



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

March 4, 2021

NOTE

This document contains recommendations and reports to the State Regents regarding items on the March 24, 2021 special meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on March 4, 2021.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

A G E N D A

Thursday, March 4, 2021 – 10 a.m.
Rose State College, Student Union
Chair Ann Holloway, 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. **Comments from the Chairman.** A brief comment on current activities. (No Action, No Discussion.)
5. **Comments from the Chancellor.** A brief comment on the Chancellor's activities on behalf of the State Regents. (No Action, No Discussion.)
6. **Report of the Chancellor.** Report of the Chancellor's activities on behalf of the State Regents. (No Action, No Discussion.) Page 9.
7. **State Regents.** Administration of Oaths of Office. Page 13.
8. **Higher Education Distinguished Service Award.** Presentation of Higher Education Distinguished Service Awards. Page 15.
9. **Welcome.** Welcome by Rose State College President Jeanie Webb. Page 17.

UPDATES

10. **Mercer Update.** Update on Higher Education Investments. Page 19.
11. **System Innovations Committee Update.** Update from Huron Consulting on pilot project. Page 21.
12. **Budget Report and Revenue Update.** Report on the State budget, gross production tax, and revenue. Page 23.
13. **Legislative Update.** Update on legislative activity. Page 25.
14. **Task Force Reports.**
 - a. **Online Education Task Force.** Report on the progress of the Online Education Task Force. Page 27.

- b. **State Regents Campus Safety and Security Task Force.** Report on the progress of the Campus Safety and Security Task Force. Page 29.
15. **Proposed Executive Session.** Page 31.
- a. Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(1) to discuss the annual performance review of the Chancellor and Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning Knox v. Oklahoma State Regents for Higher Education, CJ-2020-2383, Oklahoma County District Court 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.

AWARDS

16. **Oklahoma Campus Compact.** Oklahoma Campus Compact 2020 Voter Registration Contest Awards. Page 33.

FACULTY

17. **Faculty Advisory Council.**
- a. Presentation of the Faculty Advisory Council's Annual Report. Page 35.
 - b. Membership. Recognition of Faculty Advisory Council members who have completed their service and recognition of new members elected by the Faculty Assembly to represent faculty. Page 39.

ACADEMIC

18. **New Programs.**
- December 2020
- a. University of Oklahoma. Approval to offer the Graduate Certificate in Native American Studies, the Graduate Certificate in Community Engagement, and the Master of Construction Business in Construction Management. Page 41.

- b. University of Oklahoma College of Law. Approval to offer the Master of Laws in Energy and Natural Resources Law, the Master of Laws in Healthcare Law, the Master of Laws in Indigenous Peoples Law, and the Master of Laws in International Business Law. Page 57.
- c. Oklahoma State University. Approval to offer the Bachelor of Science in Strategic Communication in Tulsa, the Bachelor of Arts in Strategic Communication in Tulsa, the Graduate Certificate in Finance and Investment Banking, and the Bachelor of Science in Geophysics. Page 77.
- d. Northeastern State University. Approval to offer the Bachelor of Science in Freshwater Sciences and the Certificate in American Chemical Society. Page 101.

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- e. Oklahoma State University. Approval to offer the Bachelor of Science in Agricultural Science and Natural Resources in Agricultural Systems Technology, the Bachelor of Fine Arts in Acting, and the Educational Specialist in School Psychology. Page 115.
- f. University of Oklahoma. Approval to offer the Master of Arts in Integrated Childhood Well-being in Tulsa and the Executive Master of Business Administration in Renewables. Page 137.
- g. East Central University. Approval to offer the Bachelor of Science in Information Technology Management. Page 149.

19. **Program Deletions.**

- a. Approval of institutional requests for program deletions. December 2020. Page 161.
- b. Approval of institutional requests for program deletions. March 2021. Page 163.

20. **Oklahoma's Promise.**

- a. Approval of Oklahoma's Promise grading policy guidance for the 2020-2021 academic year. December 2020. Page 165.
- b. Presentation of the Oklahoma's Promise Year End Report for 2019-2020. March 2021. Page 167.

21. **ACT Annual Report.** Annual Report on the ACT Scores for the 2020 graduating class. December 2020. Page 181.

22. **Summer Academies.** Approval of 2021 Summer Academy Grants. December 2020. Page 185.

23. **Policy.**

December 2020

- a. Posting of revisions to the Teacher Education policy. Page 189.
- b. Posting of revisions to the Academic Program Approval policy. Page 199.

- c. Approval of a policy exception request to the Concurrent Enrollment policy from Oklahoma City Community College. Page 213.

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- d. Approval of requests for test-optional admissions pilots from State System institutions. Page 215.
 - e. Approval of expansion of the TCC EXCELeRATE early college pilot project. Page 219.
 - f. Approval of institutions to exercise flexibility in applying Academic Affairs policies due to impacts of COVID-19. Page 223.
 - g. Posting of revisions to the Concurrent Enrollment policy. Page 233.
24. **Teacher Education.** Approval of incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program. December 2020. Page 245.
25. **Rule Revisions.**

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- a. Approval of proposed rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program. Page 247.
- b. Approval of proposed rule revisions for the Regional University Baccalaureate Scholarship Program. Page 253.
- c. Approval of proposed rule revisions for the Academic Scholars Program. Page 257.
- d. Approval of proposed rule revisions for the Oklahoma Tuition Aid Grant Program. Page 263.
- e. Approval of proposed rule revisions for the Paul Douglas Teacher Scholarship Program. Page 265.

FISCAL

26. **E&G Budget.** Allocation of Cigarette and Tobacco Tax Revenue. December 2020. Page 269.
27. **Policy.** Approval of a one-time exception to policy to waive certain academic service fees for the Spring 2021 semester in response to the COVID-19 pandemic. December 2020. Page 271.
28. **EPSCoR.**
- a. Approval of allocation for EPSCoR/IDeA Coalition Dues. December 2020. Page 273.
 - b. Approval of allocation for Oklahoma Research Day. March 2021. Page 275.

- c. Appointment of members to the Oklahoma EPSCoR Advisory Committee. March 2021. Page 277.
- 29. **Revenue Bonds.** Review and approval for transmittal to Attorney General the Oklahoma State University's Statement of Essential Facts for the 2021A and 2021B, General Revenue and Refunding Bonds. March 2021. Page 281.
- 30. **Purchasing.** Approval of purchases over \$100,000. March 2021. Page 283.
- 31. **Investments.** Approval of new investment managers. March 2021. Page 285.

EXECUTIVE

- 32. **Policy.** Approval of revisions to the State Regents' Policy 2.5 *State Regents' Committees*. December 2020. Page 287.
- 33. **Legislative Agenda.** Ratification of amendment to the State Regents' 2021 Legislative Agenda. December 2020. Page 297.

CONSENT DOCKET

- 34. **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. December 2020. Page 299.
 - (2) Program Modifications. Approval of institutional requests. March 2021. Page 305.
 - b. Reinstatement. Approval of institutional request. December 2020. Page 327.
 - c. Suspension. Approval of institutional requests. December 2020. Page 329.
 - d. Reconciliations.
 - (1) Approval of institutional requests. December. 2020. Page 331.
 - (2) Approval of institutional request. March 2021. Page 333.
 - e. Cooperative Agreement. Approval of institutional requests. December 2020. Page 335.
 - f. Academic Nomenclature. March 2021.
 - (1) Oklahoma State University. Ratification of a request to establish a new college on the OSU-Tulsa campus. Page 337.

- (2) Northeastern State University. Ratification of a request to consolidate existing departments. Page 339.
- g. Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs. December 2020. Page 341.
- h. Electronic Delivery.
- December 2020.
- (1) University of Oklahoma. Approval to offer the existing Master of Arts in Journalism and Mass Communication via electronic delivery. Page 377.
 - (2) Oklahoma State University. Approval to offer the following existing programs via electronic delivery: Bachelor of Science in Elementary Education and the Bachelor of Science in Engineering Technology in Fire Protection and Safety Engineering Technology. Page 381.
 - (3) Northeastern State University. Approval to offer the Master of Science in Health and Sport Science via electronic delivery. Page 385.
 - (4) Murray State College. Approval to offer the existing Associate in Applied Science in Business Management via electronic delivery. Page 389.
- March 2021.
- (5) Oklahoma State University. Approval to offer the existing Bachelor of Science in Business Administration in Management Information System via electronic delivery. Page 391.
 - (6) University of Oklahoma. Approval to offer the following existing programs via electronic delivery: the Graduate Certificate in Geospatial Technologies, the Master of Science in Architecture, the Master of Science in Industrial and Systems Engineering, and the Master of Science in Computer Science. Page 395.
 - (7) East Central University. Approval to offer the following existing programs via electronic delivery: the Bachelor of Science in Computer Science, the Bachelor of Arts in Criminal Justice, and the Bachelor of Arts in Native American Studies. Page 401.
 - (8) Murray State College. Approval to offer the existing Associate in Science in Criminal Justice via electronic delivery. Page 405.
 - (9) Seminole State College. Approval to offer the existing Associate in Science in Criminal Justice via electronic delivery. Page 407.
- i. State Authorization Reciprocity Agreement.
- (1) Ratification of institutional requests to continue participation in the State Authorization Reciprocity Agreement. December 2020. Page 409.

- (2) Ratification of institutional requests to continue participation in the State Authorization Reciprocity Agreement. March 2021. Page 411.

j. Operations.

- (1) Ratification of purchases over \$25,000. December 2020. Page 413.
- (2) Ratification of purchases over \$25,000. March 2021. Page 415.
- (3) Annual FY2020 Audit Report. December 2020. Page 417.
- (4) Review and Approval of the FY2021 Tuition Impact Analysis Report. December 2020. Page 419.
- (5) Ratification of appointment of Director of Technology and Chief Technology Officer (CTO) and appointment of Interim General Counsel. March 2021. Page 421.

k. Non-Academic Degrees.

- (1) Ratification of a request from Langston University to award a posthumous degree. December 2020. Page 435.
- (2) Ratification of a request from Southeastern Oklahoma State University to award a posthumous degree. December 2020. Page 437.
- (3) Ratification of requests from Oklahoma State University to award honorary degrees. March 2021. Page 439.

REPORTS

35. **Reports.**

- a. Programs. Current Status Report on program requests. March 2021. Page 443. (Supplement)
- b. Annual Reports.
 - (1) Academic Scholars Program Year-End Report. December 2020. Page 445.
 - (2) Oklahoma Tuition Aid Grant Year-End Report. December 2020. Page 447.
 - (3) Oklahoma Tuition Equalization Grant Year-End Report. December 2020. Page 455.
 - (4) Regional University Baccalaureate Scholarships Year-End Report. December 2020. Page 461.
 - (5) Academic Policy Exceptions Quarterly Report. December 2020. Page 467.
 - (6) Academic Policy Exceptions Quarterly Report. March 2021. Page 469.

36. **Report of the Committees.** (No Action, No Discussion.)
 - a. Academic Affairs and Social Justice and Student Services Committee.
 - b. Budget and Audit Committee.
 - c. Strategic Planning and Personnel Committee and Technology Committee.
 - d. Investment Committee.
37. **Announcement of Next Regular Meeting** – The next regular meetings are scheduled to be held Wednesday, March 24, 2021 at 10:30 a.m. and Thursday, March 25, 2021 at 9 a.m. at the State Regents Office in Oklahoma City.
38. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #6:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of June 13, 2020 through February 18, 2021.

RECOMMENDATION:

This is an information item only.

ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of June 13, 2020 through February 18, 2021:

- Participated in the State Higher Education Executive Officers Association (SHEEO) Nominating Committee conference call to discuss issues SHEEO issues.
- Participated in conference call with Secretary of Digital Transformation David Ostrowe to discuss higher education and OneNet issues.
- Participated in call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss higher education issues.
- Participated in conference call with Southwestern Oklahoma State University (SWOSU) President Randy Beutler to discuss higher education issues.
- Participated in conference call with Secretary of State and Education Michael Rogers to discuss higher education issues.
- Participated in conference call with Senate Appropriations Committee Chair Roger Thompson to discuss higher education issues.
- Participated in conference call with Northeastern State University (NSU) President Steve Turner to discuss higher education issues.
- Co-chaired Southern Regional Education Board (SREB) COVID-19 Postsecondary Education Recovery Task Force videoconference meeting.
- Participated in conference call with Rogers State University (RSU) President Larry Rice to discuss higher education issues.
- Participated in Governor Stitt's annual Leadership Summit remotely via Microsoft Teams.
- Participated in conference call with Cameron University (CU) President and Council of Presidents Chair John McArthur to discuss higher education issues.
- Participated in conference call with Tulsa Community College (TCC) President Leigh Goodson to discuss higher education issues.
- Participated in conference call with Rose State College (RSC) President Jeanie Webb to discuss higher education issues.
- Participated in a podcast interview with Arnold Hamilton to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB issues.

- Participated in conference call with Oklahoma Historical Society Executive Director Bob Blackburn to discuss higher education issues.
- Participated in conference call with House Appropriations & Budget Subcommittee on Education Chair to discuss higher education issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) Executive Committee to discuss higher education issues.
- Participated in conference call with Governor Kevin Stitt's Chief of Staff Bond Payne to discuss higher education issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) Annual Business Meeting remotely via Zoom.
- Participated in conference call with State Superintendent of Public Instruction Joy Hoffmeister to discuss K-12 and higher education issues.
- Participated in conference call with House Appropriations & Budget Committee Chair Kevin Wallace to discuss higher education issues.
- Participated in State Regents/Council of Presidents Health Advisory Committee to discuss COVID-19 and higher education issues.
- Participated in the American Association of State Colleges and Universities (AASCU) Council of State Representatives meeting remotely via Zoom.
- Participated in conference call with Senator Adam Pugh to discuss higher education issues.
- Participated in conference call with University of Oklahoma (OU) Vice President of Executive Affairs Sean Burrage and Senior Associate Provost Gregg Garn to discuss higher education issues.
- Participated in the Oklahoma Hall of Fame Board of Directors meeting remotely via Zoom.
- Participated in conference call with State Superintendent of Public Instruction Joy Hoffmeister to discuss K-12 and higher education issues.
- Participated in conference call with Secretary of Budget Mike Mazzei and Secretary of Education Ryan Walters to discuss higher education issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) Chair and Massachusetts Commissioner of Higher Education Carlos Santiago to discuss SHEEO and higher education issues.
- Participated in the Southern Regional Education Board (SREB) Oklahoma Progress Report Overview presentation remotely via Zoom.
- Participated in conference call with Senator John Haste to discuss higher education issues.
- Participated in conference call with Representative Chelsey Branham and Representative Kelly Albright to discuss higher education issues.
- Participated in conference call with Oklahoma State Department of Health Commissioner Lance Frye to discuss COVID-19 and higher education issues.
- Participated in Association of Governing Boards (AGB) Council of Presidents meeting remotely via Zoom.
- Chaired the Oklahoma Established Program to Stimulate Competitive Research (EPSCoR) Advisory Committee meeting remotely via Zoom.
- Participated in conference call with Oklahoma City Community College (OCCC) President Jerry Steward to discuss higher education issues.
- Participated in conference call with University of Oklahoma (OU) Chief COVID-19 Officer Dr. Dale Bratzler to discuss COVID-19 and higher education issues.
- Participated in Legislative Office of Fiscal Transparency (LOFT) Entrance Conference for the Oklahoma's Promise priority program evaluation remotely via Zoom.
- Participated in conference call with the Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB issues.

- Participated in the House Interim Study 2020-046 “Regional States/Oklahoma’s Educational Response Plan” by Representative Rhonda Baker remotely via Microsoft Teams.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB issues.
- Participated in conference call with State Regents’ System Innovations Committee and Huron Consulting Group to discuss the Collaboration & Innovation Initiative pilot project.
- Participated in Legislative Office of Fiscal Transparency (LOFT) Entrance Conference for the Institutions of Higher Education/CARES Act rapid response evaluation remotely via Zoom.
- Participated in conference call with South Carolina Commission on Higher Education President Rusty Monhollon to discuss higher education issues.
- Hosted annual Regents Education Program (REP) conference virtually through a series of four webinars.
- Participated in New Regents Virtual Orientation for State Regent Dennis Casey and State Regent Jack Sherry remotely via Zoom.
- Participated in the State Regents’ System Innovations Committee meeting with Huron Consulting Group to discuss the Collaboration & Innovation Initiative pilot project.
- Participated in the State Higher Education Executive Officers Association (SHEEO) COVID-19 Roundtable via Zoom.
- Presented the 2020 Higher Education Distinguished Service Award to House Majority Floor Leader Jon Echols via Zoom.
- Participated in Southern Regional Education Board (SREB) Executive Committee call via Zoom.
- Participated in conference call with House Appropriations & Budget Committee Chair Kevin Wallace to discuss higher education issues.
- Participated in conference call with Senator Roland Pederson to discuss higher education issues.
- Participated in conference call with University System of Georgia Chancellor Steve Wrigley to discuss higher education issues.
- Participated in conference call with Representative Kyle Hilbert to discuss higher education issues and CARES Act funding.
- Participated in conference call with Senator Chuck Hall to discuss higher education issues.
- Participated in American Association of State Colleges and Universities (AASCU) Council of State Representatives remotely via Zoom.
- Participated in State Regents’ System Innovations Committee meeting with Huron Consulting Group to discuss the Collaboration & Innovation Initiative pilot project.
- Participated in Innovation Session with State Chief Operating Officer and Secretary of Agency Accountability John Budd remotely via Microsoft Teams.
- Participated in the State Higher Education Executive Officers Association (SHEEO) Executive Committee quarterly meeting remotely via Zoom.
- Participated in conference call with Southeastern Oklahoma State University (SEOSU) President Thomas Newsom to discuss higher education issues.
- Participated in conference call with University of Oklahoma (OU) Vice President for Executive Affairs Sean Burrage to discuss higher education issues.
- Participated in conference call with Senator Dewayne Pemberton to discuss higher education issues.
- Participated in State Regents’ System Innovations Committee meeting with Huron Consulting Group to discuss the Collaboration & Innovation Initiative pilot project.
- Participated in conference call with Representative Toni Hasenbeck to discuss higher education issues.
- Presented the 2019 Higher Education Distinguished Service Award to Senator Mary Boren and Representative Rhonda Baker remotely via Zoom.

- Participated in Association of Governing Boards (AGB) Council of Presidents meeting remotely via Zoom.
- Presented the 2020 Higher Education Distinguished Service Award to Senator Kay Floyd remotely via Zoom.
- Participated in State Regents' System Innovations Committee meeting with Huron Consulting Group to discuss the Collaboration & Innovation Initiative pilot project.
- Participated in conference call with University Center of Southern Oklahoma (UCSO) President Andre Moore to discuss higher education issues.
- Participated in conference call with Northeastern State University (NSU) President Steve Turner to discuss higher education issues.
- Participated in conference call with Murray State College (MSC) President Joy McDaniel to discuss higher education issues.
- Participated in conference call with Oklahoma City Community College (OCCC) Interim President Jeremy Thomas to discuss higher education issues.
- Participated in the State Chamber of Oklahoma Board of Directors meeting remotely via Zoom.
- Participated in State Regents' System Innovations Committee meeting with Huron Consulting Group to discuss Collaboration & Innovation Initiative pilot project.
- Participated in virtual meeting with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB and higher education issues.
- Participated in conference call with Senator Mary Boren to discuss higher education issues.
- Participated in conference call with Representative Jadine Nollan, Tulsa Community College (TCC) President Leigh Goodson, and Southwestern Oklahoma State University (SWOSU) President Randy Beutler to discuss higher education issues.
- Participated in conference call with House Appropriations & Budget Subcommittee on Education Chair Mark McBride to discuss higher education issues.
- Participated in the System Innovations Committee Collaboration Workshop Part 1 with Huron via Zoom.
- Taped remarks for Leadership Oklahoma's virtual Excellence in Leadership Gala.
- Presented update on the state system of higher education to the Broken Arrow Chamber of Commerce remotely via Zoom.
- Taped remarks for the State Regents' 13th Annual Reading Conference via Zoom.
- Taped interview for Oklahoma Educational Television Authority (OETA) roundtable discussion with State Superintendent Joy Hoffmeister and CareerTech State Director Marcie Mack via Zoom.
- Hosted annual State Regents' Regional Legislative Tour events through a series of virtual regional legislative tours via Zoom.
- Presented the state system of higher education's FY22 budget request to the Senate Appropriations Subcommittee on Education virtually through Microsoft Teams.
- Presented the state system of higher education's FY22 budget request to the House Appropriations & Budget Subcommittee on Education virtually through Microsoft Teams.
- Presented and served as emcee for State Regents' Virtual Legislative Forum held remotely via Zoom.
- Taped remarks for Oklahoma TRIO Day at the State Capitol.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #7:

State Regents.

SUBJECT: Administration of Oaths of Office.

This is an oral presentation.

Meeting of the
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AGENDA ITEM #8:

Higher Education Distinguished Service Award.

SUBJECT: Presentation of Higher Education Distinguished Service Awards.

This is an oral presentation.

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AGENDA ITEM #9:

Welcome.

SUBJECT: Welcome by Rose State College President Jeanie Webb.

This is an oral presentation.

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AGENDA ITEM #10:

Mercer Update.

SUBJECT: Update on Higher Education related investments.

This is an oral presentation.

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AGENDA ITEM #11:

System Innovations Committee Update.

SUBJECT: Update from Huron Consulting on pilot project.

This is an oral presentation

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AGENDA ITEM #12:

Budget Report and Revenue Update.

SUBJECT: Report on the State budget, gross production tax, and revenue.

This is an oral presentation.

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AGENDA ITEM #13:

Legislative Update.

SUBJECT: Update on legislative activity.

This is an oral presentation.

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AGENDA ITEM #14-a:

Task Force Reports.

SUBJECT: Online Education Task Force. Report on the progress of the Online Education Task Force.

This is an oral presentation.

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AGENDA ITEM #14-b:

Task Force Reports.

SUBJECT: State Regents Campus Safety and Security Task Force. Report on the progress of the Campus Safety and Security Task Force.

This is an oral presentation.

Meeting of the
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AGENDA ITEM #15:

Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(1) to discuss the annual performance review of the Chancellor and Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning Knox v. Oklahoma State Regents for Higher Education, CJ-2020-2383, Oklahoma County District Court if the board, with advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

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AGENDA ITEM #16:

Oklahoma Campus Compact.

SUBJECT: Oklahoma Campus Compact 2020 Voter Registration Contest Awards.

RECOMMENDATION:

Presentation of awards to the institutions that won the annual Oklahoma Campus Compact Voter Registration Contest.

BACKGROUND:

Colleges and universities are vital agents and architects of preparing students for democratic engagement. Oklahoma Campus Compact (OKCC) sponsors an annual Voter Registration Contest for its 36 member institutions. The contest began with summer student orientation sessions and continued up to the middle of October. The contest recognizes the greatest proportion of in-state students registered by four categories of institutions by size of enrollment, along with the runner up in each category; and it provides recognition for the most out-of-state students registered and the greatest proportion of out-of-state students registered to vote. A new category this year recognizes the most creative voter registration event.

Research shows a strong correlation between college experience and political engagement, with college-educated young people much more likely to vote than youth with no college experience. Research also shows that when young people learn the voting process and vote, they are more likely to do so when they are older.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

A total of 9 institutions registered 882 in-state and 76 out-of-state students, for a total of 958 students. The institutions winning the Voter Registration Contest in 2020 are:

In-State Students

DEMOCRACY Category (0 to 1,500 FTE)

- Eastern Oklahoma State College – Winner
- There was no Runner Up in this category this year.

LIBERTY Category (1,501 to 3,000 FTE)

- Langston University – Winner
- Northern Oklahoma College – Runner Up

EQUALITY Category (3,001 to 7,000 FTE)

- Southwestern Oklahoma State University - Winner
- The University of Tulsa – Runner Up

INDEPENDENCE Category (7,001 to 30,000 FTE)

- Oklahoma State University – Stillwater – Winner
- Oklahoma City Community College – Runner Up

MOST CREATIVE VOTER REGISTRATION EVENT

- Oklahoma State University – Stillwater

Out-of-State Students

STARS (most students registered)

- University of Tulsa

STRIPES (highest proportion of students registered)

- University of Tulsa

Campuses employed many approaches to register students to vote, including Voter Registration Social Distance Parties, welcome week activities and freshmen orientation sessions; focus during National Voters Registration Day and Constitution Day; contacting faculty to distribute forms; tables and booths in student centers, libraries, residence halls and outdoors; campus emails on how and where to register; game night with voter registration tables; and student groups such as student government association, and College Democrats and College Republicans. Due to COVID-19, institutional participation was limited for 2020, as well as in-person activities to encourage voter registration on campus, however, nationally, 2020 saw the highest voter turnout in U. S. history.

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AGENDA ITEM #17-a:

Faculty Advisory Council.

SUBJECT: Faculty Advisory Council's Annual Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Faculty Advisory Council's Annual Report.

BACKGROUND:

On June 26, 1990, the Chancellor nominated seven representatives from a statewide assembly of faculty. Bylaws for the first Faculty Advisory Committee were approved by the State Regents on December 17, 1990. In June 2002, the State Regents approved the Faculty Advisory Committee's name change to the Faculty Advisory Council (FAC). FAC members serve two-year terms. 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:

This report details annual activities of the FAC for 2020 as required by the State Regents' Faculty Advisory Council policy.

ANALYSIS:

In 2019, the FAC work plan included the following items:

1. Course equivalency;
2. Student retention efforts;
3. Concurrent education;
4. Online education;
5. Education innovation; and
6. Legislative updates.

Additional information about each of these issues and other activities is provided in the attached annual report.

Attachment

**Oklahoma State Regents for Higher Education
Faculty Advisory Council
2020 Annual Report**

Purpose. 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 recommendations to the State Regents.

Creation. In 1990, seven representatives were nominated and held its first meeting. Bylaws were drafted by the first Faculty Advisory Committee and approved by the State Regents on December 17, 1990. In June 2002, the State Regents approved the Faculty Advisory Committee's name change to the Faculty Advisory Council. FAC members serve two-year terms. Until 2008, two members represented the research universities (one from OU and one from OSU); two represent the regional universities; two represent the community colleges; and one represents the independent institutions. In February 2008, the State Regents approved expanding membership to a total of fourteen with the same proportional representation.

2019 MEMBERS

Research Universities

Melinda McCann, Oklahoma State University
Anne Weil, Oklahoma State University Center for Health Sciences
Joshua Nelson, University of Oklahoma
Katherine O'Neal, University of Oklahoma Health Sciences Center

Regional Universities

Kristi Archuleta, University of Central Oklahoma
Edward Manyibe, Langston University
Pamela Louderback, Northeastern State University
Amanda Smith, Southwestern Oklahoma State University

Community Colleges

Tracey Gregg-Boothby, Rose State College
Dan Moore, Murray State College
Brenda Witt, Redlands Community College
LuAnne Kuelzer, Oklahoma State University – Oklahoma City

Independent Colleges

Will Blanchard, Oklahoma Christian University
Scott McMurry, Mid-America Christian University

CHAIRMEN

January – March 2020	Kathryn O'Neal
April, May & September 2020	Kristi Archuleta
October – December 2020	Brenda Witt

During the 2020 year, Chancellor Glen D. Johnson worked in partnership with the FAC to serve the interests of higher education faculty and institutions of Oklahoma. Dr. Rachel Bates, Associate Vice Chancellor for Educational Partnerships, served as advisor and liaison.

2020 WORK PLAN

In October 2019, the annual statewide survey of higher education faculty leaders was administered. Results were compiled and discussed during the Faculty Assembly held November 2, 2019. The 2019 FAC members used this information to design a work plan that focused on issues of most concern to higher education faculty in Oklahoma.

In 2020, the FAC addressed the following work plan items:

1. **Course Equivalence Project (CEP)** was discussed by Angel Icenhour, Coordinator for Academic Affairs Student Success Initiatives, Oklahoma State Regents for Higher Education. Information about the CEP purpose and process was provided.
2. **Due to COVID-19, topics of Student retention efforts** were focused on institutional practices and policies. This topic was discussed regularly during the meetings.
3. **Concurrent education** was addressed by learning more about concurrent education opportunities. Lisa Nelson, Director of Student Preparation, Oklahoma State Regents for Higher Education provided several resources to share with their colleagues (OSRHE's Guidance for Concurrent Enrollment Partnerships, Quick Glance for Concurrent Enrollment and Parent/Guardian Quick Glance for Concurrent College Enrollment).
4. **Online education** continued to be a central topic. Prior to COVID-19 and the system pivot to virtual teaching and learning, FAC members discussed online testing practices and products currently in use. Justin Zumwalt, Educational Development Director, Oklahoma State University Center for Health Sciences provided information about the assessment technology currently utilized by OSU. Online Consortium of Oklahoma presentation by Brad Griffith, Director of Online Learning Initiatives, Oklahoma State Regents for Higher Education. Members were provided with current information regarding the increase use of online education in Oklahoma and training opportunities sponsored by OCO. Additional topics concerning virtual teaching included OER, professional development for faculty, ADA compliance, proctoring practices
5. **Education innovation** was discussed by Dr. Pamela Louderback, Northeastern State University. Institutions were encouraged to complete the NSF STEM OER survey.
6. Due to COVID-19, topics of **Global education** were tabled.
7. **Legislative updates** were discussed by LeeAnna McNally, Vice Chancellor for Government Relation, Oklahoma State Regents for Higher Education. FAC members were updated on the status of the bills that are tracked in the Chancellor's weekly legislative update: gun bills, Oklahoma's Promise, and concurrent enrollment.

Additionally, in 2020, the FAC addressed the following topics:

- Mental health of faculty members. A lot of focus on the stress that students are under during the current situation, but there has been a lack of attention to that of faculty.
- What happens after COVID? - There has been a lot of discussion on how changes made to teaching modality may become permanent. What are other schools thinking about hybrid models long-term? What will be the ramifications for this in the larger scheme of transferability?
- Professional Development during the pandemic - How institutions are approaching this?

2020 ACTIVITIES

The FAC holds monthly meetings to discuss the work plan items and matters affecting all higher education institutions in Oklahoma. Copies of the minutes are on the FAC web site at <http://www.okhighered.org/fac>.

Delivered annual report and introduced incoming and outgoing members at December 2020 State Regents' meeting.

Conducted Faculty Opinion Survey of faculty leaders at all Oklahoma public and independent colleges and universities in October 2020.

Hosted annual Faculty Assembly on November 13, 2020 for discussion with faculty leaders at all Oklahoma public and independent colleges and universities. Chancellor Glen Johnson, Oklahoma State Regents for Higher Education provided an overview of the state system.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #17-b:

Faculty Advisory Council.

SUBJECT: Membership. Recognition of Faculty Advisory Council members who have completed their service and recognition of new members elected by the Faculty Assembly to represent faculty.

This is an oral presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #18-a:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Graduate Certificate in Native American Studies, the Graduate Certificate in Community Engagement, and the Master of Construction Business in Construction Management.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the Graduate Certificate in Native American Studies, the Graduate Certificate in Community Engagement at OU-Norman and OU-Tulsa, via traditional and electronic delivery, and the Master of Construction Business in Construction Management, via traditional and electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Graduate Certificate in Native American Studies.** This certificate will be embedded within the Master of Arts in Native American Studies (351) and will be included in the regular program review due in 2026.
- **Graduate Certificate in Community Engagement.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 6 students in Fall 2023; and
Graduates: a minimum of 3 students in 2023-2024.
- **Master of Construction Business in Construction Management.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 59 students in Fall 2023; and
Graduates: a minimum of 34 students in 2023-2024.

BACKGROUND:

Academic Plan

The University of Oklahoma's (OU) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

- We have created an Office of the Registrar combining Enrollment Services, Academic Records, Graduation, Academic Publications and Veteran Student Services. The Registrar's office is central to all offices in Enrollment Management and has already established continuity and consistency campus-wide with our colleges and campus partners.

- We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We have been using the Common Application and Coalition Application for undergraduates to expand our reach even further. We also have an internally built “OU application” hosted by our CRM product, Slate, if students would prefer to only apply to OU. For graduate admissions, we have transitioned to Slate as our application platform. This has saved money and is more user friendly. This has created efficiencies in communication, marketing and recruitment of prospective graduate students, saved money, and created shared services between undergraduate and graduate admissions.
- We will continue an intense focus on undergraduate retention and graduation rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increasing the coordination of undergraduate academic advising across campus, and 3) enhancing 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.
- 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 have also added waitlists to ALL of our courses and have limited waitlisting to one section of a course to determine demand on subject and time slot.
- 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 been using Slate by Technolutions for our CRM and we are in the planning stages in expanding it to be our current student CRM. Slate has already enhanced our ability to communicate with prospective students and track events and ongoing communication through the point of enrollment and this will allow us to expand that capability to current students.
- The Office of Admissions and Recruitment has engaged with an econometric-centered enrollment management firm that assists with financial aid strategy, revenue optimization, and recruitment and admission strategy for incoming freshmen.
- The Office of Admissions and Recruitment piloted an artificial intelligence web bot, Ivy, 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.
- OAR transformed its National Scholars Programs recruitment strategy to be more inclusive of high achieving students who were not quite National Merit level. This has worked to great effect and OU is enrolling more non-National Merit but high achieving students, by a large margin, than ever before.

Future Plans:

- We have kicked off “OU Online” which will allow us to reach students everywhere and add flexibility and additional options for students to earn graduate degrees.
- We are actively finding ways to better connect students with the Health Sciences Center, Law School, etc. as incoming freshmen. Strong programs such as these help make the university attractive to prospective freshmen, and the more we can work together to promote programs and find new pathways for earlier integration and completion of two degrees, the better.
- We are actively working on new ways to enhance the personalized student experience through Slate. We have a Slate portal for admitted students, but are working to back the personalization up earlier so that students and their parents at the point of first interest in OU have a portal-like, individualized experience.

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:

91	Degree and/or certificate programs deleted
141	Degree and/or certificate programs added

Program Review

OU offers 328 degree and/or certificate programs as follows:

52	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
126	Baccalaureate Degrees
95	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 Graduate Certificate in Native American Studies and the Graduate Certificate in Community Engagement at their June 18, 2020 meeting, and delivery of the Master

of Construction Business in Construction Management at their October 2, 2020 meeting. OU is currently approved to offer the following degree programs and certificates through electronic delivery:

- Master of Science in Civil Engineering (038);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);
- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (442);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447);
- Executive Master of Business Administration in Energy (451);
- Master of Science in Finance (450);
- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053);
- Master of Social Work in Social Work (211);
- Graduate Certificate in Executive Management in Aerospace/Defense (384);
- Graduate Certificate in Learning Design and Technology (454);
- Certificate in Criminal Investigation and Intelligence Analysis (455);
- Certificate in Restorative Justice (456);

- Master of Human Relations in Human Relations (329);
- Executive Master of Business Administration in Aerospace and Defense (457);
- Master of Arts in Human Resource Studies (458);
- Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459);
- Graduate Certificate in Drug Policy Management (460);
- Graduate Certificate in Criminal Justice Administration (461)
- Master of Science in Geography and Environmental Sustainability (425);
- Certificate in Business Intelligence and Analytics (462);
- Master of Business Administration in Business Administration (025); and
- Certificate in Data Science and Analytics (464).

OU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Graduate Certificate in Native American Studies

Program purpose. The proposed certificate will prepare students to work with and for Native Americans, tribal communities, and governments.

Program rationale and employment opportunities. Students from multiple colleges (i.e., College of Education, College of Law, College of Fine Arts, College of Arts and Sciences) regularly enroll in graduate-level classes offered in the Native American Studies department. Moreover, students from multiple departments within the College of Arts and Sciences (i.e., Sociology, English, Anthropology, History, and Political Science) take the courses. Many of these students have a research or curriculum focus on Native peoples in their graduate programs. Students within the History and Art History departments have expressly requested development of the proposed certificate.

Individuals holding this certificate will be in high demand being that Oklahoma's 39 Tribal Nations combined represent the third largest employer in the state (soon to be the second). Additionally, all state agencies, including public schools, health systems, and the tourism industry, intersect directly with Tribal Nations. According to the Oklahoma Department of Commerce, the Citizen Potawatomi Nation and Chickasaw Nation employ over 3,000 people in the Central region of Oklahoma, home to OU’s main campus and OU Health Sciences Center. Culturally-informed professionals are always needed to work for or with the Tribal Nations, Bureau of Indian Affairs (which has offices throughout Oklahoma), and other businesses and organizations that serve Native Americans and/or educate communities about Native American culture. The proposed certificate should be an appealing choice at OU considering the relevance of the training for various employment settings and industries.

Student demand. The proposed certificate is expected to fulfill student demand within the Master of Arts in Native American Studies (351) degree program.

Duplication and impact on existing programs. The proposed Graduate Certificate in Native American Studies may have similar content to the following program:

Institution	Existing Program
Northeastern State University	Graduate Certificate in American Indian Leadership (172)

A system wide letter of intent was communicated by email on June 3, 2020. 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 Native American Studies will consist of 15 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Graduate Certificate in Native American Studies

Content Area	Credit Hours
Required Courses	9
Guided Electives	6
Total	15

Faculty and staff. Existing faculty will teach courses in the proposed certificate program.

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

Financing and program resource requirements. The proposed Graduate Certificate in Native American Studies program will be embedded within the Master of Science in Native American Studies (351) program. Program resource requirements are supported through the main program and the proposed certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the certificate.

Graduate Certificate in Community Engagement

Program purpose. The proposed program will prepare students to assess the resources and strengths of communities, develop research-informed programs to address issues in communities, and evaluate community programs.

Program rationale and background. The proposed certificate program will be interdisciplinary and highly adaptable, therefore students in any graduate or professional program at OU can enroll in the program. However, it is anticipated that students pursuing graduate degrees in regional and city planning, social work, and public administration will be particularly interested in the program.

Students at OU-Tulsa have expressed interest in coursework that will enhance their professional development and distinguish them from graduates of similar advanced degree programs across the state and nation. Administrators of the various colleges at OU-Tulsa, as well as staff in the Recruitment Office and Office of Student Services report that a formalized program in community engagement has been one of the most frequently requested programs. Students have indicated that they are seeking “more in-depth information and experiences in the community,” and want to “learn more about how to truly be effective in community engagement,” and “how to enhance my community.” In one college alone (the College of Allied

Health), student enrollment in the singular elective course in community engagement has grown by 60 percent over the past three years.

Employment opportunities. A focus group of local health care employers (comprised of both corporate and small businesses), indicated that they would give preference to graduates with a certificate in community engagement over those with an otherwise equivalent professional degree. These individuals cited Tulsa’s highly philanthropic nature as well as the growing need to view the “community as your patient” as reasons for the preference and others indicated that “simply knowing that a graduate was going the extra mile to learn how to help their community makes us want to hire them.”

According to OESC data, employment for social and community managers is projected to grow 18.4 percent in the Tulsa metropolitan area and 16.1 percent statewide between 2016 and 2026. In addition, employment of social and community service managers is projected to grow 13 percent across the United States from 2018 to 2028, much faster than the average for all occupations. Considering the promising job outlook for graduates and strong student interest, OU is confident that the proposed program will meet or exceed enrollment expectations.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2023
Minimum Graduates from the program	3	2023-2024

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

There are currently no Graduate Certificate in Community Engagement programs in Oklahoma. A system wide letter of intent was communicated by email on May 1, 2020. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval to offer the degree will not constitute unnecessary duplication.

Curriculum. The Graduate Certificate in Community Engagement program will consist of 12 total credit hours, as shown in the following table. Four new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Core Courses	12
Total	12

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

Delivery method and support services. Delivery of online course content will be conducted through Canvas, the university's designated learning management system. Canvas will support the posting of organized course content, as well as several additional features that promote instructor-student and student-student interaction. Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, create collaborative working spaces, administer exams and quizzes, receive assignments and give feedback, and provide individual and overall class grades. In addition, Zoom will be used to allow student cohorts from the Tulsa and Norman campuses to meet in real-time with faculty and their peers without having to travel from their primary campus.

All new faculty members teaching online courses must complete an orientation to Canvas prior to their courses being offered. Faculty also receive technical support from the College of Professional and Continuing Studies (PACS). PACS has a well-established infrastructure to provide the needed online support services for its students, including multiple, dedicated staff positions in the areas of recruitment services and admission, advising support, and financial assistance. PACS has its own information technology and academic technology staff to facilitate all necessary transactions from a distance, to assure that all services comply with accessibility guidelines, and to support customer service initiatives designed for place-bound prospects/students.

The library, classrooms, and equipment in Norman and OU-Tulsa are adequate for the certificate program.

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

Program resource requirements. Program resource requirements for the Graduate Certificate in Community Engagement are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$33,044	\$34,964	\$34,964	\$42,240	\$42,240
<i>Explanation: Funds represent anticipated development support from the George Kaiser Family Foundation.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$3,472	\$8,679	\$10,415	\$10,415	\$10,415
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 5, 6, 6, and 6, using the in-state graduate student rate of \$289.30 per credit hour, and assuming 6 credit hours of enrollment per academic year.</i>					
TOTAL	\$36,516	\$43,643	\$45,379	\$52,655	\$52,655

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$25,000	\$25,000	\$25,000	\$30,000	\$30,000
<i>Explanation: Funds represent salary supplement that will be given to the program director. If the number of students enrolled in the program increases as estimated, the director's salary will be increased in years 4 and 5.</i>					
Faculty	\$5,000	\$5,000	\$5,000	\$7,000	\$7,000
<i>Explanation: Funds will cover 0.2 FTE of the primary faculty member's salary. If the number of students enrolled in the program increases as estimated, the faculty member's salary will be increased in years 4 and 5.</i>					
Graduate Assistants	\$1,920	\$3,840	\$3,840	\$3,840	\$3,840
<i>Explanation: Funds will support one graduate assistant at 0.5 FTE in year 1 and two graduate assistants at 0.5 FTE in years 2 and beyond.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$500	\$500	\$500	\$500
<i>Explanation: Funds will cover printing of brochures, publications, and handouts for prospective and current students.</i>					
Telecommunications	\$624	\$624	\$700	\$700	\$700
<i>Explanation: Funds will cover estimated charges for annual cost of office telephones, computer data ports, and networking expenses for the Office of Community Engagement at OU-Tulsa.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$33,044	\$34,964	\$35,040	\$42,240	\$42,240

Master of Construction Business in Construction Management

Program purpose. The proposed program will provide students with knowledge and skills in executive business processes in the context of construction management and equip them for leadership positions in the planning, design, and construction industry.

Program rationale and background. The Gibbs College of Architecture, Price College of Business, and OU Online will collaborate to build and support the proposed program. Applicants for the proposed program must have a minimum of three years of experience in a field related to the built environment (e.g., planning, design, construction, financing of construction projects). This program will build on knowledge gained in the workforce. There are no other programs in the state that offer an advanced degree that combines both construction management and business administration. Furthermore, there are very few institutions throughout the country that offer a similar program.

OU engaged Elsmere Education to conduct a market analysis to determine the projected demand for construction managers. Elsmere Education’s research revealed that many employers in the construction industry are seeking candidates with master’s degrees with a business emphasis. Currently, the College of Architecture’s advisors refer graduates of OU’s Bachelor of Science in Construction Science (255) program who want to continue their education to the generally focused Master of Business Administration in Business Administration (025), because there is not an existing program that meets their specific needs.

Employment opportunities. It is expected that construction managers will be needed to oversee the anticipated increase in construction activity over the coming decade. According to the U.S. Bureau of Labor Statistics, employment of construction managers is projected to grow 8 percent from 2019 to 2029, which is much faster than the average for all occupations. In addition, Oklahoma Employment Security Commission (OESC) data suggest that employment for construction managers will grow 7.3 percent across Oklahoma between 2018 and 2028 and 14.3 percent in the Oklahoma City metropolitan area between 2016 and 2026. In 2018, the median annual wage for construction managers was \$80,180 in Oklahoma. In 2019, the median annual wage for construction managers was \$95,260 across the U.S. Considering the high employment demand and earning potential in this field, OU is confident that the proposed program will continually attract students from Oklahoma and across the U.S.

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	59	Fall 2023
Minimum Graduates from the program	34	2023-2024

Duplication and impact on existing programs. There are no Master of Construction Business in Construction Management programs offered in Oklahoma. A system wide letter of intent was communicated by email on July 28, 2020. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Construction Business in Construction Management program will consist of 32 total credit hours as shown in the following table. Seven new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Required Courses	32
Total	32

Faculty and staff. Existing faculty and adjuncts will teach courses in the proposed program.

Delivery method and support services. Delivery of online course content will be conducted through Canvas, the university's designated learning management system. Canvas will support the posting of organized course content, as well as several additional features that promote instructor-student and student-student interaction. Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, create collaborative working spaces, administer exams and quizzes,

receive assignments and give feedback, and provide individual and overall class grades. In addition, Zoom will be used to enable students to meet in real-time with faculty and their peers.

All new faculty members teaching online courses must complete an orientation to Canvas prior to their courses being offered. Faculty also receive technical support from the College of Professional and Continuing Studies (PACS). PACS has a well-established infrastructure to provide the needed online support services for its students, including multiple, dedicated staff positions in the areas of recruitment services and admission, advising support, and financial assistance. PACS has its own information technology and academic technology staff to facilitate all necessary transactions from a distance, to assure that all services comply with accessibility guidelines, and to support customer service initiatives designed for place-bound prospects/students.

The library, classrooms, and equipment are adequate for the proposed program.

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

Program resource requirements. Program resource requirements for the Master of Construction Business in Construction Management are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$197,525	\$987,627	\$1,245,040	\$1,245,040	\$1,245,040
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 20, 39, 59, 59, and 59, using the rate of \$985 per credit hour, but also assuming a 70 percent retention rate. Since the program can be completed in 15 months, it is assumed that students will take 2.13 credits per month (about 25 credit hours per year).</i>					
TOTAL	\$197,525	\$987,627	\$1,245,040	\$1,245,040	\$1,245,040

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
<i>Explanation: Funds will support one staff member at 0.5 FTE who will provide administrative support to faculty and students enrolled in the proposed program.</i>					
Faculty	\$106,825	\$256,626	\$316,785	\$316,785	\$316,785
<i>Explanation: Faculty will be paid \$3,333 plus fringe per credit hour to teach courses in the program. The \$16,000 per year stipend for a faculty program coordinator is also included in the yearly estimates.</i>					

Graduate Assistants	\$20,000	\$40,000	\$40,000	\$40,000	\$40,000
<i>Explanation: Funds will support one graduate assistant at 0.5 FTE in year 1 and two graduate assistants at 0.5 FTE in years 2 and beyond.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,000	\$4,000	\$4,000	\$4,000	\$4,000
<i>Explanation: Funds represent estimated cost of computers, software, printing paper, copier usage, and other materials to support the proposed program.</i>					
Library	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: Funds will cover estimated costs of books, periodicals, and other subscriptions utilized by faculty and students in the proposed program.</i>					
Contractual Services	\$48,394	\$241,969	\$305,035	\$305,035	\$305,035
<i>Explanation: Funds will cover estimated costs of third-party support for student recruitment, marketing coordination, project management, and student retention.</i>					
Other Support Services	\$46,550	\$46,550	\$46,550	\$46,550	\$46,550
<i>Explanation: Funds will cover estimated cost of OU's Office of Digital Learning support to help faculty develop and maintain the online courses. This cost represents 0.5 FTE of the salary and fringe of one staff member.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$81,952	\$204,880	\$204,880	\$204,880	\$204,880
<i>Explanation: Funds will cover estimated costs for online marketing (e.g., Google, LinkedIn, Facebook) to recruit students for the proposed program.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$336,721	\$826,025	\$949,250	\$949,250	\$949,250

Attachments

**UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN NATIVE AMERICAN STUDIES**

Degree Requirements	Credit Hours
Required Courses	9
NAS 5033 Native American Research Methods	3
NAS 5043 Sovereignty, Law, and Policy	3
NAS 5063 Critical Indigenous Theory	3
Electives	6
Students will work with the program liaison to select appropriate courses.	
Total	15

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN COMMUNITY ENGAGEMENT

Degree Requirements		Credit Hours
Core Courses		12
*OCL 5603	The Science of Community Engagement	3
*OCL 5613	The Tools of Community Engagement	3
*OCL 5623	Community Engagement Apprenticeship	3
*OCL 5633	Community Engagement Capstone	3
Total		12

*Denotes new course

**UNIVERSITY OF OKLAHOMA
MASTER OF CONSTRUCTION BUSINESS IN CONSTRUCTION MANAGEMENT**

Degree Requirements		Credit Hours
Required Courses		32
*CNS 5611	Introduction to Construction Management	1
*CNS 5621	Construction Management Capstone	1
*CNS 5612	Construction Business Development	2
*CNS 5622	Lean Construction: Principles and Methodologies	2
*CNS 5632	Leadership Principles in the Construction Industry	2
*CNS 5642	Advanced Construction Law	2
*CNS 5652	Experiential Learning in Design & Construction	2
ACCT 5202	Financial Accounting	2
FIN 5102	Financial Management	2
FIN 5112	Investments	2
FIN 5382	Financial Modeling	2
MGT 5702	Organizational Behavior	2
MGT 5712	Negotiations	2
MIT 5602	Management Information Systems	2
SCM 5522	Production/Operations Management	2
LS 5802	Business Ethics/Legal	2
BAD 5102	Managerial Economics	2
Total		32

*Denotes new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #18-b:

New Programs.

SUBJECT: University of Oklahoma College of Law. Approval to offer the Master of Laws in Energy and Natural Resources Law, the Master of Laws in Healthcare Law, the Master of Laws in Indigenous Peoples Law, and the Master of Laws in International Business Law.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma College of Law's request to offer the following programs via electronic delivery: the Master of Laws in Energy and Natural Resources Law, the Master of Laws in Healthcare Law, the Master of Laws in Indigenous Peoples Law, and the Master of Laws in International Business Law, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Laws in Energy and Natural Resources Law.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 6 students in Fall 2023; and
Graduates: a minimum of 3 students in 2023-2024.
- **Master of Laws in Healthcare Law.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 6 students in Fall 2023; and
Graduates: a minimum of 3 students in 2023-2024.
- **Master of Laws in Indigenous Peoples Law.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 6 students in Fall 2023; and
Graduates: a minimum of 3 students in 2023-2024.
- **Master of Laws in International Business Law.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 6 students in Fall 2023; and
Graduates: a minimum of 3 students in 2023-2024.

BACKGROUND:

Academic Plan

The University of Oklahoma's (OU) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

- We have created an Office of the Registrar combining Enrollment Services, Academic Records, Graduation, Academic Publications and Veteran Student Services. The Registrar's office is central to all offices in Enrollment Management and has already established continuity and consistency campus-wide with our colleges and campus partners.
- We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We have been using the Common Application and Coalition Application for undergraduates to expand our reach even further. We also have an internally built "OU application" hosted by our CRM product, Slate, if students would prefer to only apply to OU. For graduate admissions, we have transitioned to Slate as our application platform. This has saved money and is more user friendly. This has created efficiencies in communication, marketing and recruitment of prospective graduate students, saved money, and created shared services between undergraduate and graduate admissions.
- We will continue an intense focus on undergraduate retention and graduation rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increasing the coordination of undergraduate academic advising across campus, and 3) enhancing 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.
- 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 have also added waitlists to ALL of our courses and have limited waitlisting to one section of a course to determine demand on subject and time slot.
- 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 been using Slate by Technolutions for our CRM and we are in the planning stages in expanding it to be our current student CRM. Slate has already enhanced our ability to communicate with prospective students and track events and ongoing communication through the point of enrollment and this will allow us to expand that capability to current students.
- The Office of Admissions and Recruitment has engaged with an econometric-centered enrollment management firm that assists with financial aid strategy, revenue optimization, and recruitment and admission strategy for incoming freshmen.
- The Office of Admissions and Recruitment piloted an artificial intelligence web bot, Ivy, 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.

- OAR transformed its National Scholars Programs recruitment strategy to be more inclusive of high achieving students who were not quite National Merit level. This has worked to great effect and OU is enrolling more non-National Merit but high achieving students, by a large margin, than ever before.

Future Plans:

- We have kicked off “OU Online” which will allow us to reach students everywhere and add flexibility and additional options for students to earn graduate degrees.
- We are actively finding ways to better connect students with the Health Sciences Center, Law School, etc. as incoming freshmen. Strong programs such as these help make the university attractive to prospective freshmen, and the more we can work together to promote programs and find new pathways for earlier integration and completion of two degrees, the better.
- We are actively working on new ways to enhance the personalized student experience through Slate. We have a Slate portal for admitted students, but are working to back the personalization up earlier so that students and their parents at the point of first interest in OU have a portal-like, individualized experience.

APRA Implementation

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

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

2	Degree and/or certificate programs deleted
14	Degree and/or certificate programs added

Program Review

OU-Law offers 13 degree and/or certificate programs as follows:

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

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

Program Development Process

OU-Law's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Master of Laws in Energy and Natural Resources Law, Master of Laws in Healthcare Law, Master of Laws in Indigenous Peoples Law, and Master of Laws in International Business Law at their October 2, 2020 meeting. OU-Law is currently approved to offer the following degree programs and certificates through online delivery:

- Master of Legal Studies in Oil, Gas, and Energy Law (157);
- Master of Legal Studies in Indigenous Peoples Law (158);
- Master of Legal Studies in Healthcare Law (159);
- Master of Laws in Law (384);
- Graduate Certificate in Energy and Natural Resources Law (155);
- Graduate Certificate in Indigenous Peoples Law (156);
- Graduate Certificate in International Law (160); and
- Master of Legal Studies in International Business Law (161).

OU-Law requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Laws in Energy and Natural Resources Law

Program purpose. The proposed program will provide attorneys with knowledge and understanding of various legal issues in the oil, gas, energy, and natural resources industry.

Program rationale and background. OU-Law currently offers a Master of Legal Studies (MLS) in Oil, Gas, and Energy Laws (157), which serves professionals who are not attorneys, but who are already employed by oil and other natural resource producing companies. The proposed program will provide advanced education in energy and natural resource law for students with a Juris Doctor. Many OU-Law faculty and staff attorneys on the Norman and Oklahoma City campuses have expressed interest in enrolling in the proposed program. In addition, OU-Law alumni and graduating law students have increasingly requested specialized online training in this field. OU-Law has world renowned full-time faculty and adjuncts who are experts in natural resources and energy, who will help ensure that students are knowledgeable of the everchanging laws and regulations at the local, state, federal, and international level. OU-Law is confident that demand for the proposed program will be strong given that enrollment in the Graduate Certificate in Energy and Natural Resources Law-LLM (155) program increased significantly between the Spring and Fall semesters of 2020.

Employment opportunities. Potential job opportunities for graduates of this program will be in academia, local, state, tribal, and federal governments, agricultural organizations, and energy corporations. With a multitude of energy and natural resources companies headquartered in Oklahoma, there is an ongoing demand for attorneys who specialize in energy and natural resources. In addition, international students who complete the proposed program will have better job opportunities in their home countries. According

to Oklahoma Works, the energy industry cluster is expected to increase 9 percent between 2019 and 2024 across Oklahoma.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2023
Minimum Graduates from the program	3	2023-2024

Duplication and impact on existing programs. There are no Master of Laws in Energy and Natural Resources Law programs offered in Oklahoma. A system wide letter of intent was communicated by email on June 18, 2020. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Laws in Energy and Natural Resources Law 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
Total	24

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

Delivery and support services. Delivery of online course content will be conducted through Canvas, the university's designated learning management system. Canvas will support the posting of organized course content as well as several additional features that promote instructor-student and student-student interaction. Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, create collaborative working spaces, administer exams and quizzes, receive assignments and give feedback, and provide individual and overall class grades.

All new faculty members teaching online courses must complete an orientation to Canvas prior to their courses being offered. Faculty also receive technical support from the College of Professional and Continuing Studies (PACS). PACS has a well-established infrastructure to provide the needed online support services for its students, including multiple, dedicated staff positions in the areas of recruitment services and admission, advising support, and financial assistance. PACS has its own information technology and academic technology staff to facilitate all necessary transactions from a distance, to assure that all services comply with accessibility guidelines, and to support customer service initiatives designed for place-bound prospects/students. The library, classrooms, and equipment are adequate for the proposed program.

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

Program resource requirements. Program resource requirements for the Master of Laws in Energy and Natural Resources Law are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$36,618	\$73,235	\$109,853	\$109,853	\$109,853
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 4, 6, 6, and 6 students, with a non-resident tuition rate of \$918.50 per credit hour and a resident tuition rate of \$524.00 per credit hour. It is assumed that 75 percent non-resident and 25 percent resident students will enroll. Additionally, there is a \$186 per credit hour fee structure and a \$101.50 per semester fee. It is also assumed that students will take 18 credit hours per academic year.</i>					
TOTAL	\$36,618	\$73,235	\$109,853	\$109,853	\$109,853

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$453	\$919	\$1,419	\$1,462	\$1,506
<i>Explanation: The amounts above are the increasing salary and benefits allocation for one staff member that will support the proposed program.</i>					
Faculty	\$9,059	\$18,386	\$28,407	\$29,259	\$30,137
<i>Explanation: The amounts above are the increasing salary and benefits allocation for one faculty member that will support the proposed program.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: The amounts above are the estimated cost of software and other digital tools needed to support classroom instruction and online delivery of the proposed program.</i>					
Library	\$250	\$450	\$450	\$450	\$450
<i>Explanation: The amounts above represent estimated costs of library materials, including books, periodicals, and research materials.</i>					
Contractual Services	\$12,000	\$15,000	\$20,000	\$20,000	\$20,000
<i>Explanation: The amounts above will cover costs of outsourced advertising and marketing for student recruitment.</i>					
Other Support Services	\$9,154	\$18,309	\$27,463	\$27,463	\$27,463

Explanation: The amounts above will cover costs for course development and contractual payments to a third-party firm assisting with marketing, recruitment, and student support services.

Commodities	\$0	\$0	\$0	\$0	\$0
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Printing	\$100	\$200	\$300	\$300	\$300
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Explanation: The amounts above will cover costs for printing and postage associated with managing the proposed program.

Telecommunications	\$100	\$200	\$300	\$300	\$300
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Explanation: The amounts above will cover costs for telephones and other communication costs associated with managing the proposed program.

Travel	\$1,000	\$2,000	\$3,000	\$3,000	\$3,000
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Explanation: The amounts above will cover travel costs for faculty to participate in conferences and other professional development opportunities.

Awards and Grants	\$0	\$0	\$0	\$0	\$0
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TOTAL	\$33,116	\$57,464	\$83,339	\$84,234	\$85,156
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Master of Laws in Healthcare Law

Program purpose. The proposed program will provide attorneys with knowledge and expertise surrounding healthcare laws and policies.

Program rationale and background. OU-Law currently offers a Master of Legal Studies in Healthcare Law (159), which serves professionals who are not attorneys, but who are employed in healthcare companies and non-profit organizations. The degree program has grown exponentially since its inception in 2017 with current enrollment around 94 students. The proposed program will provide advanced education in healthcare law for students with a Juris Doctor. With increased growth and complexity in healthcare regulation at the state and federal level, attorneys have specifically requested an online specialized graduate program in this field.

Employment opportunities. The global healthcare field and related industries are growing considerably with cost estimates in excess of a trillion dollars. Local, state, and federal government agencies, insurance companies, healthcare institutions, and medical device manufacturers have an increased need for attorneys with specialized legal expertise in healthcare law. In addition, law firms are advertising nationally for healthcare law attorneys.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2023
Minimum Graduates from the program	3	2023-2024

Duplication and impact on existing programs. There are no Master of Laws in Healthcare Law programs offered in Oklahoma. A system wide letter of intent was communicated by email on June 18, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 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 B).

Content Area	Credit Hours
Required Courses	24
Total	24

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

Delivery and support services. Delivery of online course content will be conducted through Canvas, the university's designated learning management system. Canvas will support the posting of organized course content, as well as several additional features that promote instructor-student and student-student interaction. Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, create collaborative working spaces, administer exams and quizzes, receive assignments and give feedback, and provide individual and overall class grades.

All new faculty members teaching online courses must complete an orientation to Canvas prior to their courses being offered. Faculty also receive technical support from the College of Professional and Continuing Studies (PACS). PACS has a well-established infrastructure to provide the needed online support services for its students, including multiple, dedicated staff positions in the areas of recruitment services and admission, advising support, and financial assistance. PACS has its own information technology and academic technology staff to facilitate all necessary transactions from a distance, to assure that all services comply with accessibility guidelines, and to support customer service initiatives designed for place-bound prospects/students. The library, classrooms, and equipment are adequate for the proposed program.

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

Program resource requirements. Program resource requirements for the Master of Laws in Healthcare Law are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$36,618	\$73,235	\$109,853	\$109,853	\$109,853
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 4, 6, 6, and 6 students, with a non-resident tuition rate of \$918.50 per credit hour and a resident tuition rate of \$524.00 per</i>					

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<i>credit hour. It is assumed that 75 percent non-resident and 25 percent resident students will enroll. Additionally, there is a \$186 per credit hour fee structure and a \$101.50 per semester fee. It is also assumed that students will take 18 credit hours per academic year.</i>					
TOTAL	\$36,618	\$73,235	\$109,853	\$109,853	\$109,853

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$514	\$1,509	\$1,636	\$1,685	\$1,736
<i>Explanation: The amounts above are the increasing salary and benefits allocation for one staff member that will support the proposed program.</i>					
Faculty	\$10,289	\$21,195	\$32,747	\$33,729	\$34,741
<i>Explanation: The amounts above are the increasing salary and benefits allocation for one faculty member that will support the proposed program.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: The amounts above are the estimated cost of software and other digital tools needed to support classroom instruction and online delivery of the proposed program.</i>					
Library	\$250	\$450	\$450	\$450	\$450
<i>Explanation: The amounts above represent estimated costs of library materials, including books, periodicals, and research materials.</i>					
Contractual Services	\$12,000	\$15,000	\$20,000	\$20,000	\$20,000
<i>Explanation: The amounts above will cover costs of outsourced advertising and marketing for student recruitment.</i>					
Other Support Services	\$9,154	\$18,309	\$27,463	\$27,463	\$27,463
<i>Explanation: The amounts above will cover costs for course development and contractual payments to a third-party firm assisting with marketing, recruitment, and student support services.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$100	\$200	\$300	\$300	\$300
<i>Explanation: The amounts above will cover costs for printing and postage associated with managing the proposed program.</i>					
Telecommunications	\$100	\$200	\$300	\$300	\$300
<i>Explanation: The amounts above will cover costs for telephones and other communication costs associated with managing the proposed program.</i>					
Travel	\$1,000	\$2,000	\$3,000	\$3,000	\$3,000
<i>Explanation: The amounts above will cover travel costs for faculty to participate in conferences and other professional development opportunities.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0

TOTAL	\$34,407	\$60,863	\$87,896	\$88,927	\$89,990
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Master of Laws in Indigenous Peoples Law

Program purpose. The proposed program will provide attorneys with the knowledge and skills needed to work with contracts, negotiations, or any other issue requiring knowledge of Native American governance issues, policy, regulation, or business practice.

Program rationale and background. OU-Law currently offers a Master of Legal Studies in Indigenous Peoples Law (158) and a Graduate Certificate in Indigenous Peoples Law (156), which serve professionals who are not attorneys, but who are already employed by businesses that are either owned by or conduct business with tribal corporations. The proposed program will provide advanced education surrounding Native American law for students with a Juris Doctor. Oklahoma contains 39 tribal nations and the second-largest Native American population in the United States. Given this significant population and the history of the region, Native American law affects virtually all areas of legal practice, making it a vibrant and growing area of law. However, many attorneys serving Native American clients often do not have knowledge or expertise in Native American laws and policies sufficient to appropriately represent their client(s) doing business in Indian Country.

Employment opportunities. Tribal nations throughout the United States have become increasingly important economic and regulatory actors in recent decades. For example, in 2017 alone, the economic impact of tribes in Oklahoma was nearly \$13 billion, including direct employment of over 50,000 people and supporting nearly 90,000 jobs. Since the onset of tribal gaming, tribal economies have become greatly diversified, which makes them increasingly attractive sites for investment and entrepreneurs. Tribes also provide essential social services like health care. This expansion of economic activity combined with the increased exercise of civil and criminal jurisdiction in their regions has created high demand for attorneys with a specialized understanding of federal Indian law and indigenous peoples' rights.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2023
Minimum Graduates from the program	3	2023-2024

Duplication and impact on existing programs. There are no Master of Laws in Indigenous Peoples Law programs offered in Oklahoma. A system wide letter of intent was communicated by email on June 18, 2020. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 25 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Required Courses	19
Electives	6
Total	25

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

Delivery and support services. Delivery of online course content will be conducted through Canvas, the university's designated learning management system. Canvas will support the posting of organized course content, as well as several additional features that promote instructor-student and student-student interaction. Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, create collaborative working spaces, administer exams and quizzes, receive assignments and give feedback, and provide individual and overall class grades.

All new faculty members teaching online courses must complete an orientation to Canvas prior to their courses being offered. Faculty also receive technical support from the College of Professional and Continuing Studies (PACS). PACS has a well-established infrastructure to provide the needed online support services for its students, including multiple, dedicated staff positions in the areas of recruitment services and admission, advising support, and financial assistance. PACS has its own information technology and academic technology staff to facilitate all necessary transactions from a distance, to assure that all services comply with accessibility guidelines, and to support customer service initiatives designed for place-bound prospects/students. The library, classrooms, and equipment are adequate for the proposed programs.

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 Laws in Indigenous Peoples Law are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$36,618	\$73,235	\$109,853	\$109,853	\$109,853
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 4, 6, 6, and 6 students, with a non-resident tuition rate of \$918.50 per credit hour and a resident tuition rate of \$524.00 per credit hour. It is assumed that 75 percent non-resident and 25 percent resident students will enroll. Additionally, there is a \$186 per credit hour fee structure and a \$101.50 per semester fee. It is also assumed that students will take 18 credit hours per academic year.</i>					
TOTAL	\$36,618	\$73,235	\$109,853	\$109,853	\$109,853

Year of Program

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$1,480	\$3,048	\$4,710	\$4,851	\$4,997
<i>Explanation: The amounts above are the increasing salary and benefits allocation for one staff member that will support the proposed program.</i>					
Faculty	\$8,357	\$17,216	\$26,599	\$27,397	\$28,219
<i>Explanation: The amounts above are the increasing salary and benefits allocation for one faculty member that will support the proposed program.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: The amounts above are the estimated cost of software and other digital tools needed to support classroom instruction and online delivery of the proposed program.</i>					
Library	\$250	\$450	\$450	\$450	\$450
<i>Explanation: The amounts above represent estimated costs of library materials, including books, periodicals, and research materials.</i>					
Contractual Services	\$12,000	\$15,000	\$20,000	\$20,000	\$20,000
<i>Explanation: The amounts above will cover costs of outsourced advertising and marketing for student recruitment.</i>					
Other Support Services	\$9,154	\$18,309	\$27,463	\$27,463	\$27,463
<i>Explanation: The amounts above will cover costs for course development and contractual payments to a third-party firm assisting with marketing, recruitment, and student support services.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$100	\$200	\$300	\$300	\$300
<i>Explanation: The amounts above will cover costs for printing and postage associated with managing the proposed program.</i>					
Telecommunications	\$100	\$200	\$300	\$300	\$300
<i>Explanation: The amounts above will cover costs for telephones and other communication costs associated with managing the proposed program.</i>					
Travel	\$1,000	\$2,000	\$3,000	\$3,000	\$3,000
<i>Explanation: The amounts above will cover travel costs for faculty to participate in conferences and other professional development opportunities.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$33,441	\$58,423	\$84,822	\$85,761	\$86,729

Master of Laws in International Business Law

Program purpose. The proposed program will enable attorneys to better understand and succeed in the international business environment.

Program rationale and background. OU-Law currently offers a Master of Legal Studies in International Business Law (161) and a Graduate Certificate in International Law (160), which serve business leaders whose positions require knowledge of the legal and regulatory environment of international business. The

proposed program will provide advanced education surrounding international business law for students with a Juris Doctor who work in or for firms and companies that operate internationally.

The College of Law has found it more difficult in recent years for students from foreign countries to enroll in the Master of Laws in Law (384) program due to increasing uncertainty and complexity surrounding U.S. visas. As a result, the number of students in the program from outside the U.S. has been declining. However, there has still been strong interest in completing the Master of Laws in Law (384) program online from international applicants. In addition, many of the professors in the Master of Legal Studies in International Business Law (161) program have strong ties to the international legal community, which OU believes will facilitate promotion of the proposed program among lawyers abroad who are seeking advanced education focused on international law.

Employment opportunities. Increasing globalization and legal complexity will make specialized knowledge in international business law highly desirable for career advancement. All types of employers, such as government agencies, law firms, non-government organizations (NGO), and private corporations, seek to hire attorneys with knowledge of the complex dimensions of international law. Obtaining a law degree focused on international law will significantly increase graduates’ marketability in the ever-changing global market.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2023
Minimum Graduates from the program	3	2023-2024

Duplication and impact on existing programs. There are no Master of Laws in International Business Law programs offered in Oklahoma. A system wide letter of intent was communicated by email on June 18, 2020. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Laws in International Business Law 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 D).

Content Area	Credit Hours
Required Courses	24
Total	24

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

Delivery and support services. Delivery of online course content will be conducted through Canvas, the university's designated learning management system. Canvas will support the posting of organized course content, as well as several additional features that promote instructor-student and student-student interaction. Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, create collaborative working spaces, administer exams and quizzes, receive assignments and give feedback, and provide individual and overall class grades.

All new faculty members teaching online courses must complete an orientation to Canvas prior to their courses being offered. Faculty also receive technical support from the College of Professional and Continuing Studies (PACS). PACS has a well-established infrastructure to provide the needed online support services for its students, including multiple, dedicated staff positions in the areas of recruitment services and admission, advising support, and financial assistance. PACS has its own information technology and academic technology staff to facilitate all necessary transactions from a distance, to assure that all services comply with accessibility guidelines, and to support customer service initiatives designed for place-bound prospects/students. The library, classrooms, and equipment are adequate for the proposed programs.

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 Laws in International Business Law are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$36,618	\$73,235	\$109,853	\$109,853	\$109,853
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 4, 6, 6, and 6 students, with a non-resident tuition rate of \$918.50 per credit hour and a resident tuition rate of \$524.00 per credit hour. It is assumed that 75 percent non-resident and 25 percent resident students will enroll. Additionally, there is a \$186 per credit hour fee structure and a \$101.50 per semester fee. It is also assumed that students will take 18 credit hours per academic year.</i>					
TOTAL	\$36,618	\$73,235	\$109,853	\$109,853	\$109,853

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$897	\$1,847	\$2,853	\$2,939	\$3,027
<i>Explanation: The amounts above are the increasing salary and benefits allocation for one staff member that will support the proposed program.</i>					
Faculty	\$11,865	\$26,502	\$40,945	\$42,174	\$43,439
<i>Explanation: The amounts above are the increasing salary and benefits allocation for one faculty member that will support the proposed program.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0

Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: The amounts above are the estimated cost of software and other digital tools needed to support classroom instruction and online delivery of the proposed program.</i>					
Library	\$250	\$450	\$450	\$450	\$450
<i>Explanation: The amounts above represent estimated costs of library materials, including books, periodicals, and research materials.</i>					
Contractual Services	\$12,000	\$15,000	\$20,000	\$20,000	\$20,000
<i>Explanation: The amounts above will cover costs of outsourced advertising and marketing for student recruitment.</i>					
Other Support Services	\$9,154	\$18,309	\$27,463	\$27,463	\$27,463
<i>Explanation: The amounts above will cover costs for course development and contractual payments to a third-party firm assisting with marketing, recruitment, and student support services.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$100	\$200	\$300	\$300	\$300
<i>Explanation: The amounts above will cover costs for printing and postage associated with managing the proposed program.</i>					
Telecommunications	\$100	\$200	\$300	\$300	\$300
<i>Explanation: The amounts above will cover costs for telephones and other communication costs associated with managing the proposed program.</i>					
Travel	\$1,000	\$2,000	\$3,000	\$3,000	\$3,000
<i>Explanation: The amounts above will cover travel costs for faculty to participate in conferences and other professional development opportunities.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$36,366	\$66,508	\$97,311	\$98,626	\$99,979

Attachments

ATTACHMENT A

**UNIVERSITY OF OKLAHOMA COLLEGE OF LAW
MASTER OF LAWS IN ENERGY AND NATURAL RESOURCES LAW**

Certificate Requirements	Credit Hours
Required Courses	24
Select from the courses listed below:	
LSO 5112	Foundations of Contract Law for the Energy Industry 2
LSO 5232	Introduction to Property Law and Natural Resources 2
LSO 6512	Oil and Gas Law 2
LSO 6501	Introduction to Petroleum Engineering and Geosciences 1
LSO 6522	Legal Drafting 2
LSO 6572	Real Estate Transactions 2
LSO 6563	Mineral Title Examination 3
LSO 6592	Oil and Gas Environmental Law 2
LSO 6553	Oil and Gas Contracts 3
LSO 6531	Legal Research for the Energy Industry 1
LSO 6581	Water Law for the Energy Industry 1
LSO 6513	Oil and Gas Regulatory Practice 3
LSO 6573	Oil & Gas Development on Public Lands (Federal, State, & Indian Lands) 3
LSO 6511	Midstream Oil and Gas Law 1
LSO 6352	Negotiations, Communications and Ethics 2
LSO 6502	Project Economics and Finance 2
LSO or LAW	Any LSO or LAW course may be substituted for one of the above courses with the advanced approval of program faculty. 1-3
Total	24

**UNIVERSITY OF OKLAHOMA COLLEGE OF LAW
MASTER OF LAWS IN HEALTHCARE LAW**

Program Requirements		Credit Hours
Required Courses		24
Select from the courses listed below:		
LSH 5902	Introduction to the American Legal System	2
LSH 6132	Quality Control: Licensing, Accreditation, and Quality Regulation	2
LSH 6102	Structure of Health Care Enterprises: Legal Forms, Governance, and Relationships	2
LSH 6153	Overview of Public Health Care Programs	3
LSH 6123	Regulation of Private Health Insurance, Managed Care	3
LSH 6182	Coding and Billing	2
LSH 6173	Fraud and Abuse/False Claims	3
LSH 6162	Health Information Management	2
LSH 6152	HIPAA/Patient Privacy	2
LSH 6192	Anti-Trust Issues in Healthcare Delivery	2
LSH 6172	Health Care Transactions and Contracts	2
LSH 6142	Professional Relationships in Health Care Enterprises	2
LSH 6112	Sources and Types of Liability of Healthcare Institutions and Professionals	2
LSH 6183	Experiencing a Simulated Investigation	3
Total		24

**UNIVERSITY OF OKLAHOMA COLLEGE OF LAW
MASTER OF LAWS IN INDIGENOUS PEOPLES LAW**

Program Requirements	Credit Hours
Required Courses	19
LSI 5622 History of Federal Indian Law and Policy-Part I	2
LSI 5632 History of Federal Indian Law and Policy-Part II	2
LSI 5603 Native American Natural Resources	3
LSI 5623 Religion, Culture and Indian Law	3
LSI 5613 Criminal Jurisdiction in Indian Country	3
LSI 5653 Civil Regulatory Law in Indian Country	3
LSI 5643 International Indigenous Peoples Law	3
Electives	6
Select from the courses listed below.	
LSI 5673 Indian Gaming Laws and Regulations	3
LSI 5693 Indian Child Welfare Act and Family Law in Indian Country	3
LSI 5663 Water Law in Indian Country	3
LSI or LAW Any LSO or LAW course may be substituted for one of the above courses with the advanced approval of program faculty.	3
Total	25

**UNIVERSITY OF OKLAHOMA COLLEGE OF LAW
MASTER OF LAWS IN INTERNATIONAL BUSINESS LAW**

Program Requirements	Credit Hours	
Required Courses	24	
Select from the courses listed below:		
LSIB 5012	Introduction to Legal Studies	2
LSIB 5002	Sources of International Law	2
LSIB 5113	Comparative Corporate Law	3
LSIB 5123	European Union Business and Competition Law	3
LSIB 5112	International Payment Systems	2
LSIB 5133	International Sales and other Business Transactions	3
LSIB 5122	Combating International Corruption	2
LSIB 5132	International Sanctions Regimes	2
LSB 5153	International Business, Human Rights, and Corporate Responsibility	3
LSIB 5143	International Commercial and Investment Arbitration	3
LSIB 6113	International Trade and Investment	3
LSIB 6112	International Finance: Capital Markets	2
LSIB 6122	International Finance: Banking and Structured Finance	2
LSIB or LAW	Any LSIB or LAW course may be substituted for one of the above courses with the advanced approval of program faculty.	2-3
Total		24

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #18-c:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Science in Strategic Communication in Tulsa, the Bachelor of Arts in Strategic Communication in Tulsa, the Graduate Certificate in Finance and Investment Banking, and the Bachelor of Science in Geophysics.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the existing Bachelor of Science in Strategic Communication at OSU-Tulsa with an option in Entertainment Media, the existing Bachelor of Arts in Strategic Communication at OSU-Tulsa with an option in Entertainment Media with lower division courses for the bachelor degrees at OSU-Tulsa to be delivered by Tulsa Community College, the Graduate Certificate in Finance and Investment Banking, and the Bachelor of Science in Geophysics, 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 Strategic Communication (475).** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 20 students in Fall 2024; and
Graduates: a minimum of 8 students in 2024-2025.
- **Bachelor of Arts in Strategic Communication (476).** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 20 students in Fall 2024; and
Graduates: a minimum of 8 students in 2024-2025.
- **Graduate Certificate in Finance and Investment Banking.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 5 students in Fall 2022; and
Graduates: a minimum of 2 students in 2022-2023.
- **Bachelor of Science in Geophysics.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 13 students in Fall 2024; and
Graduates: a minimum of 5 students in 2024-2025.

