Modeling College Algebra	3
HIST 1043 or HIST 1053      U.S. History to 1877 U.S. History since 1877	3
POLSC 1103      American Government and Politics	3
Select one Life Science and one Physical Science. One science course must include a lab.	
BIOL 1004 or BIOL 1013 or BIOL 1054      Biological Concepts with Lab Current Issues in Biology Principles of Biology I with Lab	3-4
ASTRO 1904 or CHEM 1004 or GEOL 1934 or PHY 1004 or PHY 1063 or SCI 1513 with SCI 1501      Astronomy General Chemistry with Lab Physical Geology with Lab Basic Physics I with Lab General Physics Concepts of Physical Science (may be taken without lab) Concepts of Physical Science Lab	3-4
COMSC 1023      Computers and Information Access	3
Select one course from each sub-category and one additional course from any sub-category for a total of 12 credit hours	
Humanities	
HUM 1103 or GEOG 1103 or HIST 1033      Introduction to Humanities World Cultural Geography World History	3
Fine Arts	
ART 1223      Art Survey	
COMM 1263      Introduction to Theatre	
LIT 2333      Introduction to Film	
LIT 2413      Introduction to Literature	3
MUSIC 1123      History of Rock-n-Roll	
MUSIC 1013      Introduction to Music I	
MUSIC 1103      Music and Culture	
PHILO 1453      Introduction to Philosophy	

Social and Human Sciences		
ASL 2163	American Sign Language I	
ECONO 2263	Introduction to Macroeconomics	
ECONO 2363	Introduction to Microeconomics	
ENTRP 1123	Introduction to Business	
FINAN 2113	Personal Financial Planning	
ITAL 1004	Elementary Italian I	3
KINES 1133	Wellness Concepts and Exercise Applications	
LATIN 1054	Elementary Latin I (or higher numbered course)	
PSYCH 1003	General Psychology	
SOCIO 1003	Introduction to Sociology	
SPAN 1054	Elementary Spanish I (or higher numbered course)	
TECH 1223	Technology and Society	
<b>Major Courses</b>		<b>10</b>
ALHLT 1401	Allied Health Careers	1
ALHLT 1323	Introduction to Public Health	3
ALHLT 2323	Health Promotion and Protection	3
ALHLT 2453	Medical Terminology	3
<b>Guided Electives</b>		<b>10</b>
Students should complete additional courses in Allied Health, HIM, Kinesiology, Physical Science, or Life Science so that the number of credit hours completed totals 60.		
<b>Total</b>		<b>60</b>

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #14-c:**

**New Programs.**

**SUBJECT:** Northeastern State University. Approval to offer the Graduate Certificate in Science Technology Engineering and Math Education (STEM.)

**RECOMMENDATION:**

**It is recommended that the State Regents approve Northeastern State University's request to offer, via traditional and electronic delivery, the Graduate Certificate in STEM Education, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Graduate Certificate in STEM Education.** This certificate will be embedded within the Master of Education in Science Education (139) and will be included in the final review due in 2022.

**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 highly-skilled 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 addition 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 proposals, which were reviewed and approved by institutional officials. NSU's governing board approved delivery of the Graduate Certificate in STEM Education at their February 8, 2019 meeting. NSU is currently approved to offer the following degree programs via online delivery:

- Bachelor of Science in Nursing (104);
- Bachelor of Science in Human and Family Science (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education - Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);
- Master of Education Instructional Leadership (124);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Cyber Security (160);
- Certificate in Geographic Information Systems (163);
- Bachelor of Arts in Creative Writing (162);
- Master of Science in Higher Education Leadership (052);
- Bachelor of General Studies in General Studies (132);

- Master of Science in Library Media and Information Technology (129);
- Graduate Certificate in School Library Media Specialist (140);
- Master of Education in School Administration (103);
- Graduate Certificate in Administrator Education (003);
- Master of Business Administration in Business Administration (056);
- Master of Science in Nursing Education in Nursing (149);
- Bachelor of Business Administration in Hospitality and Tourism (093);
- Bachelor of Science in Health Organizations Administration (004);
- Master of Public Health in Public Health (166);
- Graduate Certificate in Public Health (165);
- Graduate Certificate in Public Health Leadership (167) and
- Graduate Certificate in Global Health (168).

NSU requests authorization to offer this graduate certificate as outlined below.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

##### **Graduate Certificate in STEM Education**

**Program purpose.** The proposed graduate certificate will serve as an added credential for current educators to increase their knowledge and teaching skills in the areas of science, technology, engineering, and mathematics.

**Program rationale and employment opportunities.** NSU reports that evidence from student surveys supports demand for the proposed certificate. Approximately half of the students currently enrolled in the Master of Education in Science Education (139) program indicated they are interested in earning a STEM education certificate. Additionally, results of a recent survey of teachers, district administrators, and STEM alliance personnel indicated that 75 percent viewed a STEM education certificate as valuable or highly valuable in meeting both their professional and district's goals.

The Oklahoma State Department of Education's STEM Team has the goal of "ensuring Oklahoma students become inspired learners and prepared leaders who can solve the challenges of a world of emerging STEM careers." The primary objective of the proposed graduate certificate is to broaden and deepen educators' understanding of STEM content and strategies for successful STEM integration in both formal and informal learning settings.

**Student demand.** The proposed graduate certificate is expected to fulfill student demand within the Master of Education in Science Education (139) program.

**Duplication and impact on existing programs.** There are no Graduate Certificate in STEM Education programs offered in Oklahoma. A system wide letter of intent was communicated by email December 20, 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 STEM Education will consist of 12 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	12
<b>Total</b>	<b>12</b>

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

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

**Delivery method.** The proposed graduate certificate will be embedded within the Master of Education in Science Education (139) and will also be offered via traditional and electronic delivery. NSU will utilize the learning and course management system, Blackboard, for the instructional delivery of the certificate program. Instructors will make full use of the online features including discussion forums, video and audio clips, announcements, email, instant messaging, groups, web links, course links, tests rubrics, assignments, and gradebook. Additionally, faculty will utilize the software Respondus Lockdown Browser to assist with online test security. Courses will be designed to meet Quality Matters standards. The library, classroom, and lab space are adequate for the certificate.

**Financing and program resource requirements.** The proposed certificate program is embedded within the proposed Master of Education in Science Education (139) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment



**NORTHEASTERN STATE UNIVERSITY  
GRADUATE CERTIFICATE IN STEM EDUCATION**

<b>Program Requirements</b>	<b>Credit Hours</b>	
<b>Required Courses</b>	<b>12</b>	
SCI 5443 or SCI 5513	Trends and Issues in Science Education Inquiry-Based Instruction in STEM Education	3
MATH 5513 or MATH 5523	Technology in Mathematics Mathematics Pedagogy	3
EDUC 5823	Integrating Technology in STEM	3
	3 Graduate credit hours from EDCU, SCI, or MATH	3
<b>Total</b>		<b>12</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #14-d:**

**New Programs.**

**SUBJECT:** University of Central Oklahoma. Approval to offer the Bachelor of Science in Data Science, the Bachelor of Arts in Women, Gender, and Sexuality Studies, the Bachelor of Applied Technology in Commercial Music, and the Bachelor of Applied Technology in Audio Production.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Central Oklahoma's requests to offer the Bachelor of Science in Data Science, the Bachelor of Arts in Women, Gender, and Sexuality Studies, the Bachelor of Applied Technology in Commercial Music, and the Bachelor of Applied Technology in Audio Production, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Bachelor of Science in Data Science.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 14 students in Fall 2023; and  
Graduates: a minimum of 5 students in 2023-2024.
- **Bachelor of Arts in Women, Gender, and Sexuality Studies.** 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 5 students in 2023-2024.
- **Bachelor of Applied Technology in Commercial Music.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 25 students in Fall 2023; and  
Graduates: a minimum of 15 students in 2023-2024.
- **Bachelor of Applied Technology in Audio Production.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 15 students in Fall 2023; and  
Graduates: a minimum of 10 students in 2023-2024.

**BACKGROUND:**

**Academic Plan**

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

**Academic Affairs Plans for AY 2018-2019** were presented to the University Planning Council in spring 2018. Budgets are approved by the President, with recommendations from the President's Cabinet. UCO is aggressively providing more learning spaces and enhancements to the physical environment. All priorities listed, including facilities, are managed through a tiered-system of shared governance and budget allocation discussions. The Strategic Goal(s) connected to these activities are listed in parentheses after each item. Please see Appendix A for the four pillars and 12 strategic goals. Appendix B includes the Vision 2020 document. The current long-term strategic goals emerged from a campus-wide strategic planning initiative in 2012 and 2013.

- 1) Tenure-track faculty- goal is to hire 80 TT faculty over the next 10 years. Eight positions will cost approximately \$642,528.
- 2) Continue to fund temporary full-time faculty from 2017-18. The goal is to make these positions permanent continuing lecturers. The return on investment for this cohort of lectures in 2017-18 was more than four times the cost.
- 3) Faculty compensation remains an issue in hiring and retaining faculty in certain fields. Invest in faculty salaries. (budget to be determined)
- 4) Continue to invest in UCO Downtown. This includes One Santa Fe (approx. \$500,000) for a remodel to provide space for faculty and staff who work downtown.
- 5) Request for an increase in operating budgets.
- 6) Tuition Waivers- Increase waivers to recruit and retain talented students.
- 7) Capital projects- (see facilities below) Several projects are underway including the addition to Mitchell Hall, the new STEM building, and the addition to the Liberal Arts building.

**Facilities- This includes Academic and non-academic facilities.**

- **Mitchell Hall Backstage Facility.** This 20,000 square foot addition to our Mitchell Hall performance venue will serve multiple purposes for use including costume storage, theater rehearsal and dance studios, greenroom and dressing rooms, plus allow for classes to be taught for the various backstage professions in costume, design, performance makeup, costume fabrication and maintenance. Construction began December 2015 for completion June 2017.
- **STEM Teaching and Research Center.** This 55,000 square foot new building will contain multiple undergraduate research program spaces as well as house the College of Math and Science super computer, classrooms and an 80 seat secure storm shelter/auditorium. This facility will allow UCO students to be able to use current state of the art labs and scientific equipment in fields such as Forensic Science, Nursing, Biomedical Engineering, Computer Science, Biology, & Mathematics. Construction began February 2017 for completion fall 2018.
- **South Central Plant.** This project includes three elements, one to construct a new 6,500 square foot stand-alone building to house the new plant equipment. The second is to design and install the new chiller plant and controls systems and the third is to install the necessary underground piping loop to support the new chiller plant. The goal is to off load certain existing buildings from the north chiller plant and re-connect them to the south plant. This will allow greater redundancy and capacity in both plants and allow newly planned buildings such as the Dining Center and others to be connected to the north plant gaining operational cost efficiencies and energy savings. Construction began July 2016 for completion October 2017.
- **College of Liberal Arts Addition.** This 52,000 square foot addition to the current Liberal Arts Building will contain multiple transformative style classrooms, a large 200+ seat auditorium w/

storm shelter function, faculty offices, and a new community student area. Construction is to begin winter 2017-2018 for completion fall 2019.

- **Campus Transportation and Parking.** Construction of three new parking lots will begin June 2017 for completion fall 2017 to provide additional parking on the underserved west side of campus.
- **New Dining Center.** This 60,000 square foot building will contain 30,000 square feet of new student dining facilities for campus and that will seat approximately 560. The additional 30,000 square feet will include support spaces for Auxiliary Enterprises and other needed administrative support space and a multi-use open office area for use as temporary departmental swing space during renovations of other facilities. Construction is to begin February 2018 for completion fall 2019.
- **Athletic Complex:**
  - **Sports Performance Center.** Construction of the 41,000 square foot facility is to begin June 2017 for completion fall 2018 and will contain much needed support spaces for the Athletic programs at UCO to include weight and training areas, football locker room, a tutorial center, hydrotherapy and sports training area, coaches' offices, and administrative spaces for the Athletic department.
  - **North Hamilton Annex.** Construction of the 26,000 square foot facility is to begin in summer 2018 with completion fall 2019. This facility will add new wrestling facilities as well as a much needed practice gymnasium for the Athletic teams, and locker rooms, and will also assist with Title IX compliance.

#### **Academic Affairs operational priorities:**

Note: This list reflects items identified at the Provost Cabinet Retreat in November 2017 as well as the University Planning Council (UPC) during the spring 2018 semester.

- Mandatory Cost Items (added to the mandatory cost request)
- Accreditation cost increase (\$19,900).
- Allocate funds to support the remodeling of the Santa Fe property in downtown Oklahoma City to support the metropolitan initiative and for the relocation of the UCO radio station: \$500,000
- Additional full-time faculty positions to bring UCO closer to its regional and metropolitan peer average.
- Temporary Lecture positions (AY 18-19 only): \$500,000 to fund 10 lectureships
- Fourteen additional temporary lecturer positions were funded by college course fees. We anticipate that many of these temporary lecturers will be funded in AY 2018-2019.
- Six Blended Learning Lectureships were funded by the Center for eLearning and Connected Environments (CeCe). We anticipate that this will continue into AY 2018-2019.
- 5 Edu-Innovator temporary Instructor positions for FY17 were funded by the Center for eLearning and Connected Environments (CeCe). Part of this program will continue. Negotiations and hiring are currently underway.
- TL Scholars. The Transformative Learning Scholars Program is a faculty development initiative designed to promote student engagement in high impact practices while simultaneously developing opportunities to increase external funding. The pilot project began in fall 2014 with each college invited to recommend two to three faculty members. Scholars were provided funds for reassignment, travel, and undergraduate research assistant wages in exchange for developing and submitting a student-centered grant proposal to an external funding agency annually. There are currently 11 Scholars in the program, encompassing all of the academic colleges.
- In fall 2014, UCO instituted an Office of High Impact Practices (OHIP) to promote participation in, and improve financial support and coordination for, high-impact practices such as undergraduate research and global studies. The office oversees the Research, Creative, and

Scholarly Activity (RCSA) Grant Program, which awarded 150 grants to student working with faculty mentors in 2016-17. The number of grants rose to 154 awards for 2017-18. The office also administers the Student Presentation Travel Grants, which awards funding for student travel to present at academic conferences. The office made 30 travel awards in 2016-17. In addition to the grant programs, the office coordinates participation in regional and national student conferences including Oklahoma Research Day, attended by 594 UCO faculty and students in 2017, and the National Conference on Undergraduate Research (NCUR), attended by 115 UCO students and faculty in 2017. Although the office's focus is undergraduate research, the intent is grow and develop programs so that it eventually supports student activities in a range of Transformative Learning areas. Towards this goal the office has been working on collaborative projects with the Centre for Global Competency, Experiential Learning, and the Living- Learning program.

- RCSA grants/Student travel. Several colleges have established funds to assist students in presenting research and creative achievement at professional conferences. In addition, the Office of High-Impact Practices has a Student Presentation Travel Grant program that awards up grants up to \$500 to pay for airfare for students accepted to present their research at a scholarly conference. Students are required to submit a grant application. Each student is sponsored by a faculty mentor.
- STLR. The Student Transformative Learning Record (STLR) was launched in 2014 to track student progress, assess beyond-disciplinary learning outcomes, and collect artifacts of student engagement with Transformative Learning practices. STLR continues to benefit students: Fall 2015 to Fall 2016 first-time, full-time student retention and academic achievement correlate strongly to STLR engagement, with the near elimination of the achievement and retention gaps between targeted student populations (1st-generation, low-income, underrepresented) and non-targeted populations. UCO has continued its STLR scale-up, with more than 360 faculty (FT and adjunct) trained in STLR by summer 2016. STLR student projects continue to be funded and popular, with impressive benefits to students occurring from their STLR project work with faculty and staff outside of the classroom: one example is the Hispanic Success Initiative (HSI), which has produced fall-to-fall retention among HSI students at 90% compared to the national average of around 50%. (Inclusion of Dr. Melissa Peet's Integrative Knowledge Portfolio Process as part of STLR activity for HSI, the Black Male Initiative, and GEARUP, has created a strong synergy that continues to amplify STLR results.) Notable during the past year has been continued expansion of STLR at other institutions adopting/adapting it to their needs: Western Carolina University, for example, adapted STLR to its co-curriculum as the focus of its SACS Quality Enhancement Plan. STLR in various forms now exists at multiple institutions in the U.S., Canada, and at one institution in New Zealand. As UCO moves forward on its 5-year Title III grant-supported implementation of STLR, the institution is on track for 100% deployment by September 2019. Aiding in the acceleration is yet another invitation (because of STLR) to a grant-funded project, the Quality Assurance Commons' Essential Employability Qualities (EEQ) initiative being funded by the Lumina Foundation. This latest invitation means STLR has attracted support from the Department of Education, the Gates/Educause Breakthrough Models Incubator, the Lumina Comprehensive Student Record project, and the Lumina EEQ initiative.

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

63	Degree and/or certificate programs deleted
51	Degree and/or certificate programs added

**Program Review**

UCO offers 122 degree and/or certificate programs as follows:

8	Certificates
0	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees
69	Baccalaureate Degrees
42	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

UCO's faculty developed the proposals, which were reviewed and approved by institutional officials. UCO's governing board approved delivery of the Bachelor of Science in Data Science, the Bachelor of Arts in Women, Gender, and Sexuality Studies, the Bachelor of Applied Technology in Commercial Music, and the Bachelor of Applied Technology in Audio Production at their February 8, 2019 meeting. UCO requests authorization to offer these programs as outlined below.

**POLICY ISSUES:**

These actions are consistent with the Academic Program Approval policy.

**ANALYSIS:**

**Bachelor of Science in Data Science**

**Program purpose.** The proposed program is designed to provide students with the knowledge and skills to work with big data in a variety of careers and industries.

**Program rationale and background.** Business, academic researchers, and government agencies are producing, obtaining, storing, managing, and analyzing vast amounts of data that were previously unimaginable. With the increase in the amount of data generated, there is now a greater need for professional data analysts to effectively manage and analyze the information currently available. In response to this need, the data scientist was created, whose role it is to be part statistician and part computer scientist. UCO conducted a survey with students from the Department of Computer Science and the Department of Mathematics and Statistics to evaluate student interest for the proposed program. Of the nearly 580 responses, approximately 50 percent of the students indicated interest in the proposed program.

**Employment opportunities.** Oklahoma has many industries in various sectors, such as aerospace, energy, financial services, healthcare, and meteorology that have the need for employees equipped with

the skill set of a data scientist. Organizations are employing data scientists to determine profitable lines of business, characterize customers, evaluate and predict risks, improve operational efficiencies, and predict system performance. UCO indicates that individuals completing the degree can find employment in careers such as data analysts, data architects, database administrators, data scientists, research engineers, and management analysts. According to the Oklahoma Employment Security Commission, careers in these fields are expected to increase as much as 24 percent through 2026. Similarly, the Bureau of Labor Statistics projects job growth for these areas as high as 33 percent through 2026. UCO notes several employers in the Oklahoma City metropolitan area, including American Fidelity Insurance, Paycom, Loves, and Devon Energy, have posted jobs seeking data scientists. UCO is confident that graduates of the proposed program will find employment in the field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	14	Fall 2023
Minimum Graduates from the program	5	2023-2024

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

Institution	Existing Program
Oklahoma State University	Bachelor of Science in Business Administration in Management Information Systems (452) with an option in Data Science

A system wide letter of intent was communicated by email on December 20, 2018. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Science in Data Science program will consist of 124 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	42-44
Support Courses	0-9
Required Courses	47
Guided Electives	18
General Electives	6-17
<b>Total</b>	<b>124</b>

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

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



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

**Program resource requirements.** Program resource requirements for the Bachelor of Science in Data Science are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$72,060	\$72,060	\$86,472	\$86,472	\$100,884
<i>Narrative/Explanation: Student tuition is based on an anticipated enrollment of 10, 10, 12, 12, and 14 students in years 1 through 5. UCO estimates that students will complete 24 credits per academic year at an undergraduate credit hour cost of \$300.25.</i>					
<b>TOTAL</b>	<b>\$72,060</b>	<b>\$72,060</b>	<b>\$86,472</b>	<b>\$86,472</b>	<b>\$100,884</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$3,567	\$3,657	\$3,657	\$3,657	\$3,657
<i>Narrative/Explanation: The amounts above are based on the estimated number of students in the proposed program. The total amount of salary and benefits of the existing administrative staff for the Department of Mathematics and Department of Statistics is \$71,340. The amounts above represent 5 percent of the administrative staff costs to support the program.</i>					
Faculty	\$5,490	\$2,745	\$5,490	\$3,745	\$5,490
<i>Narrative/Explanation: Based on the curriculum requirements for the proposed program, two new 3 credit hour courses are needed. One course will be offered every year while the other course will be offered every two years. Existing faculty will teach the new courses. Adjunct instructors will be assigned to teach courses that are currently taught by full-time faculty. The amounts above were calculated based on the current adjunct pay of a doctoral-degree holder.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$3,225	\$3,225	\$3,225	\$3,225	\$3,225
<i>Narrative/Explanation: Based on the estimated size of the proposed program, current equipment and instructional materials are adequate. The current expense for equipment and instructional materials for the two departments combined is \$64,496. The amounts above represent 5 percent of the costs</i>					

needed to support the program.

Library	\$854	\$854	\$854	\$854	\$854
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*Narrative/Explanation: The current expense for equipment and instructional materials for the two departments combined is \$17,007. The amounts above represent 5 percent of the costs needed to support the program.*

Contractual Services	\$0	\$0	\$0	\$0	\$0
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Other Support Services	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
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*Narrative/Explanation: The amounts above will be used for advertising the proposed program.*

Commodities	\$0	\$0	\$0	\$0	\$0
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Printing	\$585	\$585	\$585	\$585	\$585
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*Narrative/Explanation: The current expense for equipment and instructional materials for the two departments combined is \$11,700. The amounts above represent 5 percent of the costs needed to support the program.*

Telecommunications	\$0	\$0	\$0	\$0	\$0
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Travel	\$1,900	\$1,900	\$1,900	\$1,900	\$1,900
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*Narrative/Explanation: The current expense for equipment and instructional materials for the two departments combined is \$38,000. The amounts above represent 5 percent of the costs needed to support the program.*

Awards and Grants	\$0	0	\$0	\$0	\$0
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<b>TOTAL</b>	<b>\$16,621</b>	<b>\$13,966</b>	<b>\$16,621</b>	<b>\$13,966</b>	<b>\$16,621</b>
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### **Bachelor of Arts in Women, Gender, and Sexuality Studies**

**Program purpose.** The proposed program will provide students with transformative learning experiences to seek employment with agencies concerned with social issues related to gender and sexuality on the local, national, and global levels.

**Program rationale and background.** Programs in Women, Gender, and Sexuality Studies can be found at over 350 public and private institutions nationwide, such as the University of Oklahoma, Kansas State University, Iowa State University, the University of Texas at Austin, the University of Tulsa, Texas A&M University, Clemson University, Duke University, Dartmouth College, and Harvard College. The proposed program builds upon the success and interest in UCO's Gender and Sexuality Studies minor, which was originally established in 2015. Recently, this minor was consolidated with the longstanding Women's Studies minor to create the current Women's, Gender, and Sexuality Studies minor. Over a period of two years, the new minor has become the second largest interdisciplinary minor at UCO and students pursuing the minor have consistently expressed a desire for more in-depth and concentrated study at the program level. A student-initiated petition for the establishment of the proposed program received more than 500 signatures in 3-week period. The curriculum explores the ways in which gender and sexuality shape every aspect of our lives, including social expectations about women and men, which also intersect with issues of race, class, sexuality, and nationality, and how these influence our legal, medical, educational, and political systems. The proposed program will foster critical thinking, discussion, and learning about gender through a wide range of interdisciplinary collaborations.

**Employment opportunities.** Graduates of the program will most likely find employment in Education and Health Services Occupations, which, according to OESC data will increase about 9 percent through

2026. According to UCO, many of the types of jobs for which graduates of the program could apply are found in behavioral health, criminal justice, community services, domestic violence services, higher education, and other social service agencies. UCO also indicates that graduates may continue their education in law school, medical school or other graduate programs in human resources, public health, or non-profit management.

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

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	20	Fall 2023
Minimum Graduates from the program	5	2023-2024

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

<b>Institution</b>	<b>Existing Program</b>
University of Oklahoma	Bachelor of Arts in Women’s and Gender Studies (320)

A system wide letter of intent was communicated by email on December 20, 2018. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the proposed program building on an existing minor, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Arts in Women, Gender, and Sexuality Studies program will consist of 124 total credit hours as shown in the following table. Six new courses will be added and the curriculum is detailed in the attachment (Attachment B).

<b>Content Area</b>	<b>Credit Hours</b>
General Education	42-44
Required Courses	21
Guided Electives	36
General Electives	23-25
<b>Total</b>	<b>124</b>

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

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

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

**Program resource requirements.** Program resource requirements for the Bachelor of Arts in Women, Gender, and Sexuality Studies are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$21,245	\$29,743	\$42,490	\$50,988	\$84,981
<i>Narrative/Explanation: The amounts above were calculated based on 2018-2019 resident tuition of \$249.60 per credit hour plus \$33.67 in College of Liberal Arts fee. The Program Director for the proposed program anticipates students will complete an average of 15 credit hours in major courses per year and estimates enrollment of 5, 7, 10, 12, and 20 students in years 1 through 5.</i>					
<b>TOTAL</b>	<b>\$21,245</b>	<b>\$29,743</b>	<b>\$42,490</b>	<b>\$50,988</b>	<b>\$84,981</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$2,591	\$2,591	\$2,591	\$2,591	\$2,591
<i>Narrative/Explanation: Administrative support for the proposed program will come from existing positions. The amounts above represent a portion of an Administrative Assistant III, whose total annual salary is \$25,913.</i>					
Faculty	\$2,100	\$4,200	\$4,200	\$4,200	\$4,200
<i>Narrative/Explanation: Current faculty will be able to teach the courses required for the proposed program as part of their regular workload. Two adjunct faculty will be needed per year after the first year.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,000	\$1,000	\$1,500	\$1,500	\$2,000
<i>Narrative/Explanation: The amounts above are budgeted for printing syllabi, handouts, and other resources.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0

Awards and Grants	\$0	0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$5,691</b>	<b>\$7,791</b>	<b>\$8,291</b>	<b>\$8,291</b>	<b>\$8,791</b>

### **Bachelor of Applied Technology in Commercial Music**

**Program purpose.** The proposed program will provide students with the knowledge and skills needed to be successful within the commercial music industry.

**Program rationale and background.** The contemporary music industry in the United States has matured to the point that it demands training by a rigorous academic program that focuses on developing a new generation of industry professionals who are thoroughly trained musicians and business leaders. UCO currently has three Associate in Applied Science (AAS) degrees in Contemporary Music: the AAS in Contemporary Music Performance (194), the AAS in Contemporary Music Production (195), and the AAS in Contemporary Music Business (198), which are offered through the Academy of Contemporary Music at UCO (ACM@UCO). Currently, graduates of these programs who wish to complete a bachelor's degree have enrolled in UCO's Bachelor of Applied Technology (BAT) in Technology Application Studies (188) and focused their course work on upper-division ACM courses. According to UCO, between Fall 2012 and Summer 2018, nearly 30 percent of the graduates from the AAS programs have gone on to complete the current BAT in Technology Application Studies (188) degree. UCO believes they will be able to increase enrollment and graduates by providing a degree designed specifically for commercial music. Additionally, providing a stand-alone degree in commercial music will help UCO recruit students from other institutions that offer associates degrees in music business, music technology/production, and contemporary music performance.

**Employment opportunities.** According to Oklahoma for the Arts' Arts and Economic Prosperity data, arts and culture in Oklahoma generated direct economic activity of over \$872 million in fiscal year 2015. This impact sends a strong message that Oklahomans support the arts. Graduates of the proposed program will find employment within the Arts, Entertainment, and Recreation industries. More specifically, graduates will seek positions within the performing arts, such as producers and directors or music directors and composers. According to Oklahoma Employment Security Commission data, career opportunities in these areas are expected to grow as much as 8 percent through 2026. However, EMSI labor market data indicate that between 2013 and 2022 there will be a 24 percent increase in career opportunities for producers and directors.

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

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	25	Fall 2023
Minimum Graduates from the program	15	2023-2024

**Duplication and impact on existing programs.** There are no Bachelor of Applied Technology in Commercial Music programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 20, 2018. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Applied Technology in Commercial Music program will consist of 124 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

<b>Content Area</b>	<b>Credit Hours</b>
General Education	42-44
Required Courses	18
Area Studies	12
Technical-Occupational Specialty	27
General Electives	23-25
<b>Total</b>	<b>124</b>

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

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

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

**Program resource requirements.** Program resource requirements for the Bachelor of Applied Technology in Commercial Music are shown in the following table.

<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$24,650	\$24,650	\$0	\$0	\$0
<i>Narrative/Explanation: The amounts above are based on the cost of upper-division credit hours paid to faculty at the adjunct rate to satisfy the current BAT in Technology Application Studies. As new students are transitioned into the proposed program, these faculty salaries will be reallocated to the BAT in Commercial Music.</i>					
Student Tuition	\$44,734	\$89,467	\$134,201	\$179,934	\$223,668
<i>Narrative/Explanation: Student tuition is based on an anticipated enrollment of 5, 10, 15, 20, and 25 students in years 1 through 5. UCO estimates that students will complete 24 credit hours of ACM courses per year. Tuition for the proposed program will be \$216.05 per credit hour with \$156.73 per credit hour in ACM fees.</i>					
<b>TOTAL</b>	<b>\$69,384</b>	<b>\$114,117</b>	<b>\$134,201</b>	<b>\$179,934</b>	<b>\$223,668</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Narrative/Explanation: The amounts above represent a portion of the administrative salary that will support the proposed program.</i>					
Faculty	\$24,650	\$29,300	\$55,463	\$61,625	\$73,950
<i>Narrative/Explanation: All courses required for this degree are currently being taught by existing faculty. The amounts above were estimated based on faculty load for upper-division courses as the BAT in Commercial Music increases enrollment.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$1,000	\$1,500	\$2,000
<i>Narrative/Explanation: The amounts above are budgeted for repairs and new equipment.</i>					
Library	\$200	\$500	\$700	\$800	\$900
<i>Narrative/Explanation: The amounts above will cover subscription costs to journals and masterclass series.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$1,000	\$1,500	\$2,000	\$2,500
<i>Narrative/Explanation: The amounts above are budgeted for printing course syllabi and exams.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Narrative/Explanation: The amounts above will be used for faculty travel to regional conference.</i>					
Awards and Grants	\$0	0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$27,350</b>	<b>\$32,800</b>	<b>\$60,663</b>	<b>\$67,925</b>	<b>\$81,350</b>

### **Bachelor of Applied Technology in Audio Production**

**Program purpose.** The proposed program will provide students with the knowledge and skills needed to be successful within the audio production industry.

**Program rationale and background.** The contemporary music industry in the United States has matured to the point that it demands training by a rigorous academic program that focuses on developing a new generation of industry professionals who are thoroughly trained musicians and business leaders. UCO currently has three Associate in Applied Science (AAS) degrees in Contemporary Music: the AAS in Contemporary Music Performance (194), the AAS in Contemporary Music Production (195), and the AAS in Contemporary Music Business (198), which are offered through the Academy of Contemporary Music at UCO (ACM@UCO). Currently, graduates of these programs who wish to complete a bachelor's degree have enrolled in UCO's Bachelor of Applied Technology (BAT) in Technology Application

Studies (188) and focused their course work on upper-division ACM courses. According to UCO, between Fall 2012 and Summer 2018, nearly 30 percent of the graduates from the AAS programs have gone on to complete the current BAT in Technology Application Studies (188) degree. UCO believes they will be able to increase enrollment and graduates by providing a degree designed specifically for commercial music. Additionally, providing a stand-alone degree in commercial music will help UCO recruit students from other institutions that offer associates degrees in music business, music technology/production, and contemporary music performance.

**Employment opportunities.** According to Oklahoma for the Arts’ Arts and Economic Prosperity data, arts and culture in Oklahoma generated direct economic activity of over \$872 million in fiscal year 2015. This impact sends a strong message that Oklahomans support the arts. Graduates of the proposed program will find employment within the Arts, Entertainment, and Recreation. More specifically, graduates will seek positions within the performing arts, such as producers and directors or music directors and composers. According to Oklahoma Employment Security Commission data, career opportunities in these areas are expected to grow as much as 8 percent through 2026. However, EMSI labor market data indicate that between 2013 and 2022 there will be a 24 percent increase in career opportunities for Producers and Directors.