BACKGROUND:

Academic Plan

Oklahoma State University's (OSU) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

College Arts and Sciences (CAS)

CAS is planning a significant expansion in its academic programs offered on the OSU-Tulsa campus. To serve demand for students interested in medical school or other health professions, CAS will offer the BS in biology and a new undergraduate degree in biotechnology. As a means of better serving the Tulsa arts community, CAS will offer the BA in arts administration and BS in music industry. At the graduate level, the College plans to develop a professional science masters (PSM) in geosciences on the Tulsa campus, the first program of its type in Oklahoma. Faculty involved with the College's Center for Africana Studies will offer courses that support a new minor called Truth and Reconciliation in the Americas.

In the fall of 2020, CAS will roll-out Cowboy Concurrent Online, which provides access to introductory courses for Oklahoma high school seniors. With funding from OSRHE to cover tuition and the OSU Foundation covering fees, the program enables eligible seniors to earn credit hours without cost in English composition, American history, college algebra, American government, psychology, and/or media while enrolled in high school. High school juniors in Oklahoma and out-of-state students may take Cowboy Concurrent Online courses at reduced rates.

College of Education and Human Sciences (CEHS)

The first pressing academic priority for year one of the newly formed CEHS is to determine enrollment capacity for the undergraduate programs. A capacity study through Hanover Research Group will determine the optimal size and arrangement of the undergraduate programs, given the current resources. These data will be used to determine synergies and overlap in current programs within the college and will be shared with the leadership team and the faculty advisory committee for discussion. These groups will then develop a set of criteria for the development of new programs or reorganization of current programs into new units, if needed.

The second academic priority for CEHS is to determine enrollment capacity for 100% online graduate degree programs. Work is ongoing with EAB Research Group and the Institute of Teaching Learning Excellence (ITLE) to conduct a market scan of online graduate degree programs. These data showed that the highest priority programs are Family Financial Planning, Educational Psychology, and Human Development and Family Science in the Family and Community Services option. Additionally, the MS in Aviation and Space, Dietetics, and Special Education showed a strong competitive opportunity in this region. A capacity study will determine the optimal size and arrangement of these programs, given the current resources.

CEHS's third academic priority is to increase undergraduate enrollment of underrepresented students in the academic programs. The plan is to develop programming that will not only bring students from underrepresented groups to CEHS but will also increase their opportunity to be involved in leadership development and success initiatives.

College of Engineering, Architecture and Technology (CEAT)

CEAT's highest overarching priorities continue to focus on student and faculty success and increasing the number of highly qualified graduates as related to the needs of industry. More engineering graduates are needed in all disciplines, but the greatest and most urgent needs are related to software engineering and electrical and computer engineering. CEAT will strive to increase the number of new students with focused

recruiting in Oklahoma and Texas, new articulation agreements with Oklahoma community colleges, programs to stimulate an interest in STEM for K-12 students, and an expansion of scholarships to attract qualified students. Expanding the diversity of students and faculty in CEAT, including more females and underrepresented populations, remains a priority. A significant limitation is the continuing budget reductions from the state. For current CEAT students, priority will be on increasing retention, graduation rates, and diversity and inclusion initiatives.

Ferguson College of Agriculture (FCA)

A main academic priority of FCA is to improve undergraduate student academic success, particularly among first generation college students. Academic departments have developed new or enhanced seminar courses designed to improve academic and career readiness. Departments are evaluating student success across their curriculum to identify courses where significant achievement gaps exist and where changes to course pedagogy may have a positive impact on student learning. This is especially important in our pre-med and pre-vet degree option areas where there are high enrollments. Collaboration between academic and student support programs is critical to increasing student success. FCA partners with the Office of First Year Success to share student information and resources supporting individual students. The college also expanded its peer tutoring services offered in the “Study and Snacks” program, in addition to increased peer mentoring/tutoring support in several academic departments. Scholarship support for first generation and sophomore students is an important component of the strategy. Investment into experiential learning opportunities continues, including department and college-level undergraduate research programs, additional honors add-on courses, service-learning connections and faculty investment in student organization activities. The Greenhouse Learning Center opened in fall 2019 and includes outdoor experiential learning spaces such as the hands-on crops teaching area.

Another academic priority of FCA is to increase enrollment in undergraduate and graduate programs where capacity is available. Potential growth programs include horticulture, landscape architecture, plant and soil sciences, food science, biochemistry and molecular biology, biosystems engineering, forestry, and agricultural leadership. It is also a goal to increase the number of FCA degree programs approved for inclusion in the Academic Common Market (ACM). Potential ACM programs include, but are not limited to, landscape architecture, landscape management, agricultural leadership, and forestry. Graduate program strategies include development of 3+2 and 4+1 undergraduate to graduate degree agreements, and formalized agreements with international institutions, such as dual degree and bridge programs.

A third FCA academic priority is to strengthen transfer student recruitment and timely degree completion, including updating and expanding Finish Orange transfer guides with Oklahoma’s 2-year institutions and instituting virtual transfer partner meetings focused on specific academic programs and student success issues important to transfer student success. Faculty who teach introductory courses in FCA’s programs are working with faculty at partner institutions to share course learning outcomes and course materials in order to enhance the transferability of courses and to strengthen transfer student success. Once OSRHE approval is received, the Agricultural Leadership online degree completion program will be heavily promoted as it meets the needs of a broad set of agricultural career interests.

Spears School of Business (SSB)

The current pressing academic priority of SSB is to maintain a quality and safe educational experience for the students as the pandemic is navigated with all its resulting health, economic, and social impacts. Achievement of this priority requires careful planning for the fall semester, excellent and timely communications with all stakeholders, and a resilient attitude. To that end, early communication with faculty is essential, so that there is sufficient time to prepare for potentially multiple delivery modes in the upcoming fall and spring semesters. In addition, work is ongoing to get a handle on student needs and expectations through surveys and discussions so that their needs can be appropriately predicted, planned for, and met.

Another academic priority of SSB is to ensure the impact of scholarly contributions. Faculty tracks have been created and implemented that enable faculty to produce intellectual contributions that place in the highest-rated academic journals or to publish in journals that are heavily read by practitioners. Publications in low-rated academic journals do not contribute to our reputation or our societal impact and consequently will not contribute to faculty qualification. It is thought that these new tracks will ultimately contribute to higher faculty satisfaction and greater research impact. In addition, adoption of a college-level “Big Idea” is in the works to bring faculty and staff together in collaboration with the community (business and otherwise) to find solutions to pressing problems.

SSB’s third academic priority is to prepare technology-adaptable students. External parties and the accrediting agency want SSB to ensure that the graduates can adapt quickly to new technology. Significant changes to the undergraduate core curriculum to ensure that graduates are adept with Excel have already occurred. However, individual programs are being asked to ensure that discipline-specific technologies are being incorporated in the upper-division curriculum.

School of Global Studies and Partnerships (SGSP)

The MS program in SGSP has largely finished the effort to roll-out the new curriculum and recruit students. Priorities include: 1) recruitment of high-quality students, 2) adding additional faculty to support the growth, 3) expanding programs to Tulsa and online, and 4) finding classroom space to accommodate the larger program. The COVID-19 pandemic has made recruitment of international students one of the top priorities as cuts in the budget for graduate assistants have reduced the ability to attract as many top students. The closure of embassies overseas made it difficult to impossible for prospective international students to get visas to study in the US. The search for innovative funding opportunities will continue, as well as the work with the State Department to enroll new students. Budget cuts and inability to travel during the pandemic have affected the capacity to interview and hire faculty. Adjuncts will be used to fill positions, as needed. Spaces in the Wes Watkins Center controlled by Conference Services are being explored for use by the MS program.

Center for Health Sciences (OSU-CHS)

Important academic priorities at OSU-CHS this year are to increase the quality of graduate program content by expanding course offerings and academic programs including the creation of interdisciplinary programs and partnerships imperative to expanding student employability. The creation and marketing of new course and program offerings will lead to additional academic services and resources to both online and on-campus student populations. Examples of new programs and partnerships include the proposed Graduate Certificate in Neuroscience, which is a collaborative effort among the OSU Brain Initiative and the three OSU campuses with graduate education: Tulsa, Stillwater, and CHS.

New Programs:

College Arts and Sciences (CAS)

New degrees/certificates that are planned include:

BS in Environmental Geosciences (new degree program at OSU-Stillwater)

BS in Biotechnology (new degree program at OSU-Stillwater and OSU-Tulsa)

Professional Science Masters (PSM) in Geosciences (new degree at OSU-Tulsa)

MA in Peace, Conflict and Security Studies (new degree at OSU-Stillwater and online)

Undergraduate Certificate in Professional Spanish (OSU-Stillwater and OSU-Tulsa)

Undergraduate Certificate in eSports Communication (OSU-Stillwater and OSU-Tulsa)

Undergraduate Certificate in Inclusive Excellence (OSU-Stillwater, OSU-Tulsa, online; co-sponsored with the Division of Institutional Diversity)

Existing undergraduate degrees to be offered at OSU-Tulsa campus include:

BS in Biology

BS in Music Industry

BA in Arts Administration

BA in Theatre

BA in Global Studies

An existing undergraduate certificate will be added at OSU-Tulsa, Certificate in Geographic Information Systems.

OSU-Tulsa is working with the CAS leadership team to identify funding to support faculty positions on the OSU-Tulsa campus to support biology instruction. Several other new programs will be supported through the internal reallocation of funds.

College of Education and Human Sciences (CEHS)

New degrees that are planned include:

Option in Sports and Coaching Science to the BS in Applied Exercise Science (AES) – no new funds are needed

Online delivery of the BSHS in Nutritional Sciences

Online delivery of the BS in Elementary Education - will request one elementary education generalist teaching faculty line

AES option in Sport and Tactical Training - under discussion

MS in Social Work – under discussion

Graduate certificates in Sports and Coaching Science, Sport and Tactical Training, Digital Design, Human Factors, Community Health Worker, and Culinary Medicine are also being explored.

College of Engineering, Architecture and Technology (CEAT)

CEAT is developing a plan to offer a new BS Software Engineering degree program to meet the needs in industry of this critical area. This will require new funds to hire the faculty with the expertise to fill this need.

Under consideration are:

BS Engineering Technology in Construction Management

BS Engineering Technology in Mechatronics and Robotics

BS in Emergency Management

MS in Defense Engineering

Ferguson College of Agriculture (FCA)

New degree already in review/approval process:

Agricultural Systems Technology BS – Additional faculty resources will be needed to staff this program.

The Biochemistry and Molecular Biology department is evaluating opportunities for a new professional master's degree that would meet the needs of industry and government and considering new graduate degree programs (MS and PhD) in agricultural data science and bioinformatics. There may be grant program opportunities to support startup of these new degrees.

The Department of Agricultural Education, Communications and Leadership may propose a Master of Arts in Teaching (MAT) degree in Agricultural Education. The department may also develop a graduate certificate to support professional licensure of alternately certified teachers. Also under consideration is a name change from the MAg-Agricultural Leadership to MAg- Agricultural Education, Communications and Leadership.

A wildlife management degree to focus more on management and less on basic ecology is under possible consideration. The Oklahoma Department of Wildlife Conservation (ODWC) wants graduates who are more capable in conducting field activities and who understand the practical aspects of wildlife management that agencies such as ODWC or the Natural Resources Conservation Service needs.

Undergraduate and Graduate certificates under consideration:

Food Safety

Agricultural Leadership

Ag Systems Management

Sustainable Ag Production

Urban Horticulture

Regenerative Horticultural Production

Precision Agriculture Management

Biosecurity and Bioforensics Applications in Agriculture and the Environment

Environmental Science and Plant Protection

Most of the above certificate programs will not require additional faculty resources.

Due to the recent graduate degree sheet development project, it has been clear that many FCA graduate programs need updates or clarifications to their core course offerings and to their degree credit hour structures. Program modifications are anticipated this year and new graduate program opportunities may be identified through this process.

Multiple departments are examining undergraduate and/or graduate dual degree and transfer degree opportunities with international institutions located in China, Mexico, Ethiopia, and with other strategic partners. At the graduate level, departments are considering 3+2 and 4+1 programs, both within similar disciplinary areas (such as agricultural economics, agribusiness, biochemistry and molecular biology, biosystems engineering, entomology) and across disciplines (entomology to OSU-CHS forensic science, agricultural economics to industrial engineering and management) and institutions (FCA departments and international institutions).

Spears School of Business (SSB)

Discussions and/or work are underway on:

MS in Human Resource Management

MBA concentration in finance and investment banking

MBA supply chain option

Post-baccalaureate program for graduates who do not have an accounting degree and would like to sit for the CPA exam

Undergraduate Accounting/MIS joint degree

Online delivery of the BSBA in Management Information Systems and the BSBA in Finance

Undergraduate certificate in accounting for corporate decision making

Certificate in social entrepreneurship

Minor or certificate in risk management

Joint finance/HTM certificate in property management and real estate investment

Graduate business certificate

Graduate certificate in supply chain management

A pre-business major for incoming students is being studied. Under this approach, students would need to complete the required coursework (several hours in business core, math, and English) with the designated GPA, in order to apply for a particular business major. Those who could not meet the GPA requirements could still earn a General Business degree. This change would enhance academic efficiency through completion of appropriate course sequencing, identification of academic issues early for appropriate

interventions (e.g., tutoring and SI instruction), and increased incentive for student effort in courses-- hopefully leading to reductions in academic alerts, DFW rates, and student costs, as well as savings in college resources.

School of Global Studies and Partnerships (SGSP)

Offering the Global Trade track of the MS in SGSP on the Tulsa campus is a top priority. In order to do so, 1-2 adjuncts must be hired in Tulsa and travel funding is needed for Stillwater faculty to teach in Tulsa. An estimate of the needed funding expansion is about \$15,000 per semester the short-term. Hybrid and online delivery options are also being explored to support the Tulsa program.

Center for Health Sciences (OSU-CHS)

In addition to the currently proposed interdisciplinary Graduate Certificate in Neuroscience, which is a collaborative effort of the Stillwater, Tulsa, and CHS campuses, CHS is proposing professional doctoral degrees in Health Care Administration and Forensic Sciences.

Graduate Certificates in the proposal phase are Forensic Investigative Sciences, Forensic Psychology, and three Graduate Certificates in Health Care Administration (Administration, Finance, and Global Health).

Other programs under discussion include graduate degree programs in:

- Population Health
- Indigenous & Rural Health
- Social & Neurobehavioral Science
- Biostatistics & Epidemiology
- Medical Informatics
- Addiction
- Behavioral Health
- Criminology
- Clinical Research

Under consideration are:

- MS in Applied Behavioral Analysis
- Doctorate in Physical Therapy, DPT, in Physical Therapy
- Professional doctoral degree in Athletic Training
- Expansive Nursing Program including a collaborative RN to BSN, MS in Nursing, and a Doctor of Nursing Practice

The Master of Science in Physician Assistant Studies will begin reviewing applications with an intent to begin the inaugural class in the summer of 2021, pending program accreditation. CHS will open the new Cherokee Nation campus in Tahlequah in fall 2020 with an inaugural class of 50 students bringing the total class size to 165 students.

Oklahoma State University-Tulsa (OSU-Tulsa)

OSU-Tulsa is discussing the development of the following two degrees:

- BS in Professional Studies
- MS in Professional Studies.

APRA Implementation

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

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

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

95	Degree and/or certificate programs deleted
157	Degree and/or certificate programs added

Program Review

OSU offers 304 degree and/or certificate programs as follows:

70	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
103	Baccalaureate Degrees
81	Master's Degrees
50	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OSU's faculty developed the proposals, which were reviewed and approved by institutional officials. OSU's governing board approved delivery of the existing Bachelor of Science in Strategic Communication (475) in OSU-Tulsa, the existing Bachelor of Arts in Strategic Communication (476) in OSU-Tulsa, the Graduate Certificate in Finance and Investment Banking, and the Bachelor of Science in Geophysics at their April 24, 2020 meeting. OSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Strategic Communication (475) Bachelor of Arts in Strategic Communication (476)

Program purpose. The proposed programs will provide students with cutting-edge knowledge in digital communications, prepare them to produce, edit, translate, and disseminate print and video content, and expose them to principles of cross-platform storytelling.

Program rationale and background. The current Strategic Communication programs are accredited by the Accrediting Council on Education in Journalism and Mass Communication. There are more than 200 students enrolled in these degree programs on the Stillwater campus. Many current students in Strategic

Communication classes on the Stillwater campus have identified entertainment media and social media as career interests. Tulsa Community College (TCC) enrolls approximately 160 students per semester in their Associate in Applied Science in Digital Media (216) program. The proposed degree programs could be a logical next step for TCC Digital Media students interested in continuing their education. OSU is well-positioned to offer these programs in Tulsa considering the strength and quality of the current programs in Stillwater and sizeable pool of prospective students attending TCC.

Employment opportunities. Graduates from the proposed programs will be qualified for multiple positions that have high projected employment growth between 2016 and 2026 in the Tulsa metropolitan area. For example, according to Oklahoma Employment Security Commission (OESC) data, employment for marketing managers is projected to grow 9.4 percent, employment for producers and directors is projected to grow 15.6 percent, employment for public relations specialists is projected to grow 10.1 percent, and employment for film and video editors is projected to grow 15.8 percent. OESC data also suggest that employment for marketing managers will grow 9.5 percent, employment for producers and directors will grow 8.5 percent, employment for public relations specialists will grow 7.9 percent, and employment for film and video editors will grow 18.8 percent statewide from 2016 to 2026. Considering the promising job prospects in Oklahoma, specifically in the Tulsa metropolitan area, OSU is confident that adding the proposed programs in Tulsa will help meet significant workforce demands.

Student demand. The proposed programs are 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 each program	20	Fall 2024
Minimum graduates from each program	8	2024-2025

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

The proposed programs may duplicate the following programs:

Institution	Existing Program
Cameron University	Bachelor of Arts in Strategic Communication (140)
Southeastern Oklahoma State University	Bachelor of Arts in Communication – Organizational and Strategic Communication option (049)
University of Central Oklahoma	Bachelor of Arts in Strategic Communications (206)

A system wide letter of intent was communicated by email on July 28, 2020. East Central University (ECU), Rogers State University (RSU), and the University of Oklahoma (OU) requested copies of the Bachelor of Arts in Strategic Communication (476) proposal, which were sent on August 26, 2020, August

31, 2020, and September 16, 2020, respectively. RSU and OU also requested copies of the Bachelor of Science in Strategic Communication (475) proposal, which were sent on August 31, 2020 and September 16, 2020, respectively. Neither ECU, RSU, OU, nor any other State System institutions notified State Regents' staff of a protest to the proposed programs. Due to employment demand, approval to offer the degree programs in Tulsa will not constitute unnecessary duplication.

Curricula. The Bachelor of Science in Strategic Communication (475) program and Bachelor of Arts in Strategic Communication (476) program will consist of 120 total credit hours, as shown in the following tables. Two new courses will be added and the curricula are detailed in the attachments (Attachment A and B, respectively).

Bachelor of Science in Strategic Communication (475)

Content Area	Credit Hours
General Education	40*
College/Departmental Requirements	13
Major Requirements	54
Electives	13
Total	120

Bachelor of Arts in Strategic Communication (476)

Content Area	Credit Hours
General Education	40*
College/Departmental Requirements	22
Major Requirements	54
Electives	4
Total	120

* Typically, lower-division course work in the Tulsa metro area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the program will be completed at TCC or transferred to OSU from another institution.

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

Support services. The library, classrooms, and equipment at OSU-Tulsa are adequate for the degree programs.

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

Program resource requirements. Program resource requirements for the Bachelor of Science in Strategic Communication (475) and Bachelor of Arts in Strategic Communication (476) are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$9,383	\$13,136	\$22,518	\$30,024	\$37,530
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 5, 7, 12, 16 and 20, 6 credit hours of enrollment in major courses per academic year, and tuition and fees of \$312.75/credit hour.</i>					
TOTAL	\$9,383	\$13,136	\$22,518	\$30,024	\$37,530

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$3,360	\$7,680	\$16,800	\$21,120	\$21,120
<i>Explanation: Funds will cover a portion of one faculty member's \$48,000 salary (i.e., year 1 - .07 FTE., year 2 - .16 FTE, year 3 - .35 FTE, years 4 and 5 - .44 FTE.)</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$200	\$200	\$200	\$200	\$200
<i>Explanation: Funds will cover printing of brochures that will be used to promote the proposed programs.</i>					
Telecommunications	\$100	\$100	\$100	\$100	\$100
<i>Explanation: Funds will cover charges for office phone service.</i>					
Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Explanation: Funds will cover estimated costs for student recruiting efforts.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$4,660	\$8,980	\$18,100	\$22,420	\$22,420

Graduate Certificate in Finance and Investment Banking

Program purpose. The proposed program will provide students with advanced knowledge surrounding investment portfolio management, merger and acquisition activities, and high frequency trading.

Program rationale and background. Finance and investment banking are fast-growing segments of the overall job market. Businesses need more professionals who understand the complex and volatile behavior of financial markets to help them make wise investment decisions. It is anticipated that employers will hire students who complete the proposed certificate soon after graduation.

Employment opportunities. Faculty in OSU’s College of Business worked closely with representatives from multiple businesses within the finance industry to ensure that the proposed certificate will address the challenges and needs of their companies. Several regional investment banks, such as the Bank of Oklahoma, MidFirst Bank, and private equity firms, all have employees who will need the technical expertise provided by the proposed certificate. In addition, OESC data suggest that employment of financial analysts will grow 11.3 percent, employment of personal financial advisors will grow 13.8 percent, and employment of financial managers will grow 18.6 percent from 2016 to 2026. Moreover, the U.S. Bureau of Labor Statistics projects that employment of financial analysts will grow 6 percent, employment of personal financial advisors will grow 7 percent, and employment of financial managers will grow 16 percent from 2018 to 2028. There are also many positions, which graduates of the proposed certificate may obtain within the securities, commodities, and financial services industry, that are not specifically tracked by the OESC or U.S. Bureau of Labor Statistics. These positions include investment banker, venture capitalist, and wealth manager. Considering the promising job outlook across Oklahoma and the United States, there will be a great deal of student interest in the proposed certificate program at OSU.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	5	Fall 2022
Minimum graduates from the program	2	2022-2023

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

Institution	Existing Program
University of Oklahoma	Graduate Certificate in Finance (444)

A system wide letter of intent was communicated by email on July 28, 2020. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on September 16, 2020. Neither OU, nor any other State System institutions notified State Regents’ staff of a protest to the proposed program. Due to employment demand, approval to offer the degree will not constitute unnecessary duplication.

Curriculum. The Graduate Certificate in Finance and Investment Banking program will consist of 15 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Required Courses	12
Elective	3
Total	15

Faculty and staff. Existing faculty will teach courses in the proposed certificate program.

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

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

Program resource requirements. Program resource requirements for the Graduate Certificate in Finance and Investment Banking are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$27,077	\$48,275	\$48,275	\$54,155	\$54,155
<i>Narrative/Explanation: Tuition was calculated assuming enrollments by year of 3 (2 in-state; 1 out-of-state), 5 (3 in-state; 2 out-of-state), 5 (3 in-state; 2 out-of-state), 6 (4 in-state; 2 out-of-state), and 6 (4 in-state; 2 out-of-state). The assumed tuition and fees of \$392 per credit hour for in-state students and tuition and fees of \$1,021.15 per credit hour for out-of-state students was multiplied by 15 credit hours of enrollment per academic year.</i>					
TOTAL	\$27,077	\$48,275	\$48,275	\$54,155	\$54,155

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$19,125	\$38,250	\$38,250	\$40,125	\$40,125
<i>Explanation: Funds will cover an increasing portion of one faculty member's salary.</i>					
Graduate Assistants	\$0	\$0	\$0	\$11,565	\$11,565
<i>Explanation: Funds will cover 0.5 FTE of one graduate assistant's tuition (in-state) and salary.</i>					

Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$19,125	\$38,250	\$38,250	\$51,690	\$51,690

Bachelor of Science in Geophysics

Program purpose. The proposed program will provide students with geological knowledge, teach them how to collect, process, and analyze geophysical data, and build their quantitative and computational skills.

Program rationale and background. The number of students enrolling in introductory geophysics courses and continuing in geophysics courses for a second semester at OSU has increased in the past 5 years. In addition, faculty and students in the Boone Pickens School of Geology have a relationship with a high school in Bartlesville, which entails helping their students develop geology and geophysics science projects. Feedback from the high school students suggests that they would be interested in pursuing a geophysics degree at OSU if available. Furthermore, a Geophysics minor was established at OSU in Fall 2019 and several students have already declared the minor. Moreover, OSU expects to attract some current and prospective students from the University of Tulsa, since the institution has recently discontinued their Bachelor of Science in Geophysics degree program.

Employment opportunities. According to the U.S. Bureau of Labor Statistics, Oklahoma ranks as one of the top five states with the highest employment level of geological and petroleum technicians and as one of the top five states with the highest concentration of geoscientists jobs. In addition, the U.S. Bureau of Labor Statistics suggests that employment of geological and petroleum technicians and geoscientists, except hydrologists and geographers will grow 5 percent from 2019 to 2029, faster than the average for all occupations. At the state level, OESC data indicate that employment of geological and petroleum technicians will grow 6.4 percent from 2018-2028. Furthermore, the Oklahoma Energy Resource Board suggests that Oklahoma has and will continue to have a significant demand for trained earth science professionals for the foreseeable future, and that there will be growth in the geophysics career 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	13	Fall 2024
Minimum graduates from the program	5	2024-2025

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

Institution	Existing Program
University of Oklahoma	Bachelor of Science in Geophysics (097)

A system wide letter of intent was communicated by email on August 31, 2020. 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 Bachelor of Science in Geophysics program will consist of 120 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	40
College/Departmental Requirements	13
Major Requirements	54
General Electives	13
Total	120

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

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

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

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

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$9,383	\$23,456	\$37,530	\$46,913	\$60,986

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
<i>Narrative/Explanation: Tuition was calculated assuming enrollments of 2, 5, 8, 10, and 13 students for years 1-5. The assumed tuition and fees of \$312.75 per credit hour for in-state students was multiplied by 15 credit hours of enrollment per academic year.</i>					
TOTAL	\$9,383	\$23,456	\$37,530	\$46,913	\$60,986

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$283	\$856	\$1,430	\$1,813	\$2,386
<i>Explanation: Funds will cover an increasing portion of one current administrative staff's salary as the proposed program grows.</i>					
Faculty	\$8,000	\$20,000	\$32,000	\$40,000	\$52,000
<i>Explanation: Funds will cover an increasing portion of one faculty member's salary (i.e., .1 FTE per student).</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$1,000	\$2,500	\$4,000	\$5,000	\$6,500
<i>Explanation: Funds will cover the costs of physical samples, software, software licenses, and equipment maintenance for the courses in the proposed program.</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	\$100	\$100	\$100	\$100	\$100
<i>Explanation: Funds will cover the costs of recruitment materials, class handouts, and ink and paper for faculty.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$9,383	\$23,456	\$37,530	\$46,913	\$60,986

Attachments

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN STRATEGIC COMMUNICATION (475)**

Degree Requirements	Credit Hours
General Education	40
Typically, lower-division course work in the Tulsa metro area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the program will be completed at TCC or transferred to OSU from another institution.	
College/Departmental Requirements	13
A&S 1111	1
First Year Seminar	6
H designation	6
A or N designation	6
Major Requirements	54
MC 2003	3
Style and Structure	3
MC 2023	3
Electronic Communication	3
MC 4143	3
Ethics and Issues in Mass Communication	3
MC 4163	3
Mass Communication Law	3
SC 2183	3
Introduction to Strategic Communication	3
SC 3353	3
Persuasive Writing for Strategic Communication	3
SC 3753	3
Graphic Design for Strategic Communication	3
SC 4013	3
Advertising Media and Markets	6
SMSC	6
Approved SMSC Electives	15
Entertainment Media Option	3
*SC 3043	3
Entertainment in the Media	3
SC 3343	3
Social Media	3
MMJ 3153	3
Fundamentals of Video/Studio Production	3
MMJ 4960 or	3
MMJ 4573	3
Live Field Production	3
Documentary	3
*SC 4743	3
Entertainment Media Capstone	9
Major Related Courses	9
Select three of the following courses:	
AMST 3223	3
Theories and Methods	3
AMST/ENGL 3503	3
Television and American Society	3

AMST 3513	Film and American Society	3
AMST 3683	Introduction to Digital Humanities	3
Electives		13
Select courses from an approved list.		
Total		120

*Denotes new course

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF ARTS IN STRATEGIC COMMUNICATION (476)**

Degree Requirements	Credit Hours
General Education	40
Typically, lower-division course work in the Tulsa metro area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the program will be completed at TCC or transferred to OSU from another institution.	
College/Departmental Requirements	22
A&S 1111	1
First Year Seminar	9
H designation	3
A or N designation	9
Foreign Language	
Major Requirements	54
MC 2003	3
Style and Structure	3
MC 2023	3
Electronic Communication	3
MC 4143	3
Ethics and Issues in Mass Communication	3
MC 4163	3
Mass Communication Law	3
SC 2183	3
Introduction to Strategic Communication	3
SC 3353	3
Persuasive Writing for Strategic Communication	3
SC 3753	3
Graphic Design for Strategic Communication	3
SC 4013	3
Advertising Media and Markets	6
SMSC	15
Approved SMSC Electives	3
Entertainment Media Option	3
*SC 3043	3
Entertainment in the Media	3
SC 3343	3
Social Media	3
MMJ 3153	3
Fundamentals of Video/Studio Production	3
MMJ 4960 or MMJ 4573	3
Live Field Production Documentary	3
*SC 4743	3
Entertainment Media Capstone	
Major Related Courses	9
Select three of the following courses:	
AMST 3223	3
Theories and Methods	3
AMST/ENGL	3
Television and American Society	

3503		
AMST 3513	Film and American Society	3
AMST 3683	Introduction to Digital Humanities	3
Electives		4
Select courses from an approved list.		
Total		120

*Denotes new course

**OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN FINANCE AND INVESTMENT BANKING**

Degree Requirements		Credit Hours
Required Courses		12
FIN 5013	MBA Business Finance	3
FIN 5053	Theory & Practice of Corporate Financial Management	3
FIN 5223	Investment & Strategy	3
FIN 5343	Valuation and Financial Modeling	3
Elective		3
Select one course from the list below:		
FIN 5653	Bond Markets	3
FIN 5550	Portfolio Management	3
FIN 5550	Derivatives	3
FIN 5550	Securities Industry Essentials	3
FIN 5550	Computational Finance	3
FIN 5363	Energy Finance	3
FIN 5833	Student Managed Investment Fund	3
Total		15

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN GEOPHYSICS**

Program Requirements	Credit Hours	
General Education	40	
ENGL 1113 or ENGL 1313	Composition I Critical Analysis and Writing I	3
ENGL 1213 or ENGL 1413 or ENGL 3323	Composition II Critical Analysis and Writing II Technical Writing	3
HIST 1103 or HIST 1483 or HIST 1493	Survey of American History American History to 1865 American History Since 1865	3
POLS 1113	American Government	3
MATH 2144	Calculus I	4
	Humanities (courses designated H)	6
CHEM 1314	Chemistry I	4
PHYS 2014	University Physics I	4
	Social Sciences (courses designated S)	3
	Additional General Education (courses designated A, H, N, or S)	7
College/Departmental Requirements	13	
A&S 1111	First Year Seminar	1
	Arts and Humanities (courses designated H or courses from AMST, ART, DANC, ENGL (except 3323), HIST, MUSI, PHIL (except 1313, 3003, and 4003), REL, TH, and foreign language)	3
MATH 2153	Calculus II	3
MATH 2163	Calculus III	3
MATH 2233	Differential Equations	3
	Foreign Language	0-6
Major Requirements	40	
GEOL 1114	Physical Geology	4
GEOL 1224	Evolution of the Earth	4
GEOL 2464	Rocks and Minerals	4
GEOL 3014	Structural Geology	4
GEOL 3034	Principles of Stratigraphy and Sedimentology	4
GEOL 4103	Introduction to Geophysical Exploration	3

GEOL 4113	Seismic Interpretation	3
GEOL 4543	Introduction to Exploration Seismology	3
PHYS 2114	University Physics II	4
PHYS 3513	Mathematical Physics	3
Select 18 credit hours from the courses below:		18
GEOL 4023	Petroleum Geology	3
GEOL 4213	Plate Tectonics	4
GEOL 4313	Introduction to Well Log Analysts	3
GEOL 4433	Applied Geostatistics	3
GEOL 4453	Hydrogeology	3
GEOL 4463	Physical Hydrogeology	3
GEOL 4643	Seismic Data Processing	3
GEOL 4990	Special Problems in Earth Science	1-9
GEOG 4333	Introduction to Remote Sensing	3
General Electives		13
<p>Students must take 13 credit hours so the number of credit hours completed totals 120. May need to include 6 credit hours of foreign language. May need to include 6 credit hours upper-division general education course work outside major department and additional upper-division credit hours.</p>		
Total		120

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #18-d:

New Programs.

SUBJECT: Northeastern State University. Approval to offer the Bachelor of Science in Freshwater Sciences and the Certificate in American Chemical Society.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's request to offer the Bachelor of Science in Freshwater Sciences and the Certificate in American Chemical Society in Tahlequah and Broken Arrow, 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 Freshwater Sciences.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 15 students in Fall 2025; and
Graduates: a minimum of 6 students in 2025-2026.
- **Certificate in American Chemical Society.** This certificate will be embedded within the Bachelor of Science in Chemistry (014) and will be included in the regular program review due in 2021.

BACKGROUND:

Academic Plan

Northeastern State University's (NSU) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

During the 2020-21 academic year, Northeastern State University will prepare institutionally for its upcoming Higher Learning Commission re-accreditation site visit scheduled for October 2021. Building on the successful completion of its HLC Quality Initiative, *Sustaining Student Success*, the institution is engaged in continuous improvement efforts focused on providing all students a quality education wherever and however they access their courses.

Transfer students will be an area of focus as NSU continues to implement the recommendations drawn from its participation in the Tulsa Transfer Partnership. During 2019-20, several action items were completed including revisions to transfer advising appointments and transfer student orientations as well as identifying and funding a position to evaluate transfer work and hiring a second transfer advisor. As the partnership evolves in 2020-21 to a consortium that considers more systemic solutions to strengthen higher education pathways, NSU faculty and personnel will work with colleagues at partner institutions to update transfer processes, identify student engagement opportunities, and provide shared faculty development opportunities to maximize funding.

In 2020-21, NSU's new eCampus office will continue to develop a strategic plan for online offerings, review resource allocation, and seek opportunities to meet student needs in programming and support. Instructional designers will work with faculty and ensure a consistent experience for all students, no matter the course delivery method. The existing Center for Teaching and Learning staff will continue their efforts to support faculty as they work in Zoom environments and utilize tools to enhance student engagement and improve assessment practices.

In addition to these institutional academic priorities, each college and academic unit has identified areas of focus for the coming academic year. Their plans are summarized below.

After the approval of new short-term certificate programs, the College of Business and Technology will engage community partners such as the Cherokee Nation, chambers of commerce, area economic development organizations, and individual businesses to provide professional development for employees. CBT's advisory board members are enthusiastic about these certificates as a mechanism to help them meet their workforce training. Potential new programs under consideration include certificates to help displaced workers from the oil and gas industry retrain as well as certificates to provide accounting and financial planning preparation, a growing job market in NSU's service areas. The college will continue to work toward ABET accreditation of its Environmental Health and Safety Management program.

The College of Education's priorities for 2020-21 focus on recruitment, retention, and updating teacher education programs to meet the ever-changing marketplace. Faculty continue to work closely with area schools and other employers to encourage individuals to consider education, counseling, and health / wellness as careers. Several "grow your own" initiatives are in place with area school districts, and the faculty are engaged in a review of program curriculum and requirements to alleviate potential barriers for students as they complete their degrees. The college seeks not only to provide supports for academic needs, but also to help students find resources to meet economic, social, and emotion needs. Faculty are committed to assisting students who are marginalized or come from underrepresented groups.

The College of Liberal Arts has identified three priorities for the coming year, all related to connecting and serving NSU's communities and their development. The first priority is to secure accreditation for the new Master of Social Work program in Tahlequah. The program has already met two benchmarks and is on track to finalize accreditation in summer 2021. Graduates of the MSW program will meet a tremendous need given the socio-economic challenges of the region. A second priority is to revitalize connections with the Cherokee Nation through the work of faculty in language programs and partnerships that help more citizens attain degrees. Finally, the college plans to increase recruitment and retention efforts through improved marketing and communication as the institution itself transitions to new webhosting platforms.

The Gregg Wadley College of Science and Health Professions will build out its proposed Freshwater Sciences, B.S. degree, a result of a collaborative effort between faculty and area experts in freshwater sciences. This degree will fill a demand for water-related scientists reflected in the OK Employment Security Commission long-term employment projections. The college will also review the feasibility of a computer science degree at the graduate level as well as a certificate in Diagnostic Molecular Scientist for those who work in hospital laboratory settings. If the Physician Assistant Studies program is provisionally approved, a cohort of 20 students will start the program in October. Faculty and students in allied health profession programs such as speech language pathology and occupational therapy will continue to offer clinics and complete internships that serve the general public.

The Oklahoma College of Optometry (OCO) has outlined several priorities for the coming year. Priorities continue to include the need for updated and upgraded facilities for both academic and clinical spaces and to recruit and retain faculty who value the opportunity to teach in a rural environment. In terms of recruiting

students and residents, the college faces a flat nationwide optometry applicant pool and the opening of new optometry schools which will compete with OCO for the best candidates. However, NSU's faculty continues to gather national acclaim due to outreach and post-graduate training they can provide given Oklahoma's broad scope of optometric practice. These national connections continue to raise awareness and the prestige of the college.

NSU's Graduate College will direct tuition waiver funding for new / transfer graduate students during 2020-21 and couple that with a graduate recruitment and enrollment campaign. Work continues on the development of a potential peer-reviewed journal and graduate student / faculty recognition spotlights for use in marketing and recruitment.

The John Vaughn Library's *Learning Commons* concept is coming to fruition as several sub-components of that effort are priorities for 2020-21. The Learning Commons project will provide new study, research, and tutoring spaces as well as a new suite of offices and workspaces for the Center for Teaching and Learning on the third floor. This convergence of services for students and faculty will leverage existing resources and foster collaborative efforts that enhance student learning. Library faculty and staff will also work on a comprehensive information literacy assessment plan to ensure that all students have access to information literacy instruction which is critical today.

NSU's academic support units have identified priorities aligned with the institution's mission and continuous improvement mindset. The University Advising Center will continue to facilitate individual and group workshops for students on academic probation, oversee the academic early alert system, and provide actionable information from the data analytic software about potential student groups targeted for service outreach. The University Advising Center plans to expand its student success initiatives through a series of workshops on topics such as using the degree audit system, using the schedule planner and other topics of interest to students.

In the coming year, the Center for Tribal Studies (CTS) will facilitate programs for personal development and academic success for Native American students. Staff will conduct a survey regarding wants and needs and then create a calendar of events on topics related to scholarship programs, leadership training, and wellness. CTS will work closely with the University Advising Center to assist with the early alert process and retention efforts. In addition, CTS will collaborate with tribal human resource departments and NSU's Career Services office to help students gain awareness of career opportunities and employer needs. Staff will also explore partnerships with NSU's Sequoyah Institute and the Center for Women's Studies to support cultural programming.

Despite recruiting setbacks as a result of the global pandemic, NSU's Office of International Programs will continue to recruit virtually and to support NSU's existing international student populations through cultural events and outreach to help students feel more at home. These events include daily activities during International Education Week as well as celebrations of international holiday such as Diwali, Holi, and Chinese New Year. The office also offers international students opportunities to explore local destinations and experience American cultural activities as a group or with an American buddy.

Finally, NSU's branch campuses will continue their services to both students and the host communities of Muskogee and Broken Arrow. Healthcare continues to be an important industry for Muskogee, and having programs that prepare medical providers in nursing, occupational therapy, speech language pathology, and nursing support that industry. Muskogee is also focused on growing manufacturing jobs, and NSU's programming in supply chain and other STEM majors will be considerations for future offerings. The campus dean has proposed a new student services position to address a growing student population. In Broken Arrow, priorities for 2020-21 also have a student focus with a review of facilities to co-locate services for students on a single floor of the administration building and update student lounge / study areas.

NSU Broken Arrow has affiliations with and hosts multiple community events and conferences such as Broken Arrow Leadership, Women in STEM conference, Supply Chain and Logistics Symposium, and various art exhibits and lectures. Each is in conjunction with area organizations such as the Tulsa Regional STEM Alliance, Oklahoma Manufacturing Alliance, Oklahoma Center for the Advancement of Science and Technology, and local industries. This campus also hosts students enrolled in Broken Arrow Public Schools’ dual credit associate’s degree program that allows students to earn their associate’s degree while completing their high school diploma.

In every endeavor, NSU strives to live up to its mission of “. . . empowering students, faculty, staff and the community to reach their full intellectual and human potential . . .” These academic priorities help NSU achieve that goal.

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:

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

Program Review

NSU offers 114 degree and/or certificate programs as follows:

25	Certificates
0	Associate in Arts or Sciences Degrees
0	Associate in Applied Science Degrees
60	Baccalaureate Degrees
28	Master’s Degrees
0	Doctoral Degrees
1	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with 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 Bachelor of Science in Freshwater Sciences and the Certificate in American Chemical Society at their September 11, 2020 meeting. NSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Freshwater Sciences

Program purpose. The proposed program will expose students to the various sciences, technologies, and management issues related to freshwater and enable them to facilitate interdisciplinary approaches to solve problems related to freshwater.

Program rationale and background. NSU students who are interested in water resources may currently choose science majors such as chemistry or biology. Between 2014-2015 and 2018-2019, the number of chemistry majors in all areas grew from 55 to 93. The number of majors in the Fisheries and Wildlife option in the Bachelor of Science in Integrative Biology (115) program has remained steady at approximately 60. In 2016 and 2018, surveys of students enrolled in CHEM 3523: Environmental Chemistry revealed that 80 percent of students surveyed would have considered a major focused on freshwater sciences, if it had been available. Beyond recruiting current NSU students for the proposed program, NSU will also expand its partnership with Tulsa Community College to include pathways for students completing associate in science degrees in biology, chemistry, environmental science and natural resources, and geology to transfer into the proposed program.

Employment opportunities. Recent studies have called for major investments by the United States in freshwater research, large lakes research, and revitalized investment in education and training in freshwater studies. However, few undergraduate programs focused on freshwater exist in the U.S. The high national demand for water-related scientists is confirmed by multiple U.S. Bureau of Labor Statistics’ employment projections. For example, from 2019 to 2029, employment of environmental scientists and specialists is projected to grow 8 percent, much faster than the average for all occupations, and employment of hydrologists, geoscientists, and conservation scientists is projected to grow 5 percent, faster than the average for all occupations. There is also a high demand for water-related scientists in Oklahoma. Oklahoma Employment Security Commission (OESC) data projects significant employment growth for environmental scientists and specialists (7.6 percent), and hydrologists (6 percent) from 2018 to 2028. Additionally, employment for environmental scientists and specialists is projected to increase 9.6 percent and employment for environmental engineers is projected to increase 10.3 percent in the northeastern area of Oklahoma between 2016 and 2026. Moreover, environmental engineer, environmental scientist, and geoscientist are currently considered critical occupations in Oklahoma.

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 2025
Minimum Graduates from the program	6	2025-2026

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

Institution	Existing Program
Oklahoma State University	Bachelor of Science in Agricultural Sciences and Natural Resources in Environmental Science, Water Resources option (401)

A system wide letter of intent was communicated by email on May 5, 2020. Oklahoma State University (OSU) and the University of Oklahoma (OU) requested copies of the proposal, which were sent on October 2, 2020. Neither OSU, OU, nor any other 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 Bachelor of Science in Freshwater Sciences 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 A).

Content Area	Credit Hours
General Education	47
Program Core	40
Guided Electives	13
Minor	18
General Electives	6
Total	124

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

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

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

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

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
<i>Explanation: The amount above represents the portion of departmental administrative assistant's salary that will support program.</i>					

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
State Resources Available through Internal Allocation and Reallocation	\$83,269	\$83,269	\$83,269	\$83,269	\$83,269
<i>Explanation: The amount above represents the portion of salaries and fringe benefits of current faculty that will support program.</i>					
Student Tuition	\$25,761	\$53,010	\$82,026	\$112,716	\$145,080
<i>Explanation and Calculations: Student tuition is based on estimated student count of 3, 6, 9, 12, and 15 in years 1 through 5, multiplied by 31 credit hours and \$277/credit hour (Oklahoma resident tuition and fees rate) per year. The calculations also include anticipated 3 percent annual tuition and mandatory fee increases for years 2-5.</i>					
TOTAL	\$113,030	\$140,279	\$169,295	\$199,985	\$232,349

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
<i>Explanation: The amount above represents the portion of departmental administrative assistant's salary that will support program.</i>					
Faculty	\$83,269	\$83,269	\$83,269	\$83,269	\$83,269
<i>Explanation: The amount above represents the portion of salaries and fringe benefits of current faculty that will support program.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: The amount above represents a portion of pay for a student employee.</i>					
Equipment and Instructional Materials	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
<i>Explanation: The amount above is the estimated cost of instructional materials needed for the proposed program.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: The amount above is the estimated cost of educational lab supplies for the proposed program.</i>					
Printing	\$500	\$500	\$500	\$500	\$500
<i>Explanation: The amount above is the estimated cost of printing and electronically distributing promotional materials for the proposed program.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000

Explanation: The amount above is the estimated cost of travel expenses for class field trips and faculty visits to internship sites for the proposed program.

Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$100,769	\$100,769	\$100,769	\$100,769	\$100,769

Certificate in American Chemical Society

Program purpose. The proposed certificate program will provide a broad background in chemical principles and in-depth study of five of the traditional subdisciplines of chemistry: analytical, biochemistry, inorganic, organic, and physical.

Program rationale and employment opportunities. The Bachelor of Science in Chemistry (014) program at NSU is certified by the American Chemical Society (ACS). Students who complete the Professional option within the bachelor’s program will have an ACS certified chemistry degree. Students who complete a few specific courses in the Biochemistry option may also meet the requirements to have an ACS certified chemistry degree. Even though NSU has these requirements in place, none of the students in this degree program currently receive any formal recognition for meeting ACS certification requirements. The proposed embedded certificate will serve as formal recognition on a student’s transcript that these requirements have been met.

According to OESC data, employment for chemists is projected to grow 13.3 percent in the northeast Oklahoma between 2016 and 2026. OESC data also suggests that employment for chemists is projected to grow 5.8 percent across Oklahoma between 2018 and 2028. Nationally, employment of chemists and materials scientists is projected to grow 5 percent from 2019 to 2029, which is faster than the average for all occupations. NSU is confident that students who complete this certificate will possess the skills and experience necessary to be successful in the workforce immediately after graduation.

Student demand. The proposed certificate program is expected to fulfill student demand within the Bachelor of Science in Chemistry (014) degree program.

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

Institution	Existing Program
Oklahoma State University	Bachelor of Science in Chemistry, American Chemical Society option (044)

A system wide letter of intent was communicated by email on July 24, 2020. East Central University (ECU) and Tulsa Community College (TCC) requested copies of the proposal, which were sent on September 24, 2020 and October 5, 2020, respectively. Neither ECU, TCC, nor any other State System institutions notified State Regents’ staff of a protest to the proposed certificate. Due to employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in American Chemical Society program will consist of 56 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).

Certificate in American Chemical Society

Content Area	Credit Hours
Required Courses	46
Electives	10
Total	56

Faculty and staff. Existing faculty will teach courses in the proposed certificate program.

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

Financing and program resource requirements. The proposed program will be an embedded certificate within the Bachelor of Science in Chemistry (014) 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 proposed certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

**NORTHEASTERN STATE UNIVERSITY
BACHELOR OF SCIENCE IN FRESHWATER SCIENCES**

Degree Requirements	Credit Hours
General Education	47
Mathematics (3 hours)	
MATH 1513	College Algebra 3
Written and Oral Communication (9 hours)	
ENGL 1113	English Composition I 3
ENGL 1213	English Composition II 3
COMM 1113 or COMM 2213 or COMM 3223 or COMM 3303	Fundamentals of Oral Communication Public Speaking Business and Professional Communication Group Dynamics 3
Social and Behavioral Sciences (9 hours)	
HIST 1483 or HIST 1493	American History to 1877 American History since 1877 3
POLS 1113	American Federal Government 3
ECON 2213 or ECON 2313 or GEOG 2243 or PSY 1113 or SOC 1113	Principles of Microeconomics Principles of Macroeconomics Fundamentals of Geography Introduction to Psychology Introduction to Sociology 3
Global Perspectives (3 hours)	
	Select one course from approved list. 3
Life Skills (6 hours)	
HED 1113 or NUTR 1653	Personal Health Basic Nutrition 3
FIN 2113 or HFS 1103 or PSYC 1003 or CS 1003 or IS 1003 or EDUC 4823 or HED 2212 or LIBM 4611 or MS 2453 or COMM 2453	Personal Financial Planning Relationships and Marriage Introduction to Human Behavior Computers in Modern Society Computers in Modern Society Emerging Technologies First Aid/Responding to Emergencies Introduction to Online Research Media Literacy Media Literacy 3
Humanities (6 hours)	
	Select two courses from the following list:
ART 2023 DRAM 2763	Art Appreciation Theatre Appreciation 6

DRAM 2843	Film Appreciation	
ENGL 2113	Introduction to Literature	
HIST 1113	Early Western Civilization	
HIST 1213	Modern Western Civilization	
HUM 2113	Ancient Cultures	
HUM 2223	Modern Cultures	
MUS 2533	Rock Music History	
MUS 2543	Music Appreciation	
MUS 2743	Jazz Appreciation	
MUS 2863	World Music	
PHIL 1013	Introduction to Philosophy	
WGS 2123	Introduction to Women's and Gender Studies	
Natural Sciences (8 hours)		
BIOL 1013 and BIOL 1011	Introductory Biology I Introductory Biology I Lab	4
CHEM 1123 and CHEM 1131	General Chemistry I General Chemistry I	4
University Studies (3 hours)		
UNIV 1003	University Strategies	3
Program Core Requirements		40
BIOL 1021 and BIOL 1023	Introductory Biology II Introductory Biology II Lab	4
BIOL 3524	Ecology	4
*BIOL 3623	Stream Ecology	3
BIOL 4554	Limnology	4
CHEM 1223 and CHEM 1231	General Chemistry II General Chemistry II Lab	4
CHEM 2004 or CHEM 3123 and CHEM 3131	Essentials of Organic Chemistry Organic Chemistry I Organic Chemistry I Lab	4
CHEM 3523	Environmental Chemistry	3
GEOL 1114	Physical Geology	4
MATH 3513	Statistical Methods	3
*SCI 1621	Professions in Water Sciences	1
*SCI 3543	Water Regulation	3
*SCI 4261	Freshwater Sciences Senior Seminar	1
*SCI 4292	Freshwater Sciences Internship	2
Guided Electives		13
Select from the following:		
*BIOL 3653	Wetlands Ecology	3
BIOL 3003	Plant Biology	3
BIOL 3013	Animal Biology	3

BIOL 3224	Microbiology	3
BIOL 3244	Ichthyology	3
BIOL 3464	Field Botany	3
BIOL 4234	Mammalogy	3
BIOL 4264	Ornithology	3
BIOL 4584	Herpetology	3
CHEM 3223	Organic Chemistry II	3
CHEM 3231	Organic Chemistry II Lab	1
CHEM 3315	Quantitative Analysis	5
CHEM 4714	Instrumental Analysis	4
ENVM 3023	Introduction to Environmental Management	3
ENVM 4053	Environmental Toxicology	3
ENVM 4233	Environmental Regulatory Compliance	3
GEOG 2003	Global Studies	3
GEOG 3813	Geographic Information Systems	3
GEOG 4623	Sustainability and Resiliency	3
GEOG 4743	Climate Change	3
GEOG 4803	Geospatial Technologies	3
GEOG 4833	Advanced Geographic Information Systems	3
GEOG 4853	GIS Automation and Scripting	3
GEOG 4873	GIS Applications	3
GEOL 4134	Environmental Geology	4
PHYS 1114	General Physics I	4
SCI 4110	Special Topics in Science	Varies
Minor		18
Students should consult with advisor to select minor that aligns with career interests.		
General Electives		6
Students should complete 6 credit hours of electives so that the number of credit hours completed total 124.		
Total		124

*Denotes new course

**NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN AMERICAN CHEMICAL SOCIETY**

Program Requirements		Credit Hours
Required Courses		46
CHEM 3123	Organic Chemistry I	3
CHEM 3131	Organic Chemistry I Lab	1
CHEM 3223	Organic Chemistry II	3
CHEM 3231	Organic Chemistry II Lab	1
CHEM 3315	Quantitative Analysis	5
CHEM 3413	Inorganic Chemistry	3
CHEM 3421 or CHEM 4221	Inorganic Chemistry Lab Biochemistry Lab	1
CHEM 4214	Biochemistry	4
CHEM 4412	Research in Chemistry I	2
CHEM 4524	Physical Chemistry I	4
CHEM 4911	Chemistry Seminar I	1
MATH 2614	Calculus I	4
MATH 2624	Calculus II	4
PHYS 2115	Engineering Physics I	5
PHYS 2215	Engineering Physics II	5
Electives		10
Select from the following:		
CHEM 3523	Environmental Chemistry	3
CHEM 4113	Advanced Organic Chemistry	3
CHEM 4223	Polymer Chemistry	3
CHEM 4233	Bioinorganic Chemistry	3
CHEM 4360	Special Topics in Chemistry	Varies
CHEM 4513	Medicinal Chemistry	3
CHEM 4624	Physical Chemistry	4
CHEM 4714	Instrumental Analysis	4
CHEM 4723	Advanced Biochemistry	3
Total		56

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #18-e:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Science in Agricultural Science and Natural Resources in Agricultural Systems Technology, the Bachelor of Fine Arts in Acting, and the Educational Specialist in School Psychology.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Bachelor of Science in Agricultural Science and Natural Resources in Agricultural Systems Technology, the Bachelor of Fine Arts in Acting, and the Educational Specialist in School Psychology, 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 Agricultural Science and Natural Resources in Agricultural Systems Technology.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 15 students in Fall 2024; and
Graduates: a minimum of 5 students in 2024-2025.
- **Bachelor of Fine Arts in Acting.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 12 students in Fall 2024; and
Graduates: a minimum of 5 students in 2024-2025.
- **Educational Specialist in School Psychology.** 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 4 students in 2023-2024.

BACKGROUND:

Academic Plan

Oklahoma State University's (OSU) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

College Arts and Sciences (CAS)

CAS is planning a significant expansion in its academic programs offered on the OSU-Tulsa campus. To serve demand for students interested in medical school or other health professions, CAS will offer the BS in biology and a new undergraduate degree in biotechnology. As a means of better serving the Tulsa arts community, CAS will offer the BA in arts administration and BS in music industry. At the graduate level,

the College plans to develop a professional science masters (PSM) in geosciences on the Tulsa campus, the first program of its type in Oklahoma. Faculty involved with the College's Center for Africana Studies will offer courses that support a new minor called Truth and Reconciliation in the Americas.

In the fall of 2020, CAS will roll-out Cowboy Concurrent Online, which provides access to introductory courses for Oklahoma high school seniors. With funding from OSRHE to cover tuition and the OSU Foundation covering fees, the program enables eligible seniors to earn credit hours without cost in English composition, American history, college algebra, American government, psychology, and/or media while enrolled in high school. High school juniors in Oklahoma and out-of-state students may take Cowboy Concurrent Online courses at reduced rates.

College of Education and Human Sciences (CEHS)

The first pressing academic priority for year one of the newly formed CEHS is to determine enrollment capacity for the undergraduate programs. A capacity study through Hanover Research Group will determine the optimal size and arrangement of the undergraduate programs, given the current resources. These data will be used to determine synergies and overlap in current programs within the college and will be shared with the leadership team and the faculty advisory committee for discussion. These groups will then develop a set of criteria for the development of new programs or reorganization of current programs into new units, if needed.

The second academic priority for CEHS is to determine enrollment capacity for 100% online graduate degree programs. Work is ongoing with EAB Research Group and the Institute of Teaching Learning Excellence (ITLE) to conduct a market scan of online graduate degree programs. These data showed that the highest priority programs are Family Financial Planning, Educational Psychology, and Human Development and Family Science in the Family and Community Services option. Additionally, the MS in Aviation and Space, Dietetics, and Special Education showed a strong competitive opportunity in this region. A capacity study will determine the optimal size and arrangement of these programs, given the current resources.

CEHS's third academic priority is to increase undergraduate enrollment of underrepresented students in the academic programs. The plan is to develop programming that will not only bring students from underrepresented groups to CEHS but will also increase their opportunity to be involved in leadership development and success initiatives.

College of Engineering, Architecture and Technology (CEAT)

CEAT's highest overarching priorities continue to focus on student and faculty success and increasing the number of highly qualified graduates as related to the needs of industry. More engineering graduates are needed in all disciplines, but the greatest and most urgent needs are related to software engineering and electrical and computer engineering. CEAT will strive to increase the number of new students with focused recruiting in Oklahoma and Texas, new articulation agreements with Oklahoma community colleges, programs to stimulate an interest in STEM for K-12 students, and an expansion of scholarships to attract qualified students. Expanding the diversity of students and faculty in CEAT, including more females and underrepresented populations, remains a priority. A significant limitation is the continuing budget reductions from the state. For current CEAT students, priority will be on increasing retention, graduation rates, and diversity and inclusion initiatives.

Ferguson College of Agriculture (FCA)

A main academic priority of FCA is to improve undergraduate student academic success, particularly among first generation college students. Academic departments have developed new or enhanced seminar courses designed to improve academic and career readiness. Departments are evaluating student success across their curriculum to identify courses where significant achievement gaps exist and where changes to

course pedagogy may have a positive impact on student learning. This is especially important in our pre-med and pre-vet degree option areas where there are high enrollments. Collaboration between academic and student support programs is critical to increasing student success. FCA partners with the Office of First Year Success to share student information and resources supporting individual students. The college also expanded its peer tutoring services offered in the “Study and Snacks” program, in addition to increased peer mentoring/tutoring support in several academic departments. Scholarship support for first generation and sophomore students is an important component of the strategy. Investment into experiential learning opportunities continues, including department and college-level undergraduate research programs, additional honors add-on courses, service-learning connections and faculty investment in student organization activities. The Greenhouse Learning Center opened in fall 2019 and includes outdoor experiential learning spaces such as the hands-on crops teaching area.

Another academic priority of FCA is to increase enrollment in undergraduate and graduate programs where capacity is available. Potential growth programs include horticulture, landscape architecture, plant and soil sciences, food science, biochemistry and molecular biology, biosystems engineering, forestry, and agricultural leadership. It is also a goal to increase the number of FCA degree programs approved for inclusion in the Academic Common Market (ACM). Potential ACM programs include, but are not limited to, landscape architecture, landscape management, agricultural leadership, and forestry. Graduate program strategies include development of 3+2 and 4+1 undergraduate to graduate degree agreements, and formalized agreements with international institutions, such as dual degree and bridge programs.

A third FCA academic priority is to strengthen transfer student recruitment and timely degree completion, including updating and expanding Finish Orange transfer guides with Oklahoma’s 2-year institutions and instituting virtual transfer partner meetings focused on specific academic programs and student success issues important to transfer student success. Faculty who teach introductory courses in FCA’s programs are working with faculty at partner institutions to share course learning outcomes and course materials in order to enhance the transferability of courses and to strengthen transfer student success. Once OSRHE approval is received, the Agricultural Leadership online degree completion program will be heavily promoted as it meets the needs of a broad set of agricultural career interests.

Spears School of Business (SSB)

The current pressing academic priority of SSB is to maintain a quality and safe educational experience for the students as the pandemic is navigated with all its resulting health, economic, and social impacts. Achievement of this priority requires careful planning for the fall semester, excellent and timely communications with all stakeholders, and a resilient attitude. To that end, early communication with faculty is essential, so that there is sufficient time to prepare for potentially multiple delivery modes in the upcoming fall and spring semesters. In addition, work is ongoing to get a handle on student needs and expectations through surveys and discussions so that their needs can be appropriately predicted, planned for, and met.

Another academic priority of SSB is to ensure the impact of scholarly contributions. Faculty tracks have been created and implemented that enable faculty to produce intellectual contributions that place in the highest-rated academic journals or to publish in journals that are heavily read by practitioners. Publications in low-rated academic journals do not contribute to our reputation or our societal impact and consequently will not contribute to faculty qualification. It is thought that these new tracks will ultimately contribute to higher faculty satisfaction and greater research impact. In addition, adoption of a college-level “Big Idea” is in the works to bring faculty and staff together in collaboration with the community (business and otherwise) to find solutions to pressing problems.

SSB’s third academic priority is to prepare technology-adaptable students. External parties and the accrediting agency want SSB to ensure that the graduates can adapt quickly to new technology. Significant

changes to the undergraduate core curriculum to ensure that graduates are adept with Excel have already occurred. However, individual programs are being asked to ensure that discipline-specific technologies are being incorporated in the upper-division curriculum.

School of Global Studies and Partnerships (SGSP)

The MS program in SGSP has largely finished the effort to roll-out the new curriculum and recruit students. Priorities include: 1) recruitment of high-quality students, 2) adding additional faculty to support the growth, 3) expanding programs to Tulsa and online, and 4) finding classroom space to accommodate the larger program. The COVID-19 pandemic has made recruitment of international students one of the top priorities as cuts in the budget for graduate assistants have reduced the ability to attract as many top students. The closure of embassies overseas made it difficult to impossible for prospective international students to get visas to study in the US. The search for innovative funding opportunities will continue, as well as the work with the State Department to enroll new students. Budget cuts and inability to travel during the pandemic have affected the capacity to interview and hire faculty. Adjuncts will be used to fill positions, as needed. Spaces in the Wes Watkins Center controlled by Conference Services are being explored for use by the MS program.

Center for Health Sciences (OSU-CHS)

Important academic priorities at OSU-CHS this year are to increase the quality of graduate program content by expanding course offerings and academic programs including the creation of interdisciplinary programs and partnerships imperative to expanding student employability. The creation and marketing of new course and program offerings will lead to additional academic services and resources to both online and on-campus student populations. Examples of new programs and partnerships include the proposed Graduate Certificate in Neuroscience, which is a collaborative effort among the OSU Brain Initiative and the three OSU campuses with graduate education: Tulsa, Stillwater, and CHS.

New Programs:

College Arts and Sciences (CAS)

New degrees/certificates that are planned include:

BS in Environmental Geosciences (new degree program at OSU-Stillwater)

BS in Biotechnology (new degree program at OSU-Stillwater and OSU-Tulsa)

Professional Science Masters (PSM) in Geosciences (new degree at OSU-Tulsa)

MA in Peace, Conflict and Security Studies (new degree at OSU-Stillwater and online)

Undergraduate Certificate in Professional Spanish (OSU-Stillwater and OSU-Tulsa)

Undergraduate Certificate in eSports Communication (OSU-Stillwater and OSU-Tulsa)

Undergraduate Certificate in Inclusive Excellence (OSU-Stillwater, OSU-Tulsa, online; co-sponsored with the Division of Institutional Diversity)

Existing undergraduate degrees to be offered at OSU-Tulsa campus include:

BS in Biology

BS in Music Industry

BA in Arts Administration

BA in Theatre

BA in Global Studies

An existing undergraduate certificate will be added at OSU-Tulsa, Certificate in Geographic Information Systems.

OSU-Tulsa is working with the CAS leadership team to identify funding to support faculty positions on the OSU-Tulsa campus to support biology instruction. Several other new programs will be supported through the internal reallocation of funds.

College of Education and Human Sciences (CEHS)

New degrees that are planned include:

Option in Sports and Coaching Science to the BS in Applied Exercise Science (AES) – no new funds are needed

Online delivery of the BSHS in Nutritional Sciences

Online delivery of the BS in Elementary Education - will request one elementary education generalist teaching faculty line

AES option in Sport and Tactical Training - under discussion

MS in Social Work – under discussion

Graduate certificates in Sports and Coaching Science, Sport and Tactical Training, Digital Design, Human Factors, Community Health Worker, and Culinary Medicine are also being explored.

College of Engineering, Architecture and Technology (CEAT)

CEAT is developing a plan to offer a new BS Software Engineering degree program to meet the needs in industry of this critical area. This will require new funds to hire the faculty with the expertise to fill this need.

Under consideration are:

BS Engineering Technology in Construction Management

BS Engineering Technology in Mechatronics and Robotics

BS in Emergency Management

MS in Defense Engineering

Ferguson College of Agriculture (FCA)

New degree already in review/approval process:

Agricultural Systems Technology BS – Additional faculty resources will be needed to staff this program.

The Biochemistry and Molecular Biology department is evaluating opportunities for a new professional master's degree that would meet the needs of industry and government and considering new graduate degree programs (MS and PhD) in agricultural data science and bioinformatics. There may be grant program opportunities to support startup of these new degrees.

The Department of Agricultural Education, Communications and Leadership may propose a Master of Arts in Teaching (MAT) degree in Agricultural Education. The department may also develop a graduate certificate to support professional licensure of alternately certified teachers. Also under consideration is a name change from the MAg-Agricultural Leadership to MAg- Agricultural Education, Communications and Leadership.

A wildlife management degree to focus more on management and less on basic ecology is under possible consideration. The Oklahoma Department of Wildlife Conservation (ODWC) wants graduates who are more capable in conducting field activities and who understand the practical aspects of wildlife management that agencies such as ODWC or the Natural Resources Conservation Service needs.

Undergraduate and Graduate certificates under consideration:

Food Safety

Agricultural Leadership

Agricultural Systems Management

Sustainable Agricultural Production

Urban Horticulture

Regenerative Horticultural Production

Precision Agriculture Management

Biosecurity and Bioforensics Applications in Agriculture and the Environment

Environmental Science and Plant Protection

Most of the above certificate programs will not require additional faculty resources.

Due to the recent graduate degree sheet development project, it has been clear that many FCA graduate programs need updates or clarifications to their core course offerings and to their degree credit hour structures. Program modifications are anticipated this year and new graduate program opportunities may be identified through this process.

Multiple departments are examining undergraduate and/or graduate dual degree and transfer degree opportunities with international institutions located in China, Mexico, Ethiopia, and with other strategic partners. At the graduate level, departments are considering 3+2 and 4+1 programs, both within similar disciplinary areas (such as agricultural economics, agribusiness, biochemistry and molecular biology, biosystems engineering, entomology) and across disciplines (entomology to OSU-CHS forensic science, agricultural economics to industrial engineering and management) and institutions (FCA departments and international institutions).

Spears School of Business (SSB)

Discussions and/or work are underway on:

MS in Human Resource Management

MBA concentration in finance and investment banking

MBA supply chain option

Post-baccalaureate program for graduates who do not have an accounting degree and would like to sit for the CPA exam

Undergraduate Accounting/MIS joint degree

Online delivery of the BSBA in Management Information Systems and the BSBA in Finance

Undergraduate certificate in accounting for corporate decision making

Certificate in social entrepreneurship

Minor or certificate in risk management

Joint finance/HTM certificate in property management and real estate investment

Graduate business certificate

Graduate certificate in supply chain management

A pre-business major for incoming students is being studied. Under this approach, students would need to complete the required coursework (several hours in business core, math, and English) with the designated GPA, in order to apply for a particular business major. Those who could not meet the GPA requirements could still earn a General Business degree. This change would enhance academic efficiency through completion of appropriate course sequencing, identification of academic issues early for appropriate interventions (e.g., tutoring and SI instruction), and increased incentive for student effort in courses-- hopefully leading to reductions in academic alerts, DFW rates, and student costs, as well as savings in college resources.

School of Global Studies and Partnerships (SGSP)

Offering the Global Trade track of the MS in SGSP on the Tulsa campus is a top priority. In order to do so, 1-2 adjuncts must be hired in Tulsa and travel funding is needed for Stillwater faculty to teach in Tulsa. An estimate of the needed funding expansion is about \$15,000 per semester the short-term. Hybrid and online delivery options are also being explored to support the Tulsa program.

Center for Health Sciences (OSU-CHS)

In addition to the currently proposed interdisciplinary Graduate Certificate in Neuroscience, which is a collaborative effort of the Stillwater, Tulsa, and CHS campuses, CHS is proposing professional doctoral degrees in Health Care Administration and Forensic Sciences.

Graduate Certificates in the proposal phase are Forensic Investigative Sciences, Forensic Psychology, and three Graduate Certificates in Health Care Administration (Administration, Finance, and Global Health).

Other programs under discussion include graduate degree programs in:

- Population Health
- Indigenous & Rural Health
- Social & Neurobehavioral Science
- Biostatistics & Epidemiology
- Medical Informatics
- Addiction
- Behavioral Health
- Criminology
- Clinical Research

Under consideration are:

- MS in Applied Behavioral Analysis
- Doctorate in Physical Therapy, DPT, in Physical Therapy
- Professional doctoral degree in Athletic Training
- Expansive Nursing Program including a collaborative RN to BSN, MS in Nursing, and a Doctor of Nursing Practice

The Master of Science in Physician Assistant Studies will begin reviewing applications with an intent to begin the inaugural class in the summer of 2021, pending program accreditation. CHS will open the new Cherokee Nation campus in Tahlequah in fall 2020 with an inaugural class of 50 students bringing the total class size to 165 students.

Oklahoma State University-Tulsa (OSU-Tulsa)

OSU-Tulsa is discussing the development of the following two degrees:

- BS in Professional Studies
- MS in Professional Studies.

APRA Implementation

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

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

95	Degree and/or certificate programs deleted
157	Degree and/or certificate programs added

Program Review

OSU offers 304 degree and/or certificate programs as follows:

70	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
103	Baccalaureate Degrees
81	Master's Degrees
50	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OSU's faculty developed the proposals, which were reviewed and approved by institutional officials. OSU's governing board approved delivery of the Bachelor of Science in Agricultural Science and Natural Resources in Agricultural Systems Technology at their September 11, 2020 meeting, and delivery of the Bachelor of Fine Arts in Acting, and the Educational Specialist in School Psychology at their April 24, 2020 meeting. OSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Agricultural Science and Natural Resources in Agricultural Systems Technology

Program purpose. The proposed program will provide a broad foundation in technical and managerial topics that prepares students for careers in a multitude of industries where technology interfaces with agricultural, food and natural systems.

Program rationale and background. The curriculum for the proposed program was developed in conjunction with the department's industry advisory committee. The department also collected feedback from two-year institutions from across the state of Oklahoma while developing the program's curriculum. OSU's Bachelor of Science in Engineering Technology in Construction Engineering Technology (CET) (076) incorporates some construction management courses along with core technology courses. Therefore, students who are enrolling in that program have similar interests to those who will potentially enroll in the proposed degree program. According to OSU student profile data, the CET program had nearly a 30 percent increase in enrollment in 5 years (i.e., 164 students in Fall 2014 to 211 students in Fall 2018). Demand for agricultural technology programs around the country is also growing. Similar programs at peer institutions such as University of Nebraska, University of Missouri, Texas A&M University, and Iowa State University have current program enrollments of 120 to 130 students, and these institutions report that enrollment in these programs is continuing to grow.

Employment opportunities. Graduates of the proposed program will be prepared to work as technologists, technicians, engineers, and entrepreneurs in local communities, industries, and businesses in Oklahoma. Oklahoma has many small to medium size businesses spread across the rural parts of the state that work in the energy, agriculture and biosciences, information and financial services and transportation/distribution ecosystems. Many OSU students hail from these rural areas and the proposed program will provide these students with skills that will be useful in their hometowns.

An analysis of opportunity and skill demand and entry salary information was conducted by the Ferguson College of Agriculture Career Services office. There were several job openings available for individuals with degrees in Agricultural Systems Management or Agricultural Systems Technology. Average entry salaries for the job openings ranged from \$39,500 to \$57,170. Potential job titles for program graduates include irrigation systems manager, production supervisor, engineering technician, technical support specialist, crop specialist, dairy equipment specialist, design technician, farmer/owner/operator, operations manager, safety specialist, and precision agriculture specialist. According to the Oklahoma Employment Security Commission (OESC), employment for engineering technicians, except the “drafter/all other” category, is projected to grow 8.4 percent; employment for occupational health and safety specialists is projected to grow 6.8 percent; and employment for farm equipment mechanics and service technicians is projected to grow 3.9 percent. In addition, occupational health and safety specialist is currently identified as a top critical occupation in Oklahoma by Oklahoma Works.

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 2024
Minimum graduates from the program	5	2024-2025

Duplication and impact on existing programs. There are no Agricultural Systems Technology programs offered in Oklahoma. A system wide letter of intent was communicated by email on July 24, 2020. Tulsa Community College (TCC) requested a copy of the proposal, which was sent on October 29, 2020. Neither TCC, nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The Bachelor of Science in Agricultural Science and Natural Resources in Agricultural Systems Technology will consist of 120 total credit hours, as shown in the following table. Three new courses will be added and the curriculum is detailed in the attachment (Attachment A).

**Bachelor of Science in Agricultural Science and Natural Resources
in Agricultural Systems Technology**

Content Area	Credit Hours
General Education	40
College/Departmental Requirements	18
Major Requirements	33
Guided Electives	21
General Electives	8
Total	120

Faculty and staff. Existing and new faculty will teach courses in the proposed program.

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

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

Program resource requirements. Program resource requirements for the Bachelor of Science in Agricultural Science and Natural Resources in Agricultural Systems Technology are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$10,713	\$37,495	\$64,278	\$80,347	\$80,347
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 7, 12, 15 and 15, 15 credit hours of enrollment per semester, and tuition of \$178.55/credit hour.</i>					
TOTAL	\$10,713	\$37,495	\$64,278	\$80,347	\$80,347

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$10,700	\$37,450	\$64,200	\$80,300	\$80,300
<i>Explanation: Funds will cover .10 FTE of 1 existing faculty member's salary in year 1, .2 FTE (\$21,400) of 1 existing faculty member's salary and .15 FTE (\$16,050) of 1 new instructor's salary in year 2, .2 FTE (\$21,400)</i>					

of 1 existing faculty member's salary and .45 FTE (\$42,800) of 1 new instructor's salary in year 3, and .2 FTE (\$21,400) of 1 existing faculty member's salary and .60 FTE (\$58,900) of 1 new instructor's salary in years 4 and 5.

Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$10,700	\$37,450	\$64,200	\$80,300	\$80,300

Bachelor of Fine Arts in Acting

Program purpose. The proposed program will prepare young artists to become theatre makers who can produce their own work and understand performance, technology, design and administration.

Program rationale and background. The Department of Theatre at OSU had a Bachelor of Fine Arts (BFA) in Theatre degree, which was deleted in 2012 when the department lost critical personnel. The student population of the department declined dramatically within two years, from 82 students to 44 students. The department's remaining Bachelor of Arts in Theatre (228) program features a broad range of courses in the theory and practice of acting, drama, design and technology and prepares students for careers in secondary education, theatre and the general entertainment industry. The proposed program will provide more specialized training that will prepare students to become leaders, managers, entrepreneurs and small business owners in the theatre, arts, and entertainment industries. Other institutions in Oklahoma that offer BFA programs that are similar to the proposed program admit a limited number of students each year.

Employment opportunities. Graduates of the proposed program will be prepared to work as actors, playwrights, film directors, stage managers, drama therapists, producers, arts administrators, company managers, development directors, artists-in-residence, theatre teachers, scenic designers, booking agents, box office managers, arts council directors, lighting designers, audience relations specialists, marketing directors, costume designers, special effects technicians, grants specialists, acting coaches, literary agents, casting directors, movement directors, theatre librarians, and theatre critics. These positions are available at community organizations, fundraising firms, television/radio/film production companies, colleges, universities, secondary schools, theatres, touring companies, arts councils, libraries, performing arts organizations, amusement and theme parks, cruise lines, and film companies. According to the OESC, employment in the performing arts, spectator sports, and related industries will increase by 5.28 percent between 2018 and 2028 in Oklahoma. Presently, production companies are flocking to Oklahoma, fueled by tax breaks that incentivize hiring artists, technicians, and craft persons from Oklahoma. At the national level, the U.S. Bureau of Labor Statistics suggests that employment of actors is projected to grow 3 percent

and employment of producers and directors is projected to grow 10 percent from 2019 to 2029, which is faster than the average for all occupations. Furthermore, the top 10 colleges with graduates appearing on Broadway stages (e.g., University of Michigan, Pennsylvania State University, Oklahoma City University) all offer students BFA degrees. Students who complete the proposed program at OSU will be competitive candidates for a multitude of positions in a multitude of work environments locally and nationally.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	12	Fall 2024
Minimum graduates from the program	5	2024-2025

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

Institution	Existing Program
University of Oklahoma	Bachelor of Fine Arts in Drama (330)
Cameron University	Bachelor of Arts in Theatre (170)
East Central University	Bachelor of Arts in Communication and Performance Studies (045)
Northeastern State University	Bachelor of Arts in Drama (128)
Northwestern Oklahoma State University	Bachelor of Arts in Speech and Theatre (041)
Southeastern Oklahoma State University	Bachelor of Arts in Theatre (060)
University of Central Oklahoma	Bachelor of Fine Arts in Theatre Arts (178)
University of Science and Arts of Oklahoma	Bachelor of Arts in Theatre Arts (006)

A system wide letter of intent was communicated by email on July 24, 2020. 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 Bachelor of Fine Arts in Acting will consist of 120 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).

Bachelor of Fine Arts in Acting

Content Area	Credit Hours
General Education	40
College/Departmental Requirements	10
Major Requirements	64
Electives	6
Total	120

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

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

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

Program resource requirements. Program resource requirements for the Bachelor of Fine Arts in Acting are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$9,383	\$23,456	\$37,530	\$46,913	\$56,295
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 5, 8, 10 and 12, 15 credit hours of enrollment, and in-state tuition plus fees of \$312.75 per credit hour.</i>					
TOTAL	\$9,383	\$23,456	\$37,530	\$46,913	\$56,295

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$1,000	\$1,000	\$4,000	\$10,000	\$10,000
<i>Explanation: Funds will cover .02 FTE of 1 existing faculty member's average \$50,000 salary in years 1 and 2, .08 FTE of the faculty member's salary in year 3, and .2 FTE of the faculty member's salary in years 4 and 5.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$2,000	\$4,000	\$4,000	\$6,000
<i>Explanation: Funds will cover pay for student employees who work in the box office, or provide administrative, carpentry, and electrician support for large productions.</i>					
Equipment and Instructional Materials	\$1,000	\$3,000	\$3,000	\$4,000	\$5,000
<i>Explanation: Funds will cover approximate costs of safety harnesses and rigging, crash mats, and gymnastic mats.</i>					
Library	\$1,000	\$2,000	\$3,000	\$3,000	\$4,000
<i>Explanation: Funds will cover fees to access and purchase scripts for research and production means, and costs of other research materials.</i>					

Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$1,000	\$2,000	\$3,000	\$3,000	\$3,000
<i>Explanation: Funds will cover approximate costs for online recruiting and the auditioning platform.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,000	\$2,000	\$3,000	\$3,000	\$5,000
<i>Explanation: Funds will cover approximate costs for hard-copy marketing and recruiting materials.</i>					
Telecommunications	\$1,000	\$2,000	\$3,000	\$4,000	\$5,000
<i>Explanation: Funds will cover approximate costs for additional telephone lines, computers for video conferencing, and mobile devices.</i>					
Travel	\$3,383	\$7,456	\$10,000	\$10,913	\$12,000
<i>Explanation: Funds will cover approximate costs for travel for faculty to attend recruitment events, to conduct research activities, and for students to attend competitions.</i>					
Awards and Grants	\$0	\$2,000	\$4,530	\$5,000	\$6,295
<i>Explanation: Funds will cover scholarships for practicum experiences, study abroad opportunities, and upper division course projects.</i>					
TOTAL	\$9,383	\$23,456	\$37,530	\$46,913	\$56,295

Educational Specialist in School Psychology

Program purpose. The proposed program will prepare students to become psychologists who provide direct services to children and serve as liaisons between children and the adults who are responsible for their welfare in schools and other educational settings.

Program rationale and background. OSU has offered an Educational Specialist in Education (237), with an option in School Psychology since 1996. The program received National Association of School Psychologists (NASP) accreditation in 1999. The proposed program moves the option into a stand-alone degree, which will allow for better recognition in recruitment and help graduates seeking licensure and employment.

Employment opportunities. School psychologists are employed predominately in public schools, although some find employment at colleges and universities, independent practice, and hospitals. School psychology has been identified by the Oklahoma State Department of Education as one of five professional critical shortage areas in public school systems in the state. According to the OESC, employment for clinical, counseling, and school psychologists is projected to grow by 14.2 percent from 2018 to 2028. In addition, the U.S. Bureau of Labor Statistics suggests that employment for clinical, counseling, and school psychologists will grow 3 percent between 2019 and 2029, nationally. The U.S. Bureau of Labor Statistics also suggests that employment of school psychologists will continue to grow because of the increased awareness of the connection between mental health and learning and because of the need for mental health services in schools.

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	4	2023-2024
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Duplication and impact on existing programs. The proposed program may duplicate the following programs:

Institution	Existing Program
Southwestern Oklahoma State University	Educational Specialist in School Psychology (148)
University of Central Oklahoma	Master of Arts in Psychology (171), option in School Psychology

A system wide letter of intent was communicated by email on April 1, 2020. 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 Educational Specialist in School Psychology will consist of 85 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).

Educational Specialist in School Psychology

Content Area	Credit Hours
Required Courses	85
Total	85

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

Support services. The library, classrooms, and equipment 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 Educational Specialist in School Psychology are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$38,664	\$46,397	\$61,862	\$77,328	\$92,794

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 5, 6, 8, 10 and 12, 24 credit hours of enrollment per year, and tuition of \$322.20/credit hour.</i>					
TOTAL	\$38,664	\$46,397	\$61,862	\$77,328	\$92,794

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
<i>Explanation: Funds will cover a portion of 1 existing staff member's salary of approximately \$31,000 (i.e., Year 1 (.065 FTE); Year 2 (.08 FTE); Year 3 (.1 FTE); Year 4 (.12 FTE); Year 5 (.13 FTE).</i>					
Faculty	\$27,000	\$35,100	\$41,850	\$56,700	\$64,800
<i>Explanation: Funds will cover a portion of salary and benefits for six faculty with an average salary of \$45,000 (i.e., Year 1 (.1 FTE); Year 2 (.13 FTE); Year 3 (.155 FTE); Year 4 (.21 FTE); Year 5 (.24 FTE).</i>					
Graduate Assistants	\$6,984	\$6,984	\$13,968	\$13,968	\$20,952
<i>Explanation: Funds will cover salary of \$776 per month for doctoral level graduate assistants for 9 months (i.e., Years 1 and 2 (1 student); Years 3 and 4 (2 students); Year 5 (3 students)).</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,500	\$1,500	\$2,500	\$3,000	\$3,000
<i>Explanation: Funds will cover copier maintenance fees and costs to print copies of assignments, tests, etc.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$37,484	\$46,084	\$61,318	\$77,168	\$92,752

Attachments

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN AGRICULTURAL SCIENCE AND NATURAL RESOURCES IN
AGRICULTURAL SYSTEMS TECHNOLOGY**

Program Requirements	Credit Hours
General Education	40
ENGL 1113 Composition I	3
ENGL 1213 Composition II	3
HIST 1103 or HIST 1483 or HIST 1493 Survey of American History American History to 1865 American History Since 1865	3
POLS 1113 American Government	3
MATH 2123 or MATH 2103 Calculus for Technology Programs I Business Calculus	3
STAT 2013 or STAT 2023 Elementary Statistics Elementary Statistics for Business and Economics	3
	Humanities (courses designated H) 6
PHYS 1114 University Physics I	4
	Natural Sciences (courses designated N) 2
AGCM 3203 or SPCH 2713 Oral Communications in Agricultural Sciences and Natural Resources Introduction to Speech Communication	3
	Additional General Education (courses designated A, H, N, or S) 7
College/Departmental Requirements	18
AG 1011 First Year Seminar	1
PLNT 1213 or ENVR 1113 or FDSC 1133 Introduction to Plant and Soil Systems Elements of Environmental Science Fundamentals of Food Science	3
AGEC 1113 or ECON 2103 Introduction to Agricultural Economics Introduction to Microeconomics	3
CHEM 1314 Chemistry I	4
SOIL 2124 Fundamentals of Soil Science	4
AGCM 3103 or BCOM 3113 or ENGL 3323 Written Communications in Agricultural Sciences and Natural Resources Written Communication Technical Writing I	3
Major Requirements	33
AST 1413 Introduction to Engineering in Agriculture	3
AST 2313 Surveying	3
*AST 3102 Principles of Agricultural Electrification	2

AST 4101	Ag Electrification	1
AST 4213	Safety and Health in Agribusiness	3
AST 4203	Agricultural Water Management	3
*AST 4303	Data Acquisition, Automation and Industrial Control	3
*AST 4013	Senior Capstone	3
AGEC 3213	Quantitative Methods in Agricultural Economics	3
AGEC 3423 or MGMT 3013	Farm and Agribusiness Management Fundamentals of Management	3
Select one of the following pairs of courses.		
ACCT 2003 and ACCT 3003	Survey of Accounting Foundational Accounting Skills	6
ACCT 2103 and ACCT 2203	Financial Accounting Managerial Accounting	6
Guided Electives		21
Students must take 21 credit hours from approved list of Technical Agriculture electives.		
General Electives		8
Students must take 8 credit hours so the number of credit hours completed totals 120. It is suggested to take courses in agriculture, business, technology and/or sciences that will contribute toward an academic minor.		
Total		120

* Denotes new course

OKLAHOMA STATE UNIVERSITY
BACHELOR OF FINE ARTS IN ACTING

Program Requirements		Credit Hours
General Education		40
ENGL 1113 or ENGL 1313	Composition I Critical Analysis and Writing I	3
ENGL 1213 or ENGL 1413 or ENGL 3323	Composition II Critical Analysis and Writing II Technical Writing	3
HIST 1103 or HIST 1483 or HIST 1493	Survey of American History American History to 1865 American History Since 1865	3
POLS 1113	American Government	3
	Math or Statistics (courses designated A)	3
ENGL 4723	Studies in Shakespeare	3
	Humanities (courses designated H) (not TH, DANC, or AADM)	3
	Natural Sciences (courses designated N)	6
	Social and Behavioral Sciences (courses designated S)	3
	Additional General Education (courses designated A, H, N, or S)	10
College/Departmental Requirements		10
A&S 1111	First Year Seminar	1
TH 3923	Theatre History Before 1800	3
TH 3933	Theatre History After 1800	3
	Humanities (courses designated H) (not TH, DANC, or AADM)	3
	Foreign Language	0-6
Major Requirements		64
*TH 1301	Acting Laboratory	1
*TH 1311	BFA Movement Lab	1
TH 1323	Acting I	3
*TH 1331	BFA Movement Lab II	1
TH 1333	Voice and Movement	3
TH 1663	Stage Technology	3
TH 1673	Costume Technology	3
TH 2213	Stage Speech and Diction	3

TH 2323	Acting II	3
TH 2563	Script Analysis	3
TH 2633	Movement for the Actor	3
TH 2971	Stage Makeup	1
TH 3373	Acting III	3
Select 6 hours from the following courses:		
TH 1500	Run Crew Practicum (minimum 1 hour)	6
TH 2500	Production Crew Practicum	
TH 3500	Theatre Practicum II (minimum 1 hour)	
TH 3400	Upper-Division Projects	3
TH 3433	Acting for the Camera	3
TH 3530	Topics in Performance	3
*TH 3503	Digital Branding for the Performer	3
TH 3853	Auditions and the Professional Actor/Director	3
*TH 4503	Ensemble Theatre	3
*TH 4990	BFA Jury	2
EEE 4123	Entrepreneurship and The Arts	3
Select 4 hours from the following courses:		
DANC 2002	Ballet I	4
DANC 2102	Modern Dance I	
DANC 2202	Jazz Dance	
DANC 2302	Tap	
DANC 2602	Dance Composition	
DANC 3002	Ballet II	
DANC 3102	Modern Dance II	
DANC 3502	Musical Theatre Dance	
Electives		6
Students must take 6 credit hours so the number of credit hours completed totals 120.		
Total		120

* Denotes new course

**OKLAHOMA STATE UNIVERSITY
EDUCATIONAL SPECIALIST IN SCHOOL PSYCHOLOGY**

Program Requirements		Credit Hours
Required Courses		85
SPSY 5023	Introduction to School Psychology	3
SPSY 5113	Developmental Psychopathology	3
EPSY 5103	Human Development in Psychology	3
REMS 5013	Research Design and Methodology	3
SPSY 5110	Observation and Participation Field Experience for School Psychology Majors	2
SPSY 5793	Individual Intellectual Assessment of Children and Youth	3
REMS 6003	Analyses of Variance	3
SPSY 5000	Master's Thesis	4
SPSY 6313	Advanced Interventions for Increased Academic Achievement	3
SPSY 6143	Introduction to Developmental Psychopharmacology	3
SPSY 5803	Advanced Cognitive Assessment and Theory	3
FDEP 5493	Psychology of Learning and Behavior	3
SPSY 6333	Instructional Assessment and Consultation	3
SPSY 5853	Applied Behavior Analysis	3
SPSY 5210	Introductory Practicum in School Psychology	4
SPSY 5813	Parent and Family Intervention in School Psychology	3
SPSY 6343	Behavioral Assessment and Consultation	3
SPSY 6113	Behavioral and Personality Assessment of Children and Youth	3
FDEP 5183	Theories of Social Psychology	3
SPSY 6253	Single Case Designs in Behavior Analytic Settings	3
SPSY 5873	Applied Behavior Analysis II	3
SPSY 5510	Advanced Practicum in School Psychology	6
SPSY 6033	Introduction to Psychotherapy with Children and Adolescents	3
SPSY 5503	Crisis Intervention and Emergency Action in School Settings	3
SPSY 5310	Practicum in Child and Adolescent Therapy	3
SPSY 6210	Specialist Internship in School Psychology	6
Total		85

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #18-f:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Master of Arts in Integrated Childhood Well-being in Tulsa and the Executive Master of Business Administration in Renewables.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the Master of Arts in Integrated Childhood Well-being at OU-Tulsa, and the Executive Master of Business Administration in Renewables via traditional and electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Arts in Integrated Childhood Well-being.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 6 students in Fall 2024; and
Graduates: a minimum of 6 students in 2024-2025.
- **Executive Master of Business Administration in Renewables.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 44 students in Fall 2024; and
Graduates: a minimum of 40 students in 2024-2025.

BACKGROUND:

Academic Plan

The University of Oklahoma's (OU) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

- We have created an Office of the Registrar combining Enrollment Services, Academic Records, Graduation, Academic Publications and Veteran Student Services. The Registrar's office is central to all offices in Enrollment Management and has already established continuity and consistency campus-wide with our colleges and campus partners.
- We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We have been using the Common Application and Coalition Application for undergraduates to expand our reach even further. We also have an internally built "OU application" hosted by our CRM product, Slate, if students would prefer to only apply to OU. For graduate admissions, we have transitioned to Slate as our application platform. This has saved money and is more user friendly. This has created efficiencies in

communication, marketing and recruitment of prospective graduate students, saved money, and created shared services between undergraduate and graduate admissions.

- We will continue an intense focus on undergraduate retention and graduation rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increasing the coordination of undergraduate academic advising across campus, and 3) enhancing 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.
- 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 have also added waitlists to ALL of our courses and have limited waitlisting to one section of a course to determine demand on subject and time slot.
- 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 been using Slate by Technolutions for our CRM and we are in the planning stages in expanding it to be our current student CRM. Slate has already enhanced our ability to communicate with prospective students and track events and ongoing communication through the point of enrollment and this will allow us to expand that capability to current students.
- The Office of Admissions and Recruitment has engaged with an econometric-centered enrollment management firm that assists with financial aid strategy, revenue optimization, and recruitment and admission strategy for incoming freshmen.
- The Office of Admissions and Recruitment piloted an artificial intelligence web bot, Ivy, 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.
- OAR transformed its National Scholars Programs recruitment strategy to be more inclusive of high achieving students who were not quite National Merit level. This has worked to great effect and OU is enrolling more non-National Merit but high achieving students, by a large margin, than ever before.

Future Plans:

- We have kicked off “OU Online” which will allow us to reach students everywhere and add flexibility and additional options for students to earn graduate degrees.
- We are actively finding ways to better connect students with the Health Sciences Center, Law School, etc. as incoming freshmen. Strong programs such as these help make the university attractive to prospective freshmen, and the more we can work together to promote programs and find new pathways for earlier integration and completion of two degrees, the better.

- We are actively working on new ways to enhance the personalized student experience through Slate. We have a Slate portal for admitted students, but are working to back the personalization up earlier so that students and their parents at the point of first interest in OU have a portal-like, individualized experience.

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:

91	Degree and/or certificate programs deleted
141	Degree and/or certificate programs added

Program Review

OU offers 328 degree and/or certificate programs as follows:

52	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
126	Baccalaureate Degrees
95	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 Integrated Childhood Well-being at their October 2, 2020 meeting and the Executive Master of Business Administration in Renewables at their November 11, 2020 meeting. OU is currently approved to offer the following degree programs and certificates through electronic delivery:

- Master of Science in Civil Engineering (038);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Science in Criminal Justice (365);

- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);
- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (442);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447);
- Executive Master of Business Administration in Energy (451);
- Master of Science in Finance (450);
- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053);
- Master of Social Work in Social Work (211);
- Graduate Certificate in Executive Management in Aerospace/Defense (384);
- Graduate Certificate in Learning Design and Technology (454);
- Certificate in Criminal Investigation and Intelligence Analysis (455);
- Certificate in Restorative Justice (456);
- Master of Human Relations in Human Relations (329);
- Executive Master of Business Administration in Aerospace and Defense (457);
- Master of Arts in Human Resource Studies (458);
- Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459);
- Graduate Certificate in Drug Policy Management (460);
- Graduate Certificate in Criminal Justice Administration (461)
- Master of Science in Geography and Environmental Sustainability (425);
- Certificate in Business Intelligence and Analytics (462);

- Master of Business Administration in Business Administration (025); and
- Certificate in Data Science and Analytics (464).

OU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Arts in Integrated Childhood Well-Being

Program purpose. The proposed program will enable students to measure child well-being in the areas of economic well-being, education, health, family and community, and trauma and enable them to develop strategies that will improve children’s ability to thrive.

Program rationale and background. Multiple entities at OU will collaborate to build and support the proposed program. These entities include: the Department of Instructional Leadership and Academic Curriculum (ILAC), Department of Educational Leadership and Policy Studies, Anne and Henry Zarrow School of Social Work, Hudson College of Public Health, Department of Political Science, Division of Regional and City Planning, and the Department of Rehabilitation Sciences at the University of Oklahoma Health Sciences Center. Students with any undergraduate degree can apply for admission into the proposed program, however more than likely, many of the students who will enroll will be graduates of OU’s Bachelor of Science in Early Childhood Education (046) program. Results from a survey sent to graduates from the Early Childhood Education program revealed that 26 respondents would be interested in the proposed graduate program. Additionally, six prospective students, who heard about the proposed program through word of mouth, directly contacted the Associate Dean of the Jeannine Rainbolt College of Education and Professor in Early Childhood Education, to inquire about the proposed program. Graduates from OU’s Bachelor of Arts in Social Work (210) and Bachelor of Arts in Human Relations (350) programs have also expressed interest in pursuing the proposed degree.

Employment opportunities. Graduates of the proposed program who are certified teachers will have many additional career options. Teachers who choose to stay in the classroom will receive pay raises for obtaining an advanced degree, while teachers who want to leave the classroom will be qualified for promotional opportunities such as head or master teacher. These teachers could also apply to become teacher mentors or curriculum designers for a childcare organization, school district, or government entity.

Two employers in the Tulsa area, Community Action Project (CAP) and Educare, have indicated that graduates from the proposed program would be considered top candidates for their open positions. Tulsa is also home to four large philanthropic organizations that have the same four focus areas as the proposed degree: The Anne and Henry Zarrow Foundation; George Kaiser Family Foundation; Schusterman Foundation; Tulsa Community Foundation. Graduates of the proposed program will be competitive applicants for the following positions that are regularly posted by these organizations and smaller agencies with similar missions: crisis interventionist, family intervention specialist, academic advisor, education programs manager, continuing education director, and director of education.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2024
Minimum Graduates from the program	6	2024-2025

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

There are no Master of Integrated Childhood Well-being programs offered in Oklahoma. A system wide letter of intent was communicated by email on September 23, 2020. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on October 22, 2020. Neither UCO, nor any other State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 36 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Core Courses	30
Electives	6
Total	36

Faculty and staff. Existing and adjunct faculty will teach courses in the proposed program.

Support services. The library, classrooms, and equipment at OU-Tulsa are adequate for the proposed program.

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

Program resource requirements. Program resource requirements for the Master of Arts in Integrated Childhood Well-being are shown in the following table.

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

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from 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	\$41,659	\$31,244	\$41,659	\$31,244	\$41,659
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 8, 6, 8, 6, and 8, using the in-state graduate student rate of \$289.30, and assuming 18 credit hours of enrollment per academic year.</i>					
TOTAL	\$41,659	\$31,244	\$41,659	\$31,244	\$41,659

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
<i>Explanation: Funds will cover costs to pay adjuncts and current faculty who teach courses in the proposed program as overload (in addition to their normal class load).</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	\$100	\$0	\$100	\$0	\$100
<i>Explanation: Funds will cover costs to print recruitment flyers for the proposed program.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$12,100	\$12,000	\$12,100	\$12,000	\$12,100

Executive Master of Business Administration in Renewables

Program purpose. The proposed program will provide working professionals with fundamental knowledge in business, energy systems, leadership, and globalization that will enable them to manage organizations in the renewable energy industry.

Program rationale and background. OU is well-positioned to offer the proposed program considering the institution’s longstanding international reputation in traditional forms of energy, the current strength of the Executive Master of Business Administration in Energy (451) program, and Oklahoma’s impressive standing in the production and use of renewable energy. In addition, OU has been encouraged to offer the proposed program by OU alumni working in renewable energy companies, and other senior executives from regional, national, and international renewable energy companies. The proposed program will be targeted to professionals with approximately five years of work experience in the energy industry and at least three years of that experience must be in the renewable energy field. OU expects many students in the proposed program to receive support from their employers.

Employment opportunities. Renewable energy is the world’s fastest-growing energy source and it is projected to grow from approximately 15 percent of the global energy source total in 2018 to nearly 30 percent in 2050. At the beginning of 2020, the clean energy and energy efficiency sectors employed 3.4 million workers globally. According to the U.S. Energy and Employment Report, in 2019 clean energy workers outnumbered fossil fuel workers three to one. Furthermore, the International Renewable Energy Agency suggests that renewable energy employment in the U.S. is estimated at 855,000 direct and indirect jobs. Direct jobs are related to on-site operations and indirect jobs manage the supply of materials to on-site operations. The Oklahoma Department of Commerce indicates that energy is the highest-paying industry in Oklahoma, averaging more than \$100,000 annually. In addition, Oklahoma is ranked third in the U.S. in installed wind capacity, sixth in the U.S. for solar potential, and fourth in the U.S. for wind energy employment. Moreover, the Renewables on the Rise 2019 Report found that Oklahoma is one of only four states that generates 40 percent of its’ electricity from wind and solar power. Considering the promising job outlook for graduates in Oklahoma and across the U.S., OU is confident that the proposed program will meet enrollment expectations.

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	44	Fall 2024
Minimum Graduates from the program	40	2024-2025

There are currently no Executive Master in Business Administration in Renewables programs in Oklahoma. A system wide letter of intent was communicated by email on October 2, 2020. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval to offer the degree will not constitute unnecessary duplication.

Curriculum. The Executive Master in Business Administration in Renewables program will consist of 32 total credit hours, as shown in the following table. Thirteen new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	32
Total	32

Faculty and staff. Existing and new faculty will teach courses in the proposed program.

Delivery method and support services. Delivery of online course content will be conducted through Canvas, the university's designated learning management system. Canvas will support the posting of organized course content, as well as several additional features that promote instructor-student and student-student interaction. Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, create collaborative working spaces, administer exams and quizzes, receive assignments and give feedback, and provide individual and overall class grades. In addition, Zoom will be used to allow student cohorts from the Tulsa and Norman campuses to meet in real-time with faculty and their peers without having to travel from their primary campus.

All new faculty members teaching online courses must complete an orientation to Canvas prior to their courses being offered. Faculty also receive technical support from the College of Professional and Continuing Studies (PACS). PACS has a well-established infrastructure to provide the needed online support services for its students, including multiple, dedicated staff positions in the areas of recruitment services and admission, advising support, and financial assistance. PACS has its own information technology and academic technology staff to facilitate all necessary transactions from a distance, to assure that all services comply with accessibility guidelines, and to support customer service initiatives designed for place-bound prospects/students.

The library, classrooms, and equipment are adequate for the proposed program.

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

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

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$319,458	\$0	\$0	\$0	\$0
<i>Explanation: Funds represent existing cash reserves that will be used to help launch the program.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$1,640,250	\$2,592,000	\$2,851,200	\$2,851,200	\$2,851,200
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 18, 40, 44, 44, and 44, using the in-state graduate student rate of \$2,025 per credit hour, and assuming 32 credit hours of enrollment per year. In year 1, an additional 18 students will begin the program mid-year.</i>					
TOTAL	\$1,959,708	\$2,592,000	\$2,851,200	\$2,851,200	\$2,851,200

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$240,500	\$143,000	\$143,000	\$143,000	\$143,000
<i>Explanation: Funds will cover 0.25 FTE of course developer position, and two 1.0 FTE staff positions to provide operational and administrative support to faculty and students enrolled in the program. Year 1 expense includes pay during 2020 and 2021 for development of the program.</i>					
Faculty	\$684,450	\$1,084,200	\$1,084,200	\$1,084,200	\$1,084,200
<i>Explanation: Funds will cover salaries for two tenure track faculty and two renewable term faculty. During the first year, the four faculty will receive an additional \$2,000 + fringe per credit hour to develop courses for the proposed program. Faculty will be paid an additional \$7,000 + fringe per credit hour to teach any overload courses necessary in years 2 through 5.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$111,420	\$152,400	\$167,640	\$167,640	\$167,640
<i>Explanation: Funds will cover estimated costs of computers, software, textbooks and shipping to support the proposed program.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$681,038	\$667,258	\$706,138	\$706,138	\$706,138
<i>Explanation: Funds will cover third party support for student recruitment, and marketing of the proposed program.</i>					
Other Support Services	\$194,300	\$308,800	\$314,680	\$314,680	\$314,680
<i>Explanation: Funds will cover estimated costs for on-site residencies including student lodging, transportation, material shipping, event facilities and catering, as well as services of an executive career coach.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<i>Explanation: Funds will cover cost of printing materials for onsite residencies.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$45,000	\$30,000	\$30,000	\$30,000	\$30,000
<i>Explanation: Estimated travel costs for recruiting of students and faculty, marketing the program, and administrative costs for the in-person class session at an international location.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$1,959,708	\$2,388,658	\$2,448,658	\$2,448,658	\$2,448,658

Attachments

**UNIVERSITY OF OKLAHOMA
MASTER OF ARTS IN INTEGRATED CHILDHOOD WELL-BEING**

Degree Requirements	Credit Hours
Core Courses	30
EDEC 5333 Social and Emotional Learning	3
EDEC 5413 Early Childhood Development	3
EDEC 5920 Internship in Education	3
SWK 5163 Child Abuse and Neglect	3
SWK 5263 Biopsychosocial Aspects of Health & Behavior	3
RCPL 5033 Sociology of Housing	3
EACS 6263 Educational & Community Relations	3
PSC 5183 Public Budgeting and Finance	3
PSC 5143 Program Evaluation and Applied Policy Analysis	3
EACS 6023 Applied Quantitative Research Methods	3
Electives	6
Select 6 credit hours from the following:	
OCTH 7162 Evidence Based Practice in Rehabilitation Science	2
OCTH 8272 Developmental Disabilities	2
RCPL 5463 Geographic Information Systems for Land-Use Planning	3
RS 5263 Family and Diversity	3
SWK 5183 Child Welfare and Sexually Abusive Families	3
Other courses approved by the Department of Instructional Leadership and Academic Curriculum	Varies
Total	36

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

Degree Requirements		Credit Hours
Required Courses		32
*EMBA 5281	Introduction to Energy System I	1
EMBA 5012	Energy Policy and Regulations	2
*EMBA 5291	Electric Power Systems and Grid Management	1
*EMBA 5301	Transportation and Residential, Commercial and Industrial Energy Systems	1
*EMBA 5312	Introduction to Accounting for Renewable Energy	2
EMBA 5052	Financial Markets and Securities	2
EMBA 5062	Quantitative Methods and Models	2
EMBA 5142	Derivatives and Energy Trading	2
EMBA 5031	Organizational Behavior	1
EMBA 5222	Corporate Finance and Risk Management	2
EMBA 5042	Energy Economics	2
*EMBA 5322	Managing Change in Renewables – Strategy and Leadership	2
*EMBA 5331	Advanced Accounting for Renewable Energy	1
*EMBA 5341	Cyber-Physical Security and Resilience	1
*EMBA 5351	Energy Law for Renewables and Ethics	1
*EMBA 5361	Introduction to Energy Systems II	1
EMBA 5182	Enterprise Valuations, M&A, and Corporate Restructuring	2
*EMBA 5371	Data Analytics and Digitization	1
*EMBA 5381	Renewable Energy Systems Analysis and Forecasting	1
*EMBA 5391	Renewable Energy Project Finance and Development	1
*EMBA 5403	Renewable Energy Project	3
Total		32

*Denotes new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #18-g:

New Programs.

SUBJECT: East Central University. Approval to offer the Bachelor of Science in Information Technology Management.

RECOMMENDATION:

It is recommended that the State Regents approve East Central University's request to offer the Bachelor of Science in Information Technology Management with options in Information Systems, Project Management, and Data Analytics via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Science in Information Technology Management.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 46 students in Fall 2025; and
Graduates: a minimum of 23 students in 2025-2026.

BACKGROUND:

Academic Plan

East Central University's (ECU) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

- A) *Goal 1:* East Central University will achieve academic excellence through innovative programming, outstanding faculty, continual assessment, a flexible learning environment, and community engagement.
- We currently offer the following at the undergraduate level: BS in Psychology - Behavioral Health, BA in Criminal Justice Policy; BA in Human Services Counseling with concentrations in Counseling, Services for the Deaf, and Aging; BA in Interdisciplinary Studies; BS in Kinesiology; RN to BSN. We also offer Masters of Education degrees in Educational Leadership, Instructional Design and Technology, Sports Administration, and Library Media along with a Master's Degree in Water Resource Policy and Management, a Master's Degree in Criminal Justice Administration and a Master's in Management. In addition, we offer a School Superintendent Certificate. The Deans and the Provost will be discussing additional online program development this summer. Wiley has provided us with market research to help us think about which programs would be successful.
 - General Education Committee will continue the work of revamping the General Education offerings based on Association of American Colleges and Universities and state of Oklahoma recommendations for preparing students for the 21st century.

B) *Goal 2:* East Central University will foster student success through comprehensive enrollment management.

- By participating in the PACE project we will get a better understanding of what is working for underrepresented populations and develop programming to better meet their needs.
- Continue the research on retention to better understand ECU's student population.

1. College of Liberal Arts and Social Sciences Priorities

- Launch Master's degree in Criminal Justice Administration online with Wiley.
- Launch BSW program online with Wiley.
- Continue to modernize the Native American Studies curriculum and launch the BA online with Wiley.
- Rethink the LPC program to address the needs of our current audience for graduate programming in Human Services.

2. College of Health and Sciences

- Math and CS department will be developing an online BS in Computer Science (Start Fall 2021)
- CHS will be developing Mechanical and Electrical Engineering Degree (Start Fall 2021)
- BES will be developing MS in Biology (traditional Delivery) and Medical Botany Concentration (both to start in Fall 2021)
- ECU will be hosting (currently Virtual) Oklahoma Academy of Science Technical Meeting this fall.
- BES is currently finishing the Environmental Health Science Accreditation and will be performing any required actions this fall.
- CHS will host the annual Raniyah Ramadan Research Symposium in January (Venue to be determined).
- Nursing will Evaluate and restructure their BSN Degree option based on an external evaluators' suggestion (from 2019) and will have this revision of the program submitted by end of Spring semester 2021.
- Nursing will develop a LPN to BSN program (online) for submission by end of spring semester 2021.
- Mathematics will begin teaching the Functions and Modeling course this fall (2020) according to the state mandated mathematics initiative.

3. Stonecipher School of Business

- Achieve enrollment targets for credit hour production (10,500 hours) and majors (500 students) as outlined in our budget.
- Support university efforts to retain current students by working with the new VP for Student Development.
- Grow first-time full-time freshmen enrollment to 100 students by working with Ashlee Thompson, Director of Student Development.
- Deliver the MIM via ECU Online Program to 20 students with the support of Wiley Education Services.
- Create a new Information Technology Management Department and transition the current Hire a new professor in the Accounting Department.
- Support Dr. Gibson as he transitions in his role as university Provost & VP for Academic Affairs

- Work with stakeholder groups to fund student programs and activities with \$50,000 in new funding.
4. College of Education and Psychology
- Complete paperwork for Kinesiology B.S. in Health Promotion.
 - Launch Post Master’s School Superintendent (summer 2020) and MEd
 - Special Education (spring 2021) Programs with Learning House on line program management.
 - Launch B.S. in Psychology in Behavioral Health as an on-line program with Learning House (fall 2020).
 - Continued development of a community based mental health facility.
 - Psychology MSPS will continue to restructure and revise course curriculum as they move toward seeking CACREP or other appropriate accreditation.

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

13	Degree and/or certificate programs deleted
32	Degree and/or certificate programs added

Program Review

ECU offers 62 degree and/or certificate programs as follows:

17	Certificates
0	Associate in Arts or Sciences Degrees
0	Associate in Applied Science Degrees
31	Baccalaureate Degrees
14	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 ECU’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

ECU’s faculty developed the proposal, which was reviewed and approved by institutional officials. ECU’s governing board approved delivery of the Bachelor of Science in Information Technology Management at their November 20, 2020 meeting. ECU is currently approved to offer the following degree programs and

certificates through electronic delivery:

- Master of Education in Library Media (090);
- Master of Education in Grad-Education Leadership (098);
- Master of Education in Educational Technology (104);
- Master of Education in Sports Administration (105);
- Master of Science in Water Resources Policy and Management (103);
- Bachelor of Arts in Criminal Justice Policy (610);
- Bachelor of Arts in Human Services Counseling (026);
- Bachelor of General Studies in General Studies (056);
- Master of Management in Management (102);
- Bachelor of Science in Kinesiology (020);
- Bachelor of Science in Nursing (034);
- Bachelor of Social Work in Social Work (050);
- Master of Education in Special Education (085);
- Bachelor of Science in Psychology (037); and
- Master of Arts in Criminal Justice (061).

ECU requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Academic Program Approval and Distance Education and Traditional Off-Campus Courses and Programs policies.

ANALYSIS:

Bachelor of Science in Information Technology Management

Program purpose. The proposed program will expose students to the basic functions of management and the role of information technology in business operations.

Program rationale and background. The proposed program will be built from the Management Information Systems option in ECU's Bachelor of Science in Business Administration (007) program. Enrollment in the option typically ranges between 40 to 50 students annually. ECU has standing articulation agreements for transfer into the degree program and option with Eastern Oklahoma State College, Murray State College, Oklahoma Community College, and Seminole State College. Articulation agreements will be sought with other Oklahoma two-year colleges to create additional pipelines into the proposed program. Several individuals and organizations have formally expressed support for the proposed program considering the valuable skills it will provide, such as data analytics and project management, that will be needed for jobs in the local and surrounding communities that implement new technology. These include the state senator from District 13; the president and CEO of the Ada Jobs Foundation; the president and CEO of Core Scientific, who is an ECU alum; and the Chickasaw Nation. In addition, an ECU alum who is a member of ECU's Foundation Board of Directors, has already committed to donate towards and raise funds for scholarships for the proposed program.

Employment opportunities. The proposed program will prepare students to excel in various positions in the field of information technology that are in high demand. According to the Oklahoma Employment Security Commission, employment is projected to grow for software developers\applications (21.1 percent), software developers\system software (8.2 percent), information security analysts (25.1 percent), database administrators (7.4 percent), computer and information systems manager (5.9 percent), and

computer systems analysts (4.1 percent) between 2018 and 2028. Moreover, Oklahoma Works currently considers computer and information systems manager, software developer, computer systems analyst, information security analyst, database administrator, and network and computer systems administrator to be critical occupations in Oklahoma. The job prospects for these positions are also very promising outside of Oklahoma. The U.S. Bureau of Labor Statistics indicates from 2019 to 2029, employment of software developers is projected to grow 22 percent, employment of information security analysts is projected to grow 31 percent, and employment of database administrators and computer and information systems managers is projected to grow 10 percent, which is much faster than the average for all occupations, and employment of computer systems analysts is projected to grow 7 percent, which is faster than the average for all occupations. The success of the Management Information Systems option in the Bachelor of Science in Business Administration (007) program and considerable unmet demand for employees with digital skills and business acumen statewide and nationally suggests that there will be high and steady enrollment in the proposed program at ECU.

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	46	Fall 2025
Minimum Graduates from the program	23	2025-2026

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

Institution	Existing Program
Cameron University	Bachelor of Science in Information Technology (414)
Rogers State University	Bachelor of Science in Business Information Technology (108)

A system wide letter of intent was communicated by email on March 25, 2020. 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 Bachelor of Science in Information Technology Management program will consist of 120 total credit hours as shown in the following table. Four new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	32
Core Courses	51
Option	33
Electives	4
Total	120

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

Delivery method and support services. The courses in the proposed program will primarily be delivered using the learning management system, Blackboard. Courses will make full use of online features including discussion, assignments, assessments, group work, individual work, projects, etc. Zoom, a web conferencing tool, will also be used to facilitate learning. Even though all classes are asynchronous, Zoom allows faculty to record lectures and post those lectures in Blackboard. Zoom can also be used for students and faculty to have real time meetings if necessary.

All faculty teaching online courses will complete Quality Matters training and courses will be Quality Matters approved. Quality Matters is an online professional development tool for faculty. Quality Matters provides a peer-review process for online course design, while providing guidance for improving the quality of online courses and certifying online courses across institutions.

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

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

Program resource requirements. Program resource requirements for the Bachelor of Science in Information Technology Management are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$92,578	\$92,578	\$92,578	\$92,578	\$92,578
<i>Explanation: Since the Management Information Systems option in the Bachelor of Science in Business Administration (007) program will soon be deleted, funds will be reallocated to support instructional costs for the proposed program.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$223,245	\$253,011	\$282,777	\$312,543	\$342,309
<i>Explanation and Calculations: Student tuition is based on estimated student count of 30, 34, 38, 42, and 46 in years 1 through 5, multiplied by 30 credit hours and \$248.05 per credit hour (Oklahoma resident tuition and fees rate) per year.</i>					
TOTAL	\$315,823	\$345,589	\$375,355	\$405,121	\$434,887

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$92,578	\$92,578	\$92,578	\$92,578	\$92,578

Explanation: The amount above represents 0.5 FTE of one current full-time professor's salary (\$47,578) and the costs to pay two part-time instructors (\$45,000).

Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$400	\$400	\$400	\$400	\$400

Explanation: The amount above will cover the approximate costs for annual subscriptions for Microsoft services and SPSS.

Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$92,978	\$92,978	\$92,978	\$92,578	\$92,578

Attachment

**EAST CENTRAL UNIVERSITY
BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY MANAGEMENT**

Degree Requirements	Credit Hours
General Education	32
UNIV 1001 Freshman Seminar	1
ENG 1113 Freshman Composition I	3
ENG 1213 or HNRS 2313 Freshman Composition II Enduring Questions: Perspectives from Rhetoric and Research (Honors only)	3
PS 1113 United States Government	3
HIST 2483 or HIST 2493 United States History Survey to 1877 United States History Survey since 1877	3
BIOL 1114 or EHS 1114 General Biology Introduction to Environmental Health Science	4
CHEM 1114 or CHEM 1324 or GEOG 1214 or PHSCI 1114 or PHYS 1114 or PHYS 1314 General Chemistry I Chemical Principles Earth Science General Physical Science General Physics I Astronomy	4
ART 2233 or COMM 2333 or HIST 1113 or HIST 1123 or HNRS 1213 or HUM 2113 or HUM 2123 or HUM 2413 or HUM 2613 or HUM 2813 or MUS 2533 Art in Life Theatre in Life Early Western Civilization Modern Western Civilization Enduring Questions: Perspectives from Western Humanities (Honors only) General Humanities I General Humanities II Responding to Literature Philosophy: An Introduction Interpreting Film Music in Life	3
ART 2273 or GEOG 2513 or HIST 2513 or HIST 2523 or HIST 2613 or HNRS 1313 or HUM 2313 or HUM 2323 or HUM 2633 or HUM 2713 or MUS 2433 Survey of Multicultural Art World Regional Geography Survey of African American History Native Peoples in American History Explorations in World History and Culture Enduring Questions: Perspectives from Non-Western Humanities (Honors only) Ethnic Literature Non-Western Literature World Religion and Thought Language and Culture World Music	3
HNRS 2213 Additional Humanities or Social Sciences course	3

	Enduring Questions: Perspective from Science (Honors Students ONLY)	
HHFS 1513 or KIN 2122	Basic Nutrition Choices in Wellness	2
Core Courses		51
ECON 2003	Principles of Macroeconomics	3
MIS 1903	Computer Business Applications	3
COMM 2253	Communication in the Workplace	3
MATH 1613	Functions and Modeling	3
ACCT 2103	Financial Accounting	3
ACCT 2203	Managerial Accounting	3
BSEC 2603	Business and Economic Statistics	3
BUCOM 3133	Business Communications and Report Writing	3
BUS 1113 or MGMT 4013	Foundations of Business Project Management II	3
BUSLW 3213	Legal Environment of Business	3
ECON 2013	Principles of Microeconomics	3
FIN 3113	Financial Management	3
ITM 4653	Database Theory and Applications	3
ITM 4753	Software Development and Team Dynamics	3
MGMT 3013	Principles of Management	3
MIS 3433	Management Information Systems	3
MKTG 3313	Principles of Marketing	3
Information Systems Option		33
*BSEC 3103	Foundations of Data Analytics	3
BUS 4103	Global Business	3
BUS 4213	Business Ethics	3
CMPSC 1113	Computer Programming I	3
*ITM 3473	Data Visualization	3
ITM 3423	Web Development	3
ITM 3613	Data Communication and Computer Networks	3
ITM 3823	Cybersecurity	3
*ITM 3843	Cloud Management	3
MGMT 3023	Project Management I	3
MIS 3453	Advanced Computer Business Applications	3
Project Management Option		33
*BSEC 3103	Foundations of Data Analytics	3

BUS 4103	Global Business	3
BUS 4213	Business Ethics	3
CMPSC 1113	Computer Programming I	3
MGMT 3023	Project Management I	3
MGMT 4013 or MGMT 4623	Project Management II Leadership	3
MGMT 4023	Project Management III	3
MIS 3453	Advanced Computer Business Applications	3
Select 9 hours from the following courses:		
*ITM 3843	Cloud Management	3
*ITM 3473	Data Visualization	3
ITM 3423	Web Development	3
ITM 3613	Data Communication and Computer Networks	3
ITM 3823	Cybersecurity	3
MGMT 3043	Human Resource Management	3
MGMT 3063	Production/Operations Management	3
MGMT 3103	Organizational Behavior	3
MGMT 4623	Leadership	3
Data Analytics Option		33
*BSEC 3013	Introduction to Econometrics	3
*BSEC 3103	Foundations of Data Analytics	3
BUS 4103	Global Business	3
BUS 4213	Business Ethics	3
CMPSC 1113	Computer Programming I	3
*ITM 3473	Data Visualization	3
MGMT 3023	Project Management I	3
MIS 3453	Advanced Computer Business Applications	3
Select 9 hours from the following courses:		
FIN 3223	Investment Analysis and Planning	3
FIN 4623	Applied Finance	3
*ITM 3843	Cloud Management	3
ITM 3423	Web Development	3
ITM 3613	Data Communication and Computer Networks	3
ITM 3823	Cybersecurity	3
MKTG 4413	Marketing Research	3

MKTG 4623	Marketing Analytics and Strategy	3
Electives		4
Select courses from an approved list.		
Total		120

*Denotes new course

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AGENDA ITEM #19-a:

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:

The University of Oklahoma (OU) requests authorization to delete the program below:

- Bachelor of Science in Engineering (065)

Northwestern Oklahoma State University (NWOSU) requests authorization to delete the program below:

- Certificate in Grief and Bereavement (081)

Carl Albert State College (CASC) requests authorization to delete the program below:

- Certificate in Religious Study (068)

POLICY ISSUES:

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

ANALYSIS:

OU requests authorization to delete the Bachelor of Science in Engineering (065) effective immediately. The program was approved at the May 25, 2007 State Regents' meeting. OU reports:

- This program was suspended at the May 31, 2016 and had no enrollment for several years. In addition, the program is not eligible for ABET accreditation, and the department would like to devote more resources towards graduate programs.
- There are currently no students enrolled.
- No courses will be deleted.
- No funds are available for reallocation.

NWOSU requests authorization to delete the Certificate in Grief and Bereavement (081) beginning the 2021-2022 academic year. The program was approved at the June 30, 2016 State Regents' meeting. NWOSU reports:

- There has been a reduction in funding for adjunct instructors who teach the courses in the program.
- There are currently 5 students enrolled with an expected graduation during the 2020-2021 academic year.

- No courses will be deleted.
- No funds are available for reallocation.

CASC requests authorization to delete the Certificate in Religious Studies (068) effective immediately. This program was approved at the June 28, 2018 State Regents' meeting. CASC reports:

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

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AGENDA ITEM #19-b:

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

- Certificate in Bilingual Banking and Finance (090)
- Certificate in Geographic Information Systems (151)

Tulsa Community College (TCC) requests authorization to delete the programs below:

- Associate in Arts in Pre-Education (006)
- Associate in Science in International Business (236)
- Certificate in Business Computer User (355)
- Certificate in Project Management (285)

POLICY ISSUES:

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

ANALYSIS:

OCCC requests authorization to delete the Certificate in Bilingual Banking and Finance (090) effective beginning the 2021-2022 academic year. The program was approved at the June 30, 2003 State Regents' meeting. OCCC reports:

- This program has low enrollment and graduation rates.
- There are currently four students enrolled with an expected graduation date during the 2020 - 2021 academic year.
- One course will be deleted.
- Funds will be reallocated to the Associate in Science in Business (004) and the Associate in Applied Science in Business (026) programs.

OCCC requests authorization to delete the Certificate in Geographic Information Systems (151) effective immediately. The program was approved at the October 23, 2008 State Regents' meeting. OCCC reports:

- This program has failed to attract enrollment.
- There are currently no students enrolled.

- No courses will be deleted.
- Funds will be reallocated to the Associate in Applied Science in Computer-Aided Technology Computer-Aided Design (084) program.

TCC requests authorization to delete the Associate in Arts in Pre-Education (006) effective beginning the 2021-2022 academic year. This program was approved at the January 14, 2010 State Regents' meeting.

TCC reports:

- The students in this degree program will be transferred to an option in the Associate in Science in Child Development (246) program (see modification item in this agenda).
- There are currently 201 students enrolled with an expected graduation date during the 2022-2023 academic year.
- One course will be deleted.
- No funds are available for reallocation.

TCC requests authorization to delete the Associate in Science in International Business (236) effective beginning the 2021-2022 academic year. This program was approved at the June 30, 1999 State Regents' meeting. TCC reports:

- The course requirements for this degree do not adequately distinguish it from the Associate in Science in Business Administration (003) as demonstrated by persistently low enrollment.
- There are currently 46 students enrolled with an expected graduation date during the 2022-2023 academic year.
- No courses will be deleted.
- No funds are available for reallocation.

TCC requests authorization to delete the Certificate in Business Computer User (355) effective beginning the 2021-2022 academic year. This program was approved at the March 10, 2011 State Regents' meeting.

TCC reports:

- This certificate is comprised of two courses with content that would be better suited for continuing education students.
- There are currently three students enrolled with an expected graduation date during the 2021-2022 academic year.
- No courses will be deleted.
- No funds are available for reallocation.

TCC requests authorization to delete the Certificate in Project Management (285) effective beginning the 2021-2022 academic year. This program was approved at the April 9, 2015 State Regents' meeting. TCC reports:

- This certificate is comprised of three courses with content that would be better suited for continuing education students working towards obtaining the Project Management Professional credential.
- There are currently nine students enrolled with an expected graduation date during the 2021-2022 academic year.
- Two courses will be deleted.
- No funds are available for reallocation.

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AGENDA ITEM #20-a:

Oklahoma's Promise.

SUBJECT: Approval of Oklahoma's Promise grading policy guidance for the 2020-2021 academic year.

RECOMMENDATION:

It is recommended that the State Regents approve the Oklahoma's Promise grading policy guidance for the 2020-2021 academic year as described below.

BACKGROUND:

In response to the COVID-19 impact on Oklahoma schools at the end of the Spring 2020 semester, the State Regents issued the following guidance for Oklahoma's Promise participants in regard to pass/fail grades.

Exception for GPA Calculation of Pass/Fail Grades for Spring 2020 Semester

For the Spring 2020 semester, high school or concurrent courses that apply to the Oklahoma's Promise high school core curriculum requirements that are assigned a grade of "pass" (or its equivalent) will not be included in the grade point average (GPA) calculation for the core curriculum. While the course grade will not be included in the calculation of the core curriculum GPA, the course will count toward the required units for the core curriculum as appropriate. Normally, for purposes of calculating the 2.50 minimum GPA for the 17-unit core curriculum, courses with grade of "pass" are assigned a letter grade of "D" or the lowest passing grade that high school assigns to courses. Excluding a "pass" course grade from the core curriculum GPA calculation will allow an exception to this requirement for Spring 2020 grades. Oklahoma's Promise students will remain subject to the minimum 2.50 cumulative GPA requirement for all courses taken in grades 9-12 as calculated by the local school district.

A recent inquiry from the Cooperative Council for Oklahoma School Administration (CCOSA) has indicated that, due to ongoing disruptions and complications of instruction caused by the COVID-19 pandemic, there is a continuing need for the pass/fail grading policy flexibility for the 2020-2021 academic year.

Similarly, the National Collegiate Athletic Association (NCAA) has also extended its policy flexibility regarding pass/fail grading for student athletes taking NCAA required core courses in 2020-2021.

POLICY ISSUES:

This action would provide policy guidance to program participants, high school officials, and higher education institutions (for Oklahoma's Promise high school students taking concurrent courses) for the 2020-2021 academic year.

ANALYSIS:

Based on the recent inquiry from CCOSA and the action of the NCAA to extend its pass/fail grading policy flexibility to the 2020-2021 academic year, it is recommended that the State Regents approve the following guidance.

Exception for GPA Calculation of Pass/Fail Grades for the 2020-2021 Academic Year

High school or concurrent courses taken during the 2020-2021 academic year that apply to the Oklahoma's Promise high school core curriculum requirements and are assigned a grade of "pass" (or its equivalent) will not be included in the grade point average (GPA) calculation for the core curriculum. While the course grade will not be included in the calculation of the core curriculum GPA, the course will count toward the required units for the core curriculum as appropriate. Normally, for purposes of calculating the 2.50 minimum GPA for the 17-unit core curriculum, courses with grade of "pass" are assigned a letter grade of "D" or the lowest passing grade that high school assigns to courses. Excluding a "pass" course grade from the core curriculum GPA calculation will allow an exception to this requirement for 2020-2021 academic year grades. Oklahoma's Promise students will remain subject to the minimum 2.50 cumulative GPA requirement for all courses taken in grades 9-12 as calculated by the local school district.

It is recommended that this guidance be:

- Posted on the Oklahoma's Promise website.
- Included in the Oklahoma State System of Higher Education COVID-19 FAQs posted on the State Regents' website.
- Incorporated into the COVID-19 Guidance for Oklahoma State Regents for Higher Education Academic Affairs Policy (Chapter 3) as approved by the State Regents on September 3, 2020.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #20-b:

Oklahoma's Promise.

SUBJECT: Presentation of the Oklahoma's Promise Year End Report for 2019-2020.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Oklahoma's Promise Year End Report for 2019-2020.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for an award equal to public college tuition.

As originally created in 1992, participation was limited to students from families with an income of \$24,000 or less at the time of application in the 9th or 10th grade. In 1999, the family income limit was increased to \$32,000 and the application period was expanded into the 8th grade. One year later, in 2000, the income limit was further increased to \$50,000. The income limit remained at \$50,000 until 2017 when the Legislature increased the limit to \$55,000 beginning with the 2017-2018 school year. The 2017 legislation also included a future increase of the income limit to \$60,000 beginning in 2021-2022.

From 2012-2013 to 2017-2018, Oklahoma's Promise college students were subject to a second income limit at \$100,000 checked once at the time the student started college. Beginning with 2018-2019, the second income limit is now checked each year the student is enrolled in college.

POLICY ISSUES:

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

ANALYSIS:

The following pages provide analysis on the number of students participating in the program, their performance in the program, and the costs of the program. The full 2019-2020 Year-End Report is available as a supplement to the agenda item.

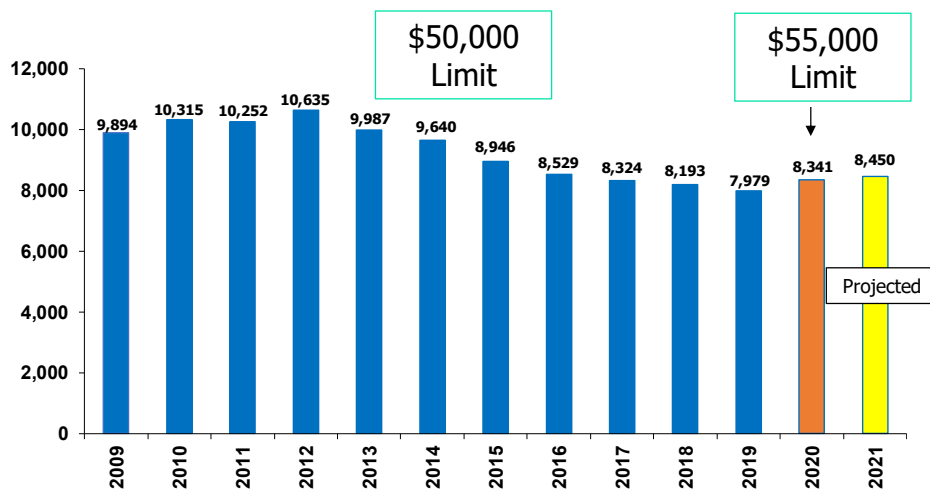
Enrollment

The number of Oklahoma's Promise students enrolling in the program in high school declined steadily from 10,635 in 2012 to 7,979 in 2019. However, enrollment in the 2020 high school graduating class, the first class with the higher \$55,000 application income limit, totaled 8,341, an increase of 362 students or nearly five percent. Another slight increase is projected for the 2021 high school graduating class.



OK Promise High School Enrollment

(By High School Graduation Year)



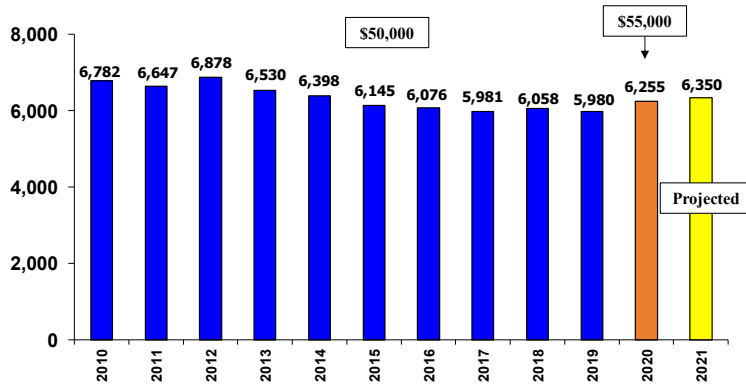
As of 1/11/2021

Number of Students Completing the Program's High School Requirements

The number of students completing the requirements to be eligible for the scholarship in the 2020 high school graduating class totaled 6,255, an increase of 275 or five percent from 2019. The high school requirement completion rate has risen significantly from 65 percent in 2013 to 75 percent in 2020.



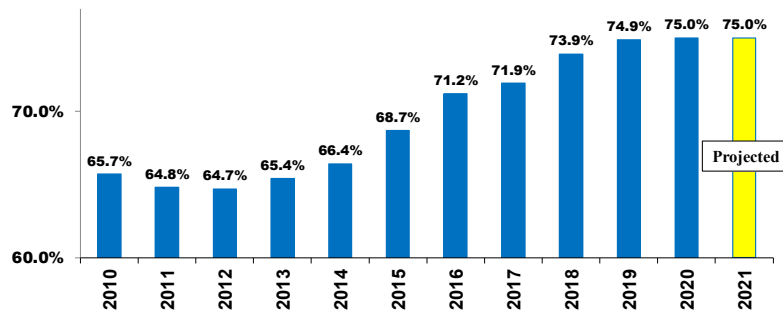
High School Students Completing OK Promise Requirements (by Grad Year)



As of 1/26/2021



High School Requirement Completion Rates (by grad year)



As of 1/11/2021

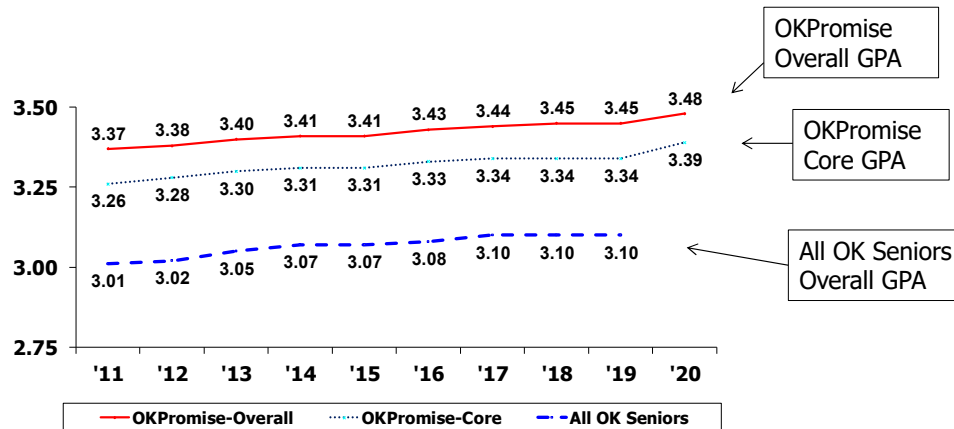
Performance Measures for Oklahoma's Promise Students

Oklahoma's Promise students meeting the program's high school requirements to become eligible for the scholarship have historically out-performed their non-Oklahoma's Promise peers, or the student body as a whole, on a number of academic measures. The following charts show that Oklahoma's Promise students continue to perform well on a variety of benchmarks.

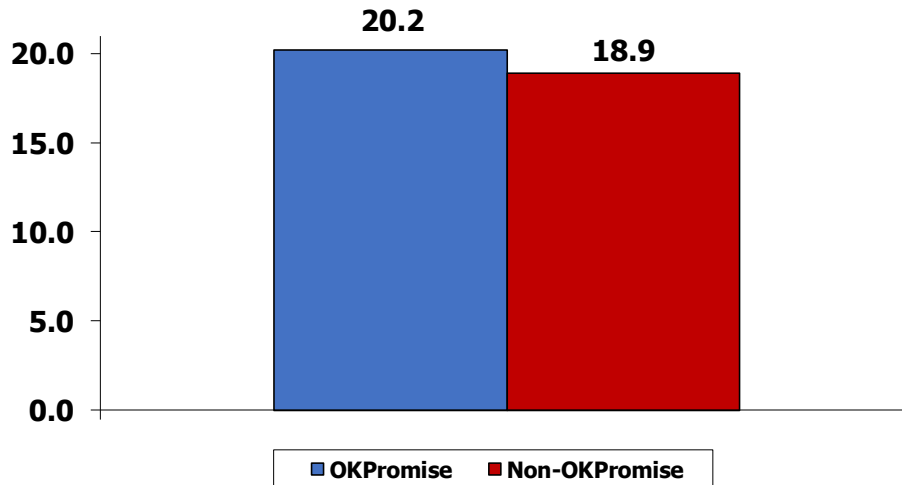
- Higher high school GPAs.
- Higher ACT composite scores.
- Higher college-going rates.
- Lower college remediation rates.
- Higher college freshmen GPA rates.
- Higher full-time college enrollment.
- Higher college persistence rates.
- Higher college degree completion rates.
- Higher employment rates in Oklahoma after college graduation.



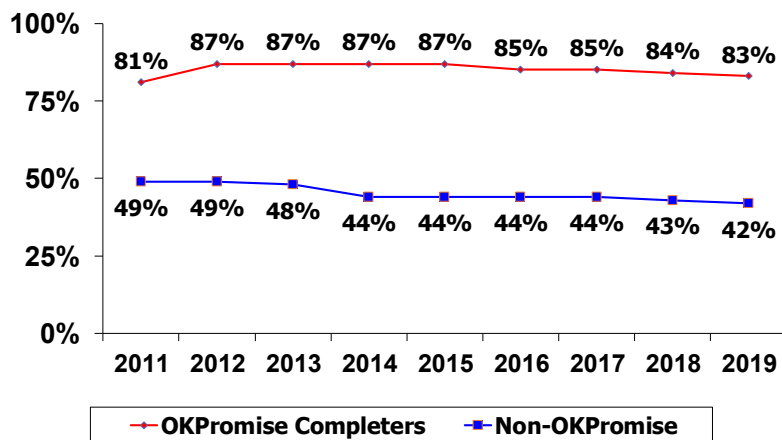
High School GPA



2020 ACT Composite Scores



College-Going Rates

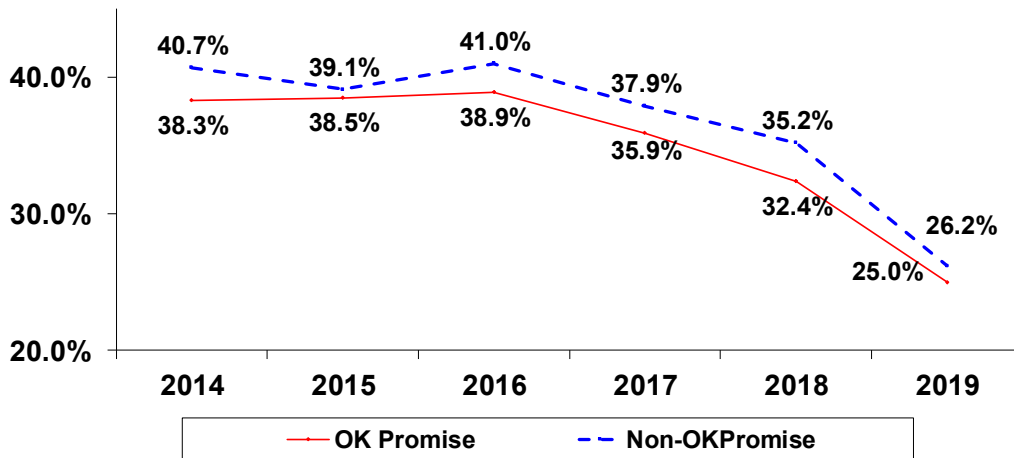


College Remediation Rates

College remediation rates for both Oklahoma’s Promise and non-Oklahoma’s Promise students have dropped significantly in the past three years due to system-wide remediation reform efforts. Reform actions have included: improved assessment and placement policies; co-requisite course models and support services; and gateway college-level mathematics courses that align to specific degrees of study.



College Remediation Rates

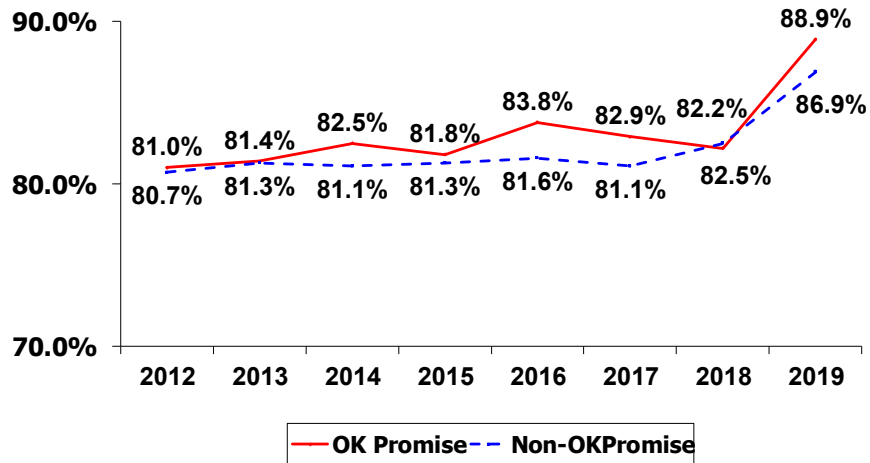


College Freshmen GPA

In 2018-2019, for the first time, the percentage of Oklahoma’s Promise college freshmen class earning at least a 2.0 GPA their freshman year was slightly lower than non-Oklahoma’s Promise freshmen – 82.2 percent compared to 82.5 percent. In 2019-2020, the percentages increased for both groups with Oklahoma’s Promise recipients regaining an advantage of 88.9 percent compared to 86.9 percent for non-Oklahoma’s Promise students.

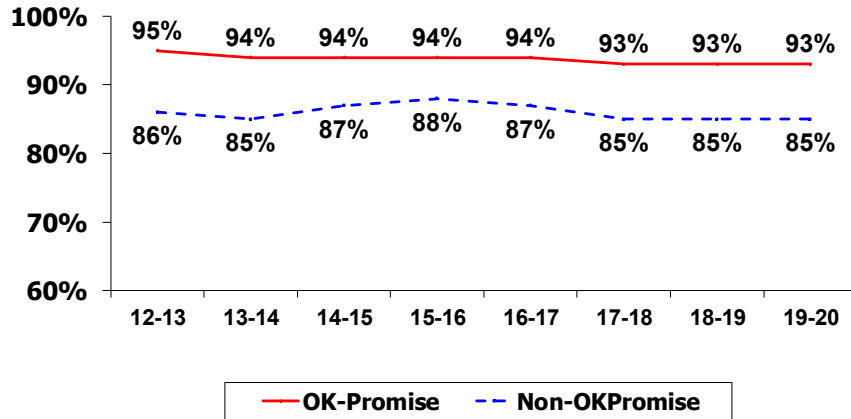


College Freshmen – GPA of at least 2.0



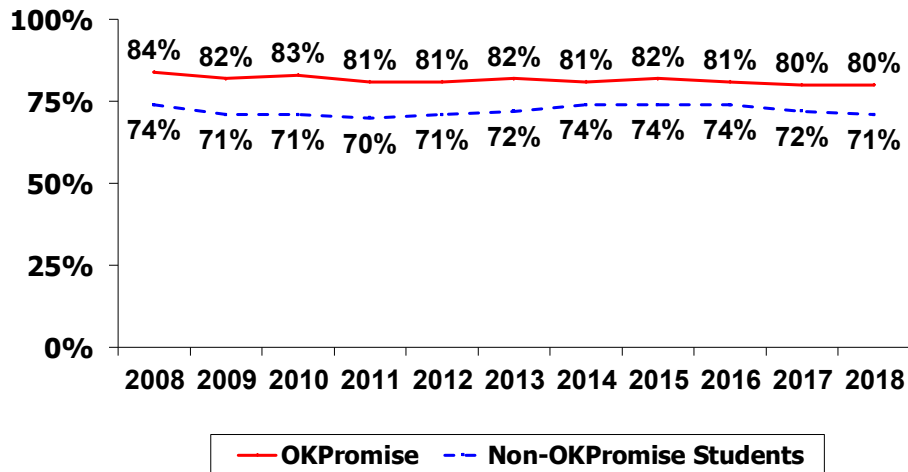
Percentages calculated based on students with GPA reported to UDS.

Full-Time College Enrollment



First-time entering students enrolled full-time in fall or spring semester

College Freshman to Sophomore Persistence Rates



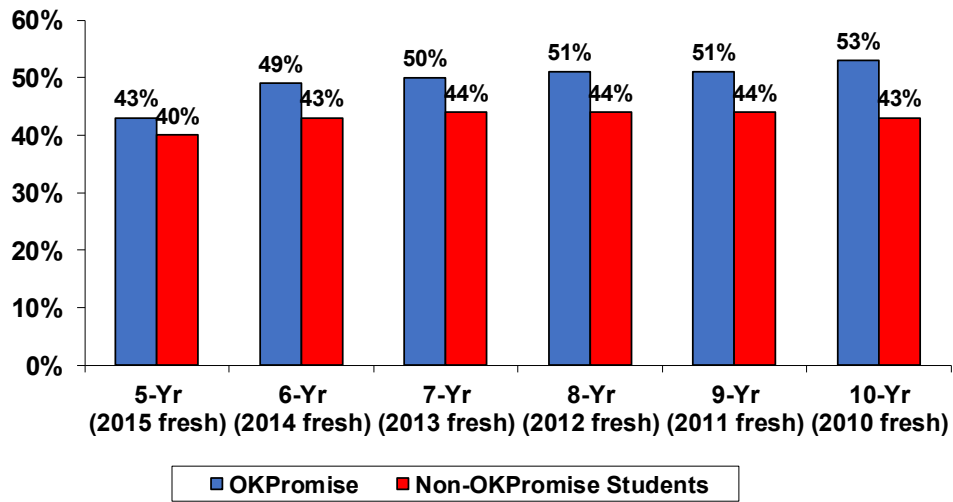
College Degree Completion Rates

Oklahoma's Promise students consistently complete college degrees at higher rates than their non-Oklahoma's Promise peers. The data also show that more Oklahoma's Promise students continue to complete degrees in the years immediately following their five years of scholarship eligibility.