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

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

**Duplication and impact on existing programs.** There are no Bachelor of Applied Technology in Audio Production programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 20, 2018. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Applied Technology in Audio Production program will consist of 124 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Content Area	Credit Hours
General Education	42-44
Required Courses	24
Area Studies	6
Technical-Occupational Specialty	27
General Electives	23-25
<b>Total</b>	<b>124</b>

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

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



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

**Program resource requirements.** Program resource requirements for the Bachelor of Applied Technology in Audio Production are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$24,650	\$24,650	\$0	\$0	\$0
<i>Narrative/Explanation: The amounts above are based on the cost of upper-division credit hours paid to faculty at the adjunct rate to satisfy the current BAT in Technology Application Studies. As new students are transitioned into the proposed program, these faculty salaries will be reallocated to the BAT in Audio Production.</i>					
Student Tuition	\$44,734	\$62,627	\$89,467	\$107,361	\$134,201
<i>Narrative/Explanation: Student tuition is based on an anticipated enrollment of 5, 7, 10, 12, and 15 students in years 1 through 5. UCO estimates that students will complete 24 credit hours of ACM courses per year. Tuition for the proposed program will be \$216.05 per credit hour with \$156.73 per credit hour in ACM fees.</i>					
<b>TOTAL</b>	<b>\$69,384</b>	<b>\$87,277</b>	<b>\$89,467</b>	<b>\$107,361</b>	<b>\$134,201</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Narrative/Explanation: The amounts above represent a portion of the administrative salary that will support the proposed program.</i>					
Faculty	\$24,650	\$49,300	\$49,300	\$55,463	\$55,463
<i>Narrative/Explanation: All courses required for this degree are currently being taught by existing faculty. The amounts above were estimated based on faculty load for upper-division courses as the BAT in Audio Production increases enrollment.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$1,000	\$1,500	\$2,000
<i>Narrative/Explanation: The amounts above are budgeted for repairs and new equipment.</i>					
Library	\$200	\$500	\$700	\$800	\$900

*Narrative/Explanation: The amounts above will cover subscription costs to journals and masterclass series.*

Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$1,000	\$1,500	\$2,000	\$2,500

*Narrative/Explanation: The amounts above are budgeted for printing course syllabi and exams.*

Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000

*Narrative/Explanation: The amounts above will be used for faculty travel to regional conference.*

Awards and Grants	\$0	0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$27,350</b>	<b>\$52,800</b>	<b>\$54,500</b>	<b>\$61,763</b>	<b>\$62,863</b>

Attachments

**UNIVERSITY OF CENTRAL OKLAHOMA  
BACHELOR OF SCIENCE IN DATA SCIENCE**

Program Requirements	Credit Hours
<b>General Education</b>	<b>42-44</b>
Refer to the UCO Undergraduate Catalog for specific General Education Requirements	
Written and Oral Communication	9
Quantitative Reasoning/Scientific Method	10-11
Critical Inquiry and Aesthetic Analysis	6
American Historical and Political Analysis	6
Cultural and Language Analysis	3-4
Social and Behavioral Analysis	3
Life Skills	5
<b>Support Courses</b>	<b>0-9</b>
CMSC 1513      Beginning Programming (or advanced placement)	0-3
MATH 1533      Algebra for STEM (or placement into Trigonometry)	0-3
MATH 1593      Plane Trigonometry (or placement into Calculus)	0-3
<b>Major Requirements</b>	<b>47</b>
CMSC 1613      Programming I	3
CMSC 1621      Programming I Laboratory	1
CMSC 2613      Programming II	3
CMSC 2621      Programming II Laboratory	1
CMSC 2123      Discrete Structures	3
CMSC 3613      Data Structures and Algorithms	3
CMSC 4003      Applications of Database Management Systems	3
MATH 2313      Calculus 1	3
MATH 2323      Calculus 2	3
MATH 2333      Calculus 3	3
MATH 3143      Linear Algebra	3
STAT 2113      Statistical Methods	3
*STAT 3213      Fundamentals of Data Science	3
*STAT 4413      Data Visualization and Exploration	3
STAT 4213      Applied Regression Analysis	3

STAT 4513 or STAT 4950	Statistical Consulting Internship in Statistics	3
STAT 4533	Data Mining and Statistical Learning	3
<b>Guided Electives</b>		<b>18</b>
	Any 3000-4000 level CMSC or SE course	6
	Any 3000-4000 level STAT course	6
	Any 3000-4000 level CMSC, SE, MATH, or STAT course	6
<b>General Electives</b>		<b>6-17</b>
Students must choose courses so that the number of credit hours completed for the degree totals 124.		
<b>Total</b>		<b>124</b>

\*Denotes new courses

**ATTACHMENT B**

**UNIVERSITY OF CENTRAL OKLAHOMA  
BACHELOR OF ARTS IN WOMEN, GENDER, AND SEXUALTIY STUDIES**

<b>Program Requirements</b>	<b>Credit Hours</b>	
<b>General Education</b>	<b>42-44</b>	
Refer to the UCO Undergraduate Catalog for specific General Education Requirements		
Written and Oral Communication	9	
Quantitative Reasoning/Scientific Method	10-11	
Critical Inquiry and Aesthetic Analysis	6	
American Historical and Political Analysis	6	
Cultural and Language Analysis	3-4	
Social and Behavioral Analysis	3	
Life Skills	5	
<b>Required Courses</b>	<b>21</b>	
HIST 2313	Introduction to Gender Studies	3
*HIST 3263	Intersectionality and Feminist Methodologies	3
*GEO 3523 or HIST 4283 or *PHIL 4323	Gendered Geographies History of Sex in the Americas Rights and Reproduction	3
HIST 4900	Practicum	3
HIST 4950	Internship	6
*HIST 4693	Women's, Gender, and Sexuality Studies Capstone	3
<b>Guided Electives</b>	<b>36</b>	
Select no more than 9 credit hours from each of the following four categories:		
<b>Women's/Gender History</b>		
HIST 3123	Race, Class, and Gender in U.S. History	3
HIST 3233	U.S. Women's History	3
HIST 3423	Women's History: European	3
HIST 4353	Women's History: International	3
HIST 4413	Women/Gender in Native America	3
HIST 4423	Women in the American West	3
<b>Women's/Gender Issues</b>		
ART 4363	Art by Women	3

*FRCH 3243 or *HIST 3243	History of French Feminism History of French Feminism	3
PHIL 4203	Women and Values	3
POL 3813	Women and Politics	3
SOC 4523	Sociology of Gender	3
<b>Representation/Media</b>		
MCOM 3233	Gender, Race, Class, and Media	3
MCOM 3423	Communication and Gender	3
MCOM 3833	Masculinity in the Media	3
MCOM 4623	Gays and Lesbians in Film and Media	3
<b>Sexuality</b>		
ENG 3723	Lesbian and Gay Literature	3
FMCD 2313	Sexuality through the Lifespan	3
SOC 2113	Human Sexuality	3
<b>General Electives</b>		<b>23-25</b>
<p>Students must choose courses so that the number of credit hours completed for the degree totals 124.</p> <p>All students completing the Bachelor of Arts in Women, Gender, and Sexuality Studies shall complete the first two semesters of a second language. Students may fulfill the language requirement by proof of academic work in the second language (CLEP through LANG 1224), four years of high school language classes, or transfer work from another institution.</p>		
<b>Total</b>		<b>124</b>

\*Denotes new courses

**UNIVERSITY OF CENTRAL OKLAHOMA  
BACHELOR OF APPLIED TECHNOLOGY IN COMMERCIAL MUSIC**

<b>Program Requirements</b>	<b>Credit Hours</b>
<b>General Education</b>	<b>42-44</b>
Refer to the UCO Undergraduate Catalog for specific General Education Requirements	
Written and Oral Communication	9
Quantitative Reasoning/Scientific Method	10-11
Critical Inquiry and Aesthetic Analysis	6
American Historical and Political Analysis	6
Cultural and Language Analysis	3-4
Social and Behavioral Analysis	3
Life Skills	5
<b>Required Courses</b>	<b>18</b>
ACM 3133 Music Business and Entrepreneurship	3
ACM 4113 Contemporary Music Contracts	3
ACM 4353 Digital Media	3
ACM 4553 Key Events in the Music Industry	3
ACM 4603 Music Supervision	3
ACM 4643 Music Copyright	3
<b>Area Studies</b>	<b>12</b>
Students must select 12 credit hours of 3000-4000 level ACM courses.	
<b>Technical Occupational Specialty</b>	<b>27</b>
Technical-occupational courses from an Associate in Applied Science in Contemporary Music Business, Associate in Applied Science in Contemporary Music Performance, Associate in Applied Science in Contemporary Music Production, or an approved equivalent degree to include ACM 1212.	
<b>General Electives</b>	<b>23-25</b>
Students must choose courses so that the number of credit hours completed for the degree totals 124.	
<b>Total</b>	<b>124</b>

**UNIVERSITY OF CENTRAL OKLAHOMA  
BACHELOR OF TECHNOLOGY IN AUDIO PRODUCTION**

<b>Program Requirements</b>	<b>Credit Hours</b>	
<b>General Education</b>	<b>42-44</b>	
Refer to the UCO Undergraduate Catalog for specific General Education Requirements		
Written and Oral Communication	9	
Quantitative Reasoning/Scientific Method	10-11	
Critical Inquiry and Aesthetic Analysis	6	
American Historical and Political Analysis	6	
Cultural and Language Analysis	3-4	
Social and Behavioral Analysis	3	
Life Skills	5	
<b>Required Courses</b>	<b>24</b>	
ACM 3343	The Physics of Sound	3
ACM 3353	Advanced Pro Tools I	3
ACM 3433	Mix/Manage Live Sound	3
ACM 3513	Sound Design	3
ACM 4133	Advanced Pro Tools II	3
ACM 4143	Mixing for Sound Design	3
ACM 4223	Advanced Mixing and Mastering	3
ACM 4443	Writing Music for Film and TV	3
<b>Area Studies</b>	<b>6</b>	
Students must select 6 credit hours of 3000-4000 level ACM courses.		
<b>Technical Occupational Specialty</b>	<b>27</b>	
Technical-occupational courses from an Associate in Applied Science in Contemporary Music Production or an approved equivalent degree to include ACM 1252, ACM 1432, ACM 1522, ACM 1622, ACM 2212, ACM 2712.		
<b>General Electives</b>	<b>23-25</b>	
Students must choose courses so that the number of credit hours completed for the degree totals 124.		
<b>Total</b>	<b>124</b>	



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #14-e:**

**New Programs.**

**SUBJECT:** Tulsa Community College. Approval to offer the Certificate in Paralegal.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Tulsa Community College's request to offer the Certificate in Paralegal, 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.**

- **Certificate in Paralegal.** This certificate is embedded within the Associate in Arts in Paralegal Studies (284) and will be included in the regular 5-year program review due in 2019.

**BACKGROUND:**

**Academic Plan**

Tulsa Community College's (TCC) 2018-2019 Academic Plan lists the following institutional priorities and new funding initiatives:

**Guided Pathways Essential Practices**

1. Mapping Pathways to Student End Goals
  - a. Every program is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
  - b. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.
  - c. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. This information is easily accessible on the college's website.
2. Helping Students Enter a Pathway
  - a. Every new student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.
  - b. Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas—not just in college-level math and English.
  - c. Required math courses are appropriately aligned with the student's field of study.
  - d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
  - e. College works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college
3. Keeping Students on the Path

- a. The college monitors which program every student is in and how far along he/she is toward completing their program plan.
  - b. Students can easily see how far they have come and what they need to do to complete their program.
  - c. The college is able to identify when students are at risk of falling off their program plans and has policies and supports in place to intervene in ways that help students get back on track.
  - d. Assistance is provided to students who are unlikely to be accepted into limited access programs such as nursing to redirect to another more viable path to credentials and a career.
  - e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
4. Ensuring that Students are Learning
- a. Learning outcomes are clearly defined for each of our programs (not just courses).
  - b. Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
  - c. Faculty assess whether students are mastering learning outcomes and building skills across each program.
  - d. Faculty use the results of learning outcomes assessment to improve the effectiveness of instruction in their programs.
  - e. The college tracks mastery of learning outcomes by individual students and that information is easily accessible to students and faculty.
  - f. The college assesses effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses results to create targeted professional development.

## **Strategic Plan**

### **Priority 1: Learning Effectiveness and Student Success**

#### **Goal One: Ensure quality instruction and academic support**

##### **Strategies**

- a. Recruit and hire additional full-time faculty members dedicated to student success
- b. Institute a college-wide process for hiring part-time faculty members
- c. Implement an institutional process for evaluating faculty, including ongoing classroom observations and reviews of credentials
- d. Increase consistency in course content, outcomes, and requirements across campuses and modes of delivery
- e. Increase access to quality tutoring and academic support labs
- f. Expand the use of innovative and effective teaching methods that promote student learning
- g. Increase faculty development in pedagogy, assessment, and student accessibility

#### **Goal Two: Enhance student-centered services and processes**

##### **Strategies**

- a. Streamline college services and processes for incoming students
- b. Improve customer service and communication for students
- c. Provide more personalized support services
- d. Provide consistent student experiences across all campuses and locations
- e. Initiate a college-wide process for strategically scheduling classes to meet student needs
- f. Create clear degree plans and pathways to completion for each academic program
- g. Implement policies that foster persistence and completion
- h. Improve entry-level placement process and developmental education
- i. Provide students access to affordable, quality textbooks and course materials

**Priority 2: Organizational Development and Accountability**

**Goal Three: Advance a performance- based culture built on data-informed decisions and continuous improvement**

**Strategies**

- a. Develop and implement an institutional effectiveness plan including the assessment of all college operations, programs, and services
- b. Improve college-wide assessment of student learning outcomes
- c. Analyze the organizational structure and make changes necessary to maximize institutional efficiency, integration, and effectiveness
- d. Create and implement a strategic enrollment management plan

**Goal Four: Strengthen employee diversity, training, accountability, and compensation**

**Strategies**

- a. Recruit and retain quality employees who reflect the diversity of the local community
- b. Attract and retain talented employees through competitive salaries and benefits
- c. Implement a comprehensive training system for new and existing employees
- d. Improve internal communication processes regarding institutional decisions
- e. Increase professional development for all employees
- f. Revise the performance appraisal process with a stronger emphasis on employee development and accountability

**Priority 2: Organizational Development and Accountability**

**Goal Five: Ensure financial, physical, and technological resources are adequate to support educational programs**

**Strategies**

- a. Implement a transparent process to allocate resources based on strategic priorities and the productivity of programs
- b. Evaluate the sustainability and cost effectiveness of offering course at all locations
- c. Increase financial contributions from private and public sources to support programs and operations
- d. Update the facilities master plan to include improvements and necessary repairs with a focus on accessibility
- e. Increase efforts to ensure campus safety
- f. Increase efficiency and sustainability through paperless forms and processes
- g. Utilize technology that best serves the mission and needs of students and employees

**Priority 3: Community Engagement**

**Goal Six: Optimize community partnerships and outreach**

**Strategies**

- a. Strengthen partnerships with local businesses on workforce program development
- b. Implement a comprehensive system for analyzing workforce trends to ensure programs are meeting the local community's needs
- c. Increase student recruitment efforts, emphasizing traditionally underserved students and regions experiencing population growth
- d. 6d Work with local high schools to improve college readiness
- e. 6e Create a seamless process for university transfer through systematic development and monitoring of articulation agreements with four-year partners

**Goal Seven: Enhance marketing and communication of programs and services**

## Strategies

- a. Redesign the website to ensure accessibility and a user-friendly experience
- b. Increase strategic marketing of programs to the appropriate audiences by all stakeholders
- c. Reevaluate advertising campaign

## Prioritized Project List

- Increase access to quality tutoring and academic support labs (Academic Supports)
  - Study best practices and develop a framework for developmental reading corequisite at scale
  - Redesign of Academic Labs, Tutoring, and Supports
- Expand the use of innovative and effective teaching methods that promote student learning (Teaching and Learning)
  - Class Observation Component of the Faculty Review Process
  - First Year of Analyzing Assessment Data for Institutional Learning Outcomes
  - eCore Courses for Online Learning
  - Criteria and Process for Promotion in Rank to Professor
  - Institute a college-wide process for hiring part-time faculty members
  - New Syllabus Template
  - Design General Education Framework
- Provide more personalized support services (Personalized Student Support)
  - Launch Starfish Early Alert System at Scale
  - Implement Starfish Connect
  - Services Standards and Student Experience Assessment
  - Implement Answer Center Model
  - Explore the use of caseload/team assignments beyond advising
  - Create guidelines for identifying students not likely to be accepted into limited access programs and guiding them to more appropriate career choices.
  - Explore the use of texts instead of email
  - Implement One Card System for students and employees
  - Vision 2025 SEC student Success Center
  - Develop Student Success Center designs for the Metro, Northeast, and West Campuses
- Initiate a college-wide process for strategically scheduling classes to meet student needs (Class Scheduling)
  - Refine Course Scheduling and Create a Schedule Development Toolkit for Chairs
  - Implement Strategies designed to increase on-campus enrollments at the Northeast Campus
  - Implement Strategies designed to increase on-campus enrollments at the West Campus
- Create a seamless process for university transfer through systematic development and monitoring of articulation agreements with four-year partners (Transfer)
  - Gardner Institute/Develop action plans to ensure all transfer degrees have articulations

## APRA Implementation

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

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

98	Degree and/or certificate programs deleted
92	Degree and/or certificate programs added

**Program Review**

TCC offers 102 degree and/or certificate programs as follows:

36	Certificates
32	Associate in Arts or Sciences Degrees
34	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

**Program Development Process**

TCC's faculty developed the proposal, which was reviewed and approved by institutional officials. TCC's governing board approved delivery of the Certificate in Paralegal at their February 21, 2019 meeting. TCC requests authorization to offer this program, as outlined below.

**POLICY ISSUES:**

This action is consistent with the Academic Program Approval policy.

**ANALYSIS:**

**Certificate in Paralegal**

**Program purpose.** The proposed certificate program is designed for students who have already earned a bachelor's or an associate's degree but are interested in a career change or to provide students who stop out of the Associate in Arts in Paralegal Studies (284) program with a quality credential.

**Program rationale and employment opportunities.** While paralegals are not required by law to meet standards of education of training, in 2000, the Board of Governors of the Oklahoma Bar Association adopted minimum qualification standards for legal assistants/paralegals and encourages employers to hire legal assistants and paralegals who meet these standards. One of these pathways is having an associate's or bachelor's degree and completion of coursework in paralegal studies equivalent in semester hours to an American Bar Association (ABA) approved paralegal studies program, or two years of work experience. The proposed certificate will benefit those students who have earned an associate's or bachelor's degree by providing a post-degree credential from an ABA approved program. Upon completion of the proposed certificate, students are eligible to take the examination given by the National Association of Legal Assistants to become a Certified Paralegal or that given by the National Association of Legal Professionals to become a certified Professional Paralegal. Additionally, students who begin pursuing the

Associate in Arts in Paralegal Studies (284) but stop out before graduating can earn a credential that will still allow them to pursue a paralegal career at a later time.

According to Oklahoma Employment Security Commission data, career opportunities for paralegals and legal assistants are expected to increase nearly 14 percent statewide through 2026. In the Tulsa metropolitan area, career opportunities are expected to increase 12 percent. Additionally, EMSI employment data indicates that in 2017 there were 325 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 41 degrees in paralegal studies. Therefore, there is a strong need for more graduates to fill these positions. The curriculum is consistent with the requirements of the American Bar Association’s Guidelines for Paralegal Programs.

**Student demand.** The proposed program is expected to fulfill student demand within the Associate in Arts in Paralegal Studies (284) program.

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

Institution	Existing Program
Northeastern Oklahoma A&M College	Certificate in Legal Assistant (080)

A system wide letter of intent was communicated by email on November 28, 2018. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Certificate in Paralegal program will consist of 24 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	24
<b>Total</b>	<b>24</b>

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

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

**Financing and program resource requirements.** The proposed program is an embedded certificate within the Associate in Arts in Paralegal Studies (284) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

**TULSA COMMUNITY COLLEGE  
CERTIFICATE IN PARALEGAL**

<b>Degree Requirements</b>	<b>Credit Hours</b>
<b>Required Courses</b>	<b>24</b>
PLGL 1213      Introduction to the Legal System	3
PLGL 1313      Civil Procedure I	3
PLGL 2303      Civil Procedure II	3
PLGL 2333      Introduction to Legal Research and Writing	3
PLGL 2343      Advanced Legal Research and Writing	3
PLGL 2353      Contract Law	3
PLGL 2363      Real Property Law	3
PLGL 2383      Paralegal Studies Capstone	3
<b>Total</b>	<b>24</b>





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**AGENDA ITEM #15:**

**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 (OSU) requests authorization to delete the programs below:

- Undergraduate in General Studies (015)
- Graduate Certificate in Bioenergy and Sustainable Technology Graduate (484)

Northern Oklahoma College (NOC) requests authorization to delete the programs below:

- Associate in Arts in Enterprise Development (675)
- Associate in Applied Science in Aviation: Professional Pilot (078)

Rose State College (RSC) requests authorization to delete the programs below:

- Associate in Science in Pre-Professional Healthcare (040)
- Associate in Science in Pre-Pharmacy (041)
- Associate in Applied Science in EMT/Paramedic (115)
- Associate in Science in Homeland Security (143)

**POLICY ISSUES:**

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

**ANALYSIS:**

OSU requests authorization to delete the Undergraduate in General Studies (301) effective immediately. This program was approved prior to 1990. OSU reports:

- The program was added as a place-holder for the Bachelor of University Studies in University Studies (025) program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OSU requests authorization to delete the Graduate Certificate in Bioenergy and Sustainable Technology (484) effective immediately. This program was approved at the April 4, 2011 State Regents' meeting. OSU reports:

- The program has not received any student interest.
- There are currently no students enrolled in the program.
- 2 courses will be deleted.
- No funds are available for reallocation.

NOC requests authorization to delete the Associate in Arts in Enterprise Development (675) effective immediately. This program was approved at the September 9, 2010 State Regents' meeting. NOC reports:

- The options under this program are also available under the Associate in Science in Enterprise Development (676) and better serve students' needs.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NOC requests authorization to delete the Associate in Applied Science in Aviation: Professional Pilot (078) effective immediately. This program was approved at the October 3, 2000 State Regents' meeting. NOC reports:

- This program has low student demand due to the cost of flight training.
- There are currently no students enrolled in the program.
- 2 courses will be deleted.
- No funds are available for reallocation.

RSC requests authorization to delete the Associate in Science in Pre-Professional Healthcare (040) effective beginning the 2019-2020 academic year. This program was approved at the May 25, 2007 State Regents' meeting. RSC reports:

- This deletion is the result of a consolidation of their degree program inventory and will offer the program as an option under the Associate in Science in Chemistry (037) (see current modification agenda item).
- There are currently 87 students enrolled in the program with an expected graduation date of Spring 2020.
- Students will be able to complete their curriculum under the new option.
- No courses will be deleted.
- No funds are available for reallocation.

RSC requests authorization to delete the Associate in Science in Pre-Pharmacy (041) effective beginning the 2019-2020 academic year. This program was approved at the May 25, 2007 State Regents' meeting. RSC reports:

- This deletion is the result of a consolidation of their degree program inventory and will offer the program as an option under the Associate in Science in Chemistry (037) (see current modification agenda item).
- There are currently 20 students enrolled in the program with an expected graduation date of Spring 2020.
- Students will be able to complete their curriculum under the new option.
- No course will be deleted.
- No funds are available for reallocation.

RSC requests authorization to delete the Associate in Applied Science in EMT/Paramedic (115) effective immediately. This program was approved at the November 29, 2007 State Regents' meeting. RSC reports:

- This program was suspended at the June 30, 2015 State Regents' meeting due to low enrollment.
- There are currently no students enrolled in the program.
- No course will be deleted.
- No funds are available for reallocation.

RSC requests authorization to delete the Associate in Science in Homeland Security (143) effective immediately. This program was approved at the June 25, 2015 State Regents' meeting. RSC reports:

- This program was suspended at the September 30, 2016 State Regents' meeting due to program consolidation.
- There are currently no students enrolled in the program.
- No course will be deleted.
- No funds are available for reallocation.



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**AGENDA ITEM #16-a:**

**Intensive English Programs.**

**SUBJECT:** Approval of Intensive English Program. Center for English Language as a Second Language program at the University of Oklahoma.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the Center for English Language as a Second Language program at the University of Oklahoma for four years.**

**BACKGROUND:**

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

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

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

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

**POLICY ISSUES:**

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

Language Testing System (IELTS) score (5.5 for undergraduate and 6.5 for graduate students) who have earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an IEP approved by the State Regents prior to admission.

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

**ANALYSIS:**

As required by policy, a team of out-of-state evaluators reviewed the IEP. A summary of the two-person evaluation team’s credentials is provided, followed by an outline of the recommendations for the IEP reviewed.

The Center for English as a Second Language (CESL) program at the University of Oklahoma was reviewed by the following evaluators:

- **Carol P. Ogden**, Retired Interim Director, Intensive English Language Institute, University of North Texas, Denton, Texas.  
*Credentials:* Master of Education in English as a Second Language from the University of Maryland.
- **Teresa O’Donnell**, Independent Consultant, Retired Executive Director, Commission on English Language Program Accreditation, Alexandria, Virginia.  
*Credentials:* Master of Arts in Linguistics/Speech and a Bachelor of Arts in English from the University of Colorado.

<b>Center for English as a Second Language</b>	
<b>Date of Visit:</b>	April 23-24, 2019
<b>Evaluators’ Recommendation:</b>	Approval with reexamination in four years, and an interim report due in 24 months.
<b>Summary of Evaluators’ Report:</b>	<ol style="list-style-type: none"> <li>1. CESL responded positively to concerns stated in both the 2013 and 2016 Evaluation Team Reports. All CESL faculty members but one (a long-time faculty member) have completed an MA TESOL programs as was recommended by both teams. CESL now has an appropriately professional core faculty able to address necessary on-going curriculum and assessment review following implementation of the new curriculum in January 2018.</li> <li>2. CESL heeded the advice of the 2016 evaluation team regarding curriculum issues. The IEP surveyed similar programs and instituted a curriculum based on the Common European Framework of Reference for Languages (CEFR). The curricular document includes appropriate goals, objectives, and student learning outcomes (SLOs) for the academic English program.</li> <li>3. Facilities for classroom instruction and faculty offices meet the standard minimally. Although they are equipped with instructional technology for the most part, some are so small as to inhibit the use of interactive activities through small groups of students in various configurations, a technique for</li> </ol>

<b>Center for English as a Second Language</b>	
	<p>language learning. Also, one classroom (for which CESL must pay) is not dedicated to the program and is sometimes preempted for other University needs. In addition, there is currently no dedicated area for students to gather informally.</p> <p>4. The policy for level progression sets a high bar for passing a level. Students who score below 80 percent in any one core course within the level must repeat the level the following term. It is the only option offered to a student who does not score an 80 percent or higher in all three core courses. In addition, materials describing policies for transition to the University are not consistent.</p> <p>5. In 2016, the evaluation team noted that the Level Advancement Test had been discontinued and that no validated new measures had been implemented. A similar concern at this time is that the new tests, which are written by faculty, have not been piloted or normed prior to administering them.</p> <p>6. In an effort to increase income, CESL began a General English program which is to serve non-F1 adults. The web site states that if there are not a sufficient number of students in those classes, they may enroll in the Intensive English Program (IEP). At the time of the visit, General English students were enrolled in Academic English, as were students from the Sooner Jump Start program, an international pathways program.</p>
<b>Center's Staff Comments</b>	CESL accepted the report without comment.
<b>State Regents' Staff Comments</b>	State Regents' staff concurs with these recommendations.





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**AGENDA ITEM #16-b:**

**Intensive English Programs.**

**SUBJECT:** Approval of Educational and Cultural Interactions in Moore, Oklahoma.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the Educational and Cultural Interactions in Moore, Oklahoma for nine years.**

**BACKGROUND:**

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

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

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

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

**POLICY ISSUES:**

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

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

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

**ANALYSIS:**

As allowed by policy, ECI requested continued approval based upon achieving accreditation from an accrediting body specializing in intensive English instruction recognized by the USDE. In August 2018, the Commission on English Language Program Accreditation (CEA) granted ECI reaccreditation with qualification for ten years, with interim reports due June 1, 2019. ECI submitted verification of accreditation from CEA, along with copies of the interim reports. State Regents' staff reviewed the documents submitted by ECI and determined that the IEP is in compliance with all standards listed in the Intensive English Program Approval and Review policy and recommends approval for ten years to coincide with the CEA review cycle. ECI's next review will be in September 2028.

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**AGENDA ITEM #17-a:**

**Policy.**

**SUBJECT:** Approval of an extension of moratorium on function and mission changes or expansions.

**RECOMMENDATION:**

**It is recommended that the State Regents extend the moratorium on consideration of any requests for function change/expansion and mission expansion through June 30, 2020, unless action is taken to further extend the moratorium's duration.**

**BACKGROUND:**

The Oklahoma Constitution (Article XIII-A) directs the Oklahoma State Regents for Higher Education (State Regents) to determine the functions and courses of study in the Oklahoma State System of Higher Education (State System). The *Functions of Public Institutions* policy was adopted in February 1970.

Institutions must make requests to the State Regents for approval of any function change from the stated functions in policy for each institution. Function change requests can alter the level of instruction and academic programs offered by institutions, as well as the associated costs for such instruction and related expenses. In addition, institutions must make requests to the State Regents for approval of any mission expansion from their current degree program inventory. Mission expansion requests can expand the level of instruction and academic programs offered by institutions, such as adding graduate programs to institutions only offering undergraduate programs, or adding associate degrees to institutions historically offering only baccalaureate degree programs, as well as additional associated costs for such mission expansion. In both scenarios, institutions are also required to fully explore collaborative opportunities with institutions already holding the requisite functions and missions in their service area.

Historically, certain regional universities, including: Cameron University, Langston University, Oklahoma Panhandle State University, and Rogers State University, have an approved two-year function. Subsequently, function statements for branch campuses have been added, and, over time, institutional function changes were approved including: Rogers State University (previously Rogers State College – Master of Business Administration and retained its two-year function); Langston University (Doctor of Physical Therapy); Northeastern State University (Doctor of Optometry); Northwestern Oklahoma State University (Doctor of Nurse Practice); Southwestern Oklahoma State University (Doctor of Pharmacy and two-year function following closing of Sayre Community College); University of Central Oklahoma (limited Associate in Applied Science degrees); and the addition of language setting a special statewide liberal arts and sciences function for the University of Science and Arts of Oklahoma.

Oklahoma State University–Oklahoma City (OSU-OKC) and Oklahoma State University Institute of Technology (OSUIT) in Okmulgee are constituent agencies by policy (not community colleges) with authorization by state statute and the State Regents to carry out certain programs and projects under the administrative jurisdiction of Oklahoma State University. In 2004, the State Regents approved a function change for OSUIT to offer three specific bachelor of technology (BT) degrees (BT in Information Technologies (094), BT in Instrumentation Engineering Technology (095), and BT in Civil Engineering

Technology (096). In 2006, the State Regents adopted a new policy format and incorporated the institutional and branch campus functions into the *Functions of Public Institutions* policy. Also in 2006, the State Regents approved a function change for OSU-OKC to offer one BT degree (BT in Emergency Responder Administration (102).

In March 2010, the State Regents imposed a “moratorium” on actions regarding function change requests pending a policy review. In the 2010-2011 academic year, a study and review of the *Functions of Public Institutions* policy and the *Academic Program Approval* policy was conducted and revealed several issues that relate directly to the function policy and other related policies addressing academic degrees, assessment, and remediation. Significant discussions and analyses occurred concerning the role of joint degrees, the importance of economic development needs, the role of certificate programs, the differentiation of applied baccalaureate degrees from traditional degrees, the differentiation of Associate in Applied Science degrees from Associate in Arts/Associate in Science degrees, and concerns for institutional capacity and quality assurance. This process resulted in policy revisions that were approved by the State Regents at their meeting on June 23, 2011, which are currently found in the Chapter 3 of the State Regents Policy and Procedures Manual.

On March 23, 2017, given the changing landscape of higher education, the State Regents tasked Chancellor Glen D. Johnson with the formation of a citizens’ Task Force on the Future of Higher Education (Task Force) to undertake an extensive planning initiative to position the State System to better meet current and future challenges. The efforts of the Task Force emphasized the State System’s focus on modernization, efficiencies, and innovation, and conducted a systematic and thorough review of the current status of higher education in Oklahoma. The 68-member Task Force examined existing initiatives and best practices, and reported findings and recommendations on strategies that would best support improving quality, access, affordability, and efficiency in the State System.

The work of the Task Force was conducted primarily through four subcommittees, focusing on the following priorities:

- College degree completion and workforce development initiatives;
- Academic program innovations and online education;
- System structure; and
- Fiscal solutions, efficiencies, affordability, and technology.

The Task Force unanimously approved its final *Report on the Future of Higher Education* at its meeting on January 31, 2018, and the State Regents subsequently accepted the Task Force report and recommendations at their meeting on February 1, 2018.

At the May 25, 2018 meeting, the State Regents approved the recommendation to defer consideration of any requests for function change/expansion a mission expansion through June 30, 2019 unless action is taken to extend the moratorium. In addition to establishing the moratorium, the State Regents’ Chair created a subcommittee of the State Regents’ Academic Affairs Committee to review and analyze national trends, best practices, and the recommendations of the State Regents’ Task Force on the Future of Higher Education. The State Regents’ Function Change and Mission Expansion Subcommittee was comprised of presidents, chief academic officers, and State Regents, along with facilitation from Dr. Brit Kirwan, Consultant with Association of Governing Boards (AGB) and Chancellor Emeritus of the University System of Maryland and past President of Ohio State University. After a series of subcommittee meetings during the Fall 2018 semester, the subcommittee had its final meeting on January 17, 2019. At this meeting, the subcommittee unanimously approved revisions to the State Regents’ *Functions of Public Institutions* policy, with comments from our consultant and members indicating that

the revisions provide transparency in the process, flexibility for institutions and the State Regents, while ensuring rigorous review and accountability.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

As the State System emerges from a systemic review by the Task Force on the Future of Higher Education in Oklahoma, coupled with the work of the subcommittee of the State Regents Academic Affairs Committee, it is prudent to take time to review these and related issues in context and make strategic decisions moving forward. Several of the recommendations included in the Task Force on the Future of Higher Education's final report focus on the value and efficiency of academic credentials offered by institutions and the structure of the State System that will offer these credentials. The Task Force report also recommended governing board mergers/consolidations to encourage increased institutional collaboration in various areas, including degree offerings as well as attention to fiscal viability of institutions.

In light of the ongoing discussions regarding voluntary governing board mergers/consolidations, and the potential impacts on degree offerings, it is recommended that the State Regents extend the moratorium and defer consideration of any requests for function change/expansion and mission expansion through June 30, 2020 to coincide with time allowed for fiscal reviews and long-term viability assessments on each institution.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #17-b:**

**Policy.**

**SUBJECT:** Approval of Oklahoma State University's request for a policy exception for a pilot project.

**RECOMMENDATION:**

**It is recommended that the State Regents approve a pilot project proposed by Oklahoma State University beginning Fall 2019 and ending Spring 2024 that allows a temporary policy exception to the International Student Admission and Non-native Speakers of English policy, as described below.**

**BACKGROUND:**

In 1979, the State Regents established a policy that requires non-native English speaking applicants to demonstrate English proficiency. The initial policy required non-native English speaking students to demonstrate English proficiency through one of the following: 1) attaining a requisite on the Test of English as a Foreign Language (TOEFL) or 2) attaining a lower requisite score on the TOEFL and successfully completing 12 weeks of study at an Intensive English Program (IEP) approved by the State Regents.

In 1989, the policy was revised to allow non-native English speaking applicants to demonstrate English proficiency through completing the high school core requirements in or graduating from a high school where English is the primary language in a country where English is a primary language and demonstrating competency through the High School Curricular Requirements policy.

In 1994, the policy was revised to allow the president or his/her designee to admit non-native English speaking students in lieu of the above mentioned requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission.

In 2003, the policy was revised to add the International English Language Testing System (IELTS) as an additional assessment measure to demonstrate English proficiency.

**POLICY ISSUES:**

The proposed action is an exception to the Oklahoma State Regents for Higher Education's International Student Admission and Non-native Speakers of English policy.

**ANALYSIS:**

As noted above, current policy specifies that two assessment measures, the TOEFL and IELTS, are utilized to demonstrate English proficiency. Oklahoma State University (OSU) is requesting to launch a pilot project to employ the Pearson Test of Academic English (PTE Academic) as a third measure to demonstrate English proficiency.

In recent years, the PTE Academic has become an increasingly popular English proficiency instrument due to its quick turnaround times, flexible testing options, enhanced test security and more granular and consistent scoring, which provides an extensive database for test score validation. Additionally, PTE Academic is accepted by numerous OSU peer institutions (e.g., Baylor, Colorado State University, Iowa State University, Kansas State University, Purdue University, Texas Christian University, Texas A&M University, Texas Tech University, University of Iowa, University of Kansas, and University of North Texas).

The proposed pilot project will apply to both unconditional and qualified admission, the latter of which requires the student to earn a requisite score and subsequently complete 12 weeks at a State Regents approved IEP. Based on concordance tables, peer institution requirements, and current requisite TOEFL and IELTS scores, the proposed PTE Academic admission score requirements are detailed below:

<b>Unconditional Admission</b>	<b>Undergraduate</b>	<b>Graduate</b>
Current TOEFL IBT	61	79
Current IELTS	5.5	6.5
Proposed PTE Academic*	44	53
<b>Qualified Admission</b>		
Current TOEFL IBT	48	61
Current IELTS	5.0	6.0
Proposed PTE Academic*	40	44

\*Pearson PTE Academic Score Guide, Version 9/ March 2019

To review this pilot, OSU will collect student data outcomes and submit two reports, which will be detailed in a prescribed format, during the five years of the pilot: an interim pilot report due by August 1, 2022, and a comprehensive five-year pilot report due on August 1, 2024.

This time frame will allow for meaningful evaluation with a sufficient number of students earning various types of bachelors and advanced degrees across disciplines. Given the recruitment of international students has declined throughout the country, OSU would like to have at least a dozen applicants with PTE Academic scores across a range of levels and disciplines. The institution will monitor academic progress (e.g., GPAs and advancement in the chosen degree programs consistent with the respective undergraduate degree sheets or graduate plans of study) each semester. Based on peer institution information, it is expected that these students will be successful. If for some reason students struggle academically, applicant profiles will be examined to better understand underlying issues to determine if the English language ability appears to be the only factor mitigating against the students' success.

While it is anticipated the number of students who will utilize the PTE Academic option will be minimal, OSU will also monitor if there is an increase in PTE Academic scores from applicants in specific countries. Depending on these numbers, such trends may be explored further.

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



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #17-c:**

**Policy.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

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

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

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

**POLICY ISSUES:**

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

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

**ANALYSIS:**

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

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

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

[Policy Excerpt]

**3.4 ACADEMIC PROGRAM APPROVAL**

3.4.1 Purpose

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

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

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

The primary purposes of this policy are:

- A. To maintain and enhance the quality of instruction, research, and public service conducted at state colleges and universities.
- B. To respond to existing and emerging technological, social, cultural, scientific, business/industry, and economic needs.
- C. To provide to citizens a variety of high-quality opportunities for intellectual growth.
- D. To make programs reasonably accessible to academically qualified citizens of the state.

- E. To utilize the state's and the institutions' resources effectively and efficiently.
- F. To delineate the procedures to request approval of addition, modification, and deletion of instructional programs.

#### 3.4.2 Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

### 3.4.3 Instructional Programs and Courses

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

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

#### A. Levels of Instructional Programs

##### 1. Level I

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

##### 2. Level II

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

3. Level III

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

4. Level IV

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

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

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

B. Addition, Modification, and Deletion of Courses

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

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

C. Deletion, Suspension, and Reinstatement of Programs

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

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

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

D. Uniform Course Numbering

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

A course number will consist of four digits as follows:

1. The first digit will denote the course level.
2. The second and third digits will be used to identify the course within a department.
3. The fourth digit will denote the number of semester hours credit of the course.

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

3.4.4 Program Request Procedures

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

A. Letter of Intent for New Program Requests

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

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

~~B.~~ Academic Plan

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

~~C.~~ B. Governing Board Approval

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

~~D.~~ C. Submission of a New Program Request

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

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

~~E.~~ D. Content of the New Program Request Submission

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

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

~~F.~~ E. State Regents’ Staff Review of the Program Request



1. The State Regents' staff will review the institution's program request and will submit a recommendation for State Regents' action. The State Regents may take one of four actions:
  - a. \_\_\_\_\_ Disapprove the program ~~with a written explanation to the institution of the reasons for this action;~~
  - b. \_\_\_\_\_ Defer the program request until the institution meets specified criteria or provides additional information;
  - c. \_\_\_\_\_ Provisionally approve the program which will include a specified period of time for the program's operation with certain criteria developed in cooperation with the institution to be met if the program is to continue beyond the specified date; or
  - d. \_\_\_\_\_ Approve the program without qualification.