Degree Completion Rates

(Degrees earned through 2019-20)



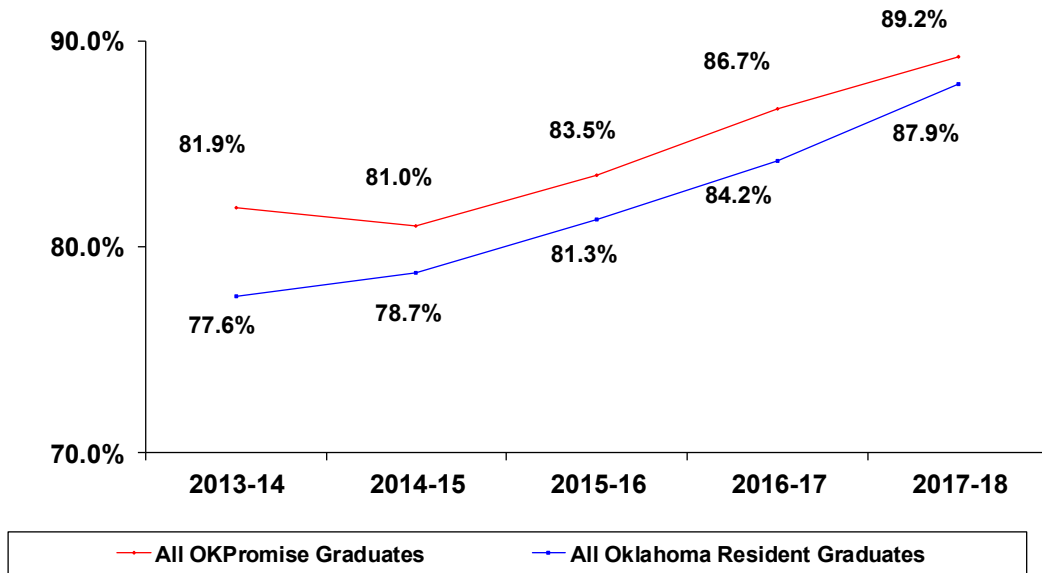
Employment of Oklahoma’s Promise College Graduates in Oklahoma

Oklahoma’s Promise college graduates are more likely to stay in the state and be employed in the state when compared to all Oklahoma residents graduating from college in Oklahoma. The latest data show that, one year after college graduation, 89.2 percent of Oklahoma’s Promise graduates are employed in the state compared to 87.9 percent of all resident graduates.



Employment of OKPromise Graduates

(Employed in Oklahoma between April 2018 and June 2019)

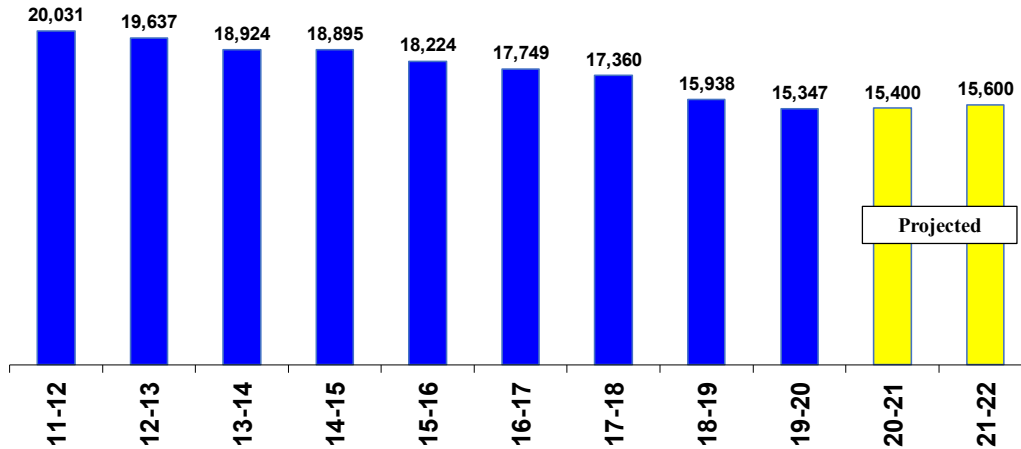


Number of Scholarship Recipients

The number of scholarship recipients has steadily declined for several years, including a significant one-year drop in 2018-2019 of over 1,400 students, or eight percent, due in large part to the statutory change requiring the student's family income to be checked each year in college. Due to the increased application income limits in 2017 and 2021, the number of scholarship recipients should begin to increase gradually in future years.



Scholarship Recipients



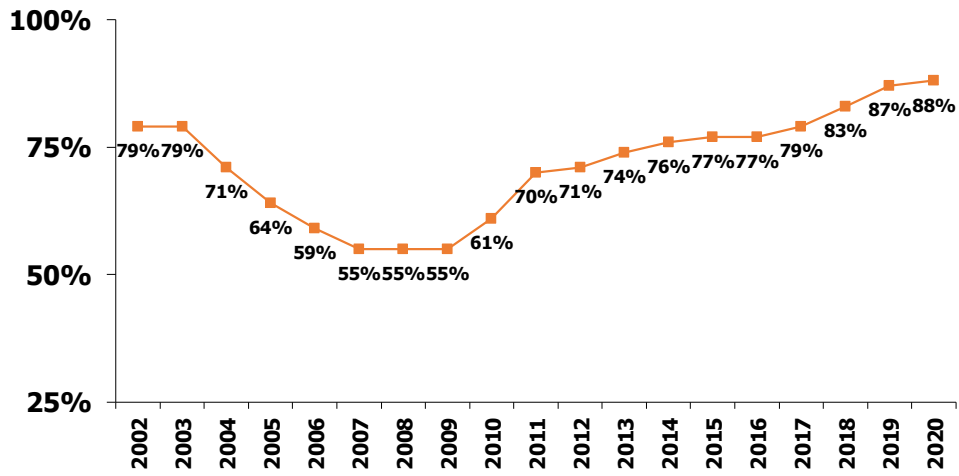
As of 1/26/21

Percentage of Oklahoma's Promise Scholarship Recipients Eligible for the Federal Pell Grant

Over the past ten years, the percentage of Oklahoma's Promise scholarship recipients who are eligible for the federal Pell Grant has increased significantly. Pell Grant eligibility is based primarily on the income of the student and their parents. The percentage has increased dramatically from 55 percent in 2009 to 88 percent in 2020, showing that an increasing proportion of Oklahoma's Promise scholarship recipients are from lower-income families.



% of OKPromise Recipients Eligible for Federal Pell Grants



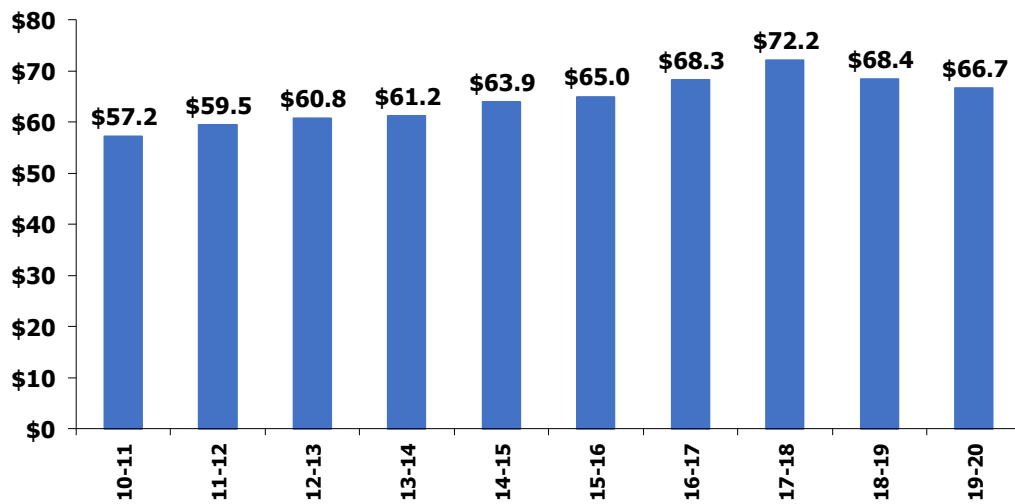
Scholarship Expenditures

For the second straight year, scholarship expenditures in 2019-2020 declined from the previous year. The cumulative reduction from 2017-2018 to 2019-2020 totaled \$5.5 million or nearly eight percent. The reasons for the reduction included the statutory changes requiring the student's family income to be checked each year in college and prohibiting use of the scholarship for noncredit remedial courses, the overall decline in enrollment of high school students in the program, and the increase in the number of colleges not raising tuition rates. Scholarship expenditures are projected to begin increasing gradually in future years as program enrollment rises.



Scholarship Expenditures

(In \$ millions, by academic year)



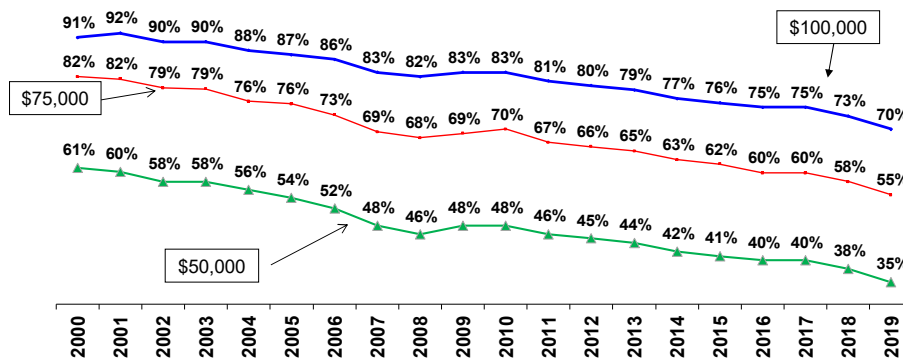
As of 1/26/21

Oklahoma Family Incomes by Percentage and Median Family Income

The data below provide context for the program application income limit of \$55,000 (that will increase to \$60,000 in 2021-2022). The percentage of Oklahoma families with income under \$50,000 has declined from 61 percent in 2000 to 35 percent in 2019. During the same period the median family income in Oklahoma has grown nearly 70 percent from \$40,709 to \$68,358.



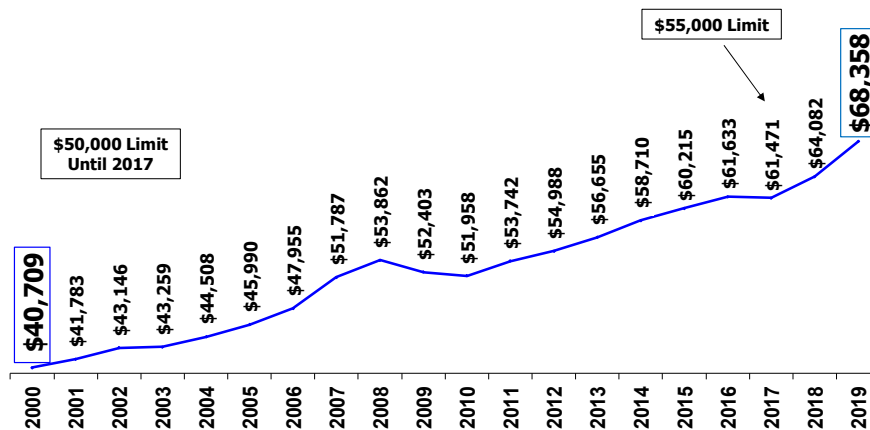
Oklahoma Family Incomes %’s Under \$50,000, \$75,000 & \$100,000



Source: US Census Bureau, 2000 Census, American Community Survey-2001-2019



Oklahoma Median Family Income (50th Percentile)



Source: US Census Bureau, 2000 Census, American Community Survey, 2001-2019

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #21:

ACT Annual Report.

SUBJECT: Annual Report on the ACT Scores for the 2020 graduating class.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Annual Report on ACT scores for the 2020 graduating class.

BACKGROUND:

ACT scores can serve as a predictive measure of success in the first year of college and as indicators of preparation for college. For more than twenty-five years, the State Regents have been involved with ACT as partners in the Educational Planning and Assessment System (EPAS); ACT retired the EXPLORE and PLAN assessments in 2015. Since Fall 2016, the PreACT has been used as the EPAS assessment for Oklahoma's tenth graders. Since Spring 2016, Oklahoma high schools have provided juniors an ACT assessment funded by the State Department of Education. Due to the COVID-19 pandemic and resulting budget cuts, the State Department of Education did not provide the juniors of 2020 an ACT assessment.

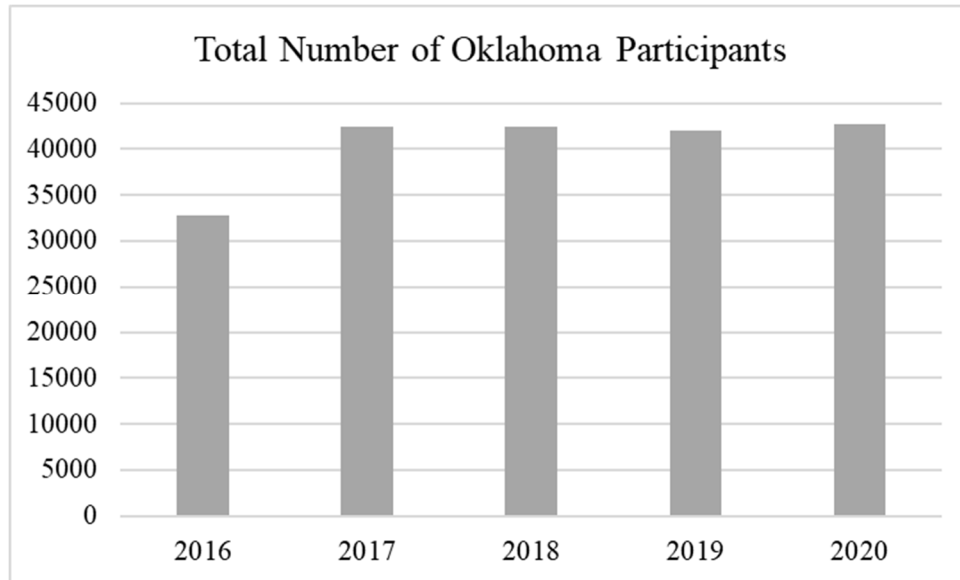
Oklahoma's PK-12 accountability system includes ACT scores as one piece of the School Report Card. Because of the inclusion of ACT scores and participation in this system, more school districts are availing themselves of the professional development and curriculum improvement afforded to them through the State Regents' Student Preparation Team.

POLICY ISSUES:

No State Regents' policies are impacted by this action.

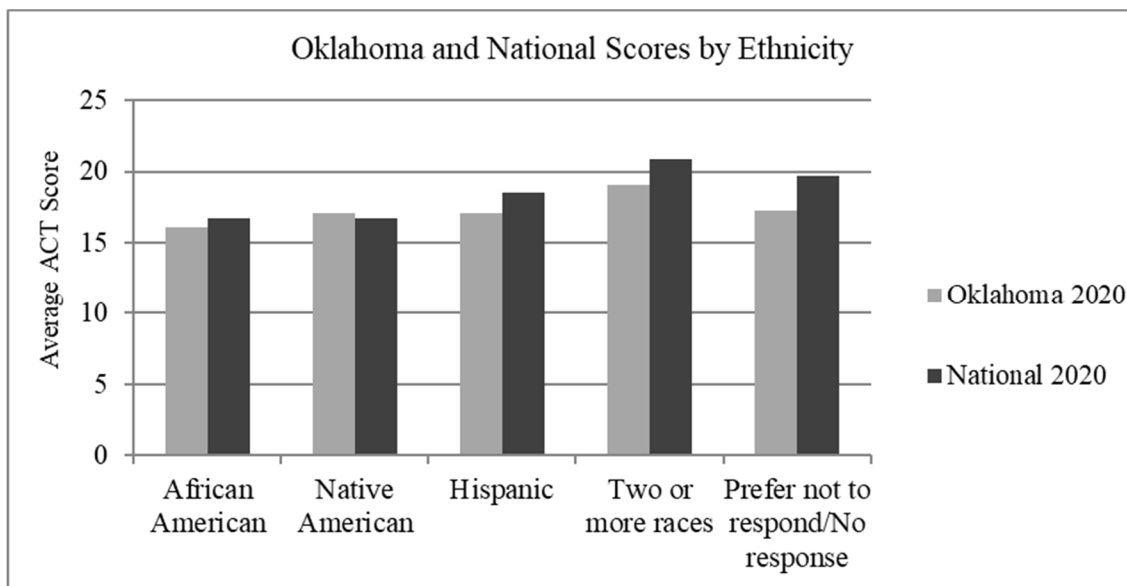
ANALYSIS:

As a result of the Oklahoma State Department of Education's statewide ACT testing program, the number of Oklahoma high school graduates that have taken an ACT increased from 32,854 in 2016 to 42,773 in 2020. As expected, scores have declined during this period, reflecting increased participation in the ACT and capturing students who may have never considered college previously. This will be the last year of data where ACT superscoring is not utilized for the composite score, which will likely result in higher overall ACT scores for the state.



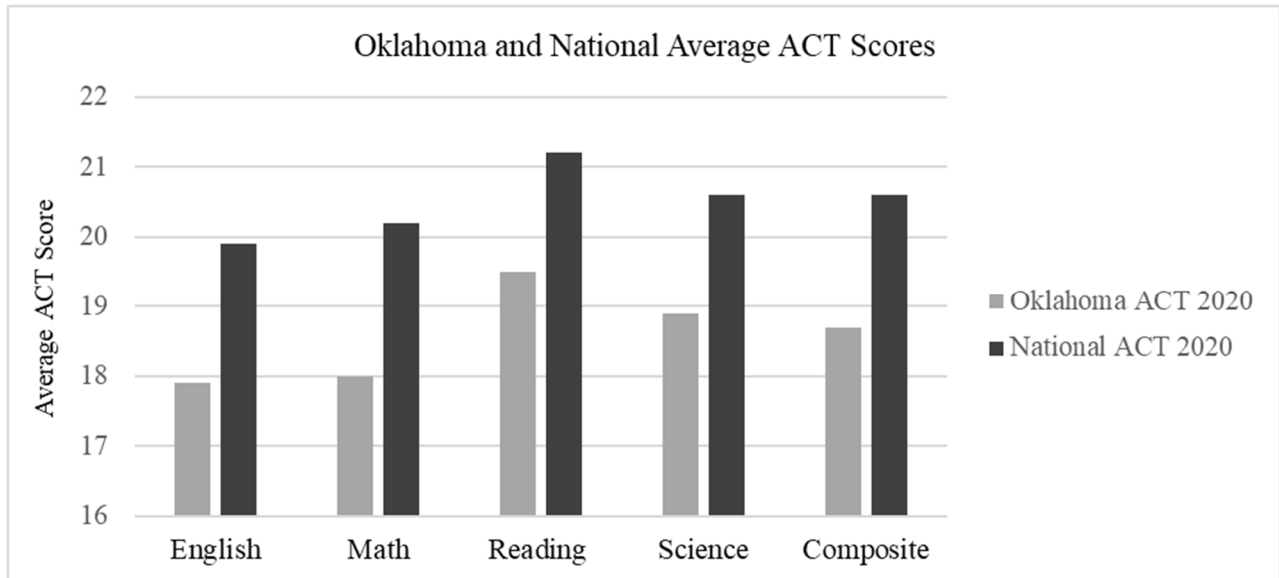
Ethnic Groups

While the total group of Oklahoma ACT testers continues to lag behind the national average, Oklahoma's American Indian students continue to out-perform their national counterparts.

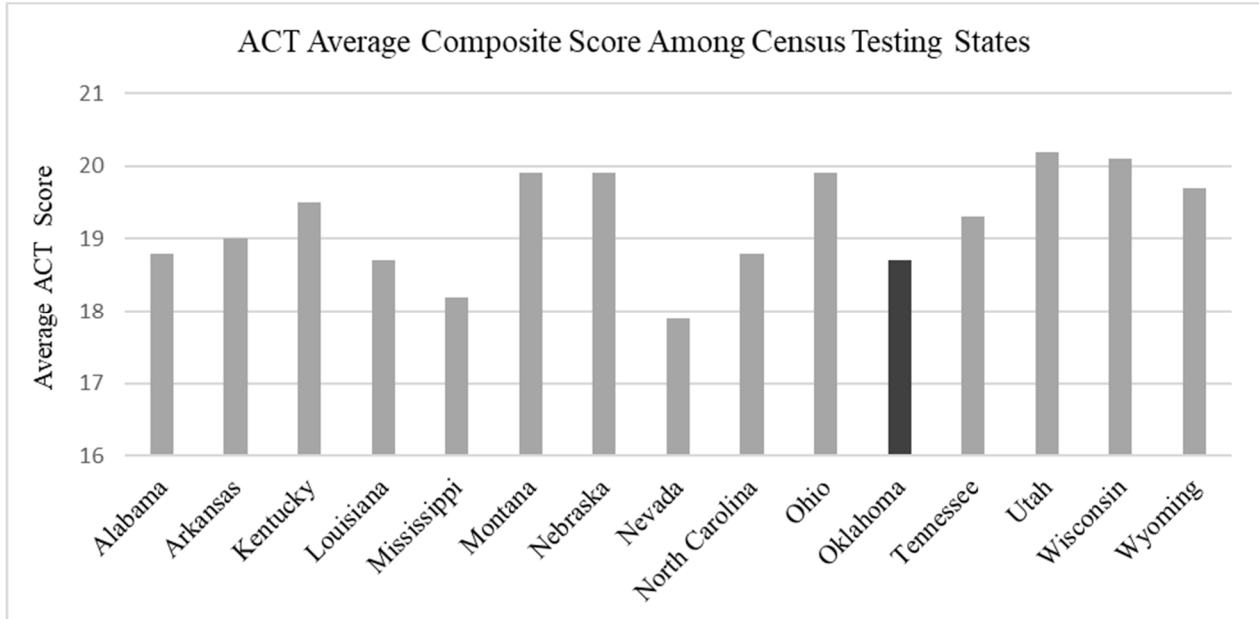


For the Oklahoma graduating high school class of 2020, 42,773 students took an ACT test. In Oklahoma, 2020 graduates who took the ACT two or more times (48 percent of test takers) had an average Composite score of 20.9, compared to an average of 16.8 for single time testers (52 percent of test takers). Broadly, the results show the following:

- Oklahoma’s ACT Composite score dropped from 18.9 in 2019 to 18.7 in 2020. The national composite dropped from 20.7 in 2019 to 20.6 in 2020.
- Oklahoma’s English score decreased from 18.2 in 2019 to 17.9 in 2020. Nationally, English scores decreased from 20.1 in 2019 to 19.9 in 2020.
- Oklahoma’s Mathematics score decreased from 18.3 in 2019 to 18.0 in 2020. Nationally, mathematics scores decreased from 20.4 in 2019 to 20.2 in 2020.
- Oklahoma’s Reading score decreased from 19.6 in 2019 to 19.5 in 2020. Nationally, reading scores stayed the same 21.2 in 2019 and 2020.
- Oklahoma’s Science Reasoning score decreased from 19.0 in 2019 to an 18.9 in 2020. Nationally, the Science Reasoning score stayed the same 20.6 in 2019 and 2020.



Average ACT scores of states testing 100 percent of their Graduating Class of 2020



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #22:

Summer Academies.

SUBJECT: Approval of 2021 Summer Academy Grants.

RECOMMENDATION:

It is recommended that the State Regents approve the 2021 Summer Academy proposals recommended for FY21 funding as described below.

BACKGROUND:

Since 1990, Oklahoma institutions of higher education have been awarded Summer Academy grants designed to reach students who will be entering the eighth through twelfth grades with emphasis on the introduction of students to hands-on mathematics, science and multidisciplinary topics, as well as demonstration of academic links with Oklahoma business and industry. All accredited Oklahoma higher education institutions are eligible to submit proposals.

Prior to 2004, the State Regents' Summer Academy program included in-depth learning experiences through one-, two-, three- and even four-week Academies and funding allowed for typically 25 academy programs each summer. Due to a severe cut in grant funding, Academies are now limited to one or two weeks and the number of academies each summer has been reduced by the funding available.

Due to continued budget reductions, the allocation for the 2018 Summer Academies was reduced by 50 percent. Because there was not an increase in state appropriations to higher education in FY19, there was no call for proposals for 2019 Summer Academies. Thanks to an increased appropriation in FY20, 2020 Summer Academies are able to be funded on a one-year basis.

The FY20 one-time appropriations carry over allowed the State Regents to approve 24 proposals for 2020 Summer Academies at the December 5, 2019 meeting. Due to the COVID-19 Pandemic, these 24 Summer Academy programs approved for the summer of 2020 were postponed until the summer of 2021.

POLICY ISSUES:

The State Regents' Summer Academies provide stimulating learning opportunities to heighten students' interest and confidence in science, mathematics and multidisciplinary studies to further develop and promote their career and educational aspirations.

ANALYSIS:

The response to the call for proposals for 2021 resulted in four proposals. It is assumed the response for proposals was low due to the postponement of offering the 2020 Summer Academy programs funded in FY20 due to the COVID-19 pandemic.

The attached list includes four academies being recommended for the 2021 Summer Academy grant program funding through FY21 funds. If approved, these four academies will be offered in the summer of 2021, in addition to the 24 FY20 approved, but postponed 2020 summer programs, for a total of 28 academies to be offered in the Summer of 2021 from both FY20 and FY21 funding.

Outcomes

State Regents' staff receive many appreciative messages regarding the Summer Academy program. This is a small but representative sample from students:

- “I knew I had at least a small interest in engineering. Little did I know what engineering entailed. Before, I thought I would like engineering, but that it would be extremely hard. After the academy I learned it is “do-able.” I know it will still be tough, but the way it was explained, I could definitely make a career out of it.”
- “I am thinking about becoming a chemist for forensics thanks to this camp. Otherwise, I would probably be sitting at home doing nothing and hoping that I will get a job in computers. If it wasn't for these camps I would have no idea of what the world holds for workers. Since I live in a small town, we don't do much or hear much. Most people around my town either grow up to be a farmer or work in the grain bin. That is not where I want to be.”
- “I learned a lot from the people I met, and had the best memories. My experience was something that I would never give up. I learned that for me the need to study is mandatory and am looking forward to applying for college.”

Attachment.

2021 Summer Academy Grants

Institution	Project Title	Grades served	Student Slots	2020 Recommended Funding
Northeastern State University	RACE Around the World	8-12	40	\$24,000.00
Oklahoma Panhandle State University	Panhandle Protégés	9-10	25	\$37,081.36
Southeastern Oklahoma State University	PI-STEM Summer Academy	8-9	30	\$18,000.00
University of Central Oklahoma	ESTEEM- Builder for Emerging Careers: A High School Summer Academy	11-12	44	\$26,400.00
Total 2021 Summer Academy Awards from FY21 Funds			139	\$105,481.36

Note: These awards will be funded with FY21 funds. The 24 carryover academies from FY20 one-time funding will also be offered in the summer of 2021, for a total of 28 academies offered in summer 2021.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #23-a:

Policy.

SUBJECT: Posting of revisions to the Teacher Education policy.

RECOMMENDATION:

This item is for posting only.

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 six 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 policy corrects the number of requirements for admission into teacher education programs and adds an additional option, allowing students to meet either a foreign language requirement or emergent bilingual studies requirement. Additionally, the policy adds language which specifies the criteria by which students must meet the emergent bilingual studies requirement.

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.

3.21.3 – Criteria for Admission to Teacher Education Programs	Corrects the number of requirements for admission into teacher education programs.
3.21.4 E – Degree Requirements and Guidelines for Articulation of Teacher Education Programs	Adds a second option, allowing students to meet either a foreign language requirement or emergent bilingual studies requirement.
3.21.4 E2 – Degree Requirements and Guidelines for Articulation of Teacher Education Programs	Adds language that specifies criteria by which students must meet the emergent bilingual studies requirement.

The proposed revisions to the Teacher Education policy were approved by the Council on Instruction at their October 8, 2020 meeting and by the Council of Presidents at their November 4, 2020 meeting.

Attachment

[POLICY EXCERPT]

3. **ACADEMIC AFFAIRS POLICY**

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.

“Professional Teacher Education Courses” are upper division courses that include specialized or advanced professional learning intended to help teachers,

administrators and other educators improve their professional knowledge, competence, skills and effectiveness. These courses include, but are not limited to: pedagogy, classroom management, professional methods, and other coursework leading toward certification as a public school teacher, administrator or other school professional.

“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~~ six 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 22 on the American College Testing (ACT), an approved assessment of general knowledge, in accordance with the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10. The Writing portion of the test must be included.
- C. Score at or above 1120 on the Scholastic Aptitude Test (SAT), an approved assessment of general knowledge, in accordance with the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10. The Essay portion of the test must be included with no less than a 5 on Reading, a 4 on Analysis, and a 5 on Writing.
- D. 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.
- E. Achieve a passing score at the performance benchmark required by the Oklahoma Office of Educational Quality and Accountability (OEQA) for

state certification on the Oklahoma General Education Test (OGET).

- F. Possess a Baccalaureate degree from an institution accredited by a national or regional accrediting agency which is recognized by the Secretary of the U.S. Department of Education and approved by the Oklahoma State Regents for Higher Education.

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.

Universities with approved teacher education programs 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. Institutional 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.
- 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 students to meet one of two criteria addressing foreign language or Emergent Bilingual / English Learning in P-12 schools:
1. ~~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.
 2. Teacher candidates demonstrate the knowledge and skills necessary to address the needs of Emergent Bilingual (English Learner) students in the P-12 classroom and are proficient in the strategies required for successful delivery of P-12 instruction in that area. The assessment for such competency may occur at any point in the teacher candidate's program through specified course work, approved by the Office of Educational Quality and Accountability (OEQA), and 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 a 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 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.
 4. Teacher Education programs shall incorporate into those programs the requirement that teacher education students study or have training in the following areas:
 - a. Substance abuse symptoms identification and prevention
 - b. Mental illness symptoms identification and mental health issues
 - c. Classroom management skills
 - d. Classroom safety and discipline techniques
 - e. The use of digital and other instructional technology
 - f. Trauma-informed responsive instruction

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.

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; revised May 29, 2020; revised XX XX, 2021. Guidelines for Articulation of Teacher Education Programs Policy: Approved September 26, 1977. Revised October 15, 1999; revised May 29, 2020. 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; revised XX XX, 2021. Definitions, Criteria for Admission to Teacher Education Programs, Degree Requirements and Guidelines for Articulation of Teacher Education Programs, and Degree Requirements and Guidelines for Articulation of Teacher Education Programs updated May 29, 2020.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #23-b:

Policy.

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

RECOMMENDATION:

This item is for posting only.

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.
- June 27, 2019 – Revisions included non-substantive changes to better represent program level nomenclature and updated language to align with the Functions of Public Institutions policy.

In Summer 2019, a committee of State Regents' staff crafted the first draft of the Academic Program Approval policy to add a definition for pre-requisite courses and modify the definition for reverse transfer. Additionally, language was added to require institutions to be transparent in all degree requirements by requiring all courses required as part of a degree to be clearly listed in institutional publications.

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 September 10, 2020 meeting and by the Council of Presidents at their November 4, 2020 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.

ANALYSIS:

Proposed policy changes include incorporating necessary changes to be in compliant with HLC Assumed Practices and other non-substantive language updates. Additionally, formatting and editorial changes were made to provide clarification regarding governing board approval for the deletion, suspension, and reinstatement of programs. 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	Addition of a definition for pre-requisite and update definition of reverse transfer to better clarify practice.
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	No changes.
3.4.5 – New Program Request Criteria	Addition of language to ensure transparency in all course requirements for completion of a degree. Also, clarified requirements for embedded certificates.

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

[Policy Excerpt]

3. ACADEMIC AFFAIRS POLICY

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.

“Prerequisite” is a non-zero level course or other requirement that a student must complete prior to enrolling in a specific course or program.

“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 associate degree requirements after declaring a baccalaureate degree program 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'. Substantive changes in programs, including deletion, require approval 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. 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.

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.

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.

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;
 - 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.
- d. 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 section 3.2.6 of the *Functions of Public Institutions* policy.

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. All required courses for a degree must be clearly listed. Institutions must provide transparency in all degree requirements in accordance with HLC, institutional, and/or programmatic accreditation standards. For guidance, see *Procedures Handbook*. 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~~may 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 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 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:

Reallocation of Existing Resources

1. 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.

Approved May 31, 1995. Revised September 5, 1997; January 29, 1999 and February 7, 2008. Revised June 21, 2012; June 29, 2017. Revised June 30, 2019. Revised February x, 2021.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #23-c:

Policy.

SUBJECT: Approval of a policy exception request to the Concurrent Enrollment policy from Oklahoma City Community College.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma City Community College's request for an exception to the Concurrent Enrollment policy.

BACKGROUND:

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

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

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

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

In 2005, the State Regents approved revisions to the Student Tuition and Fees policy to align with amendments to 70 O.S. §628.23. This statutory amendment established a program for high school seniors to receive a tuition waiver for up to six hours of concurrent coursework per academic term.

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

In 2018, the Legislature passed SB 1196. This legislation, which updated 70 O.S. § 628.13, specified that each high school senior who meets the eligibility requirements for concurrent enrollment shall be entitled

to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of 18 credit hours in their senior year. The bill also provided that, subject to the high school senior concurrent enrollment program being fully funded, each high school junior who meets the eligibility requirements for concurrent enrollment shall be entitled to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of nine credit hours in their junior year, subject to the availability of funds.

POLICY ISSUES:

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

ANALYSIS:

While the new Concurrent Enrollment policy has increased access, the policy limits concurrent enrollment to high school juniors and seniors.

The proposed exception would allow Oklahoma City Community College (OCCC) to admit qualified sophomores from Pathways Middle College High School (PMCHS) to participate in concurrent enrollment during the Spring 2021 semester.

As background, PMCHS is housed on OCCC's campus; thus, this arrangement is designed to foster college preparation because it integrates college level norms and values into the high school experience. As such, by being on a college campus, PMCHS students gain experience utilizing college resources, attending college programming events, and interacting with college professors. These experiences provide them with a realistic view of the expectations and demands of college.

All PMCHS sophomores who wish to be admitted through this proposed exception must meet the admission and course placement requirements that are detailed within the Concurrent Enrollment policy.

OCCC anticipates that it will admit approximately 28 PMCHS sophomores through this proposed exception. At the conclusion of the Spring 2021 semester, OCCC will submit a report detailing the course grades and semester grade point averages earned by PMCHS sophomores.

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

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March 4, 2021

AGENDA ITEM #23-d:

Policy.

SUBJECT: Approval of requests for test-optional admissions pilots from State System institutions.

RECOMMENDATION:

It is recommended that the State Regents approve the test-optional admission policy pilot project for Murray State College, Northwestern Oklahoma State University, Oklahoma State University, Rogers State University, Rose State College, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Tulsa Community College, University of Central Oklahoma, and University of Science and Arts of Oklahoma for a period of five years, ending in 2026.

BACKGROUND:

Admission to State System institutions is governed by the State Regents' Institutional Admission and Retention policy. The first admission policy was adopted by the State Regents in March 1962 and has been revised at least 61 times since then. In its current form, the Institutional Admission and Retention policy sets forth admission requirements for several groups of undergraduate students, including first-time college students, homeschooled students, and international students. For first-time students, the policy sets minimum standards for both high school curriculum and for performance requirements. Performance requirements can either be met by achieving a minimum composite score on the ACT or SAT, by high school GPA and class rank, or, for regional universities, by achieving a 2.7 GPA in the 15 required high school units. As of Fall 2019, the University of Oklahoma (OU) uses a completely holistic model for admission; Oklahoma State University (OSU) also has a holistic option for students who do not meet minimum requirements to be admitted in the guaranteed admission categories. Universities are also empowered to request higher admission standards than the minimum set by the State Regents. Community colleges and technical branches within the State System are open admission and do not have minimum performance requirements for first-time students to enroll.

POLICY ISSUES:

This action is an exception to the State Regents' Institutional Admission and Retention policy.

ANALYSIS:

As a result of the COVID-19 pandemic and inability of students to access standardized testing, many institutions of higher education have deferred the requirement for students to submit an ACT or SAT score for admission until testing is available. During 2020, the University of Maryland, the University of Virginia, Pennsylvania State University, the University of Delaware, Clemson University, the University of North

Carolina system, and many others have dropped the requirement that students submit an ACT or SAT score to be admitted during the next academic year. In Oklahoma, State System institutions have also been given flexibility to admit students for the Summer and Fall 2020 and Spring 2021 terms without submission of a college entrance exam score due to several national ACT and SAT exams being canceled because of safety concerns surrounding COVID-19.

These decisions to adopt temporary test-optional policies have occurred in the broader context of a national discussion regarding the value of college entrance exams, generally. On May 21, 2020 the University of California (UC) Board of Regents suspended the requirement that incoming students submit ACT or SAT scores through Fall 2024. The university will explore the creation of a new test to better measure college readiness; in the meantime, if a new test is not created in time for Fall 2025 admissions, the UC system will no longer require any entrance exam for admission. While this decision from UC was the most widely reported in the press, it is certainly not the only test-optional college or system; according to the National Center for Fair and Open Testing, there are at least 1,300 accredited colleges or universities in the United States who will not require ACT or SAT scores for admission through at least the Fall 2021 term.

The test-optional movement is rooted in skepticism regarding the value of ACT or SAT scores. In a study of 123,000 students at 33 test-optional colleges, researchers found virtually no difference in the academic performance of test-submitters and non-submitters, as measured in grades and graduation rates (Syverson, Steven, Valerie W. Franks, and William C. Hiss. "Defining access: How test-optional works." (2018)). College GPAs of submitters and non-submitters were within five-onehundredths of one point of one another and the difference in graduation rates was six-tenths of one percent. Additionally, required college entrance exams present serious concerns regarding equity in college admissions. In the study, students who did not submit test scores were more likely to be first-generation college students, non-white, Pell grant recipients, or female. Preparation for college entrance exams can also present serious equity concerns. In-person preparation courses for the ACT or SAT can cost \$800-\$1,800, putting this preparation out of reach for most low-income families.

Given this important national conversation and the concerns regarding the predictive ability of college entrance exams, coupled with concerns about equity and access, several State System institutions have expressed interest in adopting test-optional admission policies. In order to gather sufficient data to determine the impact of a potential move to test-optional admissions policy across the State System, State Regents staff invited interested institutions to discuss implementing a five-year pilot project wherein pilot institutions will implement a test-optional admissions process.

The University of Oklahoma was approved to participate in the test-optional admission policy pilot project on September 3, 2020.

Since September 3, 2020, the following institutions have requested approval to enter into the pilot project to further explore student retention and performance data with the "Test-Optional Admission Policy."

- Murray State College
- Northwestern Oklahoma State University
- Oklahoma State University
- Rogers State University
- Rose State College
- Southeastern Oklahoma State University
- Southwestern Oklahoma State University
- Tulsa Community College
- University of Central Oklahoma

- University of Science and Arts of Oklahoma

For the pilot, the following requirements are specified:

- The institutions may offer admission under a “Test-Optional Admission Policy” for the next five (5) admission cycles (2021, 2022, 2023, 2024, and 2025).
- The institutions will continue to conduct holistic reviews for admission decisions, which will include multiple factors, but minimally: high school grade point average, high school rigor, high school size, and application date.
- Each year’s students admitted under the “Test-Optional Admission Policy” parameters will be identified in a cohort for tracking and reporting purposes.
- The institutions will report annually on the retention of each cohort.
- The institutions will continue to analyze the variables and each variable’s predictive value in an admission index score. These analyses will be presented to the State Regents annually. The institutions’ administrators will share information with the Council on Instruction for review as requested.
- The cohorts will be identified for additional student success supportive services.
- Students will still be encouraged and incentivized to participate in standardized test taking and submission for purposes of admission, scholarships, and course placement decisions.
- The institutions will report at the end of the pilot on the completion of the 2021 cohort.
- Annual reports will be due on November 1st of 2022, 2023, 2024, and 2026.
- State Regents staff will provide a template for annual reporting.

The institutions will begin this pilot for the 2021 admission cycle and, based on their experiences, will participate in data analyses and policy discussions with other State System institutions as they structure other pilot programs to examine the impact of a “Test-Optional Admission Policy” on institutions with varying test standards for admission requirements serving diverse students in rural and urban settings. These discussions and research analyses will continue to be facilitated through the Council on Instruction for systemwide policy development.

In developing proposals, institutions tailored test-optional program proposals to their own student population. This variety of approaches will assist State Regents’ staff in developing quality analyses that will demonstrate viable and replicable strategies for the State System and which approaches may be less successful. These lessons will be valuable in moving forward with potential permanent revisions to the Institutional Admission and Retention policy after the conclusion of the pilot. Although there is variation among the approaches of institutions to test-optional pilots, there are a number of persistent themes that can be observed across the proposals. For instance, innovative practices in course placement can be seen across a large number of proposals. Since community colleges are already open admission institutions, many of those institutions have placed a focus on better methods of determining college readiness than utilizing ACT or SAT subject test scores. Examples of factors institutions have proposed include high school GPA, course rigor, and high school rigor. High school GPA is also a factor in several proposals submitted by four-year institutions in determining whether or not a student will be admissible in the absence of ACT or SAT scores. All proposals also focused on strong supports for students in the pilot programs after admission, including, but not limited to, intrusive academic advising, peer mentoring, and specialized courses for first-time college students. The most persistent theme throughout all the proposals is a focus on equity; as explained above, reliance on test scores often disadvantages students from traditionally underserved populations. Institutions at both the two- and four-year levels have placed a focus on increasing student success and degree attainment among underserved populations, including students from lower socioeconomic status as well as those from minority groups.

Each institution’s proposed test-optional admission model for this pilot project is contained in a supplement. It is recommended that the State Regents approve this pilot “Test-Optional Admission Policy” at these institutions beginning Fall 2021 to run through Spring 2026, with annual reporting by each approved pilot program.

Supplement available on request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #23-e:

Policy.

SUBJECT: Approval of expansion of the TCC EXCELeRate early college pilot project

RECOMMENDATION:

It is recommended that the State Regents approve the expansion of the EXCELeRate project proposed by Tulsa Community College (TCC).

BACKGROUND:

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

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

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

POLICY ISSUES:

This action is an exception to the Concurrent Enrollment policy.

ANALYSIS:

TCC's data from the last three years demonstrate that EXCELeRate students perform exceptionally well in their college courses. For instance, the first cohort students are 98.6 percent successful in their college courses as well as maintaining a high school GPA of 3.32. Additionally, the second cohort has maintained 100 percent success in their college courses with an average GPA of 3.94. TCC's third cohort began college courses this fall, and the college looks forward to tracking their success in the program. This success is possible due to the creation of a dual credit program that becomes an early intervention for this underserved population and provides intentional, wrap-around supports for students.

As a result of this work, TCC desires to expand the EXCELeRate pilot project within its service area in order to create a larger impact on this population of students. TCC is requesting an expansion of the 2017 exception to the Concurrent Enrollment policy that was granted for the EXCELeRate pilot. If granted, the expansion would be targeted to the two largest school districts in the TCC service area: Tulsa Public Schools and Broken Arrow Public Schools.

For Tulsa Public Schools, students will be located at TCC's Northeast Campus. For Broken Arrow Public Schools, students will be located on the campus of Northeastern State University (NSU)-Broken Arrow, where TCC already facilitates concurrent courses for the high school. Consistent with the national definition and the ongoing pilot, a recruitment goal of each cohort will consist of a minimum of 80 percent economically challenged high school students with an additional focus on first-generation college students and student populations that are under-represented in higher education. Details of this request may be found in Attachment A.

It is recommended that the State Regents approve TCC's request to expand the EXCELeRate pilot project as described in Attachment A.

Attachment

Proposed Expansion of the TCC EXCELerate Pilot Project

Targeted Schools and Location

1. Expand EXCELerate pilot program to two additional public schools: Tulsa Public Schools (TPS) and Broken Arrow Public Schools (BAPS).
2. The TPS location for the Pilot will be at TCC's Northeast Campus.
3. The BAPS location for the Pilot will be at the NSU-Broken Arrow campus.

Cohort Details

4. The target cohort at each location is a maximum of 30 students.
5. Students recruited and selected for a pre-cohort in the 8th grade.
6. Cohort will receive intentional support as follows:
 - a. Summer Bridge Program before 9th Grade, which includes DAACS pre-test, cohort-building, college knowledge, and program preparation.
 - b. A rigorous preparatory 9th grade curriculum at their home high schools.
 - c. TCC coordinates student advising and placement testing to become formal College Students into the Pilot program.
 - d. Summer Bridge Program before 10th Grade, which includes DAACS post-test, cohort-building activities, TCC faculty one-on-ones, and orientation.
 - e. Students will complete TCC's College Preparatory English transition course to support them in Composition I.
 - f. Academic Supports: TCC coordinates math and English tutoring, faculty consultations during scheduled office hours, career counseling, academic advising, and library and research assistance.
 - g. Social & Emotional Supports: TCC coordinates Student Assistance Plan, Report It, Wellness services, and organizations as well as collaborating with a high school point-person to ensure students receive all available high school social services and college services to support social and emotional needs for identified students.

Philanthropic Details

7. The Schusterman Foundation has provided foundational support for the Union partnership. They have agreed to provide support for the Summer Bridge Programs and curriculum development with the additional partners within the expansion.

Class and Degree Information

8. College classes are taught by TCC instructors. Both full-time and adjunct faculty will be assigned courses in the Pilot program.
9. College classes are taught in the morning session. Students will complete additional high school credits in the afternoon at their high school location.
10. Students will complete an Associate of Arts degree in Liberal Arts (with a pre-STEM option).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #23-f:

Policy.

SUBJECT: Approval of institutions to exercise flexibility in applying Academic Affairs policies due to impacts of COVID-19.

RECOMMENDATION:

It is recommended that the State Regents approve the COVID-19 Policy Guidance Document to provide flexibility in Academic Affairs policy as described below.

BACKGROUND:

The Oklahoma State System of Higher Education was established in Article XIII-A of the Oklahoma Constitution by a vote of the people on March 11, 1941. The Oklahoma State Regents were established in this article as the coordinating board of control for the State System. Among other significant duties, the citizens of Oklahoma vested the State Regents with the responsibility to “prescribe standards of higher education applicable to each institution,” “determine the functions and courses of study in each of the institutions to conform to the standards prescribed,” and to “grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions.” In order to discharge these duties, the State Regents have established Academic Affairs policies, which are set forth in Chapter 3 of the State Regents’ Policy and Procedures Manual. Chapter 3 consists of 25 sections covering all academic areas within the State System coordinated by the State Regents.

POLICY ISSUES:

This action would provide a policy guidance document to allow institutions to exercise flexibility in applying State Regents’ Academic Affairs policies during the COVID-19 pandemic.

ANALYSIS:

On March 24, 2020, the governor issued Fourth Amended Executive Order 2020-07, which declared a public health emergency due to COVID-19 in all of Oklahoma’s 77 counties. The growing threat to public health forced State System institutions to make rapid decisions regarding completion of the Spring 2020 semester. Institutions did a commendable job of putting the health and safety of students, faculty, and staff first while maintaining the academic integrity and rigor expected by the public, accreditors, and the State Regents.

As COVID-19 required radical actions to end in-person instructional activities in March 2020, it quickly became apparent that flexibility in application of State Regents’ Academic Affairs policies would be necessary to complete the spring 2020 semester and to prepare for the 2020 summer and fall semesters. Standard operations which supported policy applications were severely disrupted. Both ACT and SAT canceled spring and summer national exam dates, leaving many students with no way to take one of the college admission exams required under by the State Regents’ Institutional Admission and Retention policy

in order to be admitted to a State System institution. Similarly, State System institutions were left without ACT or SAT subject test scores for many students, which the State Regents' Student Assessment and Remediation policy requires to make initial course placement determinations for first-time students. As State System institutions migrated to exclusively online courses to finish the spring 2020 term, flexibility was required in application of the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy, which requires prior approval for academic programs to be offered online. These examples represent only a few of the areas where flexibility was needed in order for State System institutions to continue to meet the needs of students.

In order to expeditiously meet the needs of State System institutions and students, and after consultation with the State Regents' Chairman and Chancellor, State Regents staff issued a guidance document on March 30, 2020 detailing Academic Affairs policy flexibility for State System institutions. This document, which was revised on April 8, 2020 and May 7, 2020, offered guidance on policy and programs in the following areas:

- Grading
- Oklahoma's Promise
- Concurrent Enrollment
- Title IV Financial Assistance
- Veterans/G.I. Bill © Benefits
- Admission and Assessment & Placement
- Electronic Delivery Approval
- Nursing
- Teacher Education
- English Proficiency Testing
- Online Biology Labs

In the areas of Grading, Concurrent Enrollment, Admission, Assessment and Placement, Electronic Delivery Approval, and English Proficiency Testing, State System institutions were allowed flexibility in application of State Regents' Academic Affairs policy and were advised that this flexibility was not to constitute a broad circumvention of policy. Any flexibility exercised must be consistent with the spirit of the policy, and required monthly reports detailing how flexibility is being applied and the number of students impacted.

Oklahoma COVID-19 cases and hospitalizations have increased dramatically since the emergency declaration in March 2020. In preparation for continued disruption to normal operations of State System institutions, it is prudent to extend this policy flexibility and reporting to ensure State System institutions continue to serve students effectively so they are not impeded on their path to degree completion.

At their September 3, 2020 meeting, the State Regents approved the use of flexibility in application of Academic Affairs policies for the duration of the 2020-2021 academic year. Based on this evolving pandemic, it is recommended that the State Regents approve continued application of policy flexibility and the revision of the guidance document for State System institutions for the duration of the 2021-2022 academic year.

Attachment.

COVID-19 Guidance for Oklahoma State Regents for Higher Education Academic Affairs Policy (Chapter 3)

APPROVED BY THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION ON
FEBRUARY 25, 2021

State Regents Academic Affairs policies specified in Chapter 3 of the Oklahoma State Regents *Policy and Procedures Manual* remain in effect. However, as institutions respond to the needs of students during this crisis, some modifications to limit negative impacts on students may be necessary.

Effective March 15, 2020 with the Governor's emergency declaration for all 77 counties, and until further notice, higher education institutions in the State System are empowered to comply with the spirit of the Academic Affairs policy manual and Procedures Handbook while allowing appropriate flexibility to ensure mitigation of any negative impacts to students and their academic progression due to the COVID-19 crisis. Any action taken by a State System institution that is not in strict compliance with policy and deviates from the specific guidance provided must 1) be consistent with the spirit of the policy, 2) must not be a blatant circumvention of policy, and 3) must be reported to the State Regents monthly until return to regular operations as determined by the Chancellor. State Regents staff will provide a template for such reporting and will assist with questions regarding reporting. This guidance may be updated and modified in response to the ongoing COVID-19 crisis.

Due to the COVID-19 issues impacting all students and higher education institutions in Oklahoma, some broad policy issues are addressed through the following guidance:

GRADING

Since grading will have implications for progression/graduation, major degree requirements, scholarships, graduate admission, etc., please consider the following:

1. ***Encourage faculty to assign letter grades as planned for the 2020-2021 and 2021-2022 academic years.***
2. For a specified period of time following the posting of grades, provide students the option to elect to change a letter grade for course in the 2020-2021 and 2021-2022 academic years to S/U or P/NP. The window of time for students to make this election may be determined at the discretion of the institution.
3. Discourage W or WF grade assignments as much as possible. If necessary, a policy exception will be made by the State Regents for the semester deadlines during the 2020-2021 and 2021-2022 academic years for the assignment of the automatic W in response to this unique circumstance.

Please note the following:

- Institutions must provide clear information and instructions to all students regarding all grading issues.
- By policy, P/F grading is only allowed as an option for students in specified courses where the student understood this as the grading option prior to enrollment, its use is discouraged.
- Grades of "S"- "U"/ "P"- "NP", "W", and "AW" are GPA neutral, but count in hours attempted for retention and earned hours for graduation.

- Institutions may want to draft a document that explains the ramifications of the GPA-neutral grades and require a signature from the student if such documentation is not a standard requirement for a grade change.
- A letter grade of “F” is calculated into the GPA.
- The grade “I” is at the instructor’s discretion, but cannot substitute for the “F” grade. The time limit to satisfy the incomplete requirements from the assigned “I” grade is at the discretion of the institution.
- Institutions will need to specify if an assigned grade of “F” will be considered eligible for change to a “U” or “NP” once assigned.
- Some institutions are submitting A-C grades and providing an automatic P/NP or S/U for grades of “D” and “F” without election by the student. If done, clear information and guidance needs to be provided to the student regarding the implications of a GPA neutral grade and provide them an opportunity to object, even if unlikely.

CONCURRENT ENROLLMENT

To mitigate negative impacts on concurrent enrollment students, the following guidance is provided:

1. Institutions are expected to reach out to concurrent enrollment students to ensure that they have access to adequate technology to complete their coursework, and if not, direct them to appropriate resources for connectivity or ways to complete instruction for the course(s).
2. For concurrent admission and enrollment during the 2020-2021 and 2021-2022 academic years, institutions may use emails and/or other electronic methods from parents and counselors/principals in lieu of original signatures on permission forms.
3. For academic years 2020-2021 and 2021-2022 concurrent enrollment, institutions may use alternative methods for admission and course placement in lieu of a currently prescribed curricular and performance standards if the student does not have and/or cannot access standard assessments and/or records.
4. All alternative admission and placement methods must be reported to the State Regents monthly in the template provided.

ADMISSION AND ASSESSMENT & PLACEMENT

For the 2020-2021 and 2021-2022 academic years, the following guidance is provided:

ADMISSION

For entering undergraduate students (either concurrent high school students or high school completers) unable to provide academic records for curricular or performance requirements, the institution may:

1. Admit the student as degree-seeking (including “Undecided”) without academic records/transcripts demonstrating the student meets curricular and performance requirements. Students admitted under this exception must be reported monthly to the State Regents on the report template provided.

2. Admit the student as a “Special Non-Degree Seeking” student, with the limit of nine (9) credit hours of enrollment in this special admissions category.
3. Exceed the nine (9) credit hour enrollment limit without academic records meeting curricular and performance requirements for admission under the “Special Non-Degree Seeking” category. Exception requests must be reported monthly to the State Regents on the report template provided.

ASSESSMENT & PLACEMENT

For admitted undergraduate students (both concurrent and high school completers) unable to provide academic records for curricular or performance requirements, the institution may make informed judgements for all information available to:

1. Enroll the student in the college-level course as part of a corequisite model with flexibility for faculty to modify the required support for students who are doing well in the college course, as demonstrated via course assessments and other relevant assignments.
2. Enroll the student in college-level coursework but shall require the student to be assessed not later than the end of the first semester of enrollment to determine subsequent enrollment options.
3. Any secondary course placement assessments must be controlled with some form of proctoring.
4. All students enrolled without standard assessment measures will be reported to the State Regents on the report template provided.

ELECTRONIC DELIVERY APPROVAL

To address issues from the COVID-19 crisis, institutions have migrated all instruction to electronic and/or alternative and remote delivery modalities. To facilitate this need in our State System, the following guidance is provided:

1. For the 2020-2021 and 2021-2022 academic year, institutions are not required to seek electronic delivery approval for any program not already approved for this method of delivery.
2. Institutions will be required to report on electronic, alternative, and remote delivery modalities that have not been approved through traditional processes when operations return to normal. A report template will be provided.
3. Institutions are encouraged to develop electronic, alternative, and remote delivery modalities for lab instruction.

TEACHER EDUCATION

The Office of Educational Quality and Accountability (OEQA), the Oklahoma State Regents for Higher Education (OSRHE) and the State Department of Education (OSDE) are working together to address issues impacting coursework and certification requirements as a result of COVID-19. Some of those provisions, resources and guidance for teacher education programs follow:

IN ADDITION TO THE GUIDANCE BELOW, PLEASE REFER TO THE FOLLOWING AGENCY WEBSITES FOR ADDITIONAL INFORMATION AND RESOURCES:

- <https://www.ok.gov/oeqa/>

- <https://www.okhighered.org/>
- <https://sde.ok.gov/>

ADMISSION TO TEACHER EDUCATION

1. Students should be admitted under the regular admission policy options available.
2. In the event an admission exception needs to be made for a student who does not meet the minimum admission criteria, it is at the discretion of the EPP/IHE to determine the criteria under which the student can be admitted conditionally.

STUDENT TEACHING

With P-12 school closures, and with the expectation that the impacted clinical experiences remain as close as possible to the minimum requirements set by the state for initial and advanced certification fields, Educator Preparation Programs (EPPs) can engage in augmented instruction that includes the following options:

1. Arrange temporary placements in other appropriate settings;
2. Provide virtual and online learning opportunities; and/or
3. Implement alternative assignments and instruction.

EPPs will submit their plan for meeting the field experience and student teaching internship requirements to OEQA for approval. (The OEQA office may be contacted to access the Clinical Experience Form.) Any modifications to regular field experiences and student teaching internship requirements for graduation that are approved by OEQA and the EPP/IHE, meets OSRHE approval for this specific coursework requirement.

CERTIFICATION TESTING

Students who are preparing for certification testing or performance assessments:

- Accommodations are available for students whose testing centers have been closed for cleaning due to COVID-19. If necessary, these students can be re-assigned to other testing centers that are available.
- Students who are conducting their student teaching virtually will be able to conduct the PPAT Task 4 assessment virtually.
- Candidates not taking the PPAT, have the option of requesting a test fee voucher for the Oklahoma Professional Teaching Examination (OPTE). Qualified candidates must be verified by their EPPs and numbers and names of recipients provided to OEQA.
- If students are unable to complete certification exams due to testing center closures, but have completed all other requirements for certification, the EPP can recommend them for a one-year, non-renewable certificate from the State Department of Education. This will allow

candidates a year to complete the certification examination requirements.

FACULTY PROFESSIONAL DEVELOPMENT

Distance/virtual learning activities with P-12 students and faculty can be used by EPP faculty to meet the 10-hour requirement whenever possible. When this is not an option, EPPs must document this in the 2020 Annual State Report that goes to OEQA and the OSRHE.

ALL OTHER REQUIREMENTS

The State Regents' response to institutions will be ongoing and fluid with events surrounding COVID-19 and we will work with OEQA and SDE to address issues pertaining to teacher preparation.

ENGLISH PROFICIENCY TESTING

The following guidance is provided for English Proficiency Requirements for admission for the 2020-2021 and 2021-2022 academic years.

1. Institutions are allowed to explore online and at-home testing opportunities for currently approved English proficiency assessments.
2. If currently approved tests are unavailable to an institution's target student(s), institutions may utilize Duolingo and PTE Academic assessments.
3. Institutions using alternative assessments must document and report such use to the State Regents monthly on the reporting template provided.
4. Institutions using this alternative assessment will be required to provide data on academic and student success in the year subsequent to admission.
5. More information on ETS Testing is available at: <https://www.ets.org/s/cv/important-update/>

Students are still required to meet the minimum score set by the State Regents. For institutions accepting the Duolingo and/or PTE Academic assessment to determine English proficiency, the following concordance tables are provided.

Undergraduate students must meet the following minimum scores:	
Assessment	Minimum Score
TOEFL ibt	61
IELTS	5.5
PTE Academic	42
Duolingo	85

For undergraduate students OU requires a minimum score of 79 on the ibt TOEFL, a 6.5 on the IELTS, a 58 on the PTE Academic, and a 100 on the Duolingo.

Graduate students must meet the following minimum scores:	
Assessment	Minimum Score
TOEFL ibt	79
IELTS	6.5
PTE Academic	58
Duolingo	100

Students not meeting the above required scores may be eligible for 12 weeks of study at an approved Intensive English Program by meeting the following scores:

Undergraduate students must meet the following minimum scores:	
Assessment	Minimum Score
TOEFL ibt	48
IELTS	5.0
PTE Academic	36
Duolingo	75

Graduate students must meet the following minimum scores:	
Assessment	Minimum Score
TOEFL ibt	61

IELTS	5.5
PTE Academic	42
Duolingo	85

ONLINE BIOLOGY LABS

To mitigate negative impacts on students completing Biology courses, the following guidance is provided:

The “Course Equivalency Project” (CEP) is a faculty-driven process by which State System institutions establish statewide course equivalencies among institutions. “Course Equivalency Project Matrix” is the listing of courses determined to be equivalent through the CEP process. Prior to the COVID-19 crisis, several **Biology** courses (noted below) on the CEP required at least 75% of the lab component to be face-to-face instruction (CEP notation indicates this requirement was added to CEP Biology listings in 09/2011). The CEP process requires courses to identify student learning outcomes (SLOs) developed by discipline faculty groups for each course listed on the CEP. For any course to be listed on the CEP for guaranteed transfer, 100 percent of the SLO’s must be included within the course. Course credit and transfer does not depend on the modality of the course but rather the SLO’s. All State System institutions are approved by the Higher Learning Commission (HLC) for distance education. Consistent with this approval, and guidance provided by HLC and developed by the Council of Regional Accrediting Commissions (C-RAC), institutions have demonstrated that “curricula for the institution’s on-line learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.”

As policy guidance for transfer and articulation, all Biology courses with labs listed on the CEP and that appear on student transcripts completed in the 2020-2021 and 2021-2022 academic year will be accepted for transfer and application to degree requirements, regardless of the modality of instruction for the lab portion of the course. CEP Biology faculty and the Council on Instruction will provide a review and final determination as soon as possible to create a permanent change.

BIOLOGY COURSES THAT PREVIOUSLY REQUIRED FACE-TO-FACE LAB INSTRUCTION:

- BI 102 General Biology (Majors)
- BI 103 General Biology I (Majors)
- BI 104 General Biology II (Majors)
- BI 201 General Botany
- BI 205 Plant Anatomy
- BI 301 Microbiology
- BI 401 Comp Vertebrate Anatomy

- BI 406 Human Anatomy
- BI 425 Human Anatomy and Physiology
- BI 465 Human Physiology
- BI 701 General Zoology
- BI 714 Invertebrate Zoology
- BI 724 General Entomology
- BI 905 Introduction to Cell Biology

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #23-g:

Policy.

SUBJECT: Posting of revisions to the Concurrent Enrollment policy.

RECOMMENDATION:

It is recommended that the State Regents post the revisions to the Concurrent Enrollment policy.

BACKGROUND:

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

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

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

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

In 2017, the Concurrent Enrollment policy was separated from the Institutional Admission and Retention policy into a stand-alone policy. The policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. Overall, the policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and sets annual reporting requirements.

The Concurrent Enrollment policy also includes several changes to the existing concurrent enrollment criteria. Most notably, changes were made to the existing admission and course placement criteria to expand access to concurrent enrollment. Additionally, new off-campus concurrent enrollment standards were established to increase guidance to institutions wishing to offer concurrent enrollment at high schools and other off-campus locations.

In 2020, the policy was revised to include definitions and terminology for the “final composite score” for the ACT exam.

POLICY ISSUES:

The State Regents' Concurrent Enrollment policy does not specifically address geographic service areas for delivery of concurrent enrollment nor any stipulations in relation to the statutory tuition waiver reimbursement to institutions providing concurrent enrollment services to high schools. This policy revision addresses these omissions in current policy.

POLICY ANALYSIS

In January 2020, legislative interest in concurrent enrollment lead to the creation of the Council of Presidents' Concurrent Enrollment Working Group with representation from the following institutions:

- Cameron University
- Carl Albert State College
- Northeastern State University
- Northern Oklahoma College
- Oklahoma Panhandle State University
- Oklahoma State University
- Redlands Community College
- Rose State College
- Southwestern Oklahoma State University
- Tulsa Community College
- University of Oklahoma

The Concurrent Enrollment Working Group worked on issues of funding and service areas for concurrent enrollment through 2020. After robust discussions, reviews of practices across the nation, and consideration of multiple proposals, the Concurrent Enrollment Working Group agreed on the following recommendation:

COUNCIL OF PRESIDENTS Concurrent Enrollment Working Group

CONCURRENT ENROLLMENT PROPOSAL

Background: Concurrent Enrollment

Concurrent enrollment allows outstanding high school seniors and juniors who meet admission and course placement requirements to earn college credit at Oklahoma colleges and universities while still in high school, which strengthens student preparation, reduces college costs, and decreases the time required to complete a degree.

Participation in the Oklahoma state system of higher education's concurrent enrollment program has nearly doubled in the last decade, and in the previous academic year, more than 14,000 students from Oklahoma high schools enrolled in concurrent courses, generating nearly 133,000 student credit hours.

Through the program, eligible high school seniors receive a tuition waiver for up to 18 credit hours of concurrent coursework during the academic year. Additionally, tuition waivers for eligible high school juniors are provided based on available state funding after institutions have been fully reimbursed for tuition waivers provided to high school seniors.

The State Regents' Concurrent Enrollment Policy 3.10 provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. The policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and sets annual reporting requirements.

Background: Tuition-Setting Process

The current process to determine tuition and mandatory fees is a collaborative and public process as directed by law. It involves the State Regents, institutional governing boards, and students (student government organizations, other student groups, and students at large; State Regents Policy 4.18.3).

The current tuition-setting process requires an annual review of like-type, state-supported institutions in states adjacent to Oklahoma or other institutions, as determined by statute and/or State Regents' policy, to ensure that requests for increases in institutional tuition and mandatory fees are appropriate and reasonable (Title 70, O. S. § 3218.8).

The current process to determine tuition and mandatory fees balances the affordability of public higher education with the provision of available, diverse, and high-quality learning opportunities, with consideration given to the level of state fiscal support for higher education, the state's current economy, per capita income and cost of living, college-going and college-retention rates, and the availability of financial aid in Oklahoma (Title 70, O. S. § 3218.8).

In addition to tuition and mandatory fees, the current process to determine academic service fees is directed by law. Institutional governing boards establish fees at their respective institution(s) with approval by the State Regents (Title 70, O. S. § 3218.10).

The current process to determine tuition, mandatory fees and academic service fees requires input and approval by regents or trustees of Oklahoma's public colleges and universities who are appointed by the governor and confirmed by the Senate. By virtue of their appointment, regents are community leaders who serve not only as advocates for students but also as stewards of Oklahoma taxpayer dollars, (State Regents – Section 2, Article XIII-A, Oklahoma Constitution, and RUSO – Article XIII-B-1, Oklahoma Constitution). Within peer tuition limits for the respective institutions, the regents are best-suited to determine tuition (Title 70, O. S. § 3218.14).

Furthermore, the current process to determine tuition, mandatory fees and academic service fees requires by law a public hearing for the purpose of receiving comments on the subject of tuition peer limits and academic service fees charged to students as a condition for enrollment at institutions within State System of Higher Education.

Concurrent Enrollment Recommendation:

- When two and four-year institutions share a service area, the institution that is closer geographically to the high school campus is the one that will provide concurrent enrollment services to the high school.
 - For example, if a high school is closer to a two-year institution, the two-year institution would be the preferred provider of concurrent enrollment.

- If the school district would prefer services from a four-year institution, the school district has the option to invite the four-year institution into their shared service area to provide concurrent enrollment services for the district, but concurrent enrollment tuition waiver reimbursement to the four-year institution would only be provided at the two-year institution rate.
 - This arrangement would not preclude the school district from entering into an agreement with the four-year institution to cover the difference between the two-year reimbursement rate and the typical four-year reimbursement rate.
- The benefits of this plan would include:
 - Increasing the availability of concurrent enrollment opportunities to school districts in a cost-effective manner;
 - Increasing educational choices for students; and
 - Providing an avenue by which school districts have the option to select the partnering institution that best meets the needs of their students and schools.

Based on the above recommendation from the Concurrent Enrollment Working Group, proposed revisions to the Concurrent Enrollment policy were drafted and recommended to the full Council of Presidents to address shared geographic service areas for concurrent enrollment tuition waiver reimbursement rates. The proposed revisions are summarized below.

3.10.6.A.2. Off-Campus Service Areas	<ul style="list-style-type: none"> • New section to specify when shared geographic service areas between two-year and four-year institutions, that the institution geographically closer will serve the local high school with concurrent enrollment services at their approved tuition waiver reimbursement rates. • New section to allow high schools closer to a 2-year institution to 1) invite a 4-year institution to provide concurrent enrollment services with the 4-year institution to be reimbursed at the 2-year tuition waiver reimbursement rate and 2) the ability of the high school and institution to create agreements to fund the remainder of 4-year tuition waiver reimbursement rate.
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The revisions were approved by the Council of Presidents on February 17, 2021 and are posted for consideration by the State Regents.

Attachment.

3. ACADEMIC AFFAIRS POLICY

3.10 Concurrent Enrollment

3.10.1 Purpose

Concurrent enrollment provides eligible high school students with an opportunity to earn college credit. Overall, concurrent enrollment is recognized as a valuable opportunity to advance the State System's commitment to expand access to higher education opportunities, produce favorable student achievement outcomes, and enhance educational efficiency.

This policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. The policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and sets annual reporting requirements.

3.10.2 Definitions

“Concurrent Enrollment” refers to eligible high school juniors and seniors who enroll in college courses and earn dual credit.

“Developmental Education” refers to courses or academic services that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

“Dual Credit” is a college course taken by a high school student for which the student is awarded both high school and college credit. See the dual credit section below for more information.

“Entry Level Assessment and Course Placement” is an evaluation conducted to assist institutional faculty, advisors, and students in making decisions regarding course placement.

“Non-Academic High School Units” are high school units earned through participating in school sponsored activities or providing clerical support. These units may include, but need not be limited to, credit that is awarded by virtue of serving as an office or library aide or participating in school sponsored teams, clubs, or organizations.

3.10.3 Eligibility Requirements

A. Admission

A junior or senior high school student may be admitted provisionally to a college or university in the State System. Minimum standards for State System institutions are outlined in the tables below. The ACT score is the final composite score without the writing component as defined in section 3.9.2 of the *Institutional Admission and Retention* policy and the SAT score is the composite score without the essay component.

A State System institution that wishes to admit a junior or senior high school student, who does not meet one of the applicable criteria detailed below, may submit a request for an exception to allow the student to enroll in a specific course in which the student has demonstrated exceptional ability. An institution shall grant admission to such a student only if the request for an exception is approved by the Chancellor.

1. Students from Accredited High Schools

Students from accredited high schools shall meet one of the criteria listed in the table below. Acceptable exams include:

- a. A national ACT or an acceptable national preparatory ACT instrument that is listed in the *Academic Affairs Procedures Handbook*;
- b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or
- c. A national SAT or an acceptable national preparatory SAT instrument that is listed in the *Academic Affairs Procedures Handbook*.

Research Universities	ACT/SAT at 67th percentile	OR	Unweighted High School GPA 3.0 and Class Rank-top 33.3%
Regional Universities	ACT/SAT at 50th percentile	OR	Unweighted High School GPA 3.0 and Class Rank-top 50%
Community Colleges	ACT/SAT at 42nd percentile	OR	Unweighted High School GPA 3.0

2. Home Schooled Students and Students from Unaccredited High Schools

Home schooled students and students from unaccredited high schools shall have completed enough high school coursework to be equivalent to an individual who is classified as a junior or senior at an accredited high school and meet the applicable criterion in the table below. Acceptable exams include:

- a. A national ACT or an acceptable national predictive model ACT instrument that is listed in the *Academic Affairs Procedures Handbook*;
- b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or

- c. A national SAT or an acceptable national predictive model SAT instrument that is listed in the *Academic Affairs Procedures Handbook*.

Research Universities	ACT/SAT at 67th percentile
Regional Universities	ACT/SAT at 50th percentile
Community Colleges	ACT/SAT at 42nd percentile

3. All students must have a signed form from the high school principal or counselor stating that he/she is eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also have written permission from a parent or legal guardian.

B. Course Placement and Enrollment

1. Curriculum Requirements

At minimum, concurrent students shall demonstrate college readiness in a particular subject area to be eligible to enroll in a college level course in the corresponding subject area. A high school student not demonstrating college readiness in science reasoning, mathematics, or English will not be permitted enrollment in the corresponding college subject area. A student who is unable to demonstrate college readiness in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English). Concurrent enrollment students are prohibited from enrolling in any form of developmental education, including any configuration in which developmental education is embedded within a credit bearing course. A concurrent student shall demonstrate college readiness by:

- a. Attaining the requisite subject score on an acceptable ACT exam;
- b. Attaining the requisite subject score on an acceptable SAT exam; or
- c. Satisfying an entry level assessment and course placement measure that is in accordance with the institution's State Regents approved assessment plan.

2. Workload

A high school student admitted under the provision set forth below may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a

maximum of nine semester- credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Non-academic high school units are excluded from the workload calculation. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate higher education officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.

3. Academic Calendar

Concurrent enrollment students shall be subject to the higher education institution's academic calendar.

4. Continuing Enrollment

High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a college grade point average (GPA) of 2.0 or above on a 4.0 scale. Therefore, a concurrent student who fails to achieve the requisite 2.0 college GPA shall not be eligible for concurrent enrollment at any State System institution. Additionally, congruous with the State Regents' *Grading* policy, if a concurrent enrollment student's college GPA falls within a range that requires one to be placed on academic probation, the academic probationary status shall be notated on the academic transcript. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the college or university's entrance requirements, including the high school curriculum requirements, and subject to the State Regents' retention standards.

3.10.4 Dual Credit

Pursuant to 70 O.S. §628.13, when a student earns college credit through concurrent enrollment, school districts shall provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. Academic credit shall only be transcribed as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the school district.

3.10.5 Collegiate Experience

Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor and learning outcomes of the course, the qualifications of the faculty delivering the course, and the student's readiness for college. The collegiate experience can be present on- and off-campus and may include:

- A. High school students enrolled in a course on a college or university campus with collegiate students including online delivery off-campus.
- B. High School students enrolled in an off-campus college or university course, which does not include collegiate students, and offered under the parameters prescribed within the off-campus concurrent enrollment section of this policy.

3.10.6 Off Campus Concurrent Enrollment

A. Institutional Requirements

A higher education institution offering an off-campus concurrent course shall have direct oversight of all aspects of such a course. Therefore, a higher education institution that wishes to engage in off-campus concurrent enrollment shall meet the following standards.