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

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

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

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

3. \_\_\_\_\_ Doctorate program requests require an external evaluation. The proposal will be reviewed by a team of out-of-state qualified external evaluators. Team members will be selected from a list of potential evaluators submitted by the two research institutions and, if applicable, the institution requesting the program. Team members will be required to sign a conflict of interest form verifying that the individual team member has no direct or indirect association with the institution proposing the doctoral program. Evaluators will be supplied with the necessary documents needed to conduct a desk review of the proposed program. The team may take one of the following three actions:
  - a. \_\_\_\_\_ Support approval of the program without recommendations.
  - b. \_\_\_\_\_ Support approval of the program with recommendations.
  - c. \_\_\_\_\_ Recommend disapproval of the program.

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

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

### 3.4.5 New Program Request Criteria

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

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

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

1. Provide detailed and documented local demand beyond general state and national labor department industry and occupational projections.
2. Regional institutions requesting new or additional degrees outside of the institution's programmatic function must address the areas as indicated in this section. Program requests above the master's level must address, in detail, considerations including accreditation standards, budget, faculty, institutional infrastructure (i.e., faculty credentials, library resources, student services, etc.). Regarding associate degrees, there must be evidence the program is outside the capacity and expertise of the community college(s) or technical branches within the same service area. The program proposal must include a statement that documents consortial, joint, or partnerships were explored with community colleges or technical branches and are not feasible.
3. Community colleges seeking to offer baccalaureate degree(s) or technical branches seeking to offer transfer or baccalaureate degrees must address significant considerations including capacity and infrastructure to increase the level of degree offerings. Particular considerations including accreditation standards, budget, faculty, institutional infrastructure (faculty credentials, library resources, student services, etc.) must be

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

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

B. Curriculum

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

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

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

C. Academic Standards

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

D. Faculty

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

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

E. Support Resources

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

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

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

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

F. Demand for the Program

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

1. Student Demand

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

2. Employer Demand

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

G. Complement Existing Programs

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

#### H. Unnecessary Duplication

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

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

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

##### 1. Demand for the Program

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

##### a. Student Demand

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

##### b. Employer Demand

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

##### c. Demand for Services or Intellectual Property of the Program

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

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

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

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

I. Cost and Funding of the Proposed Program

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

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

1. Reallocation of Existing Resources

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

2. Tuition and Fees from Students New to the Institution

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

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

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

J. Program Review and Assessment

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

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*Approved May 31, 1995. Revised September 5, 1997; January 29, 1999 and February 7, 2008. Revised June 21, 2012; June 29, 2017. Revised June 27, 2019.*





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #17-d:**

**Policy.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

requirements, professional standards, and effective practice.

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

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

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

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

Attachment

## [Policy Excerpt]

### 3.21 TEACHER EDUCATION

#### 3.21.1 Purpose

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

#### 3.21.2 Definitions

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

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

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

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

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

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

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

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

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

### 3.21.3 Criteria for Admission to Teacher Education Programs

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

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

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

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

## Programs

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

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

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

- A. Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 credit hours in general education course work in each of the academic core areas: English, mathematics, science, and social sciences. These courses may be taken at either a community college or university.
- B. Students majoring in secondary and elementary/secondary education are required to have an undergraduate major, or its equivalent, in a subject area, pursuant to the OEQA Administrative Code, Title 218 Chapter 10 and 70 O.S. §6-185. Additionally, teacher candidates in early childhood, elementary, and special education must have subject area concentrations which allow qualification as a generalist.
- C. Institution officials are permitted to select the course work in each of the core areas (English, mathematics, science, and social sciences) that is appropriately suited to meet the established teacher preparation competencies, standards, and related assessments. OEQA has final approval in determining if the subject area concentration meets accreditation requirements. ~~However, professional education courses (methods courses) may not be included in the minimum twelve-hour blocks.~~
- D. College and university officials are to review the mathematics curriculum and develop and/or modify courses that will meet the standards proposed by the National Council of Teachers of Mathematics.
- E. Teacher preparation programs at the preservice level shall require that teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language. The assessment for such competency may

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

- F. The following requirements are pursuant to 70 O.S. §1210.508F:
1. Teacher preparation programs shall ensure that all teacher education students majoring in early childhood, elementary and special education are provided quality training in intervention, instruction, and remediation strategies in order to meet the needs of students in kindergarten through third grade who are determined to be at risk of reading difficulties. These prospective teachers shall receive quality education in research-based instructional strategies for instruction, assessment and intervention for literacy development for all students, including advanced readers, typically developing readers and struggling readers who are coping with a range of challenges, including, but not limited to, English learners and learners with handicapping conditions and learning disabilities (including dyslexia). Quality training for teacher candidates shall include guidance from professional resources such as the:
    - a. Report of the National Reading Panel
    - b. Response to Intervention Guidelines
    - c. Council for Exceptional Children
    - d. International Dyslexia Association
    - e. International Literacy Association
    - f. National Council of Teachers of English
    - g. National Association for the Education of Young Children
  2. Teacher education programs that offer elementary, early childhood or special education programs shall incorporate into those programs the requirement that teacher education students study the five elements of reading instruction which are phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. Strategies including, but not limited to, instruction that is explicitly taught, sequenced, multimodal, multidisciplinary and reflective to adapt for individual learners, must be addressed.
  3. Teacher education students enrolled in an elementary, early childhood or special education program shall pass, prior to graduation, a comprehensive assessment to measure their teaching skills in the area of reading instruction. The assessment shall be developed and administered by the institutions that offer elementary, early childhood, or special education programs that lead to certification. The assessment shall measure the knowledge and understanding of the teacher candidate in the teaching of the five elements of reading instruction. The results of the assessment shall be reported annually by the institution to

the OEQA.

### 3.21.5 Professional Teacher Education Guidelines

- A. Professional teacher education courses are developed by universities to meet required Oklahoma teaching competencies. Universities with teacher education programs are encouraged to develop articulation agreements with community colleges. Such agreements must be consistent with state and national program accreditation standards.
- B. Area of specialization courses for early childhood, elementary education, and special education majors must be offered by a university with an approved teacher education program.
- C. Paraprofessional courses, such as those designed for early childhood care and similar career programs, may or may not substitute for required area of specialization courses in early childhood education, library education, and similar teacher education programs.
- D. Awarding credit for prior learning (i.e., CLEP, AP, IB) will follow guidelines established in the State Regents' *Credit for Prior Learning policy*.

### 3.21.6 Guidelines for Teacher Preparation Faculty

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

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

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

### 3.21.7 Guidelines for Participation on Induction Committees

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

- A. Induction programs may involve a committee of one or more mentor teachers, the principal or an assistant principal of the employing school, one or more administrators designated by the school district board of education, a teacher educator in a college or school of education of an institution of higher education, or an educator in a department or school outside the institution's teacher education unit.
- B. Teacher education faculty may serve on novice teacher induction committees. It is recommended that teacher education faculty who participate on these committees have expertise and experience in the teaching field of the teacher inductee.

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



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #17-e:**

**Policy.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

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

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

Attachment

**[Policy Excerpt]**

**2.15 Faculty Advisory Council**

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

**2.15.1 ARTICLE I - NAME**

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

**2.15.2 ARTICLE II - PURPOSE**

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

**2.15.3 ARTICLE III - MEMBERSHIP**

- A. The FAC consists of 14 members elected by tier by the State Faculty Assembly at its fall annual meeting and appointed by the Chancellor.
- B. Member of the FAC must be a faculty member at a college or university within the state of Oklahoma and should, at the time of election, be the president or designee of his/her institution's faculty organization. In the event an institution does not have an official faculty organization, an individual receiving the consent and support of the faculty of that institution will be eligible for election to the FAC.
- C. The term of office of the FAC member is two years, beginning January 1 in the year following election.
- D. The membership of the FAC is elected from delegates attending the General Faculty Assembly and is comprised of:
  - Four members elected at large from delegates representing the two research universities in The Oklahoma State System of Higher Education: two from the University of Oklahoma and two from Oklahoma State University.
  - Four members elected at large from delegates representing the regional universities in the State System.
  - Four members elected at large from delegates representing the community colleges in the State System and the OSU Technical Branches in Oklahoma City and Okmulgee. Representation will reflect a balance of two members from the metropolitan institutions (Oklahoma City Community College, Tulsa Community College, Rose State College, and OSU-Oklahoma City) and two members from the remaining community colleges.

- E. Two members elected at large from delegates representing the regionally accredited independent colleges and universities in the state.
- F. Delegates to the annual General Faculty Assembly will be the current president/chairman or designee of the faculty organization from each of the colleges and universities in Oklahoma.
- G. During the Assembly, elections for FAC membership shall be held for:
  - two research university positions;
  - two regional university positions;
  - two community college positions; and
  - one independent colleges/universities position.
- H. In the event a tie vote occurs in an election for a membership position, the delegate from the institution which has not been previously represented on the FAC or which has the longest time gap in representation shall be declared the new member. If this method does not identify a new member, the new member will be chosen by the toss of a coin.
- I. A member of the FAC who wishes to resign before his/her term expires must notify the Chancellor and the FAC in writing in a timely fashion.
- J. A member who will be unable to attend meetings for an extended period of time but does not wish to resign from the FAC may be granted a leave-of-absence by the Chairman of the FAC if it is determined the work of the FAC would not be seriously hindered by the action.
- K. A member will be removed from office if he/she does not continue to meet the requirements listed in this Article and/or fails to perform the duties described in Article IV. Proof of deficiencies warranting removal will be conclusively established by eight FAC members voting in favor of removal and with the concurrence of the Chancellor. The member subject to removal shall have the opportunity to respond to a motion for removal in person and/or in writing prior to a removal vote being taken.
- L. Replacement appointments to fill leave-of-absence, resignation, or removal vacancies will be made by the Chancellor consistent with the membership requirements in this Article and with the advice of the FAC. Alumni members who may not be the president/chairman of a faculty organization will be eligible for selection as a replacement FAC member. If a resignation or removal replacement occurs during a member's first year of service, the appointee will serve until the next General Faculty Assembly is convened, at which time the service tier represented will vote to continue or replace the appointment for the remainder of the term.

#### 2.15.4 ARTICLE IV - DUTIES

- A. Members are encouraged to visit and become familiar with other institutions in the state.
- B. The FAC will serve as an avenue for the faculty community to express input to the State Regents.

- C. The FAC will elect an individual to serve as chair according to the following guidelines:
- Two elections will take place each calendar year, one in December and one in May, where a chair and chair-elect will be elected;
  - The chair and chair-elect will be selected from the representing tiers and cannot succeed themselves or serve twice in one calendar year;
  - Terms of office are three months beginning in ~~January~~ September of the election year; omitting the months June, July and August.
  - In the absence of the chair, the chair-elect will represent the FAC; and in the absence of the chair-elect, the former chair will represent the FAC.
- D. The chair will work with the State Regents' office through a staff liaison designated by the Chancellor.
- E. The Chancellor shall, with the advice of the FAC, appoint a reporter from his/her staff to take official minutes of the FAC meetings and maintain a file of FAC actions.
- F. Members of the FAC will be called upon by the Chancellor to provide informal counsel and advice and to make presentations at public hearings, legislative meetings, etc.
- G. The FAC, by a majority vote of its members, may submit recommendations to the Chancellor on matters relating to the duties and responsibilities of the State Regents.
- H. Members of the FAC are encouraged to attend regularly scheduled meetings of the State Regents.
- I. The FAC will work with the Chancellor and the designated liaison in developing an annual list of priorities and goals for rendering advice to the State Regents.
- J. The FAC will submit an annual written report of its activities to the Chancellor and will also maintain regular contact with the state's faculty organizations to apprise them of significant developments.
- K. Clerical and administrative assistance to the FAC will be provided by the Chancellor's office and the designated liaison in the conduct of the FAC business.
- L. The Chair or designated spokesman for the FAC may develop a written and oral presentation to the State Regents on at least a quarterly basis or more frequently as needed. Written reports will be submitted in timely fashion to the Chancellor for inclusion in the official bound agenda for the Regents. For purposes of compliance with the state's Open Meeting Act, reports and recommendations for Regents' action should be submitted to the Chancellor at least three weeks prior to State Regents' meetings.

2.15.5 ARTICLE V - AUTHORIZATION

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

2.15.6 ARTICLE VI - MEETINGS

- A. A schedule of regular meetings of the FAC will be filed annually with the State Regents' office.
- B. A record of the FAC meetings shall be kept on official file in the office of the State Regents.
- C. An individual designated by the Chancellor shall be invited to attend official meetings of the FAC.

2.15.7 ARTICLE VII - AMENDMENTS

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

2.15.8 ARTICLE VIII - ALUMNI MEMBERS

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

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

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

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

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

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #18:**

**State Authorization.**

**SUBJECT:** Authorization of a private institution to operate in Oklahoma.

**RECOMMENDATION:**

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

**BACKGROUND:**

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

To ensure students attending private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma do not unnecessarily lose their federal financial aid, Senate Bill 1157 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 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 June 27, 2019, State Regents’ staff received a request to be authorized from the institution listed below:

Name	Type	Accreditor
Southwestern Assemblies of God University (Texas) Oklahoma Location: Broken Arrow	Private, non-profit	Southern Association of Colleges and Schools

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

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

**2017-2018 Oklahoma Data**

Number of Programs Offered by Level

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

Enrollment by Level

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



Credentials Awarded

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

\* SAGU plans to begin operating in Oklahoma in Fall 2019



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #19:**

**Oklahoma Tuition Equalization Grant.**

**SUBJECT:** Approval of methodology for distribution of 2019-2020 funding.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the proposed allocation methodology for the distribution of funding for the Oklahoma Tuition Equalization Grant program in the 2019-2020 academic year.**

**BACKGROUND:**

The Oklahoma Tuition Equalization Grant (OTEG) program was initially enacted by the Oklahoma Legislature in 2003. OTEG provides grants to Oklahoma residents attending nonprofit, independent institutions in Oklahoma that are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools or a national accrediting body recognized by the U.S. Department of Education. Recipients must have family incomes of not more than \$50,000. Grants of \$2,000 per academic year (\$1,000 per semester) can be awarded to students for up to five consecutive years of full-time undergraduate study. In 2018-2019, \$2.7 million was awarded to about 1,500 students.

In March 2016, in accordance with state statute, the State Regents determined that Community Care College of Tulsa (under the corporate legal name of Community HigherEd Institute) met the statutory requirements to participate in the OTEG program. In June 2016, the State Regents approved funding for the OTEG program for the 2016-2017 fiscal year, which included an allocation for Community Care College.

In the 2017 legislative session, the Oklahoma Legislature and Governor Mary Fallin approved SB 600 which added a new statutory requirement for institutions to participate in the OTEG program. The amendatory language in SB 600 stated, "To be eligible, institutions must have been granted not-for-profit status by the Internal Revenue Service and the U. S. Department of Education prior to July 1, 2012." SB 600 was signed into law by Governor Fallin on April 25, 2017 with an effective date of July 1, 2017. Based on federal Internal Revenue Service (IRS) documents, Community HigherEd Institute did not receive not-for-profit status from the IRS until October 31, 2014, which is after the date required by the new statutory language in SB 600. Community HigherEd Institute was notified in writing by a letter dated May 10, 2017 that, due to SB 600, it would no longer be eligible to participate in the OTEG program. Funding for the OTEG program for 2017-2018 did not include an allocation for Community Care College.

In October 2017, Community HigherEd Institute and two of its students filed a lawsuit against the State of Oklahoma and the State Regents in Oklahoma County District Court claiming that SB 600 violated the Oklahoma Constitution's prohibition of "special laws." The State of Oklahoma and the State Regents were represented in the lawsuit by the Oklahoma Attorney General's Office. In July, 2018, the Court

issued its decision holding that SB 600 was unconstitutional. In September, 2018, during the period of time within which the State of Oklahoma and the State Regents could have filed an appeal, the parties entered into a Settlement Agreement approved by the Court. One of the provisions of the agreement was that Community HigherEd Institute be treated as an “eligible institution” for the OTEG program in the 2019-2020 fiscal year, provided that the institution meets all other lawful statutory requirements.

#### Summary timeline of events:

- July 1, 2015 – Community Care College (CCC) begins operation as nonprofit entity owned by Community HigherEd Institute.
- March 3, 2016 – As required by law, the State Regents approve CCC as meeting the statutory requirements to be eligible to participate in OTEG.
- June 30, 2016 – The State Regents approve the allocation of OTEG funds for 2016-17, adding Community Care College to the list of institutions receiving OTEG funds. Community Care College receives about fourteen percent of the allocated funds. Due to reductions in state appropriations, the inability to replace one-time funds allocated in 2015-16, and the reallocation of funds to CCC, the funding reduction for most other participating institutions exceeds thirty percent.
- April 25, 2017 – SB 600 is signed into law by Governor Fallin with an effective date of July 1, 2017 (SB 600 passed the Senate 41-1 and the House 88-0).
- May 10, 2017 – Chancellor Johnson sends a letter to Ms. Teresa Knox, CEO of Community HigherEd Institute and Dr. Kevin Kirk, President of Community Care College, informing them of the passage of SB 600. The letter further informs them that, based on IRS documents and information received from Community HigherEd Institute, CCC does not meet the new institution eligibility requirement in SB 600 and therefore will no longer be eligible to participate in OTEG beginning July 1, 2017.
- June 30, 2017 – A lawsuit is filed by Community HigherEd Institute against the State of Oklahoma, et al, in the United States District Court for the Northern District of Oklahoma. This lawsuit is later withdrawn and a lawsuit is filed in October in Oklahoma County District Court.
- October 12, 2017 – A lawsuit is filed by Community HigherEd Institute against the State of Oklahoma in Oklahoma County District Court.
- August 20, 2018 – Oklahoma County District Court Judge Lisa Davis issues an order that the new OTEG eligibility requirement in SB 600 is an unconstitutional special law that is null and void.
- September 13, 2018 – A Settlement Agreement between Community HigherEd and the State of Oklahoma is approved by the Oklahoma County District Court Judge Davis.
- March 28, 2019 – Pursuant to Settlement Agreement, the State Regents determine that CCC meets the statutory requirements to participate in the OTEG program beginning with the 2019-2020 academic year.

#### History of funding allocations for OTEG:

The following table shows the allocation of funds by the State Regents to the OTEG program since its first year of operation in FY 2005. In addition to allocations from current year state appropriations, in fiscal years FY 2014–FY 2016, the State Regents also allocated over \$500,000 from reserve funds.

**Oklahoma Tuition Equalization Grant  
Allocation of Funds**

Fiscal Year	Regents Allocation of Current Year Appropriations	Additional One-Time Grant Funds Allocated From Regents' Reserve Funds	Total Amount Allocated
FY'2005	\$1,000,000		\$1,000,000
FY'2006	\$2,185,894		\$2,185,894
FY'2007	\$2,185,894		\$2,185,894
FY'2008	\$3,828,751		\$3,828,751
FY'2009	\$3,828,751		\$3,828,751
FY'2010	\$3,828,751		\$3,828,751
FY'2011	\$3,614,415 (1)		\$3,614,415
FY'2012	\$3,371,184		\$3,371,184
FY'2013	\$3,406,848 (2)		\$3,406,848
FY'2014	\$3,406,848	\$200,000 (3)	\$3,606,848
FY'2015	\$3,406,848	\$200,000 (3)	\$3,606,848
FY'2016	\$3,310,093	\$134,240 (4)	\$3,444,333
FY'2017	\$2,774,901		\$2,774,901
FY'2018	\$2,641,171		\$2,641,171
FY'2019	\$2,625,301		\$2,625,301
FY'2020	\$2,625,301		\$2,625,301
	Total Additional Grant Funds	\$534,240	

(1) Includes supplemental appropriation of \$35,664

(2) FY2011 supplemental of \$35,664 annualized into FY2013 appropriation amount.

(3) \$200,000 in one-time grant funds for FY2014 and FY2015.

(4) \$134,240 in one-time grant funds for FY2016.

**POLICY ISSUES:**

The statutes creating the OTEG program state that the purpose of the program is “to maximize use of existing educational resources and facilities within this state, both public and private.”

**ANALYSIS:**

**Current Allocation Methodology**

Currently, each institution participating in OTEG is allocated a lump-sum amount from the total funding authorized by the State Regents. For 2018-2019, each institution participating in OTEG was allocated a lump-sum based on its actual OTEG expenditures in the prior year as a percentage of all OTEG expenditures in the prior year. The following table shows the allocation of OTEG funds for the 2018-2019.

**OKLAHOMA TUITION EQUALIZATION GRANT  
2018-2019 ALLOCATION OF FUNDS**

Institution	2017-18 Initial Allocation	2017-18 End of Year Expenditures	% of Total Expenditures 2017-18	Calculated Allocation 2018-19	Adjusted Allocation 2018-19	Change from 2017-18 Expenditures	% Change from 2017-18 Expenditures
Bacone College	\$ 204,000	\$ 197,000	7.85%	\$ 213,113	\$ 214,000	\$ 17,000	8.63%
Family of Faith Christian University	\$ 6,000	\$ 6,000	0.24%	\$ 6,491	\$ 6,000	\$ -	0.00%
Randall University	\$ 70,000	\$ 70,000	2.79%	\$ 75,726	\$ 76,000	\$ 6,000	8.57%
Mid-America Christian University	\$ 156,000	\$ 159,000	6.33%	\$ 172,005	\$ 172,000	\$ 13,000	8.18%
Oklahoma Baptist University	\$ 466,000	\$ 468,000	18.65%	\$ 506,279	\$ 506,000	\$ 38,000	8.12%
Oklahoma Christian University	\$ 186,000	\$ 188,000	7.49%	\$ 203,377	\$ 204,000	\$ 16,000	8.51%
Oklahoma City University	\$ 196,000	\$ 197,000	7.85%	\$ 213,113	\$ 214,000	\$ 17,000	8.63%
Oklahoma Wesleyan University	\$ 142,000	\$ 132,000	5.26%	\$ 142,797	\$ 142,000	\$ 10,000	7.58%
Oral Roberts University	\$ 328,000	\$ 328,000	13.07%	\$ 354,828	\$ 354,000	\$ 26,000	7.93%
St. Gregory's University	\$ 114,000	\$ 60,000		\$ -	\$ -	\$ (60,000)	-100.00%
Southern Nazarene University	\$ 346,000	\$ 345,000	13.75%	\$ 373,219	\$ 374,000	\$ 29,000	8.41%
Southwestern Christian University	\$ 70,000	\$ 66,000	2.63%	\$ 71,398	\$ 72,000	\$ 6,000	9.09%
The University of Tulsa	\$ 354,000	\$ 354,000	14.10%	\$ 382,955	\$ 382,000	\$ 28,000	7.91%
<b>Totals</b>	<b>\$ 2,638,000</b>	<b>\$ 2,570,000</b>	<b>100.00%</b>	<b>\$ 2,715,301</b>	<b>\$ 2,716,000 *</b>		

**Notes:**

\*State appropriations for FY 19 were 2,625,301. This represents an equal appropriation to FY 18 after a mid-year reduction. Over \$90,000 was available for carryover partially due to the closure of one institution. Projected interest earnings will be used to allow a slight increase in the adjusted allocation over the calculated allocation.

**Proposed Allocation Methodology for 2019-2020**

The Settlement Agreement requires that Community Care College be allocated OTEG funds in 2019-2020 using the same methodology used in 2016-2017. Under this methodology each institution will receive an allocation equal to the number of eligible students at the institution as a percentage of all eligible students. The proposed allocation methodology for 2019-2020 is based on each institution's actual number of OTEG awards utilized in 2018-2019 plus any eligible alternate recipients that were not funded. The State Regents office has verified the eligibility of all submitted alternates. Community Care College submitted individual student records for all students that would have met the OTEG eligibility requirements during the Fall 2018 and Spring 2019 semesters. The eligibility of these students was also verified by the State Regents' office. The following table shows how each institution's percentage allocation of OTEG funds would change from 2018-2019 to 2019-2020 based on the proposed allocation methodology. As shown, Community Care College would qualify for fourteen percent of the available funding. Among the twelve other participating colleges, eleven would have reduced percentages while one, the University of Tulsa, would have an increased percentage. The increased percentage for the University of Tulsa is due primarily to a large number of unfunded eligible students in 2018-2019.

**OKLAHOMA TUITION EQUALIZATION GRANT**  
**2018-2019 Allocation Percentage and 2019-2020 Potential Allocation Percentage**

Institution	2018-19 End of Year Actual Expenditures	% of 2018-19 Expenditures	Total Actual Awards and Verified Alternates for 2018-19* (See table below)	% of 2018-19 Actual Awards and Verified Alternates (Potential 2019-20 Allocation %)	Change from 2018-19 Allocation %
Bacone College	\$ 193,000	7.18%	193	4.84%	-2.34%
Family of Faith Christian University	\$ 5,000	0.19%	5	0.13%	-0.06%
Mid-America Christian University	\$ 172,000	6.40%	201	5.04%	-1.36%
Oklahoma Baptist University	\$ 506,000	18.82%	579	14.52%	-4.30%
Oklahoma Christian University	\$ 204,000	7.59%	226	5.67%	-1.92%
Oklahoma City University	\$ 212,000	7.89%	248	6.22%	-1.67%
Oklahoma Wesleyan University	\$ 138,000	5.13%	149	3.74%	-1.40%
Oral Roberts University	\$ 354,000	13.17%	517	12.97%	-0.20%
Randall University	\$ 76,000	2.83%	103	2.58%	-0.24%
Southern Nazarene University	\$ 374,000	13.91%	447	11.21%	-2.70%
Southwestern Christian University	\$ 72,000	2.68%	89	2.23%	-0.45%
The University of Tulsa	\$ 382,000	14.21%	664	16.65%	2.44%
Community Care College		0.00%	566	14.20%	14.20%
<b>TOTALS</b>	<b>\$2,688,000</b>	<b>100.00%</b>	<b>3,987</b>	<b>100.00%</b>	

\*The following table shows how the 3,987 “Total Actual Awards and Verified Alternates for 2018-19” in the table above was calculated.

**Oklahoma Tuition Equalization Grant (OTEG)**

College	Fall 2018 Semester			Spring 2019 Semester			Total 2018-19 Actual Awards & Verified Alternates	% of 2018-19 Total Actual Awards & Alternates
	Fall Actual Awards	Verified Eligible Alternates	Total Actual & Alternates	Spring Actual Awards	Verified Eligible Alternates	Total Actual & Alternates		
BACONE COLLEGE	99		99	94		94	193	4.84%
FAMILY OF FAITH CHRISTIAN UNIVERSITY	3		3	2		2	5	0.13%
MID AMERICA CHRISTIAN UNIVERSITY	86	9	95	86	20	106	201	5.04%
OKLAHOMA BAPTIST UNIVERSITY	253	12	265	253	61	314	579	14.52%
OKLAHOMA CHRISTIAN UNIVERSITY	104	15	119	100	7	107	226	5.67%
OKLAHOMA CITY UNIVERSITY	108	36	144	104		104	248	6.22%
OKLAHOMA WESLEYAN UNIVERSITY	71	10	81	67	1	68	149	3.74%
ORAL ROBERTS UNIVERSITY	178	87	265	176	76	252	517	12.97%
RANDALL UNIVERSITY	38	7	45	38	20	58	103	2.58%
SOUTHERN NAZARENE UNIVERSITY	177	5	182	197	68	265	447	11.21%
SOUTHWESTERN CHRISTIAN UNIVERSITY	36	13	49	36	4	40	89	2.23%
THE UNIVERSITY OF TULSA	191	156	347	191	126	317	664	16.65%
COMMUNITY CARE COLLEGE	-	192	192	-	374	374	566	14.20%
	1,344	542	1,886	1,344	757	2,101	3,987	100.00%

**Proposed Allocation of Funds for 2019-2020**

For 2019-2020, the total amount of funds available for allocation to the OTEG program is \$2.7 million, virtually unchanged from 2018-2019.

Due to the participation of Community Care College in 2019-2020, the amount allocated to most other institutions is reduced by about 20–30 percent. One institution, the University of Tulsa would have an increase in allocation.

**OKLAHOMA TUITION EQUALIZATION GRANT  
2018-2019 Actual Expenditures and 2019-2020 Proposed Allocations**

<b>Institution</b>	<b>2018-19 End of Year Expenditures</b>	<b>Proposed Allocation %'s for 2019-20</b>	<b>Calculated Allocations for 2019-20*</b>	<b>Proposed Allocations for 2019-20</b>	<b>\$ Change from 2018-19</b>	<b>% Change from 2018-19</b>
Bacone College	\$ 193,000	4.84%	\$ 130,230	\$ 130,000	\$ (63,000)	-33%
Family of Faith Christian University	\$ 5,000	0.13%	\$ 3,374	\$ 4,000	\$ (1,000)	-20%
Mid-America Christian University	\$ 172,000	5.04%	\$ 135,628	\$ 136,000	\$ (36,000)	-21%
Oklahoma Baptist University	\$ 506,000	14.52%	\$ 390,691	\$ 390,000	\$ (116,000)	-23%
Oklahoma Christian University	\$ 204,000	5.67%	\$ 152,498	\$ 152,000	\$ (52,000)	-25%
Oklahoma City University	\$ 212,000	6.22%	\$ 167,343	\$ 168,000	\$ (44,000)	-21%
Oklahoma Wesleyan University	\$ 138,000	3.74%	\$ 100,540	\$ 100,000	\$ (38,000)	-28%
Oral Roberts University	\$ 354,000	12.97%	\$ 348,855	\$ 348,000	\$ (6,000)	-2%
Randall University	\$ 76,000	2.58%	\$ 69,501	\$ 70,000	\$ (6,000)	-8%
Southern Nazarene University	\$ 374,000	11.21%	\$ 301,621	\$ 302,000	\$ (72,000)	-19%
Southwestern Christian University	\$ 72,000	2.23%	\$ 60,054	\$ 60,000	\$ (12,000)	-17%
The University of Tulsa	\$ 382,000	16.65%	\$ 448,046	\$ 448,000	\$ 66,000	17%
Community Care College	\$ -	14.20%	\$ 381,919	\$ 382,000	\$ 382,000	
<b>TOTALS</b>	<b>\$2,688,000</b>	<b>100.00%</b>	<b>\$ 2,690,301</b>	<b>\$ 2,690,000</b>	<b>\$2,000</b>	<b>0.1%</b>

**Funding Available**

FY2020 Allocation	\$ 2,625,301
FY2019 Carryover	\$ 65,000
	<u>\$ 2,690,301</u>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #20-a:**

**Temporary Assistance to Needy Families.**

**SUBJECT:** Approval of the contract between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services relating to the Temporary Assistance to Needy Families (TANF) Program.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the attached contract in the amount of \$2,885,541.**

**BACKGROUND:**

Since the 1996 Welfare Reform Act was legislated, short-term training programs at the community college tailored for recipients of TANF have been operational through funding provided through a contract between the Oklahoma Department of Human Services (DHS) and the Oklahoma State Regents for Higher Education (OSRHE).

**POLICY ISSUES:**

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

**ANALYSIS:**

The attached contract between the OSRHE and DHS in the sum of \$2,885,541 is to be approved by the OSRHE at the June 2019 meeting, to fund the TANF employment training programs at the community colleges. The FY 20 contract increased by \$253,373 (9 percent) due to increased funding for student services that include financial assistance for tuition, fees, and books not paid by federal grant funds, and student assistance to remove barriers and ensure student self-sufficiency.

Note: Contract attachments are on file at the State Regents' office.

Attachments

TANF CONTRACT



Contract for Public Agencies



20000528

Purchase Authorization Number

This contract is hereby entered into between the Oklahoma Department of Human Services (DHS) and Oklahoma State Regents for Higher Education agency name, hereto referred to as: OSRHE, agency acronym.

P. O. Box 108850 Oklahoma City OK 73101  
Billing address City State ZIP code

611770436

Vendor identification number (agency number)

1.0 Contract Period

The parties are in agreement that this contract shall be in effect for a period beginning 07/01/2019 and ending 06/30/2020. This contract may be renewed, at the sole option of DHS, under the same terms and conditions for four additional period(s) with a finite ending date of 06/30/2024.

2.0 Scope of Work

OSRHE hereby offers and agrees to perform services as described in Attachment A, entitled Scope of Work. When necessary, subsequent attachments shall be titled in succession, such as Attachment B, C, or D.

3.0 Compensation and Billing

In consideration of the performance of said services, DHS agrees to pay OSRHE :

\$2,885,541.18

Payment against this contract shall be in arrears and DHS shall not pay nor be liable for any other additional costs including, but not limited to: taxes, attorney fees, and/or liquidated damages.

OSRHE will bill DHS on a monthly basis for services. Claims for reimbursement of services shall be submitted within 90-calendar days of the provision of services. OSRHE will provide documentation of such expenses to support requests for reimbursement which may include copies of invoices, evidence of payment by OSRHE, and other DHS requested documents. Supporting encumbrances may be canceled upon a lapse of six months from the actual provision of services. DHS will have 45-calendar days from presentation of a proper invoice to issue payment to OSRHE.

4.0 Modification

Any change in the total amount of the contract must be in writing and approved by both parties. Any change in services provided must be approved by the appropriate division director or designated program supervisor. When a budget is attached, it is agreed by both parties that all budget changes between line items exceeding 20 percent must be in writing and approved by OSRHE and DHS.

#### 5.0 Termination for Convenience

Either party may terminate the contract in whole or in part for convenience when it is in the state's best interest. The terminating party shall terminate the contract by delivering to the other party a Notice of Termination for Convenience specifying the terms and effective date of contract termination. The contract termination date shall be a minimum of 30-calendar days from the date the terminating party issues the Notice of Termination for Convenience.

Notice of termination shall be in writing and electronic notification shall be sufficient.

When the contract is terminated, DHS shall be liable for costs, expenses, and non-cancellable commitments exclusive of profit, reasonably incurred prior to the date upon which the Notice of Termination for Convenience was received by OSRHE. Both parties shall make a good faith effort to reach mutual agreement on reasonable phase-out costs upon notice of termination.

#### 6.0 Termination for Cause

OSRHE may terminate the contract for default or other just cause with a 30-calendar day written request and upon DHS written approval. DHS may terminate the contract for default or any other just cause upon written notification to OSRHE.

Notice of termination shall be in writing and electronic notification shall be sufficient.

DHS point of contact for cancellation: Lisa French

When the contract is terminated, DHS shall be liable only for payment of prior expenditures, non-cancellable commitments and any reasonable phase out costs.

#### 7.0 Travel Expenses

Any travel expense incurred as a result of this contract shall be paid in accordance with the State Travel Act.

#### 8.0 Unavailability of Funding

DHS cannot guarantee the continued availability of funding for this contract, notwithstanding the consideration stated herein. In the event funds to finance this contract become unavailable either in full or in part due to insufficient funding, DHS may terminate this contract or reduce this contract consideration, upon written notice to: OSRHE. The notice shall be delivered by certified mail, electronic notification, return receipt requested, or hand delivered with written proof of delivery. DHS shall be the final authority as to the availability of funds. The effective date of such contract termination or reduction in consideration shall be specified in the notice, provided the funding adjustments stated in this paragraph shall not apply to payments made for services satisfactorily completed, prior to the effective date of the termination or reduction. In the event of a reduction in contract consideration, OSRHE may work with DHS to reduce the Scope of Work proportionately or cancel this contract as of the effective date of the proposed reduction upon advance written notice to DHS. Both parties shall make a good faith effort to reach mutual agreement on reasonable phase-out costs upon notice of termination or reduction of contract.

#### 9.0 Insurance

Each entity, under the terms of this agreement, shall maintain its statutory responsibility for insurance, per Section 4-85.58 of Title 74 of the Oklahoma Statutes (74 O.S. § 4:85.58). Each party hereto agrees to be responsible for its own negligent acts and omissions and those of its employees and agents as provided by the Oklahoma Governmental Tort Claims Act, 51 O.S. §§ 1991, and 151, et seq., as amended.

#### 10.0 Limitation of Liability

Without waiving any defense or immunity and subject to the Oklahoma Governmental Tort Claims Act, DHS agrees to bear all expenses, fines, judgments, and costs that may arise from any acts or omission of its officials or employees in connection with this contract.

#### 11.0 Grievance Procedure

When this contract involves services to DHS clients, OSRHE shall have a system for resolution of said grievances in place. The grievance system used by OSRHE shall be subject to prior DHS approval.

#### 12.0 Access to and Retention of Records

OSRHE shall be required to maintain all relevant records for seven years after DHS makes final payment for that year's period of performance and all other pending matters are closed.

OSRHE shall permit access to all such records, procedures, and accounts at any reasonable time by authorized personnel of the U.S. Department of Health and Human Services or other appropriate federal agencies, and authorized personnel of DHS, the Oklahoma State Auditor and Inspector, and other appropriate state agencies.

#### 13.0 Audit

OSRHE shall maintain adequate accounting and fiscal records and account for all funds provided by any source to pay the cost of the project, and permit audit of all such records, procedures, and accounts at any reasonable time by authorized personnel of the U.S. Department of Health and Human Services or other appropriate federal agencies, and authorized DHS personnel, the Oklahoma State Auditor and Inspector, and appropriate state agencies.

#### 14.0 Severability

When any provision of this contract shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. When a court of competent jurisdiction finds that any provision of this contract is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

#### 15.0 Ownership and Copyright

All curriculum, instructional materials, software, reports, and videos (intellectual property) developed for DHS and paid for through this contract shall be the property of DHS. Intellectual property created, paid for, or copyrighted by independent contractors or Universities outside of this contract shall be retained by same. DHS grants to universities a royalty free, non-exclusive, non-transferable, non-revocable, license to the intellectual property.

#### 16.0 False Claims Act

OSRHE shall promptly notify DHS of any credible evidence that a principal, employee, agent, contractor, sub-grantee, sub-contractor, or other person submitted a false claim under the False Claims Act or committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity or similar misconduct related to this contract.

**17.0 Resources**

OSRHE affirms that it has, or shall have under its control, by the date services are delivered, the personnel services, labor and equipment, machinery, or other facilities to perform the required work pursuant to this contract.

**18.0 DHS Logo Requirements**

During the term of the contract, and subsequent renewal periods of the contract, OSRHE is authorized and shall include the DHS logo on its website and on all printed materials to indicate services are provided in coordination with DHS. A DHS logo may be obtained from the DHS website at: <http://www.okdhs.org/library/news/mk/docs/logos.htm> or by navigating to DHS website at [www.okdhs.org](http://www.okdhs.org), select *Newsroom* and select *Logos*. Logo size selection and placement on materials or website shall be appropriate as determined by OSRHE. Records of the use of the DHS logo should be maintained by OSRHE and available for review at the DHS's discretion.

OSRHE is not authorized to modify the DHS logo or to use it in an inappropriate fashion. DHS bears no costs associated with the contractor's placement or use of the DHS logo. Upon DHS's request or termination or expiration of the contract, OSRHE shall remove the DHS logo from its website and cease production of the DHS logo on printed materials. DHS solely reserves the right to determine enforceability of this clause.

**19.0 Summation**

OSRHE shall not be liable for any damages resulting from any delay in delivery or failure to give notice of delay which directly or indirectly results from extreme weather, acts of God, delays in transportation or delivery, by any cause beyond OSRHE reasonable control.

**20.0 Summation**

This contract constitutes the entire contract and understanding between the parties and supersedes all prior and/or contemporaneous discussions, representations, or contracts, whether written or verbal of the parties relating to the work to be performed.

IN WITNESS WHEREOF, the parties, or their authorized representatives, have executed this contract as set forth below. The parties hereto agree that they may conduct the transaction by electronic means and hereby state that an electronic signature shall have the same force and effect as an original signature.

**Signature and Agreement**

This contract includes by reference, attachments A through B.

Agency, as shown on page one: Oklahoma State Regents for Higher Education

\_\_\_\_\_  
Agency representative signature                      Agency representative name (print)                      Date

\_\_\_\_\_  
Authorized DHS representative signature                      Authorized DHS representative name (print)                      Date

Attachment A  
Scope of Work  
PA 20000528

I. PURPOSE

This agreement is established between the Oklahoma State Regents for Higher Education (hereinafter "OSRHE") and the Oklahoma Department of Human Services (hereinafter "DHS"), the IV-A Agency responsible for administering the Temporary Assistance for Needy Families (TANF) Program under the Title IV-A of the Social Security Act. The purpose of this agreement is to set forth a process designed to provide post-secondary/vocational education (and/or other necessary skills) needed to gain employment for eligible recipients in the DHS TANF WORK program.

II. FINANCIAL COMMITMENT

1. DHS will set aside an estimated \$2,885,541.18 of its Block Grant funding, of which \$2,785,541.18 will be available to approved Community College programs designed to serve those who are determined by DHS to be eligible to participate.
2. An amount of \$100,000.00 will be provided to OSRHE as an administrative fee.
3. In accordance with this agreement, a 20% match to the Block Grant funding expended by DHS for post-secondary/vocational training programs at the local Colleges will be provided through OSRHE state funds and local college funds and/or in-kind contributions. In lieu of transfer of matching funds from OSRHE or local Colleges to DHS, OSRHE will identify the specific amount of matching funds ascertained and that are available for DHS to use as the non-federal share of the Block Grant expenditures.

OSRHE assures that state or local matching funds identified for the purpose set forth in this agreement will not be used to match other federal funds.

4. DHS and OSRHE retain the authority to determine the specific activities and services for which the matching Block Grant funds will be used.
5. DHS and OSRHE may not have adequate block grant funding available for salary increases or incentives. Funding for any increase or incentive may become the responsibility of the Institution where the grant funded employee is employed.

III. ASSURANCES

DHS and OSRHE and Colleges will comply with the Titles VI and VII of the Civil Rights Act of 1964, Executive order 11246, as amended, the Federal Regulations set forth in Title 45, Code of Federal Regulations, Part 80 (which implement PL 38-32), Civil Rights Act of 1964, Part 84 (which implements PL 93-112), Rehabilitation Act of 1973, part 90 (which implements PL 94-135), Age Discrimination Act of 1975, and Americans with Disability Act of 1990.

Attachment A  
Scope of Work  
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IV. LOCAL DHS RESPONSIBILITIES

Each local DHS office will:

1. Appoint a staff member who will serve as the liaison between DHS TANF staff and the local college program. The DHS liaison shall be responsible for meeting at least monthly with the college's TANF Coordinator or their designee for the purpose of reviewing the status of each program participant. This, and all, meeting will be documented in case notes by the DHS staff.
2. Conduct the necessary recruitment through development of the Mutual Agreement/Employability Plan (TW-2), and conduct case staffing with the recipient, the local college program coordinator or designee, and other appropriate partners to develop a comprehensive individualized service plan. If a participant's TANF case is sanctioned due to non-participation, the participant may remain/return to the class to cure the sanction.
3. Make referrals to the local college program with the Interagency Referral and Information Form (TW-3) with the TW-2 and assessment results attached.
4. Provide and/or refer the recipient to needed social and supportive services as funds are available and participant's needs require. These services may include, but are not limited to, participation allowance, child care, family planning, and counseling.
5. Holidays and excused absences shall be determined by DHS.

V. DHS STATE OFFICE RESPONSIBILITIES

1. Review and approve program applications and program budgets proposed by Colleges in consultation with OSRHE prior to OSRHE approval and notification of award amount.
2. DHS State Office staff, in conjunction with OSRHE staff will conduct site visits to the participating Community College program on an as needed basis (scheduled and unscheduled), but not less than once a year for the purpose of monitoring program fiscal operations and to assure adherence to approved program purposes, goals, and objectives.
3. Review all program new hires in the role of director and/or coordinator, with OSRHE State office staff, prior to offer of employment.

VI. OSRHE RESPONSIBILITIES

1. The OSRHE will solicit program renewal applications from Community Colleges. All applications must reflect collaboration by each local county DHS office served. After applications have been reviewed and approved by DHS and OSRHE, OSRHE will notify the Institution that the application has been approved. In this notification, OSRHE will also identify the amount of funds awarded to the programs which are available to reimburse the Colleges for program expenditures. Each program will designate a

Attachment A  
Scope of Work  
PA 20000528

minimum 10% of the award amount toward student services that includes tuition, fees, books and student assistance.

2. OSRHE will assure compliance to this agreement is met by soliciting renewal applications from Colleges, approving and monitoring the College programs, and providing technical assistance when needed.
3. Continue to meet an overall minimum completion standard for education of 43% and employment placements of 50%.

*(Rates are calculated utilizing year-end reports that show number of students/persons served minus those continuing in their program, minus persons whose departure or case closure was beyond the school/programs control (i.e. death, moved, DHS discontinued their case or placed them in another component, employment/income and child aged out) for a year-end total. Number of training completions (i.e. certificates, degree earned) will then be divided into the adjusted year-end total for a percentage calculation. Employment placement calculation will utilize the same adjusted year-end total divided by those who are in an employment placement.)*

4. In the event that any costs claimed by OSRHE are subsequently disallowed by DHS as cost items of the agreement, and OSRHE cannot establish that the costs are allowable under the agreement, OSRHE agrees to reimburse DHS in an amount equal to the disallowance. At the discretion of DHS, DHS may deduct such amounts from subsequent payments to be made to OSRHE without prejudice to OSRHE's right to establish the allowable of such item of costs under the agreement.
5. Reimbursement of costs incurred by operating a program is based on an approved budget and upon actual costs incurred and must be supported by documentation. Billing of expenses to the College programs will be done on a monthly basis and not later than forty-five (45) days after the end of the quarter. Supporting documentation must specifically identify the program and will include, but not limited to, copies of paid invoices and payroll records. Time and effort records will be reviewed at the program site visits and should be kept in the College's program records.
6. Block grant funding for this agreement must be used for direct program use. No block grant funding may be used for consultation fees or out-of-state travel by Community College programs without prior written approval from DHS and OSRHE.
7. OSRHE recognizes that Colleges funded by the block grant have no guarantee of funding year to year and that any earnings increase and/or stipends recommended for staff may not be allowable by block grant. Earnings not covered by the block grant would become the responsibility of the local College.
8. OSRHE will include in the renewal application the assurances and responsibilities that the Colleges are obligated to meet pursuant to the agreement. Approval of any subcontract shall not relieve OSRHE of any responsibility for performance under this



Attachment A  
Scope of Work  
PA 20000528

agreement. OSRHE will include in the renewal application that participating Colleges will:

- a. Develop; design and coordinate with DHS local county offices individualized/specialized programs which best meet employment opportunities within their community.
  - b. Provide services that include, but are not limited to the following:
    - i. Post-secondary/Vocational skills training (including non-traditional and specialized)
    - ii. Adult Basic Education, High School Equivalency or remediation when necessary for employment
    - iii. Training of basic skills related to employment/workplace skills
    - iv. Financial literacy
    - v. Job readiness/Job search activities
    - vi. Private and Public Sector Work Experience
    - vii. Six-month employment follow-up
  - c. Forward to appropriate DHS staff relevant information and documentation which may affect the eligibility of the TANF recipient within 10 business days.
  - d. Provide program activities offered to TANF recipients a minimum of 35 hours per week. In some instances TANF recipients may be identified as having “special needs” (i.e., mental health, domestic violence, substance abuse, court mandated issues, etc.) which require specific services offered outside the program. Time for “special needs” services may be included in the minimum 35-hour per week requirement. Program activities (scheduled, structured, and supervised) are required to be offered throughout the year except for designated state/federal holidays approved by DHS and OSRHE.
  - e. Comply with the most current “Program Guidelines for Community College TANF Programs” provided by OSRHE.
  - f. Adhere to the provisions outlined in the Health Insurance and Portability and Accountability Act (HIPAA).
  - g. Ensure TANF funds and/or TANF recipients are not used for promotional or programmatic publications, either in written, verbal, picture, or video format without written approval from DHS and OSRHE.
9. OSRHE staff, in conjunction with DHS state office staff, will conduct site visits to the participating Colleges programs on an as needed basis, scheduled and unscheduled, but not less than once a year for the purpose of monitoring achievement of program goals, purposes, and objectives, and fiscal compliance to assure adherence to the approved program guidelines. A written report with findings will be generated within 90 days of site visit.

Attachment A  
Scope of Work  
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VII. GENERAL TERMS AND CONDITIONS

1. The terms and conditions of this agreement shall be effective and binding from July 1, 2019 through June 30, 2020. It is agreed upon by both parties that this contract may be terminated by written notice delivered via certified mail by either party 30 days prior to termination date.
2. At the sole option of DHS the contract may be renewed, at the current level of services and budget, unless terminated by either party, subject to modification or cancellation provisions contained herein. Such renewals will extend for four (4) additional 12-month periods with a finite ending date of June 30, 2024.
3. In the event that either party fails to meet the terms and conditions of this contract or fails to provide services in accordance with the provisions of the contract, either party may cancel this contract upon written notice of default via certified mail. Such cancellation shall not be an exclusive remedy but shall be in addition to any other rights and remedies provided for by law.
4. Any modifications or amendments to the contract shall be in writing and agree by both OSRHE and DHS; provided, however, that the OSRHE is allowed to make budget adjustments not to exceed a 20% deviation within each category without a formal modification. The budget adjustments are submitted in writing by OSRHE and are subject to exception upon review for reasonableness by the contract monitor for DHS.
5. Contractors employing two or more individuals to supply services through a contract that expends in excess of \$500,000 or more in a year in federal funds must have a certified independent audit conducted in accordance with Government Auditing Standards and Office of Management and Budget (OMB) Circular A-133.

Contractors that receive in excess of \$50,000 per year in state or federal funds must have a certified independent audit of its entire operations conducted in accordance with Government Auditing Standards. The financial statements shall be prepared in accordance with Generally Accepted Accounting Principles and the report shall include a Supplementary Schedule of State Awards listing all state revenues and expenditures by contract and a Supplementary Schedule or Revenue and Expenditures by function and funding source. The certified independent audit must cover the period for which the contract was in effect.

A certified public accountant or public accountant who has a valid and current permit to practice accountancy must perform the audit. DHS retains the right to approve the selection of and examine the work papers of said auditor. No approval will be withheld unreasonably.

Contractor must submit two copies of the annual audit to the Office of Inspector General, P. O. Box 25252, Oklahoma City, Oklahoma 73125 along with the management letter

Attachment A  
Scope of Work  
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and a response to any audit findings within 90 days of the conclusion of the Contractor's fiscal year.

At the request of DHS or the Oklahoma State Auditor, Contractor will provide books, records, documents, accounting procedures, practices, or any other item relevant to the contract for examination.

6. OSRHE represents that it has, or will have by the date services are delivered, under its control, the personal services, labor and equipment, machinery or other facilities to perform work required from it pursuant to this agreement.
7. Any equipment or other tangible materials directly and/or specifically purchased with the DHS Block Funding provided through this contract and previously approved for said purchase by DHS shall remain the property of DHS. Upon termination or cancellation of the contract, for any reason, DHS may demand delivery/return of such equipment or materials at OSRHE's sole cost and expense. OSRHE shall notify DHS prior to relocation or substantial alteration of such equipment or materials.
8. Due to possible future reductions in State and/or Federal appropriation, DHS cannot guarantee the continued availability of funding for this agreement notwithstanding the consideration stated above. In the event funds to finance this agreement become unavailable, either in full or in part, due to such reduction in appropriations, DHS may terminate the agreement or reduce the consideration upon notice in writing to the OSRHE. Said notice shall be delivered by certified mail return receipt requested or in person with proof of agreement termination or proposed reduction in consideration shall be specified in the notice as the date of service and said notice, or the actual effective date of the federal funding reduction, whichever is later. Provided, that reduction shall not apply to payments made for services satisfactorily completed prior to said effective date. In the event of reduction in consideration, OSRHE may cancel this agreement as of the effective date of the proposed reduction upon the provision of advance written notice to DHS.
9. The travel expense to be incurred by OSRHE and approved community college programs pursuant to this contract for services shall be included in the total amount of the contract award. DHS will only pay travel expenses (including per diem) specified in and charged against the total amount of the contract award. In addition, DHS will not reimburse travel expenses in excess of the rate established by the Oklahoma State Travel Reimbursement Act, Department policy. The OSRHE shall be responsible for all travel arrangements and providing supporting documentation when submitting claims for reimbursement.
10. During the term of the contract, and any subsequent renewal period of the contract, the Contractor is authorized and shall include the DHS Logo on its website and on all printed materials to indicate services are provided in coordination with DHS. The DHS logo may be obtained from the DHS website at:

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<http://www.okdhs.org/library/news/mk/Pages/logos.aspx> or by navigating the DHS website at [www.okdhs.org](http://www.okdhs.org), select Newsroom and select Logos, Size selection and placement of the logo on materials or website should be appropriate as determined by the Contractor. Records of use of the DHS Logo should be maintained by the Contractor and be made available for review at the discretion of DHS, Contractor is not authorized to modify the DHS Logo or to use in any inappropriate fashion. DHS bears no costs associated with the contractor's placement or use of the DHS Logo. Upon DHS request, termination of the contract or expiration of the contract, the Contractor will remove the DHS Logo from its website and cease production of the DHS Logo on printed materials. DHS solely reserves the right to determine enforceability of this clause.

11. The agreement to be bound by the terms of the agreement will become effective upon the signature of all persons shown below.

Signatures:

\_\_\_\_\_  
Authorized DHS Representative  
Oklahoma Department of Human Services  
Date \_\_\_\_\_

\_\_\_\_\_  
Glen D. Johnson, Chancellor  
Oklahoma State Regents for Higher  
Education  
Date \_\_\_\_\_

Attachment B

Oklahoma State Regents for Higher Education  
TANF Program Annual Budget

Allocations to Community Colleges	\$2,785,541
Administration	\$100,000
Total	\$2,885,541



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #20-b:**

**Temporary Assistance to Needy Families.**

**SUBJECT:** Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Need Families program pursuant to contracts with the Oklahoma Department of Human Services.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the community college TANF allocations in the amounts set forth herein pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.**

**BACKGROUND:**

Since the 1996 Welfare Reform Act was legislated, employment training programs at the community colleges tailored for recipients of TANF have been operational through funding provided through a contract between the Oklahoma Department of Human Services (OKDHS) and the Oklahoma State Regents for Higher Education (OSRHE). Ten community colleges have programs at 15 sites. There is also a TANF program at Oklahoma State University's (OSU) two technical branches, OSU Institute of Technology (OSUIT) and OSU-Oklahoma City (OSU-OKC).

Since July 1999, OKDHS and the OSRHE have entered into a separate contract to offer a job readiness program for TANF recipients at OSU-OKC. Effective July 1, 2018 the contract to offer a job readiness program is merging with the contract that offers employment training at the community colleges. The purpose of the job readiness program remains in effect and continues to offer intense job readiness skills and subsequent job search assistance to help TANF recipients become employed within 4-6 weeks. Many of the TANF recipients referred to this program have already received vocational training and have been unable to find employment.

**POLICY ISSUES:**

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

**ANALYSIS:**

A review of the community college TANF program continuation applications for FY20 by OKDHS and State Regents' staff resulted in the recommended amounts listed:

INSTITUTIONAL ALLOCATIONS

<b>College</b>	<b>Amount</b>
Carl Albert State College	\$269,731
Connors State College	\$112,947
Murray State College**	\$406,078
Northeastern Oklahoma A& M College	\$181,930
Northern Oklahoma College-Enid	\$162,554
Oklahoma City Community College	\$213,295
Oklahoma State University Institute of Technology – Okmulgee	\$149,871
Oklahoma State University – Oklahoma City	\$262,436
Redlands Community College	\$284,661
Rose State College	\$383,474
Seminole State College	\$181,204
Western Oklahoma State College*	\$103,500
* joint program with area technology center	
** a total of 4 program sites	
<hr/>	
Total Institutional Allocations	<u>\$2,711,681</u>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #21-a:**

**Scholars for Excellence in Child Care.**

**SUBJECT:** Approval of contracts between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education to continue the Scholars for Excellence in Child Care program.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the Scholars for Excellence in Child Care scholarship contract in the amount of \$870,258 and program contract renewal in the amount of \$1,288,149.**

**BACKGROUND:**

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (DHS) have contracted to fund the Scholars for Excellence in Child Care (Scholars) program, in an effort to improve the quality of care children receive in licensed child care facilities, increase teacher educational levels, compensation, and improve retention. The annual contract allows community colleges to, among other things, offer specialized academic and support programs and to recruit licensed child care providers as a way to encourage child care professionals to further their education in the field of early childhood and child development.

Given the success of the Scholars program and the desire of DHS to continue to improve the quality of services available to child care staff, the Director of DHS asked the Chancellor to broaden the State Regents' current scholarship offerings, beginning Fall 2004, by assuming responsibility for administering and managing the scholarship program (formerly Teacher Education and Compensation Helps-TEACH) in conjunction with the Scholars program. Therefore, a contract between the two parties was entered into to provide funding for administering the scholarship program.

**POLICY ISSUES:**

This action is consistent with the State Regents' commitment to enhance educational opportunities, credential and degree completion, and encourage coordination and cooperation between the OSRHE, State System institutions and other state agencies.

**ANALYSIS:**

The Scholars Program has achieved success since its inception. Through summer 2018, there have been approximately 442 child care providers that, through taking courses at the community colleges, have obtained a Child Development Associate (CDA), a nationally recognized credential; approximately 3,603 have earned a certificate of mastery and 1,125 an associate degree through the Scholars program initiative. There have been 334 directors/assistant directors who have obtained a Director's Certificate of Completion

awarded through the Scholars program. Twenty-six scholars have received a bachelor's degree through the pilot bachelor's scholarship.

Since spring 2007, the inception of the Early Education Pathway to Your CDA curriculum, area technology centers have offered on-line and classroom training to prepare students for the national CDA Credential. The Scholars program has provided a scholarship to assist with the cost. Since June 2018, approximately 451 child care providers in the state have obtained a national CDA Credential.

An increase in federal funding has allowed the FY20 scholarship budget to increase by \$37,319 (4 percent) due to student enrollment. Additionally, the FY20 program budget has increased \$43,578 (3 percent) due to the expansion of educational stipends, increased enrollment in the bachelor's degree pilot, and institutional allocations.

The contract and contract renewal will continue the program through FY20.

Note: Supplements to the contracts are on file in the State Regents' office.

Attachments

**DIVISION OF CHILD CARE  
OKLAHOMA DEPARTMENT OF HUMAN SERVICES  
PROFESSIONAL SERVICES CONTRACT**

This agreement is entered into the 1st day of July, 2019, by the Oklahoma Department of Human Services (Department), Oklahoma Child Care Services Division (OCCS) and the Oklahoma State Regents for Higher Education (OSRHE), P. O. Box 108850, Oklahoma City, OK 73101. OSRHE hereby offers and agrees to administer the Scholars for Excellence in Child Care (Scholars), a comprehensive scholarship program for eligible child care providers attending two year colleges and technology centers pursuing education toward a Child Development Associate (CDA) credential, Certificate of Mastery, Director's Certificate of Completion, an associate of arts or science in early childhood education/child development, or a bachelor's degree.

**Contract Allowable Cost and Payment schedule**

For and in consideration of the performance of this contract by OSRHE, the Department agrees to pay an amount not to exceed \$870,258 (Eight Hundred Seventy Thousand Two Hundred Fifty Eight Dollars) for services agreed upon herein (Budget Attachment A). Payments will be made in accordance with written authorization by the Department on a quarterly basis (or upon receipt of properly completed invoices.) OSRHE shall be allowed to transfer budget authority from within the initial line items. Changes to budget authority greater than 10% must have prior written approval from the Department.

**Contract Term**

It is agreed by both parties this agreement will be in effect for a period beginning 7-1-19 and ending 6-30-20. This agreement will be renewable for three one year periods at the level of services outlined in Attachments A and B.

**OSRHE Responsibilities**

- A. Maintain the Scholars scholarship program as outlined in Attachment B.
- B. Employ staff to administer the scholarship program with qualifications agreed upon by DHS Child Care Services.
- C. Process scholarship applications within two weeks of receipt.
- D. All employees must meet the responsibilities listed in the current job descriptions as well as any other responsibilities deemed by the OSRHE Special Programs Manager.
- E. Maintain program records to include statistical records. On a semester, annual, or as needed basis, the Special Programs Manager shall submit reports detailing services and expected outcomes. Contents of the report to be specified by DHS Child Care Services.
- F. DHS Child Care Services will have the right of approval of any staff hired during the contract term.
- G. Update the Scholars website within 30 days of significant program changes.

- H. Assure accountability measures through the Scholars program's database to determine the project's success. In addition, information will be evaluated to determine any needed program adjustments.

### **Billing Procedures**

Payments will be made in accordance with written authorization by the Department upon receipt of claims. The Department may withhold a part or all of a final payment until disputes of claims are resolved, or to assure compliance with all terms of the contract. Pursuant to O.S. 62 41.4b, interest shall be paid upon the forty-fifth day of receipt of a properly submitted claim.

In the event that any payments are subsequently disallowed by federal or state authorities due to negligence/performance of OSRHE, OSRHE agrees to reimburse the Department in an amount equal to the disallowance.

Revenues attributed to the scholarship program collected by OSRHE will be maintained within a segregated account by OSRHE. The balance of this accumulation account will be reconciled and offset payment of the final claim.

Invoices should be submitted to the following address:

OKDHS-Oklahoma Child Care Services  
P.O. Box 25352  
Oklahoma City, OK 73125

The Department will also provide indirect cost in the sum of 13.175% in performance of the contract guidelines to OSRHE. The indirect cost is figured at 13.175% of the cost of personnel, maintenance and operations for the scholarship program budget.

### **Terms and Conditions**

#### **Modification**

Any modifications or amendments to the contract shall be in writing and agreed to by both the OSRHE and the Department.

#### **Termination**

It is agreed by both parties that this agreement may be terminated by notice in writing by either party 30 days before effective date of termination.

#### **Subcontracting**

The service to be performed under this contract shall not be subcontracted in whole or in part, to any other person or entity without the written consent of the Department. The terms of this contract and such additional terms as the Department may require shall be included in any approved subcontract, and approval of any subcontract shall not relieve OSRHE of any responsibility for performance under this contract.

## **Unavailability of Funding**

Due to possible future reductions in State and/or Federal appropriations, the Department cannot guarantee the continued availability of funding for this Contract, notwithstanding the consideration stated above. In the event funds to finance this Contract become unavailable, either in full or in part, due to such reductions in appropriations, the Department may terminate the Contract or reduce the consideration upon notice in writing to the OSRHE. Said notice shall be delivered by certified mail, return receipt requested or in person with proof of delivery. The Department shall be the final authority as to the availability of funds. The effective date of such Contract termination or reduction in consideration shall be specified in the notice as the date of service of said notice, or the actual effective date of the federal funding reduction, whichever is later. PROVIDED, that reductions shall not apply to payments made for services satisfactorily completed prior to said effective date. In the event of a reduction in consideration, the OSRHE may cancel this Contract as of the effective date of the proposed reduction upon the provision of advance written notice to the Department.

The OSRHE represents that it has, or will have by the date services are delivered, under its control, the personal services, labor and equipment, machinery or other facilities to perform work required from it pursuant to this agreement.

## **Supporting Documentation**

The OSRHE assures that all costs billed will be supported by documentation that will include copies of paid invoices, payroll records and time reports and approved methods for application of indirect costs. The OSRHE further assures that all billings will be based on actual costs incurred. All costs billed will be supported by documentation that will include copies of invoices dated within the contract period.

## **Travel**

Travel expenses to be incurred by OSRHE pursuant to this contract for services shall be included in the total amount of the contract award. The Department will only pay travel expenses (including per diem) specified in and charged against the total amount of the contract award and shall not be in excess of the rate established by the Oklahoma State Travel Reimbursement Act and OKDHS policy.

## **Assurances**

The Department and OSRHE and Colleges will comply with Titles VI and VII of the Civil Rights Act of 1964, Executive order 11246, as amended, the Federal Regulations set forth in Title 45, Code of Federal Regulations, Part 80 (which implement PL 38-32), Civil Rights Act of 1964, Part 84 (which implements PL 93-112), Rehabilitation Act of 1973, part 90 (which implements PL 94-135), Age Discrimination Act of 1975), and Americans with Disability Act of 1990.

## **Marketing**

The Department retains ownership to all names, artwork, publications, web content and web domains associated with the services provided by the contractor on behalf of the Department.

The Department will determine the overall branding of services (may include, but not limited to: name of the service, artwork or logos) provided by contractor on behalf of the Department. The Department and the Contractor agree to collaborate on the marketing of services provided by the contractor on behalf of the Department. The Department agrees that there may be reference to the contractor or designee in certain marketing publications.

All major publications or web content associated with a service provided on behalf of the Department, or paid by the Department, will be furnished to the Department prior to use or distribution.

Contractor agrees that the marketing terms will be complied with by all sub-contractors or grantees of the contractor providing services on behalf of the Department.

**Data Security**

The OSRHE agrees to comply with all applicable federal and state law and the OSRHE's policies concerning information security risk assessments, confidential information and data security.

\_\_\_\_\_  
Ed Lake, Director  
Oklahoma Department of Human Services

\_\_\_\_\_  
Glen D. Johnson, Chancellor  
Oklahoma State Regents for  
Higher Education

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**STATE OF OKLAHOMA**

**DEPARTMENT OF HUMAN SERVICES**

**THIRD RENEWAL AND SECOND MODIFICATION OF CONTRACT**

This Renewal of the current contract PA# 13000376, PO# 0900376 is entered into by and between the Oklahoma Department of Human Services (“Department”) and the Oklahoma State Regents for Higher Education (“OSRHE”).

WHEREAS, on or about July 1, 2016, the Department and the OSRHE entered into an agreement effective July 1, 2016 through June 30, 2017 whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars) program that allows scholar coordinators at nine community colleges to recruit and assist eligible child care providers to pursue education toward a Child Development Associate (CDA), Certificate of Mastery, Director’s Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor’s degree. (“Agreement”);

WHEREAS, the original contract is an amount not to exceed \$1,288,149;

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the Agreement may be renewed for three one year periods at the level of services outlined in Attachments A & B;

WHEREAS, the Modification section of the Agreement provides that any modifications or amendments to the Agreement shall be in writing and agreed to by both the OSRHE and the Department;

WHEREAS, both parties desire to renew the Agreement for a one-year period and modify the Agreement as set forth below.

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I. Renewal

With the appropriate FY20 Attachments A & B

This Agreement shall be renewed for the first of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2019 and ending June 30, 2020.

Except as expressly amended and modified by this Third Renewal and Second Modification all provisions of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this Third Renewal and Second Modification be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

**Oklahoma Department of Human Services**

**Oklahoma State Regents for Higher Education**

By: \_\_\_\_\_  
Ed Lake, Director, or designated signee

By: \_\_\_\_\_  
Glen D. Johnson, Chancellor

Date: \_\_\_\_\_

Date: \_\_\_\_\_



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #21-b:**

**Scholars for Excellence in Child Care.**

**SUBJECT:** Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care program pursuant to the contract with the Oklahoma Department of Human Services.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the community college Scholars for Excellence in Childcare Program FY20 allocations in the amounts set forth below pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.**

**BACKGROUND:**

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (DHS) have contracted to allow State System community colleges to participate in the Scholars for Excellence in Child Care (Scholars) program. Seven community colleges and Oklahoma State University-Oklahoma City have a Scholars program in place.

**POLICY ISSUES:**

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

**ANALYSIS:**

A review of the community college Scholars program continuation applications by DHS and State Regents' staff resulted in the following recommendations for FY20:

<b>Community College</b>	<b>FY20 Allocation</b>
Carl Albert State College	\$104,427
Northern Oklahoma College	\$152,534
Oklahoma City Community College	\$72,405
Oklahoma State University-Oklahoma City	\$76,171
Redlands Community College	\$92,759
Rose State College	\$97,093
Tulsa Community College	\$144,301
Western Oklahoma State College	\$84,857



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #22:**

**Degrees Conferred.**

**SUBJECT:** Acceptance of the Degrees Conferred in Oklahoma Higher Education 2017-18 Report.

**RECOMMENDATION:**

**It is recommended that the State Regents accept Degrees Conferred in Oklahoma Higher Education 2017-18 Report.**

**BACKGROUND:**

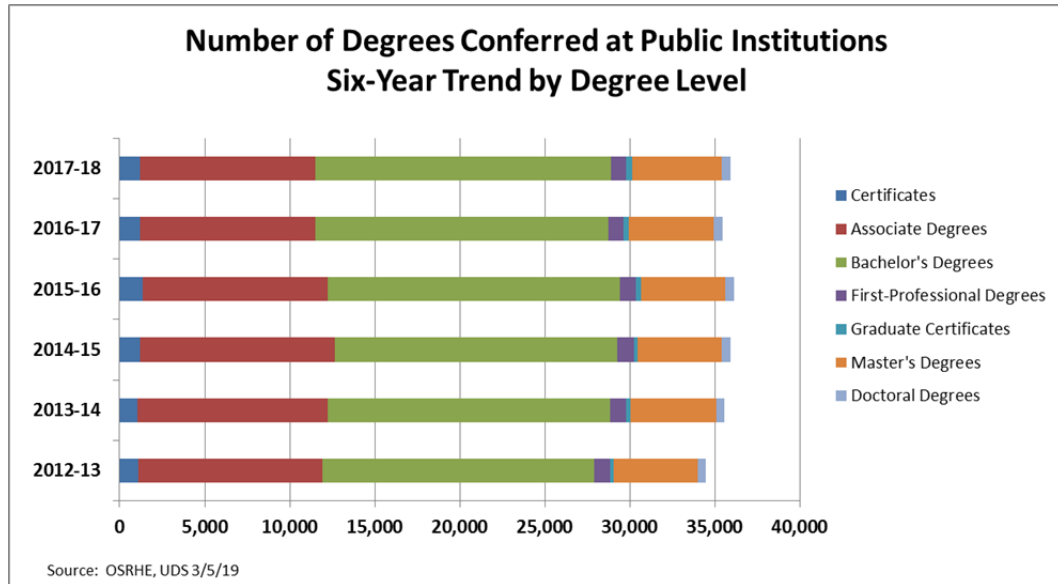
Article XIII-A of the Oklahoma Constitution states that the State Regents “*shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions.*”

**POLICY ISSUES:** None

**FINDINGS:**

After a small decrease in degree completions last year, the 2017-18 Oklahoma State System degree totals are rising again. Additionally, completions within the targeted areas of Science, Technology, Engineering, and Math (STEM) and healthcare have continued to rise.

- **Six-Year History.** During the 2017-18 academic year, Oklahoma public higher education institutions conferred a total of 35,910 certificates and degrees. Compared to 2016-17, the number of certificates and degrees conferred increased by 1.4 percent from 35,425. An accurate comparison of the number of degrees conferred at private institutions is not possible because not all private institutions reported or verified their data in both years.



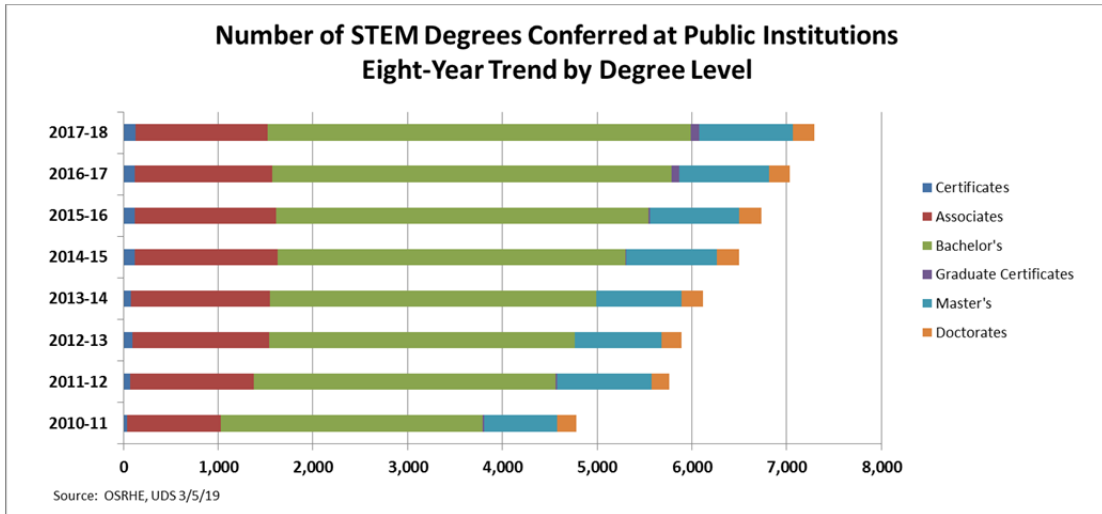
**Degrees Conferred at Public Institutions  
2012-13 through 2017-18**

TYPE OF DEGREE	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	One-Year Difference	Five-Year Difference
Certificates	1,081	1,023	1,207	1,341	1,179	1,192	1.10%	10.27%
Associate Degrees	10,864	11,212	11,458	10,868	10,323	10,294	-0.28%	-5.25%
Bachelor's Degrees	15,950	16,588	16,612	17,174	17,210	17,414	1.19%	9.18%
First-Professional Degrees	943	929	950	942	905	897	-0.88%	-4.88%
Graduate Certificates	225	270	241	308	287	349	21.60%	55.11%
Master's Degrees	4,909	5,042	4,944	4,969	5,026	5,242	4.30%	6.78%
Doctoral Degrees	479	487	491	515	495	522	5.45%	8.98%
<b>Total</b>	<b>34,451</b>	<b>35,551</b>	<b>35,903</b>	<b>36,117</b>	<b>35,425</b>	<b>35,910</b>	<b>1.37%</b>	<b>4.24%</b>

- Oklahoma population.** The number of bachelor's degrees conferred in Oklahoma increased 4.3 times from 1941-42 to 2017-18, from one in 973 people to one in 226. The number of master's degrees awarded increased 16.0 times, from one in 12,038 people to one in 752. The number of doctoral degrees conferred increased 93.0 times, from one in 738,333 people to one in 7,554.
- Fifteen-Year History, by Degree.** During the last 15 years from 2003-04 to 2017-18, the largest number of degrees conferred at public institutions was bachelor's, followed by associate's, master's, first-professional, and doctoral, respectively.
- Fifteen-Year History, Change by Degree.** Over that 15-year period, the number of degrees conferred increased 30 percent for the associate's degree (from 7,883 to 10,294), 27 percent for the bachelor's degree (from 13,753 to 17,414), 21 percent for first-professional degrees (from 742 to 897), 23 percent for master's degrees (from 4,246 to 5,242), and 54 percent for doctoral degrees (from 339 to 552).
- Fifteen-Year History, by Field of Study.** From 2003-04 to 2017-18, the largest number of bachelor's degrees awarded at public institutions was in business and management. For 12 of the last 15 years, education has had the largest number of master's degrees awarded, with business and management leading in 2004-05, 2013-14, and 2014-15. Last year, the highest number of doctoral degrees awarded was in education, preceded by one year of biological

science and four years of engineering at the top of the list. Prior to that, education was the top producer in seven of first nine years.