1. Course Offerings and Student Expectations

- a. Off-campus concurrent enrollment courses shall be the same catalogued courses offered on-campus at the sponsoring higher education institution. Additionally, the course syllabus and student learning outcomes in an off-campus concurrent enrollment course shall be identical to the course syllabus and student learning outcomes that are used when the same course is taught on the sponsoring higher education institution's campus.
- b. Off-campus concurrent enrollment courses shall be of the same content and rigor as the courses offered on-campus at the sponsoring higher education institution.
- c. Students enrolled in off-campus concurrent enrollment courses shall be held to the same standard of achievement as students in on-campus courses.

2. Off-Campus Geographic Service Areas

- a. Consistent with the "home rule" standard in 3.17.13, the primary criterion is that each state institution will have first priority for offering concurrent enrollment services within its approved service area. No institution shall deliver concurrent enrollment services at any site whose location is closer to another institution than the institution desiring to offer the service unless requested by a high school in a shared geographic service area as stipulated below in 3.10.6.A.2.c.
- b. When two-year and four-year institutions share a geographic service area, the institution that is closer geographically to the high school campus is the

institution that will provide concurrent enrollment services to the high school at the providing institution's approved tuition waiver reimbursement rate. Consistent with 3.17.4.D.1, institutions may offer approved on-campus concurrent enrollment courses within their geographic service area without separate approval by the State Regents.

- c. In a shared geographic service area, if the two-year institution is closer geographically, but the school district prefers services from a four-year institution, the school district has the option to invite the four-year institution to provide concurrent enrollment services for the district or specified high school. The State Regents will provide the two-year institution's tuition waiver reimbursement rate to the four-year institution for concurrently enrolled students and the school district must fund or secure funding for the difference between the two-year enrollment tuition waiver reimbursement rate and the four-year tuition waiver reimbursement rate. This arrangement will be at the four-year institution's discretion, contingent on the institution's available resources to enter into such an agreement and the school district's resources to fund the difference to make up the four-year institution's tuition waiver reimbursement rate.
- d. Consistent with 3.17.4.D.2., an institution may offer approved on-campus concurrent enrollment courses outside its geographic service area without separate approval by the State Regents provided that an institutional off-campus agreement exists with the institution closer to the class site and is on file at the State Regents' office. Courses outside an institution's geographic service area shall be for a specified time period as outlined in the off-campus agreement.

2.3. Faculty Qualifications

- a. Faculty teaching off-campus concurrent enrollment courses shall meet the academic requirements for faculty and instructors teaching in the sponsoring higher education institution as required by the Higher Learning Commission.
- b. The appropriate academic administrator at the sponsoring higher education institution shall review credentials and recommend all faculty for approval prior to allowing such individuals to teach an off-campus concurrent enrollment course.

3.4. Orientation and Professional Development

- a. Before teaching an off-campus concurrent enrollment course, faculty shall participate in an orientation provided by the sponsoring higher education institution.
- b. The sponsoring higher education institution shall provide the faculty teaching the off-campus concurrent enrollment course with professional development opportunities that may include, but need not be limited to: pedagogy, instructional design, course management, and student engagement strategies.

4.5. Evaluation

- a. A faculty member teaching an off-campus concurrent course shall be evaluated in a manner consistent with the sponsoring higher education institution’s guidelines for student evaluation of faculty.
- b. A faculty member teaching an off-campus concurrent enrollment course shall be evaluated in accordance with the sponsoring higher education institution’s policy for evaluation of instruction.

5.6. Memorandum of Understanding

A state system institution shall create a memorandum of understanding (MOU) with each off-campus location it utilizes to offer a concurrent enrollment course. The MOU shall detail the various expectations, obligations, and responsibilities of both the off-campus entity and the sponsoring higher education institution. A senior level administrator from the off-campus entity and sponsoring higher education institution shall sign the MOU and each entity shall retain a copy of it for record keeping purposes.

~~B. — Geographic Service Area~~

~~A State System institution offering concurrent enrollment should primarily aim to provide such opportunities within its designated geographic service area. If an institution wishes to offer a concurrent enrollment course at an off-campus location outside of its geographic service area or at an off-campus location that is closer to another State System institution (“home rule”), the institution shall adhere to any applicable requirements that are specified in the State Regents’ *Distance Education and Traditional Off-Campus Courses and Programs* policy.~~

3.10.7 Reporting

- A. State Regents’ staff will use the Unitized Data System (UDS) to annually report the following to the State Regents:
 - 1. Number of all concurrent enrollment credit hours attempted and completed;
 - 2. Average grade point average of all concurrent enrollment students;

3. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in off-campus concurrent enrollment courses; and
 4. Average grade point average of concurrent enrollments students who specifically participated in off-campus concurrent enrollment courses.
- B. To ensure a commitment to meeting the requirements in the off-campus concurrent enrollment section of this policy, institutions that conduct off-campus concurrent enrollment shall annually submit:
1. A copy of each signed off-campus concurrent enrollment MOU; and
 2. A list of all faculty teaching off-campus concurrent enrollment, including the courses taught as well as his/her academic qualifications.

Concurrent Enrollment Policy: Approved May 29, 2017. Revised May 29, 2020 to reference “Final Composite Score.” Revised April 22, 2021 to provide guidance on high schools located in shared geographical areas.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #24:

Teacher Education.

SUBJECT: Approval of incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program.

RECOMMENDATION:

It is recommended that the State Regents approve the Teacher Shortage Employment Incentive Program benefit of \$7,617.28 for each teacher eligible in 2021.

BACKGROUND:

Senate Bill 1393, passed in 2000, called for the Oklahoma State Regents for Higher Education to establish a financial incentive program to recruit and retain math and science teachers who commit to teaching in either one or both subjects for five consecutive full years in an Oklahoma public secondary school. House Bill 1499 amended Senate Bill 1393 in 2001 by specifying a formula for the incentive amount. The formula stipulates the award cannot exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education.

Current rules require eligible students to sign a Participation Agreement with their college of education before graduation. After teaching secondary mathematics or science for five consecutive full years at Oklahoma Public Schools, participants return the required documentation to be reviewed for eligibility to receive the Teacher Shortage Employment Incentive Program (TSEIP) incentive payment. The TSEIP incentive amount is paid directly to the employing school district for disbursement to eligible candidates. Recipients must apply the funding towards their eligible education loans. If recipients do not have student loans, they may retain the incentive award amount.

POLICY ISSUES:

Procedures for TSEIP awards are guided by Administrative Procedures Act rules. The State Regents recognized the importance of providing incentives to recruit teachers into teaching shortage areas in the 2002 Teacher Supply and Demand Study, which included among its recommendations that “teachers should be paid salary supplements in high demand subject areas.” The 2015 and 2018 Teacher Supply and Demand Studies continue to identify major shortages in secondary mathematics and science.

ANALYSIS:

Since 2006, when the first round of eligible recipients was awarded the TSEIP incentive, 434 teachers have received cash incentives for teaching secondary mathematics and/or science in an Oklahoma public school. Since its inception, 1,080 teachers have enrolled in the Teacher Shortage Employment Incentive Program, with on average, less than half meeting the requirements, including teaching in Oklahoma for the five years.

The total disbursement amount to the school district for each eligible participant will be \$8,200. The award amount of \$7,617.28 will be distributed to the teacher with a FICA reimbursement to the school district in the amount of \$582.72.

The FY21 budget allowed for this year’s program incentive amount to remain the same as in FY20; however, this award is still not meeting the obligation intended in the law. As stated in legislation, the incentive award should not exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education. The FY21 award, as a factor of funds available to higher education, is 41 percent of the actual average tuition formula set forth in statute. Based on this calculation, students eligible in 2021 should receive an award of \$18,734. However, with current budget restrictions, in an effort to disburse the incentive amount equitably, the award amount was reduced to \$7,617.28. No supplemental funds are available to augment the award to the average tuition costs as stated above.

Table 1. Teacher Shortage Employment Incentive Program (TSEIP) disaggregated data and yearly distribution.

TSEIP Year	Teachers			Total Payout	Incentive Amount	Employer Share of FICA	Total Incentive
	Mathematics	Science	Math/Sci				
2006	18	24	0	42	\$10,347.00		\$434,574.00
2007	10	19	0	29	\$11,148.00		\$323,292.00
2008	5	16	0	21	\$12,168.00		\$255,528.00
2009	9	14	0	23	\$13,602.00		\$312,846.00
2010	8	12	1	21	\$13,602.00		\$285,642.00
2011	22	20	0	42	\$14,362.00		\$603,204.00
2012	26	13	0	39	\$15,267.00		\$595,413.00
2013	28	18	0	46	\$16,227.00		\$746,442.00
2014	15	11	0	26	\$16,936.00		\$440,336.00
2015	17	11	0	28	\$17,868.00		\$500,304.00
2016	15	12	0	27	\$14,362.00	\$1,098.69	\$417,438.63
2017	13	11	0	24	\$9,220.00	\$705.33	\$238,207.92
2018	13	8	0	21	\$7,379.13	\$564.60	\$166,818.33
2019	14	9	0	23	\$7,617.28	\$582.72	\$188,600.00
*2020	15	7	0	22	\$7,617.28	\$582.72	\$180,400.00
Total	228	205	1	434			

*Year Not Complete

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #25-a:

Rule Revisions.

SUBJECT: Approval of proposed rule revisions for the Oklahoma’s Promise – Oklahoma Higher Learning Access Program.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule revisions for the Oklahoma’s Promise – Oklahoma Higher Learning Access Program (Oklahoma’s Promise) as described below and complete the permanent rulemaking process as required by the Oklahoma Administrative Procedures Act.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The proposed permanent rule revisions address the following three issues:

Revising the Deadline for an Applicant to Submit Required Documentation: Students must initially submit an Oklahoma’s Promise application by June 30 at the end of their 10th grade year. Current rules require that the documentation necessary to complete an Oklahoma’s Promise application be submitted no later than the student’s last day of high school or date of graduation, whichever is later. To create greater uniformity and more efficient program administration, the proposed revisions would require the documentation to be submitted no later than December 31 prior to the student’s graduation from high school. The proposed revisions would authorize the Chancellor to approve exceptions to the December 31 deadline for extraordinary circumstances.

Allowing Exceptions to the Program’s Pass/Fail Grading Policy for Extraordinary Circumstances: State law requires Oklahoma’s Promise students to achieve at least a 2.50 grade point average (GPA) in the required 17-unit core curriculum. For purposes of calculating the required GPA, current program rules require that any core curriculum course (except for the one unit of fine arts/speech) with a “pass” grade be assigned a letter grade of "D" or the lowest passing grade that the high school assigns to courses. The proposed revisions would allow the Chancellor to approve exceptions to this requirement for extraordinary circumstances. For example, when the COVID-19 pandemic interrupted the spring 2020 semester for many public schools and students enrolled in concurrent college courses, course completion and grading options were provided to students, including the potential use of pass/fail grading.

Allowing Exceptions to the Prohibition on Use of ACT On-Campus/Residual Tests: State law requires homeschool students and students graduating from nonaccredited high schools to achieve an ACT score of 22 or higher to be eligible for the Oklahoma’s Promise scholarship. Current program rules do not allow the use of on-campus (residual) ACT tests for purposes of meeting the 22 ACT requirement. The proposed revisions would allow an exception to this prohibition for extraordinary circumstances, subject to approval of the Chancellor. For example, due to the COVID-19 pandemic, ACT cancelled its April 2020 national test and participation for the June and July tests was severely restricted. This dramatically reduced the testing opportunities for 2020 high school seniors.

Note on Repeated Amendatory Text: Amendatory text in this agenda item related to ACT’s new “superscore” policy repeats proposed permanent rule revisions previously approved by the State Regents in April and pending consideration by the Legislature and Governor in 2021. Because proposed revisions in this agenda item amend the same rule section as the previously proposed revisions, both are included to ensure that all revisions are considered in 2021.

The proposed revisions were posted at the State Regents' meeting on October 22, 2020.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 23 – Oklahoma Higher Learning Access Program

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

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

610:25-23-3. Applications

- (a) Students and their parent(s), custodial parent(s), or guardian(s) must complete fully an application form provided by the Oklahoma State Regents for Higher Education (OSRHE). If a student's legal custody is the subject of an active legal proceeding, the student may submit an application without the information of their parent(s), custodial parent(s), or guardian(s). The application will be treated as an incomplete application per section (h) below until the student's legal custody is determined.
- (b) The application shall include either:
- (1) an agreement form upon which the school site contact person (see rule 610:25-23-8 for policies related to the contact person) shall certify that the student meets the financial need criteria and which verifies that the student and his/her parent(s), custodial parent(s), or guardian(s) agree to the program's requirements. The agreement form shall be retained in the student's permanent record and a copy forwarded to the OSRHE. A copy of the agreement form must be received by the OSRHE for the student to be considered enrolled in the program; or
 - (2) an agreement form submitted directly to the OSRHE by the student and their parent(s), custodial parent(s), or guardian(s), which shall be processed and verified by the OSRHE.
- (c) Students participating in the Oklahoma Higher Learning Access Program shall provide their social security number, or their student identification number used by their local school, to the OSRHE. The OSRHE shall keep the numbers confidential and use them only for administrative purposes.
- (d) Any falsified or incomplete information on the application forms may result in the student's disqualification from the program.
- (e) Applications will be accepted throughout the school year.
- (f) Contact persons should forward copies of agreement forms to the OSRHE monthly, but not later than June 30 of each school year.
- (g) Persons applying directly to the OSRHE must submit agreement forms to the OSRHE no later than June 30. If June 30 is not a business day, agreement forms shall be submitted no later than the first business day thereafter. Applications mailed to the OSRHE must be postmarked by June 30, or the next business day if applicable, to be considered timely submitted to the OSRHE.
- (h) Applicants submitting incomplete applications shall be provided an opportunity to provide the required documentation to complete their application. Applicants must submit the required documentation no later than December 31 immediately prior to the student's graduation from high school. Exceptions to the December 31 submission date may be approved by the Chancellor for extraordinary circumstances. An application that remains incomplete by after the student's official date of high school graduation the student graduates high school or the last day of classes for the school year in which the student graduates, whichever is later, will not be accepted. Students that graduate high school early must complete the application by their official date of graduation.

610:25-23-4. Program requirements

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

- (1) Attend school regularly and to do homework regularly, meaning the student was in attendance at least eighty percent (80%) of each school year, excluding absences excused by the school;
- (2) Refrain from substance abuse, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined by 63 O.S. § 2-101(8);
- (3) Refrain from commission of crimes or delinquent acts, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law;
- (4) Have school work and school records reviewed by mentors designated pursuant to the program;
- (5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
- (6) Participate in program activities. [70 O.S. § 2605]

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

- (1) Assist the student in achieving compliance with the agreements;
- (2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
- (3) Provide information requested by the OSRHE or the State Board of Education; and
- (4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]

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

- (1) Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);
- (2) Three units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);
- (3) Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability [must have completed geometry and Algebra II], calculus, Advanced Placement Statistics);
- (4) Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture);
- (5) Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);

- (6) One additional unit, or year, of subjects listed above, or any Advanced Placement course except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);
- (7) One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.
- (d) The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular requirements.
- (e) Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.
- (f) Strict parameters regulate the substitution of applied courses (OSRHE policy on Institutional Admission and Retention).
- (g) Exceptions to the required core curriculum will be considered according to the following:
 - (1) Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:
 - (A) Core curriculum requirements which are also required for regular college admission (OSRHE policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.
 - (B) Any other core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.
 - (2) Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.
 - (3) Any other requests for exceptions to the core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any core curriculum requirements omitted in high school or other educational program.
- (h) Students must attain a minimum 2.50 cumulative GPA on a 4.00 grading scale for all work attempted in grades nine through twelve.
- (i) Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT test score. Only ACT ~~and SAT test scores reported on an official test report issued by ACT from~~ for tests-administered ~~on national test dates~~ prior to the student's high school graduation will be considered. Beginning September 1, 2020, all test scores reported by ACT, including "superscores" as defined by ACT, will be considered. Scores from ACT residual tests will not be considered except under extraordinary circumstances as determined and approved by the Chancellor. SAT test scores will be considered in a manner comparable to ACT test scores.

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

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

610:25-23-7. Payment of awards; policies and limitations [no changes]

610:25-23-8. Administrative responsibilities [no changes]

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #25-b:

Rule Revisions.

SUBJECT: Approval of proposed rule revisions for the Regional University Baccalaureate Scholarship Program.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule revisions for the Regional University Baccalaureate Scholarship Program as described below and complete the permanent rulemaking process as required by the Oklahoma Administrative Procedures Act.

BACKGROUND:

The Regional University Baccalaureate Scholarship was created by the State Regents in 1994 to provide support for academically promising students to enroll in baccalaureate degree programs at the public regional universities. The program provides a \$3,000 annual award for up to four years and institutions also provide the recipient a tuition waiver.

To qualify for the award students must:

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

POLICY ISSUES:

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

ANALYSIS:

The proposed rule revisions address the three following issues:

Transferability of the Scholarship: Currently, the program's rules do not allow the transfer of the scholarship to another public regional university for any reason. In the past, a few participants have had unique circumstances arise, such as personal or family medical issues, that have made it difficult for the student to stay at the regional university that awarded the scholarship. The proposed rule revision would allow transfer of the scholarship for extraordinary circumstances only upon the approval of the Chancellor and with the consent of both the university that initially awarded the scholarship and the university to which the scholarship would be transferred.

Preventing Students from Receiving Awards from Both the Regional University Baccalaureate Scholarship Program and the Academic Scholars Program: Both of these merit scholarship programs administered by the State Regents are targeted at high-performing students. The proposed rule revision would make clear that a student participating in the Regional University Baccalaureate Scholarship Program may not also simultaneously received a scholarship through the Academic Scholars Program.

ACT Scoring and Testing Provisions: For purposes of meeting the minimum 30 ACT composite score for scholarship eligibility, the rule proposed rule revisions would specifically recognize ACT's new practice of calculating a composite "superscore" based on the student's highest subject scores (English, math, reading, science) taken from multiple tests.

Also, current program rules do not allow the use of on-campus (residual) ACT tests for purposes of meeting the 30 ACT requirement. The proposed revisions would allow an exception to this prohibition for extraordinary circumstances, subject to approval of the Chancellor. For example, due to the current COVID-19 pandemic, ACT cancelled its April 2020 national test and participation for the June and July tests was severely restricted. This dramatically reduced the testing opportunities for 2020 high school seniors.

The proposed revisions were posted at the State Regents' meeting on October 22, 2020.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 33 - Regional University Baccalaureate Scholarship Program

Section 610:25-33-1 Purpose [no change]

Section 610:25-33-2 Definitions [no change]

Section 610:25-33-3 General Provisions

(a) Each regional university will receive an annual allocation to support scholarships to be awarded to students who meet the eligibility criteria in 610:25-33-4, and continuing students who meet the criteria in 610:25-33-5. The university may establish additional eligibility criteria. The scholarship award ~~may~~ shall be used ~~only~~ at the university making the award; ~~it is not portable~~. The scholarship may be transferred to another regional university participating in the program only for extraordinary circumstances as determined by the Chancellor. The transfer must be approved by the Chancellor and have the consent of both the university initially awarding the scholarship and the university to which the scholarship will be transferred.

(b) Funding for the awards shall be made in a special allocation of state appropriated monies to the regional universities. The regional universities shall make tuition waiver scholarships available to each student. The allocation, tuition waiver, and any other state or federal financial aid for which the student qualifies shall comprise a scholarship amount not to exceed the costs of tuition and fees, room and board, and books and supplies required for courses. A student participating in the Regional University Baccalaureate Scholarship Program may not also participate simultaneously in the State Regent's Academic Scholars Program.

(c) Provisions contained in this section are consistent with 70 O.S. 1991, Section 2403, as amended, and federal legislation affecting disabled persons. If a person identifies himself or herself as a student with a disability and requests consideration for a scholarship under the Regional University Baccalaureate Scholarship Program by means other than standard testing procedures, the State Regents shall permit the student to be examined under the special testing arrangements provided by either ACT or The College Board provided that he or she meets the qualifications specified by ACT and The College Board, respectively, to be examined. Performance requirements for participation in the Regional University Baccalaureate Scholarship Program remain the same as for other students. Students taking such tests and receiving Regional University Baccalaureate Scholarship awards will be expected to meet the same retention standards as other students. Special provisions may be considered in determining full-time enrollment for students in this category.

Section 610:25-33-4 Eligibility Requirements

(a) Applicants shall be Oklahoma residents.

(b) Applicants must meet one of the following criteria defined below:

- (1) An ACT qualified student, which shall mean a student whose ACT composite score is at least 30 and whose grade point average and class rank are exceptional, as determined by the institution;
- (2) A National Merit Semifinalist or Commended Student, which shall mean a student designated as a National Merit Semifinalist or National Merit Commended Student by the National Merit Scholarship Corporation;

(c) Only ACT test scores reported ~~on an official test report issued~~ by ACT, including "superscores" as calculated by ACT, will be considered for admission to the program. Scores from ACT on-campus

(residual) ~~residual~~ tests will not be considered except for extraordinary circumstances as determined and approved by the Chancellor.

Section 610:25-33-5 Criteria for Continued Eligibility [no change]

Section 610:25-33-6 Fiscal Policies [no change]

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #25-c:

Rule Revisions.

SUBJECT: Approval of proposed rule revisions for the Academic Scholars Program.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule revisions for the Academic Scholars Program as described below and complete the permanent rulemaking process as required by the Oklahoma Administrative Procedures Act.

BACKGROUND:

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

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

Minimum Criteria Options	Research Universities	Regional Universities	Community Colleges
ACT or SAT Equivalent	32 ACT	30 ACT	29 ACT
GPA/Class Rank	3.9 GPA and either top 2% or rank of #1 or #2	3.8 GPA and either top 4% or rank of #1 or #2	3.7 GPA and either top 5% or rank of #1 or #2
GPA/ACT or SAT	3.9 GPA and 30 ACT	3.8 GPA and 28 ACT	3.7 GPA and 26 ACT

The program provides participants a scholarship for up to four years of study at accredited institutions of higher education in Oklahoma. State system institutions also provide the scholarship recipient a tuition waiver.

POLICY ISSUES:

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

- (1) retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete aggressively for top Oklahoma scholars;
- (2) attract high caliber out-of-state students to attend Oklahoma colleges and universities [*funding of nonresident students was eliminated beginning in 2018-2019*]; and
- (3) enhance the academic quality in Oklahoma colleges and universities.

ANALYSIS:

The proposed permanent rule revisions address the following two items:

Exception for Use of ACT On-Campus (Residual) Tests: Current program rules do not allow the use of on-campus (residual) ACT tests for purposes of meeting the program's ACT score requirements. The proposed revisions would allow an exception to this prohibition for extraordinary circumstances, subject to approval of the Chancellor. For example, due to the current COVID-19 pandemic, ACT cancelled its April 2020 national test and participation for the June and July national tests was severely restricted. This dramatically reduced the testing opportunities for 2020 high school seniors.

Institutional Nominee Eligibility Criteria for Homeschool Students: The proposed revisions clarify that homeschool students may be considered for the Institutional Nominee award under two of the three minimum eligibility criteria categories. The third criteria category that requires the applicant's class rank is not available to homeschool students.

The proposed revisions were posted at the State Regents' meeting on October 22, 2020.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 1 - Academic Scholars Program

610:25-1-1. Purpose [no change]

610:25-1-2. Definitions [Revoked]

610:25-1-3. General principles for operation of program

- (a) Recipients of award must attend a regionally or State Regents' accredited public, independent or proprietary higher education institution in Oklahoma.
- (b) The program is designed to adhere to the State Regents' Policy on Social Justice by encouraging all potential applicants to the Oklahoma State Regents' Academic Scholars Program to enter national scholarship competition.
- (c) Concurrently enrolled high school students are not eligible for this program.
- (d) Only ACT test scores reported by ACT prior to college entry, excluding concurrently enrolled students and students enrolled for the summer term following high school graduation, will be considered for admission to the program. Scores from ACT residual tests will not be considered except under extraordinary circumstances as determined and approved by the Chancellor. SAT test scores will be considered in a manner comparable to ACT test scores. Qualifying test scores obtained after college enrollment are invalid for applying to the program. Until August 31, 2020, partial scores from more than one examination will not be considered. Beginning September 1, 2020, all test scores reported by ACT, including “superscores” as defined by ACT, will be considered.
- (e) A student must enter the program the fall semester immediately after his/her class graduates from high school, except for students admitted under the State Regents' Opportunity Admission Category. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.
- (f) Disability Provision. Provisions contained in this section are consistent with 70 O.S. 1991, Section 2403, as amended, and federal legislation affecting disabled persons. If a person identifies himself or herself as a student with a disability and requests consideration for a scholarship under the Academic Scholars Program by means other than standard testing procedures, the State Regents shall permit the student to be examined under the special testing arrangements provided by either ACT or The College Board provided that he or she meets the qualifications specified by ACT and SAT respectively to be examined. Performance percentile requirements for participation in the Academic Scholars Program remain the same as for other students. Students taking such tests and receiving Academic Scholarship awards will be expected to meet the same retention standards as other students. Special provisions may be considered in determining full-time enrollment for students falling in this category.

610:25-1-4. Eligibility Requirements and Term of Scholarship Award

- (a) There are five avenues by which to qualify for the Academic Scholars Program. Each is defined below:
 - (1) An Individual Applicant Qualified Student, which shall mean a student who is a resident of the State of Oklahoma whose ACT test score or whose Scholastic Aptitude Test score falls within the 99.5 to 100.0 percentile levels as administered in the State of Oklahoma and whose grade-point average and/or class rank is exceptional, as determined by the State Regents,
 - (2) A Presidential Scholar, which shall mean a student selected by the Commission on Presidential Scholars pursuant to the Presidential Scholars Program administered by the United States Department of Education,
 - (3) A National Merit Scholar, which shall mean a student designated as a National Merit Scholar by the National Merit Scholarship Corporation,

(4) A National Merit Finalist, which shall mean a student designated as a National Merit Finalist by the National Merit Scholarship Corporation.

(5) An Institutional Nominee, which shall mean a student nominated by an institution in The Oklahoma State System of Higher Education whose ACT test score or whose Scholastic Aptitude Test score falls within the 95.0 to 99.49 percentile levels, or who shows exceptional academic achievement as evidenced by factors including but not limited to grade point average, class rank, national awards, scholastic achievements, honors, and who shows exceptional promise based on documentation that may include but not be limited to teacher recommendations, extracurricular activities, and evidence of overcoming economic and social obstacles as determined by the State Regents. The State Regents shall ensure that standards of high academic ability are documented. Scholarship awards to institutional nominees become effective when appropriate documentation is verified by the State Regents.

(A) Effective with the Fall 2020 semester, Institutional Nominees are required to meet at least one of the three minimum criteria outlined below to be considered eligible for application as an Institutional Nominee:

(i) Research universities:

(I) ACT: 32 or SAT equivalent

(II) GPA 3.9 and either Top 2% Class Rank or rank of first or second in their graduating class

(III) GPA 3.9 and 30 ACT or SAT equivalent

(ii) Regional universities:

(I) ACT: 30 or SAT equivalent

(II) GPA 3.8 and either Top 4% Class Rank or rank of first or second in their graduating class

(III) GPA 3.8 and 28 ACT or SAT equivalent

(iii) Two-year colleges:

(I) ACT: 29 or SAT equivalent

(II) GPA 3.7 and either Top 5% Class Rank or rank of first or second in their graduating class

(III) GPA 3.7 and 26 ACT or SAT equivalent

(B) Home-educated students shall be considered for eligibility as an Institutional nominee based on their ACT or SAT test scores minimum criteria (I) and (III) in sections (a)(5)(A)(i), (a)(5)(A)(ii), and (a)(5)(A)(iii), above.

(C) Students are eligible for consideration as an Institutional Nominee no later than the fall semester immediately following the graduation of their high school class. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.

(D) Institutional Nominees may be Oklahoma residents or nonresidents.

(E) Students receiving the scholarship as an Institutional Nominee of a two-year college are eligible for transfer to a four-year public or private Oklahoma institution after completion of an associate's degree or the accumulation of at least 48 credit hours. In addition, the Institutional Nominee of a two-year college must attend the nominating institution for the first year.

(F) Students receiving the scholarship as an Institutional Nominee of a four-year university are eligible for transfer to another Oklahoma institution after one year of attendance at the nominating institution.

(G) For any year that the State Regents provide less than full funding of the total cost of all awards for nonresident students participating in the program, nonresident students may transfer the scholarship to another institution only upon approval of the institution to which they intend to transfer.

(H) Students who fail to enroll the first semester upon nomination forfeit their scholarship eligibility.

(l) Institutions may not replace students who forfeit their scholarship or are removed from the program due to failure to meet continuing eligibility requirements with another nominee.

(b) Students receiving the scholarship are eligible for eight semesters of scholarship at Oklahoma colleges and universities. Additional semesters of award, up to ten semesters, are available upon approval by the President or appropriate academic officer of the institution and the Chancellor. Additional semesters are intended only for extraordinary circumstances or for undergraduate academic programs that cannot be completed within eight semesters.

610:25-1-5. Criteria for Annual Renewal [no change]

610:25-1-6. Reinstatement; leave of absence [no change]

610:25-1-7. Fiscal aspects of program [no change]

610:25-1-8. Requirements for graduate and professional study [no change]

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AGENDA ITEM #25-d:

Rule Revisions.

SUBJECT: Approval of proposed rule revisions for the Oklahoma Tuition Aid Grant Program.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule revisions for the Oklahoma Tuition Aid Grant as described below and complete the permanent rulemaking process as required by the Oklahoma Administrative Procedures Act.

BACKGROUND:

The Oklahoma Tuition Aid Grant (OTAG) program was created in 1971. OTAG provides grant assistance to resident students with the least financial resources. The program awards grants up to \$1,000 per academic year for attendance at public institutions and \$1,300 per year at private non-profit institutions. The maximum award for students attending public institutions has been \$1,000 since 1982.

POLICY ISSUES:

The proposed revocation of rules complies with Governor Stitt's Executive Order 2020-03 to "identify costly, ineffective, duplicative, and outdated regulations" for possible elimination. The revocation of these rules does not have implications for current State Regents' policy.

ANALYSIS:

The following rules are proposed for revocation because they simply restate current statutory language and do not provide further guidance or clarification to the public about the administration of the OTAG program.

The proposed revisions were posted at the State Regents' meeting on October 22, 2020.

TITLE 610 - State Regents for Higher Education
CHAPTER 25 – Student Financial Aid and Scholarships
SUBCHAPTER 7 – Oklahoma Tuition Aid Grant Program

610:25-7-1. Program purpose [no changes]

610:25-7-2. Legislative authority [no changes]

610:25-7-3. Administration of grants and payments [for revocation]

There are hereby created state tuition aid grants which shall be maintained by the state, awarded and administered pursuant to the Oklahoma Higher Education Tuition Aid Act [70 O.S., § 626.1 et seq.], and used by the holders thereof for study in nonprofit, accredited institutions of higher education in Oklahoma. [70 O.S., § 626.2]

610:25-7-4. Maximum limitations [for revocation]

State tuition aid grants shall be awarded to all eligible applicants without any limitation on the number to be awarded in any year other than the amount of appropriations available therefore. The institution involved may appropriately schedule work to permit recipients to earn the amount of said tuition grants. [70 O.S., § 626.4]

610:25-7-5. Non-discrimination provision [for revocation]

State tuition aid grants shall be awarded without regard to race, religion, creed, or sex. [70 O.S., § 626.5]

610:25-7-6. Eligibility; amount of grant; application procedures and deadlines; disbursement of funds [no changes]

610:25-7-7. Grant program not to influence institution's policies [for revocation]

This act [70 O.S., § 626.1 et seq.] shall not be construed as granting any authority to control or influence the policies of any educational institution because it accepts students receiving tuition aid grants, nor to require any such institution to admit or once admitted to continue in such institution any tuition aid recipient. [70 O.S., § 626.9]

610:25-7-8. Funding [for revocation]

It is the intent of the Oklahoma Legislature that the provisions of this act [70 O.S., § 626.1 et seq.] become effective only after funding for this purpose has been provided through special appropriations, or funding is otherwise provided by gifts or grants for this purpose or both. [70 O.S., § 626.10]

610:25-7-9. Authorized institutional representative [no changes]

610:25-7-10. Refunds and institutional liability [no changes]

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AGENDA ITEM #25-e:

Rule Revisions.

SUBJECT: Approval of proposed rule revisions for the Paul Douglas Teacher Scholarship Program.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule revisions for the Paul Douglas Teacher Scholarship Program as described below and complete the permanent rulemaking process as required by the Oklahoma Administrative Procedures Act.

BACKGROUND:

Under the Paul Douglas Teacher Scholarships Program, the United States Department of Education (USDE) issued grants to the states to provide scholarships to outstanding secondary school graduates who demonstrated an interest in teaching careers at the pre-school, elementary, or secondary level. Students receiving the scholarship were required to serve as teachers for a certain period of time. If the students did not complete the service requirements, the scholarship was converted to a loan that had to be repaid.

The federal program statute and regulations have long since been repealed. Oklahoma's final grant award under the Paul Douglas Teacher Scholarship Program was for the 1993-1994 award year. After all payments were received for the program, funds representing repayments from students who were required to repay in cash were returned to the USDE on March 5, 2010.

POLICY ISSUES:

The deletion of the rules complies with Governor Stitt's Executive Order 2020-03 to "identify costly, ineffective, duplicative, and outdated regulations" for possible elimination. The revocation of these rules does not have implications for current State Regents' policy.

ANALYSIS:

The proposed revocation of these rules removes unnecessary regulatory language from the state's Administrative Code.

The proposed revisions were posted at the State Regents' meeting on October 22, 2020.

TITLE 610 - State Regents for Higher Education

CHAPTER 25 – Student Financial Aid and Scholarships

SUBCHAPTER 11 – Paul Douglas Teacher Scholarship Program

610:25-11-1. Purpose [for revocation]

~~The Paul Douglas Teacher Scholarship Program (formerly Congressional Teacher Scholarship Program) is authorized under Title VI, Part D, Subpart 1, of the Higher Education Act of 1965, as amended by the Higher Education Amendments of 1992, codified at 20 U.S.C., § 1111 et. seq. The purpose of the program is to provide scholarships to outstanding secondary school graduates who demonstrate an interest in teaching in order to enable and encourage those individuals to pursue teaching careers in education at the preschool, elementary, or secondary levels.~~

610:25-11-2. Requirements [for revocation]

~~Substantive requirements for participation in this program are specified by federal law (the Higher Education Act of 1965, as amended by the Higher Education Amendments of 1992) and regulations of the U.S. Department of Education. These federal law requirements are incorporated, herein, by reference. These federal law requirements, which are subject to change without notice, are available for inspection and copying at the offices of the Oklahoma State Regents for Higher Education.~~

610:25-11-3. Application procedure [Revoked]

610:25-11-4. Selection procedure [Revoked]

610:25-11-5. Grants and payments [Revoked]

610:25-11-6. Terms and conditions of scholarship [Revoked]

610:25-11-6.1. Eligibility to remain in program [Expired]

610:25-11-7. Failure to meet commitment/repayment; required documentation [Revoked]

610:25-11-8. Eligibility to remain in program [Revoked]

610:25-11-9. Appeal procedure for noncompliance [for revocation]

~~(a) A panel of the State Regents' staff appointed by the Executive Vice Chancellor will conduct an immediate hearing for the Paul Douglas Teacher Scholarship recipients deemed to be in noncompliance with any portion of the award agreement if such recipients submit a written request for such a hearing to the State Regents within 30 days after notification of noncompliance.~~

~~(b) A staff investigation may be conducted as the situation warrants followed by attempts to achieve a conciliation agreement.~~

~~(c) If the issues are resolved and an agreement acceptable to the concerned parties is reached, the Oklahoma State Regents for Higher Education will formally notify the scholar that the issue has been settled. However, if the issues are not resolved after a period of fifteen (15) working days from the date the recipient is determined to be in noncompliance, the State Regents will take appropriate action to bring the recipient into compliance.~~

~~(d) In compliance with the federal regulations [34 CFR 653.42], the scholar has the right to appeal any determination of noncompliance. The scholar must notify the Oklahoma State Regents for Higher Education of any claim to the exception and provide supporting documentation as required by the Oklahoma State Regents for Higher Education. The appellant must file appropriate forms with the Oklahoma State Regents for Higher Education as applicable to the conditions of the appellant.~~

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AGENDA ITEM #26:

E&G Budget.

SUBJECT: Allocation of Cigarette and Tobacco Tax Revenue.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$1,430,055.25 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,430,055.25 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 \$2,860,110.50. This amount is sufficient for a transfer of \$1,430,055.25 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 \$91,465,446.37.

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

5-Year History of Allocations	Amount to Each Entity
FY2017 Total	\$5,707,375.33
FY2018 Total	\$6,185,257.93
FY 2019 Total	\$5,170,195.74
FY 2020 Total	\$5,455,784.70
FY 2021 Y-T-D	\$2,376,081.02

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AGENDA ITEM #27:

Policy.

SUBJECT: Approval of a one-time exception to policy to waive certain academic service fees for the Spring 2021 semester in response to the COVID-19 pandemic.

RECOMMENDATION:

It is recommended that the State Regents approve a one-time exception to policy to waive certain academic service fees in order to relieve the unexpected costs associated with the shift to online courses and/or services that are unavailable to students for the Spring 2021 term.

BACKGROUND:

On March 13, 2020 a national emergency was declared in response to the outbreak of the corona virus. The result of the national emergency was that the all public colleges and universities moved immediately to an on-line course delivery format for the remainder of the Spring 2020 semester and for the Summer 2020 semester to ensure the safety of students and prevent the spread of the virus. As institutions begin the planning to return to campus for fall courses, they are planning to deliver courses in a variety of methods, including a blended format that will have some in-person sessions and some online course sessions. Since the courses are being structured by the institution, and students aren't able to choose one format over another, these institutions are requesting to waive or have the ability to waive, the listed academic service fees for the Spring 2021 semester.

The following institutions requested to waive certain fees for the Spring 2021 term in order to provide financial relief to students: University of Oklahoma, Rogers State University, Northwestern Oklahoma State University, and Tulsa Community College.

POLICY ISSUES:

State Regents' policy (4.18.6 – D) states, "Fees may neither be assessed nor waived unless authorized by general policy or by specific authorization of the State Regents." The listed academic service fees were previously approved by the State Regents for students enrolled in the courses at each corresponding institution. These institutions are requesting an exception to policy in order to waive the fees for students enrolled in specific courses for the Spring 2021 term and to remain in compliance with State Regents' policy.

ANALYSIS:

Each institution has indicated that although there is a cost impact of waiving these fees they will absorb the revenue impact through the use of budgeted reserves in order to relieve any hardship of having only online courses available to their students.

The University of Oklahoma has requested that approval of their waivers be subject to the University being required to return an online only course format. In the event that COVID-19 public health crisis necessitates the University to close in-person delivery of courses, then they will waive the listed academic service fees associated with equipment use, use of specialized facilities, use of consumable laboratory supplies and use of art supplies and materials. They will continue to charge the fees under normal campus operations.

The table below lists the name of the fees that have been requested for waiver consideration for the Spring 2021 semester:

Institution	Name of Fee	Amount of Fee	How Fee is Charged	Type of Fee
Tulsa Community College	BIOL 1114	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOL 1224	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOL 1314	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOL 1324	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOL 1404	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOL 1604	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOL 2134	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOL 2154	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOL 2164	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOT 1113	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOT 1314	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOT 1533	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOT 2202	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOT 2245	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	BIOT 2334	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	CHEM 1315	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	CHEM 1365	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	CHEM 1415	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	CHEM 2145	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	CHEM 2245	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	GEOL 1014	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	GEOL 1024	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	GEOL 2021	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	PHSC 1114	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	PHYS 1114	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	PHYS 1214	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	PHYS 2034	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	PHYS 2124	\$ 22.00	Per Course Fee	Academic Service Fee
Tulsa Community College	GEOG 1014	\$ 22.00	Per Course Fee	Academic Service Fee
Northwestern Oklahoma State University	Application Fee	\$15.00	Per application	Academic Service Fee
Rogers State University	Online Fee	\$80.00	Per Credit Hour	Academic Service Fee
Conditional Request for return to Online Courses Only:				
University of Oklahoma	Online Fee	\$40.00	Per Credit Hour	Academic Service Fee
University of Oklahoma	Facility/Equipment Utilization Fees	varying	Per Course	Academic Service Fee
University of Oklahoma	Classroom/Laboratory Supply & Material Fees	varying	Per Course	Academic Service Fee

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AGENDA ITEM #28-a:

EPSCoR.

SUBJECT: Approval of allocation for EPSCoR/IDeA Coalition Dues.

RECOMMENDATION:

It is recommended that the State Regents ratify the payment of annual EPSCoR/IDeA Coalition dues in the amount of \$37,500 for the calendar year 2021.

BACKGROUND:

The Oklahoma EPSCoR and IDeA programs help 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. Six federal agencies participate in EPSCoR Programs: the National Science Foundation, the National Institutes of Health, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. The Coalition of EPSCoR states includes 24 states and three territories.

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

The EPSCoR/IDeA Coalition serves as an advocate to Congress on behalf of the EPSCoR/IDeA states to secure federal research funding. The Coalition works with the EPSCoR/IDeA Foundation, congressional leadership and state jurisdictions to address the geographic imbalance of federal research dollars and to advocate, grow and evolve critical research opportunities. Their activities include congressional and public outreach on the need for broadly based research support. The work of the Coalition is evident in the growth of federal funding awarded to the participant states. Over 20 years, EPSCoR and IDeA programs have grown from \$8 million at one agency to over \$700 million in six agencies in FY 2020. The Coalition also works to defeat amendments, which would severely impact the EPSCoR programs.

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AGENDA ITEM #28-b:

EPSCoR.

SUBJECT: Approval of allocation for Oklahoma Research Day.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation in the amount of \$12,000 to Cameron University for the annual Oklahoma Research Day.

BACKGROUND:

Cameron University is hosting the 2021 Oklahoma Research Day. This annual event promotes cross-campus and cross-disciplinary research among all institutions of higher learning in the state of Oklahoma. The State Regents' support enables students to participate in the day-long poster display and symposium without cost. An estimated 1,000 students from regional universities will participate.

POLICY ISSUES:

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

ANALYSIS:

Cameron University requests \$12,000 in support for the annual research exposition and symposium. The 2021 virtual platform will allow for a venue for networking among researchers and interchange of ideas among those studying and researching in their respective academic disciplines. State Regents funds will support supplies to each participating institution to assist students on their campus in preparing their virtual presentations, as well as support for judges and awards. Participating universities will also facilitate mini Research Day Conferences on the individual campuses where participants can network with their peers and then join in the virtual plenary presentations and individual student research presentations hosted by Cameron University. The State Regents along with several additional sponsors have agreed to host this annual event.

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AGENDA ITEM #28-c:

EPSCoR.

SUBJECT: Appointment of members to the Oklahoma EPSCoR Advisory Committee.

RECOMMENDATION:

It is recommended that the State Regents approve the appointment of individuals to the EPSCoR Advisory Committee.

BACKGROUND:

70 O.S. 2001, §3230.1 et seq. establishes the Oklahoma EPSCoR Advisory Committee (Committee) as an advisory committee to the State Regents. 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.

Several 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. Among those 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.

The purpose of the Committee is, through a consortium of higher education institutions, independent research entities, and industry and state government organizations, to enhance scientific and engineering research, development, and related education at universities in the State of Oklahoma and thereby to enhance the success of Oklahoma researchers in federal award competitions and contribute to sustained economic development within the State.

POLICY ISSUES:

None

ANALYSIS:

The statutes provide that the Regents shall appoint members of the EPSCoR Advisory Committee to include: 1) representatives of the state's universities and colleges; 2) representatives of private research entities located in Oklahoma; 3) representatives of private businesses; 4) residents of Oklahoma whose contribution will enhance the goals of the Committee; and 5) a representative of the Oklahoma Center for the Advancement of Science and Technology. Additional committee members are to be appointed by the

Governor, the President Pro Tempore of the Senate and the Speaker of the House of Representatives. The Committee is chaired by the Chancellor.

Chancellor Johnson recommends that the following members be approved for appointment to the EPSCoR Advisory Committee for a period of three years, expiring December, 2023:

Mr. Michael Carolina
Executive Director
Oklahoma Center for the Advancement of Science and Technology

Dr. John McArthur
President
Cameron University

Dr. Stephen Prescott
President
Oklahoma Medical Research Foundation

Dr. Jason Kirksey
Vice President for Institutional Diversity and Chief Diversity Officer
Oklahoma State University

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AGENDA ITEM #29:

Revenue Bonds.

SUBJECT: Review and approval for transmittal to Attorney General the Oklahoma State University's Statement of Essential Facts for the 2021A and 2021B, General Revenue and Refunding Bonds.

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the Oklahoma State University's General Revenue and Refunding Bonds, Series 2021A in an amount of approximately \$83,015,000 (tax-exempt) and General Revenue Refunding Bonds 2021B in an amount of approximately \$102,180,000 (Federally Taxable) is substantially accurate.

BACKGROUND:

For revenue bonds issued pursuant to Title 70, O.S., Supp. 2005, Sections 3305(n) and 3980.1 *et seq.*, a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers and requires that the State Regents examine the Statement of Essential Facts and, if found to be substantially accurate, certify such to the Attorney General of Oklahoma. This series represents the seventeenth and eighteenth series series to be issued under the "General Obligation" legislation for Oklahoma State University.

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2021A, and 2021B bonds will be used (1) to construct, renovate and/or equip certain facilities on the Stillwater Campus, (2) to pay the purchase prices under certain of such lease agreements with ODFA to acquire certain existing academic and related facilities on the Stillwater campus of the University, and (3) to pay costs of issuance.

The bonds to be issued as fully registered bonds will be payable each March 1 and September 1 each of the years 2021 through 2051, with interest payments commencing on September 1, 2021, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. These bonds are being issued on parity with the following general revenue bond issuances: 2010B, 2013A, 2016A, 2017A, 2018A, 2018B, 2019A, 2019B, 2020A, 2020B, and 2020C. These bonds are the seventeenth and eighteenth series issued under the University's General Revenue Bond Obligation authorization.

The University has pledged, as security for the bonds, the General Revenues of the University Financing System. The pledged revenues exclude appropriated revenues from tax receipts and restricted revenues that are inconsistent with the purpose of paying bonds. No reserve requirement will be established with respect

to these series of bonds. The pledged revenues as anticipated by the University's Board will provide sufficient revenue to pay principal of and interest on the Bonds.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the projects has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt service requirements. Oklahoma State University maintains compliance with their Board of Regents' "Debt Policy," and will support the bonds by an achievable financial plan that will include servicing the debt, meeting new or increased operating costs, and maintaining an acceptable debt service coverage ratio.

Projects that are expected to be included in the \$83,015,000 Series 2021A financing, as well as new money to fund construct, renovate and/or equip certain facilities on the Stillwater Campus, include the following:

1. Purchase of energy savings project financed by Series 2013A, Master Lease Equipment, \$5.7 million (Refunding)
2. Purchase of IT Building financed by Series 2013A, Master Real Property, IT Building, \$3.8 million (Refunding)
3. Purchase of College of Human Science Addition financed by Series 2014E Master Lease Real Property, \$16.0 million (Refunding)
4. Purchase of North Dining Facility financed by Series 2014E, Master Lease Real Property, \$11 million (Refunding)
5. Purchase of Spears School of Business financed by Series 2014E, Master Lease Real Property, \$18.3 million (Refunding)
6. Purchase of Atherton Renovation financed by Series 2014F, Master Lease Real Property, \$8.6 million (Refunding)
7. Purchase of South Parking Garage financed by Series 2015B, Master Lease Real Property, \$9.5 million (Refunding)
8. Purchase of CEAT Undergraduate Lab financed by Series 2017A, Master Lease Real Property, \$10.1 million (Refunding)
9. New Capital Project for Division of Agricultural Sciences and Natural Resources Administration, on Stillwater Campus, \$15.0 million

The savings anticipated to be generated from this issuance is approximately \$6.8 million dollars, or 8.9%.

Projects that are expected to be included in the \$102,180,000 Series 2021B financing include the following:

1. Purchase of Atherton Renovation financed by Series 2014G, Master Lease Real Property, \$2.9 million (Refunding)
2. Purchase of Central Plant financed by Series 2015C, Master Lease Real Property, \$69.2 million (Refunding)
3. Purchase of Central Plant Adjustment financed by Series 2015E, Master Lease Real Property, \$2.6 million (Refunding)
4. Purchase of Clearwell Construction financed by Series 2015E, Master Lease Real Property, \$4.7 million (Refunding)
5. Purchase of Electric Distribution System financed by Series 2016E, Master Lease Real Property, \$5.8 million (Refunding)
6. Purchase of Electric Substation financed by Series 2016E, Master Lease Real Property, \$4.6 million (Refunding)
7. Purchase of Campus Utility System Distribution Expansion financed by Series 2017B, Master Lease Real Property, \$4.8 million (Refunding)

8. Purchase of DSNR Foundation Seed Building financed by Series 2017B, Master Lease Real Property, \$1.4 million (Refunding)
9. Purchase of New Central Plant Distribution financed by Series 2017B, Master Lease Real Property, \$3.4 million (Refunding)

The savings anticipated to be generated from this issuance is approximately \$18.1 million, or 18.6%.

A copy of the Preliminary Official Statement is available for review.

Financial data was provided by Oklahoma State University and reviewed by Mr. Mike Newman, Financial Consultant to the University and Mitchell Emig, Director of Administration and Finance Business Operations, and internally reviewed by Sheri Mauck, Interim Vice Chancellor for Budget and Finance.

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AGENDA ITEM #30:

Purchasing.

SUBJECT: Approval of purchases over \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2021 purchases for amounts that are in excess of \$100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

OneNet

- 1) Dell Marketing LP in the amount of \$138,623.78 for the purchase of data transfer servers, performance monitoring servers, research data switches, and management switches supporting the National Science Foundation (NSF) CC* Regional Grant Program: Small Institution Multiple Organization Regional One Oklahoma Friction Free Network (SI-MORE-OFFN) grant. Funds will be recovered from the NSF grants office. (Funded from 718 OneNet).
- 2) Dobson Technologies in the amount of \$165,000.00 to extend optical infrastructure to the University of Oklahoma-Tulsa Schusterman Center located at 4202 E. 41st Street in Tulsa. The optical infrastructure will provide route fault tolerance and connections for OneNet customers. Cost will be recovered through OneNet user fees. (Funded by 718 OneNet).
- 3) Dobson Technologies in the amount of \$215,000.00 to extend optical infrastructure for the University of Central Oklahoma located in Edmond to provide fault tolerance. Costs will be recovered through OneNet user fees. (Funded by 718 OneNet).

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AGENDA ITEM #31:

Investments.

SUBJECT: Approval of new investment managers.

RECOMMENDATION:

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

BACKGROUND:

Pavilion Mercer, 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:

Vanguard Developed Market Index -- \$25,000,000. This is an indexed fund comprised of international large-cap equities in developed markets across Europe and the Pacific region. The strategy is passively managed, utilizing a full-replication approach. The fund is fully invested to minimize net tracking errors.

Bain Capital Real Estate Fund II -- \$10,000,000. The Bain Capital investment platform and strategy focuses on secular demand drivers and on growing income streams through physical and operational improvements of individual buildings. This along with a focus on niche property types should allow the fund to protect and create value through cycles. The fund is expected to invest in a diversified and nimble portfolio.

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AGENDA ITEM #32:

Policy.

SUBJECT: Approval of revisions to the State Regents' Policy 2.5 *State Regents' Committees*.

RECOMMENDATION:

It is recommended that the State Regents approve revisions to State Regents' Policy 2.5 *State Regents' Committees* to establish the System Innovations Committee as a new standing State Regents committee.

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 appointed membership to 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.

The Task Force on the Future of Higher Education's *Report on the Future of Higher Education* aligns with current national trends focusing on innovation in higher education in an effort to adapt higher education to a changing business model in light of fiscal challenges, increased demand for workforce-aligned programs, and greater calls for accountability and transparency. These trends focus on innovations such as:

- Educational delivery methods,
- Academic initiatives,
- Internal processes for business or service,
- Business model needs,
- New markets or existing markets served in new ways, and
- Establishment of partnerships with corporations and other institutions.

POLICY ISSUES:

State Regents' Policy 2.5 *State Regents' Committees* outlines the authority of the Oklahoma State Regents for Higher Education to establish standing committees to "serve as focus tools of the State Regents and a constructive resource of the Chancellor." According to Policy 2.5, committees do not take official action.

The State Regents' Chair appoints members of committees annually, with standing committees consisting of four members: a chairman and three members. The State Regents' Chair holds ex officio status on all standing committees.

State Regents' Policy 2.5 outlines the responsibilities of each standing committee. Current standing State Regents' committees include:

- Strategic Planning and Personnel and Technology Committee
- Budget and Audit Committee
- Investment Committee
- Academic Affairs and Social Justice and Students Services Committee (commonly referred to as

just Academic Affairs Committee)

While special or ad-hoc committees do not require revisions to State Regents' policy and may be established as needed by the State Regents' Chair and dissolved when their purpose is accomplished, new standing committees are required to be incorporated into official State Regents' policy.

In accordance with State Regents' policy regarding the adoption of new or revised policies, this recommended policy revision was posted at the State Regents' meeting on July 16, 2020.

ANALYSIS:

As part of the Task Force recommendations, the State Regents contracted with Huron Consulting in 2019 to conduct fiscal reviews and long-term viability assessments with for all 25 state system institutions. In the *OSRHE Comprehensive System Report: Financial Fiscal Review and Long-term Viability Assessment Discussion Document* presented at the May 28, 2020, State Regents meeting, Huron Consulting concluded that in order to minimize the burden of future revenue declines, institutions will need to significantly cut expenditures, dip into reserves, or begin consideration of the following strategies:

- Mergers and/or closures,
- Reduction/realignment of academic programming,
- Reorientation of programs towards job markets,
- Mission right-sizing,
- Administrative cost reduction strategies, and
- Space utilization analyses.

Based upon discussion with the State Regents following the conclusion of the institutional fiscal reviews and long-term viability assessments conducted by Huron Consulting, it is recommended that the State Regents establish a new standing committee, the System Innovations Committee, to focus exclusively on implementing the recommendations produced by the 2018 Task Force on the Future of Higher Education; analyzing data produced by the institutional fiscal viability reviews conducted by Huron Consulting, as well as other sources of institutional performance indicators; and researching and reviewing national trends in higher education and making recommendations for state system changes as appropriate.

2.5.2 E. System Innovations Committee

This committee will provide recommendations to the State Regents and Chancellor regarding innovative changes to the State System of Higher Education that improve institutional and system viability and performance.

The System Innovations Committee responsibilities are as follows:

1. Recommend to the State Regents the adoption, modification or elimination of key performance indicators (e.g. fiscal viability, retention rates, graduation rates, employment outcomes, etc.) that can be used to assess institutional and state system performance.
2. Review predictive analytics data on at least a quarterly basis to monitor state system performance. Report to the State Regents challenges to and achievements of the state system.

3. Collaborate or request the Chancellor and State Regents' staff to collaborate with institutional governing boards, presidents and senior staff regarding the development and regular review of key performance indicators.
4. Request the Chancellor to assist state system institutions to interpret predictive analytics data to identify key trends and engage in data-driven decision making on an as-needed basis at the request of institutional governing boards or presidents and in consideration of current State Regents' staff duties and responsibilities.
5. Identify and recommend to the State Regents the implementation of special programs or pilot projects that can enhance institutional and state system student outcomes and do not conflict with existing State Regents' policy, unless a policy exception is approved by the State Regents.
6. Consider proposals for innovation from outside stakeholders, such as the Governor, members of the Legislature, members of the business community, national organizations, etc.

In addition to this revision to State Regents' Policy 2.5, it is recommended that State Regents' Policy 2.5.2 also be revised to change the required number of State Regents on each standing committee to allow greater flexibility in committee assignments and to accommodate other obligations held by the State Regents outside their voluntary service on the board.

2.5.2 Standing Committees

The chairman and members of standing committees will be appointed annually by the Chairman with recognition of both continuity and new member factors. Standing committees will consist of ~~four~~³⁻⁴ members: a chairman, and ~~three~~²⁻³ members. The State Regents' Chairman holds ex officio status on all committees.

A copy of all proposed revisions to State Regents' Policy 2.5 is attached.

2.5 STATE REGENTS' COMMITTEES

2.5.1 Authority

State Regents' committees will serve as focus tools of the State Regents and a constructive resource to the Chancellor. All action will be taken by the full board. The committees will take no action.

2.5.2 Standing Committees

The chairman and members of standing committees will be appointed annually by the Chairman with recognition of both continuity and new member factors. Standing committees will consist of ~~four~~³⁻⁴ members: a chairman, and ~~three~~²⁻³ members. The State Regents' Chairman holds ex officio status on all committees. The State Regents' Chairman holds ex officio status on all committees. Current standing committees and their responsibilities are:

Strategic Planning and Personnel and Technology Committee

This committee will provide guidance for the State Regents and the Chancellor:

1. Long-range planning for the State Regents and the State System, in planning of retreats, and in formulating strategies to implement goals and programs of the State Regents;
2. Personnel and organizational matters and annual performance evaluations; and
3. Review the Administrative Policies and Procedures Manual and recommend changes as necessary.

This committee will also provide guidance for the State Regents and the Chancellor:

1. The operation and strategic use of OneNet. The Committee will review and guide the development of an annual OneNet business plan and the setting of annual strategic goals. The committee will review the annual OneNet budget and its quarterly reports to ensure consistency of goals and expenditures. The Committee will receive and recommend appropriate Regents' action on recommendations from the Chancellor and the OneNet Advisory Committee. The Committee will monitor OneNet operations and applications and receive regular reports.
2. Enhancement of academic offerings and student services. The Committee will monitor and guide the development of plans and strategies for using technology to enhance academic and student services for students. The committee will recommend assistance (policy; financial; staff assistance for statewide licenses, consortia formation, benchmarking/best practices, grant writing, etc.) to institutions and students, as appropriate.
3. Administrative and financial issues. The Committee will review and forward recommendations on administrative and financial issues relating to OneNet and to institutional initiatives. This will include such issues as developing a comprehensive plan for

technology equipment replacement and “merger” of administrative and other functions (computing and systems support, personnel management, purchasing, financial aid, and other student services).

4. Enhancing higher education quality, efficiency, effectiveness, and flexibility through the use of technology. The Committee will monitor and recommend technology standards, policy, and practices to improve the competitiveness of Oklahoma higher education programs and services delivered via technology.
 - a. Linking technology investment to state economic development priorities. The committee will monitor and recommend strategies and initiatives that will use OneNet to drive state economic development.

B. Budget and Audit Committee

This committee will provide guidance for the State Regents and the Chancellor:

1. Development of budget needs of the State System for presentation to the Governor, the Legislature, and the general public;
2. Determination of budget needs for each institution and program in the State System;
3. Allocation of appropriated and revolving funds for each institution and program in the State System.
4. Administration of fiscal aspects of the endowment program, academic scholars program, and other student financial aid programs.
5. Administration of the Guaranteed Student Loan Program.
6. Fiscal and resource management of the State Regents' agency operations, including review of agency financial reports.
7. Development and implementation of systemwide fiscal policies.
8. Determination of appropriate rates of tuition and fees.
9. Review of Campus Master Plan and capital priorities for the system.
10. Establish the scope of work in issuing requests for proposals from auditing firms.
11. Review proposals for independent audit services and make recommendations to the Regents for the employment of an auditor.
12. Review annual audits of the State Regents' office as well as annual and/or special audits of all components of the State System as appropriate, and make reports and recommendations to the State Regents. The review should include timely discussions with the independent auditor regarding

- a. all critical accounting policies and practices;
- b. all alternative treatments of financial information with the Generally Accepted Accounting Principles that have been discussed with management, ramifications of the use of such alternative disclosure and treatments, and the treatment preferred by the independent auditor;
- c. other material written communications between the independent auditor and management, including the management letter.
- d. Review performance of independent auditor and recommend continuation or removal, if appropriate.
- e. Resolve any disagreements between the independent auditor and State Regents' staff and review any audit problems or difficulties and staff's response.
- f. Establish and maintain procedures for the receipt, retention and treatment of complaints regarding accounting, internal accounting, or auditing matters.
- g. Establish and maintain procedures for the submission by employees regarding questionable accounting or auditing matters that will assure protection of the employee in accordance with the provisions of 74 O.S. §840-2.5 (2001).
- h. Facilitate coordination with the State Auditor and Inspector as appropriate.

C. Investment Committee

The Investment Committee's responsibilities are as follows:

- 1. Review and recommend to the Regents an appropriate Investment Policy.
- 2. Ensure that the Investment Policy is being implemented.
- 3. Recommend to the Board appropriate Investment Policy guidelines, to include:
 - The spending rate and calculation thereof.
 - a. The Endowment's real return need (i.e. sum of spending rate, management costs and desired growth rate, if any.)
 - b. New guidelines as appropriate.
- 4. Establish appropriate implementation guidelines, to include:
 - a. The time horizon for the portfolio.
 - b. The acceptable level of volatility for the portfolio.
 - c. The acceptable asset classes for investment (e.g. U.S. large-cap stocks, U.S. small-cap stocks, emerging markets stocks, etc.)

- d. The allocation of assets among the available asset classes (e.g. 15% to U.S. large-cap stocks, 10% to U.S. small-cap stocks, etc.)
5. Recommend and evaluate the Investment Consultant.
6. Establish investment practices, including:
 - a. Determine criteria for hiring and terminating investment managers (e.g. past performance relative to benchmark, within allowable tracking error, etc.)
 - b. Determine the portfolio's rebalancing rules.
7. Monitor, review and evaluate investment results in the context of predetermined performance standards.
8. Monitor the performance of the individual fund managers, recommend manager changes to the Regents as appropriate.
9. Ensure that adequate and appropriate research is being conducted concerning the future performance of the portfolio and its investments.
10. Confer at least quarterly to review the performance of the portfolio and the managers, interface with the administration and Consultant to address current issues, and develop recommendations for policy changes to be reviewed and presented for adoption to the Regents.
11. Report regularly on the status of the Endowment to the Regents.

D. Academic Affairs and Social Justice and Student Services Committee

This committee will provide guidance for the Regents and the Chancellor on matters of policy and procedures relating to the agency's constitutional and statutory responsibilities in the area of academic affairs. The following academically related matters will be included (among others) within the purview of the Academic Affairs Committee:

1. Standards for admission to, retention in, and graduation from institutions of the State System,
2. Functions of institutions,
3. Program review and approval, including both degree and non-degree programs of instruction, research, and outreach,
4. Degrees and other forms of academic recognition,
5. Accreditation and authorization to offer college-level courses, programs, and degrees in the State of Oklahoma,
6. Coordination of academic calendars,
7. Cooperative academic ventures, including ventures between public colleges and universities and between public institutions and other entities,

8. Review of quality initiative proposals,
9. Coordinating of teacher education and other special programs,
10. Matters related to the Academic Common Market,
11. Coordination of comprehensive academic planning with financial and fiscal planning

This committee will also provide guidance for the Regents and the Chancellor on all matters relating to student services and with social justice implications with the goal of enhancing both individual well-being and the common good.

1. Matters within the purview of the committee are:
 - a. Enhancing participation of all academically able persons at the highest attainable level of academic life regardless of their race, ethnic background, sex, age, religion, disability, income level, or geographic location
 - b. Fair and equitable treatment of all individuals and systematic positive adjustments until equity is attained.
 - c. Promoting multicultural diversity throughout all State Regents' actions, particularly those relating to teaching, academic programs, preparation of teachers, and other standards of education.
 - d. Periodic review of existing social justice programs and efforts to determine if they are achieving desired results.
 - e. Design and review of student services programs operated by the State Regents such as scholarship and grant programs, Summer Academies, and Welfare-to-Work programs.
 - f. Advancing the Regents' "student success" theme through special projects, studies, and initiatives that will improve services, opportunities, and awareness for students.

E. System Innovations Committee

This committee will provide recommendations to the State Regents and Chancellor regarding innovative changes to the State System of Higher Education that improve institutional and system viability and performance.

The System Innovations Committee responsibilities are as follows:

1. Recommend to the State Regents the adoption, modification or elimination of key performance indicators (e.g. fiscal viability, retention rates, graduation rates, employment outcomes, etc.) that can be used to assess institutional and state system performance.

2. Review predictive analytics data on at least a quarterly basis to monitor state system performance. Report to the State Regents challenges to and achievements of the state system.
3. Collaborate or request the Chancellor and State Regents' staff to collaborate with institutional governing boards, presidents and senior staff regarding the development and regular review of key performance indicators.
4. Request the Chancellor to assist state system institutions to interpret predictive analytics data to identify key trends and engage in data-driven decision making on an as-needed basis at the request of institutional governing boards or presidents and in consideration of current State Regents' staff duties and responsibilities.
5. Identify and recommend to the State Regents the implementation of special programs or pilot projects that can enhance institutional and state system student outcomes and do not conflict with existing State Regents' policy, unless a policy exception is approved by the State Regents.
6. Consider proposals for innovation from outside stakeholders, such as the Governor, members of the Legislature, members of the business community, national organizations, etc.

F. E. Special Committees

Committees may be established as needed by the Chairman which will be dissolved when their purpose is accomplished.

Approved August 28, 1989. Revised May 27, 1994, February 8, 1995, January 26, 1996, September 5, 1997, ~~and~~ October 21, 2010, and XX, 2020.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #33:

Legislative Agenda.

SUBJECT: Ratification of amendment to the State Regents' 2021 Legislative Agenda.

RECOMMENDATION:

It is recommended that the State Regents ratify the amended 2021 Legislative Agenda, as described below.

BACKGROUND:

The Legislative Agenda is developed as a guideline to frame issues of interest to the Oklahoma state system of higher education that could be addressed by the Oklahoma Legislature.

POLICY ISSUES:

This action is consistent with State Regents' policy.

ANALYSIS:

The 2021 Legislative Agenda sets forward the list of issues of interest to the Oklahoma state system of higher education, which may be brought before the Oklahoma Legislature during the 2021 Legislative Session. The 2021 Legislative Agenda, which was approved at the State Regents' November 5, 2020 meeting, has been amended to include the following information about public higher education's role in the state's response to the COVID-19 pandemic.

- **Complementing our state's response to COVID-19.** Our public colleges and universities continue to prioritize the health and safety of our students, faculty, staff and visitors while offering a top quality, affordable learning environment. State system institutions have partnered with county health departments and donated Personal Protective Equipment (PPE) supplies to local hospitals and healthcare providers. OU Medicine, the OU Health Sciences Center, OSU Medicine and the OSU Center for Health Sciences have all played critical roles in research, testing and vaccine development, and both OU Medicine and OSU Medicine have served as designated COVID-19 hospitals. Additionally, the OU Health Sciences Center was engaged in early studies focused on utilizing convalescent plasma as a COVID-19 treatment protocol, the OSU Center for Health Sciences collaborated with OSU Veterinary Medicine to convert a veterinary medicine laboratory to a dedicated COVID-19 testing lab, and OSU Medicine has expanded health care access to underserved communities through increased use of telemedicine.

(Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #34-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:

University of Oklahoma (OU)
5 degree program requirement changes
1 degree program name change

University of Oklahoma Health Sciences Center (OUHSC)
5 degree program requirement changes

Oklahoma State University (OSU)
3 degree program requirement changes

Northeastern State University (NSU)
2 degree program requirement changes

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

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

POLICY ISSUES:

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

ANALYSIS:

OU - Master of Architecture in Architecture (012)

Degree program requirement changes

- Add ARCH 5193.
- Remove one 3 credit hour Research Elective.
- The proposed changes will distribute students' academic workload more evenly across the program.

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

OU - Master of Science in Architecture (397)

Degree program name change

- Change program name to Planning, Design and Construction.
- The proposed change will help establish the degree as a primary path towards the PhD in Planning, Design, and Construction (396) and add clarity for prospective students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Graduate Certificate in Finance (444)

Degree program requirement changes

- Remove FIN 5332 and FIN 5382.
- Add FIN 5112.
- Change credit hours for Required Courses from 6 to 4.
- Change credit hours for Electives from 6-7 to 8-9.
- The proposed changes will provide students with more flexibility and better prepare them for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Science in Environmental Science (075)

Degree program requirement changes

- Remove GEOG 4293.
- Add CEES 4843/5843.
- The proposed changes will replace a course that is no longer taught.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU - Bachelor of Science in Information Science and Technology (002)

Degree program requirement changes

- Remove LIS 1013, LIS 4523, and ECON 4223/MATH 2123/MATH 4793.
- Require selection of 6 credit hours for Information and People emphasis.
- The proposed changes will replace a course that is no longer taught and provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in Information Studies (343)

Degree program requirement changes

- Add MATH 1643.
- Change credit hours required for Major Support Courses from 15 to 18.
- The proposed change will clarify degree requirements for 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.

OUHSC – Bachelor of Science in Dental Hygiene (013)

Degree program requirement changes

Remove DH 4413 and add UCOL 1523.

- The proposed changes will expose students to diversity, equity, and inclusion topics. 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.

OUHSC – Bachelor of Science in Communication Sciences and Disorders (049)

Degree program requirement changes

Remove CSD 4993 and add UCOL 1523.

- The proposed changes will expose students to diversity, equity, and inclusion topics. 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.

OUHSC – Bachelor of Science in Nutritional Science (009)

Degree program requirement changes

Remove NS 4213 and add UCOL 1523.

- The proposed changes will expose students to diversity, equity, and inclusion topics. 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.

OUHSC – Bachelor of Science in Medical Imaging and Radiation Sciences (043)

Degree program requirement changes

For all options:

Remove MIRS 4963 and add UCOL 1523.

- The proposed changes will expose students to diversity, equity, and inclusion topics. 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.

OUHSC – Bachelor of Science in Pharmacy Systems (033)

Degree program requirement changes

Remove PHAR 4993 and add UCOL 1523.

- The proposed changes will expose students to diversity, equity, and inclusion topics. 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 Biology (030)

Degree program requirement changes

- For all options:
 - Add MATH 1813 as an alternative for MATH 1613.
- For the Secondary Teacher Certification option:

- Remove PHIL 3743.
- Add three-credit hour course with H designation.
- The proposed changes will provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Agricultural Sciences and Natural Resources in Natural Resource Ecology and Management (101)

Degree program requirement changes

- For the Fisheries and Aquatic Ecology option:
 - Add SOIL 2124 as an alternative to ENTO 4484.
 - Add NREM 2134 as an alternative to BIOL 1604.
 - Add NREM 2083, NREM 3503, and NREM 4043.
 - Remove BIOL 3104.
- For the Forest Ecology and Management option:
 - Add ENTO 4484 as an alternative to SOIL 2124.
 - Add BIOL 1604 as an alternative to NREM 2134.
 - Remove NREM 3063 and NREM 3102.
 - Require NREM 3133.
- For the Rangeland Ecology and Management option:
 - Add ENTO 4484 as an alternative to SOIL 2124.
 - Remove NREM 3063.
- For the Wildlife Biology and Pre-Veterinary Science option:
 - Add CHEM 1215 as an alternative for CHEM 1314.
 - Add ENTO 4484 as an alternative to SOIL 2124.
 - Add NREM 2134 as an alternative to BIOL 1604.
 - Add NREM 2083 and NREM 4043.
 - Remove requirement to select two of the following courses: NREM 4464, BIOL 4413, and BIOL 4174.
- For the Wildlife Ecology and Management option:
 - Add ENTO 4484 as an alternative to SOIL 2124.
 - Add NREM 2134 as an alternative to BIOL 1604.
 - Remove GEOL 1114, PHYS 1014, and NREM 4524.
 - Add NREM 2083, NREM 4043, NREM 4522, and NREM 4523.
 - Add requirement to select two of the following courses: BIOL 4174, BIOL 4184, or NREM 4464.
- The proposed changes are requested to clarify degree requirements for students.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Secondary Education (182)

Degree program requirement changes

- For the English option:
 - Remove EDUC 4110, CIED 4093, and CIED 4193.
 - Add CIED 4133 and CIED 4194.
 - Change credit hours for Professional Core Requirements from 39 to 37.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.

- Total credit hours for the degree will change from 124 to 122-124.
- No funds are requested from the State Regents.

NSU – Bachelor of Arts in Media Studies (050)

Degree program requirement changes

- Remove MS 1103 and add MS 2453.
- The proposed changes will remove repetitive course content and better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Science in Natural Science (150)

Degree program requirement changes

- Change admission criteria:
 - Require two letters of reference.
 - Allow conditional admission with a GPA less than 3.00. A student may remain in the degree program if their overall graduate GPA is 3.00 or higher for at least nine credit hours of graduate coursework taken in their first semester.
 - Remove the Graduate Record Examination (GRE) score submission requirement.
 - Require submission of an adviser selection form. Conditional acceptance may be granted to students who do not identify a graduate faculty adviser from within the College of Science and Health Professions.
 - Remove international applicant requirement to submit a score of not less than 550 on the paper based TOEFL or a comparable score of 213 on the computer based TOEFL with a minimum of 50th percentile on the Listening Comprehension section.
- The proposed changes align the program’s admission criteria with that of the Graduate College.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

EOSC – Associate in Science in Criminal Justice (062)

Degree program requirement changes

- Remove CRJS 1253 and add CRJS 1254.
- The proposed change will update the curriculum to better reflect the content of the course.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 69 to 70.
- No funds are requested from the State Regents.

EOSC – Associate in Arts in Elementary Education (015)

Degree program requirement changes

- Remove SPAN 1115 and SPAN 1215.
- Add SPAN 1113 and SPAN 1213.
- Change credit hours required for General Education Electives from 6-10 to 6.
- The proposed changes will better prepare students for transfer to a four-year institution.
- 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.

EOSC – Associate in Arts in Psychology or Sociology (042)

Degree program requirement changes

- Add PSYC 2223 as an alternative for SOC 2123.
- The proposed change will better prepare students for transfer to a four-year institution.
- Two 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 Sciences (070)

Degree program requirement changes

- For the Agriculture Education, Communication, and Leadership option:
 - Require AGRI 1033 or AGRI 1043.
 - Change credit hours for Required Courses from 11 to 14.
 - Change credit hours for Electives from 12 to 9.
- For the Animal Science option:
 - Add AGRI 1033.
 - Require MATH 2013 or BUSI 2013.
 - Remove AGRI 1152 and AGRI 1133.
 - Change credit hours for Required Courses from 13 to 14.
- For the Agriculture Business option:
 - Require AGRI 1033 or AGRI 1043.
 - Remove NREM 3063.
 - Change credit hours for Required Courses from 10 to 13.
 - Change credit hours for Electives from 14 to 10.
- For the Plant and Soil Science option:
 - Add AGRI 2413.
 - Remove AGRI 1243.
- For the Pre-Veterinary Animal Science option:
 - Add AGRI 1033.
 - Remove AGRI 1124, and AGRI 1314/AGRI 2124.
- For the Range and Wildlife Management option:
 - Add AGRI 1033.
 - Remove AGRI 1314 and BIOL 1124/BIOL 1134.
 - Change credit hours for Required Courses from 19 to 14.
- The proposed changes will better prepare students for 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 change from 61 to 60.
- No funds are requested from the State Regents.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #34-a (2):

Programs.