- Fifteen-Year History, by Race/Ethnicity.** From 2003-04 to 2017-18, the largest percentage of degrees was awarded to Caucasian students, averaging 71.2 percent at the first-professional level, 68.2 percent at the bachelor’s level, 68.1 percent at the associate’s level, 62.1 percent at the master’s level, and 52.1 percent at the doctoral level. In 2017-18, Native Americans ranked second for associate’s degrees conferred. Those of multiple races ranked second in bachelor’s degrees; Asians ranked second in first-professional degrees; and Non-Resident Aliens were second in the master’s and doctoral levels.
- Current Year Degrees, by Gender.** In 2017-18, women accounted for 58 percent of all degrees, but the gender distribution by degree level varied: At the graduate certificate level, women earned 68 percent of the awards; women earned smaller portions of the total awards at the certificate level (59 percent), associate’s degree (62 percent), bachelor’s (56 percent), master’s (57 percent), and first-professional (53 percent). The lowest representation by women was at the doctoral degree level where women earned 48 percent of the degrees, compared to 52 percent for men).
- Science, Technology, Engineering, and Math.** STEM degrees have increased by 52.5 percent compared to eight years ago, with bachelor’s, associate’s, and master’s degrees accounting for the bulk of the degrees awarded.



**Degrees Conferred at Public Institutions in Science, Technology, Engineering, and Math (STEM) 2009-10 through 2017-18**

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	One-Year Difference	Eight-Year Difference
<b>Certificates</b>	43	30	76	95	83	125	121	125	131	4.8%	204.7%
<b>Associate's</b>	987	1,147	1,298	1,446	1,461	1,503	1,489	1,445	1,393	-3.6%	41.1%
<b>Bachelor's</b>	2,764	2,863	3,185	3,220	3,444	3,671	3,930	4,219	4,465	5.8%	61.5%
<b>Graduate Certificates</b>	14	21	21	4	7	12	16	74	88	18.9%	528.6%
<b>Master's</b>	773	866	998	914	892	953	939	948	990	4.4%	28.1%
<b>Doctorates</b>	198	161	186	208	229	233	242	221	223	0.9%	12.6%
<b>Totals</b>	<b>4,779</b>	<b>5,088</b>	<b>5,764</b>	<b>5,887</b>	<b>6,116</b>	<b>6,497</b>	<b>6,737</b>	<b>7,032</b>	<b>7,290</b>	<b>3.7%</b>	<b>52.5%</b>

Note: OSRHE definitions used to define STEM fields

- **STEM, by Field of Study.** For the last eight years, engineering has had the largest number (27.4 percent in 2017-18) of the STEM degrees awarded, followed by biological/biomedical (17.6 percent in 2017-18) and computer & information science (14.0 percent in 2017-18). The largest percentage increases among STEM degrees over the last eight years occurred in protective services, computer & information science, and multi/interdisciplinary studies.
- **Health Professions.** Degrees and certificates in the health professions have continued to rise from 4,932 in 2012-13 to 5,730 in 2017-18, a total of 16 percent increase over the six years.

## ANALYSIS:

Higher education is one factor that contributes to personal advancement and individual financial success. On average, individuals with a college degree earn significantly more over their lifetimes than those with only a high school diploma, and they are less likely to be unemployed than their less educated counterparts. In addition, there are important benefits that accrue to the society at large. The higher pay earned by those with college degrees generates higher taxes and less reliance upon social supports. College educated individuals have lower incarceration rates, higher voter participation rates, and they contribute more to philanthropic causes than those without a college degree.<sup>1</sup> Just as important, an educated workforce is a major economic engine that attracts business and spurs economic diversity for the region and state.

Despite the importance of a college degree in today's economy, Oklahoma lags behind the national average in terms of the percentage of the population age 25 and older who have a bachelor's degree or higher. According to the U.S. Census Bureau's 2017 American Community Survey, 25.5 percent of Oklahomans have a bachelor's degree, while that statistic rises to 32.0 percent for the nation as a whole. Oklahoma also lags behind the national rate in those with an associate's degree or higher (Oklahoma 33.6 percent, compared to U.S. 40.5 percent).

Several key initiatives have been advanced in recent years to improve the wealth of all Oklahomans through increasing the education level of the state's workforce. Oklahoma Works is one such initiative that recognizes and focuses on the substantial skills gap facing the state and seeks to bridge that gap through education and training. "As of 2015, 46 percent of Oklahomans have a high school diploma or less. Projections show in 2025 only 23 percent of the state's increasingly robust labor market will be accessible to those Oklahomans who have at most a high school diploma. In other words, there is a 23 percentage point skills gap between the credentials Oklahoma's current workforce possesses and what the state's future economy will require."<sup>2</sup> [Note: the percentage of Oklahomans with a high school diploma or less dropped from 46 percent to 43 percent in 2017.<sup>3</sup>] In order to meet labor demands in wealth-generating occupations, more individuals must obtain postsecondary education or credentials.

In addition to its partnership in Oklahoma Works, the Oklahoma State Regents are part of the Complete College America initiative whose goal is to increase the number of degrees and certificates earned in Oklahoma by 67 percent by 2023. In the first six years, the number of degrees and certificates earned increased by 12,410, surpassing the state's benchmark goal of 10,200.

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<sup>1</sup> Trostel, Philip, "It's Not Just the Money: The Benefits of College Education to Individuals and to Society," Lumina Issue Papers, October 14, 2015

<sup>2</sup> "Oklahoma Works Strategic Delivery Plan," September 2016, <http://oklahomaworks.gov/wp-content/uploads/2016/03/Oklahoma-Works-Strategic-Delivery-Plan-February-2016-2.pdf>, accessed January 27, 2017.

<sup>3</sup> U.S. Census Bureau, 2017 American Community Survey.

These accomplishments do not come cheaply. Efforts to increase college readiness; streamlining remediation through redesigned college courses, tutors, and summer bridge programs; increasing pathways to degrees; providing sufficient course sections for students to finish on time; implementing flat rate tuition structures; and providing greater access and support for adult students require substantial resources. Although the challenge is great, the State Regents and System of Higher Education continue their commitment to providing programs and academic and financial support to students in order to maximize individual degree attainment and contribute to an increasingly skilled workforce in the state.

These data and additional tables are available on the State Regents' website at <http://www.okhighered.org/studies-reports/outcomes.shtml>.

FIGURE 1

DEGREES CONFERRED AT PUBLIC INSTITUTIONS  
2017-18

CERTIFICATES			ASSOCIATE			BACHELOR'S			FIRST-PROFESSIONAL			GRADUATE CERTIFICATES			MASTER'S			DOCTORAL		
1,192			10,294			17,414			897			349			5,242			522		
<b>Top Three Degree-Producing Institutions</b>																				
TCC	346	29.0%	TCC	2,229	21.7%	OSU	4,744	27.2%	OUHSC	444	49.5%	OU	169	48.4%	OU	1,880	35.9%	OSU	243	46.6%
OCCC	278	23.3%	OCCC	1,639	15.9%	OU	4,347	25.0%	OULAW	161	17.9%	OSU	74	21.2%	OSU	1,055	20.1%	OU	239	45.8%
ROSE	98	8.2%	OSU-OKC	897	8.7%	UCO	2,476	14.2%	OSU-CHS	104	11.6%	OUHSC	60	17.2%	UCO	578	11.0%	OUHSC	23	4.4%
<b>Top Three Fields of Study</b>																				
Health	341	28.6%	Health	2,535	24.6%	Business	3,632	20.9%	Law	161	17.9%	Human Res	106	30.4%	Education	1,033	19.7%	Education	83	15.9%
Fam & Consum Sci	223	18.7%	Liberal Arts	1,509	14.7%	Health	1,486	8.5%	Pharmacy	160	17.8%	Nutrition Sci	38	10.9%	Business	948	18.1%	Engineering	73	14.0%
Business	218	18.3%	Business	1,387	13.5%	Engineering	1,344	7.7%	Medicine, MD	151	16.8%	Forensic Sci	25	7.2%	Health	581	11.1%	Biological Sci	65	12.5%
<b>Gender</b>																				
Men	490	41.1%		3,947	38.3%		7,635	43.8%		425	47.4%		113	32.4%		2,231	42.6%		272	52.1%
Women	702	58.9%		6,347	61.7%		9,779	56.2%		472	52.6%		236	67.6%		3,011	57.4%		250	47.9%
<b>Race</b>																				
African Amer.	84	7.0%		546	5.3%		985	5.7%		22	2.5%		29	8.3%		332	6.3%		27	5.2%
Amer. Indian	109	9.1%		960	9.3%		1,003	5.8%		29	3.2%		17	4.9%		300	5.7%		16	3.1%
Asian Amer.	24	2.0%		196	1.9%		569	3.3%		96	10.7%		13	3.7%		132	2.5%		11	2.1%
Hispanic	72	6.0%		768	7.5%		1,281	7.4%		43	4.8%		32	9.2%		289	5.5%		21	4.0%
Caucasian	699	58.6%		5,970	58.0%		10,735	61.6%		560	62.4%		197	56.4%		3,011	57.4%		254	48.7%
Hawaiian/Pac Isl.	3	0.3%		13	0.1%		22	0.1%		1	0.1%		1	0.3%		7	0.1%		1	0.2%
Multiple	85	7.1%		892	8.7%		1,569	9.0%		57	6.4%		22	6.3%		319	6.1%		17	3.3%
Unknown	70	5.9%		604	5.9%		312	1.8%		81	9.0%		23	6.6%		181	3.5%		17	3.3%
Nonres. Alien	46	3.9%		345	3.4%		938	5.4%		8	0.9%		15	4.3%		671	12.8%		158	30.3%

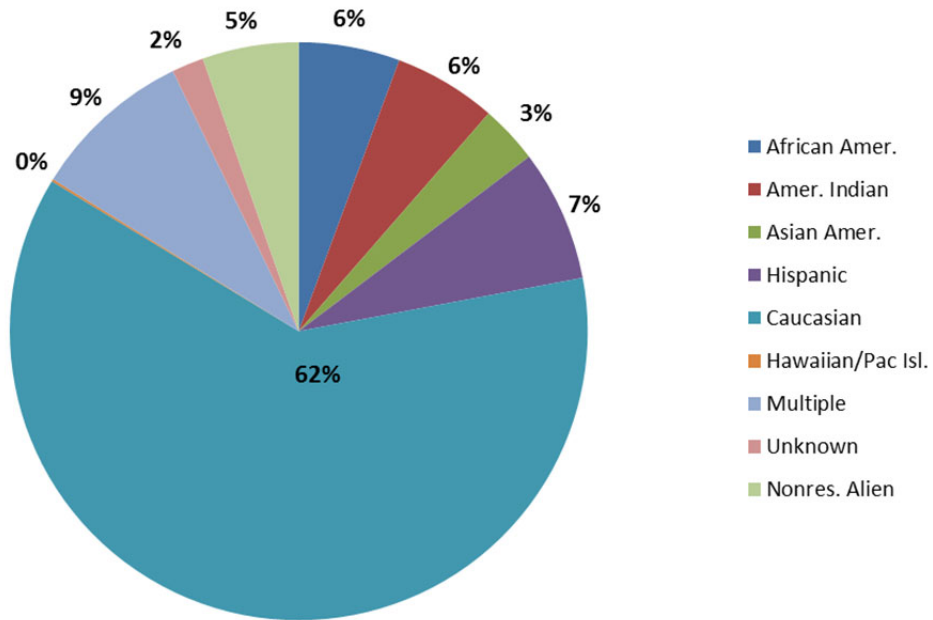
Source: OSRHE, UDS 3/5/19

<u>Acronym</u>	<u>Institution Name</u>	<u>Acronym</u>	<u>Institution Name</u>	<u>Acronym</u>	<u>Institution Name</u>
CSC	Connors State College	OSU-OKC	Oklahoma State University - Oklahoma City	OULAW	University of Oklahoma Law Center
NOC	Northern Oklahoma College	OSU-CHS	Oklahoma State University Center for Health Science	TCC	Tulsa Community College
OCCC	Oklahoma City Community College	OU	University of Oklahoma	UCO	University of Central Oklahoma
OSU	Oklahoma State University	OUHSC	University of Oklahoma Health Sciences Center		



FIGURE 2

### Bachelor's Degrees at Public Institutions by Race/Ethnicity 2017-18



Source: OSRHE, UDS

FIGURE 3

**Degrees Conferred at Public Institutions in  
Science, Technology, Engineering, and Math (STEM)  
Five-Year Trend by Field of Study**

Field of Study	2013-14	2014-15	2015-16	2016-17	2017-18	One-Year Difference	Four-Year Difference
ACTUARIAL SCIENCE	14	10	14	12	9	-25.0%	-35.7%
AERONAUTICS/AEROSPACE SCI & TECH.	113	119	104	114	125	9.6%	10.6%
AGRICULTURE	510	493	474	505	536	6.1%	5.1%
BIOLOGICAL & BIOMEDICAL	1,094	1,105	1,200	1,231	1,283	4.2%	17.3%
COMPUTER & INFO SCIENCE	833	885	958	973	1,023	5.1%	22.8%
ENGINEERING	1,405	1,560	1,668	1,850	1,999	8.1%	42.3%
ENGINEERING TECHNOLOGY	923	996	1,022	832	816	-1.9%	-11.6%
FOODS & NUTRITION	141	168	170	160	137	-14.4%	-2.8%
HEALTH PROFESSIONS	52	51	53	47	31	-34.0%	-40.4%
MATHEMATICS & STATISTICS	252	237	227	256	260	1.6%	3.2%
MILITARY TECHNOLOGIES		5	9	9	11	22.2%	
MULTI/INTERDISCIPLINARY STUDIES	58	52	57	105	165	57.1%	184.5%
NATURAL RESOURCES	103	100	107	118	133	12.7%	29.1%
PHYSICAL SCIENCES	533	628	581	604	564	-6.6%	5.8%
PROTECTIVE SERVICES	85	88	93	216	198	-8.3%	132.9%
<b>Totals</b>	<b>6,116</b>	<b>6,497</b>	<b>6,737</b>	<b>7,032</b>	<b>7,290</b>	<b>3.7%</b>	<b>19.2%</b>

Note: OSRHE definitions used to define STEM fields

Source: OSRHE, UDS 3/5/19

**FIGURE 4**

**Degrees Conferred at Public Institutions in  
Science, Technology, Engineering, and Math (STEM)  
Five-Year Trend by Gender**

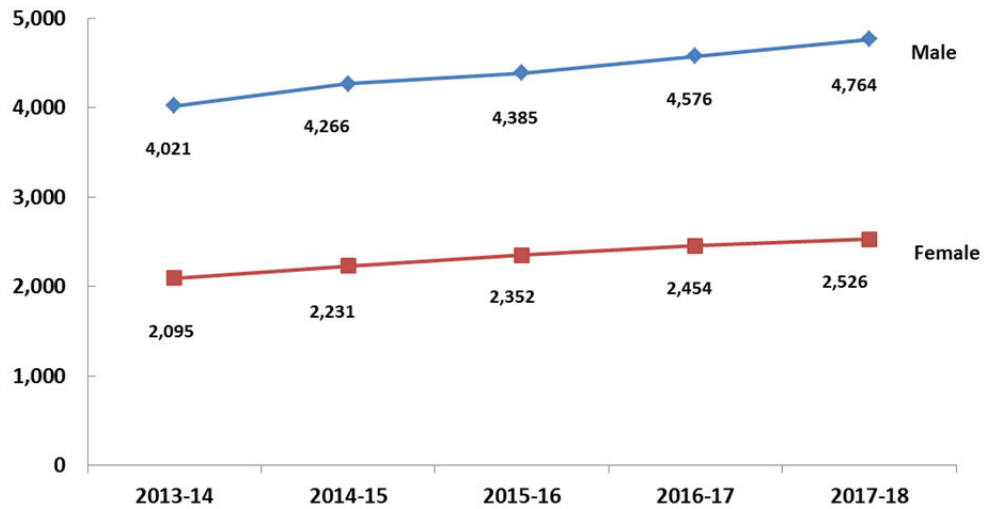
	2013-14	2014-15	2015-16	2016-17	2017-18	One-Year Difference	Four-Year Difference
<b>Male</b>	4,021	4,266	4,385	4,576	4,764	4.1%	18.5%
<b>Female</b>	2,095	2,231	2,352	2,454	2,526	2.9%	20.6%
<b>Unknown</b>	0	0	0	2	0	-100.0%	
<b>Totals</b>	<b>6,116</b>	<b>6,497</b>	<b>6,737</b>	<b>7,032</b>	<b>7,290</b>	<b>3.7%</b>	<b>19.2%</b>

Note: OSRHE definitions used to define STEM fields

Source: OSRHE, UDS 3/5/19

**FIGURE 5**

**Degrees Conferred at Public Institutions in  
Science, Technology, Engineering, and Math (STEM)  
Five-Year Trend by Gender**



Source: OSRHE, UDS 3/5/19

FIGURE 6

DEGREES CONFERRED IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)  
AT PUBLIC INSTITUTIONS  
2017-2018

CERTIFICATES			ASSOCIATE			BACHELOR'S			GRADUATE CERTIFICATES			MASTER'S			DOCTORAL		
131			1,393			4,465			88			990			223		
<b>Top Three Degree-Producing Institutions</b>																	
OCCC	69	52.7%	TCC	290	20.8%	OSU	1,719	38.5%	OUHSC	38	43.2%	OSU	480	48.5%	OU	111	49.8%
TCC	21	16.0%	OCCC	221	15.9%	OU	1,269	28.4%	OSU-CHS	25	28.4%	OU	315	31.8%	OSU	93	41.7%
NEO	16	12.2%	OSUIT-OKM	136	9.8%	UCO	478	10.7%	OSU	20	22.7%	SEOSU	83	8.4%	OUHSC	16	7.2%
<b>Top Three Fields of Study</b>																	
COMPUTER SCI.	77	58.8%	COMPUTER SCI.	322	23.1%	ENGINEERING	1,344	30.1%	INTERDISCIPLIN.	38	43.2%	ENGINEERING	400	40.4%	ENGINEERING	73	32.7%
ENGINEER. TECH.	27	20.6%	ENGINEER. TECH.	268	19.2%	BIOLOGICAL SCI.	948	21.2%	PROTECT. SRVC.	25	28.4%	COMPUTER SCI.	113	11.4%	BIOLOGICAL SCI.	65	29.1%
BIOLOGICAL SCI.	14	10.7%	ENGINEERING	182	13.1%	COMPUTER SCI.	499	11.2%	BIOLOGICAL SCI.	12	13.6%	BIOLOGICAL SCI.	94	9.5%	PHYSICAL SCI.	53	23.8%
<b>Gender</b>																	
Men	107	81.7%		975	70.0%		2,832	63.4%		39	44.3%		663	67.0%		148	66.4%
Women	24	18.3%		418	30.0%		1,633	36.6%		49	55.7%		327	33.0%		75	33.6%
<b>Race/Ethnicity</b>																	
African Amer.	7	5.3%		31	2.2%		173	3.9%		2	2.3%		23	2.3%		4	1.8%
Native Amer.	10	7.6%		123	8.8%		223	5.0%		0	0.0%		16	1.6%		4	1.8%
Asian	2	1.5%		41	2.9%		232	5.2%		2	2.3%		34	3.4%		5	2.2%
Hispanic	2	1.5%		81	5.8%		312	7.0%		7	8.0%		30	3.0%		5	2.2%
Caucasian	84	64.1%		826	59.3%		2,699	60.4%		62	70.5%		453	45.8%		78	35.0%
Hawaiian/Pac Isl.	2	1.5%		3	0.2%		2	0.0%		0	0.0%		1	0.1%		0	0.0%
Multiple	8	6.1%		111	8.0%		372	8.3%		1	1.1%		48	4.8%		6	2.7%
Unknown	9	6.9%		93	6.7%		64	1.4%		10	11.4%		19	1.9%		5	2.2%
Non-Res. Alien	7	5.3%		84	6.0%		388	8.7%		4	4.5%		366	37.0%		116	52.0%

Source: OSRHE, UDS 3/5/19

Acronym	Institution Name
NEO	Northeastern Oklahoma A&M College
NOC	Northern Oklahoma College
OCCC	Oklahoma City Community College
OSU	Oklahoma State University

Acronym	Institution Name
OSU-CHS	Oklahoma State University - Center Health Sciences
OSU-OKC	Oklahoma State University - Oklahoma City
OSUIT-OKM	Oklahoma State University Institute of Technology - Okmulgee
OU	University of Oklahoma

Acronym	Institution Name
OUHSC	University of Oklahoma Health Sciences Center
SEOSU	Southeastern Oklahoma State University
TCC	Tulsa Community College
UCO	University of Central Oklahoma

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #23:**

**Employment Outcomes Report.**

**SUBJECT:** Acceptance of the annual employment outcomes report.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the report on employment of Oklahoma public college and university graduates.**

**BACKGROUND:**

This is the tenth *Employment Outcomes Report* designed to study the value of public higher education in the state of Oklahoma by addressing the following questions:

- *What percentage of Oklahoma residents and non-Oklahoma residents who graduate from public colleges and universities remain in Oklahoma?*
- *How does level of education impact earnings?*
- *What are the median annual earnings by field of study and level of degree of Oklahoma graduates?*

**POLICY ISSUES:**

The State Regents place a high priority on being accountable to the public for the investment in higher education. The board's accountability priorities and performance reporting are reflected in recommendations of the Citizens' Commission, in the 1987 15 goals by the State Regents, in the 1990 Mission and Goals for the System, the State Regents' Public Agenda for Higher Education, the Oklahoma State System report cards/Key Indicators of Accountability, and the State Regents' Annual Report.

**METHODOLOGY:**

Starting with the 2017 report, a more accurate selection process was used to identify graduates' records that were not found by the Oklahoma Employment Security Commission. This resulted in more records being sent to the Oklahoma Tax Commission, which may have increased the total number of graduates found in Oklahoma during the target employment period.

In terms of presentation, all data are now viewable in the form of Tableau dashboards, a data analytics tool that displays trends in an interactive manner. Samples from the Tableau data are included in the report under "FINDINGS", and links to the dashboards are provided in the Background and Appendix of the report, and at the conclusion of the agenda item. The dashboards analyze all data for the graduating classes of 2011-12 through 2015-16. The report summarizes the information for one year and five years after graduation.

Once in Tableau, the data are sorted to display employment by degree level, field of study, industry, and industry in detail. There are filters included to select a year of graduation, a field of study, an institution,

STEM or non-STEM, and resident or non-resident indicators. The Public filter should always set to “Y” to indicate filtering of public institutions only. The State Regents utilize metrics from public institutions only to avoid fluctuations due to inconsistent reporting of private institutions’ graduates to the Oklahoma State Regents for Higher Education.

## **ANALYSIS:**

The 2018 Employment Outcomes Report analyzes employment data for graduates of Oklahoma public colleges and universities one year through five years after graduation, 2011-12 through 2015-16 graduates.

The current study supports national data that link earnings to educational attainment. Oklahoma data for graduates of the state’s public colleges and universities confirm that the higher the degree a student earns, the higher the earnings he/she is likely to command. A majority of Oklahoma college graduates remain in the state, contributing to the state’s economy and opportunities for growth, even five years after graduation. The following are highlights of the most recent Oklahoma employment data for the state’s higher education graduates:

- Employment by degree level for one year after graduation shows certificate graduates with the highest percentage of employment (90 percent), followed by associate in applied science (88 percent), associate in arts/science (86 percent), bachelor’s (74 percent), professional (65 percent), master’s (63 percent), and finally doctoral degree holders (47 percent).
- Comparing median annual earnings five years after graduation by degree level among all graduates, the data displays professional degree holders highest (\$94,740), followed by doctoral (\$67,380), associate in applied science (\$46,256), master’s (\$46,056), bachelor’s (\$38,924), certificate (\$27,824), and associate in arts/science degree holders (\$27,600). The higher the education level, the more the median annual earnings likely increase, demonstrating that educational attainment is linked to earnings.
- Comparing median annual earnings five years after graduation by degree level among STEM graduates the data displays doctoral degree holders highest (\$65,212), followed by master’s (\$63,000), certificate (\$60,528), bachelor’s (\$52,176), associate in applied science (\$46,800), and associate in arts/science degree holders (\$30,056). (No professional degrees were awarded within the STEM disciplines for the 2018 report.)
- The median annual earnings for graduates after five years were significantly higher than for graduates after only one year at all degree levels. For instance, the data indicate that after five years of employment with a bachelor’s degree, graduates’ median earnings were \$38,924 which is 49 percent higher than the \$26,204 median annual earnings of bachelor’s degree holders one year after graduation. For doctoral degrees, the median annual earnings increase from \$41,132 one year after graduation to \$67,380 five years after graduation (a 64 percent increase). This supports other findings that the earnings gap between educational levels increases as graduates gain experience in the workforce.
- Resident retention is excellent in the state of Oklahoma, with 87 percent of Oklahoma residents’ bachelor’s and 86 percent of master’s degree recipients employed in-state one year after graduation. Additionally, 93 percent of the associate in applied science graduates remained in state; 91 percent of certificate; 90 percent of associate in arts/science recipients remained; and professional and doctoral degree recipients remained at rates of 74 and 70 percent, respectively.

- Comparing 2015-16 Oklahoma residents' employment rates to the previous report for 2013-14 resident graduates after one year, rates increased or remained the same at all degree levels except master's degrees.

Efforts to improve student preparation and awareness of college, strategic scholarship programs, and accelerated degree completion programs all contribute to increased numbers of college graduates in the state, assisting workforce efforts. In 2010, Oklahoma joined with *Complete College America (CCA)*, a national nonprofit organization focused on raising degree attainment. Significant progress is being made toward the program goals. In the last five years of the CCA initiative, the number of degrees and certificates earned in Oklahoma has increased by **8,912**, surpassing the state benchmark of **8,500**.

This report will be available in the Studies, Reports, and Data section of the State Regents' website at <https://www.okhighered.org/studies-reports/outcomes.shtml> or upon request. The data dashboards made in Tableau are currently on the State Regents' website and can be found at <http://okhighered.org/econ-dev/dashboards/dashboard-StatewideMedianAnnualSalary.html>.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #24:**

**Task Force on the Future of Higher Education.**

**SUBJECT:** Extension of Voluntary Governing Board Merger/Partnership Deadline until June 30, 2020.

**RECOMMENDATION:**

**It is recommended that the State Regents extend the voluntary governing board merger/partnership deadline until June 30, 2020, in order to allow Huron Consulting time to conduct fiscal viability reviews of all 25 colleges and universities within the Oklahoma state system of higher education.**

**BACKGROUND:**

Given the changing landscape of higher education, at their meeting on Thursday, March 23, 2017, the State Regents approved the formation of a citizens' Task Force on the Future of Higher Education to undertake an extensive planning initiative that will position the Oklahoma state system of higher education to better meet current and future challenges. The efforts of the Task Force emphasized the state system's focus on modernization, efficiencies, and innovation.

The State Regents accepted membership for the Task Force on the Future of Higher Education at their meeting on Thursday, April 20, 2017. The Task Force was comprised of the State Regents, private citizens, college and university representatives, and the designees of Governor Mary Fallin, Speaker of the Oklahoma House of Representatives Charles McCall, and Senate President Pro Tempore Mike Schulz. Citizen members of the Task Force were well-respected Oklahomans who come from a variety of professional and educational backgrounds and represent different geographic regions within the state.

Dr. William E. "Brit" Kirwan, Chancellor Emeritus of the University System of Maryland, served as lead advisor to the task force. Dr. Kirwan is a senior fellow at the Association of Governing Boards of Universities and Colleges (AGB) and previously served as president of The Ohio State University and the University of Maryland. Dr. Sally Mason, President Emerita of the University of Iowa, and Mr. Ken Kneeven also served as AGB consultants to the Task Force.

The Task Force convened in May 2017 to begin discussion on the development of recommendations that best position Oklahoma's state system of higher education to meet the future challenges of maintaining accessibility and affordability without compromising educational quality.

The work of the Task Force was primarily conducted through four subcommittees:

- College Degree Completion and Workforce Development Initiatives
- Academic Program Innovations and Online Education
- System Structure
- Fiscal Solutions, Efficiencies, Affordability, and Technology.

Members were assigned to one of these four subcommittees, which met regularly from June through November 2017. During subcommittee meetings, members studied best practices across the nation and in Oklahoma and discussed how to develop recommendations that could be successfully implemented in Oklahoma. Subcommittee progress reports were provided during meetings of the full Task Force on September 6, 2017 and October 18, 2017.

While each subcommittee had a specific focus, certain common themes emerged from the work of the subcommittees. These included:

- The power of predictive analytics.
- Development of microcredentials to meet workforce needs in real time.
- Increased financial support from the Legislature for the concurrent enrollment program to advance degree completion efforts.
- Dedicated focus on adult student programs, scholarships, and credit for prior learning.
- Scaling delivery of online education.
- Consolidation of administrative structures and functions.
- Reemployment of cost savings to support the mission of the institution.

After months of study and deliberations, the Task Force unanimously voted to approve all subcommittee recommendations and the full report at its meeting on January 31, 2018. At their meeting on February 1, 2018, the Oklahoma State Regents for Higher Education unanimously accepted the Task Force on the Future of Higher Education's *Report on the Future of Higher Education*, which outlines the Task Force's assessment process and recommendations to strengthen Oklahoma public higher education.

## **POLICY ISSUES:**

The System Structure Subcommittee of the State Regents' Task Force on the Future of Higher Education reviewed institutional governance models, missions, and geographic service regions. System Structure Subcommittee recommendations focused on streamlining academics, student services, and administration through the consolidation of certain institutional governing boards. Specifically, the System Structure Subcommittee made the following recommendation:

Governing boards with authority for a single institution should be given a period until June 30, 2019, to enter into voluntary mergers/partnerships with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents. After June 30, 2019, the State Regents will recommend that remaining institutions be governed by or merged with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents, with the exception of any two-year community college that is a land-grant institution (Northern Oklahoma College) or receives local ad valorem funding (Oklahoma City Community College, Rose State College, and Tulsa Community College), which would retain their own respective governing boards. Two-year community colleges or governing boards with a single institution should be governed by or merged with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents. Following the merger, regents and trustees currently serving on the governing boards for single institutions will be converted to advisory board positions with gubernatorial appointments.

## **ANALYSIS:**

While several discussions have been ongoing between institutions regarding the merger/partnership of governing boards, it must be acknowledged that such a significant change in higher education governance should not be undertaken lightly.

Accordingly, the Oklahoma State Regents for Higher Education is currently in the process of conducting fiscal reviews and long-term viability assessments (in partnership with Huron Consulting) of all 25 state system colleges and universities. These reviews are a result of recommendations from the Fiscal Solutions, Efficiencies, Affordability, and Technology Subcommittee of the State Regents' Task Force on the Future of Higher Education.

As part of these reviews, the Oklahoma State Regents for Higher Education have asked Huron to:

- Assess each college or university's current financial landscape.
- Examine business models and strategic plans.
- Develop short-term plans to address any rising concerns or financial issues.
- Evaluate each institution's capability to address future fundamental changes to the higher education model.

In order to accomplish these objectives, Huron has developed a five-part approach to conducting institutional fiscal viability reviews:

1. Financial – identify significant trends and factors contributing to the college/university's overall net position.
2. Operational – understand key drivers of revenues and expenses and identify areas for revenue growth and expense management.
3. Enrollment – examine enrollment trends and demographics.
4. Capital – assess facilities usage, deferred maintenance, and strategic use of debt.
5. Strategic – gauge the impact of market forces and the university's overall strategic plan.

It is anticipated that the results of these fiscal reviews and long-term viability assessments will be critical elements in State Regents' discussions regarding recommendations for the merger/partnership of governing boards with the authority for single institutions with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents, as outlined in the Task Force recommendations. It is anticipated that these fiscal viability assessments will be concluded by June 30, 2020.

In order to have the most accurate data available to drive State Regents' recommendations for governing board mergers/partnerships, it is recommended that the deadline for governing boards with authority for a single institution to enter into voluntary mergers/partnerships with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents be extended until June 30, 2020, at which point fiscal viability assessments for all state system colleges and universities should be concluded.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #25:**

**Commendations.**

**SUBJECT:** Recognition of State Regents' staff or service and recognitions on state and nation 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:

- **Melissa Foster**, coordinator, Oklahoma Teacher Connection, co-presented with Madison Johnson, former National Educators Rising President, at the 2019 Student Preparation Summer Institute. Their presentation, "Called to Teach," included a focus on Lead Oklahoma, Teach Oklahoma, and Educators Rising programs.
- **Chancellor Glen D. Johnson** provided welcoming remarks for Council on Information Technology (CoIT) annual summit at the University of Central Oklahoma in Edmond, and provided remarks and served as emcee for Council of Presidents retirement dinner honoring University of Central Oklahoma (UCO) President Don Betz and Northeastern Oklahoma A&M College (NEO) President Jeff Hale at Quail Creek Golf & Country Club in Oklahoma City.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #26:**

**Executive Session.**

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





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #27-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)

- 76 degree program requirement changes
- 1 degree program option name change
- 1 degree program option deletion
- 12 degree program option additions

Oklahoma State University Center for Health Sciences (OSUCHS)

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

University of Oklahoma (OU)

- 5 degree program requirement changes
- 3 degree program name changes
- 2 degree program option name changes
- 1 degree program option deletion

University of Oklahoma College of Law (OU-LAW)

- 1 degree program requirement change

Cameron University (CU)

- 5 degree program requirement changes
- 1 degree program option addition
- 1 degree program option deletion
- 1 degree program option name change

East Central University (ECU)

- 1 degree program name change

Southeastern Oklahoma State University (SEOSU)

- 3 degree program requirement changes

Southwestern Oklahoma State University (SWOSU)

2 degree program requirement changes  
1 degree program name change

Northern Oklahoma College (NOC)  
1 degree program option deletion

Oklahoma City Community College (OCCC)  
30 degree program requirement changes

Redlands Community College (RCC)  
1 degree program requirement change

Rose State College (RSC)  
21 degree program modification changes  
1 degree program name change  
4 degree program option additions

Seminole State College (SSC)  
13 degree program modification changes

Western Oklahoma State College (WOSC)  
2 degree program modification changes  
1 degree program option addition

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

**OSU - Bachelor of Arts in Art (024)**  
**Bachelor of University Studies (025)**  
**Bachelor of Science in Biochemistry (026)**  
**Bachelor of Science in Biology (030)**  
**Bachelor of Science in Plant Biology (031)**  
**Bachelor of Science in Chemistry (044)**  
**Bachelor of Science in Computer Science (052)**  
**Bachelor of Arts in English (085)**  
**Bachelor of Science in Geography (109)**  
**Bachelor of Science in Geology (111)**  
**Bachelor of Arts in History (120)**  
**Bachelor of Science in Mathematics (141)**  
**Bachelor of Science in Microbiology/Cell and Molecular Biology (149)**  
**Bachelor of Music (153)**  
**Bachelor of Science in Physics (161)**  
**Bachelor of Science in Physiology (165)**  
**Bachelor of Arts in Political Science (170)**  
**Bachelor of Science in Psychology (176)**  
**Bachelor of Science in Sociology (184)**  
**Bachelor of Science in Zoology (210)**

**Bachelor of Science in Communication Sciences and Disorders (213)**  
**Bachelor of Arts in Theatre (228)**  
**Bachelor of Fine Arts in Art (233)**  
**Bachelor of Music in Music Education (241)**  
**Bachelor of Arts in Geography (252)**  
**Bachelor of Arts in Music (256)**  
**Bachelor of Arts in Psychology (257)**  
**Bachelor of Arts in Sociology (258)**  
**Bachelor of Science in Political Science (407)**  
**Bachelor of Science in Multidisciplinary Studies (442)**  
**Bachelor of Arts in Multidisciplinary Studies (443)**  
**Bachelor of Science in Business Administration in Accounting (444)**  
**Bachelor of Science in Business Administration in Economics (445)**  
**Bachelor of Science in Business Administration in Finance (446)**  
**Bachelor of Science in Business Administration in International Business (448)**  
**Bachelor of Science in Business Administration in Management (449)**  
**Bachelor of Science in Business Administration in Marketing (451)**  
**Bachelor of Science in Business Administration in Management Information Systems (452)**  
**Bachelor of Science in Business Administration in Strategic Communication (473)**  
**Bachelor of Science in Strategic Communication (475)**  
**Bachelor of Arts in Strategic Communication (476)**  
**Bachelor of Science in Multimedia Journalism (477)**  
**Bachelor of Arts in Multimedia Journalism (478)**  
**Bachelor of Arts in Sports Media (479)**  
**Bachelor of Science in Sports Media (480)**  
**Bachelor of Science in Medicinal and Biophysical Chemistry (530)**  
**Bachelor of Arts in Arts Administration (536)**

Degree program requirement change

- Add HIST 1483/HIST 1493 as alternatives courses to HIST 1103.
- The proposed change alleviates articulation issues for transfer students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Arts in American Studies (416)**

Degree program requirement changes and degree program option additions

- Add options:
  - Business Essentials.
  - American Indian Studies.
- Add HIST 1483/HIST 1493 as alternatives courses to HIST 1103.
- For the Pre-Law option:
  - Require PHIL 1313.
- The proposed changes formalize curriculum for career preparation alleviate articulation issues for transfer students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Science in American Studies (526)**

Degree program requirement change and degree program option additions

- Add options:
  - Business Essentials.
  - American Indian Studies.
- Add HIST 1483/HIST 1493 as alternatives courses to HIST 1103.
- For the Pre-Law option:
  - Require SPCH 2713 and PHIL 1313.
- The proposed changes formalize curriculum for career preparation alleviate articulation issues for transfer students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Science in Human Sciences in Design, Housing, and Merchandising (050)**

Degree program option name change

- For the Apparel Design and Production option:
  - Change option name to Fashion Design and Production.
- The proposed change updates the name to a term more recognized in the industry and easily searchable for recruiting purposes.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Master of Science in Computer Science (053)**

Degree program requirement changes

- For students pursuing the Non-Thesis Track:
  - Remove CS 5423 and CS 5513.
  - Change credit hours required for Electives from 15 to 21.
- The proposed changes align the curriculum with the Thesis Track.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Arts in Economics (249)**

Degree program requirement changes

- Add HIST 1483/HIST 1493 as alternatives courses to HIST 1103.
- Add ECON 4933.
- The proposed changes alleviate articulation issues for transfer students and add a capstone project.
- 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 Environmental Studies (455)**

Degree program requirement change

- Remove Groups A-G.
- Add 3 credit hours to be selected from ENVR 1113, GEOG 1114, GEOG 2344, GEOL 1014, NREM 1014, and SOIL 2124.
- Add GEOG/GLST 2002, GEOG 3153, and HIST 4523.
- Add 6 credit hours of Electives from an approved list.