SUBJECT: Program Modifications. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)

1 degree program option addition

Oklahoma State University (OSU)

15 degree program requirement changes

4 degree program designation changes

East Central University (ECU)

10 degree program requirement changes

3 degree program option additions

2 degree program option deletions

Langston University (LU)

1 degree program requirement change

Northeastern State University (NSU)

5 degree program requirement changes

1 degree program option addition

1 degree program option name change

Northwestern Oklahoma State University (NWOSU)

5 degree program requirement changes

Southeastern Oklahoma State University (SEOSU)

1 degree program requirement change

Southwestern Oklahoma State University (SWOSU)

5 degree program requirement changes

Oklahoma City Community College (OCCC)

10 degree program requirement changes

1 degree program option deletion

Rose State College (RSC)

1 degree program option addition

Tulsa Community College (TCC)

18 degree program requirement changes

2 degree program option name changes

4 degree program option deletions

POLICY ISSUES:

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

ANALYSIS:

OU - Master of Arts in Journalism and Mass Communication (138)

Degree program option addition

- Add option:
 - Strategic Communication and Digital Strategy.
- The proposed option will better prepare students for employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program requirement changes

- Remove EDUC 1111 and add EDHS 1112.
- For the Aviation Management and Aerospace Security options:
 - Change credit hours for College/Departmental Electives from 19 to 18.
- For the Technical Services Management option:
 - Change credit hours for College/Departmental Electives from 16 to 15.
- For the Aerospace Logistics option:
 - Change credit hours for College/Departmental Electives from 15 to 14.
- The proposed changes will improve first-time-entering freshman retention.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 120 to 120-121.
- No funds are requested from the State Regents.

OSU – Doctor of Philosophy in Business Administration (036)

Degree program requirement changes

- For the Finance option:
 - Remove FIN 5773, STAT 4203, and STAT 4213.
 - Change credit hours for Major Area from 24 to 21.
 - Change credit hours for Guided Electives from 30 to 24.
- The proposed changes will align the program requirements with other doctoral programs in the Spears School of Business.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 69 to 60.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Human Sciences in Design, Housing, and Merchandising (050)

Degree program requirement changes and degree program designation change

- Change degree designation to Bachelor of Science.
- For the Fashion Merchandising option:
 - Remove DHM 3553, DHM 3563, DHM 3853, ACCT 2003, and MGMT 3013.
 - Add DHM 4111 and ENGL 2513.
 - Require DHM 4071 or DHM 4041.
 - Require completion of one of the following twelve credit hour Emphasis Areas: Visual Merchandising or Fashion Buying and Planning.
 - Change credit hours for Major Requirements from 68 to 70.
 - Change credit hours for General Electives from 7 to 5.
- The proposed degree designation change will align the program with other programs in the College of Education and Human Sciences.
- The proposed curricular changes will better align the curriculum with industry trends.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 120 to 120-121.
- No funds are requested from the State Regents.

OSU - Graduate Certificate in Entrepreneurship (492)

Degree program requirement changes

- Remove EEE 5113 and EEE 5663.
- Add EEE 5233 and EEE 5333.
- The proposed changes will better prepare students for employment.
- One new course will be added and one course will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OSU - Master of Science in Entrepreneurship (474)

Degree program requirement changes

- Remove EEE 5663.
- Add EEE 5233.
- The proposed changes will better prepare students for employment.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Business Administration in Finance (446)

Degree program requirement changes

- Add MATH 1813 as an alternative for MATH 1483 and MATH 1513.
- Add higher MATH with A designation as an alternative for MATH 2103.
- Add any approved first year seminar course as an alternative for BADM 1111.
- Remove ACCT 3003 and ACCT 3103.
- Add ACCT 3004, ACCT 3104, and ACCT 4901.
- Add STAT 2013 and STAT 2053 as alternatives for STAT 2023.
- For the General option:
 - Require 18 credit hours of upper division Finance courses.
 - Remove 3 credit hours of Guided Electives.
- For the Commercial Bank Management option:

- Remove 3 credit hours of Guided Electives.
- The proposed changes will provide students with more flexibility and better prepare them for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Human Sciences in Early Child Care and Development (537)

Degree program designation change

- Change degree designation to Bachelor of Science.
- The proposed degree designation change will align the program with other programs in the College of Education and Human Sciences.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Human Sciences in Human Development/Family Science (094)

Degree program requirement changes and degree program designation change

- Change degree designation to Bachelor of Science.
- For the Early Childhood Education option:
 - Remove three-credit hour course with H designation.
 - Require AMST 2103, GEOG 3093, HIST 1613, HIST 1623, HIST 1823, HIST 2023, or HIST 2333.
- The proposed degree designation change will align the program with other programs in the College of Education and Human Sciences.
- The proposed curricular changes will align the curriculum with Oklahoma State Department of Education certification requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will not change.
- No funds are requested from the State Regents.

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

Degree program requirement changes and degree program designation change

- Change degree designation to Bachelor of Science.
- For the Public Health Nutrition option:
 - Remove NSCI 2311, NSCI 2412, and HHP 2802.
 - Add HLTH 2213 and NSCI 3312.
- The proposed degree designation change will align the program with other programs in the College of Education and Human Sciences.
- The proposed curricular changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Arts in Economics (249)

Degree program requirement changes

- For the General option:
 - Change credit hours for upper-division Economics courses from 18 to 12.
 - Change credit hours for upper-division electives from 15 to 21.

- For the International Economic Relations option:
 - Remove BCOM 3333 as an alternative for ENGL 3323.
 - Change credit hours for upper-division Economics electives from 9 to 6.
 - Change credit hours for upper-division Arts and Sciences courses with I designation from 9 to 12.
- The proposed changes will provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Master of Science in Integrative Biology (211)

Degree program requirement change

- Change admission criteria:
 - Remove requirement to submit Graduate Record Examination score.
- The proposed change will remove a barrier to program admission.
- 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 Integrative Biology (212)

Degree program requirement change

- Change admission criteria:
 - Remove requirement to submit Graduate Record Examination score.
 - Remove requirement to have a master's degree to apply for admission.
- The proposed change will remove barriers to program admission.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in Management Information Systems (452)

Degree program requirement changes

- Add ACCT 2103 and ACCT 2203 as alternatives for ACCT 2003.
- Add MATH 1813 as an alternative for MATH 1483 and MATH 1513.
- Add higher MATH with A designation as an alternative for MATH 2103.
- Require 12 credit hours of any upper-division courses from ACCT, ECON, FIN, EEE, MKTG, MGMT, MSIS, HTM, and any CS courses except CS 1111, CS 4113, and CS 4883.
- Add any approved first year seminar course as an alternative for BADM 1111.
- The proposed changes will provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program requirement changes

- Remove EDUC 1111 and add EDHS 1112.
- Add three-credit hour MATH with A designation.
- Change credit hours for additional courses with A, H, N, or S designation from 9 to 8.
- Change credit hours for General Education from 41 to 40.
- Change credit hours for College/Departmental requirements from 17 to 18.

- The proposed changes will improve first-time-entering freshman retention and provide students with more flexibility.
- 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 Recreation Management and Recreational Therapy (180)

Degree program requirement changes

- For the Recreation Management option:
 - Remove RMRT 3431 and RMRT 3432.
 - Add RMRT 3483.
- The proposed changes will better reflect field experience 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 Secondary Education (182)

Degree program requirement changes

- Remove EDUC 1111 and add EDHS 1112.
- For the English option:
 - Change credit hours for College/Departmental Electives from 5 to 4.
- For the Social Studies option:
 - Change credit hours for College/Departmental Electives from 11 to 10.
- For the Foreign Language option:
 - Change credit hours for College/Departmental Electives from 8 to 7.
- The proposed changes will improve first-time-entering freshman retention.
- 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.

ECU - Bachelor of Science in Kinesiology (020)

Degree program requirement changes

- Remove KIN 4283.
- Add KIN 4284.
- Change credit hours for Major Requirements from 59 to 60.
- Change credit hours for Electives from 23 to 18.
- The proposed changes will provide students with more practical knowledge in the field and improve students' ability to graduate.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 120.
- No funds are requested from the State Regents.

ECU – Bachelor of Science in Human Development, Hospitality and Food Science (024)

Degree program option deletion

- Delete option Design, Buying, and Apparel Management.
 - There are currently two students enrolled in the option with an expected graduation date of 2020-2021.
 - The proposed deletion will become effective in 2021-2022.
- The proposed deletion is due to low student enrollment.

- 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 - Bachelor of Science in Psychology (037)

Degree program requirement changes

- Add MATH 1613 as an alternative for MATH 1223 and MATH 1513.
- The proposed change will ease the ability for students to transfer from two-year institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Science in Early Childhood (054)

Bachelor of Science in Education in Elementary Education (013)

Degree program requirement changes

- Add MATH 1613 as an alternative for MATH 1413 and MATH 1513.
- The proposed changes will ease the ability for students to transfer from two-year institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Science in Music (033)

Degree program requirement changes

- Remove Minor requirement.
- Change credit hours for Electives from 0-1 to 15.
- The proposed changes will provide students with more flexibility and align the curriculum with similar programs at peer institutions across the state.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 120.
- No funds are requested from the State Regents.

ECU - Bachelor of Fine Arts in Art (002)

Degree program requirement changes

- Remove ART 2423 and ART 2253.
- Add ART 1123, ART 1143, and MCOM 1713.
- Change credit hours for Foundations Core from 21 to 30.
- Change credit hours for Design Core from 18 to 15.
- Change credit hours for Advanced Design Core from 15 to 12.
- Change credit hours for Graphic Design Major Electives from 15 to 9.
- For the Studio Art option:
 - Require ART 3133 or ART 3403.
 - Remove ART 3143.
 - Add ART 2103, ART 3103, ART 4103, and ART 4203.
 - Change credit hours for Major Requirements from 69 to 72.
 - Change credit hours for Advanced Studio from 9 to 6.
 - Add requirement to complete a three-credit hour Studio Elective.
 - Change credit hours for Electives from 14 to 11.
- For the Teacher Certification option:
 - Remove ART 3823.

- Change credit hours for Major Requirements from 53 to 62.
- Change credit hours for Foundations Core from 18 to 30.
- Change credit hours for Studio Core from 24 to 21.
- The proposed changes will better align the curriculum with industry trends and better prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 124-133.
- No funds are requested from the State Regents.

ECU - Bachelor of Science in Mathematics (029)

Degree program option addition

- Add option:
 - Data Science Applications.
- The proposed option 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.

ECU - Bachelor of Science in Accounting (001)

Degree program requirement changes

- Remove MATH 1513.
- Require MATH 1613.
- Add ACCT 4303.
- Change credit hours for additional upper level accounting hours from 9 to 6.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Arts in English (014)

Degree program requirement changes

- Remove Minor requirement.
- Change credit hours for Electives from 11-14 to 32.
- The proposed changes will provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU – Master of Education in Educational Leadership (098)

Degree program requirement changes

- Remove EDUC 5513.
- Add EDUC 5853 as an alternative for EDUC 5173.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU - Bachelor of Science in Human Services Counseling (026)

Degree program option addition

- Add option:
 - Prevention Science.
- The proposed option 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.

ECU - Bachelor of Science in Biology (004)

Degree program requirement changes and degree program option addition

- Add BIOL 3514 as an alternative for BIOL 3634.
- Add option:
 - Medical Botany.
- The proposed curricular change will provide students with more flexibility.
- The proposed option will better prepare students for employment.
- 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.

ECU – Bachelor of Science in Business Administration (007)

Degree program option deletion

- Delete option Management Information Systems.
 - There are currently 44 students enrolled in the option with an expected graduation date of 2023-2024.
 - The proposed deletion will become effective in 2021-2022.
- The proposed deletion is due to the institution’s plan to move the option to the proposed Bachelor of Science in Information Technology Management degree program (see new program request agenda item).
- 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.

LU – Bachelor of Science in Nursing (039)

Degree program requirement changes

- Remove NR 2313, NR 3113, NR 3523, NR 4333, NR 4432, and NR 4426.
- Add EG 2053 as an alternative for EG 2033.
- Add NR 3003, NR 3312, NR 3322, NR 4203, NR 4163, NR 4443, and NR 4114.
- The proposed changes will better prepare students for the NCLEX-RN exam and employment.
- Seven new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU - Bachelor of Science in Mathematics (057)

Degree program requirement changes and degree program option additions

- Add options:
 - Mathematics Generalist.
 - Mathematics Education.
- Remove PHYS 1114, CS 2014, and MATH 3913.
- Require PHYS 2115.
- Add MATH 3513.

- Remove Minor requirement.
- Change credit hours required for General Education from 46 to 47.
- Change credit hours required for Mathematics Core from 34 to 30.
- Change credit hours required for Mathematics Electives from 12 to 3.
- Change credit hours required for Open Electives from 14 to 6-14.
- The proposed options will better prepare students for employment.
- The proposed curricular changes will better meet students' academic needs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU - Graduate Certificate in Public Health Leadership (167)

Degree program requirement changes

- Remove NURS 5633 and add MPH 5003.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

NSU - Bachelor of Arts in Music (060)

Degree program requirement changes and degree program option name change

- For the Jazz Studies option:
 - Change option name to Jazz Studies and Commercial Music.
 - Remove MUS 2721, MUS 2743, MUS 2831, MUS 2941, MUS 2931, MUS 3131, MUS 3782, MUS 4002, MUS 4031, and MUS 4082.
 - Add MUS 1322, MUS 1612, MUS 1973, MUS 2523, MUS 2612, MUS 2973, MUS 3230, MUS 4740, MUS 4721, and MUS 4822.
- The proposed changes will better reflect industry trends.
- 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.

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

Degree program requirement changes

- Add BIOL 1013/BIOL 1011 as an alternative for BIOL 1111/BIOL 1113.
- Add SLP 4263.
- Remove CHEM 1131, PPH 3001, and PPH 3901.
- Change credit hours for Major Requirements from 59 to 57.
- Change credit hours for Unspecified Electives from 3 to 5.
- Change graduation criteria:
 - Require 25 hours of guided observation of speech therapy sessions.
 - Require minimum GPA of 3.0 to graduate.
- The proposed changes will better align the curriculum with American Speech-Language-Hearing Association (ASHA) certification and accreditation standards.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU - Master of Science in Speech-Language Pathology (137)

Degree program requirement changes

- Change admission criteria:
 - Add: All admission requirements must be fulfilled by February 1 to be considered for the start of a new cohort in the Summer semester. An applicant may be considered for the new cohort if missing coursework is in progress and will be completed during the spring semester.
 - Require a bachelor's degree in speech pathology from an accredited college or university.
 - Require undergraduate GPA of 3.25 overall and a GPA of 3.0 in undergraduate speech pathology courses on official university transcripts.
 - Remove requirement to submit Graduate Record Examination or Miller Analogies Test scores.
 - Remove requirement for personal or phone interview for students with first language other than English or other students.
 - Require grade of C or better in the following prerequisite courses: BIOL 1113/BIOL 1111 or BIOL 1013/BIOL 1011, CHEM 1123 or PHYS 1114, PSYC 1113, POLS 1113, BADM 3933 or MATH 3513 or PSYC 3553 or SOC 3323.
 - Require 25 hours of guided observation of speech therapy sessions.
 - Require completion of the following leveling courses: SLP 3213 or SLP 4213, SLP 3223, SLP 3363, SLP 3813, SLP 4263, SLP 4413, and SLP 4783.
- Change retention criteria:
 - Require grade of B or better in all didactic coursework as well as internship and externship experiences. A student that does not earn a B or better in a course will be placed on academic probation and must retake the class. The student will be allowed one attempt to improve the course grade to a B or better. A student that fails to earn a B or better in the retake will be denied enrollment in additional SLP courses.

- Change graduation criteria:
 - Student must have a grade of B or better in all graduate course work and must satisfactorily complete the minimum 425 clinical hours required by ASHA.
- The proposed changes will align the admission, retention, and graduation requirements with ASHA certification and 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.

NWOSU - Master of Education in School Counseling (011)

Master of Education in Reading Specialist (032)

Master of Education in Curriculum and Instruction (083)

Master of Education in Educational Leadership (084)

Degree program requirement changes

- Remove EDUC 5013 and add EDUC 5933.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NWOSU – Master of Science in General Psychology (079)

Degree program requirement changes

- Remove PSYC 5213, EDUC 5013, and PSYC 5937.
- Add PSYC 5053, PSYC 5033, and PSYC 5330 (4-6 credit hours).
- The proposed changes will better prepare students for employment.

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

SEOSU – Graduate Certificate in Management (113)

Degree program requirement changes

- Remove MNGT 5223, MKT 5243, BUS 5563, and MNGT 5603.
- Add MNGT 5453, MNGT 5773, and MNGT 5343.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 18 to 12.
- No funds are requested from the State Regents.

SWOSU – Associate in Science in Criminal Justice (138)

Degree program requirement changes

- Remove KINES 1133, POLSC 2623, POLSC 2803, PSYCH 2313, and SPAN 1054.
- Add CRMJS 1223 and CRMJS 2013.
- Change credit hours required for Required Courses from 16-18 to 18.
- The proposed changes will align the curriculum with the Academy of Criminal Justice Sciences program standards.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in Criminal Justice (103)

Degree program requirement changes

- Remove CRJMS 3243.
- Add CRMJS 2503.
- Change credit hours required for Electives from 6 to 15.
- The proposed changes will provide students with more flexibility.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in English (018)

Degree program requirement changes

- For the Writing option:
 - Remove ENGL 3113, ENGL 3123, ENGL 3663, ENGL 3473, and ENGL 3483.
 - Add ENGL 3013, LIT 3023, ENGL 4423, LIT 4493, and ENGL 4123.
 - Change credit hours for Electives from 21 to 24.
- For the Literature option:
 - Remove LIT 3323, LIT 4123, LIT 4553, and LIT 4763.
 - Change credit hours for Required Courses from 26 to 20.
- The proposed changes will improve students' marketability and better prepare them for employment.
- Four new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in Education in English Education (019)

Degree program requirement changes

- Add ENGL 4453.
- Remove Guided Writing Elective requirement.
- Remove Free Elective requirement.
- Change credit hours for Required Courses from 35 to 38.
- The proposed changes will better align the curriculum with CAEP/NCATE accreditation standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 123 to 120.
- No funds are requested from the State Regents.

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

Degree program requirement changes

- Remove BIOL 2205, KINES 2212, ALHLT 1131, ALHLT 1151, and ALHLT 2221.
- Add ALHLT 2154, ALHLT 1082, ALHLT 1183, and ALHLT 2252.
- The proposed changes will better align the curriculum with Joint Review Committee on Education in Radiologic Technology accreditation standards and better prepare students for the American Registry of Radiologic Technologists certification exam.
- Four new courses will be added and five courses will be deleted.
- Total credit hours for the degree will change from 83 to 84.
- No funds are requested from the State Regents.

OCCC - Certificate in Vehicle Service Advisor (169)

Degree program requirement changes

- Remove BUS 2043, BUS 1013, MGMT 2013, and MGMT 2053.
- Require MATH 1483, MATH 1503, or MATH 2013.
- Add AT 1652, AT 2652, and AT 2001.
- Change credit hours for General Education from 6 to 9.
- Change credit hours for Major Courses from 12 to 9.
- The proposed changes will better align the curriculum with industry trends and recommendations from the Automotive Technology Internship Program (ATIP) Advisory Board.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OCCC - Associate in Applied Science in Business (026)

Degree program option deletion

- Delete option Vehicle Service Management.
 - There are currently no students enrolled in the option.
 - The proposed deletion is due to lack of student interest.
- For the Business Management option:
 - Remove MGMT 2953.
 - Add MGMT 2033.
 - The proposed curricular changes will better prepare students for employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OCCC - Associate in Arts in Speech and Theatre (045)

Degree program requirement changes

- For the Theatre option:
 - Remove TA 2233 and TA 1223.
 - Add TA 2113 and three credit hour Theatre Arts elective.
 - Change credit hours for Major Requirements from 18 to 15.
 - Change credit hours for Support from 6 to 9.
- For the Speech option:
 - Remove TA 2233.
 - Add three credit hour Theatre, Communications, or Journalism/Broadcasting elective.
 - Change credit hours for Major Courses from 18 to 15.
 - Change credit hours for Support Courses from 6 to 9.
- The proposed changes will better align the curriculum with industry trends and better prepare students for transfer to four-year institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OCCC – Associate in Arts in History (019)

Degree program requirement changes

- Remove HIST 2303.
- Add three credit hours of History elective.
- The proposed changes will provide students with more flexibility and better prepare them for 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.

OCCC – Certificate in Workplace Writing and Communications (172)

Degree program requirement changes

- Remove ENGL 1103, ENGL 1123, PSYC 1113, SOC 1113, ENGL 1133, and ENGL 1203.
- Require four of the following five courses: BUS 2033, ENGL 2143, ENGL 1233, CS 1103, PHIL 1123.
- Add nine credit hours of Support Courses.
- Change credit hours for General Education from 12 to 6.
- Change credit hours for Major Courses from 18 to 15.
- The proposed changes will better align the curriculum with industry trends and better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OCCC – Associate in Arts in Modern Languages (027)

Degree program requirement changes

- For the French and Spanish options:
 - Change graduation criteria: Require minimum grade of C in all major courses.
- The proposed changes will enhance the academic 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.

OCCC – Associate in Applied Science in Emergency Medical Sciences (014)

Degree program requirement changes

- Remove EMS 1019 and EMS 1314.
- Add EMS 1014 and EMS 1015.
- Change credit hours for Major Courses from 44 to 40.
- The proposed changes will remove duplicative course content and better prepare students for employment.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will change from 71 to 67.
- No funds are requested from the State Regents.

OCCC – Associate in Applied Science in Occupational Therapy Assistant (030)

Degree program requirement changes

- Add ENGL 1213 as an alternative for ENGL 1233.
- Change admission criteria:
 - Remove submission of CPT Accuplacer and COMPASS scores as alternatives to meet the basic application requirements.
 - Add submission of CPM-3 test score as an alternative to meet the basic application requirements for Math.
 - Add MATH 1483 to list of courses for which students may earn preference points.
 - Remove MATH 1513 from list of courses for which students may earn preference points.
- The proposed curricular changes will better prepare students for transfer to a four-year institution.
- The proposed admissions changes will align admissions requirements with similar programs at peer institutions.
- 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.

OCCC – Certificate in Advanced Emergency Technician (168)

Degree program requirement changes

- Remove EMS 1019 and EMS 1314.
- Add EMS 1014 and EMS 1015.
- Change credit hours for Major Courses from 28 to 24.
- The proposed changes will remove duplicative course content and better prepare students for employment.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the certificate will change from 36 to 32.
- No funds are requested from the State Regents.

OCCC – Certificate in Advanced Emergency Technician (059)

Degree program requirement changes

- Remove EMS 1019.
- Add EMS 1014 and EMS 1015.
- The proposed changes will remove duplicative course content and better prepare students for employment.

- Two new courses will be added and one course will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OCCC – Certificate in Emergency Medical Paramedic (069)

Degree program requirement changes

- Remove EMS 1019 and EMS 1314.
- Add EMS 1014 and EMS 1015.
- Change credit hours for Major Courses from 44 to 40.
- Change admission criteria:
 - Remove submission of CPT Accuplacer and COMPASS scores as alternatives to meet the basic application requirements.
 - Add submission of CPM-3 test score as an alternative to meet the basic application requirements for Math.
- The proposed curricular changes will remove duplicative course content and better prepare students for employment.
- The proposed admissions changes will align admissions requirements with similar programs at peer institutions.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the certificate will change from 52 to 48.
- No funds are requested from the State Regents.

RSC - Associate in Applied Science in Computer and Information Technology

Degree program option addition

- Add option:
 - Computer Programming and Software Specialist.
- The proposed option will better prepare students for employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Certificate in Healthcare Specialist/Paramedic (362)

Degree program requirement change

- Change admission criteria:
 - Remove the requirement to complete FEMS 1214 prior to admission.
- The proposed change will remove a barrier to program admission.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

TCC - Associate in Science in Pre-Professional Health Sciences (010)

Degree program option name change

- For the Veterinary Medicine option:
 - Change option name to Pre-Veterinary Medicine.
- The proposed change will clarify the focus of this option.
- No courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Diagnostic Medical Sonography (281)

Degree program requirement changes

- Remove ALDH 1013.
- Require PHYS 1114.
- Change credit hours required for Specialized Course Requirements from 46-47 to 47.
- The proposed changes will remove a course that is not transferable to four-year institutions.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 65-66 to 66.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Information Technology (098)

Degree program option deletion and degree program requirement changes

- Delete option Information Assurance and Forensics.
 - There are currently no students enrolled in the option.
- For the Systems Support Technician option:
 - Remove ITCV 2023 and ITCV 2293.
 - Add CSCI 2163 and CSCI 2473.
- The proposed option deletion is due to no student enrollment for several years.
- The proposed curricular changes will better prepare students for employment.
- No new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Associate in Science in Nutritional Sciences (273)

Degree program requirement changes

- Change credit hours for Controlled Electives from 4-6 to 15.
- Remove requirement to complete Recommended Electives.
- The proposed changes will better support the needs of 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.

TCC - Associate in Applied Science in Accounting (017)

Degree program option deletion and degree program requirement changes

- Delete option Accounting Software Application Specialist.
 - There are currently 13 students enrolled in the option with expected graduation by 2022-2023.
 - The proposed deletion is due to changing industry trends.
- For the Accounting Specialist option:
 - Remove MATH 1513, CSCI 2033, and CSYS 2073.
 - Add MATH 1483, ACCT 2263, and BUSN 1053.
 - Change credit hours required for Accounting from 30 to 33.
 - Change credit hours required for Computer Information Systems from 9 to 3.
- The proposed curricular changes will better prepare students for employment.
- No new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Certificate in Accounting (173)

Degree program option deletions and degree program requirement changes

- Delete option Accounting Software Application Specialist.
 - There are currently 2 students enrolled in the option with expected graduation by 2021-2022.
- Delete option Payroll Administration Specialist.
 - There are currently 5 students enrolled in the option with expected graduation by 2021-2022.
- Delete option Accounting Assistant.
 - There are currently 8 students enrolled in the option with expected graduation by 2021-2022.
- For the Accounting Specialist option:
 - Remove CSCI 2033, and CSYS 2073.
 - Change credit hours required for Computer Information Systems from 9 to 3.
- For the Income Tax Specialist option:
 - Remove ACCT 2433, CSCI 2033, and CSYS 2073.
 - Add ACCT 2243, ACCT 2263, and ACCT 2313.
 - Change credit hours required for Accounting from 15 to 21.
 - Change credit hours required for Computer Information Systems from 9 to 3.
- The proposed option deletions are due to changing industry trends.
- The proposed curricular changes will better prepare students for employment and create a pathway for students to obtain the AAS in Accounting (017).
- No new courses will be added and three courses will be deleted.
- Total credit hours for the certificate will change from 21-30 to 24.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Cardiovascular Technology (264)

Degree program requirement change

- Change admission criteria:
 - Change application deadline to March 15.
- The proposed change will provide prospective students with additional time to apply for admission.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Science in Child Development (246)

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

- For the Early Childhood Education-OU Transfer option:
 - Change option name to Teacher Certification Transfer.
 - Remove CHLD 2032, BIOL 1114, and PHSC 1114.
 - Require two of the following courses: MATH 2423, MATH 1483, MATH 1513, MATH 1613, or MATH 2193.
 - Require three of the following courses: CHLD 2003, CHLD 2103, CHLD 2233, or CHLD 2513.
 - Change credit hours for Specialized Course Requirements from 38 to 36-39.
 - Change credit hours for Child Development Course Requirements from 14 to 9-12.

- Add requirement to complete one or two three-credit hour courses in a single foreign language.
- For the Family and Community option:
 - Change option name to Non-Teacher Certification Transfer.
 - Change credit hours for General Education from 43 to 34-35.
 - Remove GEOG 1043, SOCI 2013, SOCI 2813, and CHLD 2513.
 - Add CHLD 2413.
 - Require MATH 1473, MATH 1483, MATH 1513, or MATH 2193.
 - Require SOCI 1113.
 - Require BIOL 1383, CHEM 1114, PHSC 1114, or PHYS 1114.
 - Change credit hours for Specialized Course Requirements from 18 to 27.
 - Add requirement to complete 9 credit hours of Controlled Electives.
- Delete option Early Childhood Education-NSU Transfer.
 - There are currently 96 students enrolled in the option with expected graduation by 2022-2023.
- The proposed option name changes will clarify the breadth of the options.
- The proposed curricular changes will provide students with more flexibility and better prepare them for transfer to a four-year institution.
- The proposed option deletion is due to consolidation of the teacher certification focused degree options.
- No courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 62 to 60-63.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Dental Hygiene (167)

Degree program requirement changes

- Add DHYG 1382.
- Remove DHYG 1384.
- The proposed changes will better prepare students for employment.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 84 to 82.
- No funds are requested from the State Regents.

TCC – Associate in Science in Engineering (007)

Degree program requirement changes

- For the Computer Engineering option:
 - Remove CSCI 1901.
 - Change credit hours for Specialized Course Requirements from 46 to 45.
- The proposed changes will remove a course that will no longer be taught.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Health Information Technology (159)

Degree program requirement changes

- Add MATH 2193, CSCI 1203, HITC 1222, HITC 1362, HITC 2341, HITC 2222, and HITC 2231.
- Remove CSYS 2073, HITC 1131, HITC 1223, HITC 1363, HITC 2121, HITC 2342, and HITC 2411.

- Change credit hours for General Education from 16 to 19.
- Change credit hours for Specialized Course Requirements from 53 to 50.
- Require minimum grade of C in ALDH 1323.
- The proposed changes will align the curriculum with new Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP) accreditation standards.
- Five new courses will be added and six courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Certificate in Health Information Technology/Coding/Reimbursement Specialist (237)

Degree program requirement changes

- Add MATH 2193, CSCI 1203, HITEC 1222, HITEC 1362, HITEC 2222, HITEC 2341, and HITEC 2231.
- Remove CSYS 2073, HITEC 1131, HITEC 1223, HITEC 1333, HITEC 1242, HITEC 1363, HITEC 2121, and HITEC 2342.
- Change credit hours for General Education from 4 to 7.
- Change credit hours for Specialized Course Requirements from 36 to 32.
- The proposed changes will align the curriculum with new CAHIIM and AHIMA PCAP accreditation standards.
- Seven new courses will be added and eight courses will be deleted.
- Total credit hours for the certificate will change from 40 to 39.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Medical Laboratory Technician (050)

Degree program requirement changes

- Add MDLT 2011, MDLT 2111, MDLT 2352, and MDLT 2515.
- Remove MDLT 2002, MDLT 2222, MDLT 2331, and MDLT 2516.
- Change credit hours for General Education from 4 to 7.
- Change credit hours for Specialized Course Requirements from 36 to 32.
- The proposed changes will better prepare students for employment.
- Four 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.

TCC – Certificate in Medical Laboratory Technician (182)

Degree program requirement changes

- Add MDLT 2111.
- The proposed change is a recommendation from the program's advisory committee intended to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 5 to 6.
- No funds are requested from the State Regents.

TCC - Associate in Arts in Sociology (367)

Degree program requirement changes

- Remove SOCI 2990.
- Change credit hours for Controlled Electives from 6 to 12.

- The proposed changes will better prepare students for transfer to four-year institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Respiratory Care (073)

Degree program requirement changes

- Remove PSYC 1113, RESP 1232, and RESP 1242.
- Add MATH 1513, RESP 1243, and RESP 2301.
- Change credit hours for Controlled Electives from 6 to 12.
- The proposed changes will better prepare students for the national board exam.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Electronics Technology (031)

Degree program requirement changes

- For the Biomedical Technology Equipment option:
 - Remove ITCV 2023.
 - Change credit hours for Specialized Course Requirements from 45 to 42.
- The proposed changes will remove a course that will no longer be taught.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Physical Therapist Assistant (101)

Degree program requirement changes

- Remove PHTA 1242.
- Add PHTA 1241.
- Change credit hours for Specialized Course Requirements from 45 to 44.
- The proposed changes will better reflect the amount of content covered in a particular course.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 67 to 66.
- No funds are requested from the State Regents.

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AGENDA ITEM #34-b:

Reinstatement.

SUBJECT: Approval of institutional request.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requested authorization to reinstate the Bachelor of Science in Geological Engineering (091), which was suspended May 31, 2014.

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

POLICY ISSUES:

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

ANALYSIS:

The Bachelor of Science in Geological Engineering (091) was suspended due to low enrollment. OU indicates plans to update the curriculum to include current topics and technologies that are important to the energy industry in Oklahoma and the continental United States. Industry partners will help program faculty devise content that will prepare students for the workforce.

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

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

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AGENDA ITEM #34-c:

Suspension.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requested authorization to suspend the program listed below:

- Bachelor of Science in Physical Education (239)

Northeastern State University (NSU) requested authorization to suspend the program listed below:

- Bachelor of Science in Education in Mathematics (058)

POLICY ISSUES:

Suspending a program is consistent with the Oklahoma State Regents for Higher Education's Academic Program Review policy. Institutions have up to three years to reinstate or delete suspended programs. Students may not be recruited or admitted into suspended programs. Additionally, suspended programs may not be listed in institutional catalogs.

ANALYSIS:

OSU requested authorization to suspend the Bachelor of Science in Physical Education (239).

- OSU reports low enrollment and suspension of the program will give them time to determine the future of the program.
- This suspension is effective immediately.
- OSU will reinstate or delete the program by December 31, 2023.

NSU requested authorization to suspend the Bachelor of Science in Education in Mathematics (058).

- NSU reports low enrollment and suspension of the program will give them time to determine the future of the program.
- This suspension is effective beginning the 2021-2022 academic year.
- NSU will reinstate or delete the program by December 31, 2023.

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

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AGENDA ITEM #34-d (1):

Reconciliations.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requested degree program modifications for the Master of Science in Interior Design (383) and submitted a proposal to offer the Graduate Certificate in Finance (444) to reconcile institutional practice with official degree program inventory.

Cameron University (CU) submitted proposals to offer the Bachelor of Arts in Theatre (170) and Associate in Applied Science in Information Technology (514) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OU requested degree program modifications for the Master of Science in Interior Design (383), which were approved by the State Regents at their September 3, 2020 meeting. Specifically, the modification incorrectly omitted the removal of ID 5723, addition of ID 5573, and needed to change required credit hours for Research Elective from 3 to 6. This action will correct these errors and reconcile institutional practice with the official degree program inventory.

OU submitted a proposal to offer a Graduate Certificate in Finance (444), which was approved by the State Regents at their October 19, 2017 meeting. Specifically, the item indicated that the program would be embedded within the Master of Business Administration in Business Administration (MBA) (025) program. OU reports that due to pending curriculum changes for the MBA, the certificate will no longer be embedded within the MBA program and should become a standalone certificate. This action will reconcile institutional practice with official degree program inventory.

CU submitted a proposal to offer a Bachelor of Arts in Theatre (170), which was approved by the State Regents prior to 2003. Specifically, the item incorrectly indicated to add an option in Theatre and an option in Communications. CU reports that these options should never have been added to the program. This action will correct these errors and reconcile institutional practice with the official degree program inventory.

CU submitted a proposal to offer an Associate in Applied Science in Information Technology (514), which was approved by the State Regents at their March 13, 2008 meeting. Specifically, the item incorrectly indicated to include an option in Information Assurance/Security in the new program. CU reports that this option should never have been part of the program. This action will correct this error and reconcile institutional practice with the official degree program inventory.

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AGENDA ITEM #34-d (2):

Reconciliations.

SUBJECT: Approval of institutional request.

RECOMMENDATION:

It is recommended that the State Regents approve the request for a degree program inventory reconciliation as described below.

BACKGROUND:

University of Oklahoma Health Sciences Center (OUHSC) requested suspension of the Master of Science in Applied Health Sciences (072) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OUHSC requested suspension of the Master of Science in Applied Health Sciences (072), which was approved by the State Regents at their September 6, 2018 meeting. However, the item incorrectly indicated that the program is housed at the Norman campus of the University of Oklahoma. This item verifies that the Master of Science in Applied Health Sciences (072) is only included in OUHSC's program inventory. This action will correct this error and reconcile institutional practice with the official degree program inventory.

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AGENDA ITEM #34-e:

Cooperative Agreement.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents ratify Rose State College's requests to add and modify cooperative agreement programs, as described below.

BACKGROUND:

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers for associate in applied science degrees.

At the February 12, 2009 meeting, the State Regents adopted revisions to the policy including the title of the policy; outlined the rationale behind the formation of Cooperative Alliances; and added definitions pertinent to the policy and requirements for cooperative agreement programs (CAP) regarding curriculum, quality assurance, criteria for admission, student support services, marketing and outreach, institutional reporting, and financial arrangements. There were also revisions to the reporting requirements for alliances.

In February 2013, State Regents' staff had meetings with the Higher Learning Commission (HLC) staff in Chicago which directed changes to CAPs to align with HLC criteria and assumed practices. At the January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities, and the Credit for Prior Learning policies to ensure alignment with HLC standards. At the May 26, 2017 meeting the State Regents approved revisions to the technical course Undergraduate Transfer and Articulation policy to establish the statewide Articulation Agreement for transfer credit from Oklahoma technology centers.

POLICY ISSUES:

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

ANALYSIS:

RSC has also requested to modify CAPs with one or more technology centers, as specified in Attachment A.

Approval was granted by the Chancellor. State Regents' ratification is requested.

CAP Modification

Attachment A

Institution	Program Name	Career Technology Centers	Up to the following credit hours		
			Contract Hours	PLA Hours	Transfer Credit
RSC	Associate in Applied Science in Multimedia Digital Design (113) Option: Graphic Arts	Eastern Oklahoma County Technology Center	12		
RSC	Associate in Applied Science in Family Services and Child Development (091)	Eastern Oklahoma County Technology Center	12		

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AGENDA ITEM #34-f (1):

Academic Nomenclature.

SUBJECT: Oklahoma State University. Ratification of a request to establish a new college on the OSU-Tulsa campus.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved academic nomenclature change as described below.

BACKGROUND:

Oklahoma State University (OSU) requested authorization to establish the College of Professional Studies on the OSU-Tulsa campus. OSU's governing board approved the request at their October 23, 2020 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:

OSU requested approval to establish the College of Professional Studies on the OSU-Tulsa campus. The proposed change will provide Tulsa's working adults with degrees, certificates, workshops, and other professional development opportunities, and address the workforce needs of Tulsa's industries and agencies. Programs in the College of Professional Studies will not duplicate programs that OSU offers on the OSU-Stillwater campus or online. The current president of OSU-Tulsa will serve as acting dean of the College of Professional Studies until tuition and fee revenue and/or private funding can support the salaries of a dean and other personnel. 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 #34-f (2):

Academic Nomenclature.

SUBJECT: Northeastern State University. Ratification of a request to consolidate existing departments.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved academic nomenclature change as described below.

BACKGROUND:

Northeastern State University (NSU) requested authorization to consolidate the existing Department of Business Administration and Department of Marketing, Hospitality, and Supply Chain Management to form the new Department of Management and Marketing in the College of Business and Technology. NSU's governing board approved the request at their October 23, 2020 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:

NSU requested approval to establish the Department of Management and Marketing in the College of Business and Technology by consolidating the existing Department of Business Administration and Department of Marketing, Hospitality, and Supply Chain Management. The College of Business and Technology is currently arranged in four academic departments. Over the past few years, the college has experienced a reduction in faculty and staff in the Department of Marketing, Hospitality, and Supply Chain Management due to retirement and attrition. Faculty in the Department of Business Administration with related expertise are able to fill gaps in service to students in the Marketing, Hospitality, and Supply Chain Management department. Therefore, the proposed reorganization from four departments to three would enable the college to leverage resources, including faculty and staff time and expertise, to meet NSU's goals and objectives. 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 #34-g:

Post Audit.

SUBJECT: Approval of institutional requests for final approval and review schedule extensions for existing programs.

RECOMMENDATION:

It is recommended that the State Regents approve institutional requests for final approval and extension of the review schedule of existing degree programs, as described below.

BACKGROUND:

The State Regents approve new programs provisionally with institutionally established and State Regents' approved criteria to be met prior to final approval. Examples of final program approval criteria include: minimum number of enrollments, graduates, and/or full-time equivalent enrollments (FTE's); accreditation from a regional or national accrediting agency; post-graduation employment rates; specific academic achievement profile; and/or minimum ranking or pass rates on standardized tests or licensure examinations.

A summary of the recommendations is provided below. The accompanying table outlines the criteria, productivity, and recommendation for each degree program.

University of Oklahoma (OU)
4 final approvals
7 review schedule extensions

University of Oklahoma Health Sciences Center (OUHSC)
1 review schedule extension

University of Oklahoma Law (OU Law)
1 final approval
1 review schedule extension

Oklahoma State University (OSU)
1 final approval
15 review schedule extensions

Cameron University (CU)
2 final approvals
1 review schedule extensions

East Central University (ECU)
1 review schedule extension

Langston University (LU)
3 review schedule extensions

Northeastern State University (NSU)
1 final approval

Northwestern Oklahoma State University (NWOSU)
2 review schedule extensions

Rogers State University (RSU)
2 review schedule extensions

Southeastern Oklahoma State University (SEOSU)
1 review schedule extension

Southwestern Oklahoma State University (SWOSU)
5 final approvals
3 review schedule extensions

University of Central Oklahoma (UCO)
6 review schedule extensions

University of Science and Arts of Oklahoma (USAO)
2 review schedule extensions

Carl Albert State College (CASC)
5 review schedule extensions

Eastern Oklahoma State College (EOSC)
2 review schedule extensions

Oklahoma City Community College (OCCC)
1 final approval
1 review schedule extension

Oklahoma State University Institute of Technology (OSUIT)
2 final approvals
2 review schedule extensions

Seminole State College (SSC)
1 final approval

Tulsa Community College (TCC)
2 final approvals
1 review schedule extension

POLICY ISSUES:

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

ANALYSIS:

As noted above, the following recommendations are included in the table (Attachment A), that lists the degree program, date of approval, criteria established by the institution and approved by the State Regents, productivity level, and recommendation for the program.

Recommendation: Final Approval

OU – Master of Arts in International Relations (409)

This program exceeded the productivity criteria for enrollment (achieved 274 of the 82 required) and for graduates (achieved 122 of the 59 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU – Doctor of Philosophy in Cellular and Behavioral Neurobiology (363)

This program exceeded the productivity criterion for enrollment (achieved 9 of the 8 required) and met the productivity criterion for graduates (achieved 2 of the 2 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU – Master of Arts in Global Affairs (404)

This program exceeded the productivity criteria for enrollment (achieved 74 of the 20 required) and for graduates (achieved 23 of the 10 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU – Graduate Certificate in College Teaching (392)

This program exceeded the productivity criteria for enrollment (achieved 6 of the 5 required) and for graduates (achieved 5 of the 3 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU-Law - Master of Legal Studies in Healthcare (159)

This program exceeded the productivity criteria for enrollment (achieved 135 of the 26 required) and for graduates (achieved 64 of the 12 required). OU-Law has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU – Graduate Certificate in Medical Sciences (279)

This program exceeded the productivity criteria for enrollment (achieved 32 of the 5 required) and for graduates (achieved 25 of the 3 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

CU – Associate in Applied Science in Radiologic Technology (585)

This program exceeded the productivity criteria for enrollment (achieved 98 of the 22 required) and for graduates (achieved 13 of the 10 required). CU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

CU – Master of Science in Organizational Leadership (635)

This program exceeded the productivity criteria for enrollment (achieved 26 of the 15 required) and for graduates (achieved 9 of the 4 required). CU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

NSU - Certificate in Emergency Management and Planning (152)

This program exceeded the productivity criteria for enrollment (achieved 40 of the 15 required) and for graduates (achieved 16 of the 10 required). NSU has demonstrated a strong program and is meeting area

needs. Final approval is recommended.

SWOSU – Educational Specialist in School Psychology (148)

This program exceeded the productivity criteria for enrollment (achieved 19 of the 15 required) and for graduates (achieved 7 of the 5 required). SWOSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

SWOSU – Master of Science in Community Counseling (155)

This program exceeded the productivity criteria for enrollment (achieved 22 of the 20 required) and for graduates (achieved 12 of the 10 required). SWOSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

SWOSU – Master of Science in Health Information Management (162)

This program exceeded the productivity criteria for enrollment (achieved 25 of the 16 required) and for graduates (achieved 9 of the 6 required). SWOSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

SWOSU – Master of Science in Nursing in Nursing (163)

This program exceeded the productivity criteria for enrollment (achieved 66 of the 10 required) and for graduates (achieved 33 of the 4 required). SWOSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

SWOSU - Bachelor of Applied Science in Health Science (166)

This program exceeded the productivity criteria for enrollment (achieved 36 of the 18 required) and for graduates (achieved 22 of the 5 required). SWOSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OCCC - Associate in Science in Diversified Studies (012)

This program exceeded the productivity criteria for enrollment (achieved 881 of the 25 required) and for graduates (achieved 384 of the 5 required). OCCC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSUIT - Associate in Applied Science in Engineering Graphics and Design Drafting Technologies (124)

This program exceeded the productivity criteria for enrollment (achieved 21 of the 20 required) and for graduates (achieved 9 of the 7 required). OSUIT has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSUIT -- Associate in Science in Pre-Professional Studies (127)

This program exceeded the productivity criteria for enrollment (achieved 271 of the 45 required) and for graduates (achieved 76 of the 18 required). OSUIT has demonstrated a strong program and is meeting area needs. Final approval is recommended.

SSC - Associate in Science in Secondary Education (235)

This program exceeded the productivity criteria for enrollment (achieved 26 of the 25 required) and for graduates (achieved 21 of the 15 required). SSC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

TCC - Associate in Science in Environmental Science and Natural Resources (279)

This program exceeded the productivity criteria for enrollment (achieved 110 of the 25 required) and for graduates (achieved 11 of the 5 required). TCC has demonstrated a strong program and is meeting area

needs. Final approval is recommended.

TCC - Associate in Arts in English (363)

This program exceeded the productivity criteria for enrollment (achieved 98 of the 96 required) and for graduates (achieved 16 of the 13 required). TCC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

Recommendation: Review Schedule Extension

OU - Graduate Certificate in Business Entrepreneurship (395)

This program received provisional approval at the June 27, 2013 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 6 students in Fall 2016 and graduating 3 students in 2016-2017. This program did not meet the productivity criterion for enrollment (achieved 1 of the 6 required), but exceeded the productivity criterion for graduates (achieved 4 of the 3 required). At their December 7, 2017 meeting, the State Regents approved an extension of the review schedule with continuation beyond Fall 2020 dependent upon enrolling 6 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criterion for enrollment (achieved 4 of the 6 required), but exceeded the productivity criteria for graduates (achieved 14 of the 3 required). OU reports that more than 70 students are currently enrolled in the introductory course for the certificate. In addition, the certificate program was recently ranked as one of the top 25 entrepreneurship programs in the nation by the Princeton Review. Moreover, the program faculty plan to add new course sections during Summer semesters to increase the accessibility of the certificate for future students. Based on current enrollment, new national recognition, and curricular updates, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2021 and
- Graduates: 3 in 2021-2022.

OU - Bachelor of Arts in Italian (370)

This program received provisional approval at the June 25, 2009 State Regents' meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 12 students in Fall 2013 and graduating 5 students in 2013-2014. The program met the productivity criterion for enrollment (achieved 12 of 12 required), but did not meet the productivity criterion for graduates (achieved 4 of the 5 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 12 students in Fall 2016 and graduating 5 students in 2016-2017. The program did not meet the productivity criteria for enrollment (achieved 5 of the 12 required) or for graduates (achieved 0 of the 5 required). At their December 7, 2017 meeting, the State Regents approved an extension of the review schedule with continuation beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and graduating 5 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 8 of the 12 required) or for graduates (achieved 3 of the 5 required). OU reports between 2016 and 2018, all three of the program's tenured faculty left the institution, which resulted in attrition in the major. However, a new tenure track faculty member joined the program in 2017. Also, in 2019-2020, more than 100 students enrolled in the first three lower division Italian courses on the Norman campus. In addition, there are currently 10 students enrolled in the program. Prior to the COVID-19 pandemic, the OU Arezzo campus, University of Bologna language-intensive study abroad exchange program, and University of Sienna internship program were very popular with students. The program faculty plan to actively promote the degree program on these foreign campuses, at events on the Norman campus, and with academic advisors, especially those who advise first-year students. Based on current enrollment and planned promotional efforts, a third and final extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2021; and
- Graduates: 5 in 2021-2022.

OU - Bachelor of Arts in Judaic Studies (369)

This program received provisional approval at the October 23, 2008 State Regents' meeting with continuation of the program beyond Fall 2013 dependent upon the program enrolling 12 students in Fall 2012 and graduating 5 students in 2012-2013. The program did not meet the productivity criteria for enrollment (achieved 2 of the 12 required) or for graduates (achieved 0 of the 5 required). At their December 5, 2013 meeting, the State Regents approved an extension of the review schedule, with continuation of the program beyond Fall 2015 dependent upon the program enrolling 12 students in Fall 2014 and graduating 5 students in 2014-2015. The program again did not meet the productivity criteria for enrollment (achieved 2 of the 12 required) or for graduates (achieved 1 of the 5 required). At their December 3, 2015 meeting, the State Regents approved a second extension of the review schedule, with continuation of the program beyond Fall 2018 dependent upon enrolling 12 students in Fall 2017 and graduating 5 students in 2017-2018. The program did not meet the productivity criteria for enrollment (achieved 0 of the 12 required) or for graduates (achieved 0 of the 5 required). At their December 6, 2018 meeting, the State Regents approved an extension of the review schedule with continuation beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and graduating 5 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 2 of the 12 required) or for graduates (achieved 1 of the 5 required). OU reports that there are currently about 500 students enrolled in Judaic and Israel Studies classes. To attract new students, program faculty are collaborating with OU's Admissions and Recruitment office and Hillel at OU to determine effective national recruitment strategies. Since the COVID-19 pandemic began, the pivot to more digital recruitment activities has already resulted in increased national and regional interest in the program. Based on current enrollment in related classes and increased recruitment activities, a fourth and final extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2021; and
- Graduates: 5 in 2021-2022.

OU - Bachelor of Fine Arts in Visual Communication (399)

This program received provisional approval at the June 26, 2014 State Regents' meeting with continuation of the program beyond Fall 2018 dependent upon enrolling 90 students in Fall 2017 and graduating 30 students in 2017-2018. This program did not meet the productivity criteria for enrollment (achieved 74 of the 90 required) or for graduates (achieved 22 of the 30 required). At their December 6, 2018 meeting, the State Regents approved an extension of the review schedule with continuation beyond Fall 2020 dependent upon enrolling 90 students in Fall 2019 and graduating 30 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 68 of the 90 required) or for graduates (achieved 28 of the 30 required). OU reports that Visual Communication has been the most requested area within the School of Visual Arts for the past 30 years. In addition, over the past five years, enrollment in the program has steadily increased and 20 or more students have graduated each year. Nearly every graduate of the program attains a professional position within the field after graduation. The program has graduates in high-level positions with top design firms throughout the United States. Despite the strength and vitality of the program, the current benchmarks for evaluation do not match the current structure of the program. Specifically, the original productivity estimates were based on having five full time professors. Currently, the program has only two full time professors, and one faculty member on annual contract. Thus, OU requests lowering the enrollment productivity criterion to 70 and the graduate productivity criterion to 20 to ensure that the program retains its high-quality reputation. Based on current enrollment, and expected

graduates, an extension of the review schedule with revised productivity criteria is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 70 in Fall 2021; and
- Graduates: 20 in 2021-2022.

OU - Master of Science in Interior Design (383)

This program received provisional approval at the October 21, 2010 State Regents' meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 15 students in Fall 2013 and graduating 5 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 5 of the 15 required) or for graduates (achieved 4 of the 5 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 15 students in Fall 2016 and graduating 5 students in 2016-2017. This program did not meet the productivity criteria for enrollment (achieved 6 of the 15 required) or for graduates (achieved 1 of the 5 required). At their December 7, 2017 meeting, the State Regents approved an extension of the review schedule with continuation beyond Fall 2020 dependent upon enrolling 15 students in Fall 2019 and graduating 5 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 12 of the 15 required) or for graduates (achieved 2 of the 5 required). OU reports that a new First Professional option was added to the program in 2016 to address the program's low enrollment and graduation numbers. The option opened the degree to prospective students with undergraduate degrees in non-Interior Design related fields. The program faculty plan to apply for accreditation of the new program option by the Council of Interior Design Accreditation (CIDA) in 2022-2023. This accreditation will help with recruitment of new students. The faculty have already restructured the curriculum to include studio courses every semester which will better align the program with the Bachelor of Interior Design in Interior Design (126) and added interdisciplinary course options. There are currently 15 students enrolled in the program and 8 students are anticipated to graduate by the end of 2020-2021. Based on current enrollment, curriculum changes, plans to pursue program accreditation, and expected graduates, a third and final extension of the review schedule is recommended, with continuation beyond Fall 2021 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2020; and
- Graduates: 5 in 2020-2021.

OU - Graduate Certificate in Natural Gas Technology (401)

This program received provisional approval at the June 26, 2014 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 7 students in Fall 2016 and graduating 4 students in 2016-2017. This program did not meet the productivity criteria for enrollment (achieved 2 of the 7 required) or for graduates (achieved 1 of the 4 required). At their December 7, 2017 meeting, the State Regents approved an extension of the review schedule with continuation beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and 4 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 2 of the 7 required) or for graduates (achieved 1 of the 4 required). OU reports that many applicants for the certificate have been denied admission due to lacking the required background for one particular course. The curriculum will be revised to address this admission barrier. Based on planned curriculum changes, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2021 and
- Graduates: 4 in 2021-2022.

OU - Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings (379)

This program received provisional approval at the September 9, 2010 State Regents' meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 30 students in Fall 2013 and graduating 20 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 5 of the 30 required) or for graduates (achieved 5 of the 20 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 30 students in Fall 2016 and graduating 20 students in 2016-2017. This program did not meet the productivity criteria for enrollment (achieved 1 of the 30 required) or for graduates (achieved 0 of the 20 required). At their December 7, 2017 meeting the State Regents approved an extension of the review schedule, with revised productivity criteria, with continuation beyond Fall 2020 dependent upon enrolling 15 students in Fall 2019 and graduating 10 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 0 of the 15 required) or for graduates (achieved 0 of the 10 required). OU reports the intention to submit a suspension request for the program in 2020-2021, since there has been persistently low enrollment since inception. With the recent addition of a full-time World Languages Education tenure-track faculty member, OU will be better able to determine if changes can be made to the program that can attract and accommodate more students. Based on OU's intention and time needed for the suspension process, a third and final extension of the review schedule is recommended. Should the program not be suspended by Fall 2021, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2020; and
- Graduates: 10 in 2020-2021.

OUHSC – Doctor of Nursing Practice in Nursing Practice (090)

This program received provisional approval at the December 3, 2009 State Regents' meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 64 students in Fall 2013 and graduating 15 students in 2013-2014. This program did not meet the productivity criteria for enrollment (achieved 29 of the 64 required) or for graduates (achieved 2 of the 15 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 64 students in Fall 2016 and graduating 15 students in 2016-2017. This program did not meet the productivity criteria for enrollment (achieved 21 of the 64 required) or for graduates (achieved 8 of the 15 required). At their December 7, 2017 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 64 students in Fall 2019 and graduating 15 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 12 of the 64 required) or for graduates (achieved 3 of the 15 required). OUHSC reports meeting the projected enrollment goals have been challenged by the delay in the implementation of a nation-wide recommendation to consider the DNP as the entry into practice for Advanced Practice Nurses and competition for applicants created by the availability of numerous DNP programs in Oklahoma combined with a rapid expansion of nationwide online DNP programs. To address these challenges, in 2019, OUHSC began admitting bachelor's level students in the program, and added three options to the program. Based on admission and curriculum modifications, current enrollment, and calculated time to degree completion for currently enrolled students, a third and final extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 64 in Fall 2021; and
- Graduates: 15 in 2021-2022.

OU-LAW - Graduate Certificate in Litigation (154)

This program received provisional approval at the June 25, 2015 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 10 students in Fall 2019 and 2 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 0 of the 10 required) or for graduates (achieved 0 of the 2 required). OU-LAW reports many students who initially express interest in earning the certificate ultimately decide not to enroll, because two courses required for the program do not also count toward the Juris Doctor in Law (148) degree. The program faculty plan to submit curriculum modifications that will address this concern. Based on planned curriculum modifications, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2021; and
- Graduates: 2 in 2021-2022.

OSU - Graduate Certificate in Business Sustainability (490)

This program received provisional approval at the September 6, 2012 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 10 students in Fall 2016 and graduating 6 students in 2016-2017. This program did not meet the productivity criteria for enrollment (achieved 5 of the 10 required) or for graduates (achieved 0 of the 6 required). At their December 7, 2017 meeting, the State Regents granted an extension of the review schedule, with continuation of the program beyond Fall 2020 dependent upon enrolling 10 students in Fall 2019 and graduating 6 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 3 of 10 required) or for graduates (achieved 2 of the 6 required). OSU reports declining student interest in the certificate and intends to submit a suspension request for the program in 2020-2021. Based on OSU's intention and time needed for the suspension process, an extension of the review schedule is recommended. Should the program not be suspended by Fall 2021, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2020; and
- Graduates: 6 in 2020-2021.

OSU – Certificate in Sustainable Business Management (508)

This program received provisional approval at the December 3, 2015 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 8 students in Fall 2019 and 6 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 1 of 8 required) or for graduates (achieved 0 of the 6 required). OSU reports declining student interest in the certificate and intends to submit a suspension request for the program in 2020-2021. Based on OSU's intention and time needed for the suspension process, an extension of the review schedule is recommended. Should the program not be suspended by Fall 2021, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 8 in Fall 2020; and
- Graduates: 6 in 2020-2021.

OSU - Certificate in Teaching English to Speakers of Other Languages (527)

This program received provisional approval at the December 7, 2017 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 6 students in Fall 2019 and graduating 4 students in 2019-2020. The program did not meet the productivity criterion for enrollment (achieved 0 of the 6 required), but met the productivity criterion for graduates (achieved 4 of the 4 required). OSU reports that enrollment in undergraduate certificate programs is not tracked by the Institutional Research office because there is no process in place for students to indicate that they are pursuing a

certificate. However, information provided by academic advisors suggests that there are a healthy number of students in the Bachelor of Arts in English (085) program who want the specialized training provided in the certificate program. Based on current enrollment and growing student demand, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2021; and
- Graduates: 4 in 2021-2022.

OSU – Master of Science in Applied Statistics (507)

This program received provisional approval at the October 22, 2015 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 6 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 4 of the 6 required) or for graduates (achieved 2 of the 3 required). OSU reports unexpected leadership changes and the significant amount of time needed for program faculty to create multiple online courses led to a delay of marketing and recruitment efforts for the program. In addition, five students scheduled to graduate in Spring 2020 were unable to finish due to miscommunication between the students, their advisors, and the Graduate College during the various unexpected changes at OSU that resulted from the COVID-19 pandemic. OSU anticipates increased advertising efforts and acceptance of additional students now that leadership of the program has stabilized. Based on expected enrollment growth and increased marketing activities, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2021; and
- Graduates: 3 in 2021-2022.

OSU - Doctor of Philosophy in Nutritional Sciences (509)

This program received provisional approval at the January 28, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 10 students in Fall 2019 and graduating 2 students in 2019-2020. The program met the productivity criterion for enrollment (achieved 10 of the 10 required), but did not meet the productivity criterion for graduates (achieved 1 of the 2 required). OSU reports that an additional graduate completed the program in Summer 2020 and several program modifications, such as removing the Graduate Record Examination (GRE) as an admissions application requirement, will be implemented to make the program more competitive in recruiting efforts. OSU anticipates that the COVID-19 pandemic will negatively impact productivity of the program in the near future, given that deferred start dates were requested for three of the four students who were recently admitted to the program. The delays in matriculation are related to cancelled VISA appointments and limited availability of funds for assistantships. Based on current enrollment, and forthcoming program modifications and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2021; and
- Graduates: 2 in 2021-2022.

OSU - Bachelor of Science in Geospatial Information Science (510)

This program received provisional approval at the January 28, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 20 students in Fall 2019 and 8 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 12 of the 20 required) or for graduates (achieved 1 of the 8 required). OSU reports a loss of three program faculty who were popular with students and helped promote the program. The three faculty have recently been

replaced and OSU anticipates that these new faculty members will bring stability and enthusiasm that will help rejuvenate the program. In addition, to enhance program enrollment and matriculation, modifications have been made to the program curriculum and efforts to raise awareness of the program have been implemented through advising and recruiting sessions. Based on current enrollment, the addition of new tenure-track faculty, and increased recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2021; and
- Graduates: 8 in 2021-2022.

OSU - Master of Fine Arts in Graphic Design (504)

This program received provisional approval at the September 3, 2015 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 6 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 4 of the 6 required) or for graduates (achieved 1 of the 3 required). OSU reports plans to implement various activities to increase the visibility of the program including: increasing the program's social media presence; more frequently promoting current students' work on the university website and on social media platforms; collaborating with university marketing to increase awareness of the program throughout the campus and larger community; and revamping the program's website. The following recruitment efforts will also be employed to increase program enrollment: maintaining communication with prospective students identified at regional feeder schools throughout the year; providing university recruitment officers with information about the uniqueness of the program, which can be shared at recruitment fairs; utilizing personal contacts who work in the graphic design industry, professional contacts connected to professional design organizations such as AIGA and Art Directors Club, and program alumni as ambassadors and informal recruiters for the program; and working more closely with the Graduate College to track and guide program applicants. Based on increased promotional and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2021; and
- Graduates: 3 in 2021-2022.

OSU - Graduate Certificate in Big Data Analytics (512)

This program received provisional approval at the April 21, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 5 students in Fall 2019 and graduating 4 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 4 of the 5 required) or for graduates (achieved 2 of the 4 required). OSU reports that the number of required credit hours was recently reduced from 18 to 12 to make the program more similar to other certificate programs and to increase interest in the program. OSU also plans to recruit instructors for the program who can teach online courses. Based on curriculum modifications and planned recruitment of technologically savvy instructors, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 5 in Fall 2021; and
- Graduates: 4 in 2021-2022.

OSU - Graduate Certificate in Museum and Curatorial Studies (531)

This program received provisional approval at the April 26, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 3 students in Fall 2019 and graduating 2 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 0 of the 3

required) or for graduates (achieved 0 of the 2 required). OSU reports that changes in department-level administration, prevented students from being able to enroll in the program until Fall 2019. In addition, the program did not gain a faculty coordinator until Fall 2019. The recent addition of several new faculty members with art and art history expertise who are interested in teaching the certificate courses and enrollment of several students from the Master of Arts in Art History (485) program in the certificate program suggests that the program will meet expectations for enrollment and graduation in future reviews. Based on current enrollment and new faculty engagement, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 3 in Fall 2021; and
- Graduates: 2 in 2021-2022.

OSU - Master of Science in Engineering Technology (519)

This program received provisional approval at the December 1, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and graduating 6 students in 2019-2020. The program exceeded the productivity criterion for enrollment (achieved 16 of the 12 required), but did not meet the productivity criterion for graduates (achieved 5 of the 6 required). OSU reports that many of the students in the program are working professionals, who must balance work and family commitments. Work obligations often limit the number of courses that these students can take during a semester, which lengthens their graduation timelines. Despite the ongoing challenges to their work-life balance, six current students are scheduled to graduate in Fall 2020. In addition, the faculty believe that the program's new option in Mechatronics and Robotics, which was recently approved by the State Regents, will attract new students. Based on current enrollment, expected graduates, and the addition of a new program option, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2021; and
- Graduates: 6 in 2021-2022.

OSU - Graduate Certificate in Integrative Design of Building Envelope (525)

This program received provisional approval at the September 7, 2017 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 4 students in Fall 2019 and graduating 2 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 0 of the 4 required) or for graduates (achieved 0 of the 2 required). OSU reports that seven current students are expected to complete the certificate during the 2020-2021 academic year. In addition, faculty plan to offer a wider variety of topics for independent study, which will allow students to learn from industry professionals from firms who specialize in various related areas. The faculty are confident that expanding the list of interdisciplinary elective courses that can be taken for credit toward the certificate will attract students in majors outside of the School of Architecture. Based on current enrollment, expected graduates, and the addition of new independent study courses, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 4 in Fall 2021; and
- Graduates: 2 in 2021-2022.

OSU - Master of Arts in Social Foundations of Education (529)

This program received provisional approval at the February 1, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 6 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 1 of the 6 required) or for graduates (achieved 2 of the 3 required). OSU reports that new

brochures were developed for the program and the program's website was updated in 2019 to help improve visibility. Five students were admitted to the program that year. In 2020, four additional students joined the program. Unfortunately, the COVID-19 pandemic has negatively impacted students' ability to progress through the program. For example, two current students are unable to enroll this semester due to COVID-19 related travel restrictions and challenging work situations. In addition, since March, 2020, program faculty have been unable to attend any events, conferences, school, or campus visits for recruitment purposes. The faculty are currently working to develop alternative recruiting methods, such as scheduling Zoom visits with contacts who work in or with bachelor degree programs at nearby colleges (e.g. UCO, etc.). Moreover, faculty will consider adjusting course offerings to alternative formats to aid working students. Based on increased recruitment efforts and planned course adjustments, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2021; and
- Graduates: 3 in 2021-2022.

OSU - Graduate Certificate in Workforce and Adult Education (539)

This program received provisional approval at the September 6, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 6 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 0 of the 6 required) or for graduates (achieved 0 of the 3 required). OSU reports that the program was mistakenly excluded from the Graduate College's admissions application platform in 2019, which means that admission for the program has only been open for the Spring, Summer and Fall semesters of 2020. Marketing materials for the program have been updated and a new Facebook page will be developed to increase visibility of the program and attract new students. Based on increased marketing and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2021; and
- Graduates: 3 in 2021-2022.

OSU - Graduate Certificate in Entrepreneurship (492)

This program received provisional approval at the September 6, 2012 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 15 students in Fall 2016 and graduating 11 students in 2016-2017. This program did not meet the productivity criteria for enrollment (achieved 7 of the 15 required) or for graduates (achieved 1 of the 11 required). At their December 7, 2017 meeting, the State Regents granted an extension of the review schedule, with continuation of the program beyond Fall 2020 dependent upon enrolling 15 students in Fall 2019 and graduating 11 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 6 of the 15 required) or for graduates (achieved 2 of the 11 required). OSU reports plans to launch a marketing campaign in Fall 2020 to increase awareness of the program in the community and for program faculty to talk with students in science, technology, mathematics, and engineering degree programs, who are interested in creating technology-focused startup businesses, about the certificate program. The program faculty are also considering adding a new course and an innovation focus to the certificate. Based on increased marketing and recruitment efforts, and planned curriculum updates, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2021; and
- Graduates: 11 in 2021-2022.

OSU - Graduate Certificate in Marketing Analytics (494)

This program received provisional approval at the December 5, 2013 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 8 students in Fall 2016 and graduating 4 students in 2016-2017. The program did not meet the productivity criterion for enrollment (achieved 7 of the 8 required), but exceeded the productivity criterion for graduates (achieved 5 of the 4 required). At their December 7, 2017 meeting, the State Regents granted an extension of the review schedule, with continuation of the program beyond Fall 2020 dependent upon enrolling 8 students in Fall 2019 and graduating 4 students in 2019-2020. The program did not meet the productivity criterion for enrollment (achieved 3 of the 8 required), but exceeded the productivity criterion for graduates (achieved 5 of the 4 required). OSU reports that staff turnover in the department over the last 2 years negatively impacted recruitment. In addition, feedback from students suggested that core courses in the certificate program were too technical and more suitable for engineering and science majors. New staff who can lead recruitment efforts have been hired in the department and program faculty plan to revise courses to make the certificate more appealing to non-technical MBA students. Based on increased recruitment efforts, and planned curriculum revisions, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 8 in Fall 2021; and
- Graduates: 4 in 2021-2022.

CU – Bachelor of Music Education in Music Education (681)

This program received provisional approval at the March 11, 2010 State Regents' meeting with continuation of the program beyond Fall 2013 dependent upon enrolling 25 students in Fall 2012 and graduating 8 students in 2012-2013. The program did not meet the productivity criteria for enrollment (achieved 21 of the 25 required) or for graduates (achieved 1 of the 8 required). At their December 5, 2013 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2016 dependent upon enrolling 25 students in Fall 2015 and graduating 8 in 2015-2016. The program did not meet the productivity criteria for enrollment (achieved 21 of the 25 required) or for graduates (achieved 1 of the 8 required). At their December 1, 2016 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 25 students in Fall 2016 and graduating 8 in 2016-2017. The program did not meet the productivity criteria for enrollment (achieved 19 of the 25 required) or for graduates (achieved 1 of the 8 required). At their December 7, 2017 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 25 students in Fall 2019 and graduating 8 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 15 of the 25 required) or for graduates (achieved 1 of the 8 required). CU reports that this degree program is extremely important, because it is the only program that is geared towards producing fully certified music educators in Oklahoma. In addition, the program is accredited until 2027-2028 by the National Association of Schools of Music (NASM) and was identified as solid and stable in design and delivery during the last accreditation site visit. CU plans to increase recruitment efforts and to intently encourage students, using phone calls and emails, to follow suggested enrollment plans for a timely graduation. Based on plans to enhance recruitment efforts and intrusive academic advising practices, a fourth and final extension of the review schedule with revised productivity criteria is recommended, with continuation beyond Fall 2023 dependent upon meeting the following criteria:

- Majors enrolled: 15 students in Fall 2022; and
- Graduates: 5 students in 2022-2023.

ECU - Graduate Certificate in Human Resources-Addictions Counseling (099)

This program received provisional approval at the September 5, 2013 State Regents' meeting with continuation beyond Fall 2015 dependent upon enrolling 14 students in Fall 2014 and graduating 2 students

in 2014-2015. The program did not meet the productivity criterion for enrollment (achieved 11 of the 14 required), but exceeded the productivity criterion for graduates (achieved 4 of the 2 required). At their December 3, 2015 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 14 students in Fall 2016 and graduating 2 students in 2016-2017. The program did not meet the productivity criterion for enrollment (achieved 8 of the 14 required), but exceeded the productivity criterion for graduates (achieved 4 of the 2 required). At their December 7, 2017 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2019 dependent upon enrolling 14 students in Fall 2018 and graduating 2 students in 2018-2019. The program did not meet the productivity criterion for enrollment (achieved 2 of the 14 required), but exceeded the productivity criterion for graduates (achieved 3 of the 2 required). At their December 5, 2019 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 14 students in Fall 2019 and graduating 2 students in 2019-2020. The program did not meet the productivity criterion for enrollment (achieved 2 of the 14 required), or for graduates (achieved 0 of the 2 required). ECU reports the intention of suspending the certificate since there has been low enrollment in this program in recent years. Based upon ECU's intention and time needed for the suspension process, a fourth and final extension of the review schedule is recommended. Should the program not be suspended by Fall 2021, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 14 in Fall 2020; and
- Graduates: 2 in 2020-2021.

LU - Bachelor of Science in Accountancy (070)

This program received provisional approval at the May 27, 2011 State Regents' meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 40 students in Fall 2013 and graduating 8 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 10 of the 40 required) or for graduates (achieved 3 of the 8 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 40 students in Fall 2016 and graduating 8 students in 2016-2017. The program did not meet the productivity criteria for enrollment (achieved 7 of the 40 required) or for graduates (achieved 3 of the 8 required). At their December 7, 2017 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 40 students in Fall 2019 and 8 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 10 of the 40 required) or for graduates (achieved 0 of the 8 required). LU reports that the program has been offered exclusively at the Langston University-Tulsa campus and despite efforts to recruit students, enrollment in the program has been persistently low since the last program review. As part of an academic agreement with OSU (approved by the OSU/A&M Board of Regents on 9/11/2020), LU intends to submit a deletion request for this program in Spring 2021. Based upon LU's intention and time needed for the deletion process, a third and final extension of the review schedule is recommended. Should the program not be deleted by Fall 2021, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 40 in Fall 2020; and
- Graduates: 8 in 2020-2021.

LU - Bachelor of Science in Public Health (071)

This program received provisional approval at the December 1, 2011 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 38 students in Fall 2016 and graduating 10 students in 2016-2017. The program did not meet the productivity criteria for enrollment (achieved 31 of the 38 required) or for graduates (achieved 7 of the 10 required). At their December 7, 2017

meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 38 students in Fall 2019 and 10 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 10 of the 38 required) or for graduates (achieved 2 of the 10 required). LU reports implementation of on-going program recruitment and informational sessions for the general student population (e.g., visiting first and second-year students' classes), which has resulted in steady enrollment growth. Current students assist with recruitment by serving as ambassadors for the program and regularly providing feedback about effective recruitment efforts. LU also recently acquired a corporate membership in the Oklahoma Public Health Association (OPHA), which increases this program's exposure across the state. In addition, program modifications were recently approved that allow current students greater flexibility and better align the program with accreditation standards from the Council on Education in Public Health. Based on curriculum modifications, recruitment efforts, increased promotional activities, and plans to pursue program accreditation, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 38 in Fall 2021; and
- Graduates: 10 in 2021-2022.

LU - Associate in Arts in General Studies (072)

This program received provisional approval at the June 30, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 50 students in Fall 2019 and 35 students in 2019-2020. This program exceeded the productivity criterion for enrollment (achieved 378 of the 50 required), but did not meet the productivity criterion for graduates (achieved 30 of the 35 required). LU reports that the degree program has been restructured so that approximately 68 percent of the coursework is required of all new and continuing students and the remaining 32 percent of the coursework will be part of a major area leading to a bachelor's degree. As a result, the program will be advertised during first year student orientation sessions, academic club meetings, and other student meetings as part of a Two Degrees for One campaign. In the past, many students withdrew from the degree program, because they did not realize they had completed all of the requirements for the degree while completing their bachelor's degree. LU will encourage students to apply for this degree and to apply for a bachelor's degree. There will be no additional application or graduation fee for this program. Based on strong current enrollment, increased promotional activities, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2021 dependent upon meeting the following criteria:

- Majors enrolled: 50 in Fall 2020; and
- Graduates: 35 in 2020-2021.