- The proposed changes update the curriculum to remove courses no longer offered and add new courses.
- Nineteen new courses will be added and five courses will be deleted.
- Total credit hours for the degree will change from 24 to 17.
- No funds are requested from the State Regents.

#### **OSU - Bachelor of Science in Economics (063)**

Degree program requirement changes

- Add HIST 1483/HIST 1493 as alternatives courses to HIST 1103.
- Add ECON 4933.
- For students pursuing the General emphasis:
  - Change credit hours required for upper-division ECON courses from 18 to 15.
  - Change credit hours required for upper-division Electives from 15 to 18.
- For students pursuing the Graduate Preparation emphasis:
  - Add ECON 4223 as an alternative course to ECON 4213.
  - Change credit hours required for upper-division ECON courses from 12 to 9.
- The proposed changes alleviate articulation issues for transfer students, add a capstone project and better prepare students to solve contemporary economic problems.
- 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 - Master of Business Administration (035)**

Degree program requirement changes

- Remove ACCT 5283, FIN 5053/MKTG 5733/MSIS 5633, and MKTG 5633/LSB 5163/MGMT 5073.
- Change credit hours required for Electives from 12 to 9.
- Add MBA 5010 (to be taken 3 times for 1 credit hour each under different specific topics).
- The proposed changes reduces the number of total credit hours to be more competitive with similar programs and updates the curriculum to better focus on the skills and competencies sought by employers.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 45 to 36.
- No funds are requested from the State Regents.

#### **OSU - Doctor of Philosophy in Mathematics (143)**

Degree program requirement change

- Remove MATH 5153, MATH 5293, MATH 5613, and MATH 6323.
- Add MATH 5023 to Core Courses.
- Remove the comprehensive exam requirement.
- Allow the foreign language requirement to be at the discretion of the student's advisory committee.
- Require a preliminary research component.
- The proposed changes better facilitates degree completion.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program requirement change

- Add HTM 2021.
- Change credit hours required for HTM 2665 from 5 to 4 (2664).
- The proposed changes update the curriculum to add content required by the food service industry.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Master of Science in Educational Leadership Studies (437)**

Degree program requirement changes

- Remove the entrance exam and critical issue essay requirements for admission into the program.
- For the College Student Development and Higher Education options:
  - Add an optional writing sample to the admission requirements
- The proposed changes are based on faculty experience with standardized exams and their ability to predict graduate student success in 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.

**OSU - Master of Science in Educational Psychology (068)**

Degree program requirement changes

- For students completing a thesis:
  - Add EPSY 5320.
- For students completing a creative component:
  - Add EPSY 5320 and 3 credit hours of Elective.
- For the Educational Psychology and Research, Evaluation, Measurement options:
  - Add EPSY 5553 as an alternative course to ESPY 5103/EPY 5463.
- For the School Psychometrics option:
  - Require EPSY 5103 and FDEP 5493.
- The proposed changes provide students with greater course selection.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Master of Science in Chemical Engineering (042)**

**Doctor of Philosophy in Chemical Engineering (043)**

Degree program requirement changes

- Remove CHE 5990 and add CHE 5302.
- The proposed changes provide students with a broader range of topics that will better prepare students for research and degree requirements.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Science in Civil Engineering (047)**

Degree program requirement change

- Add ENGL 1213 and ENGL 1413 as alternative courses to ENGL 3323.

- The proposed change provides students with more course options to fulfill their General Education English Composition requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Science in Computer Engineering (467)**

Degree program requirement change

- Add CS 2433.
- Remove CS 2133.
- The proposed change adds a course more relevant to the computer engineering curriculum.
- 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 - Master of Science in Fire and Emergency Management Administration (414)**

Degree program requirement change

- Remove POLS 5303, POLS 5653, POLS 5653, and POLS 5353.
- Add FEMP 5113, FEMP 5123, FEMP 6363, and FEMP 6413.
- Remove 3 credit hours of International Core, 6 credit hours of Emergency Core/6 credit hours of Fire Administration Core.
- Change credit hours required for Electives from 6 to 18.
- Remove 15 credit hours of Research Demonstration.
- The proposed changes align the curriculum with current needs in the profession.
- Ten new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Master of Science in Mechanical and Aerospace Engineering (145)**

Degree program requirement change

- For the Unmanned Aerial Systems (UAS) option:
  - Remove 3 credit hours of UAS Core II.
  - Change credit hours required for UAS Core I from 9 credit hours to 12.
  - Remove 6 credit hours of UAS Electives and 6 credit hours of Mathematics.
  - Add 6 credit hours of Technical Electives and 6 credit hours of MAE Electives.
- The proposed changes simplify the curriculum to allow students more flexibility in course selection.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Doctor of Philosophy in Mechanical and Aerospace Engineering (145)**

Degree program requirement change

- For the Unmanned Aerial Systems (UAS) option:
  - Remove 3 credit hours of UAS Core II.
  - Change credit hours required for UAS Core I from 9 credit hours to 12.
  - Remove 12 credit hours of UAS Electives and 6 credit hours of Mathematics.
  - Add 9 credit hours of Technical Electives and 9 credit hours of MAE Electives.

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

### **OSU - Bachelor of Science in Engineering Technology (081)**

Degree program requirement changes

- Remove PHYS 1114.
- Add ENGR 1111.
- Add MET 3543 as an alternative course to MET 1213/GENT 1223.
- Add ENGR 1322 and MET 1121 or ENGR 1332 and MET 1121 as alternative courses to MET 1123/GENT 1153.
- Remove EET 3104/ENSC 2613.
- Require a minimum grade point average of 2.20 in all courses with an engineering or engineering technology prefix.
- Require a grade of C or better in all prerequisite courses required for engineering or engineering technology courses.
- The proposed changes increase the rigor of the curriculum and offer more beneficial courses to students.
- Twelve new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 121 to 121-125.
- No funds are requested from the State Regents.

### **OSU - Bachelor of Arts in Global Studies (520)**

Degree program requirement changes and degree program option additions

- Add options:
  - Pre-Ministry.
  - Pre-Law.
  - Business Essentials.
- Add HIST 1483/HIST 1493 as alternatives courses to HIST 1103.
- The proposed changes provide formalized curriculum for career preparation and alleviate articulation issues for transfer students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OSU - Bachelor of Science in Electrical Engineering (071)**

Degree program requirement changes and degree program option deletion

- Delete option Computer.
  - The proposed deletion is due to the creation of the Bachelor of Science in Computer Engineering (467), which was approved at the February 7, 2008 State Regents' meeting.
  - There are currently no students enrolled in the option.
- Remove CS 2133 as an alternative course to CS 2433.
- Require ECEN 3613.
- Change credit hours for ECEN Electives from 6 to 3.
- The proposed changes update the curriculum to require courses more relevant to the profession.
- One new course will be added and one course will be deleted.



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

#### **OSU - Bachelor of Science in Statistics (230)**

Degree program requirement change and degree program option additions

- Add options:
  - Data Science.
  - Business Essentials.
  - Actuarial Science.
- Add HIST 1483/HIST 1493 as alternatives courses to HIST 1103.
- The proposed changes provide formalized curriculum for career preparation and alleviate articulation issues for transfer students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OSU - Master of Science in Global Studies (410)**

Degree program requirement changes

- Remove 9 credit hours of Required Electives.
- Add GS 5233, GS 5313, GS 5413, GS 5513, and GS 5133.
- For students completing a creative component:
  - Remove 3 credit hours of Electives.
- The proposed changes update the curriculum with current and more relevant content.
- Nine new courses will be added and no courses will be deleted.
- Total credit hours will change from 30-33 to 33.
- No funds are requested from the State Regents.

#### **OSU - Master of Science in Environmental Science (091)**

Degree program requirement changes

- For the main program:
  - Change credit hours for Electives from 18-24 to 9-15.
  - Remove creative component.
  - For students writing a report:
    - Change credit hours required for thesis from 3 to 2.
- For the Environmental Management Professional option:
  - Change credit hours required for Natural or Physical Science Electives from 21 to 18.
- The proposed changes reduce the credit hours required for the degree to align with other master's programs at OSU.
- No new courses will be added and no courses will be deleted.
- Total credit hours will change from 32-36 to 30-33.
- No funds are requested from the State Regents.

#### **OSU - Graduate Certificate in Developmental Disabilities (518)**

Degree program requirement change

- Change certificate requirements to:
  - Require HDFS 4583 and HDFS 5283.
  - Add 6 credit hours of Specialization Coursework to be selected from: HDFS 5153, HDFS 5193, HDFS 5690, HDFS 5623, and HDFS 5653.

- The proposed changes are based on feedback from current and former students to better clarify requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Arts in French (103)**

**Bachelor of Arts in German (113)**

**Bachelor of Arts in Spanish (188)**

Degree program requirement change and degree program option addition

- Add HIST 1483/HIST 1493 as alternatives courses to HIST 1103.
- Add option Business Essentials.
- The proposed option will prepare students for a Master's in Business Administration program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Arts in Philosophy (158)**

Degree program requirement changes and degree program option addition

- Add option Ethics and Business Essentials.
- Add HIST 1483/HIST 1493 as alternatives courses to HIST 1103.
- Add PHIL 2013 as an alternative course to PHIL 1113/PHIL 1213.
- Remove PHIL 1013 as an alternative course to PHIL 1113/PHIL 1213.
- The proposed changes will prepare students for business-related career paths or graduate study and alleviate articulation issues for transfer students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSUCHS - Master of Science in Forensic Sciences (004)**

Degree program requirement changes and degree program option name change

- For the Arson and Explosives Investigation option:
  - Change option name to Arson, Explosives, Firearms, and Toolmarks Investigation.
  - The proposed name better reflects the scope of the curriculum.
- Remove FRNS 5013 and FRNS 5073 from Core Requirements.
- Change credit hours required for Electives from 18 to 24.
- The proposed changes will allow students to enroll in more classes that are relevant to their area of interest.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU – Master of Education in Instructional Psychology and Technology (055)**

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

- Change program name to Learning Sciences.
- For the Instructional Psychology and Technology option:
  - Change option name to Learning Sciences.

- Remove all Areas of Concentration.
- Require students to complete EIPT 5533 and EIPT 5183.
- For students completing a thesis:
  - Require 3-6 credit hours of EIPT 5980.
- For non-thesis students:
  - Require 3-6 credit hours from EIPT 5970 and/or EIPT 5920.
- Add 21-24 credit hours of Approved Electives.
- The proposed changes reflect the current nomenclature for the discipline, allow students more flexibility in course selection and will help in recruiting prospective students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 30-36 to 30-33.
- No funds are requested from the State Regents.

#### **OU – Doctor of Philosophy in Instructional Psychology and Technology (056)**

Degree program name change and degree program option name change

- Change program name to Learning Sciences.
- For the Instructional Psychology and Technology option:
  - Change option name to Learning Sciences.
- The proposed changes reflect the current nomenclature for the discipline.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OU – Bachelor of Arts in Administrative Leadership (375)**

Degree program name change

- Change program name to Organizational Leadership.
- The proposed change will more accurately represents the curriculum and may better graduates' employment 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.

#### **OU - Master of Arts in International Studies (337)**

Degree program requirement changes and degree program option deletion

- Delete option Area Studies effective Fall 2019.
  - There are currently 8 students enrolled in the option with an anticipated graduation date of Spring 2020.
  - Students currently enrolled will be supported until they complete their degree.
  - The proposed deletion is the result of a program review.
- For the Global Studies option:
  - Add IAS 5703, IAS 5713, and IAS 5003.
  - Remove 12-15 credit hours of Core Courses.
  - Add 3 credit hours of Global Economics, 6 credit hours of Area Studies, 3 credit hours of Law and Institutions, and 3 credit hours of Global Security.
  - Change credit hours required for Electives from 9 to 6.
  - Add IAS 5723 as an alternative course to IAS 5980.
- The proposed curricular changes provide students with greater flexibility to align course work to their career path.
- Three new courses will be added and no courses will be deleted.

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

#### **OU - Bachelor of Science in Meteorology (165)**

Degree program requirement changes

- Remove METR 1111, METR 2011, METR 2013, METR 2021, METR 2023, METR 3213, METR 3613, METR 4911, METR 4922, PHYS 1321, CS 1313/METR 1313 and one course in communications.
- Add METR 1003, METR 2004, METR 2213, METR 3613, METR 3334, METR 3513, METR 4523, METR 4913, and METR 1313/CS 1321/CS 1323/CS 1324.
- The proposed changes align the curriculum with current standards, practices and hiring trends outlined by the American Meteorological Society.
- Seven new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 125-126 to 120-123.
- No funds are requested from the State Regents.

#### **OU - Bachelor of Science in Chemical Engineering (030)**

Degree program requirement changes

- For all options:
  - Change credit hours required for CHE 2002 from 2 to 3 (2003).
  - Remove CHEM 1415.
  - Add CHEM 1435.
- For the Chemical Engineering option:
  - Remove CHEM 3053, CHEM 3152, and CHEM 3153.
  - Add CHEM 3064, and CHEM 3164.
- The proposed changes align the curriculum with accreditation standards and will better prepare students for employment.
- Four new courses will be added and five courses will be deleted.
- Total credit hours for the degree will change from 123-132 to 124-133.
- No funds are requested from the State Regents.

#### **OU - Bachelor of Arts in Journalism in Creative Media Production (135)**

Degree program requirement changes

- Remove JMC 2623 and JMC 2644.
- Add JMC 1021, JMC 2643, JMC 3623, and JMC 4651.
- Change credit hours required for JMC Electives from 9 to 6.
- Remove 9-10 credit hours of Creative Media Production Tracks.
- Add 9 credit hours of 3000/4000 level JMC Electives to be selected from an approved list in consultation with the academic advisor.
- The proposed changes will better prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OU-LAW - Master of Legal Studies in Healthcare Law (159)**

Degree program requirement changes

- Remove LSH 6191.
- Change credit hours required for LSH 6122 from 2 to 3 (6133).
- The proposed changes are the result of student feedback.

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

#### **CU - Bachelor of Science in Agriculture (400)**

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

- Add option General Agriculture.
  - The proposed option provides students a more flexible curriculum to aid students transferring from two-year institutions.
- Delete option Environmental Science effective Fall 2019.
  - The proposed deletion is due to low enrollment in the option.
  - There are currently 12 students enrolled with an expected graduation date of Spring 2021.
- For the Agriculture Business Management option:
  - Change option name to Agribusiness Management.
  - Remove AGRC 1134, AGRC 3303, AGRC 3413, BUS 3213, MGMT 3013, and MKTG 3533.
  - Add AGRC 3303 and AGRC 4333.
  - Change credit hours required for Electives from 9 to 11.
  - The proposed name better aligns with current nomenclature used at other universities and within the industry.
- For the Animal Science option:
  - Remove AGRC 1124.
  - Add AGRC 4223, ANIM 3653, and ANIM 4434.
  - Change credit hours required for Electives from 14 to 10.
- For the Agronomy option:
  - Remove AGRC 1214 and AGRC 2124.
  - Add AGRC 4223, AGRC 3123, and AGRN 3513.
  - Change credit hours required for Electives from 14 to 11.
- For all options:
  - Remove AGRC 2423, ENSC 2004, and ESCI 1135.
  - Add AGRC 3113, AGRC 3513, AGRC 3613, and AGRC 4572.
  - Remove 18-24 credit hours of Recommended Support Courses.
  - Remove 18 credit hours of Minor requirement.
  - Add 3 credit hours to be selected from STAT 1513, STAT 2013, STAT 2613, or BIOL 4153.
- The proposed changes will better support the needs of transfer students.
- Two new courses will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **CU - Bachelor of Science in Physics**

Degree program requirement changes

- Add PHYS 4401 and PHYS 4403.
- Remove PHYS 3031 and PHYS 3024/PHYS 4401 and PHYS 4403.
- Change credit hours required for Electives from 12 to 8.
- The proposed changes streamline the curriculum and align with courses from other state institutions.
- One new course will be added and two courses will be deleted.
- Total credit hours for the degree will not change.

- No funds are requested from the State Regents.

### **CU - Bachelor of Science in Sports and Exercise Science (370)**

Degree program requirement changes

- Change Health and Wellness requirement to: Any PE activity course or SES 2003/SES 2013/SES 2023.
- Remove HLTH 1053, HPET 3373, HLTH 3473, HLTH 3342, HLTH 4562, HPET 3013, HPET 3373, and HPET 4003.
- Remove 15 credit hours of Additional Requirements.
- Add 15 credit hours of Guided Electives.
- Require students to earn a C or better in Major Core and Guided Electives.
- The proposed changes will better prepare students for entry-level careers within the field of sports and exercise science.
- No new courses will be added and 11 courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **CU - Bachelor of Accounting (305)**

Degree program requirement changes

- Remove MATH 2713 and add MATH 1513.
- Remove BUS 4632.
- Add BUS 1113, BUS 2903, FIN 2113, MGMT 4053, MIS 2113, and MIS 3013.
- Remove 15 credit hours of Additional Requirements.
- The proposed changes strength the core requirements and better align with accreditation standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **CU - Bachelor of Business Administration (320)**

Degree program requirement changes

- Remove MATH 2713 and add MATH 1513.
- Remove BUS 4632.
- Add BUS 1113, BUS 2903, FIN 2113, MGMT 4053, MIS 2113, and MIS 3013.
- Remove 15 credit hours of Additional Requirements.
- For the Finance option:
  - Remove FIN 4473 and add FIN 4453.
- The proposed changes strength the core requirements and better align with accreditation standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **ECU - Master of Education in Educational Technology (104)**

Degree program name change

- Change program name to Instructional Design and Technology.
- The proposed name aligns with similar programs across the nation.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.

- No funds are requested from the State Regents.

**SEOSU - Bachelor of Science in Health and Physical Education (021)**

**Bachelor of Science in Recreation Sports (041)**

**Bachelor of Science in Health and Human Performance (115)**

Degree program requirement change

- Require students to earn a grade of C or better in all KIN courses.
- The proposed change is based on a recommendation from the Society of Health and Physical Educators' and the Council for the Accreditation of Educator Preparation's accreditation review of the programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**SWOSU - Master of Science in Health Informatics and Information Management (162)**

Degree program requirement changes and degree program name change

- Change program name to Health Information Management.
- Remove HIM 5303 and HIM 5273.
- Add HIM 5213 and HIM 5313.
- Remove HIM 5353 and HIM 5343 and require HIM 5363 and HIM 5373.
- For admissions:
  - Require students to have an undergraduate degree in Health Information Management or undergraduate coursework or evidence of knowledge in: pathophysiology, pharmacology, anatomy, medical terminology, computer concepts and applications, and math statistics.
  - Require an undergraduate grade point average (GPA) of 3.0 on a 4.0 scale or a cumulative undergraduate GPA of 2.5 - 2.99 on a 4.0 scale with a satisfactory minimum score with respect to the following equation:  $GPA \times 100 + \text{Graduate Record Examination} = 530$ .
  - Require an original Oklahoma State Bureau of Investigation background check that meets hospital regulations for internship.
- The proposed changes align the program with accreditation requirements and competencies.
- Two new courses will be added and four courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**SWOSU - Master of Education (064)**

Degree program requirement change

- For the Art option:
  - Change prerequisites to require students to complete 24 credit hours of undergraduate coursework in art or hold a teaching certificate in art and have a portfolio approved by art department faculty.
- The proposed change will better ensure students are prepared for graduate-level coursework.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**NOC - Associate in Arts in Communications (007)**

Degree program option deletion

- Delete option Photography.

- The proposed deletion is due to the lack of credentialed faculty to teach the courses.
- There are currently 4 students enrolled in the option with an expected graduation date of Spring 2020.
- Course substitutions will be available for students wanting to complete their option.
- No new courses will be added and 19 courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OCCC - Associate in Arts in Child Development (089)**

Degree program requirement changes

- Remove CD 1121 and CD 2533.
- Add CD 2223, CD 2713 and CD 2503.
- Add CD 2443 as an alternative course to CD 2153.
- Add FIN 1013 as an alternative course to COM 2213.
- Add MATH 1483 as an alternative course to MATH 1503/MATH 2013.
- Remove MATH 1513 as an alternative course to MATH 1503/MATH 2013.
- The proposed changes provide students with more relevant math options to meet the general education math requirement.
- The proposed changes also better facilitate transfer agreements between OCCC and the University of Central Oklahoma.
- One new course will be added and two courses will be deleted.
- Total credit hours for the degree will change from 62 to 61.
- No funds are requested from the State Regents.

#### **OCCC - Associate in Applied Science in Child Development (005)**

Degree program requirement changes

- For all options:
  - Add CD 2223 and CD 2503.
  - Remove CD 1121, CD 2533, and CS 1103.
  - Add BIO 1023 and MATH 1503.
  - Require PHIL 1123 to fulfill the 3 credit hours of General Education Humanities requirement.
  - Add CD 2443 as an alternative course to CD 2153.
- For the main program:
  - Remove CD 2443 as required.
  - Change credit hours required for Support Courses from 9 to 3.
- For the Child Development Administrator:
  - Remove BUS 1313.
- The proposed changes better facilitate transfer agreements between OCCC and the University of Central Oklahoma.
- One new course will be added and two courses will be deleted.
- Total credit hours for the degree will change from 61 to 60.
- No funds are requested from the State Regents.

#### **OCCC - Certificate in Child Development (077)**

Degree program requirement change

- Remove CD 1121.
- The proposed change aligns the curriculum with the Associate in Arts in Child Development (089) and the Associate in Applied Science in Child Development (005) programs.



- No new courses will be added and one course will be deleted.
- Total credit hours for the certificate will change from 16 to 15.
- No funds are requested from the State Regents.

**OCCC - Certificate in Spanish (138)**

Degree program requirement change

- Remove SPAN 1120 and SPAN 2050.
- Remove SPAN 1150 as an alternative course to SPAN 2113.
- Remove Conversational Spanish Track.
- The proposed changes remove courses that are seldom available and inhibit completion of the certificate.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 21 to 16.
- No funds are requested from the State Regents.

**OCCC - Associate in Arts in Art (046)**

**Associate in Arts in Digital Cinema Production (144)**

**Associate in Arts in Diversified Studies (010)**

**Associate in Science in Diversified Studies (012)**

**Associate in Arts in Humanities (021)**

**Associate in Arts in Journalism and Broadcasting (043)**

**Associate in Arts in Liberal Studies (128)**

**Associate in Arts in Modern Languages (027)**

**Associate in Arts in Music (028)**

**Associate in Science in Pre-Education (116)**

**Associate in Arts in Speech and Theatre (045)**

**Associate in Applied Science in Automotive Technology (048)**

**Associate in Arts in History (019)**

**Associate in Arts in Political Science (031)**

**Associate in Arts in Psychology (035)**

**Associate in Arts in Sociology (042)**

Degree program requirement changes

- Add MATH 1483 as an alternative course to MATH 1503/MATH 2013.
- Remove MATH 1513 as an alternative course to MATH 1503/MATH 2013.
- The proposed changes provide students with more relevant math options to meet the general education math 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.

**OCCC - Associate in Applied Science in Anesthesia Technology (175)**

**Associate in Applied Science in Emergency Medical Sciences (014)**

**Associate in Applied Science in Respiratory Care Therapist (113)**

Degree program requirement changes

- Add MATH 1483 as an alternative course to MATH 1503.
- Remove MATH 1513 as an alternative course to MATH 1503.
- The proposed changes provide students with more relevant math options to meet the general education math 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.

**OCCC - Associate in Science in Biology (165)**

**Associate in Science in Business (004)**

**Associate in Applied Science in Computer-Aided Technology (011)**

Degree program requirement changes

- Add MATH 1483.
- Remove MATH 1513.
- The proposed changes provide students with more relevant math options to meet the general education math 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.

**OCCC - Associate in Science in Chemistry (166)**

Degree program requirement changes

- For the Chemistry option:
  - Add MATH 1483 as an alternative course to MATH 1533/MATH 1613/MATH 1743/MATH 2013/MATH 2104/MATH 2214.
  - Remove MATH 1513 as an alternative course to MATH 1533/MATH 1613/MATH 1743/MATH 2013/MATH 2104/MATH 2214.
- For the Pre-Dentistry and Pre-Medicine options:
  - Add MATH 1483 as an alternative course to MATH 1613/MATH 1743/MATH 2013.
  - Remove MATH 1513 as an alternative course to MATH 1613/MATH 1743/MATH 2013.
- For the Pre-Pharmacy option
  - Add MATH 1483.
  - Remove MATH 1513.
- The proposed changes provide students with more relevant math options to meet the general education math 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.

**OCCC - Associate in Applied Science in Computer Science (052)**

Degree program requirement changes

- For the Computer Programming and Cyber/Information Security options:
  - Add MATH 1483.
  - Remove MATH 1513.
- For the Web Design and Development option:
  - Add MATH 1483 as an alternative course to MATH 1503.
  - Remove MATH 1513 as an alternative course to MATH 1503.
- The proposed changes provide students with more relevant math options to meet the general education math 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.

**OCCC - Associate in Science in Computer Science (106)**

Degree program requirement changes

- For the Management Information Systems option:
  - Add MATH 1483.
  - Remove MATH 1513.
- The proposed changes provide students with more relevant math options to meet the general education math 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.

**OCCC - Associate in Applied Science in Engineering Technology (101)**

Degree program requirement changes

- Add MATH 1483 as an alternative course to MATH 1533.
- Remove MATH 1513 as an alternative course to MATH 1533.
- The proposed changes provide students with more relevant math options to meet the general education math 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.

**RCC - Associate in Arts in Business Administration (005)**

Degree program requirement change

- Add MATH 2193 as an alternative course to BUS 2513.
- The proposed change provides students more options to meet the statistics requirement.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**RSC - Associate in Applied Science in Business Administration (008)**

Degree program requirement changes

- For the Marketing/Social Media option:
  - Remove BA 2193 as an alternative course to CIT 2313.
  - Remove MULT 1133 and add MKTG 2113.
- The proposed changes better prepare students for employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**RSC - Certificate in Marketing/Social Media (140)**

Degree program requirement changes

- Remove BA 2193 as an alternative course to CIT 2313.
- Remove MULT 1133 and add MKTG 2113.
- The proposed changes better prepare students for employment.
- One new course 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.

**RSC - Associate in Applied Science in Cyber Security/Digital Forensics (111)**

Degree program requirement changes

- For the Cyber Science option:
  - Remove MATH 1715, MATH 2113, and MATH 2103.
  - Add MATH 1914.
  - Add MATH 2103 and MATH 1715/MATH 1513 and MATH 1613.
- For all options:
  - Require students to earn a C or better Option Requirement courses.
- The proposed changes ensure students are better prepared for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63-68 to 63-69.
- No funds are requested from the State Regents.

**RSC - Associate in Science in Emergency Management (144)**

Degree program requirement change

- Remove METR 1121.
- The proposed change eliminates a course that kept the program from being offered entirely online.
- 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.

**RSC - Associate in Applied Science in Multimedia Digital Design (113)**

Degree program requirement changes

- Remove MULT 2213 and add MKTG 2113.
- The proposed changes provide students a better understanding of digital marketing.
- 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.

**RSC - Certificate in Digital Graphic Design (314)**

Degree program requirement changes

- Remove MULT 2213 and add MKTG 2113.
- The proposed changes provide students a better understanding of digital marketing.
- One new course 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.

**RSC - Certificate in Mobile/Web Development (304)**

Degree program requirement change and degree program name change

- Change program name to Web Development.
- Add MKTG 2113.
- The proposed changes better reflect current nomenclature in the industry and provide students a better understanding of digital marketing.
- One new course will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 12 to 15.
- No funds are requested from the State Regents.

**RSC - Associate in Science in Biological Science (006)**

Degree program requirement change

- Require BIOL 1215 and BIOL 1315.
- The proposed changes better facilitate transfer to a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-68 to 68.
- No funds are requested from the State Regents.

### **RSC - Associate in Science in Chemistry (037)**

Degree program option additions

- Add options:
  - Chemical Science.
  - Pre-Professional Health Care.
  - Pre-Pharmacy.
- The proposed options will better prepare students for transferring to a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **RSC - Associate in Science in Earth and Environmental Sciences (118)**

Degree program requirement changes

- For the Science and Analytical option:
  - Change credit hours required for Mathematics from 3 to 4-10.
  - Remove MATH 2113.
  - Add MATH 1914 and either MATH 1715 or MATH 1513 and MATH 1613.
  - Remove MATH 2123 and METR 1313.
  - Add MATH 2924 and CS 1313.
- For the Atmospheric Science option:
  - Change credit hours required for Sciences from 13 to 9-10.
  - Remove BIOL 1134 as required.
  - Change credit hours required for Mathematics from 3 to 7-13.
  - Add MATH 1715 or MATH 1513 and MATH 1613.
  - Add MATH 1914, MATH 2924 and CS 1313.
  - Remove MATH 2113, MATH 2123, METR 1313, METR 2113, and METR 2123.
  - Add METR 1003 and METR 2004.
- For the Geology option:
  - Change credit hours required for Sciences from 13 to 14.
  - Remove MATH 2113.
  - Add MATH 1914 and either MATH 1715 or MATH 1513 and MATH 1613.
  - Remove MATH 2123 and add MATH 2924.
  - Remove GEOL 1123 and GEOL 1121.
  - Add GEOL 2114.
- The proposed changes are the result of restructuring mathematics courses to align with the Course Equivalency Project.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-66 to 62-74.
- No funds are requested from the State Regents.

### **RSC - Associate in Science in Engineering (039)**

Degree program requirement changes

- Remove MATH 2113, MATH 2123, MATH 2143, and MATH 2153.
- Add MATH 2924, MATH 1914 and either MATH 1715 or MATH 1513 and MATH 1613.

- The proposed changes are the result of restructuring mathematics courses to align with the Course Equivalency Project.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 62-65.
- No funds are requested from the State Regents.

**RSC - Associate in Science in Mathematics (029)**

Degree program requirement change

- Add MATH 1914 and either MATH 1715 or MATH 1513 and MATH 1613.
- Remove MATH 2113.
- Remove MATH 2123, MATH 2143, and MATH 2153.
- Add MATH 2924 and MATH 2934.
- The proposed changes are the result of restructuring mathematics courses to align with the Course Equivalency Project.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 64-67 to 64-73.
- No funds are requested from the State Regents.

**RSC - Associate in Science in Physics (123)**

Degree program requirement change

- Remove MATH 1223, MATH 2123, and MATH 2143.
- Add MATH 2924, MATH 1914 and either MATH 1715 or MATH 1513 and MATH 1613.
- The proposed changes are the result of restructuring mathematics courses to align with the Course Equivalency Project.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 62-68.
- No funds are requested from the State Regents.

**RSC - Associate in Applied Science in Technology (132)**

Degree program option addition

- Add option Aerospace.
- The proposed option will address the growing industry need in RSC's service area.
- 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.

**RSC - Associate in Applied Science in Respiratory Therapist (045)**

Degree program requirement changes

- Remove HSRT 2343 and HRST 2352.
- Add HSRT 2342 and HSRT 2353.
- Require students to earn a C or better in HSBC 1113.
- The proposed changes will better prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**RSC - Associate in Arts in Fine Arts (142)**

Degree program requirement changes

- For students pursuing the Photography emphasis:

- Remove ART 2902 and add ART 2912.
- The proposed change provides students more exposure to their area of study.
- For students pursuing the Music and Music Theatre emphases:
  - Require MUS 1263 to fulfill the Liberal Arts General Education requirement.
  - The proposed change adds a prerequisite course.
- 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.

**RSC - Associate in Arts in Liberal Studies (047)**

Degree program requirement change

- For students pursuing the Interdisciplinary Studies emphasis:
  - Remove INDS 2501 and EDUC 1103.
- For students pursuing the Cultural Studies emphasis:
  - Remove HUM 2413 and HUM 2501.
  - Add PHIL 1223 and HUM 2323.
- The proposed changes strengthen the rigor of the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**RSC - Associate in Arts in Modern Languages (022)**

Degree program requirement change

- For students pursuing the Spanish emphasis:
  - Require HUM 2323 as part of the Humanities General Education requirement.
- The proposed change better prepares students for upper-division course work at a four-year institution.
- 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.

**RSC - Associate in Applied Science in Family Services and Child Development (091)**

**Associate in Arts in Family Services and Child Development (014)**

**Certificate in Child Development (305)**

Degree program requirement changes

- Remove FSCD 1111 and FSCD 1322.
- Add FSCD 1323.
- The proposed changes update the curricula to better prepare students for employment.
- One new course will be added and two courses will be deleted.
- Total credit hours for the degrees and certificate will not change.
- No funds are requested from the State Regents.

**RSC - Associate in Arts in Pre-Education (015)**

Degree program requirement changes

- Remove HPER 1102 and add HPER 1202.
- The proposed changes update the curriculum to include a more acceptable General Education Elective.
- 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.

**RSC - Associate in Arts in Social Sciences (112)**

Degree program requirement changes

- Remove 3 credit hours to be selected from 4 of the following areas: CJ, ECON, GEOG, HIST, POLS, PSYC, or SOC.
- Add 12 credit hours to be selected from any of the following areas: CJ, ECON, GEOG, HIST, POLS, PSYC, or SOC.
- The proposed changes provide students more flexibility in selecting courses more suited to their area of interest.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**SSC - Associate in Applied Science in Medical Laboratory Technology (108)**

**Associate in Science in Business (203)**

**Associate in Science in Biology (210)**

Degree program requirement change

- Require MATH 1523 to fulfill the General Education Mathematics requirement.
- The proposed change will offer students a general education math course more relevant to their chosen major and is in conjunction with the statewide Math Pathways Initiative.
- 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.

**SSC - Associate in Science in Psychology (202)**

**Associate in Science in Social Sciences (215)**

**Associate in Science in Agriculture (234)**

Degree program requirement change

- Require MATH 1503 to fulfill the General Education Mathematics requirement.
- The proposed change will offer students a general education math course more relevant to their chosen major and is in conjunction with the statewide Math Pathways Initiative.
- 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.

**SSC - Associate in Science in Elementary Education (204)**

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

**Associate in Arts in Art (201)**

**Associate in Science in Criminal Justice (225)**

**Associate in Arts in Child Development (228)**

Degree program requirement change

- Require MATH 1413 to fulfill the General Education Mathematics requirement.
- The proposed change will offer students a general education math course more relevant to their chosen major and is in conjunction with the statewide 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.



**SSC - Associate in Science in Health Sciences (207)**

Degree program requirement change

- Require MATH 1503 or MATH 1523 to fulfill the General Education Mathematics requirement.
- The proposed change will offer students a general education math course more relevant to their chosen major and is in conjunction with the statewide Math Pathways Initiative.
- 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.