NWOSU - Bachelor of Arts in Music (066)

This program received provisional approval at the June 25, 2009 State Regents' meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 12 students in Fall 2013 and graduating 5 students in 2013-2014. This program did not meet the productivity criteria for enrollment (achieved 5 of the 12 required) or for graduates (achieved 0 of the 5 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 12 students in Fall 2016 and graduating 5 students in 2016-2017. The program did not meet the productivity criteria for enrollment (achieved 5 of the 12 required) or for graduates (achieved 0 of the 5 required). At their December 7, 2017 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and graduating 5 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 2 of the 12 required) or for graduates (achieved 2 of the 5 required). NWOSU reports that there is no additional cost involved with retaining the degree program,

because coursework and electives are shared with the four other music degree programs. In addition, the Department of Fine Arts implements multiple recruitment and promotional activities throughout the year including: hosting multiple music-focused annual events on the NWOSU campus that are open to the public; conducting a mailing campaign, which includes asking teachers across the state for the names and contact information of students who might be interested in the Music degree programs and then sending mail and emails to the students identified to inform them about the degree programs, upcoming performances, special recruitment events, and scholarship opportunities; faculty and/or current Music program student calls to prospective students to gauge their interest in attending NWOSU; placing print advertisements about NWOSU's Music degree programs in discipline-specific journals like the Oklahoma Music Educator's Journal, and the Instrumentalist (a national publication); promoting concerts and performances using social media platforms. The Department of Fine Arts is also considering additional recruitment strategies such as sending faculty to Music Educator conferences in Texas, Kansas, and Colorado, developing curricular agreements with community colleges in Kansas and Texas, offering clinics on the NWOSU campus to high school students preparing for solo and ensemble contests, and live streaming performances to high schools and junior high schools. Based on the robust recruitment and marketing campaign, a third and final extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2021; and
- Graduates: 5 in 2021-2022.

NWOSU – Master of Education in Educational Leadership (084)

This program received provisional approval at the March 29, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 32 students in Fall 2019 and graduating 10 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 28 of the 32 required) or for graduates (achieved 8 of the 10 required). NWOSU reports that it is the only university in northwest Oklahoma to offer a Master of Education degree. Unfortunately, enrollment in the program has been affected by the continuing budget cuts to education in the state of Oklahoma. More specifically, enrollment has decreased due to the uncertainties about teacher pay raises, the lack of funding for schools, and the lack of teachers who hold a standard teaching certificate within the state who can enroll in the program. Several new initiatives have been undertaken to attract students to the program. The Associate Dean of Graduate Studies has developed a rigorous Graduate Recruitment Plan whereby either the Graduate Studies Coordinator or the Associate Dean of Graduate Studies visits two area schools per week during the Fall and Spring semesters to recruit for the program. The Coordinator of Graduate Studies also attends two recruitment fairs at NWOSU during the Fall and Spring semesters. Unfortunately, these visits and events were interrupted in Spring 2020 due to the COVID-19 pandemic. The Graduate Studies Office also uses press releases and social media to make potential students aware of the Educational Leadership program. This office also sends fliers about the degree program to area superintendents for dispersal to their faculty in both the Fall and Spring. NWOSU anticipates that once the schools are able to fully reopen and the state of Oklahoma's economy bounces back after the COVID-19 pandemic, enrollment in the program will increase. Based on current enrollment, uniqueness of the program in the area, and plans for continued implementation of multiple marketing and recruitment strategies, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 32 in Fall 2021; and
- Graduates: 10 in 2021-2022.

RSU – Bachelor of Arts in Public Affairs (123)

This program received provisional approval at the December 4, 2008 State Regents' meeting with continuation of the program beyond Fall 2013 dependent upon enrolling 30 students in Fall 2012 and

graduating 14 students in 2012-2013. The program did not meet the productivity criteria for enrollment (achieved 21 of the 30 required) or for graduates (achieved 1 of the 14 required). At the December 5, 2013 meeting, the State Regents approved an extension of the review schedule, with continuation beyond Fall 2015 dependent upon enrolling 30 students in Fall 2014 and graduating 14 students in 2014-2015. The program did not meet the productivity criteria for enrollment (achieved 16 of the 30 required) or for graduates (achieved 3 of the 14 required). At their December 3, 2015 meeting, the State Regents approved another extension of the review schedule, with continuation of the program beyond Fall 2018 dependent upon enrolling 30 students in Fall 2017 and graduating 14 students in 2017-2018. This program did not meet the productivity criteria for enrollment (achieved 17 of the 30 required) or for graduates (achieved 6 of the 14 required). At their December 6, 2018 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 30 students in Fall 2019 and graduating 14 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 17 of the 30 required) or for graduates (achieved 3 of the 14 required). RSU reports plans to streamline and restructure the curriculum to ease the program faculty's ability to rotate the courses onto the schedule when students need them in order to graduate on time. The program faculty will also add a new option in International Relations and collaborate with OU faculty to create a pathway to OU's Master of Public Administration in Public Administration (197) to better align the program with current and prospective students' career interests. Based on anticipated enrollment growth and efforts to increase graduation rates, a fourth and final extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 30 in Fall 2021; and
- Graduates: 14 in 2021-2022

RSU - Bachelor of Arts in Military History (124)

This program received provisional approval at the September 9, 2010 State Regents' meeting with continuation of the program beyond Fall 2015 dependent upon enrolling 20 students in Fall 2014 and graduating 9 in 2014-2015. The program met the productivity criterion for enrollment (achieved 20 of the 20 required), but did not meet the productivity criterion for graduates (achieved 1 of the 9 required). At the December 3, 2015 meeting, the State Regents approved an extension of the review schedule, with continuation of the program beyond Fall 2018 dependent upon enrolling 20 students in Fall 2017 and graduating 9 students in 2017-2018. The program met the productivity criterion for enrollment (achieved 20 of the 20 required), but did not meet the productivity criterion for graduates (achieved 3 of the 9 required). At their December 6, 2018 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 20 students in Fall 2019 and graduating 9 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 3 of the 20 required) or for graduates (achieved 5 of the 9 required). RSU reports plans to create a new option in Military History within the existing Bachelor of Arts in History (127) degree program. This will allow the department to retain the students who want to study military history, while allowing for a more robust Bachelor of Arts in History (127) program. RSU intends to submit a deletion request for this program in Fall 2020. Based upon RSU's intention and time needed for the deletion process, a third and final extension of the review schedule is recommended. Should the program not be deleted by Fall 2021, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2020; and
- Graduates: 9 in 2020-2021.

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

This program received provisional approval at the April 9, 2015 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and graduating 7 students

in 2019-2020. The program met the productivity criteria for enrollment (achieved 7 of the 7 required), but did not meet the productivity criterion for graduates (achieved 2 of the 7 required). SEOSU reports that curriculum modifications have been made in line with student feedback (e.g., addition of a required capstone research project) to promote program completion and increased recruitment efforts (e.g., directly contacting area music teachers, new promotions on social media) are being considered for the program to increase enrollment. Based on curriculum changes and increased recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2021; and
- Graduates: 7 in 2021-2022.

SWOSU – Master of Science in Nursing in Nursing Informatics (164)

This program received provisional approval at the December 3, 2015 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 10 students in Fall 2019 and 4 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 0 of the 10 required) or for graduates (achieved 0 of the 4 required). SWOSU reports the decision to maintain one active MSN program rather than maintaining three different MSN programs as originally planned. An option was added to the Master of Science in Nursing (163) program to address the content that was covered in this program. SWOSU intends to delete this program. Based upon SWOSU's intention and time needed for the deletion process, an extension of the review schedule is recommended. Should the program not be deleted by Fall 2021, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2020; and
- Graduates: 4 in 2020-2021.

SWOSU – Master of Science in Nursing in Nursing Administration (165)

This program received provisional approval at the December 3, 2015 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 10 students in Fall 2019 and graduating 4 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 0 of the 10 required) or for graduates (achieved 0 of the 4 required). SWOSU reports the decision to maintain one active MSN program rather than maintaining three different MSN programs as originally planned. An option was added to the Master of Science in Nursing (163) program to address the content that was covered in this program. SWOSU intends to delete this program. Based upon SWOSU's intention and time needed for the deletion process, an extension of the review schedule is recommended. Should the program not be deleted by Fall 2021, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2020; and
- Graduates: 4 in 2020-2021.

SWOSU – Associate in Science in Criminal Justice (138)

This program received provisional approval at the June 27, 1997 State Regents' meeting with continuation of the program beyond Fall 2002 dependent upon enrolling 25 students in Fall 2001 and graduating 5 students in 2001-2002. This program did not meet the productivity criteria for enrollment or for graduates. At the December 5, 2002 meeting, the State Regents approved an extension of the review schedule, with continuation beyond Fall 2004 dependent upon enrolling 25 students in Fall 2003 and graduating 5 students in 2003-2004. The program did not meet the productivity criteria for enrollment (achieved 24 of the 25 required) or for graduates (achieved 1 of the 5 required). At the October 28, 2004 meeting, the State Regents approved an extension of the review schedule, with continuation beyond fall 2005 dependent upon enrolling

25 students in Fall 2004 and graduating 5 students in 2004-2005. This program did not meet the productivity criteria for enrollment (achieved 15 of the 25 required) or for graduates (achieved 2 of the 5 required). At the September 15, 2005 meeting, the State Regents approved another extension of the review schedule, with continuation beyond Fall 2007 dependent upon enrolling 25 students in Fall 2006 and graduating 5 students in Fall 2006-2007. This program did not meet the productivity criterion for enrollment (achieved 12 of the 25 required), but exceeded the productivity criterion for graduates (achieved 6 of the 5 required). At the November 29, 2007 meeting, the State Regents approved another extension of the review schedule, with continuation beyond Fall 2010 dependent upon enrolling 25 students in Fall 2009 and graduating 5 students in 2009-2010. When the program was initially approved, it was added to SWOSU's Sayre campus' inventory. However, in Spring 2010, SWOSU requested all programs be deleted from the SWOSU-Sayre campus inventory and added to SWOSU-Weatherford's inventory. During this transition, the program was inadvertently omitted from post audit reports. SWOSU reports that the program has been inactive for several years due to a lack of full-time Criminal Justice faculty or staff to promote the program. Therefore, the need for a post audit report has gone overlooked. SWOSU reports the program did not meet the productivity criteria for enrollment in 2019-2020 (achieved 5 of the 25 required) or for graduates (achieved 3 of the 5 required). However, the Social Sciences department now has full-time faculty based on SWOSU's main Weatherford campus that are committed to reviving the program and increasing enrollment. Based on plans to update the curriculum and increase recruitment efforts, a fifth and final extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2021; and
- Graduates: 5 in 2021-2022.

UCO - Bachelor of Arts in Arts Administration (212)

This program received provisional approval at the May 29, 2015 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 50 students in Fall 2019 and graduating 10 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 36 of the 50 required) or for graduates (achieved 7 of the 10 required). UCO reports removing classes from the program that either covered repetitive content or consistently did not make enrollment minimums during the 2019-2020 academic year. The new courses added should better prepare students for the workforce. The program faculty also collaborated with the College of Business to allow current students in the program to enroll in two courses in the Master of Business Administration in Business Administration (MBA) (008) program during their senior year. Students who successfully complete the two courses will prequalify for admission to UCO's MBA program. The College that houses the program is currently conducting a search for a new marketing director. The new director will lead marketing and recruitment efforts for the program. Based on curriculum changes and expected addition of a new marketing director, an extension of the review schedule is recommended, with continuation beyond Fall 2021 dependent upon meeting the following criteria:

- Majors enrolled: 50 in Fall 2020; and
- Graduates: 10 in 2020-2021.

UCO - Bachelor of Arts in Communication (207)

This program received provisional approval at the April 18, 2013 State Regents' meeting with continuation of the program beyond Fall 2018 dependent upon enrolling 65 students in Fall 2017 and graduating 12 students in 2017-2018. The program did not meet the productivity criterion for enrollment (achieved 59 of the 65 required), but exceeded the productivity criterion for graduates (achieved 16 of the 12 required). At their December 6, 2018 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 65 students in Fall 2019 and

graduating 12 students in 2019-2020. The program did not meet the productivity criterion for enrollment (achieved 59 of the 65 required), but exceeded the productivity criterion for graduates (achieved 14 of the 12 required). UCO reports that Mass Comm Week is held annually to provide professional development opportunities for current students in the program and to show prospective students various opportunities and skills provided by this program and other programs in the same department. The department has also started a faculty mentoring program for students. These two efforts aid program recruitment and retention. UCO also reports that the program has had an average of 59 students enrolled since Fall 2013, but the goal of 65 students was only met or surpassed one year. Based on current enrollment, and expected graduates, an extension of the review schedule with revised productivity criteria is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 50 in Fall 2021; and
- Graduates: 10 in 2021-2022.

UCO - Bachelor of Arts in Education in Dance Education (191)

This program received provisional approval at the May 25, 2007 State Regents' meeting with continuation beyond Fall 2011 dependent upon enrolling 12 students in Fall 2010 and graduating 5 students in 2010-2011. This program exceeded the productivity criterion for enrollment (achieved 22 of the 12 required), but did not meet the productivity criterion for graduates (achieved 3 of the 5 required). At their December 1, 2011 meeting, the State Regents approved an initial extension of the review schedule with continuation of the program beyond Fall 2014 dependent upon enrolling 12 students in Fall 2013 and graduating 5 students in 2013-2014. This program exceeded the productivity criterion for enrollment (achieved 18 of the 12 required), but did not meet the productivity criterion for graduates (achieved 2 of the 5 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 12 students in Fall 2016 and graduating 5 students in 2016-2017. The program exceeded the productivity criterion for enrollment (achieved 18 of the 12 required), but did not meet the productivity criterion for graduates (achieved 2 of the 5 required). At their December 7, 2017 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and graduating 5 students in 2019-2020. The program did not meet the productivity criteria for enrollment (enrolled 10 of the 12 required) or for graduates (graduated 1 of the 5 required). UCO reports this program is the only secondary dance teacher preparation degree in the state of Oklahoma and that graduates make up 43 percent of the current teachers in secondary dance programs across the state. In addition, the program has two national accreditations and was re-certified with the state this year until the year 2027. Retention in the program has been negatively impacted by students switching to other dance-related majors at UCO and students not being willing to accept the low pay for public school teachers in Oklahoma. Several recruitment and retention efforts will be utilized to improve the program's enrollment and graduation numbers including: encouraging the program's new academic advisor to communicate regularly with students about the expectations of the degree program; establishing incentives within the program, such as travel to conferences; providing opportunities for current students to get involved in the community through dance showcases at high school festivals, and other activities; promoting the program to high school juniors; creating mentoring opportunities with alumni and experienced teaching professionals. Based on the unique nature and accreditation status of the program, and planned recruitment and retention efforts, a fourth and final extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2021 and
- Graduates: 5 in 2021-2022.

UCO - Master of Arts in Crime and Intelligence Analysis (197)

This program received provisional approval at the March 10, 2011 State Regents' meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 31 students in Fall 2013 and graduating 8 students in 2013-2014. This program did not meet productivity criterion for enrollment (achieved 26 of the 31 required), but exceeded the productivity criterion for graduates (achieved 11 of the 8 required). At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 31 students in Fall 2016 and graduating 8 students in 2016-2017. The program did not meet the productivity criteria for enrollment (achieved 21 of the 31 required) or for graduates (achieved 5 of the 8 required). At their December 7, 2017 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 31 students in Fall 2019 and graduating 8 students in 2019-2020. The program did not meet the productivity criteria for enrollment (enrolled 13 of the 31 required) or for graduates (graduated 3 of the 8 required). UCO reports this program is unique and serves an important function in society. There are only a handful of crime and intelligence analysis graduate programs in the country. The majority of graduates from the program are public servants and work for government agencies in Oklahoma and neighboring states. Since 2012, there have been eight or more students enrolled in the program and three or more graduates each year. Many of the students in this program are already public servants and work full-time. Therefore, it often takes them longer to complete the program. To increase enrollment, the program has created a new brochure for recruitment events, recorded podcasts with program alumni and shared them on YouTube, and produced a program recruitment video, which is shared at recruitment events and on YouTube. Based on the unique nature of the program, current enrollment, and recruitment efforts, a third and final extension of the review schedule is recommended, with revised productivity criteria, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2021; and
- Graduates: 3 in 2021-2022.

UCO - Master of Education in Secondary Education (200)

This program received provisional approval at the April 19, 2012 State Regents' meeting with continuation of the program beyond Fall 2016 dependent upon enrolling 150 students in Fall 2015 and graduating 30 in 2015-2016. The program did not meet the productivity criteria for enrollment (achieved 70 of the 150 required) or for graduates (achieved 14 of the 30 required). At their December 1, 2016 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2019 dependent upon enrolling 150 students in Fall 2018 and graduating 30 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 41 of the 150 required) or for graduates (achieved 13 of the 30 required). At their December 5, 2019 meeting, the State Regents approved another extension of the review schedule, with revised productivity criteria, with continuation of the program beyond Fall 2020 dependent upon enrolling 50 students in Fall 2019 and graduating 10 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 47 of the 50 required), but exceeded productivity criteria for graduates (achieved 14 of the 10 required). UCO reports during the 2019-2020 academic year, TeacherPath, a program which provides course work and mentoring for emergency and alternative certified teachers, was developed. To promote the program and recruit students, staff, program faculty, and departmental faculty developed marketing materials and provided informational sessions for TeacherPath, as well as worked directly with school partners to identify prospective students for the program. TeacherPath courses that count towards the Master's program have been redesigned to meet student requests for hybrid and online course offerings. In addition, a continuing partnership through a grant with Troops to Teachers has provided a broader base of prospective students for the Master's degree program. According to the Office of Institutional Research at UCO, 18 new students were admitted to the Master's program in Spring 2020. This is a significant increase from new admissions to the program in Spring 2018 (i.e., 11) and Spring 2019 (i.e., 5). Moreover, 50 new students were admitted to the program

in Summer 2020, which far exceeds the number of students admitted to the program in Summer 2018 (i.e., 6) and Summer 2019 (i.e., 18). Based on current enrollment, curriculum changes, and recruitment efforts, a third and final extension of the review schedule is recommended, with continuation beyond Fall 2021 dependent upon meeting the following criteria:

- Majors enrolled: 50 in Fall 2020 and
- Graduates: 10 in 2020-2021.

UCO - Professional Science Master's in Computational Science (219)

This program received provisional approval at the May 27, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 20 students in Fall 2019 and graduating 6 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 13 of the 20 required) or for graduates (achieved 3 of the 6 required). UCO reports current students in the program are primarily professionals who work in the Oklahoma City metropolitan area. Efforts are underway to attract current undergraduate UCO students to the program by creating an accelerated path for students in certain STEM majors, which will allow them to complete the program in one additional year after their undergraduate degree. The faculty are also considering offering more courses in the program online to attract more students from outside of Oklahoma. The advisory board for the program will be convened in 2020-2021 to gather feedback about current industry needs and to ask the advisory board members to help promote the program. The program is eligible to seek affiliation with the National Professional Science Master's Association (NPSMA). The affiliation process will begin in the next year. If affiliation status is achieved, the program will gain more national exposure. Based on planned curriculum changes, recruitment efforts, and application for affiliation with NPSMA, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2021; and
- Graduates: 6 in 2021-2022.

USAO – Bachelor of Arts in Multidisciplinary Studies (041)

This program received provisional approval at the June 20, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and graduating 6 students in 2019-2020. The program did not meet the productivity criteria for enrollment (enrolled 2 of the 12 required) or for graduates (graduated 2 of the 6 required). USAO reports that a degree check sheet was recently created for the program to assist with advising, and anticipates recruiting students by advertising the degree more and training advisors to encourage enrollment in the program. Based on planned recruitment and retention efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2021; and
- Graduates: 6 in 2021-2022.

USAO – Bachelor of Arts in Public Policy (040)

This program received provisional approval at the April 21, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and graduating 6 students in 2019-2020. The program exceeded the productivity criteria for enrollment (enrolled 18 of the 12 required), but did not meet the productivity criterion for graduates (graduated 3 of the 6 required). USAO reports that there is currently no professor exclusively designated for this major, which has dampened the ability to attract majors. Once the hiring freeze implemented due to COVID-19 is removed, USAO plans to hire faculty for this program. In addition, USAO plans to recruit students by advertising the program as an additional major alternative for students interested in political science and economics. Based on planned

recruitment activities and faculty hiring, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2021; and
- Graduates: 6 in 2021-2022.

CASC - Certificate in Organizational Leadership (069)

This program received provisional approval at the June 28, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (enrolled 0 of the 7 required) or for graduates (graduated 0 of the 3 required). CASC reports that internship partners were unable to provide placements for Spring and Summer 2020 due to the COVID-19 pandemic, therefore enrollment in the program stalled. CASC anticipates that student interest in the program will return and previously established internship opportunities will become available in Fall 2020. Based on anticipated enrollment and partnerships with local industry, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2021; and
- Graduates: 3 in 2021-2022.

CASC - Certificate in Hospitality and Event Management (070)

This program received provisional approval at the June 28, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (enrolled 1 of the 7 required) or for graduates (graduated 0 of the 3 required). CASC reports that internship partners were unable to provide placements for Spring and Summer 2020 due to the COVID-19 pandemic, therefore enrollment in the program stalled. CASC anticipates that student interest in the program will return and previously established internship opportunities will become available in Fall 2020. Based on anticipated enrollment and partnerships with local industry, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2021; and
- Graduates: 3 in 2021-2022.

CASC - Certificate in Social Services Assistant (071)

This program received provisional approval at the June 28, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (enrolled 2 of the 7 required) or for graduates (graduated 1 of the 3 required). CASC reports that internship partners were unable to provide placements for Spring and Summer 2020 due to the COVID-19 pandemic, therefore enrollment in the program stalled. CASC anticipates that student interest in the program will return and previously established internship opportunities will become available in Fall 2020. Based on anticipated enrollment and partnerships with local industry, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2021; and
- Graduates: 3 in 2021-2022.

CASC - Certificate in Occupational Skills (072)

This program received provisional approval at the June 28, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (enrolled 0 of the 7 required) or for graduates (graduated 0 of the 3 required). CASC reports that internship partners were unable to provide placements for Spring and Summer 2020 due to the COVID-19 pandemic, therefore enrollment in the program stalled. CASC anticipates that student interest in the program will return and previously established internship opportunities will become available in Fall 2020. Based on anticipated enrollment and partnerships with local industry, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2021; and
- Graduates: 3 in 2021-2022.

CASC - Certificate in Law Enforcement Procedures (073)

This program received provisional approval at the June 28, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (enrolled 0 of the 7 required) or for graduates (graduated 0 of the 3 required). CASC reports that internship partners were unable to provide placements for Spring and Summer 2020 due to the COVID-19 pandemic, therefore enrollment in the program stalled. CASC anticipates that student interest in the program will return and previously established internship opportunities will become available in Fall 2020. Based on anticipated enrollment and partnerships with local industry, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2021; and
- Graduates: 3 in 2021-2022.

EOSC – Associate in Applied Science in Ranch Operations-Stocker Management (080)

This program received provisional approval at the March 3, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 24 students in Fall 2019 and graduating 5 students in 2019-2020. The program did not meet the productivity criteria for enrollment (enrolled 4 of the 24 required) or for graduates (graduated 1 of the 5 required). EOSC reports that this program is a no- to low-cost program that generates revenue through the sale of stocker cattle, which partly funds staff salaries, supports other programs within the agriculture division, and provides funding for seminars and student scholarships. EOSC plans to increase enrollment and graduation rates for the program by developing an embedded certificate within the degree program in response to community interest in the field, increasing the number of external business partners who may consult faculty and provide mentors for students, and forming an advisory committee that includes high school agriculture teachers. Based on increased community engagement and expected enrollment, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 24 in Fall 2021; and
- Graduates: 5 in 2021-2022.

EOSC - Associate in Applied Science in Respiratory Therapy (081)

This program received provisional approval at the March 29, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 30 students in Fall 2019 and graduating 10 students in 2019-2020. The program did not meet the productivity criteria for enrollment (enrolled 14 of the 30 required) or for graduates (graduated 0 of the 10 required). EOSC reports that this program has

received provisional accreditation from the Commission on Accreditation for Respiratory Care (COARC), therefore enrollments must be limited. In addition, the first cohort of students were scheduled to graduate in Summer 2020. However, they were not permitted to complete the required clinical rotations due to the COVID-19 crisis. Alternative simulations and case studies were not allowed by COARC. If the COVID-19 crisis continues, the first cohort may not be able to complete their clinical rotations and graduate until Spring 2021. Because of the uncertainty the COVID-19 crisis has caused, and because of the limitations on enrollment numbers set by COARC, a third cohort will not be admitted until Fall 2021. Based on current and expected enrollment, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 30 in Fall 2021; and
- Graduates: 10 in 2021-2022.

OCCC- Associate in Science in Community/Public Health (173)

This program received provisional approval at the February 2, 2017 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 25 students in Fall 2019 and graduating 5 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 19 of the 25 required) or for graduates (achieved 1 of the 5 required). OCCC reports an articulation agreement with East Central University (ECU) for the Associate in Science in Community/Public Health (173) and the Bachelor of Science in Kinesiology (020) and continued work on additional opportunities for articulation agreements and marketing and recruitment efforts for this program. A new dean of Social Sciences, the division that houses this program, started working at OCCC on July 1, 2020, and has been working on promoting programs for students. Based on the promising current enrollment, and plans to further build the partnership with ECU and to increase marketing and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2022 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2021; and
- Graduates: 5 in 2021-2022.

OSUIT -- Associate in Applied Science in Diesel and Heavy Equipment/Aggreko SelecTech (107)

This program received provisional approval at the September 3, 2015 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 32 students in Fall 2018 and graduating 13 students in 2018-2019. The program did not meet the productivity criterion for enrollment (enrolled 1 of the 32 required), but exceeded the productivity criterion for graduates (graduated 14 of the 13 required). At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 32 students in Fall 2019 and graduating 13 students in 2019-2020. The program did not meet the productivity criteria for enrollment (enrolled 0 of the 32 required) or for graduates (graduated 0 of the 13 required). OSUIT reports that a change in workforce needs identified by the program's corporate sponsor resulted in admission of the last cohort of students in Fall 2016. OSUIT is currently exploring the development of a partnership with other corporate entities who may be interested in reviving the program as a non-manufacturer specific program. While this exploration is ongoing, OSUIT intends to suspend the program. Based upon OSUIT's intention and time needed for the suspension process, an extension of the review schedule is recommended. Should the program not be suspended by Fall 2021, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 32 in Fall 2020; and
- Graduates: 13 in 2020-2021.

OSUIT - Associate in Applied Science in Civil Engineering/Surveying Technologies (125)

This program received provisional approval at the June 30, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 22 students in Fall 2019 and 6 students in 2019-2020. The program did not meet the productivity criteria for enrollment (enrolled 19 of the 22 required) or for graduates (graduated 3 of the 6 required). OSUIT reports that the program gained new leadership as a result of OSUIT's academic reorganization in July 2019. Since that time, a key focus for the program's department has been to strengthen the program through modification of the program curriculum, targeted student and faculty recruitment efforts, and ongoing engagement of the program's industry partners. Two program support strategists, responsible for providing increased levels of support for student success and retention, have also been added. Based on revitalized leadership and partnerships with local industry, expected enrollment growth, and increased retention efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2023 dependent meeting the following criteria:

- Majors enrolled: 22 in Fall 2022; and
- Graduates: 6 in 2022-2023.

TCC - Certificate in Project Management (285)

This program received provisional approval at the April 9, 2015 State Regents' meeting with continuation of the program beyond Fall 2018 dependent upon enrolling 10 students in Fall 2017 and graduating 5 students in 2017-2018. This program did not meet the productivity criteria for enrollment (achieved 9 of the 10 required) or for graduates (achieved 1 of the 5 required). At their December 6, 2018 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 10 students in Fall 2019 and graduating 5 students in 2019-2020. This program did not meet the productivity criterion for enrollment (achieved 9 of the 10 required), but exceeded the requirement for graduates (achieved 10 of the 5 required). TCC reports the intention to integrate the content of this certificate into a Continuing Education program and to submit a suspension request in Fall 2020. Based upon TCC's intention and time needed for the suspension process, an extension of the review schedule is recommended. Should the program not be suspended by Fall 2021, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2020; and
- Graduates: 5 in 2020-2021.

Attachment

ATTACHMENT A
Productivity Criteria

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OU – Master of Arts in International Relations (409)	June 25, 2015	82 F2019	274	59 2019-20	122	2020	2025	Final Approval
OU – Doctor of Philosophy in Cellular and Behavioral Neurobiology (363)	June 28, 2007	8 F2019	9	2 2019-20	2	2020	2025	Final Approval
OU – Master of Arts in Global Affairs (404)	March 5, 2015	20 F2019	74	10 2019-20	23	2020	2025	Final Approval
OU – Graduate Certificate in College Teaching (392)	October 25, 2012	5 F2019	6	3 2019-20	5	2020	2025	Final Approval
OU - Graduate Certificate in Business Entrepreneurship (395)	June 27, 2013	6 F2019	4	3 2019-20	14	2020	2022	Review Schedule Extension
OU – Bachelor of Arts in Italian (370)	June 25, 2009	12 F2019	8	5 2019-20	3	2020	2022	Review Schedule Extension
OU – Bachelor of Arts in Judaic Studies (369)	October 23, 2008	12 F2019	2	5 2019-20	1	2020	2022	Review Schedule Extension
OU - Bachelor of Fine Arts in Visual Communication (399)	June 26, 2014	90 F2019	68	30 2019-20	28	2020	2022	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OU - Master of Science in Interior Design (383)	October 21, 2010	15 F2019	12	5 2019-20	2	2020	2021	Review Schedule Extension
OU – Certificate in Natural Gas Technology (401)	June 26, 2014	7 F2019	2	4 2019-20	1	2020	2022	Review Schedule Extension
OU - Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings (379)	September 9, 2010	15 F2019	0	10 2019-20	0	2020	2021	Review Schedule Extension
OUHSC – Doctor of Nursing Practice in Nursing Practice (090)	December 3, 2009	64 F2019	12	15 2019-20	3	2020	2022	Review Schedule Extension
OU-Law - Master of Legal Studies Healthcare (159)	February 2, 2017	26 F2019	135	12 2018-19	64	2020	2025	Final Approval
OU Law – Graduate Certificate in Litigation (154)	June 15, 2015	10 F2019	0	2 2019-20	0	2020	2022	Review Schedule Extension
OSU-Graduate Certificate in Medical Sciences (279)	September 6, 2018	5 F2019	32	3 2019-20	25	2020	2025	Final Approval
OSU – Graduate Certificate in Business Sustainability (490)	September 6, 2012	10 F2019	3	6 2019-20	2	2020	2021	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OSU - Certificate in Sustainable Business Management (508)	December 3, 2015	8 F2019	1	6 2019-20	0	2020	2021	Review Schedule Extension
OSU - Certificate in Teaching English to Speakers of Other Languages (527)	December 7, 2017	6 F2019	0	4 2019-20	4	2020	2022	Review Schedule Extension
OSU - Master of Science in Applied Statistics (507)	October 22, 2015	6 F2019	4	3 2019-20	2	2020	2022	Review Schedule Extension
OSU – Doctor of Philosophy in Nutritional Sciences (509)	January 28, 2016	10 F2019	10	2 2019-20	1	2020	2022	Review Schedule Extension
OSU – Bachelor of Science in Geospatial Information Science (510)	January 28, 2016	20 F2019	12	8 2019-20	1	2020	2022	Review Schedule Extension
OSU – Master of Fine Arts in Graphic Design (504)	September 3, 2015	6 F2019	4	3 2019-20	1	2020	2022	Review Schedule Extension
OSU – Graduate Certificate in Big Data Analytics (512)	April 21, 2016	5 F2019	4	4 2019-20	2	2020	2022	Review Schedule Extension
OSU - Graduate Certificate in Museum and Curatorial Studies (531)	April 26, 2018	3 F2019	0	2 2019-20	0	2020	2022	Review Schedule Extension
OSU - Master of Science in Engineering Technology (519)	December 1, 2016	12 F2019	16	6 2019-20	5	2020	2022	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OSU - Graduate Certificate in Integrative Design of Building Envelope (525)	September 7, 2017	4 F2019	0	2 2019-20	0	2020	2022	Review Schedule Extension
OSU - Master of Arts in Social Foundations of Education (529)	February 1, 2018	6 F2019	1	3 2019-20	2	2020	2022	Review Schedule Extension
OSU – Graduate Certificate in Workforce and Adult Education (539)	September 6, 2018	6 F2019	0	3 2019-20	0	2020	2022	Review Schedule Extension
OSU – Graduate Certificate in Entrepreneurship (492)	September 6, 2012	15 F2019	6	11 2019-20	2	2020	2022	Review Schedule Extension
OSU – Graduate Certificate in Marketing Analytics (494)	December 5, 2013	8 F2019	3	4 2019-20	5	2020	2022	Review Schedule Extension
CU – Associate in Applied Science in Radiologic Technology (585)	June 29, 2017	22 F2019	98	10 2019-20	13	2020	2025	Final Approval
CU – Master of Science in Organizational Leadership (635)	April 4, 2011	15 F2019	26	4 2019-20	9	2020	2025	Final Approval
CU – Bachelor of Music Education in Music Education (681)	March 11, 2010	25 F2019	15	8 2019-20	1	2020	2023	Review Schedule Extension
ECU - Graduate Certificate in Human Resources-Addictions Counseling (099)	September 5, 2013	14 F2019	2	2 2019-20	0	2020	2021	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
LU – Bachelor of Science in Accountancy (070)	May 27, 2011	40 F2019	10	8 2019-20	0	2020	2021	Review Schedule Extension
LU – Bachelor of Science in Public Health (071)	December 1, 2011	38 F2019	10	10 2019-20	2	2020	2022	Review Schedule Extension
LU – Associate in Arts in General Studies (072)	September 28, 2016	50 F2019	378	35 2019-20	30	2020	2021	Review Schedule Extension
NSU – Certificate in Emergency Management and Planning (152)	March 1, 2012	15 F2019	40	10 2019-20	16	2020	2025	Final Approval
NWOSU – Bachelor of Arts in Music (066)	June 25, 2009	12 F2019	2	5 2019-20	2	2020	2022	Final Review Schedule Extension
NWOSU – Master of Education in Educational Leadership (084)	March 29, 2018	32 F2019	28	10 2019-20	8	2020	2022	Review Schedule Extension
RSU - Bachelor of Arts in Public Affairs (123)	December 4, 2008	30 F2019	17	14 2019-20	3	2020	2022	Review Schedule Extension
RSU – Bachelor of Arts in Military History (124)	September 9, 2010	20 F2019	3	9 2019-20	5	2020	2021	Review Schedule Extension
SEOSU – Master of Music Education in Music Education (114)	April 9, 2015	7 F2019	7	7 2019-20	2	2020	2022	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
SWOSU – Educational Specialist in School Psychology (148)	March 31, 2005	15 F2019	19	5 2019-20	7	2020	2025	Final Approval
SWOSU – Master of Science in Community Counseling (155)	May 22, 2009	20 F2019	22	10 2019-20	12	2020	2025	Final Approval
SWOSU – Master of Science in Health Information Management (162)	June 26, 2014	16 F2019	25	6 2019-20	9	2020	2025	Final Approval
SWOSU – Master of Science in Nursing in Nursing (163)	December 3, 2015	10 F2019	66	4 2019-20	33	2020	2021	Final Approval
SWOSU - Bachelor of Applied Science in Health Science (166)	September 1, 2016	18 F2019	36	5 2019-20	22	2020	2025	Final Approval
SWOSU – Master of Science in Nursing in Nursing Informatics (164)	December 3, 2015	10 F2019	0	4 2019-20	0	2020	2021	Review Schedule Extension
SWOSU – Master of Science in Nursing in Nursing Administration (165)	December 3, 2015	10 F2019	0	4 2019-20	0	2020	2021	Review Schedule Extension
SWOSU – Associate in Science in Criminal Justice (138)	June 27, 1997	25 F2019	5	5 2019-20	3	2020	2022	Review Schedule Extension
UCO – Bachelor of Arts in Arts Administration (212)	May 29, 2015	50 F2019	36	10 2019-20	7	2020	2021	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
UCO - Bachelor of Arts in Communication (207)	April 18, 2013	65 F2019	59	12 2019-20	14	2020	2022	Review Schedule Extension
UCO – Bachelor of Arts in Education in Dance Education (191)	May 25, 2007	12 F2019	10	5 2019-20	1	2020	2022	Review Schedule Extension
UCO - Master of Arts in Crime and Intelligence Analysis (197)	May 27, 2016	31 F2019	13	8 2019-20	3	2020	2022	Review Schedule Extension
UCO - Master of Education in Secondary Education (200)	April 9, 2012	50 F2019	47	10 2019-20	14	2020	2021	Review Schedule Extension
UCO – Professional Science Master’s in Computational Science (219)	May 27, 2016	20 F2019	13	6 2019-20	3	2020	2022	Review Schedule Extension
USAO - Bachelor of Arts in Multidisciplinary Studies (041)	June 30, 2016	12 F2019	2	6 2019-20	2	2020	2022	Review Schedule Extension
USAO – Bachelor of Arts in Public Policy (040)	April 21, 2016	12 F2019	18	6 2019-20	3	2020	2022	Review Schedule Extension
CASC – Certificate in Organizational Leadership (069)	June 28, 2018	7 F2019	0	3 2019-20	0	2020	2022	Review Schedule Extension
CASC – Certificate in Hospitality and Event Management (070)	June 28, 2018	7 F2019	1	3 2019-20	0	2020	2022	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
CASC – Certificate in Social Services Assistant (071)	June 28, 2018	7 F2019	2	3 2019-20	1	2020	2022	Review Schedule Extension
CASC – Certificate in Occupational Skills (072)	June 28, 2018	7 F2019	0	3 2019-20	0	2020	2022	Review Schedule Extension
CASC – Certificate in Law Enforcement Procedures (073)	June 28, 2018	7 F2019	0	3 2019-20	0	2020	2022	Review Schedule Extension
EOSC - Associate in Applied Science in Ranch Operations-Stocker Management (080)	March 3, 2016	24 F2019	4	5 2019-20	1	2020	2022	Review Schedule Extension
EOSC – Associate in Applied Science in Respiratory Therapy (081)	March 29, 2018	30 F2019	14	10 2019-20	0	2020	2022	Review Schedule Extension
OCCC – Associate in Science in Diversified Studies (012)	October 25, 2018	25 F2019	881	5 2019-2020	384	2020	2025	Final Approval
OCCC- Associate in Science in Community/Public Health (173)	February 2, 2017	25 F2019	19	5 2019-2020	1	2020	2022	Review Schedule Extension
OSUIT - Associate in Applied Science in Engineering Graphics and Design Drafting Technologies (124)	June 30, 2016	20 F2019	21	7 2019-20	9	2020	2025	Final Approval
OSUIT - Associate in Science in Pre-Professional Studies (127)	October 20, 2016	45 F2019	271	18 2019-20	76	2020	2025	Final Approval

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OSUIT - Associate in Applied Science in Diesel and Heavy Equipment/Aggreko SelecTech (107)	September 3, 2015	32 F2019	0	13 2019-20	0	2020	2021	Review Schedule Extension
OSUIT - Associate in Applied Science in Civil Engineering/Surveying Technologies (125)	June 30, 2016	22 F2019	19	6 2019-20	3	2020	2023	Review Schedule Extension
SSC – Associate in Science in Secondary Education (235)	December 1, 2016	25 F2019	26	15 2019-20	21	2020	2025	Final Approval
TCC - Associate in Science in Environmental Science and Natural Resources (279)	October 23, 2008	25 F2019	110	5 2019-20	11	2020	2025	Final Approval
TCC - Associate in Arts in English (363)	March 23, 2017	96 F2019	98	13 2019-20	16	2020	2025	Final Approval
TCC – Certificate in Project Management (285)	April 9, 2015	10 F2019	9	5 2019-20	10	2020	2021	Review Schedule Extension

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #34-h (1):

Electronic Delivery.

SUBJECT: University of Oklahoma. Approval to offer the existing Master of Arts in Journalism and Mass Communication via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the existing Master of Arts in Journalism and Mass Communication (138) via electronic delivery.

BACKGROUND:

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

- Master of Science in Civil Engineering (038);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master of Prevention Science in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);

- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (442);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447);
- Exec Master of Business Administration in Energy (451);
- Master of Science in Finance (450);
- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053);
- Master of Social Work in Social Work (211);
- Graduate Certificate in Executive Management in Aerospace/Defense (384);
- Graduate Certificate in Learning Design and Technology (454);
- Certificate in Criminal Investigation and Intelligence Analysis (455);
- Certificate in Restorative Justice (456);
- Executive Master of Business Administration in Aerospace and Defense (457);
- Master of Human Relations in Human Relations (329);
- Master of Arts in Human Resource Studies (458);
- Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459);
- Graduate Certificate in Drug Policy Management (460);
- Graduate Certificate in Criminal Justice Administration (461);
- Master of Science in Geography and Environmental Sustainability (425);
- Certificate in Business Intelligence and Analytics (462);
- Master of Business Administration in Business Administration (025); and
- Certificate in Data Science and Analytics (464).

OU's governing board approved offering the existing Master of Arts in Journalism and Mass Communication (138) online at their October 2, 2020 meeting. OU requests authorization to offer this existing program via online delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Master of Arts in Journalism and Mass Communication (138)

Demand. A survey of undergraduate students conducted by OU's Gaylord College of Journalism revealed that 44.8 percent of the respondents would be interested in obtaining an online Master's degree in Strategic Communication. The disciplines of public relations and advertising continue to evolve, with growing influence from new technologies and platforms such as online social media, that are now encompassed within the umbrella of strategic communication. Professionals with advanced digital and soft skills will be essential for organizations as they seek to maintain and expand their share of the market. According to the U.S Bureau of Labor Statistics, from 2019 to 2029, employment of public relations and fundraising managers is projected to grow 9 percent, which is much faster than the average for all occupations, and employment of advertising, promotions, and marketing managers is projected to grow 6 percent, which is faster than the average for all occupations. Oklahoma Employment Security Commission data suggest that employment of public relations and fundraising managers will grow 6.6 percent and employment of advertising and promotions managers will grow 3 percent from 2018 to 2028 in Oklahoma. Offering this program online will enable OU to prepare greater numbers of public relations, marketing, and media specialists from Oklahoma and across the United States for managerial positions.

Delivery method. Several technology methods will be used to electronically deliver the program. These methods include Canvas, Zoom, and related recording technologies. Canvas allows students to access posted voiced PowerPoint presentations and videos, submit assignments online, receive feedback on graded work, and contact each other. Canvas will also host course documents and interactive activities that will be utilized during asynchronous sessions. Zoom will allow classes to meet using webcams and sound systems, providing an opportunity for live discussion with the instructor. Students can also set up sessions for small group learning or discussion. Zoom allows recording, so sessions will remain available for students to review if desired. Online students will also have full access to the library through electronic search engines, online assistance, and interlibrary loan services. Finally, the online program will have a full-time coordinator who is tasked with advising, protecting the learning experience, and disseminating best practices in online learning to the instructional faculty.

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 for the Master of Arts in Journalism and Mass Communication (138) on August 28, 2020. 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 OU's request to offer the existing degree program through online delivery, as described above.

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AGENDA ITEM #34-h (2):

Electronic Delivery.

SUBJECT: Oklahoma State University. Approval to offer the following existing programs via electronic delivery: Bachelor of Science in Elementary Education and the Bachelor of Science in Engineering Technology in Fire Protection and Safety Engineering Technology.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's requests to offer the following existing programs via electronic delivery: Bachelor of Science in Elementary Education and the Bachelor of Science in Engineering Technology in Fire Protection and Safety Engineering Technology.

BACKGROUND:

Oklahoma State University (OSU) is currently approved to offer the following degree programs via electronic delivery:

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration in Business Administration (035);

- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management (403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Science in Liberal Studies (442);
- Bachelor of Arts in Liberal Studies (443);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (496);
- Master of Science in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- Graduate Certificate in Integrative Design of the Building Envelope (525);
- Bachelor of University Studies in University Studies (025);
- Master of Science in Education Technology (462);
- Master of Science in Education Psychology (068);
- Graduate Certificate in Museum and Curatorial Studies (531);
- Certificate in Interface Excellence (495);
- Graduate Certificate in Program Evaluation (538);
- Graduate Certificate in Workforce and Adult Education (539);
- Bachelor of Science in Early Child Care and Development (537);
- Graduate Certificate in Elementary Mathematics Specialist (548);
- Graduate Certificate in Effective Teaching in Secondary Schools (551);
- Graduate Certificate in Comparative and International Education (554);
- Certificate in Communication Sciences and Disorders (265);
- Bachelor of Science in Computer Science (052);
- Graduate Certificate in K-12 STEM Educator (266);
- Graduate Certificate in Effective Teaching in Elementary Schools (267);
- Master of Science in Dietetics (264);
- Bachelor of Science in Psychology (176);
- Master of Science in Interdisciplinary Studies (155);
- Doctor of Education in Applied Educational Studies (069);
- Graduate Certificate in Environmental Science with Regulatory Certification (272);
- Graduate Certificate in Health Care Administration (276);
- Graduate Certificate in Health Care Administration-Global Health (278);

- Graduate Certificate in Health Care Administration-Finance (277);
- Graduate Certificate in Forensic Arson and Explosives Investigation (275);
- Certificate in Learning and Motivation (280);
- Graduate Certificate in Dietetics (281);
- Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Leadership (458);
- Graduate Certificate in Forensic Psychology (282);
- Graduate Certificate in Aviation/Aerospace Administration (283);
- Graduate Certificate in Forensic Investigative Sciences (284);
- Graduate Certificate in Hidden Student Populations (286); and
- Master of Science in Aging Studies (287).

OSU's governing board approved offering the existing Bachelor of Science in Elementary Education (074) and Bachelor of Science in Engineering Technology in Fire Protection and Safety Engineering Technology (079) online at their September 11, 2020 meeting. OSU requests authorization to offer these existing programs via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Bachelor of Science in Elementary Education (074)

Demand. Oklahoma faces one of the largest teacher shortages in the country and in the history of the state. Therefore, avenues for traditional certification are needed for teacher candidates who cannot regularly attend face-to-face courses. With the large increase in nationally-based online Elementary Education programs, Oklahoma colleges have increasing competition for the pool of potential teachers. Offering this program online would allow teacher candidates who live in Oklahoma to continue fulfilling their responsibilities at home, work, and in their communities while completing their degree and encourage them to stay to teach in their communities once they graduate. Oklahoma Employment Security Commission (OESC) data indicate that employment for elementary school teachers, except special education is projected to grow 6.7 percent in northwest Oklahoma from 2018 to 2028. In addition, Oklahoma Works lists teachers and instructors as top critical occupations in Oklahoma.

Bachelor of Science in Engineering Technology in Fire Protection and Safety Engineering Technology (079)

Demand. OSU is the only public college in Oklahoma that offers a bachelor's degree in Fire Protection and Safety. In addition, Eastern Kentucky University (EKU) is the only other institution in the U.S. that offers a Fire Protection and Safety Engineering degree program with the same accreditation as OSU's

Bachelor of Science in Engineering Technology in Fire Protection and Safety Engineering Technology (079) program. Many students enroll in ECU's program, because there is no other option for an online degree in fire protection and safety engineering technology in the U.S.

The coordinator of the Bachelor of Science in Engineering Technology in Fire Protection and Safety Engineering Technology (079) program receives three or four phone calls or emails per month from individuals who live all over the U.S. asking if this program can be completed online. The individuals that call are from a variety of backgrounds including CAD technicians, safety inspectors, and firefighters with associate degrees in fire science who work full time and have family obligations. Many individuals say they call to inquire about this program, because they know there are certain licenses and certifications such as Certified Safety Specialist, that they can obtain after completing this ABET accredited program.

Graduates from the Bachelor of Science in Engineering Technology in Fire Protection and Safety Engineering Technology (079) program are needed in a wide variety of positions. According to the U.S. Bureau of Labor Statistics, employment for fire inspectors is projected to grow 8 percent from 2019 to 2029, which is much faster than the average for all occupations. In addition, OESC data suggest that employment for first-line supervisors of fire fighting and prevention workers will grow 9.1 percent between 2018 and 2028.

Delivery method. Coursework will be delivered online using Canvas. Learning will be facilitated using prerecorded lectures, video integration for lectures, video conferencing for synchronous class meetings and group work, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone conferences as needed. In addition, faculty can use Skype for Business to conduct live office hours, deliver synchronous instruction, and engage students in other learning activities.

Funding. The existing programs will be funded through existing allocations and the tuition and fee structure. No new funding from the State Regents will be required to deliver the existing degree programs through electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on July 24, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Due to employment demand, approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve OSU's requests to offer the existing degree programs through electronic delivery, as described above.

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AGENDA ITEM #34-h (3):

Electronic Delivery.

SUBJECT: Northeastern State University. Approval to offer the Master of Science in Health and Sport Science via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's request to offer the existing Master of Science in Health and Sport Science via electronic delivery.

BACKGROUND:

Northeastern State University (NSU) is currently approved to offer the following degree programs via online delivery:

- Bachelor of Science in Nursing (104);
- Bachelor of Science in Human and Family Science - Early Care Option (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);
- Graduate Certificate in Global Health (168);
- Master of Education in Early Childhood Education (117);
- Certificate in STEM Education (022);
- Bachelor of Science in Criminal Justice (020);
- Bachelor of Science in Homeland Security (156);
- Bachelor of Science in Legal Studies (158);
- Bachelor of Business Administration in International Business Management (126);
- Certificate in Business Analytics (039);
- Certificate in Human Resource Management (064);
- Certificate in International Business (065);
- Graduate Certificate in Data Analytics (067);
- Graduate Certificate in Healthcare Administration Leadership (092);
- Graduate Certificate in Administrative Leadership in Nursing (171);
- Graduate Certificate in Higher Education Administration (119);
- Graduate Certificate in Nursing Education (169);
- Graduate Certificate in Nursing Informatics (170);
- Graduate Certificate in Operations Leadership (118);
- Graduate Certificate in American Indian Leadership (172);
- Graduate Certificate in Classroom Teaching (173);
- Graduate Certificate in Leadership (174); and
- Graduate Certificate in Training and Development (175).

NSU's governing board approved offering the existing Master of Science in Health and Sport Science (142) at their September 11, 2020 meeting. NSU requests authorization to offer this existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Master of Science in Health and Sport Science (142)

Demand. As part of the Master of Science in Health and Sport Science (142) program's five-year program review in 2018, faculty conducted a survey of undergraduate students who would be potential applicants to the program. Approximately 61.3 percent of the respondents indicated that they would prefer a master's

program that is available totally online. Many of the survey respondents were coaches. An overwhelming majority of the coaches indicated that an online degree is their only option, because they teach during the day and coach in the evening and often do not return home until after 9:00 p.m. each weeknight. In addition, 60 percent of current Master of Science in Health and Sport Science (142) students indicated in a survey that they would be more likely to complete the program if it was available completely online. In the same survey, about 50 percent of current students indicated that they would choose the online section of a class offered online and face to face.

Oklahoma Employment Security Commission (OESC) data indicate that employment for health educators and employment for medical and health services managers will grow 12.9 percent in northeast Oklahoma from 2016 to 2026. OESC data also suggest that employment for health educators is projected to grow 10 percent and employment for medical and health services managers is projected to grow 11 percent across Oklahoma between 2018 and 2028. On a national scale, according to the U.S. Bureau of Labor Statistics, employment of health educators and community health workers is projected to grow 13 percent and employment for medical and health services managers is projected to grow 32 percent from 2019 to 2029, much faster than the average for all occupations. Furthermore, data provided by an external market research company, Gray and Associates, indicates that an online master's degree with a sport administration and management focus should be successful at NSU considering the high number of relevant available positions in the northeast and the limited number of similar graduate programs within NSU's 150-miles radius.

Delivery method. Blackboard and Zoom will be used to deliver the courses for the online program. Courses will be designed to meet Quality Matters standards. Content will be covered through discussion boards, case studies, lectures, exams, group projects, videos, and similar pedagogical methods.

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 electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on October 30, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment growth, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #34-h (4):

Electronic Delivery.

SUBJECT: Murray State College. Approval to offer the existing Associate in Applied Science in Business Management via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Murray State College's request to offer the existing Associate in Applied Science in Business Management via electronic delivery.

BACKGROUND:

Murray State College (MSC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Science in Business (004);
- Associate in Science in Behavioral Sciences (058);
- Associate in Applied Science in Child Development (041);
- Associate in Arts in Child Development (061);
- Associate in Science in Arts and Sciences (013);
- Associate in Arts in History (015); and
- Associate in Science in Computer Science (051).

MSC's governing board approved offering the existing Associate in Applied Science in Business Management (022) online at their February 18, 2020 meeting. MSC requests authorization to offer this existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Associate in Applied Science in Business Management (022)

Demand. Students in the Associate in Applied Science in Business Management (022) program choose online course offerings more often than face-to-face offerings. The face-to-face courses in the program often do not meet minimum enrollment requirements, but enrollment in the online courses is typically at or above the minimum requirements. These enrollment patterns suggest that this program should be offered entirely online.

According to the Oklahoma Works' Southern Oklahoma Workforce Area Briefing published in April 2020, jobs for business operations specialists will increase 17 percent, jobs for office clerks will increase 5.16 percent, and jobs in the accounting, tax preparation, bookkeeping, and payroll services industry cluster will increase 16 percent between 2019 and 2024. In addition, Oklahoma Works lists administrative services managers and medical secretaries as two of the top critical occupations in Oklahoma. Considering the high employment demand for various positions that graduates may immediately pursue, there will be great student interest in online delivery of this program at MSC.

Delivery method. The primary platform for delivery of online courses at MSC is Blackboard Ultra. Students' participation in courses is monitored via online "sign in," discussions, and email with the instructors. Online courses developed by MSC faculty include a variety of instructional methods: quizzes, assignments, videos, and video-conferencing. MSC requires proctored exams to verify student identity in all online classes. The following features must be provided in online courses offered at MSC: appropriate opportunities for interaction between the instructor and students and between students; a combination of learning activities; activities to develop critical thinking and/or problem-solving skills; and integration of innovative technology and/or teaching techniques. Each online course must be approved by MSC's online learning committee before being offered.

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 June 3, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment demand, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #34-h (5):

Electronic Delivery.

SUBJECT: Oklahoma State University. Approval to offer the existing Bachelor of Science in Business Administration in Management Information Systems via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the existing Bachelor of Science in Business Administration in Management Information Systems via electronic delivery.

BACKGROUND:

Oklahoma State University (OSU) is currently approved to offer the following degree programs via electronic delivery:

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration in Business Administration (035);
- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);

- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management (403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Science in Liberal Studies (442);
- Bachelor of Arts in Liberal Studies (443);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (496);
- Master of Science in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- Graduate Certificate in Integrative Design of the Building Envelope (525);
- Bachelor of University Studies in University Studies (025);
- Master of Science in Education Technology (462);
- Master of Science in Education Psychology (068);
- Graduate Certificate in Museum and Curatorial Studies (531);
- Certificate in Interface Excellence (495);
- Graduate Certificate in Program Evaluation (538);
- Graduate Certificate in Workforce and Adult Education (539);
- Bachelor of Science in Early Child Care and Development (537);
- Graduate Certificate in Elementary Mathematics Specialist (548);
- Graduate Certificate in Effective Teaching in Secondary Schools (551);
- Graduate Certificate in Comparative and International Education (554);
- Certificate in Communication Sciences and Disorders (265);
- Bachelor of Science in Computer Science (052);
- Graduate Certificate in K-12 STEM Educator (266);
- Graduate Certificate in Effective Teaching in Elementary Schools (267);
- Master of Science in Dietetics (264);
- Bachelor of Science in Psychology (176);
- Master of Science in Interdisciplinary Studies (155);
- Doctor of Education in Applied Educational Studies (069);
- Graduate Certificate in Environmental Science with Regulatory Certification (272);
- Graduate Certificate in Health Care Administration (276);
- Graduate Certificate in Health Care Administration-Global Health (278);
- Graduate Certificate in Health Care Administration-Finance (277);
- Graduate Certificate in Forensic Arson and Explosives Investigation (275);

- Certificate in Learning and Motivation (280);
- Graduate Certificate in Dietetics (281);
- Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Leadership (458);
- Graduate Certificate in Forensic Psychology (282);
- Graduate Certificate in Aviation/Aerospace Administration (283);
- Graduate Certificate in Forensic Investigative Sciences (284);
- Graduate Certificate in Hidden Student Populations (286); and
- Master of Science in Aging Studies (287).

OSU's governing board approved offering the Bachelor of Science in Business Administration in Management Information Systems (452) online at their September 11, 2020 meeting. OSU requests authorization to offer this existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Bachelor of Science in Business Administration in Management Information Systems (452)

Demand. Feedback from OSU's Management Information Systems (MIS) Advisory Group, made up of executives and OSU graduates from the companies that typically hire OSU graduates, suggests that there is high interest in the field for online degree programs in MIS and cybersecurity. There are many working professionals that cannot come to campus, who could pivot into emerging MIS areas and/or request higher salaries if they were able to obtain the Bachelor of Science in Business Administration in Management Information Systems (452) degree. The great success over the past several years of OSU's free, annual Information Systems Technology Exploration Academy summer camp for high school students interested in learning about career opportunities in MIS also suggests that high school students completing courses through concurrent enrollment might be interested in getting a head start in this degree program through online courses.

Growth in the broad Management Information Systems (MIS) field, including cybersecurity and data science areas, has been steady and will continue long into the future. The U.S. Bureau of Labor Statistics indicates that from 2019 to 2029, employment of computer systems analysts is projected to grow 7 percent, which is faster than the average for all occupations, and employment of information security analysts is projected to grow 31 percent, which is much faster than average for all occupations. The job outlook for these positions in Oklahoma is also promising. Oklahoma Employment Security Commission data indicate that employment of computer systems analysts is projected to grow 4.1 percent, and employment of information security analysts is projected to grow 25.1 percent from 2018 to 2028.

Delivery method. Coursework will be delivered online using Canvas. Learning will be facilitated using prerecorded lectures, video integration for lectures, video conferencing for synchronous class meetings and group work, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone conferences as needed. In addition, faculty can use Skype for Business to conduct live office hours, deliver synchronous instruction, and engage students in other learning activities.

Funding. The existing program will be funded through existing allocations and the tuition and fee structure. No new funding from the State Regents will be required to deliver the existing degree program through electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on August 3, 2020. The University of Oklahoma (OU) and Tulsa Community College (TCC) requested copies of the proposal, which were sent on October 29, 2020. Neither OU, TCC, nor any other State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment demand, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #34-h (6):

Electronic Delivery.

SUBJECT: University of Oklahoma. Approval to offer the following existing programs via electronic delivery: the Graduate Certificate in Geospatial Technologies, the Master of Science in Architecture, the Master of Science in Industrial and Systems Engineering, and the Master of Science in Computer Science.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's requests to offer the following existing programs via electronic delivery: the Graduate Certificate in Geospatial Technologies, the Master of Science in Architecture, the Master of Science in Industrial and Systems Engineering, and the Master of Science in Computer Science.

BACKGROUND:

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

- Master of Science in Civil Engineering (038);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master of Prevention Science in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);

- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);
- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (442);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447);
- Exec Master of Business Administration in Energy (451);
- Master of Science in Finance (450);
- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053);
- Master of Social Work in Social Work (211);
- Graduate Certificate in Executive Management in Aerospace/Defense (384);
- Graduate Certificate in Learning Design and Technology (454);
- Certificate in Criminal Investigation and Intelligence Analysis (455);
- Certificate in Restorative Justice (456);
- Executive Master of Business Administration in Aerospace and Defense (457);
- Master of Human Relations in Human Relations (329);
- Master of Arts in Human Resource Studies (458);
- Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459);
- Graduate Certificate in Drug Policy Management (460);
- Graduate Certificate in Criminal Justice Administration (461);
- Master of Science in Geography and Environmental Sustainability (425);
- Certificate in Business Intelligence and Analytics (462);
- Certificate in Data Science and Analytics (464); and
- Master of Business Administration in Business Administration (025).

OU's governing board approved offering the existing Graduate Certificate in Geospatial Technologies (418), the existing Master of Science in Architecture (397), and the existing Master of Science in Computer Science (132) online at their October 2, 2020 meeting, and the existing Master of Science in Industrial and Systems Engineering (130) online at their November 11, 2020 meeting. OU 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:

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

Graduate Certificate in Geospatial Technologies (418)

Demand. The stated enrollment goals for OU's Master of Science in Geography and Environmental Sustainability (425) were met this past year. The Graduate Certificate in Geospatial Technologies has the potential to be a feeder into this Master's program. Some companies within the industry will pay for their employees to complete certificates, but will not pay for completion of a full degree program. OU is confident that offering this graduate certificate online will cater to working professionals who want to obtain additional skills, but who may not yet be able to enroll in a graduate degree program due to financial or other personal barriers. Working professionals who perform well in the graduate certificate classes would be encouraged to apply for the Master's program, which is also available online, in the future.

Geographic information is collected and utilized in a wide variety of fields for a wide variety of purposes including meteorology, geospatial intelligence, online mapping applications, city and urban planning, climate change research, oil and gas exploration, and civil engineering applications. Geographic information system (GIS) data is also used extensively by local, county, state, and federal government. These agencies employ about 56 percent of GIS professionals. An independent market analysis by Elsmere Education identified a cluster of professions that utilize GIS heavily and found a sizeable employment market with steady growth and strong earning potential. These professions include: geographic information officer/GIS director, GIS coordinator, GIS manager, GIS specialist, GIS programmer, GIS analyst, GIS technician, and GIS business developer. The average salary range for these positions is \$47,225 to \$98,696. According to the Oklahoma Employment Security Commission (OESC), employment for geological and petroleum technicians will grow 6.4 percent and employment for surveying and mapping technicians will grow 4.8 percent from 2018 to 2028.

Master of Science in Architecture (397)

Demand. Working professionals pursue OU's Graduate Certificate in Design Entrepreneurship and Real Estate (437), Graduate Certificate in Data Systems and Digital Design (435), and Graduate Certificate in Resilient Planning, Design, and Construction (438) to obtain expertise in the areas of real estate, community engagement, sustainability and resilience, REVIT and other 3D modeling software, and pursue credentials with LEED (Leadership in Environmental and Energy Design) or the Living Building Challenge, which will increase their marketability and promotional opportunities. The working professionals who complete one or more of these certificates express interest in continuing their education through the Master of Science in Architecture (397), but do not apply because their work schedules limit their ability to attend in-person classes. Offering the Master of Science in Architecture (397) program online would considerably increase access for these prospective students.

Graduates from the Master of Science in Architecture (397) may apply for architect, surveyor, and cartographer positions, which will have employment growth of 6.5 percent in Oklahoma from 2018 to 2028, according to the OESC. OESC also suggests that employment for urban and regional planners is projected to grow 13.8 percent from 2018 to 2028. In addition, the U.S. Bureau of Labor Statistics indicates that employment of urban and regional planners is projected to grow 11 percent from 2019 to 2029, which is much faster than the average for all occupations.

Master of Science in Industrial and Systems Engineering (130)

Demand. Industrial and systems engineers are utilized in many engineering sub-specialty areas, such as aerospace and defense, manufacturing, healthcare, energy systems, cybersecurity, and computer science. Online delivery of the Master of Science in Industrial and Systems Engineering (130) will appeal to engineers and other professionals working in STEM fields who need advanced training as the United States continues to shift from a manufacturing to a service-based economy. Professionals may also use knowledge gained in the master's program to apply for certification through the International Council on Systems Engineering. In addition, offering this program online would enable OU to recruit more instructors who live outside Oklahoma and who are industry experts and leaders in these distinctive fields.

OU engaged Elsmere Education to conduct a market analysis in 2019 to determine the projected demand for industrial and systems engineers. Elsmere Education's research revealed that there were 103,756 related and unique postings with an average salary of \$100,200 available in the United States. Systems engineer is not tracked as a separate occupation by the U.S. Bureau of Labor Statistics or OESC. However, the U.S. Bureau of Labor Statistics suggests that employment of industrial engineers is projected to grow 10 percent from 2019 to 2029, much faster than the average for all occupations nationally. Employment demand for industrial engineers is also high in Oklahoma. OESC data suggest that employment for industrial engineers is projected to grow 14 percent from 2018 to 2028. In addition, Oklahoma Works currently identifies industrial engineer as a critical occupation in Oklahoma. Considering the significant unmet demand for industrial and systems engineers in various industries in Oklahoma and across the United States, OU is confident that electronic delivery of this program will be successful.

Master of Science in Computer Science (132)

Demand. Working adults pursue the Master of Science in Computer Science (132) to seek employment and promotional opportunities that pay significantly more. Being able to complete the program online will allow these students to remain employed while in school, avoid the expenses associated with traveling to campus and utilizing on-campus services, and improve their ability to complete the program in a timely fashion. In addition, offering the program online will extend accessibility to working adults from outside Oklahoma.

Employers that have expressed a great deal of enthusiasm for graduates of the Master of Science in Computer Science (132) program include, but are not limited to: AT&T, Boeing, ConocoPhillips, IBM, and Paycom. Graduates from this program can expect to find jobs relative to computer science in fields including, but not limited to: algorithms and theory; artificial intelligence and machine learning; computational science; cybersecurity; database management; data mining; mobile wireless and computer networks; parallel and distributing systems; programming languages; software engineering; and text analytics. Positions in these fields for which graduates will be eligible include computer and information research scientist, computer and information systems manager, and database administrator. OESC data projects significant employment growth for all of these positions: computer and information research scientist (10.6 percent), computer and information systems managers (5.9 percent), and database administrators (7.4 percent) between 2018 and 2028. In addition, the U.S. Bureau of Labor Statistics suggests that employment of computer and information research scientists is projected to grow 15 percent, employment of computer and information systems managers is projected to grow 10 percent, and employment of database administrators is projected to grow 10 percent from 2019 to 2029, which is much faster than the average for all occupations. Considering the high employment demand for professionals with advanced knowledge and skills in computer science across Oklahoma and the United States, numerous prospective students will be interested in pursuing this program via electronic delivery.

Delivery method. Several technology methods will be used to electronically deliver the programs. These methods include Canvas, Zoom, and related recording technologies. Canvas allows students to access

posted voiced PowerPoint presentations and videos, submit assignments online, receive feedback on graded work, and contact each other. Canvas will also host course documents and interactive activities that will be utilized during asynchronous sessions. Zoom will allow classes to meet using webcams and sound systems, providing an opportunity for live discussion with the instructor. Students can also set up sessions for small group learning or discussion. Zoom allows recording, so sessions will remain available for students to review if desired. Online students will also have full access to the library through electronic search engines, online assistance, and interlibrary loan services. Finally, the online program will have a full-time coordinator who is tasked with advising, protecting the learning experience, and disseminating best practices in online learning to the instructional faculty.

Funding. The existing programs 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 programs through online delivery.

Duplication and impact on existing programs. A system wide letter of intent featuring the Graduate Certificate in Geospatial Technologies (418) was communicated by email on July 24, 2020. East Central University (ECU) and Tulsa Community College (TCC) requested copies of the proposal, which were sent on November 4, 2020 and November 16, 2020, respectively. Neither ECU, TCC, nor any other 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.

A system wide letter of intent featuring the Master of Science in Architecture (397) was communicated by email on September 8, 2020. 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.

A system wide letter of intent featuring the Master of Science in Industrial and Systems Engineering (130) was communicated by email on October 21, 2020. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on November 16, 2020. Neither UCO, 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.

A system wide letter of intent was communicated by email for the Master of Science in Computer Science on June 18, 2020. 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 OU's request to offer the existing degree programs through online delivery, as described above.

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AGENDA ITEM #34-h (7):

Electronic Delivery.

SUBJECT: East Central University. Approval to offer the following existing programs via electronic delivery: the Bachelor of Science in Computer Science, the Bachelor of Arts in Criminal Justice, and the Bachelor of Arts in Native American Studies.

RECOMMENDATION:

It is recommended that the State Regents approve East Central University's requests to offer the following existing programs via electronic delivery: the Bachelor of Science in Computer Science, the Bachelor of Arts in Criminal Justice, and the Bachelor of Arts in Native American Studies.

BACKGROUND:

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

- Master of Education in Library Media (090);
- Master of Education in Grad-Education Leadership (098);
- Master of Education in Educational Technology (104);
- Master of Education in Sports Administration (105);
- Master of Science in Water Resources Policy and Management (103);
- Bachelor of Arts in Criminal Justice Policy (610);
- Bachelor of Arts in Human Services Counseling (026);
- Bachelor of General Studies in General Studies (056);
- Master of Management in Management (102);
- Bachelor of Science in Kinesiology (020);
- Bachelor of Science in Nursing (034);
- Bachelor of Social Work in Social Work (050);
- Master of Education in Special Education (085);
- Bachelor of Science in Psychology (037); and
- Master of Arts in Criminal Justice (061).

ECU's governing board approved offering the existing Bachelor of Science in Computer Science (051), the Bachelor of Arts in Criminal Justice (052), and the Bachelor of Arts in Native American Studies (059) online at their October 26, 2020 meeting. ECU requests authorization to offer these existing programs via electronic 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:

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

Bachelor of Science in Computer Science (051)

Demand. Demand for the Bachelor of Science in Computer Science (051) has grown 40 percent in the last five years. As a result, enrollment in all of the courses in the program are overloaded, regardless of online or face-to-face delivery. As more students have expressed interest in the program, the demand for online courses in the program from businesses and working professionals has also grown. Currently, only a few entry-level courses in the program are available online, therefore many working professionals are unable to complete the program.

Computer science jobs are in high demand and growth in the field is expected to be faster on average than growth in all other occupations. More specifically, a market assessment by Wiley Education Services identified the following entry-level positions available to graduates of this program were considered top 25 occupations by number of job postings in Oklahoma in 2019: software developers\applications, computer user support specialists, computer systems analysts, and web developers. In addition, Oklahoma Employment Security Commission (OESC) data indicate that employment for software developers\applications is projected to grow 21.1 percent, employment for computer user support specialists is projected to grow 6.7 percent, employment for computer systems analysts is projected to grow 4.1 percent, and employment for web developers is projected to grow 8.1 percent between 2018 and 2028. Moreover, Oklahoma Works currently identifies software developers\applications and computer user support specialists as critical occupations in Oklahoma.

Bachelor of Arts in Criminal Justice (052)

Demand. Currently, 75 percent of students in the Bachelor of Arts in Criminal Justice (052) program are working adults. This high percentage helps to explain why the Criminal Justice courses offered online fill much faster than face-to-face course sections each semester. The program faculty asked several current and potential students who recently attended the Oklahoma Chiefs of Police Conference and the Association of Oklahoma Narcotics Enforcers Conference about their interest in completing an online degree. Forty-eight practitioners at the Chiefs of Police Conference indicated that they would be interested in an online Criminal Justice degree.

Bachelor's degrees are required for many positions in the criminal justice field. In addition, current professionals in the field who do not have bachelor's degrees must obtain them to apply for pay increases and promotions. This degree will prepare students for various jobs with increasing employment demand in Oklahoma. According to the OESC, employment for first-line supervisors of police and detectives is projected to grow 9 percent, employment for police and sheriff's patrol officers is projected to grow 7.5 percent, and employment for private detectives and investigators is projected to grow 9.7 percent across Oklahoma between 2018 and 2028. Moreover, Oklahoma Works lists police and sheriff's patrol officers and first-line supervisors of police and detectives as top critical occupations in Oklahoma. Considering the

high employment demand and potential benefits for working professionals, ECU anticipates ongoing student interest in online delivery of this program.

Bachelor of Arts in Native American Studies (059)

Demand. Once a course in the Bachelor of Arts in Native American Studies (059) program is moved online, enrollment increases. For example, in Fall 2019, 10 students enrolled in the face to face offering of NAS 1113 (Introduction to Native American Studies). In Fall 2020, 24 students enrolled in the online offering of the course. Online courses are attractive for many of the students in the Bachelor of Arts in Native American Studies (059) program, because they work full-time for a tribe.

In Oklahoma, Native American Nations are significant economic drivers. For example, the Chickasaw Nation, which is headquartered in Ada, Oklahoma (home to ECU's campus), operates more than 100 diversified businesses in the healthcare, energy, technology, and hospitality fields. Moreover, Oklahoma's 39 Native American Nations combined represent the third largest employer in the state. Culturally-informed professionals are always needed to work for or with the Native American Nations, Bureau of Indian Affairs (which has offices throughout Oklahoma), state agencies such as public schools, and other businesses and organizations that serve Native Americans and/or educate communities about Native American culture.

Delivery method. Courses for these programs will be delivered using the Blackboard learning management system. Courses will make full use of online features including discussion, assignments, assessments, group work, individual work, projects, etc. Zoom, a web conferencing tool, will also be used to facilitate learning. Even though all classes are asynchronous, Zoom allows faculty to record lectures and post those lectures in Blackboard. Zoom can also be used for students and faculty to have real time meetings if necessary.

All faculty teaching online courses will complete Quality Matters training and courses will be Quality Matters approved. Quality Matters is an online professional development tool for faculty. Quality Matters provides a peer-review process for online course design, while providing guidance for improving the quality of online courses and certifying online courses across institutions.

Funding. The existing programs will be funded through existing allocations and the tuition and fee structure. No new funding from the State Regents will be required to deliver the existing degree programs through electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on March 25, 2020 for the Bachelor of Science in Computer Science (051) and Bachelor of Arts in Criminal Justice (052), and on August 31, 2020 for the Bachelor of Arts in Native American Studies (059). None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the Bachelor of Science in Computer Science (051) and Bachelor of Arts in Criminal Justice (052). The University of Oklahoma (OU) requested a copy of the Bachelor of Arts in Native American Studies (059) proposal, which was sent on November 16, 2020. Neither OU, nor any other State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Due to employment demand, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #34-h (8):

Electronic Delivery.

SUBJECT: Murray State College. Approval to offer the existing Associate in Science in Criminal Justice via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Murray State College's request to offer the existing Associate in Science in Criminal Justice via electronic delivery.

BACKGROUND:

Murray State College (MSC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Science in Business (004);
- Associate in Science in Behavioral Sciences (058);
- Associate in Applied Science in Child Development (041);
- Associate in Arts in Child Development (061);
- Associate in Science in Arts and Sciences (013);
- Associate in Arts in History (015); and
- Associate in Science in Computer Science (051).