**SSC - Certificate in Early College (232)**

Degree program requirement changes

- Require either MATH 1413, MATH 1513, MATH 1503, or MATH 1523 to fulfill the General Education Mathematics requirement.
- The proposed change will offer students a general education math course more relevant to their chosen major and is in conjunction with the statewide Math Pathways Initiative.
- 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.

**WOSC - Associate in Science in Business (065)**

Degree program requirement change

- Remove MATH 1513 and add MATH 1483/MATH 1523.
- Add ACCT 2213.
- Change credit hours required for Area Recommendations from 15 to 12.
- The proposed changes will facilitate a more seamless transfer to a four-year institution.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**WOSC - Associate in Science in Agricultural Science (070)**

Degree program requirement change and degree program option addition

- Add option Range and Wildlife Management.
- Remove AGRI 2033 and add AGRI 2143.
- The proposed changes will facilitate a more seamless transfer to a four-year institution.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**WOSC - Associate in Science in Agriculture Sciences (070)**

Degree program requirement change

- Remove AGRI 2033 and add AGRI 2143.
- The proposed change will facilitate a more seamless transfer to a four-year institution.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.



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**AGENDA ITEM #27-a (2):**

**Programs.**

**SUBJECT:** Suspension. 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:**

Western Oklahoma State College (WOSC) requested authorization to suspend the programs listed below:

- Associate in Arts in Music (063)
- Associate in Applied Science in Applied Technology (015)

**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:**

WOSC requested authorization to suspend the Associate in Arts in Music (063).

- WOSC reports decreased enrollment, and suspension of the program will give them time to determine the future of the program.
- This suspension is effective beginning the 2019-2020 academic year.
- WOSC will reinstate or delete the program by June 30, 2022.

WOSC requested authorization to suspend the Associate in Applied Science in Applied Technology (015).

- WOSC indicates degree inventory consolidation and plans to offer the remaining students the option to transfer to the Associate in Applied Science in Military Studies (075) degree program.
- This suspension is effective beginning the 2019-2020 academic year.
- WOSC will reinstate or delete the program by June 30, 2020.



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**AGENDA ITEM #27-b:**

**Reconciliation.**

**SUBJECT:** Approval of institutional requests.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the request for degree program inventory reconciliation as described below.**

**BACKGROUND:**

Northeastern State University (NSU) requested a degree program modification change for the Bachelor of Science in Integrative Biology (115) to reconcile institutional practice with official degree program inventory.

Oklahoma State University-Oklahoma City (OSU-OKC) requested a degree program name change for the Certificate in Firefighter Protection (029) to reconcile institutional practice with official degree program inventory.

**POLICY ISSUES:**

This action is consistent with the Oklahoma State Regents for Higher Education Academic Program Approval and Distance Education and Traditional Off-Campus Courses and Programs policies.

**ANALYSIS:**

NSU submitted a degree program modification request for the Bachelor of Science in Integrative Biology (115), which was approved at the April 25, 2019 State Regents' meeting. The modification indicated to require BIOL 1113 and BIOL 1111 as part of the General Education requirements. NSU reports that the correct courses should be BIOL 1013 and BIOL 1011. This action will correct this error and reconcile institutional practice with official degree program inventory.

OSU-OKC requested a degree program name change from the Certificate in Firefighter I (029) to Certificate in Firefighter Protection (029), which was approved at the March 28, 2019 State Regents' meeting. OSU-OKC notified State Regents' staff that an error was made in the submission and requests the name to be changed to Certificate in Firefighter. This action will correct this error and reconcile institutional practice with official degree program inventory.



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**AGENDA ITEM #27-c:**

**Academic Nomenclature.**

**SUBJECT:** Ratification of institutional requests.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify the approved academic nomenclature change as described below.**

**BACKGROUND:**

The University of Central Oklahoma (UCO) requested authorization to elevate the Department of Design to the School of Design. UCO's governing board approved the request at their April 12, 2019 meeting.

**POLICY ISSUES:**

This action is consistent with the Oklahoma State Regents for Higher Education's Approval of Changes in Academic Structure and Nomenclature policy.

**ANALYSIS:**

UCO requested approval to elevate the Department of Design within the College of Fine Arts and Design to the School of Design. The proposed change is in response to the success of the department and will expand opportunities for funding, recruitment, and increase the value of the degrees conferred. Faculty from within the college and campus-wide indicate strong support for the change as it enhances the professional identity of colleagues and programs within the department. No additional funding is requested from the State Regents for this change.

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





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**AGENDA ITEM #27-d:**

**Electronic Delivery.**

**SUBJECT:** University of Central Oklahoma. Approval to offer the Master of Education in Library Media Education, the Master of Education in Adult Education, and the Bachelor of Arts in Applied Liberal Arts through online delivery.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Central Oklahoma's requests to offer the following existing programs via online delivery: Master of Education in Adult and Higher Education (156), the Master of Education in Library Media Education (117), and the Bachelor of Arts in Applied Liberal Arts (154).**

**BACKGROUND:**

The University of Central Oklahoma (UCO) is currently approved to offer the following degree programs via online delivery:

- Bachelor of Arts in Criminal Justice (028)
- Master of Arts in Criminal Justice Management Administration (149)
- Bachelor of Science (105) General Studies Option
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Career, Technical and Workforce Development (116);
- Bachelor of Business Administration in Marketing (021);
- Bachelor of Business Administration in Business Administration (007);
- Bachelor of Business Administration in Management (020); and
- Master of Business Administration in Business Administration (008).

UCO's governing board approved offering online the existing Master of Education in Adult and Higher Education (156), the Master of Education in Library Media Education (117), and the Bachelor of Arts in Applied Liberal Arts (154) at their February 8, 2019 meeting. UCO requests authorization to offer these existing programs via online delivery, as outlined below.

**POLICY ISSUES:**

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

## **ANALYSIS:**

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

### **Master of Education in Adult and Higher Education (156)**

**Demand.** UCO reports that they have received many inquiries from potential students regarding online delivery of the Adult and Higher Education program. Students pursuing this degree often work full-time and live outside of the Oklahoma City metropolitan area and have difficulty attending classes on campus.

**Delivery method.** UCO will utilize the learning and course management system, Desire2Learn (D2L), for the instructional delivery of the course. Students will make use of discussion boards, email, online tutorials and quizzes, and other resources as designated by the instructor. All instructors have been certified to teach online and courses have been approved by the UCO Center for eLearning and Continuing Education.

**Funding.** The existing program will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree program through online delivery.

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on December 20, 2018. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

### **Master of Education in Library Media Education (117)**

**Demand.** UCO reports that student evaluations and comments from potential students have consistently revealed a strong interest in completing the Master of Education in Library Media Education (117) online. The majority of students pursuing this degree work as full-time teachers and many live and teach in districts outside of the Oklahoma City metropolitan area. These factors create a barrier to students obtaining the degree and pursuing their career goals.

**Delivery method.** UCO will utilize the learning and course management system, Desire2Learn (D2L), for the instructional delivery of the course. Students will make use of discussion boards, email, online tutorials and quizzes, and other resources as designated by the instructor. All instructors have been certified to teach online and courses have been approved by the UCO Center for eLearning and Continuing Education.

**Funding.** The existing program will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree program through online delivery.

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on December 20, 2018. Oklahoma State University (OSU) requested a copy of the proposal, which was sent on March 21, 2019. Neither OSU nor any other State System institution notified State Regents'

staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

### **Bachelor of Arts in Applied Liberal Arts (154)**

**Demand.** The goal of the Bachelor of Arts in Applied Liberal Arts (154) is to graduate well-rounded and business-ready students. The curriculum provides students a blend of liberal arts and business courses and gives students knowledge and skills that are immediately applicable to the corporate world. Although traditional students are interested in the program, many students wanting to pursuing this degree often work full-time and live outside of the Oklahoma City metropolitan area. These factors create a barrier for students to attend classes on campus. By offering the program online, UCO will be able to recruit more students to complete their goal of earning a college degree.

**Delivery method.** UCO will utilize the learning and course management system, Desire2Learn (D2L), for the instructional delivery of the course. Students will make use of discussion boards, email, online tutorials and quizzes, and other resources as designated by the instructor. All instructors have been certified to teach online and courses have been approved by the UCO Center for eLearning and Continuing Education.

**Funding.** The existing program will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree program through online delivery.

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on December 20, 2018. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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



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**AGENDA ITEM #27-e (1):**

**Cooperative Agreement.**

**RECOMMENDATION:**

**It is recommended that the State Regents ratify Oklahoma City Community College's request to delete a cooperative agreement program, as described below.**

**BACKGROUND:**

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers for associate in applied science degrees.

At the February 12, 2009 meeting, the State Regents adopted revisions to the policy including the title of the policy; outlined the rationale behind the formation of Cooperative Alliances; and added definitions pertinent to the policy and requirements for cooperative agreement programs (CAP) regarding curriculum, quality assurance, criteria for admission, student support services, marketing and outreach, institutional reporting, and financial arrangements. There were also revisions to the reporting requirements for alliances.

In February 2013, State Regents' staff had meetings with the Higher Learning Commission (HLC) staff in Chicago which directed changes to CAPs to align with HLC criteria and assumed practices. At the January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities, and the Credit for Prior Learning policies to ensure alignment with HLC standards. As a result of these accreditation and policy changes, institutions submitted requests to add, modify, suspend, or delete each CAP.

**POLICY ISSUES:**

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

**ANALYSIS:**

Based on low enrollment in the program, Oklahoma City Community College (OCCC) submitted a request to delete the CAP with one or more technology centers, as specified in Attachment A.

The CAP deletion request follows a request to delete the Associate in Applied Science in Diesel Technology (157), which was approved at the March 28, 2019 State Regents' meeting.

**CAP Deletion  
Attachment A**

<b>Institution</b>	<b>Program Code</b>	<b>Program</b>	<b>Career Technology Center</b>	<b>Delete CAP</b>
OCCC	157	Associate in Applied Science in Diesel Technology	Francis Tuttle Technology Center	Yes

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**AGENDA ITEM #27-e (2):**

**Cooperative Agreement.**

**RECOMMENDATION:**

**It is recommended that the State Regents ratify Rose State College's request to delete a cooperative agreement program, as described below.**

**BACKGROUND:**

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers for associate in applied science degrees.

At the February 12, 2009 meeting, the State Regents adopted revisions to the policy including the title of the policy; outlined the rationale behind the formation of Cooperative Alliances; and added definitions pertinent to the policy and requirements for cooperative agreement programs (CAP) regarding curriculum, quality assurance, criteria for admission, student support services, marketing and outreach, institutional reporting, and financial arrangements. There were also revisions to the reporting requirements for alliances.

In February 2013, State Regents' staff had meetings with the Higher Learning Commission (HLC) staff in Chicago which directed changes to CAPs to align with HLC criteria and assumed practices. At the January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities, and the Credit for Prior Learning policies to ensure alignment with HLC standards. As a result of these accreditation and policy changes, institutions submitted requests to add, modify, suspend, or delete each CAP.

**POLICY ISSUES:**

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

**ANALYSIS:**

Due to low enrollment, Rose State College (RSC) suspended the Associate in Applied Science in EMT/Paramedic (115) program, which was approved at the June 30, 2015 State Regents' meeting.

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

**CAP Deletion  
Attachment A**

<b>Institution</b>	<b>Program Code</b>	<b>Program</b>	<b>Career Technology Center</b>	<b>Delete CAP</b>
RSC	115	Associate in Applied Science in EMT/Paramedic	Eastern Oklahoma County Technology Center	Yes



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**AGENDA ITEM #27-f:**

**Brad Henry Scholarship Program Scholars.**

**SUBJECT:** Ratification of the Brad Henry International Scholar's scholarships.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the individuals listed below as Brad Henry International Scholarship Program Awardees for the 2019-2020 academic year and ratify payment of the scholarship award.**

**BACKGROUND:**

The Brad Henry International Scholarship Program was established by the Oklahoma State Regents for Higher Education (OSRHE) in June 2008 and provides tuition, fees, and accommodations plus a \$1,500 stipend for students to participate in a semester-long study abroad program at Swansea University (Swansea) in Swansea, Wales. Academic credit for this program is awarded by Oklahoma regional universities, and students are nominated by their institution.

**POLICY:**

The Brad Henry International Scholarship Program policy requires the recipients to: (1) be at least eighteen years of age; 2) be an undergraduate student from an Oklahoma regional university; (3) be an Oklahoma resident; (4) be enrolled full time; (5) be in good academic standing; and (6) have completed at least 30 hours of college coursework/credits.

The nominees are required to submit an application, a resume, a transcript of all college or university work, a typewritten essay explaining their academic and/or professional goals and how their experience as a Brad Henry International Scholar will advance those goals, and two letters of recommendation. Individuals chosen as a Brad Henry International Scholar have excellent academic performance, outstanding writing and communication skills, exemplary character and exceptional leadership, maturity and judgement.

Due to recent budget reductions, the OSRHE is no longer able to fund participation from every regional university each year, and certain changes have been made to the Brad Henry International Scholars program to address these budgetary challenges. To ensure that each regional university has equal opportunity for representation in the program, a new scholarship selection procedure based on rotation was implemented in FY16. Institutions that do not have a nominee or are not selected to receive the scholarship in a given year are moved up in the rotation order in the subsequent year. Additionally, in 2017, the State Regents approved revisions to the Brady Henry International Scholars policy that change the scholarship to be provided only during the spring semester. This change allows the OSRHE to more accurately determine the maximum number of scholarships that can be awarded in a given fiscal year.

## ANALYSIS:

It is recommended that the State Regents approve the following individuals as 2019-2020 Brad Henry International Scholars recipients for study abroad at Swansea University in the spring 2020 semester:

- Ms. Celois Moore – Langston University
- Ms. Vivian Carrell – Northeastern State University
- Ms. Darci Johnson – Rogers State University
- Ms. Fisher Fulton – Southeastern Oklahoma State University
- Ms. Kennedy Stewart – Southwestern Oklahoma State University

Because no other institutions submitted nominations for the spring 2020 semester, the OSRHE is also able to fund the alternate student submitted by Northeastern State University, for a total of 6 recipients for the 2019-20 academic year:

- Mr. Lorance Washington – Northeastern State University (alternate)

Scholarship amounts for the 2019-20 Brad Henry International Scholars are determined based on the cost of tuition, fees and accommodations at Swansea University, which is partially offset by a bursary award of £1,000 (approximately \$1,273.87 as of June 12, 2019 conversion rates) provided by Swansea University to help defray costs of attendance. This year, Swansea University has also instituted the Ofelia Chavoya bursary award of £500 (approximately \$636.93 as of June 12, 2019 conversion rates) to be provided to students attending Swansea University from Rogers State University. In addition to covering tuition, fees and accommodations, the OSRHE provides a \$1,500 stipend to each student to assist with associated travel expenses.

The following chart summarizes anticipated costs for the 2019-20 Brad Henry International Scholars.

Tuition and Fees	\$8,917.06
Accommodations*	\$2,000.00
OSRHE Stipend	\$1,500.00
<b>Subtotal</b>	<b>\$12,417.06</b>
Swansea Bursary	-\$1,273.87
<b>Total Award Per Student:</b>	<b>\$11,143.19</b>
Ofelia Chavoya Bursary (RSU Only)	\$636.93
<b>Total for 2019-20 Scholars:</b>	<b>\$66,222.21</b>

\*Accommodation rates for the Spring 2020 semester will not be available until Fall 2019. This is an approximation of total cost for accommodations.

It should be noted that these amounts are estimates due to currency exchange fluctuations and the exact amount of each scholarship award will be determined at the time of invoice and payment.

Institutions that were not selected to participate in the 2019-2020 academic year (Cameron University, East Central University, Northwestern Oklahoma State University, Oklahoma Panhandle State University,

the University of Central Oklahoma, and the University of Science and Arts of Oklahoma) will have top priority in selection for the 2020-2021 academic year.



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**AGENDA ITEM #27-g:**

**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 May 4, 2019 and June 11, 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 May 4, 2019 and June 11, 2019, there are 2 purchases in excess of \$25,000 but not in excess of \$100,000.

**OneNet**

- 1) Presidio Holdings in the amount of \$79,907.28 for routers to support schools and libraries which have requested managed router services. The costs for these services are recovered through OneNet user fees. (Funded from 718-OneNet).
- 2) Dell Marketing in the amount of \$80,469.00 for virtual infrastructure expansion to provide a dedicated 40 Gbps server cluster with higher computer processing unit (CPU) resources for managed firewalls. The costs for these services are recovered through OneNet user fees. (Funded from 718-OneNet).



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**AGENDA ITEM #27-h:**

**Resolutions.**

**SUBJECT:** Approval of resolutions honoring retiring staff.





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**AGENDA ITEM #28-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.



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**AGENDA ITEM #28-b (1):**

**Annual Reports.**

**SUBJECT:** Current Income and Expenditure Report FY2018.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Current Income and Expenditure Report FY2018.**

**BACKGROUND:**

The report, Financing Current Operating Costs of Higher Education in Oklahoma, first published by the State Regents in 1963, was the culmination of a detailed study of the financial operations of Oklahoma's state, private and municipal colleges and universities. This landmark study involved analyses of current operating income and expenditures, future financial needs, instructional salary costs, budget building procedures, student costs, and student assistance programs.

One of the recommendations of the report was: "...that the State Regents continue to compile, analyze, and disseminate educational financial data...in order that up-to-date and reliable information will be available for continuous long-range planning."

In keeping with this recommendation, income and expenditure data from state-supported colleges and universities have been gathered, analyzed and published for every fiscal year since 1962-63 following the same general pattern of earlier years.

This publication reports the income and expenditures for FY2017-2018 with comparisons to FY2016-2017 and FY2014-2015.

**POLICY ISSUES:**

This report is consistent with the State Regents policy.

**ANALYSIS:**

This Income and Expenditure Report for FY2017-2018 details institutions' total income and expenditures for Educational and General Part I, Auxiliary Enterprises, Student Aid, Sponsored Research and Other Sponsored Programs, Hospitals and Clinics and Agency Special Activities. The following tables summarize data from this report.

**Twenty-Five Colleges and Universities:**

<i>Total Educational and General Part I Income: FY2018 Compared to FY2017</i>				
<i>25 Colleges and Universities</i>				
<i>Income:</i>	<i>FY2018</i>	<i>FY2017</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Tuition and Student Fees</i>	1,164,826,884	1,087,330,282	77,496,602	7.1%
<i>State Appropriations</i>	483,760,924	518,651,924	-34,891,000	-6.7%
<i>Gifts and Grants</i>	106,241,397	88,087,970	18,153,427	20.6%
<i>Other Sources</i>	110,509,478	121,677,446	-11,167,968	-9.2%
<b><i>Total Income</i></b>	<b>1,865,338,683</b>	<b>1,815,747,622</b>	<b>49,591,061</b>	<b>2.7%</b>
<i>Columns May Not Add Due to Rounding</i>				

<i>Total Educational and General Part I Expenditures: FY2018 Compared to FY2017</i>				
<i>25 Colleges and Universities</i>				
<i>Expenditures</i>	<i>FY2018</i>	<i>FY2017</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	750,716,989	760,006,814	-9,289,825	-1.2%
<i>Research</i>	71,971,756	67,055,703	4,916,053	7.3%
<i>Public Service</i>	24,226,440	29,964,104	-5,737,664	-19.1%
<i>Academic Support</i>	252,224,243	234,205,454	18,018,789	7.7%
<i>Student Services</i>	127,324,257	119,991,787	7,332,470	6.1%
<i>Institutional Support</i>	135,453,528	144,651,295	-9,197,767	-6.4%
<i>Physical Plant</i>	233,097,296	212,540,652	20,556,644	9.7%
<i>Scholarships</i>	260,991,901	240,120,711	20,871,190	8.7%
<b><i>Total</i></b>	<b>1,856,006,410</b>	<b>1,808,536,520</b>	<b>47,469,890</b>	<b>2.6%</b>
<i>Columns May Not Add Due to Rounding</i>				

For the fiscal year ending on June 30, 2018, Educational and General – Part I income for the twenty-five colleges and universities were reported at \$1,865,338,683, an increase of \$49.6 million (2.7 percent) over fiscal year 2016-2017. In FY2018, total income was comprised of \$1,164,826,884 (62.4 percent) from tuition and student fees, \$483,760,924 (25.9 percent) in state appropriations, \$106,241,397 (5.7 percent) in gifts and grants, and \$110,509,478 (5.9 percent) from other income sources.

From FY2017 to FY2018, tuition and student fees increased \$77.5 million (7.1 percent). State appropriations decreased \$34.9 million (-6.7 percent), gifts and grants increased \$18.2 million (20.6 percent), and other sources decreased 11.2 million (-9.2 percent).

For the fiscal year ending on June 30, 2018, Educational and General Part I expenditures for the twenty-five institutions were reported at \$1,856,006,410, an increase of \$47.5 million (2.6 percent) over fiscal year 2016-2017. In FY2018, total expenditures were comprised of \$750.7 million (40.4 percent) for instruction, \$72.0 million (3.9 percent) for research, \$24.2 million (1.3 percent) for public service, \$252.2 million (13.6 percent) for academic support, \$127.3 million (6.9 percent) for student services, \$135.5 million (7.3 percent) for institutional support, \$233.1 million (12.6 percent) for physical plant, and \$261.0 million (14.1 percent) for scholarships.

From FY2017 to FY2018, expenditures for instruction decreased \$9.3 million (-1.2 percent), research increased \$4.9 million (7.3 percent), public service decreased \$5.7 million (-19.1 percent), academic support increased \$18.0 million (7.7 percent), student services increased \$7.3 million (6.1 percent), institutional support decreased \$9.2 million (-6.4 percent), physical plant increased \$20.6 million (9.7 percent) and scholarships increased \$20.9 million (8.7 percent).

<b>Total Educational and General Part I Expenditures: FY2018 Compared to FY2017</b>				
<b>25 Colleges and Universities</b>				
<b>Expenditures</b>	<b>FY2018</b>	<b>FY2017</b>	<b>\$ Change</b>	<b>% Chg</b>
Teaching Salaries	403,959,864	407,603,135	(3,643,271)	-0.9%
Professional Salaries	274,870,858	275,421,548	(550,690)	-0.2%
Other Salaries & Wages	182,344,348	176,818,617	5,525,731	3.1%
Fringe Benefits	291,807,668	286,999,694	4,807,974	1.7%
<b>Sub-Total</b>	<b>1,152,982,738</b>	<b>1,146,842,994</b>	<b>6,139,744</b>	<b>0.5%</b>
Professional Services	26,701,878	19,021,369	7,680,509	40.4%
Travel	23,527,350	22,205,941	1,321,409	6.0%
Utilities	67,289,927	66,213,914	1,076,013	1.6%
Supplies & Other Operating Expenses	199,791,694	206,279,872	(6,488,178)	-3.1%
Property, Furniture & Equipment	55,652,328	51,234,492	4,417,836	8.6%
Library Books & Periodicals	23,018,804	22,711,977	306,827	1.4%
Scholarships & Other Assistance	267,369,993	245,932,212	21,437,781	8.7%
Transfers & Other Disbursements	39,671,698	28,093,749	11,577,949	41.2%
<b>Sub-Total</b>	<b>703,023,672</b>	<b>661,693,526</b>	<b>41,330,146</b>	<b>6.2%</b>
<b>Total</b>	<b>1,856,006,410</b>	<b>1,808,536,520</b>	<b>47,469,890</b>	<b>2.6%</b>
<i>Columns May Not Add Due to Rounding</i>				

For FY2018, salaries and fringe benefits totaled \$1,152,982,738, an increase of \$6,139,744 (0.5 percent) over FY2017. Other operating costs total \$703,023,672, an increase of \$41,330,146 (6.2 percent) over FY2017.

- Teaching salaries total \$403,959,864, a decrease of \$3.6 million (-0.9 percent) over FY2017.
- Professional Salaries total \$274,870,858, a decrease of \$550.7 thousand (-0.2 percent) over FY2017.
- Other Salaries and Wages total \$182,344,348, an increase of \$5.5 million (3.1 percent) over FY2017.
- Fringe Benefits total \$291,807,668, an increase of \$4.8 million (1.7 percent) over FY2017.
- Professional Services total \$26,701,878, an increase of \$7.7 million (40.4 percent) from FY2017.
- Travel expenditures total \$23,527,350, an increase of \$1.3 million (6.0 percent) over FY2017.
- Utilities total \$67,289,927, an increase of \$1.1 million (1.6 percent) over FY2017.
- Supplies and Other Operating Expenses total \$199,791,694, a decrease of \$6.5 million (-3.1 percent) from FY2017.
- Property, Furniture & Equipment total \$55,652,328, an increase of \$4.4 million (8.6 percent) over FY2017.
- Library Books and Periodicals total \$23,018,804, an increase of \$306.8 thousand (1.4 percent) from FY2017.
- Scholarships and Other Assistance total \$267,369,993, an increase of \$21.4 million (8.7 percent) over FY2017.
- Transfers and Other Disbursements total \$39,671,698, an increase of \$11.6 million (41.2 percent) over FY2017.

**Ten Constituent Agencies:**

<i>Total Educational and General Part I Income: FY2018 Compared to FY2017</i>				
<i>10 Constituent Agencies</i>				
<i>Income:</i>	<i>FY2018</i>	<i>FY2017</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Tuition and Student Fees</i>	156,038,232	151,599,693	4,438,539	2.9%
<i>State Appropriations</i>	175,026,608	187,639,074	-12,612,466	-6.7%
<i>Federal Stimulus</i>	12,979,826	13,358,596	-378,770	-2.8%
<i>Gifts and Grants</i>	53,824,628	46,784,104	7,040,524	15.0%
<i>Other Sources</i>	54,271,388	73,625,436	-19,354,048	-26.3%
<b>Total Income</b>	<b>452,140,682</b>	<b>473,006,903</b>	<b>-20,866,221</b>	<b>-4.4%</b>
<i>Columns May Not Add Due to Rounding</i>				

<i>Total Educational and General Part I Expenditures: FY2018 Compared to FY2017</i>				
<i>10 Constituent Agencies</i>				
<i>Expenditures</i>	<i>FY2018</i>	<i>FY2017</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	192,489,414	203,441,144	-10,951,730	-5.4%
<i>Research</i>	42,288,072	46,452,349	-4,164,277	-9.0%
<i>Public Service</i>	51,726,219	53,068,860	-1,342,641	-2.5%
<i>Academic Support</i>	42,977,979	46,270,438	-3,292,459	-7.1%
<b>Sub-Total</b>	<b>329,481,684</b>	<b>349,232,791</b>	<b>-19,751,107</b>	<b>-5.7%</b>
<i>Student Services</i>	17,610,636	15,663,761	1,946,875	12.4%
<i>Institutional Support</i>	43,268,141	44,507,866	-1,239,725	-2.8%
<i>Physical Plant</i>	54,271,337	60,279,401	-6,008,064	-10.0%
<i>Scholarships</i>	13,435,622	11,312,427	2,123,195	18.8%
<b>Sub-Total</b>	<b>128,585,736</b>	<b>131,763,455</b>	<b>-3,177,719</b>	<b>-2.4%</b>
<b>Total</b>	<b>458,067,420</b>	<b>480,996,246</b>	<b>-22,928,826</b>	<b>-4.8%</b>

For the fiscal year ending on June 30, 2018, Educational and General – Part I income for the ten constituent agencies were reported at \$452,140,682, a decrease of \$20.9 million (-4.4 percent) over FY2017. In FY2018, total income was comprised of \$156,038,232 (34.5 percent) from tuition and student fees, \$175,026,608 (38.7 percent) in state appropriations, \$12,979,826 (2.9 percent) in federal appropriations, \$53,824,628 (11.9 percent) in gifts and grants, and \$54,271,388 (12.0 percent) from other income sources. There were no federal stimulus funds received in FY2017 or in FY2018.

From FY2017 to FY2018, tuition and student fees increased \$4.4 million (2.9 percent). State appropriations decreased \$12.6 (-6.7 percent), federal appropriations decreased \$378.8 thousand (-2.8 percent), gifts and grants increased \$7.0 million (15.0 percent) and other sources decreased \$19.3 million (-26.3 percent).

For the fiscal year ending on June 30, 2018, Educational and General Part I expenditures for the ten constituent agencies were reported at \$458,067,420, a decrease of \$22.9 million (-4.8 percent) over fiscal year 2016-2017. In FY2018, total expenditures were comprised of \$192.5 million (42.0 percent) for instruction, \$42.3 million (9.2 percent) for research, \$51.7 million (11.3 percent) for public service, \$43.0 million (9.4 percent) for academic support, \$17.6 million (3.8 percent) for student services, \$43.3 million (9.4 percent) for institutional support, \$54.3 million (11.8 percent) for physical plant, and \$13.4 million (2.9 percent) for scholarships.

<b>Total Educational and General Part I Expenditures: FY2018 Compared to FY2017</b>				
<b>10 Constituent Agencies</b>				
<b>Expenditures</b>	<b>FY2018</b>	<b>FY2017</b>	<b>\$ Change</b>	<b>% Chg</b>
<i>Teaching Salaries</i>	90,898,808	93,558,919	(2,660,111)	-2.8%
<i>Professional Salaries</i>	95,722,426	100,508,240	(4,785,814)	-4.8%
<i>Other Salaries &amp; Wages</i>	50,164,320	47,914,900	2,249,420	4.7%
<i>Fringe Benefits</i>	81,782,213	82,452,583	(670,370)	-0.8%
<b>Sub-Total</b>	<b>318,567,767</b>	<b>324,434,642</b>	<b>(5,866,875)</b>	<b>-1.8%</b>
<i>Professional Services</i>	4,495,629	4,670,813	(175,184)	-3.8%
<i>Travel</i>	4,264,325	4,247,705	16,620	0.4%
<i>Utilities</i>	14,056,693	12,181,914	1,874,779	15.4%
<i>Supplies &amp; Other Operating Expenses</i>	70,707,552	77,835,610	(7,128,058)	-9.2%
<i>Property, Furniture &amp; Equipment</i>	8,093,783	7,974,797	118,986	1.5%
<i>Library Books &amp; Periodicals</i>	5,585,238	6,015,233	(429,995)	-7.1%
<i>Scholarships &amp; Other Assistance</i>	13,612,816	11,680,848	1,931,968	16.5%
<i>Transfers &amp; Other Disbursements</i>	18,683,617	31,954,684	(13,271,067)	-41.5%
<b>Sub-Total</b>	<b>139,499,653</b>	<b>156,561,604</b>	<b>(17,061,951)</b>	<b>-10.9%</b>
<b>Total</b>	<b>458,067,420</b>	<b>480,996,246</b>	<b>(22,928,826)</b>	<b>-4.8%</b>

For FY2018, salaries and fringe benefits totaled \$318,567,767, a decrease of \$5.9 million (-1.8 percent) from FY2017. Other operating costs total \$139,499,653, a decrease of \$17.1 million (-10.9 percent) over FY2017.

- Teaching salaries total \$90,898,808, a decrease of \$2.7 million (-2.8 percent) from FY2017.
- Professional Salaries total \$100,508,240, a decrease of \$4.8 million (-4.8 percent) over FY2017.
- Other Salaries and Wages total \$50,164,320, an increase of \$2.2 million (4.7 percent) over FY2017.
- Fringe Benefits total \$81,782,213, a decrease of \$670.4 thousand (-0.8 percent) over FY2017.
- Professional Services total \$4,495,629, a decrease of \$175.2 thousand (-3.8 percent) over FY2017.
- Travel expenditures total \$4,264,325, an increase of \$16.6 thousand (0.4 percent) over FY2017.
- Utilities total \$14,056,693, an increase of \$1.9 million (15.4 percent) from FY2017.
- Supplies and Other Operating Expenses total \$70,707,552, a decrease of \$7.1 million (-9.2 percent) from FY2017.
- Property, Furniture & Equipment total \$8,093,783, an increase of \$119.0 thousand (1.5 percent) over FY2017.
- Library Books and Periodicals total \$5,585,238, a decrease of \$430.0 thousand (-7.1 percent) from FY2017.
- Scholarships and Other Assistance total \$13,612,816, an increase of \$1.9 million (16.5 percent) over FY2017.
- Transfers and Other Disbursements total \$18,683,617, a decrease of \$13.3 million (-41.5 percent) over FY2017.
- Total FY2018 expenditures total \$458,067,420, a decrease of \$22.9 million (-4.8 percent) over FY2017.

**Summary - Twenty-Five Colleges and Universities and the Ten Constituent Agencies:**

<b>Total Income for the 25 College and Universities and the 10 Constituent Agencies</b>				
<b>FY2018 Compared to FY2017</b>				
<i>Income</i>	<i>FY2018</i>	<i>FY2017</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>E&amp;G Part I</i>	2,317,479,365	2,288,754,525	28,724,840	1.3%
<i>Sponsored Research</i>	515,353,149	488,185,965	27,167,184	5.6%
<i>Student Aid</i>	359,861,693	359,969,059	-107,366	-0.03%
<i>Auxiliary Services</i>	786,021,331	738,966,194	47,055,137	6.4%
<i>Hospitals and Clinics</i>	704,212,198	688,381,741	15,830,457	2.3%
<i>Agency Special</i>	75,713,522	76,425,895	-712,373	-0.9%
<b>Total</b>	<b>4,758,641,258</b>	<b>4,640,683,379</b>	<b>117,957,879</b>	<b>2.5%</b>

<b>Total Expenditures for the 25 College and Universities and the 10 Constituent Agencies</b>				
<b>FY2018 Compared to FY2017</b>				
<i>Expenditures</i>	<i>FY2018</i>	<i>FY2017</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>E&amp;G Part I</i>	2,314,073,830	2,289,532,766	24,541,064	1.1%
<i>Sponsored Research</i>	513,948,582	487,181,965	26,766,617	5.5%
<i>Student Aid</i>	341,662,827	329,764,128	11,898,699	3.6%
<i>Auxiliary Enterprises</i>	641,178,582	622,718,839	18,459,743	3.0%
<i>Hospitals and Clinics</i>	694,723,506	675,447,429	19,276,077	2.9%
<i>Agency Special</i>	70,100,515	63,149,628	6,950,887	11.0%
<b>Total</b>	<b>4,575,687,842</b>	<b>4,467,794,755</b>	<b>107,893,087</b>	<b>2.4%</b>

For the fiscal year ending on June 30, 2018, the total operating income for the twenty-five colleges and universities and ten constituent agencies totaled \$4,758,641,258, an increase of \$118.0 million (2.5 percent) over fiscal year 2016-2017. Income made in fiscal year 2017-2018 include \$2.3 billion (48.7 percent) for Educational and General Part I, \$515.4 million (10.8 percent) for Sponsored Research and Other Sponsored Programs, \$359.9 million (7.6 percent) for Student Aid, \$786.0 million (16.5 percent) for Auxiliary Enterprises, \$704.2 million (14.8 percent) for Hospitals and Clinics and \$75.7 million (1.6 percent) for Agency Special.

From fiscal year 2016-2017 to fiscal year 2017-2018, total income increased by \$117,957,879 (2.5 percent). Income for Educational and General Part I increased \$28.7 million (1.3 percent), Sponsored Research and Other Sponsored Programs increased \$27.2 million (5.6 percent), Student Aid decreased \$107.4 thousand (-0.03 percent), Auxiliary Enterprises increased \$47.1 million (6.4 percent), Hospitals and Clinics increased \$15.8 million (2.3 percent) and Agency Special decreased \$712.4 thousand (-0.9 percent).

For the fiscal year ending on June 30, 2018, the total operating expenditures for the twenty-five colleges and universities and ten constituent agencies totaled \$4,585,687,842, an increase of \$107.9 million (2.4 percent) over fiscal year 2016-2017. Expenditures made in fiscal year 2017-2018 include \$2.3 billion (50.6 percent) for Educational and General Part I, \$513.9 million (11.2 percent) for Sponsored Research and Other Sponsored Programs, \$341.7 million (7.5 percent) for Student Aid, \$641.2 million (14.0 percent) for Auxiliary Enterprises, \$694.7 million (15.2 percent) for Hospitals and Clinics and \$70.1 million (1.5 percent) for Agency Special.

From fiscal year 2016-2017 to fiscal year 2017-2018, total expenditures increased by \$107,893,087 (2.4 percent). Expenditures for Educational and General Part I increased \$24.5 million (1.1 percent), Sponsored Research and Other Sponsored Programs increased \$26.8 million (5.5 percent), Student Aid decreased \$11.9 million (3.6 percent), Auxiliary Enterprises increased \$18.5 million (3.0 percent),



Hospitals and Clinics increased \$19.3 million (2.9 percent) and Agency Special decreased \$6.9 thousand (11.0 percent).



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #28-b (2):**

**Annual Reports..**

**SUBJECT:** Acknowledgement of receipt of the Financial and Long-Term Viability Assessment-Redlands Community College – May 2019.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Financial and Long-Term Viability Assessment-Redlands Community College.**

**BACKGROUND:**

The Oklahoma State Regents for Higher Education established the Task Force on the Future of Higher Education in March 2017 to conduct a systematic review of higher education. The Task Force examined existing initiatives and best practices and reported findings and recommendations on strategies that best support improving quality, access, affordability and efficiency in the Oklahoma State System of Higher Education. The Task Force voted to approve all subcommittee recommendations on December 6, 2017.

The work of the Task Force was conducted primarily through four subcommittees: 1) College Degree Completion and Workforce Development Initiatives, 2) Academic Program Innovations and Online Education, 3) System Structure, and 4) Fiscal Solutions, Efficiencies, Affordability and Technology.

One of the recommendations made by the Fiscal Solutions, Efficiencies, Affordability and Technology subcommittee and approved by the Task Force included the implementation of financial fiscal reviews and long-term viability assessment of each college and university.

The Task Force determined that to survive and thrive, colleges and universities must not only address the current financial environment but also plan for the future. Long-term viability assessments require institutions to not only look at their current financial status but also strategically assess their capability to address fundamental changes facing higher education in future years. Long-term viability assessments force institutions to examine their business models to ensure that they are sustainable and promote future growth.

In November 2018, Huron Consulting Group was selected through a Request for Proposal process to conduct the reviews and report to the State Regents their findings.

**POLICY ISSUES:**

This action is consistent with the State Regents' policy.

## **ANALYSIS:**

The methodology that was developed and implemented during the first institutional assessment included the following three major themes: (1) review historic and projected financial and operational health; (2) assessment of the long-term viability, inclusive of budgetary and planning capabilities, and (3) analysis on strategic capabilities and flexibility to address demographic and industry changes.

Huron has indicated that they used a holistic approach that included both quantitative and qualitative analyses in diagnosing financial and operational challenges, and in implementing solutions to ensure sustainability and lasting fiscal health.

The first report was conducted at Redlands Community College and includes the following key findings:

### Financial Assessment

- The overall financial net position of RCC has increased steadily from 2014 to 2018
- Limited reserves will continue to challenge the college's ability to address debt and strategic investments
- The college is heavily reliant on day-to-day operations and will have to think strategically about how to stabilize its operations to continue to improve its net position

### Operational Assessment

- Leadership has had success in improving the college's operations relative to 2013 performance, primarily by reducing compensation expense and eliminating underperforming auxiliary and academic programs
- State appropriations have steadily decreased, meaning RCC will need to consider growing their other core revenues.
- RCC will need to continue to analyze their programmatic offerings and align with needs of the surrounding communities
- Enrollment at RCC has declined, but at a slower pace of the other community colleges in Oklahoma
- Despite the college's ability to manage expenses, adjusted operating revenue is declining at a faster rate than expenses

### Capital and Debt

- RCC's limited reserves may inhibit the institution's ability to fund new initiatives through debt.
- RCC is a highly leveraged institution which significantly cuts into operative cash flows

### Strategic Plan

- Given the college's very tight operating margins and other concerning financial metrics, revenue enhancements and cost reductions should continue to be major strategic priorities for the college to remain financially viable
- RCC should continue to pursue opportunities to improve student retention as the rate of retention lags behind the average of Oklahoma community college.

### *Supplemental Report*

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #28-b (3):**

**Annual Reports.**

**SUBJECT:** Teacher Education Annual Report on System Wide Review.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 21st Teacher Education Annual Report on system wide review.**

Research shows that good teaching matters. Knowledgeable teachers who know the art of teaching and use it to motivate students have a great influence on students' intent to work toward postsecondary education. Oklahoma educator preparation programs (EPP) work to graduate effective practitioners for this very purpose – to affect positive student outcomes.

The value of comprehensive teacher preparation in Oklahoma is reflected in the appropriate content, pedagogical knowledge, dispositions, clinical practice, instructional strategies and skills taught by EPPs. Additionally, EPPs hold their teacher education students to a high standard, exemplified in their ability to produce effective practitioners for P-12 schools. According to the Office of Educational Quality and Accountability (OEQA), Teacher Leader Effectiveness (TLE) data indicates that candidates, who complete their teacher education degrees from Oklahoma public institutions of higher education, are evaluated as effective or higher in their practice.

Legislation supports an Oklahoma teacher induction program for novice teachers that provides support, mentorship and coaching to educators at the beginning of their careers, or as they transition to new roles within a school or district. Teacher education faculty members have opportunities to serve on induction committees, helping novice teachers enhance their professional growth and practice. Additionally, teacher education faculty members partner with school districts, sharing their level of expertise with P-12 faculty and students. Their involvement is crucial with the development of new state standards and assessments.

**BACKGROUND:**

The State Regents initiated teacher education reform efforts in the summer of 1992 with an External Program Review. The 10-member team conducting the review was charged with assessing the status of teacher preparation in the State System and making recommendations for its enhancement. The team submitted 23 recommendations to establish the state of Oklahoma as a national leader in teacher preparation. The State Regents monitored the implementation of the recommendations with periodic status reports.

In 1995, two members of the original External Team, Chairman J.T. Sandefur and Dr. Larry Clark, returned to the state to visit the 12 teacher preparation programs for the purpose of assessing the continuing progress of the institutions in responding to the 23 recommendations. The external reviewers

affirmed that the universities were working seriously and conscientiously to comply with the recommendations and that all had made significant progress. The team recommended that the State Regents formally close the three-year teacher education study with the exception of submitting an annual report.

During the 1995 External Team visit, the number of recommendations to be addressed in the annual report was reduced to 15. In 2002, based on the progress of State System institutions and the fact that many of the recommendations are monitored through other processes, the State Regents further reduced the number of recommendations subject to reporting from 15 to seven (7).

In April 2010, the need for question four (4), “grade inflation in the field of education,” was discussed with the Academic Affairs Committee of the State Regents. It was noted that one of the criteria for being admitted to a teacher education program is a GPA of 3.0 in liberal arts courses (the other options for admittance include a passing score on the Oklahoma General Education Test (OGET) or a passing score on the Praxis Core Academic Skills for Educators Test). Additionally, Oklahoma public institutions with teacher education programs required that teacher candidates have, among other requirements, a minimum 2.5 GPA in all their coursework (including upper division courses) before successfully exiting a teacher education program. Because of these requirements, it was determined that any apparent grade ‘inflation’ was more the result of these criteria than from any other source. Thus, the report now answers six (6) questions instead of seven (7), omitting question four (4) on grade inflation.

In 2018, further review of the questions by the Academic Affairs Committee, along with subsequent meetings with the Office of Educational Quality and Accountability (OEQA), led to modification of question three (3), academic preparation in elementary education. Due to the changing accountability measures for EPPs and their ongoing efforts to improve their programs for students, this question was modified to address academic preparation for all of their programs. It is important for EPPs to show how data drives programmatic changes to facilitate more effective teaching and learning outcomes for their students.

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the twenty-first annual report, covers the 2017-2018 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents’ annual reporting requirements are merged with those of the OEQA in order to streamline the reporting from the institutions. In an effort to further improve reporting measures from the institutions, a continual review will be conducted by these agencies in collaboration with higher education deans.

#### **POLICY ISSUES:**

As noted above, the information and actions described in this report are consistent with the State Regents’ teacher education initiative, the Academic Planning/Resource Allocation (APRA) effort, and the State Regents’ commitment to efficiency and excellence.

#### **ANALYSIS:**

Over 25 years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. Since this time, the Assistant Vice Chancellor for Teacher Preparation and Special Programs meets regularly with teacher education deans across the State System to maintain the gains in quality of teacher education programs. Consequently, colleges of education have developed and implemented competency-based teacher preparation programs and candidate assessments. Some general findings about the previous year’s compiled reports are provided below.

- Graduate programs are still examined for rigor and support. In 2017-2018, the colleges of education conditionally admitted 101 teacher education graduate students, up from 55 last year. Those graduate students who moved forward in their respective programs completed the required remediation to meet admission requirements. Of the twelve institutions that have EPPs, half of them either no longer admit graduate students conditionally, or they do not have graduate programs.
- The 12 universities constantly examine individual program requirements. For 2017-2018, colleges of education have continued to align their curriculum and assessments with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, programmatic standards, Council for the Accreditation of Educator Preparation (CAEP) standards, as well as the Oklahoma Academic Standards (OAS). Additionally, the colleges are continuing to focus on content knowledge instruction and assessment strategies for teacher candidates, especially in the area of writing. Other program changes driven by data analysis include the incorporation of more rigorous practicum experiences, as well as a focus on instructional strategies for classroom management, math and reading.

By 2021, colleges of education will be moving to a mandatory performance assessment, replacing the Oklahoma Professional Teacher Education (OPTE) exam; therefore, many EPPs are preparing candidates for this transition. Overall, colleges of education are using data to streamline course effectiveness, preparing pre-service teacher candidates to implement research based instructional strategies for the classroom, improve reading and literacy assessments, and emphasize professional growth that impacts student learning.

- In recent years, although institutions have been impacted negatively by the budget shortfall, colleges of education report continued investment in instructional technology in varying amounts for a variety of needs, ranging from computers and software to technological accessories (i.e. charging carts for computers, software licenses, lab supplies, etc.) and video/audio equipment (i.e. instructional DVDs, webcams, etc.). A number of universities also reported purchases that included repairs, replacements and upgrades to computers, printers, laptops, and other hardware. Institutions conduct mandatory equipment, software, and infrastructure maintenance, and continue to utilize items purchased in previous academic years (i.e., iPads, Chromebooks, lab equipment for instructional technology, 3-D printers, and other interactive technology such as digital recording devices, etc.).

Additionally, new technologies have been integrated into institutions to help improve instruction and inform pre-service teachers how to model effective use of technology in K-12 classrooms. Such technology includes the use of Swivl, video observation software to support distance learning, and Zoom, an interactive video conferencing platform for meetings or webinars. Some institutions upgraded network infrastructures and included cyber security mechanisms to assist with the protection of their network and operating systems. Emphasis is placed on instructional and technical support, as well as general maintenance.

- Faculty members at all 12 universities report a variety of methods of attaining appropriate professional development. Many participated in college-sponsored activities, as well as attended and presented at local, state and national conferences. Professional development reflected a strong focus on instructional strategies, content knowledge, teaching methodologies, research and technology. Additionally, the Oklahoma State Regents for Higher Education (OSRHE)

policy directs that each faculty member spend a minimum of ten clock hours per academic year in the public schools to meaningfully interact with P-12 students, teachers, and administrators.

- All 12 colleges of education report strong interaction with arts and sciences (A&S) faculty. One of the primary methods mentioned by most universities includes participation by A&S faculty on a variety of committees in the teacher education college. A&S faculty members assist colleges of education in coursework for pre-service teachers, as well as data analysis. A&S faculty members also make recommendations to colleges of education for program improvement. Additionally, during the 2017-2018 year, the Elementary and Secondary Education Act (ESEA), Title II, Part A, Improving Teacher Quality (ITQ) ESEA grants provided opportunities for A&S faculty, teacher education faculty and K-12 teacher collaborations.

*Supplement available upon request.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #28-b (4):**

**Annual Reports.**

**SUBJECT:** Report on Low Producing Programs.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2019 Low Productivity Programs Report.**

**BACKGROUND:**

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

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

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

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

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

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

In March 2018, institutions were informed of programs not meeting the minimum productivity standards for the current cycle. Following these program reviews, only 3 percent of institutional programs did not meet the minimum productivity standards.

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

Low-Productivity Degree Programs by Institutions and Disposition

Institution	Total Programs Offered (as of May 31, 2019)	Low Producing by Number and Percent		Disposition*by Number of Programs			Exceptions for Low Producing Program Granted (See Exception Categories Below)						
		#	%	DEL	SUS	EXP	1	2	3	4	5	6	7
OU	313	3	1%	0	0	3				1		1	1
OUHSC	61	1	2%			1							1
OU-LAW	13	0	0%	0	0	0							
OSU	272	5	2%	0	1	4	1		1	2			1
OSU-OKC	54	0	0%	0	0	0							
OSUIT	44	0	0%	0	0	0							
OSU Vet Med	2	0	0%	0	0	0							
OSU-CHS	9	0	0%	0	0	0							
ECU	60	1	2%	0	0	1				1			
NSU	99	1	1%	0	0	1				1			
NWOSU	54	0	0%	0	0	0							
RSU	35	0	0%	0	0	0							
SEOSU	54	0	0%	0	0	0							
SWOSU	66	3	5%	0	0	3		2			1		
UCO	122	1	1%	0	0	1		1					
CU	46	2	4%	0	0	2	1			1			
LU	36	0	0%	0	0	0							
OPSU	31	2	6%	0	0	2				1			1
USAO	25	2	8%	0	0	2		1			1		
CASC	34	1	3%	0	0	1				1			
CSC	26	0	0%	0	0	0							
EOSC	33	0	0%	0	0	0							
MSC	24	0	0%	0	0	0							
NEOAMC	46	0	0%	0	0	0							
NOC	29	1	3%	0	0	1					1		
OCCC	68	0	0%	0	0	0							
RCC	38	2	5%	0	0	2		1			1		
RSC	74	1	1%	0	0	1		1					
SSC	24	1	4%	0	0	1		1					
TCC	102	0	0%	0	0	0							
WOSC	22	3	14%	0	2	1		1	2				
<b>Totals</b>	<b>1916</b>	<b>30</b>	<b>2%</b>	<b>0</b>	<b>3</b>	<b>27</b>	<b>2</b>	<b>8</b>	<b>3</b>	<b>8</b>	<b>4</b>	<b>1</b>	<b>4</b>

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

#### **EXCEPTION CATEGORIES:**

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

#### **DISPOSITION:**

1. **Deleted programs.** None of the low producing programs (0 percent) have been deleted or is scheduled for deletion.
2. **Suspended programs.** Three of the low producing programs (10 percent) have been suspended or are scheduled for suspension. Suspensions allow institutions to study and assess the viability of a program, keeping it available for students currently in the program to complete, but no new students are allowed to enroll. It is understood that the suspended programs will be reactivated or deleted within three years of the suspension date.
3. **Restructured or justified programs.** Twenty-seven (90 percent of the 30 low producing programs) have been restructured or justified. Restructured programs are revised to meet current student or industry demands, and are expected to meet the minimum productivity standards within a given time period. Justified programs with low-productivity are not expected to achieve minimum productivity standards. However, the institution has made a compelling case regarding the continuation of such programs, and the programs will be placed on the regular five-year review schedule. For example, an institution may have several humanities degree programs that provide excellent liberal arts courses that are inherent to the institution's offerings with little saving if they were deleted. Some justified programs serve a unique and sometimes small population, and provide an important program to the local community. It is understood that each program's low-productivity will be addressed, and continuation, if recommended by the institution, must be justified.

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
June 27, 2019

**AGENDA ITEM #28-b (5):**

**Annual Reports..**

**SUBJECT:** Quarterly Academic Policy Exceptions Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Academic Policy Exception Quarterly Report.**

**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 73<sup>rd</sup> report of exceptions to academic policy granted by the Chancellor.

**POLICY ISSUES:**

One exception to OSRHE academic policies was granted by the Chancellor since the April 25, 2019 report.

**ANALYSIS:**

**Rose State College (RSC)**

An exception was granted to the OSRHE's Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors. The exception allowed RSC to permit a sophomore to participate in concurrent enrollment during the Summer 2019, Fall 2019, and Spring 2020 semesters. The exception was approved based on the student's earning a 31 ACT score and 4.4 GPA, and the recommendation of the president.



**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

655 Research Parkway, Oklahoma City

**MINUTES**

**Seven Hundred Ninety-eighth Meeting**



May 31, 2019





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

Minutes of the Seven Hundred Ninety-Eighth Meeting  
May 31, 2019

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

**Minutes of the Seven Hundred Ninety-Eighth Meeting  
of the  
Oklahoma State Regents for Higher Education  
May 31, 2019**

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 9:00 a.m. on Friday, May 31, 2019, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on September 18, 2018. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chairman Jay Helm called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester, Jeff Hickman and Steven W. Taylor. Regent Michael C. Turpen 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 April 25, 2019. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Stricklin and Taylor. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman Helm stated that higher education had a better budget year, which included a 3.5 percent raise to faculty, full funding for concurrent enrollment

and funding for the Section 13 Offset program. He recognized the institutions for their continued work in coping with the funding challenges in recent years.

5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson stated that he appreciated Governor Stitt and the State Legislature for the increase in higher education funding that was received this year. Chancellor Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents. He concluded his comments by recognizing Vice Chancellor for Administration Kylie Smith as a “*Journal Record*” honoree for the “Achievers Under 40” award.

6. **STUDENTS ADVISORY BOARD.**

- a. Recognition of the outgoing Student Advisory Board (SAB) and installation of incoming members of the Student Advisory Board. Regent Lester made a motion, seconded by Regent Hickman, to approve the resolutions of appreciation to the outgoing members of the Student Advisory Board. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Hickman and Taylor. Voting against the motion were none. Dr. Debbie Blanke, Vice Chancellor for Academic and Student Affairs, introduced the outgoing members of the SAB. Chairman Jay Helm and Chancellor Glen D. Johnson presented them with resolutions commending their service.

Dr. Blanke introduced the incoming SAB members. Oklahoma Supreme Court Justice Yvonne Kauger administered the oath of office to the incoming SAB members.

- b. 2019 Annual Report of the Student Advisory Board. Dr. Debbie Blanke, Vice Chancellor for Academic and Student Affairs, introduced the chairman of the Student Advisory Board (SAB,) Jake Mazeitis of the University of Oklahoma. Mr. Mazeitis provided Regents with an overview of the SAB Annual Report and recommendations. Recommendations addressed the following issues: increase in income eligibility

requirements for Oklahoma's Promise; support for Oklahoma's Promise funding; formation of a Staff Advisory Board; establishment of a State Chief Diversity Officer; telehealth for students; transfer of credits; transgender inclusivity; tuition costs; and maintaining the current law with regard to weapons on campus.

Regent Parker made a motion to acknowledge receipt of the 2019 Annual Report of the SAB, seconded by Regent Hickman. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Taylor and Stricklin. Voting against the motion were none.

7. **STUDENTS. MR. JERRY NELSON**, a student at the Southwestern Oklahoma State University, spoke about his higher education experience. Mr. Nelson is completing his bachelor's degree through the Reach Higher Program. Mr. Nelson explained that he is older than most college students and brought with him certain life experiences as he returned to college, including an appreciation for earning a degree. Although he started college after high school, he soon dropped out to get married and start a family and a career. After his children were grown, he discovered the Reach Higher program and decided it was time to go back to college. He praised the Reach Higher program for providing him with a path to achieve his dream of a college degree.
  
8. **E&G BUDGET.** Allocation of State Appropriated funds to institutions and programs for FY2020 and Acceptance of FY20 Budget Principles and Guidelines. Regent Holloway made a motion, seconded by Regent Lester, to approve the allocation of state appropriated funds to institutions and programs for FY2020 and accept the FY20 Budget Principles and Guidelines. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Taylor, Stricklin and White. Voting against the motion were none.

9. **TUITION.** Approval of FY20 Tuition and Mandatory Fee Principles and Guidelines. Regent Holloway made a motion, seconded by Regent Parker, to approve the FY20 Tuition and Mandatory Fee Principles and Guidelines. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Taylor, Stricklin, White and Helm. Voting against the motion were none.
10. **CONTRACTS AND PURCHASES.** Approval of the FY2020 purchases for amounts that are in excess of \$100,000. Regent Holloway made a motion, seconded by Regent Parker, to approve the FY2020 purchases for amounts that are in excess of \$100,000. Voting for the motion were Regents Holloway, Lester, Hickman, Taylor, Stricklin, White, Helm and Parker. Regent Steven W. Taylor and Regent Jay Helm abstained from voting on that part of the item regarding American Telephone and Telegraph. Voting against the motion were none.
11. **INVESTMENTS.** Approval of investment managers. Regent Parker made a motion, seconded by Regent Lester, to approve new investment managers and allocation of funds for the Endowment Trust Fund. The recommendation was for: Renaissance Institutional Equities Fund (RIEF) in the amount of \$4 million; Great Hill Equity Partners VII in the amount of \$7 million; and H.I.G. Middle Market LBO Fund III in the amount of \$7 million. Voting for the motion were Regents Lester, Hickman, Taylor, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.
12. **NEW PROGRAMS**
- a. Regent Hickman made a motion, seconded by Regent Parker, to approve the request from Oklahoma State University to approve the Certificate in Communications Sciences and Disorders and the Certificate in Digital Studies. Voting for the motion were Regents Hickman, Taylor, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against

the motion were none.

- b. Regent Hickman made a motion, seconded by Regent Parker, to approve the request from Oklahoma State University Center for Health Sciences to approve the Master of Science in Physician Assistant Studies and the Master of Science in Global Health. Voting for the motion were Regents Taylor, Stricklin, White, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.
  - c. Regent Hickman made a motion, seconded by Regent Parker, to approve the request from the University of Oklahoma to approve the Bachelor of Science information and Science Technology and the Graduate Certificate in Archaeoastronomy and Astronomy in Culture. Voting for the motion were Regents Taylor, Stricklin, White, Helm, Parker, Holloway, Lester and Hickman. Voting against the motion were none.
  - d. Regent Hickman made a motion, seconded by Regent Taylor, to approve the request from Oklahoma Panhandle State University to offer the Certificate in Welding Technology. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Hickman and Taylor. Voting against the motion were none.
13. **PROGRAM DELETIONS.** Regent Hickman made a motion, seconded by Regent Lester, to approve the following request for program deletion: Western Oklahoma State College to delete the Associate of Applied Science in Fire Technician program. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Taylor and Stricklin. Voting against the motion were none.
14. **INTENSIVE ENGLISH PROGRAM.**
- a. Regent Hickman made a motion, seconded by Regent Holloway, to approve the review schedule extension request for Intensive English Programs for the Language Company Edmond and The Language Center-Southwestern Oklahoma State University. Voting for

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

- b. Regent Hickman made a motion, seconded by Regent Holloway, to approve the English Language Center in Edmond as an Intensive English Program (IEP) for three years. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Taylor, Stricklin, White and Helm. Voting against the motion were none.

15. **POLICY.**

- a. Regent Hickman made a motion, seconded by Regent Lester, to approve the *Professional Programs* policy revisions. Voting for the motion were Regents Holloway, Lester, Hickman, Taylor, Stricklin, White, Helm and Parker. Voting against the motion were none.
- b. Regents reviewed the proposed revisions to the *Academic Program Approval* policy. This item was for posting only and did not require State Regents action.
- c. Regents reviewed the proposed revisions to the *Teacher Education* policy. This item was for posting only and did not require State Regents action.
- d. Regents reviewed the proposed revisions to the *Faculty Advisory Council* policy. This item was for posting only and did not require State Regents action.

16. **OKLAHOMA TUITION AID GRANT.** Regent Hickman made a motion, seconded by Regent Lester, to approve the 2019-2020 Oklahoma Tuition Aid Grant Award Schedule. Voting for the motion were Regents Lester, Hickman, Taylor, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

17. **COMMENDATIONS.** Regent Hickman made a motion, seconded by Regent Lester, to

recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regents Hickman, Taylor, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

18. **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.
  
19. **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.
  - c. Academic Nomenclature. Ratification of institutional requests.
  - d. Cooperative Agreements. Ratification of institutional requests regarding cooperative agreement programs from Rose State College with Gordon Cooper Technology Center.
  - e. Electronic Delivery.
    - (1) Oklahoma State University. Approval to offer the Master of Science in Teaching, Learning, and Leadership and the Bachelor of Science in Computer Science through online delivery.
    - (2) University of Oklahoma. Approval to offer the Master of Social Work in Social Work through online delivery.
    - (3) Northeastern State University. Approval to offer the Master of Education in Early Childhood Education through online delivery.
    - (4) Rogers State University. Approval to offer the Bachelor of Science in Nursing: RN to BSN through online delivery.
    - (5) University of Central Oklahoma. Approval to offer the Master of Business Administration in Business Administration through online delivery.
  - f. Prior Learning Assessment. Approval of the prior learning assessment matrix for technical education.
  - g. Operations.
    - (1) Ratification of purchases in excess of \$25,000 for FY2019.



- (2) Attorney General. Approval of a contract with the Office of the Attorney General for legal services.
  - (3) Personnel. Ratification of appointment of the Director of Student Performance Data.
- h. Non-Academic Degrees.
- (1) Tulsa Community College. Ratification of request to award a posthumous degree.
  - (2) Oklahoma City Community College. Ratification of request to award posthumous degrees.
  - (3) Northeastern Oklahoma A&M College. Ratification of request to award a posthumous degree.
  - (4) Langston University. Ratification of request to award an honorary degree.

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

20. **REPORTS.** Regent Parker made a motion, seconded by Regent Hickman, to accept the following reports:

- c. Programs. Current status report on program requests. (Supplement)
- d. Annual Reports.
  - (1) Acceptance of the Chiropractic Education Scholarship Program 2018-2019 Year End Report.
  - (2) Acceptance of the Future Teachers Scholarship Program 2018-2019 Year End Report.
  - (3) Acceptance of the Tulsa Reconciliation Education and Scholarship Program 2018-2019 Year End Report.
  - (4) Acceptance of the William P. Willis Scholarship 2018-2019 Year End Report.
  - (5) National Guard Tuition Waiver 2018-19 Year End Report and Institutional Reimbursement.
  - (6) Oklahoma High School Indicators Project.
    - a) High School to College-Going Rates by High School Site.

- b) Developmental Education Rates of College Freshmen by High School Site.
- c) Headcount, Semester Hours, and GPA by High School Site.
- d) Mean ACT Scores by High School Site.

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

21. **REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.
- b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.
- c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.
- d. Investment Committee. The Investment Committee had no additional items for Regents' action.

22. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Helm announced that the next regular meetings are scheduled to be held Wednesday, June 26, 2019 at 10:30 a.m. and Thursday, June 27, 2019 at 9 a.m. at the State Regents Office in Oklahoma City.

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

ATTEST:

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Jay Helm, Chairman

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Ann Holloway, Secretary

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

MINUTES OF THE  
COMMITTEE-OF-THE-WHOLE  
Thursday, May 30, 2019

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10 a.m. on Thursday, May 30, 2019, in in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on September 18. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester and Steven W. Taylor. Regent Helm called the meeting to order. Regent Jeff Hickman joined the meeting at 10:40 a.m. Regent Toney Stricklin joined the meeting at 12:40 p.m. Regent Michael C. Turpen was absent.
3. **RECOGNITION.**
  - a. Chancellor Glen D. Johnson introduced University of Central Oklahoma President Don Betz and recognized his 49-years of service to Higher Education, including as president of three senior regional universities in Oklahoma and Wisconsin. President Betz spoke of his years at Northeastern State University and the University of Central Oklahoma and of the important role that higher education plays in today's world.
  - b. Chancellor Glen D. Johnson introduced Northeastern Oklahoma A&M College President Jeff Hale and recognized his 36-year career in education, which began as a teacher in Mustang Public Schools, continued with positions at the University of Oklahoma and Southeastern Oklahoma State University, and culminated with 11 years as president at Northeastern Oklahoma A&M College. President Hale spoke of his years at NEO A&M College and the many advancements the institution saw through those 11 years.
4. **EXECUTIVE SESSION.** Because of scheduling circumstances, the order of items was adjusted to have executive session early. Regent Holloway made a motion, seconded by Regent Lester, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, and Taylor. Regent Turpen and Stricklin were absent. Voting against the motion were none.
5. **NORTHWESTERN OKLAHOMA STATE UNIVERSITY UPDATE.** President Janet Cunningham from Northwestern Oklahoma State University (NWOSU) gave a brief update on the Doctor of Nursing program at NWOSU. Dr. Shelly Wells, Director of the Charles Morton Share Division of Nursing, and Dr. Pat Thompson, Doctor of Nursing Program (DNP) Director, were also present to provide the update. President Cunningham stated that part of NWOSU's mission is to meet the needs of the communities throughout Northwestern Oklahoma, and one of the critical needs in those communities over the past several years has been rural health care. With the difficulty of recruiting physicians to rural areas, NWOSU identified the need for a Doctor of Advanced Nursing Practice program. In a public/private partnership with the Charles Morton Share Trust and the Wisdom Family Foundation, a \$5 million endowment was provided

to start the milestone program. With encouragement and assistance from Regent Ron White, former Vice Chancellor Blake Sonobe, and Chancellor Glen D. Johnson, the program was initiated with an initial projected graduation class for Spring 2020. Dr. Wells gave details of the on-going success of the DNP program and the work provide by the dedicated faculty. Dr. Thompson provided an update on practicum designed for the students of the program. Regent Helm congratulated NWOSU on the success of the program.

6. **LANGSTON UNIVERSITY UPDATE.** President Kent Smith from Langston University (LU) provided Regents with an update on the Bachelor of Science in Nursing program and the Doctor of Physical Therapy program. President Smith explained that the Bachelor of Science in Nursing program has had steady enrollment with participation at 24 clinical sites across the state. Pass rates have ranged from 70 - 90 percent in the program at the LU campus with equally successful pass rate results at the Tulsa Campus. He explained that the Accreditation Commission for Education in Nursing (ACEN) reaccredited the School of Nursing at LU until 2026. The graduates from LU's program are currently working at over 70 different facilities sites. Some sites include: St. Francis Hospital, Tulsa, OK; Huntsman Cancer Institute, Utah; Integris Intermediate Care, OKC; Treemont Nursing and Rehabilitation, Texas.

He added that the partnership in Ardmore with the University Center of Southern Oklahoma, which began in January 2019, has admitted 14 students. LU now has an articulation agreement with Murray State College to offer nursing. He added that the Ardmore community has been very supportive.

President Smith also addressed LU's Doctor of Physical Therapy program. LU moved into a new facility in summer 2016. Currently, LU has 3 clinical labs, 1 anatomy lab, and 1 gait lab. Plans are to add a simulation lab by Fall 2019 and a virtual reality component to the gait lab by Spring 2020. He stated that over the past 5 years, LU has had a 100 percent employment rate for graduates, with graduates working in rural and urban areas in a variety of clinical settings. LU has over 100 contracts that cover 210 facilities and 11 states. Regent Taylor asked about the number of applications for the program. President Smith explained that they receive 200-250 applications for 15 slots that are available each year.

7. **FISCAL VIABILITY REVIEW.** Chancellor Glen D. Johnson explained that the Task Force on the Future of Higher Education recommended that a fiscal viability review and assessment be conducted for each of the 25 colleges and universities within the State System of Higher Education. Huron Consulting recently completed the first study on Redlands Community College (RCC.) Mr. John Curry and Mr. Collin McWilliams from Huron presented their report on RCC. RCC President Jack Bryant was also present to answer any questions from the Regents.

Mr. McWilliams explained that the report focused on five components – Financial, Operational, Enrollment, Capital, and Strategic. Huron understands that Redlands was in financial turmoil in 2013 and nearing financial insolvency. Through a change in leadership and focus on the future, RCC has taken large steps to address its financial challenges. RCC has made difficult financial decisions, but a focus on student success and strategic planning has allowed the college to offer successful programs, manage expenses, and improve its financial position.

**Financial Performance Key Findings include:**

- Since 2014, net position has increased by ~\$6.2M with an average growth rate of 14.2% by growing total assets at 6.6% and increasing total liabilities by 2.5% annually over a five-year period.

- Although, on an adjusted GASB 68 and 75 basis, overall financial health is improving, Redlands must consider the impact of being held liable for all pension adjustments.
- Due to limited unrestricted net assets, RCC is heavily reliant on day-to-day operating income, which places the institution in a precarious situation and vulnerable to unforeseen expenditure needs.
- RCC's ability to manage expenses intentionally has allowed the college to see some years of positive operating returns, which has allowed for increases in cash-on-hand and increases of unrestricted net assets.

**Operations and Enrollment Key Findings include:**

- Adjusted operating revenues (-3.9%) have declined on average at a higher rate than adjusted operating expenses (-3.4%) over the last five years, leading to unstable operating margins.
- Redlands has four main drivers of revenue—state appropriations, tuition and fees, grants and contracts, and auxiliary services. During the period studied, only grants and contracts have shown consistent positive growth (3.3%).
- Net tuition and fees on average has decreased at a rate of -2.2%.
- Redlands is heavily reliant on state appropriations, as on average 33% of its total revenues are funded through the state.
- Auxiliary revenue has decreased significantly (\$1.3M) over the past five years due to declines in enrollment and discontinuing services.
- Redlands was able to significantly reduce their amount of operating expenses on a yearly basis by cutting administrative staff and other positions.
- As tuition at RCC has increased, enrollment at the college has decreased modestly. This could indicate limited pricing flexibility as an opportunity for revenue enhancement.

**After completing the analysis of RCC's financial standing, Huron provided the following conclusions:**

- a. New or enhanced revenue sources should be identified to maintain the college's financial health and stabilize day-to-day operations.
- b. RCC leadership has been successful in reducing operating expenses since 2013, however, this practice will become unsustainable if operating revenues continue to fall.
- c. Take a conservative approach to large outlays for capital projects in an effort to build reserves.

In closing, Mr. Curry stated that RCC needs to increase their revenue through various methods, such as through tuition, retention, facility rental and partnerships with local private organizations to accomplish goals.

Mr. Curry and the Regents discussed the way forward for future studies. Regent Helm suggested that future analysis of our institutions be a mixture of community colleges, regional universities and research universities. Regent Helm requested that Huron provide their reports to the board 10 days prior to the meeting. President Bryant thanked the Regents for supporting the work that Huron did on the RCC campus. He explained that it was important to the institution to have a clear understanding of their current situation before it can map out a path forward.

8. **BUDGET REPORT AND REVENUE UPDATE.** Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, gave a brief budget report. She stated that the legislature had appropriated \$802.1 million for the state system of higher education for FY 2020. That is \$25.4 million over FY19 funding. She stated that FY19 revenue is going well and has no concerns.

9. **LEGISLATIVE UPDATE.** Ms. LeeAnna McNally, Vice Chancellor for Governmental Relations, gave a brief legislative report. She stated that Legislature finished their work and the Governor has signed 506 bills into law. Those that higher education watched closely included the following:

**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. OneNet will have the lead in developing this venture.

**House Bill 2669** - Creates the nine-member State Revenue Apportionment Evaluation Commission. The bill establishes membership and meeting requirements. The bill requires the commission to analyze the state revenue system with special emphasis on the amount of revenue which is apportioned for purposes other than expenditures from the General Revenue Fund of the State Treasury. The bill requires the commission to prepare a summary, within 120 days after the end of each fiscal year, of the revenue sources which are apportioned to destinations other than the General Revenue Fund.

**House Bill 2597** - Makes Oklahoma a constitutional carry state. The bill permits a person at least 21 years of age or older, or 18 years of age but not yet 21 and a member or veteran of the United States Armed Forces, Reserves or National Guard or was discharged under honorable conditions, and who is otherwise not disqualified from the possession or purchase of a firearm under state or federal law and is not carrying the firearm in furtherance of a crime to carry a firearm, concealed or unconcealed, loaded or unloaded. The law continues with higher education exemptions preserved.

**House Bill 2292** - Expands eligibility for individuals to attend law enforcement courses and training at technology center schools and higher education institutions.

10. **TASK FORCE REPORTS.**

- a. **Online Education Task Force.** Vice Chancellor for Academic and Student Affairs Debbie Blanke stated that the Online Education Task Force would not have a meeting in May but will meet in June following the State Regents Meeting on June 27, 2019.
- b. **State Regents Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Angela Caddell provided an update to Regents regarding a potential grant opportunity from the Oklahoma Department of Mental Health and Substance Abuse Services. She explained that the Oklahoma Department of Mental Health and Substance Abuse Services received a \$7 million federal grant to support state opioid response activities. A portion of the funds were allocated for a higher education outreach initiative. The initiative focuses on three areas: training and education, information dissemination, and referral services. Five higher education institutions will be funded a maximum amount of \$50,000 each for the fiscal year 2020. The total grant amount is \$250,000, subject to the availability of funds. This will be an agenda item for Regents' consideration in June.

11. **“BEST OF HIGHER EDUCATION” REPORT.** Regents received the May 2019 update on institutional activities via e-mail on Wednesday, May 29.

**12. CALENDAR**

**OF**

**EVENTS.**

- 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.
- Wednesday, September 4, 2019 - State Regents Meeting – 10:30 a.m. at the State Regents’ Office in Oklahoma City.
- Wednesday, September 4, 2019 – State Regents Dinner – 6:00 p.m. – TBA.
- Thursday, September 5, 2019 – State Regents Meeting – 9:00 a.m. at the State Regents’ Office in Oklahoma City.
- Wednesday, October 23, 2019 - State Regents Meeting – 10:30 a.m. at the State Regents’ Office in Oklahoma City.
- Wednesday, October 23, 2019 – State Regents Dinner – 6:00 p.m. – TBA.
- Thursday, October 24, 2019 – State Regents Meeting – 9:00 a.m. at the State Regents’ Office in Oklahoma City.

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

ATTEST:

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Jay Helm, Chairman

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Jody Parker, Secretary