MSC's governing board approved offering the existing Associate in Science in Criminal Justice (057) online at their October 15, 2019 meeting. MSC requests authorization to offer this existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Associate in Science in Criminal Justice (057)

Demand. Students in the Associate in Science in Criminal Justice (057) program choose online course offerings more often than face-to-face offerings. The face-to-face courses in the program often do not meet minimum enrollment requirements, but enrollment in the online courses is typically at or above the minimum requirements. These enrollment patterns suggest that this program should be offered entirely online.

Various Oklahoma law enforcement agencies regularly reach out to the department chair inquiring about the availability of program graduates to fill agency vacancies. According to the Oklahoma Employment Security Commission (OESC), employment for police and sheriff's patrol officers is projected to grow 7.5 percent across Oklahoma between 2018 and 2028 and projected to grow 5.6 percent in southeast Oklahoma between 2016 and 2026. Moreover, Oklahoma Works lists police and sheriff's patrol officers as top critical occupations in Oklahoma. Considering the high employment demand for police officers, MSC anticipates ongoing student interest in online delivery of this program.

Delivery method. The primary platform for delivery of online courses at MSC is Blackboard Ultra. Students' participation in courses is monitored via online "sign in," discussions, and email with the instructors. Online courses developed by MSC faculty include a variety of instructional methods: quizzes, assignments, videos, and video-conferencing. MSC requires proctored exams to verify student identity in all online classes. The following features must be provided in online courses offered at MSC: appropriate opportunities for interaction between the instructor and students and between students; a combination of learning activities; activities to develop critical thinking and/or problem-solving skills; and integration of innovative technology and/or teaching techniques. Each online course must be approved by MSC's online learning committee before being offered.

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 October 30, 2019. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on October 29, 2020. Neither OU nor any other State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment demand, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #34-h (9):

Electronic Delivery.

SUBJECT: Seminole State College. Approval to offer the existing Associate in Science in Criminal Justice via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Seminole State College's request to offer the existing Associate in Science in Criminal Justice via electronic delivery.

BACKGROUND:

Seminole State College (SSC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Certificate in Early College (232);
- Associate in Applied Science in Business Operations (114);
- Associate in Arts in Childhood Development (228);
- Associate in Science in Computer Science (226);
- Associate in Arts in Liberal Studies (205);
- Associate in Science in Psychology (202);
- Associate in Arts in Social Sciences (215); and
- Associate in Science in Business (203).

SSC's governing board approved offering the existing Associate in Science in Criminal Justice (225) online at their October 22, 2020 meeting. SSC requests authorization to offer the existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Associate in Science in Criminal Justice (225)

Demand. SSC currently offers five courses in the Associate in Science in Criminal Justice (225) program each Fall and Spring semester and the courses consistently meet or exceed the minimum enrollment requirements. According to the Oklahoma State Regents for Higher Education Workforce and Development Profile, graduates in criminal justice are in high demand in the counties served by SSC: Hughes, Lincoln, Okfuskee, Pottawatomie, and Seminole. The Central Oklahoma Workforce Innovation Board lists several in demand occupations in SSC's service area that require a degree in criminal justice such as police patrol officers, correctional officers, and sheriff patrol officers. According to the Oklahoma Employment Security Commission, employment for police and sheriff's patrol officers is projected to grow 7.5 percent across Oklahoma between 2018 and 2028. Moreover, Oklahoma Works lists police and sheriff's patrol officers as top critical occupations in Oklahoma. Offering the Associate in Science in Criminal Justice (225) program online will help SSC attract more students, such as current law enforcement officers, who work during the day.

Delivery method. The Desire2Learn Brightspace learning management system will be used for asynchronous learning. The major features that facilitate learning include announcements, discussion board, service desk, and tutorials. Zoom, Microsoft Teams, and GoTo Meeting will be used for synchronous learning.

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 October 12, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment demand, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #34-i (1):

State Authorization Reciprocity Agreement.

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

RECOMMENDATION:

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

BACKGROUND:

On May 29, 2015, the State Regents approved Oklahoma's participation in the State Authorization Reciprocity Agreement (SARA). The Southern Regional Education Board approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 5, 2019.

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

POLICY ISSUES:

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

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

STAFF ANALYSIS:

Prior to March 4, 2021, State Regents' staff received a SARA renewal application from the institutions listed below:

- Connors State College; and
- Phillips Theological Seminary.

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

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AGENDA ITEM #34-i (2):

State Authorization Reciprocity Agreement.

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

RECOMMENDATION:

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

BACKGROUND:

On May 29, 2015, the State Regents approved Oklahoma’s participation in the State Authorization Reciprocity Agreement (SARA). The Southern Regional Education Board approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 5, 2019.

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

POLICY ISSUES:

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

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

STAFF ANALYSIS:

Prior to March 4, 2021, State Regents’ staff received a SARA renewal application from the institutions listed below:

- Oklahoma State University;
- University of Central Oklahoma;
- Southeastern Oklahoma State University;
- Northern Oklahoma College;
- Oklahoma Christian University;
- Oklahoma Baptist University; and
- Platt College.

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

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AGENDA ITEM #34-j (1):

Operations.

SUBJECT: Ratification of purchases over \$25,000.

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 September 17, 2020 and November 4, 2020.

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 September 17, 2020 and November 4, 2020, there are 3 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Ellucian Company LP in the amount of \$62,880.00 for the expansion of the current Banner system to include the Employee Self-Serve module to enable State Regents' staff to access personnel information via a website in electronic form. The State Regents received \$33,608 in CARES Act funding from the Office of Management and Enterprise Services as partial reimbursement for this purchase. (Funded from 210-Core).

OneNet

- 2) Norlem Technology Consulting Incorporated in the amount of \$47,596.00 for Palo Alto Software providing threat prevention, security and filtering for Yukon Public Schools. The costs for these products are recovered from OneNet customer user fees. (Funded from 718-OneNet).
- 3) Dell Marketing Incorporated in the amount of \$45,964.56 for software licenses required for the virtual infrastructure and managed firewall expansion projects. The VMware software provides the multi-tenant hardware sharing functionality for the services. The costs for these services are recovered through OneNet customer user fees. (Funded from 718-OneNet).

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AGENDA ITEM #34-j (2):

Operations.

SUBJECT: Ratification of purchases over \$25,000.

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 November 5, 2020 and January 8, 2021.

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 November 5, 2020 and February 10, 2021, there are 7 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Krush Digital in the amount of \$52,560.00 for the statewide digital media buy for the Reach Higher Adult Degree Completion program. The media campaign will focus on encouraging students to re-engage with colleges and universities to complete their college degree. (Funded from 210-Core).
- 2) Whitten Burrage LLP in the amount of \$50,000.00 for legal services and representation by Michael Burrage and Patricia Sawyer in the matter of Christopher Eric Knox v. Oklahoma Sate Regents for Higher Education CJ-2020-2383. (Funded from 210-Core).
- 3) Nelson Mullins Riley & Scarborough LLP in the amount of \$70,000.00 for legal services and representation by Art Coleman, Steve Winnick and Daniel Gordon of Education Counsel LLC (an affiliate of Nelson, Mullins, Riley and Scarborough LLP) in regard to the Office for Civil Rights complaint. (Funded from 210-Core).

OneNet

- 4) Copper River Information Technology in the amount of \$68,531.98 for Dense Wavelength Division Multiplexing (DWDM) equipment needed to provide protection services to Oral Roberts University and Gigapop by connecting Oral Roberts University's hub to the Henryetta hut using Zayo network fibers provided by the Oklahoma Department of Transportation. The costs for these services are recovered from OneNet customer user fees. (Funded from 718-OneNet).

- 5) Cross Telephone in the amount of \$32,000.00 for Ethernet and Fast Ethernet circuits to provide services to OneNet customers. The costs for these services are recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 6) Southeastern Oklahoma State University in the amount of \$50,000.00 for services provided by Southeastern Oklahoma State University to develop virtual reality and augmented reality enabled educational modules for OneNet as part of the Next-Generation Classroom initiative. These modules will be Open Education Resources. OneNet will distribute these educational modules to higher education institutions, career technology centers, and K-12 schools for use in a variety of courses. The costs for these services are recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 7) Copper River Information Technology in the amount of \$42,536.85 to upgrade the 412-hut node from 2-degree to 4-degree in preparation to utilize new fibers from the Oklahoma Turnpike Authority along the Cimarron Turnpike. The costs for these services are recovered through OneNet customer user fees. (Funded from 718-OneNet).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #34-j (3):

Operations.

SUBJECT: Annual FY2020 Audit Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the annual FY2020 Audit Report.

BACKGROUND:

The State Regents are required by statute to conduct an annual financial audit by an outside independent auditor. This is the fourth year of a five-year engagement that Arledge & Associates, P.C. has served our agency as independent auditor.

POLICY ISSUES:

This item is consistent with State Regents' policy.

ANALYSIS:

For the fiscal year ended June 30, 2020 the State Regents' independent auditor, Arledge & Associates, P.C., has completed the annual audit of the financial statements on the governmental activities, the business-type activities, each major fund and the aggregated remaining fund information of the Oklahoma State Regents for Higher, and the related notes to the financial statements. The discussion and analysis section of the Oklahoma State Regents for Higher Education financial statements provides an overview of the Regents' financial performance during the fiscal year.

The following reports are included with this item:

- Independent Auditor's Report on Financial Statements for the State Regents Operations including Compliance Reports, Schedule of Expenditures of Federal Awards required under Uniform Guidance, and a Schedule of Findings and Questioned Costs, if any.

Based upon the requirements of Governmental Accounting Standards Board (GASB) Statement 34, the federal student loan reserve fund meets the requirements of assets held in a trustee or agency capacity for the benefit of others and are presented as a fiduciary fund. Also, under the GASB 34 guidelines, the Regents' Endowment Fund and William P. Willis Trust Fund are properly classified as permanent funds.

The financial statements report the Oklahoma State Regents for Higher Education Supplemental Retirement Plan (*OSRHE Supplemental Retirement Plan, as amended and restated July 1, 2014*) and The Oklahoma State Regents for Higher Education Retiree Medical Plan (*OSRHE Retiree Medical Plan, as approved June*

25, 2015), as fiduciary funds. The assets of these two plans are held in a trustee or agency capacity for the benefit of others. The audit for the Oklahoma College Access Program (OCAP) has been consolidated into the Regents' report to more concisely present the OSRHE's audit as one agency, with a federal schedule included in order to meet OCAP's federal reporting requirements and other needs.

The Compliance Reports required by Uniform Guidance relate only to programs funded by the federal government. These reports focus on internal controls and compliance with the requirements of laws, regulations, and grants and contracts rules as applicable to the federal programs. There were no findings or questioned costs.

Professional standards also require the auditors to communicate certain matters concerning the financial reporting process. There were no concerns on the financial reporting process.

It is recommended that the State Regents acknowledge receipt of the FY2020 Audit Report.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #34-j (4):

Operations.

SUBJECT: Review and Approval of the FY2021 Tuition Impact Analysis Report.

RECOMMENDATION:

Review and Approval of the FY2021 Tuition Impact Analysis Report for submission to the Governor, President Pro Tempore and the Speaker of the House as required by statute.

BACKGROUND:

Oklahoma Statutes (Title 70, Section 3218.2) recognize the authority of the State Regents to prescribe and coordinate student fees and tuition at institutions in The State System and requires the annual reporting of tuition and fees approved for the current academic year to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the minority floor leaders and education chairs of both houses of the Oklahoma Legislature prior to January 1 each year.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

The *FY21 Tuition Impact Analysis Report* documents institutions' considerations in setting tuition and fees. Included in their consideration is the impact on students' ability to pay, the impact on enrollment, the availability of financial aid, the implementation of cost-effective measures, and institutions' communication with students. Additional information documents the portion of costs students pay, State Regents' initiatives, and the national perspective. Attachments are included documenting public hearings, legislative peer limits, and detailed listings of the tuition and fee rates. Following are observations from the report:

- All tuition and mandatory fees are within the legislatively prescribed limits.
- Institutions have seen average increases in undergraduate resident tuition and mandatory fees for FY21 of 0.0 percent at Research Universities, 1.0 percent at Regional Universities and 2.2 percent at the two-year Community Colleges.
- The average national published rate for FY21 tuition and mandatory fees is \$10,560 for undergraduate resident students attending a four-year institution and \$3,770 for those attending a two-year institution. Oklahoma's average rates are \$7,543 and \$4,598 respectively.

- Enrollments data shows a decrease for the fall 2020 term with preliminary enrollment headcount of 164,602; a decrease of 3.0 percent from the fall 2019 semester.
- Financial aid is readily available and institutions are committed to assisting eligible students to discover all sources of financial aid available to meet the costs associated with pursuing a college degree.
- Institutions continuously monitor administrative and programmatic costs in order to maximize their operational budgets and are implementing energy conservation programs to reduce utility costs and the impact on the environment and increase sustainability.
- Institutions presented information to students in a variety of ways and on a continuing basis. Students overall were supportive of reasonable increases for the purposes of improved and/or expanded student services, uncompromised quality of instruction, and recruitment and retention of quality faculty and staff.
- The investment in higher education has a significant return on investment for the individual and society as a whole, including higher lifetime earnings, increased level of civic participation, and an increase in contributions to tax revenues, among other things.

It is recommended that the State Regents approve the *FY21 Tuition Impact Analysis Report* and authorize its distribution to the Governor and legislative leaders.

(Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #34-j (5):

Operations.

SUBJECT: Ratification of appointment of Director of Technology and Chief Technology Officer (CTO) and appointment of Interim General Counsel.

RECOMMENDATION:

It is recommended that the State Regents ratify the personnel changes as noted below.

BACKGROUND/POLICY ISSUES:

State Regents' personnel policy (2.8.2) requires Regents' ratification of decisions relating to director level and above personnel.

ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.

It is recommended that the State Regents' ratify the following personnel actions regarding State Regents Staff:

Director of Technology and Chief Technology Officer (CTO). It is recommended that the State Regents ratify the appointment of Mr. John Hennessey to serve as the Director of Technology and Chief Technology Officer (CTO) for OneNet. This position serves as the key decision-maker for the OneNet network in terms of technology oversight, engineering, design, and long-term research and development as well as provides direction to engineering departments within OneNet to ensure that all technology is meeting the mission of OneNet to advance technology across Oklahoma. Additionally, the Director of Technology and Chief Technology Officer serves as the technical representative to Internet2 and associated advanced networking ventures. This position interacts with applications researchers, network administrators and executives.

Mr. Hennessey most recently served as the IT Operations Manager for the Chickasaw Nation. Prior to that, he worked for the University of Oklahoma as IT Director from 2013-2019. Mr. Hennessey holds a Master of Library Information Science degree with a concentration in Information Technology from the University of Oklahoma and a Bachelor of Science degree with a concentration in Computer Science from The Pennsylvania State University.

Mr. Hennessey assumed the position of Director of Technology and Chief Technology Officer for OneNet on March 1, 2021. This position reports to Von Royal, Executive Director for OneNet and Higher Education Chief Information Officer. A copy of the job description and Mr. Hennessey's resume are attached

Interim General Counsel. It is recommended that the State Regents ratify the appointment of Matt Stangl to serve as Interim General Counsel through a contract with the Attorney General due to the retirement of State Regents' General Counsel Bob Anthony effective April 1, 2021. This position is responsible for the provision of legal services to all divisions of the State Regents and coordinating outside legal services to

the State Regents when such services are necessary. The Interim General Counsel provides overall management of the Office of General Counsel and assigned staff.

Mr. Stangl currently serves as an Assistant Attorney General with the Oklahoma Office of the Attorney General. In this role, he has been assigned to provide half-time legal services to certain institutions through a contract with the State Regents. He also provides half-time legal services to the State Regents. Prior to becoming an Assistant Attorney General, Mr. Stangl served as a staff attorney for the University of Oklahoma from 2007-2013. Mr. Stangl has over 15 years of experience in higher education law. He earned his Juris Doctorate from the University of Oklahoma College of Law and his Bachelor of Arts in Psychology degree from the University of Oklahoma.

Mr. Stangl will assume the position of Interim General Counsel on April 1, 2021. This position reports to the Chancellor. A copy of the job description and Mr. Stangl's resume are attached.



JOB DESCRIPTION

Director of Technology and Chief Technology Officer (CTO)

OneNet

FLSA: Exempt

Position #100255

Grade 17

Cost Center: 17400 ONENET

Worker's Comp Code: 8742

ESSENTIAL FUNCTION

Perform as the key decision-maker for the OneNet network in terms of technology oversight, engineering, design, and long-term research and development. Serve as technical representative to Internet2 and associated advanced networking ventures. Interface with applications researchers, network administrators and executives. Provide direction to all the engineering departments within OneNet to ensure that all technology is meeting the mission of OneNet to advance technology across Oklahoma.

RESPONSIBILITIES AND DUTIES

- Establish OneNet's technical vision and lead all aspects of OneNet's technology strategy
- Ensure all technology aspects of OneNet's strategy align with OneNet's mission
- Select and conduct research and case studies on leading-edge technologies that are consistent with the vision of OneNet
- Maintain current knowledge of technology landscape, opportunities and threats
- Determine the balance between short-term and long-term programs
- Assess programmatic needs to assure a balance of financial resources for OneNet's technological developments
- Be responsible for technological benchmark studies
- Provide technology oversight for engineering departments within organization
- Promote internal enterprise technology transfer
- Serve as the enterprise's interface for any external technology transfer
- Track, analyze and monitor technology key performance metrics
- Build relationships with Oklahoma's research institutions and research organizations at the national level
- Act as a good steward of OneNet's resources and all technology investments
- Communicate technology strategy to OneNet staff and OSRHE leadership
- Identify grant opportunities for OneNet and its users and provide technical expertise in developing and writing grant materials
- Represent the enterprise at technical forums, committees and other appropriate activities
- Responsible for and heavily involved in staff assessment, feedback and improvement
- Involvement with researchers and engineers in Internet2 and other advanced networks
- Act as a technical conscience for OneNet
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee(s) status

- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

Bachelor's Degree in Computer Science and/or related field. A proven ability to coordinate with other IS staff and management to maintain timelines is essential. LAN/WAN infrastructure experience with Microsoft, networking hardware and protocols, and POSIX-compliant operating systems is critical. Experience with data and voice communications plus a comprehensive understanding of computer hardware and software is required. Some travel required. Must provide a cellular telephone, cellular service and home Internet service for work-related activities.

PREFERRED QUALIFICATIONS

Master's degree and/or five (5) years of progressive project management and/or leadership responsibilities within the IS profession are preferred.

PHYSICAL REQUIREMENTS

Ability to sit and stand for extended periods of time. Exhibit manual dexterity and hand-eye coordination to operate a computer, keyboard, photocopier, telephone, calculator and other office equipment. Ability to see and read a computer screen and printed material with or without vision aids. Ability to hear and understand speech at normal levels, with or without aids. Ability to communicate clearly. Physical ability to lift up to 25 pounds, to bend, stoop, climb stairs, walk and reach. Must use the proper manual handling equipment including but not limited to dollies, carts and lift team members. Duties are normally performed in an office environment with a moderate noise level.

SUPERVISION

The employee performs work under the supervision of the Executive Director of OneNet.

JOHN R. HENNESSEY

August 7, 2020

To: Oklahoma State Regents for Higher Education

Dear Employment Representative:

I was very excited to learn of your Chief Technology Officer opening. I believe that my experience and knowledge are very applicable to this position. For this reason, I submit my candidacy for CTO.

From the position posting, I can see that you are seeking a strategic partner to executive leadership. You are seeking someone with the experience and comfort to direct and partner with others throughout the organization and with our great institutions across the state and beyond. I believe my experience of working at two major R1 institutions, especially the connections I have built from my 12 years at The University of Oklahoma, would bring perspective, opportunities and insight to the role.

Over 15 years ago, I was entrusted with the role of IT Manager of Infrastructure for the Pennsylvania State University. In that position, I led a small team handling all networking, IT security, compute and storage for a large academic college on campus. My leadership experience continued in my role as Director of Library Technology Platforms for the University of Oklahoma Libraries where I led on premise infrastructure operations, IT security and the IT Services/helpdesk team and reported directly to the CTO.

Additionally, my current role as IT Operations Manager for the Chickasaw Nation has provided me the opportunity to expand the scope of my experience beyond academia. My team currently supports over 30 sites across multiple counties including gaming, health, tourism, administration, education and retail. In closing, I believe that I possess many of the characteristics you are seeking. I strive for excellence on my teams. I am a trusted leader, someone equally comfortable communicating at all levels within an organization. I have written many technology proposals, policies, executive summaries and other reports and have had great success in this area partly due to my ability to explain technology to the level of the audience.

For more details on what I could bring you as your Chief Technology Officer, please contact me to set up a time to speak further. Until then, I thank you for your time and consideration.

Sincerely,

John Hennessey

JOHN R. HENNESSEY

KEY ACCOMPLISHMENTS

Service Delivery and Team Building

Led a reorganization, combining two support units, and in the process standardized operations while also providing a stabilizing force focused on servant leadership to a team which has suffered under prior management.

Implementation of enterprise communication tool that modernized real-time communication within the organization, providing methods for both direct and group communication.

Infrastructure

Under my leadership, our Infrastructure team migrated the majority of our server infrastructure (50+ instances) to AWS Cloud while implementing DevOps operational automation tools.

Designed and led a total redesign of the entire network infrastructure of the college. This included about a quarter million dollars of networking and security equipment and spanned 19 buildings.

Security and Disaster Recovery Preparedness

Increased our security standing by implementation of tools, services and most importantly, regular security awareness training and exercises.

Led organization wide IT audit with outside auditors to help ensure our security standing and our Disaster Recovery preparedness.

EDUCATION

THE UNIVERSITY OF OKLAHOMA

Masters of Library Information Studies (MLIS)
Concentration in Information Technology
12/2015

THE PENNSYLVANIA STATE UNIVERSITY

Bachelors of Science (BS)
Concentration in Computer Science
08/1997

WORK EXPERIENCE

THE CHICKASAW NATION

Department of Commerce, Information Technology Services, Northern Region, *Norman, OK*

IT Operations Manager

8/2019-present

Directly responsible for the delivery of IT support and operations to the Northern Region of the Chickasaw Nation, supporting thousands of employees and millions of yearly visitors to our facilities. Oversight responsibility extends to over 30 sites and includes gaming, health, tourism, administration, educational and retail properties. Manage a team of 13 employees.

- Lead the Client Services Northern Region (NR) team in monitoring and resolving IT issues.
- Provide oversight and scheduling of our 24x7 support operations.
- Evaluate new IT products and services and suggest changes to existing systems and services.
- Partner with other Chickasaw Nation IT Leaders, acting as NR representative.
- Provide guidance to senior leadership in decision making and budgeting.
- Act as POC with System Admin, Networking, IT Security and other teams.

- Work closely with Data specialists on designing dashboards and other views into our ticketing and other data.
- Coordinate all trainings, certifications, appraisals and bonus reviews for team.

Key Accomplishments

- Team reorganization – consolidation of two support units, standardizing processes, procedures and duties.
- Providing consistent servant leadership to a team that been going through challenges under prior management.
- Led implementation efforts of a new enterprise communication tool, allowing for increased team collaboration through chats, video meetings, online document collaboration, etc.

THE UNIVERSITY OF OKLAHOMA

University Libraries, Library Technology Platforms, *Norman, OK*

IT Director

12/2013 – 8/2019

Directly responsible for the delivery of IT support and operations for a staff of 285 employees and 1.5 million yearly visitors. Manage a team of 6 employees.

- Lead the OU Libraries IT Services/helpdesk team utilizing ITIL knowledge.
- Lead on-premise infrastructure (Windows Server, VMware) and IT security operations.
- Subscription and Contract Manager - responsible for managing IT vendor relationships, SasS subscriptions and reviewing contracts and MOUs.
- Drive IT audits, Compliance reviews and IT inventory initiatives
- Lead with OU Libraries Finance department, working closely on financial approvals and audits of IT expenditures, calculating project billing, IT cost projections and cost savings research and recommendations.
- Member of Campus IT Leaders organization comprised of IT leadership from across campus.

Key Accomplishments:

- Implementation of IT Service Management (ITSM) system. Updating the IT support team from a previously email based system to a modern IT Services helpdesk with analytics.
- Increased our security standing by implementation of tools, services and most importantly, regular security awareness training and exercises.
- Identified nearly \$400K in savings over 5 years through switching storage providers.
- Under my leadership, our Infrastructure team migrated the majority of our server infrastructure (50+ instances) to AWS Cloud while implementing DevOps operational automation tools.

IT Analyst

08/2007 – 12/2013

Principal IT Architect for organization. Responsible for the design and administration of Library datacenter including physical and virtual servers, power, storage, firewall and private data network.

Secondary role was escalation point for IT helpdesk.

- Led management of Library servers, private data network, SAN, firewall, Active Directory and Group Policy.
- In supervisory role over helpdesk personnel, implemented workflow changes to offer a more consistent experience for the users.
- Worked tier-3 escalations for IT helpdesk.

Key Accomplishments:

- Led major security project to move all OU Libraries' computers behind network firewalls.
- Designed a power distribution solution for the library's servers and storage to protect from outages.
- Designed OU Libraries SAN with redundant storage arrays and facilities.

THE PENNSYLVANIA STATE UNIVERSITY

College of Health & Human Development, Information Systems & Services, *University Park, PA*

Manager, Infrastructure; Network Support Specialist

12/2004 – 07/2007; 07/1997 – 12/2004

Principal IT Architect and IT Security engineer for organization. Managed a team of 2 employees providing management of servers and network infrastructure for over 2000 network devices spread over 19 buildings.

- As Compliance Manager, drove efforts such as PCI compliance, including isolating credit card transaction processing from the administrative and academic networks.
- As Security engineer, drafted college’s security policies governing use of computer and network resources, backup procedures and account applications.
- Primary research and development expert within the college’s IT group.
- Performed tier-2 and tier-3 responsibilities for IT helpdesk

Key Accomplishments:

- Designed and led a total redesign of the entire network infrastructure of the college. This included about a quarter million dollars of networking and security gear spanning 19 buildings.
- Designed and deployed college’s first wireless network.

SKILLS

<p><u>Security</u> Cisco firewall management, VPN management, IT Security, IDS, IPS, Wireshark, Recon, SEIM</p>	<p><u>Datacenter and Device Management</u> Active Directory, KACE, Jamf Pro, Group policy, Zabbix monitoring, Grafana data analysis, Helpdesk, ISO 20000, Storage management, Network management, SCCM, InTune</p>	<p><u>Design and Planning</u> Infrastructure design, Windows design, Data Analysis, SaaS admin and integration, Agile toolsets, Kanban, Jira, Github, Visio</p>
<p><u>Platforms</u> Windows, VMware ESXi, Linux, MacOS, iOS, Android, Cisco IOS, Amazon Web Services, Exchange, MS Teams, Slack, Cognos, Oracle dB, Blackboard LMS</p>	<p><u>Administrative</u> Business Intelligence, IT consultation, Project Mgmt, Audits, Billing, Cost Projections, Subscription Mgmt, Contracts, SLA’s, MOU’s, Compliance efforts (PCI, GDPR), Asset Mgmt, Cost Savings Research, Personnel Mgmt (hiring, firing, evaluations), IT policy creation</p>	<p><u>Visionary</u> Business Intelligence, Developing strategic vision, Managing high availability operations, Staying current with Legal IT challenges, Project management, DevOps</p>

HONORS & AWARDS

Collaborative Spirit Award: Library Service Platform Implementation Team – 2015
OU Libraries Extra Mile Award - 2017

PROFESSIONAL SERVICE

Chickasaw Nation IT Leadership, 2019 - present
University Libraries Infrastructure Working Group, Spring 2018 – 2019

University Libraries Management Council, 2016 – 2019
INTERFACE Advisory Council, 2016
OU Librarians panel speaker, Summer 2015
University Libraries Search Committees & Interviews, Spring 2013 – 2019
Institutional Repository Committee (Guest Presenter), Summer 2013
OU Campus IT Leaders, 2007 – 2019

VOLUNTEER SERVICE

All Saints Catholic School volunteer, 2017 - present
Knights of Columbus Council #12108 (3rd degree member), 2016 – present
OU Administrative Staff Week volunteer, 2016 – 2019

ONGOING EDUCATIONAL ENRICHMENT

- Essential Principles of Leadership (CN) – 2020
 - Courses include 360 Degree Leader, Change Management, DiSC for Leaders, Presentation 101
- RNT Cyber Ethics Conference – 10/2018
 - Covering Privacy, Cyber Security Advances, Critical Infrastructure, Incident Response
- Project Management – 06/2018
 - Project management training with University Libraries-specific activities.
- Power BI Training – 10/2017
 - Learned how to Shape Data, Build a Data Model, Visualize Data and share the results using the Power BI Service.
- INTERFACE Conference OKC – 05/2016
 - Covering IT Infrastructure, BC/DR, IT Security, and Enterprise Communications. Included presentations, panel discussions and exhibitors covering a variety of topics, as well as the latest innovations and best practices.
- Foundations for Effective Leadership (FEL) – 07/08/2014 – 07/10/2014
 - Workshop provided opportunity to gain self-insight and learn how to successfully motivate and lead others.



JOB DESCRIPTION

General Counsel

FLSA: Exempt

Position #100094

Grade 18

Cost Center: CORLEG

12500 Worker's Comp

Code: 8742

ESSENTIAL FUNCTION

Provision of legal services to all segments of the agency, reporting to the Chancellor and, when appropriate, to the State Regents through the Chancellor. Coordination of outside legal services to the agency when such services are necessary. Overall management of the Office of General Counsel and of the staff assigned thereto.

RESPONSIBILITIES AND DUTIES

- Supervise the provision of high-quality legal services representation to all segments of the agency, reporting to the Chancellor
- Coordinate the agency's compliance with applicable laws, regulations, and policies
- Provide advice to Regents and staff, as required, regarding the State Regents' Ethics Policy and other ethical standards applicable to agency personnel
- Serve as a member of the Chancellor's senior management team
- Provide State System leadership in legal education and training for college and university administrators
- Serve as the legal liaison to other agencies of government as may be required
- Maintain current understanding and knowledge of legal, regulatory, procedural and business issues applicable to the agency and provide the agency with timely information about changing legal requirements
- Participate in national activities pertaining to higher education law, as appropriate
- Responsible for recommending hiring, firing, advancement, promotion or other change in assigned employee(s) status
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

Attorney licensed to practice in State of Oklahoma with at least ten (10) years of experience, including state government. Strong academic record with research, writing and oral communication skills. Successful experience in the supervision/management of legal services. Ability to understand and interact professionally with staff in all operating divisions of the State Regents, as well as with external parties, state system institutions and governmental officials is required. Willingness to travel.

PREFERRED QUALIFICATIONS

N/a.

PHYSICAL REQUIREMENTS

Ability to sit and stand for extended periods of time. Exhibit manual dexterity and hand-eye coordination to operate a computer, keyboard, photocopier, telephone, calculator and other office equipment. Ability to see and read a computer screen and printed material with or without vision aids. Ability to hear and understand speech at normal levels, with or without aids. Ability to communicate clearly. Physical ability to lift up to 25 pounds, to bend, stoop, climb stairs, walk and reach. Must use the proper manual handling equipment including but not limited to dollies, carts and lift team members. Duties are normally performed in an office environment with a moderate noise level.

SUPERVISION

The employee performs work under the supervision of the Chancellor.

MATTHEW R. STANGL

SUMMARY

Highly accomplished and knowledgeable legal professional with wide range of experience in state government, higher education, labor and employment matters under both state and federal law, including but not limited to litigation, civil rights, EEO and the EEOC, Oklahoma's Office of Civil Rights Enforcement and Merit Protection Commission, and various other administrative matters/proceedings pertaining to state government agencies/employees and state college/university boards, students, faculty, staff, and healthcare professionals. Extensive experience advising state and college boards pursuant to the Oklahoma Open Meetings Act. Complemented by psychology/mental health/social work background, thoroughly proficient in reviewing documents to safeguard confidential, non-relevant information protected by HIPAA, FERPA, and the Open Records Act, as well as attorney-client communications and other evidentiary privileges. Successfully drafted thousands of legal and mental health/social work documents. Strong legal acumen as well as unquestioned integrity.

EXPERIENCE

OKLAHOMA OFFICE OF THE ATTORNEY GENERAL
ASSISTANT ATTORNEY GENERAL

Oklahoma City, Oklahoma
Dec. 2013-Present

Through 50% contract with the Oklahoma Office of Juvenile Affairs, provide legal advice and representation to agency on all labor and employment law issues and related matters. Through other 50% contract with the Oklahoma State Regents for Higher Education, provide general counsel services to leadership staff and boards at approximately one dozen 2-year state colleges and universities.

UNIVERSITY OF OKLAHOMA
Staff Attorney

Norman, Oklahoma
Mar. 2007-July 2013

Represented the Board of Regents of the University of Oklahoma in all litigation (except collections, medical malpractice, and workers' compensation cases) involving entities falling under the Board's umbrella, which include the Norman campus, the Health Sciences Center's Oklahoma City and Tulsa campuses, OU Physicians, Rogers State and Cameron Universities, and George Nigh Rehabilitation Center in Okmulgee. Scope of claims included but was not limited to causes of action falling under Title VII, Title IX, Section 1983, the ADA, ADEA, FMLA, Rehabilitation Act, the Oklahoma Anti-Discrimination and Governmental Tort Claims Acts, as well as contractual disputes. Performed extensive legal research and writing, drafted memos, pleadings, motions and briefs. Conducted discovery and depositions and attended hearings in state, federal, and appellate courts. Conducted settlement negotiations and participated in EEOC mediations, formal mediations, court-ordered settlement conferences, and various administrative hearings. In addition:

- Consulted with and advised the Office of Human Resources on employment issues, the Disability Resources Center on ADA compliance issues, the Office of Student Affairs on student misconduct issues, the Institutional Equity Office on sexual misconduct cases and Title IX compliance issues, I.T. on electronic discovery matters, State Risk Management on tort claims filed against the Board, and Campus Police related to crime and safety issues. Collaborated with administrators, staff members, faculty, students, and the University's EEO office on internal complaints of discrimination and responses to charges filed externally with EEOC, in addition to litigation matters.
- Provided legal and regulatory updates at staff meetings and answered questions concerning employment law, the Oklahoma Governmental Tort Claims and Anti-Discrimination Acts, and Title IX compliance.
- Trained and mentored new attorneys and law student interns.

STEIDLEY & NEAL, P.L.L.C.
Associate Attorney

McAlester, Oklahoma
July 2005-Mar. 2007

Performed extensive legal research and writing focusing on insurance defense and personal injury law, medical and legal malpractice, municipal law, insurance law, civil rights and employment law, products liability, and adoption law. Prepared pleadings, motions, and briefs. Investigated accident scenes and facts. Conducted discovery and depositions. Attended court hearings. Established adoption practice in collaboration with administrators at former employer Eastern Oklahoma Youth Services – Eastern Oklahoma Adoptions.

FOLIART, HUFF, OTTAWAY & BOTTOM
Clerk, Intern, Associate Attorney

Oklahoma City, Oklahoma
May 2002-July 2005

Performed extensive legal research and writing focusing on medical malpractice and hospital liability defense, insurance defense, as well as products and premises liability defense. Drafted memos, pleadings, motions, and briefs. Conducted discovery and depositions. Attended court hearings.

ADDITIONAL EXPERIENCE

EASTERN OKLAHOMA YOUTH SERVICES
Case Manager, Independent Living Coordinator

McAlester, Oklahoma
1998-2001

Directed independent living program in five counties, included budget responsibilities. Provided comprehensive home-based social work services to families in southeastern Oklahoma, including assessment of family needs and formulation of treatment goals, as well as facilitating access to community resources counseling, substance abuse prevention, and court advocacy.

ST. ANTHONY'S HOSPITAL,
Mental Health Technician II

Oklahoma City, Oklahoma
1997-1998

Cared for, monitored, and rendered mental health services to adolescent residents. Oversaw milieu staff, counseled residents, conducted group activities, and led educational groups.

EDUCATION

UNIVERSITY OF OKLAHOMA, Norman, Oklahoma
J.D., 2004

Honors: Academic Achievement Award –
Legal Research and Writing, 2001

UNIVERSITY OF OKLAHOMA, Norman, Oklahoma
B.A., Psychology, 1997

LICENSES

U.S. Tenth Circuit Court of Appeals, 2007
Federal District Court for the Western and Northern Districts of Oklahoma, 2004
Admitted to Oklahoma Bar, 2004

VOLUNTEER ACTIVITIES

Court Appointed Special Advocates ("CASA") of Southeast Oklahoma, Vice-President/Board of Directors, 2006-2007
Oklahoma Adoption Coalition, Member, 2006-2007
Oklahoma Lawyers for Children, Member, 2004-2005
Judge for American Legion State Oratorical Contest, 2016-2020

AFFILIATIONS

Cleveland and Oklahoma County Bar Associations Member, since 2007
National Association of College and University Attorneys (NACUA), since 2007
Oklahoma General Counsel Forum, since 2014

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #34-k (1):

Non-Academic Degrees.

SUBJECT: Ratification of a request from Langston University to award a posthumous degree.

RECOMMENDATION:

It is recommended that the State Regents ratify Langston University's request to award a posthumous degree.

STAFF ANALYSIS:

A request has been made from Langston University (LU) to award a Bachelor of Science in Agricultural Science degree posthumously to Mr. Joshua Griffin.

State Regents' Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work." At the time of his death Mr. Griffin lacked four credits to complete his degree requirements. The approval was based on the recommendation of the president.

State Regents' ratification is recommended.

The proposed diploma for the posthumous degree is attached for State Regents' ratification.

THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION ACTING THROUGH

Langston University

have admitted

JOSHUA GRIFFIN

to the degree of

Bachelor of Science

Agricultural Science

Posthumously Awarded

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

Issued at Langston University at Langston, Oklahoma on
the Fifteenth day of May, two thousand and twenty-one.

FOR THE STATE REGENTS

FOR THE UNIVERSITY

SEAL

SEAL

Chairman

Secretary

Chancellor

Chairman, Board of Regents

President of the University

Registrar

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #34-k (2):

Non-Academic Degrees.

SUBJECT: Ratification of a request from Southeastern Oklahoma State University to award a posthumous degree.

RECOMMENDATION:

It is recommended that the State Regents ratify Southeastern Oklahoma State University's request to award a posthumous degree.

STAFF ANALYSIS:

A request has been made from Southeastern Oklahoma State University to award a Bachelor of Science degree posthumously to Ms. Chelsea R. Bishop.

State Regents' Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work."

At the time of her death, Ms. Bishop needed four credit hours to complete her degree. This request was approved based on recommendation of the president.

State Regents' ratification is recommended.

The proposed diploma for the posthumous degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education
acting through
Southeastern Oklahoma State University
have admitted

Chelsea Rae Bishop

to the degree of


Bachelor of Science

(Posthumous)

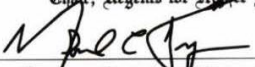
and all the privileges and obligations thereunto appertaining and in witness thereof
have authorized the issuance of this diploma duly signed and sealed.

Issued at Southeastern Oklahoma State University at Durant, Oklahoma, this
twelfth day of December, two thousand and twenty.

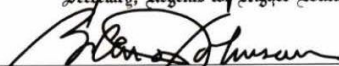




Chair, Regents for Higher Education




Secretary, Regents for Higher Education

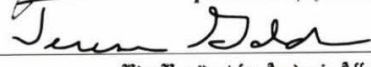


Chancellor, Regents for Higher Education

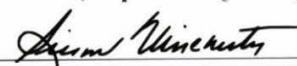




President of the University



Vice President for Academic Affairs



Chair, Regional University System of Oklahoma

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #34-k (3):

Non-Academic Degrees.

SUBJECT: Ratification of requests from Oklahoma State University to award honorary degrees.

RECOMMENDATION:

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

STAFF ANALYSIS:

A request has been made from Oklahoma State University to award an Honorary Doctor of Humane Letters degree to Mr. John Whittington Franklin and an Honorary Doctor of Fine Arts degree to Ms. Wanda Jackson and to Ms. Reba McEntire.

The requests are consistent with State Regents' policy which requires:

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

The OSU requests meet the requirements of the Oklahoma State Regents for Higher Education's policy. The proposed diplomas for the honorary degrees are attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

John Whittington Franklin

to the Honorary Degree of

Doctor of Humane Letters

*in recognition of distinguished achievements
with all the honors, privileges and obligations belonging thereto,
and in witness thereof, have authorized the issuance of*

this Diploma duly signed and sealed.

*Issued at the Oklahoma State University at Stillwater, Oklahoma on the
eighth day of May, two thousand twenty-one*

For the Regents

Ann Holloway

Chairman

M. J. [Signature]

Secretary

[Signature]

Chairman

For the University

Rick Davis

Chairman, Board of Regents

V. Bruce [Signature]

President of the University

Meryl A. [Signature]

Dean of Divisions



The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Manda Jackson

to the Honorary Degree of

Doctor of Fine Arts

in recognition of distinguished achievements
with all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of

this Diploma duly signed and sealed.

Issued at the Oklahoma State University at Stillwater, Oklahoma on the
eighth day of May, two thousand twenty-one

For the Regents

Ann Holloway

Chairman

M. J. [Signature]

Secretary

[Signature]

Chairman

For the University

Rick Davis

Chairman, Board of Regents

V. Bruce [Signature]

President of the University

Meryl A. [Signature]

Chairman



The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Reba McEntire

to the Honorary Degree of

Doctor of Fine Arts

*in recognition of distinguished achievements
with all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of*

this Diploma duly signed and sealed.

*Issued at the Oklahoma State University at Stillwater, Oklahoma on the
eighth day of May, two thousand twenty-one*

For the Regents

Ann Holloway

Chairman

M. J. [Signature]

Secretary

[Signature]

Chairman

For the University

Rick Davis

Chairman, Board of Regents

V. Bruce [Signature]

President of the University

[Signature]

Chairman of Regents



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #35-a:

Programs.

SUBJECT: Current Status Report on program requests.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Current Status Report on program requests.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2020 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 (2020-2021).

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

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

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #35-b (1):

Annual Reports.

SUBJECT: Academic Scholars Program Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2019-2020 Academic Scholars Program Year-End Report.

BACKGROUND:

For 2019-2020, the State Regents allocated \$6,305,864 from appropriations made by the 2019 Oklahoma Legislature for the Academic Scholars Program, which remained unchanged from 2018-2019. The program provides participants funding to use toward tuition, fees, room and board, and required textbooks or materials for up to four years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma.

To automatically qualify for the Academic Scholars Program, Oklahoma residents must have received the designation of National Merit Scholar, National Merit Finalist, or Presidential Scholar. Oklahoma residents may also qualify automatically by achieving a score in the top one-half percentile on the ACT or SAT. In addition, each public institution is authorized to award a certain number of freshmen scholarships to Institutional Nominees.

The annual award amounts for automatic qualifiers in the 2019-2020 academic year were \$5,500 for students attending a research university, \$4,000 for students attending a regional university, and \$3,500 for students attending a two-year college. The annual award amounts for Institutional Nominees were \$2,800 for students attending a research university, \$2,000 for students attending a regional university, and \$1,800 for students attending a two-year college. State system institutions also provide scholarship recipients a tuition waiver.

Due to reductions in program funding between FY2012 – FY2020 of \$2 million or 24 percent, the State Regents took the following actions to reduce program costs.

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

For 2020-2021, the State Regents maintained the prohibition on funding for nonresident students but were able to increase the number of Institutional Nominee freshmen scholarship slots by 116.

POLICY ISSUES:

This agenda item also fulfills a statutory requirement to report the number of Academic Scholars Program participants that remain in Oklahoma within 5 years of leaving the program.

ANALYSIS:

Following are some highlights from the report:

- A total of 1,473 students at Oklahoma public and private colleges and universities were enrolled in the Academic Scholars Program in Fall 2019, a decrease of 21 students or 1 percent from 1,494 students enrolled for Fall 2018.
- The 2019 freshmen class totaled 417 students (247 “automatic qualifiers” and 170 Institutional Nominees), up 40 or 11 percent compared to 377 students in the 2018 freshmen class (211 “automatic qualifiers” and 166 Institutional Nominees).
- For Fall 2019, the National Merit Corporation reported 136 freshmen designated as National Merit Scholars enrolled in Oklahoma colleges, a decrease of 72 or 35 percent from 208 in Fall 2018.
- In the 2019-2020 fiscal year, total program expenditures were about \$5.9 million, a decrease of \$100,000 or 2 percent compared to fiscal year 2018-2019.
- An average of 15 percent of resident participants lose the scholarship after one year in the program; about 70 percent of resident participants retain the scholarship through their fourth year of eligibility.
- Of the 1,381 resident participants entering into the program between 2012-2014, 73 percent (1,007) earned at least an associate degree from an Oklahoma institution within six years.
- About 70 percent of all the program’s graduates remain in Oklahoma one year after graduation. The retention rate for Oklahoma residents in the program (79 percent) is significantly higher than for nonresidents (48 percent).
- About 80 percent of the program participants attend three universities—the University of Oklahoma (45 percent), Oklahoma State University (27 percent) and the University of Tulsa (8 percent). The remaining participants are distributed among public regional universities (12 percent), public two-year colleges (6 percent) and other private universities (2 percent).
- Available data indicate that program participants generally come from higher income families. About 32 percent of participants did not apply for federal financial aid, indicating a lack of financial need or eligibility for federal student aid. Of the 68 percent of participants that reported parental income on the 2019-2020 federal student aid application, 83 percent reported a family income of \$50,000 or higher; 56 percent reported family income of \$100,000 or higher.
- Participation rates for ethnic minority students have remained small over the past 5 years; the rate for ethnic minority students in the program in 2019-2020 was 0.3 percent for Black students, 4 percent for Hispanic students, and 2 percent for American Indian students.

The full Academic Scholars Program 2019-2020 Year End Report is available upon request as a supplement.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #35-b (2):

Annual Reports.

SUBJECT: Oklahoma Tuition Aid Grant Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2019-2020 Oklahoma Tuition Aid Grant Year-End Report.

BACKGROUND:

The 1971 Oklahoma Legislature enacted the Oklahoma Higher Education Tuition Aid Act authorizing the establishment of a need-based state tuition aid grant program. Congress amended the Federal Higher Education Act of 1965 to provide incentive grants to states to assist them in providing grants to students. However, those federal matching funds were discontinued in 2011-2012. The program awards grants up to \$1,000 per academic year for attendance at public institutions and \$1,300 per year at private non-profit institutions. The maximum award for students attending public institutions has been \$1,000 since 1982.

POLICY ISSUES:

This report reflects end-of-year data for awards provided to eligible students consistent with State Regents' policy.

ANALYSIS:

The 2019-2020 end of year report reflects information regarding the disbursement of OTAG awards to 18,204 individual students totaling \$16,252,484.

All funds expended for the 2019-2020 Oklahoma Tuition Aid Grant Program came from state appropriations.

Following are a few highlights for the 2019-2020 report year:

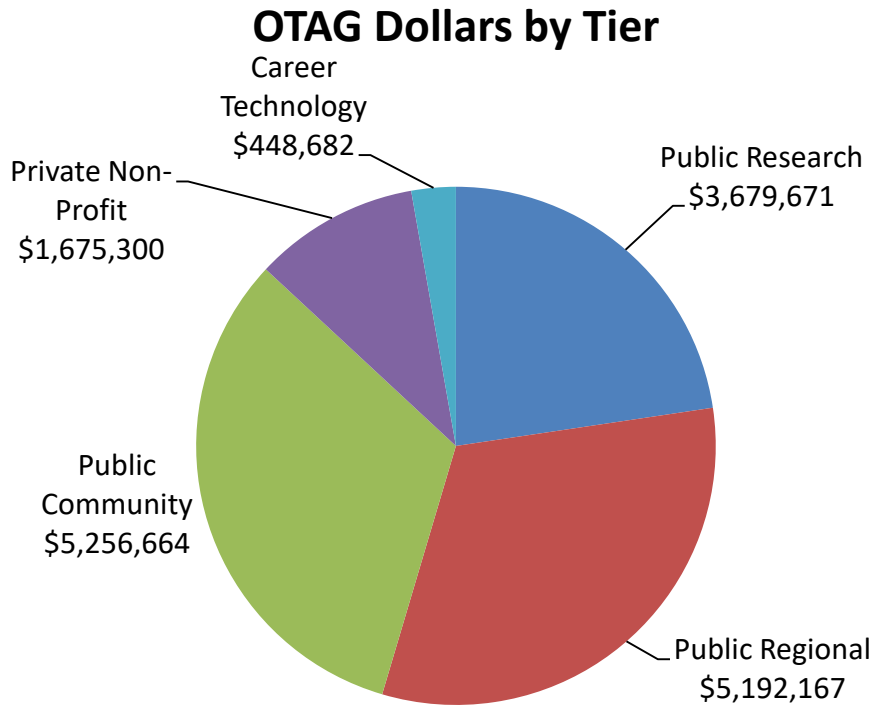
- Funds expended for the 2019-2020 Oklahoma Tuition Aid Grant Program came from the following sources:

\$14,996,715	State Appropriated Funds
<u>\$1,255,769</u>	Carryover from 2018-2019
\$16,252,484	Funds Expended

- Distribution of funds by type of institution:

Institution Type	Dollars Awarded	Percent of Total	Number of Awards	Percent of Total
Public Colleges and Universities	\$14,128,502	86.93%	16,371	88.48%
Private Colleges and Universities	\$1,675,300	10.31%	1,464	7.91%
Career-Technology Centers	\$448,682	2.76%	667	3.61%
Total	\$16,252,484	100.00%	18,502*	100.00%

*Number of Recipients is a duplicated number due to 298 students attending more than one type of institution during the year.

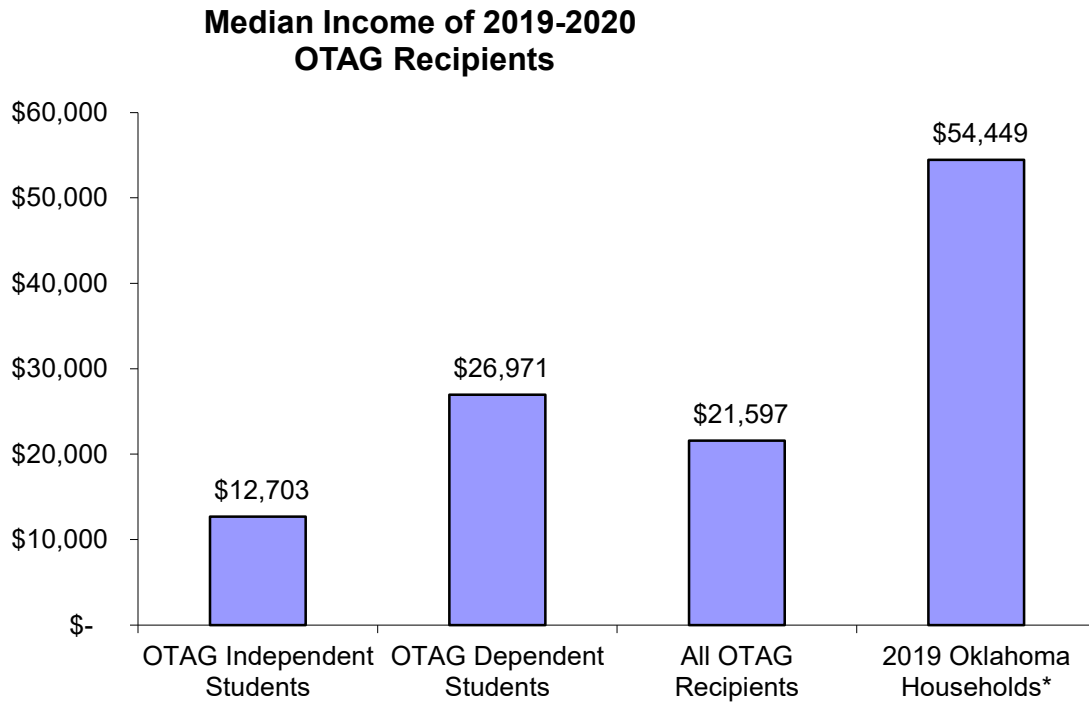


- The *average* household income of OTAG recipients was:

Independent Students	\$17,941
Dependent Students	\$24,586
All Students	\$22,822

Independent students include those students at least 24 years old and students under age 24 that are defined by federal standards as financially independent. Dependent students are students under age 24 that are defined by federal standards as financially dependent.

The following chart shows the *median* household income of OTAG recipients in 2019-2020.

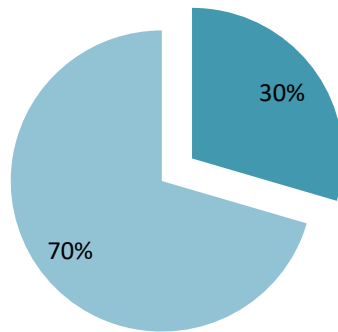


*Data for Oklahoma Households from U.S. Census Bureau, 2019 American Community Survey.

- Of students receiving an award, 70 percent were “traditional” students under age 24 and 30 percent were “non-traditional” students age 24 and older.

Distribution of OTAG Awards Traditional vs. Non-Traditional

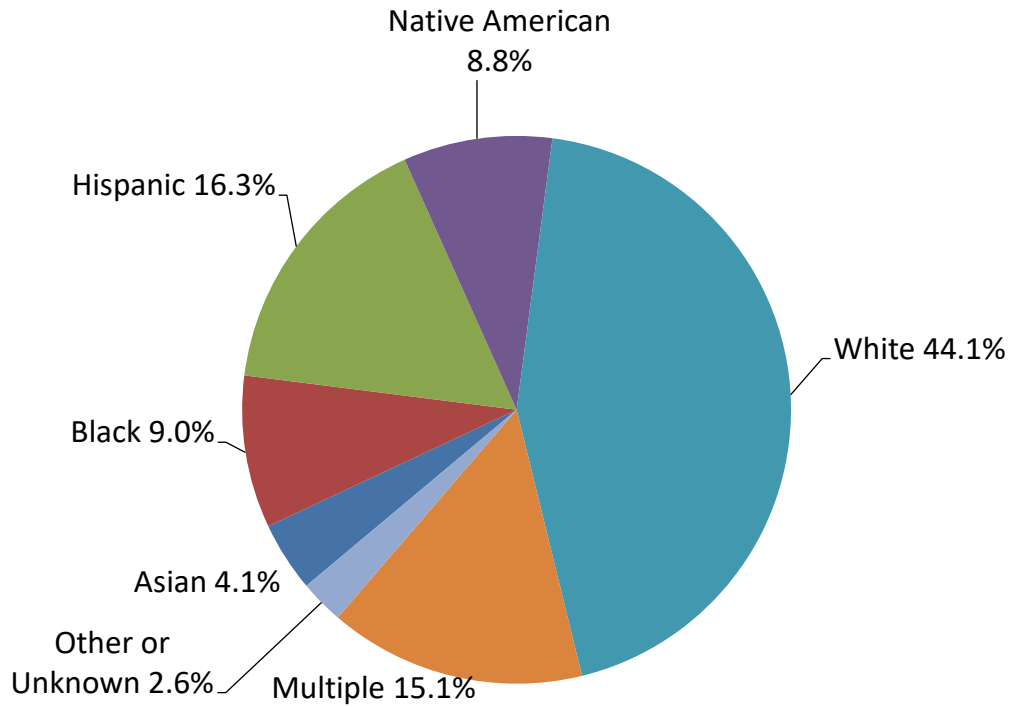
■ Adult Students (24 and Over) ■ Traditional Students (Under Age 24)



Of the 2019-2020 award recipients for whom institutions provided data to the OSRHE Unitized Data System, the following information is provided:

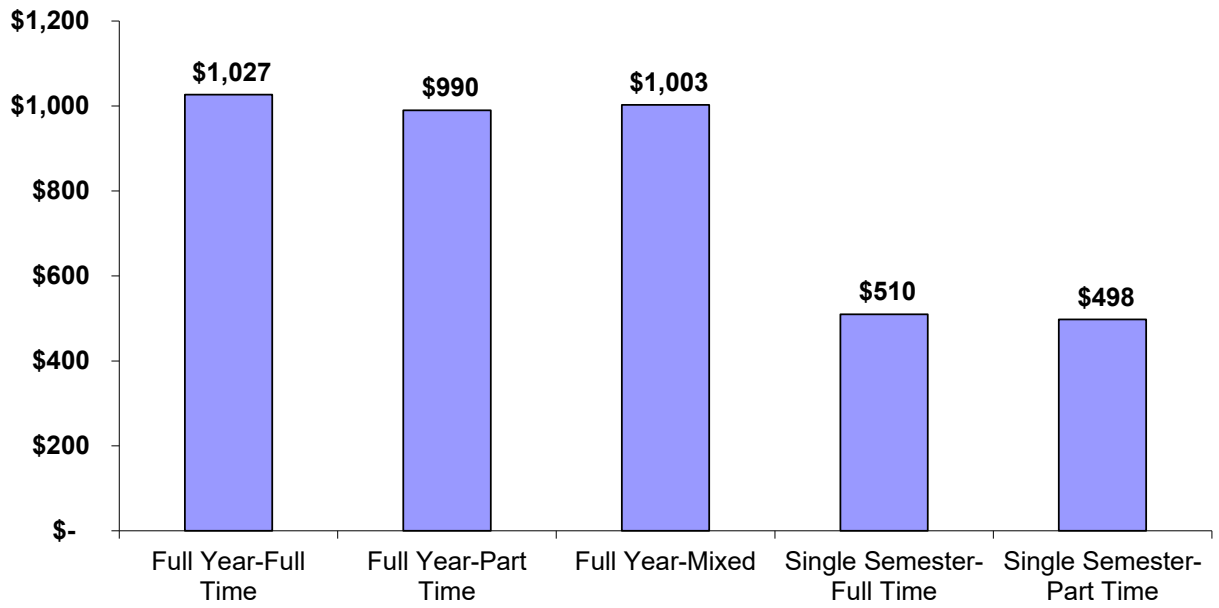
- Approximately 73 percent of award recipients were lower classmen (freshmen and sophomores), and approximately 27 percent were upper classmen (juniors and seniors).
- Female students received 68 percent of the awards and male students received 32 percent.
- The distribution of awards by race was:

Distribution of OTAG Awards by Race

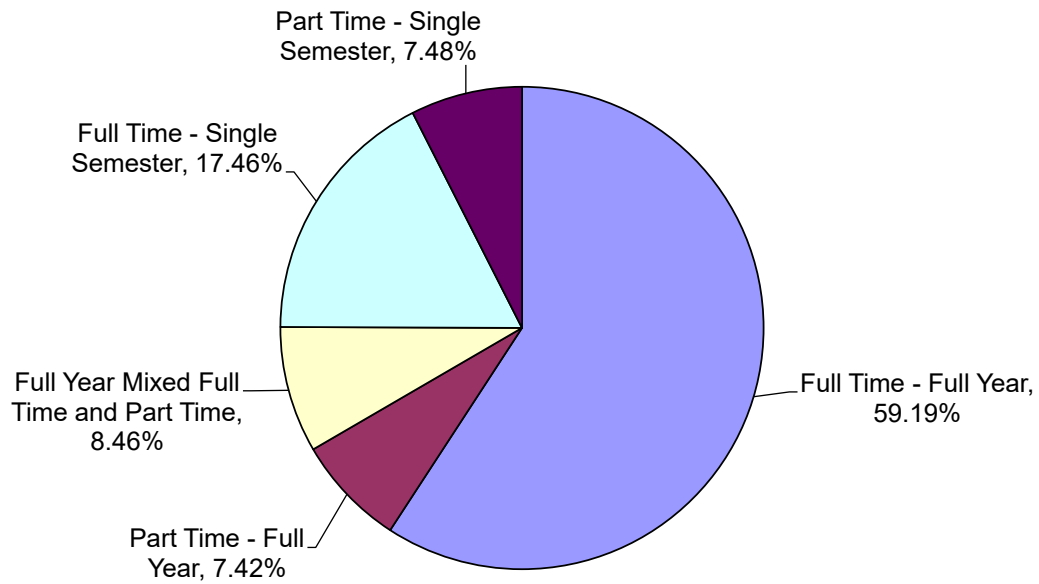


- **Undocumented Immigrant Students**
2019-2020 was the fourteenth year in which OTAG funds were available to undocumented immigrant students in accordance with Senate Bill 596 enacted by the 2003 Oklahoma Legislature. No funds were disbursed to undocumented immigrant students in 2019-2020. The enactment of House Bill 1804 in the 2007 legislative session brought stricter eligibility requirements for undocumented students, and the volume of applicants and awards declined considerably beginning in 2009-2010.

Average OTAG Awards by Enrollment Status



Enrollment Status Distribution of OTAG Awardees 2019-2020



**Oklahoma State Regents for Higher Education
Oklahoma Tuition Aid Grant Program
Two-Year Comparison of Awards
2018-2019 and 2019-2020
9/24/2020**

Institution	2018-2019	2018-2019	2019-2020	2019-2020
	FINAL	FINAL	9/24/2020	9/24/2020
	# of Awards	\$ Paid	# of Awards	\$ Paid
Research Universities				
Oklahoma State University	2,366	\$ 2,046,763	2,115	\$ 1,902,171
University of Oklahoma	1,811	\$ 1,471,500	1,887	\$ 1,720,500
University of Oklahoma Health Sciences Center	67	\$ 63,000	61	\$ 57,000
Total Research Universities	4,244	\$ 3,581,263	4,063	\$ 3,679,671
Regional Universities				
Cameron University	683	\$ 573,063	663	\$ 594,399
East Central University	521	\$ 432,152	473	\$ 410,051
Langston University	272	\$ 217,500	220	\$ 190,500
Northeastern State University	1,153	\$ 972,781	978	\$ 847,978
Northwestern Oklahoma State University	170	\$ 153,672	200	\$ 173,740
Oklahoma Panhandle State University	56	\$ 43,500	65	\$ 52,000
Rogers State University	507	\$ 428,000	507	\$ 447,500
Southeastern Oklahoma State University	438	\$ 362,000	372	\$ 311,000
Southwestern Oklahoma State University	597	\$ 511,500	521	\$ 469,634
University of Central Oklahoma	2,035	\$ 1,692,000	1,775	\$ 1,566,000
University of Science & Arts of Oklahoma	155	\$ 135,973	143	\$ 129,365
Total Regional Universities	6,587	\$ 5,522,141	5,917	\$ 5,192,167
Community Colleges				
Carl Albert State College	328	\$ 245,773	322	\$ 259,630
Connors State College	359	\$ 280,000	314	\$ 252,500
Eastern Oklahoma State College	230	\$ 186,500	230	\$ 196,000
Murray State College	323	\$ 246,500	222	\$ 186,500
Northeastern Oklahoma A&M College	287	\$ 236,500	233	\$ 203,843
Northern Oklahoma College	482	\$ 393,111	417	\$ 353,000
Oklahoma City Community College	1,228	\$ 967,380	1,142	\$ 913,000
Oklahoma State University, Oklahoma City	679	\$ 528,263	562	\$ 461,750
OSU Institute of Technology, Okmulgee	361	\$ 307,000	362	\$ 306,000
Redlands Community College	158	\$ 116,000	127	\$ 102,000
Rose State College	634	\$ 482,578	563	\$ 468,441
Seminole State College	286	\$ 232,000	270	\$ 224,000
Tulsa Community College	1,679	\$ 1,291,000	1,501	\$ 1,219,500
Western Oklahoma State College	160	\$ 130,774	126	\$ 110,500
Total Community Colleges	7,194	\$ 5,643,379	6,391	\$ 5,256,664
Tribal Colleges				
College of Muscogee Nation	34	\$ 25,000	27	\$ 23,000
Comanche Nation College	0	\$ -	0	\$ -
Total Tribal Colleges	34	\$ 25,000	27	\$ 23,000

	2018-2019	2018-2019	2019-2020	2019-2020
	FINAL	FINAL	9/24/2020	9/24/2020
	# of Awards	\$ Paid	# of Awards	\$ Paid
<u>Independent Institutions</u>				
Bacone College	36	\$ 43,550	42	\$ 47,450
Community Care College	142	\$ 115,050	133	\$ 111,150
Family of Faith University	2	\$ 1,950	0	\$ -
Mid-America Christian University	178	\$ 195,000	150	\$ 165,750
Oklahoma Baptist University	274	\$ 319,800	184	\$ 220,350
Oklahoma Christian University	85	\$ 94,900	71	\$ 84,500
Oklahoma City University	80	\$ 96,200	79	\$ 97,500
Oklahoma Wesleyan University	112	\$ 124,800	90	\$ 99,450
Oral Roberts University	175	\$ 211,250	191	\$ 233,350
Randall University (Hillsdale Freewill Baptist Coll)	36	\$ 39,650	36	\$ 40,300
Southern Nazarene University	203	\$ 228,150	178	\$ 206,050
Southwestern Christian University	57	\$ 66,950	56	\$ 64,350
The University of Tulsa	247	\$ 285,350	227	\$ 282,100
Total Independent Institutions	1,627	\$ 1,822,600	1,437	\$ 1,652,300
<u>Career Technology Centers</u>				
Autry Technology Center	29	\$ 17,109	20	\$ 11,995
Caddo Kiowa Technology Center	8	\$ 4,906	7	\$ 5,050
Canadian Valley Technology Center	30	\$ 17,577	25	\$ 16,940
Central Oklahoma Technology Center	30	\$ 17,491	28	\$ 16,586
Chisholm Trail Technology Center	5	\$ 3,468	4	\$ 3,000
Eastern OK Technology Center	2	\$ 1,500	6	\$ 5,340
Francis Tuttle Technology Center	79	\$ 44,731	68	\$ 38,157
Gordon Cooper Technology Center	40	\$ 27,872	21	\$ 17,322
Great Plains Technology Center	20	\$ 14,915	11	\$ 5,500
Green Country Technology Center	15	\$ 11,000	10	\$ 7,375
High Plains Technology Center	6	\$ 2,848	6	\$ 4,329
Indian Capital Technology Center	74	\$ 53,500	71	\$ 47,250
Kiamichi Technology Center	28	\$ 21,250	64	\$ 48,500
Meridian Technology Center	22	\$ 15,778	21	\$ 13,347
Metro Technology Center	41	\$ 31,312	39	\$ 27,836
Mid-America Technology Center	9	\$ 6,520	1	\$ 1,000
Mid-Del Technology Center	11	\$ 8,592	4	\$ 3,500
Moore Norman Technology Center	27	\$ 21,622	22	\$ 17,400
Northeast Technology Center	34	\$ 21,900	30	\$ 26,300
Northwest Technology Center	4	\$ 2,000	2	\$ 1,395
Pioneer Technology Center	6	\$ 2,389	9	\$ 7,183
Pontotoc Technology Center	11	\$ 7,500	9	\$ 8,872
Red River Technology Center	5	\$ 2,000	6	\$ 5,000
Southern Oklahoma Technology Center	22	\$ 13,580	17	\$ 8,550
Southwest Technology Center	8	\$ 4,000	14	\$ 8,500
Tulsa Technology Center	137	\$ 74,760	117	\$ 72,564
Wes Watkins Technology Center	21	\$ 11,016	11	\$ 6,068
Western Oklahoma Technology Center	21	\$ 10,982	24	\$ 13,823
Total Career Technology Centers	745	\$ 472,118	667	\$ 448,682
Grand Total of All Institutions	20,431	\$ 17,066,501	18,502	\$ 16,252,484

Notes:

In 2018-2019 the award cutoff is FAFSA receipt dates through January 15, 2018 and 1700 EFC. The award cutoff was extended to February 15, 2018 for spring only awards.

In 2019-2020 the award cutoff is FAFSA receipt dates through 1/31/19 and 1700 EFC.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #35-b (3):

Annual Reports.

SUBJECT: Oklahoma Tuition Equalization Grant Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2019-2020 Oklahoma Tuition Equalization Grant Year-End Report.

BACKGROUND:

In 2003, the Oklahoma Legislature enacted the Oklahoma Tuition Equalization Grant (OTEG) Act to provide grants to Oklahoma residents attending not-for-profit, independent institutions in Oklahoma. At that time, institutional eligibility was limited to institutions that were accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. A statutory amendment enacted in the 2008 Oklahoma legislative session expanded the accreditation requirements to include institutions accredited by any national accrediting body recognized by the United States Department of Education. Recipients must have family incomes of no 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. Funding was provided for the program to award students beginning in 2004-2005.

POLICY ISSUES:

This report reflects 2019-2020 end-of-year data for awards provided to eligible students consistent with State Regents' policy.

ANALYSIS:

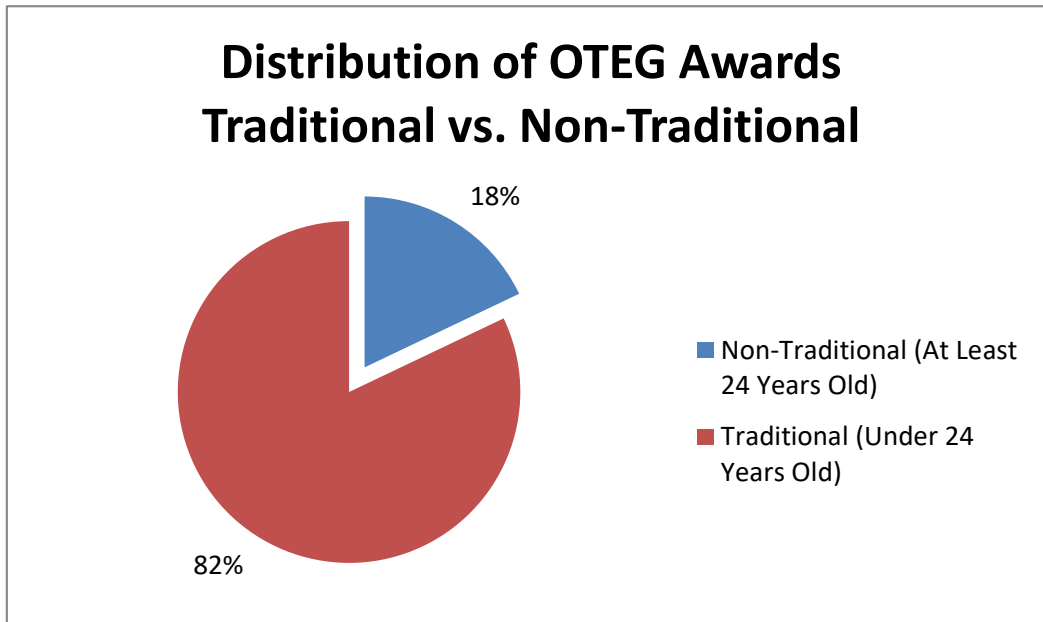
The 2019-2020 end-of-year report reflects information regarding the allocation of OTEG funds to institutions and the disbursement of funds to students. The amount allocated to each institution was based on the institution's actual percentage of the total program awards for the prior year. A total of \$2,690,000 was allocated to the institutions, and \$2,676,000 was disbursed to 1,585 eligible students. A summary of the distribution of funds and awards at each institution is included in this report.

Following is a summary of the disposition of 2019-2020 OTEG funds:

Final FY2019 State Appropriation	2,625,301
Carryover and Interest Earnings	<u>64,699</u>
Total Funds Allocated to Institutions	2,690,000
Funds Expended by Institutions	<u>-2,676,000</u>
Unexpended Funds	14,000

Highlights for the 2019-2020 report year include:

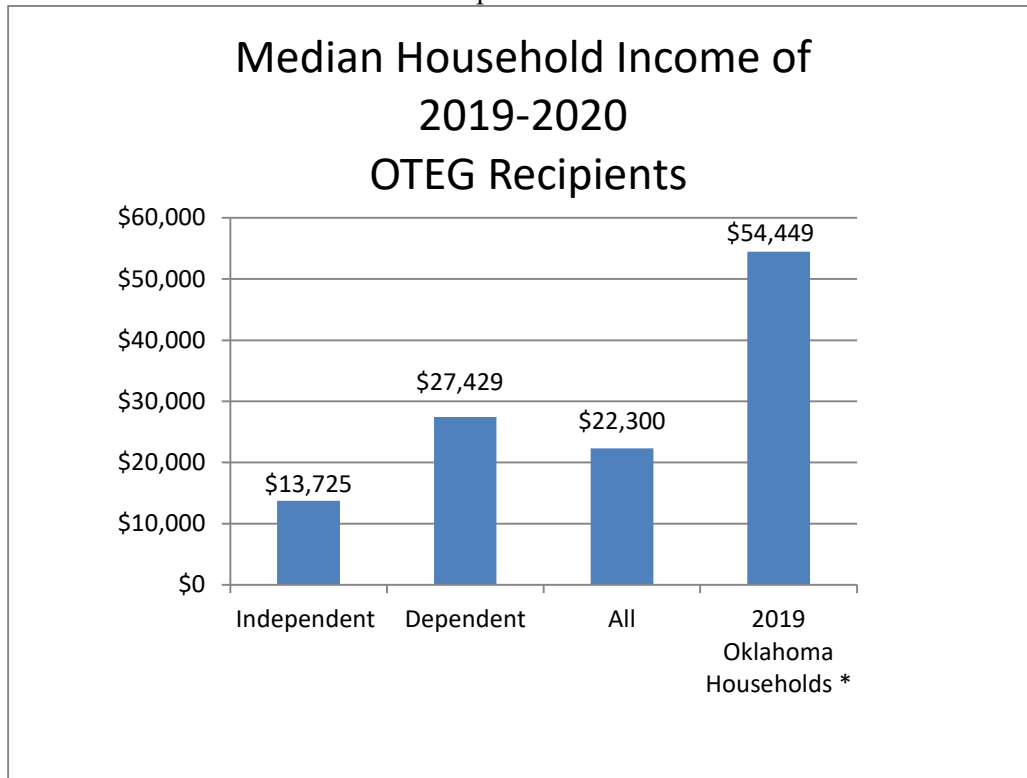
- Independent students (generally adult students age 24 or older, or those under age 24 who are determined by federal standards to be financially independent) received 38 percent of the awards; dependent students (generally students under age 24 who are determined by federal standards to be financially dependent on parents) received 62 percent.
- Non-traditional students (age 24 and older) received 18 percent of the awards. Traditional students (under age 24) received 82 percent of the awards. This is based strictly on age without reference to dependent/independent status.



- The *average* household income of OTEG recipients was:

Independent Students	\$16,420
Dependent Students	\$26,105
All Students	\$22,433

- The *median* household income of OTEG recipients in 2019-2020.



*Data for Oklahoma Households from U.S. Census Bureau, 2019 American Community Survey.

- Institutions were directed to award their allocation of OTEG funds to qualified students who had the highest unmet financial need in meeting their cost of attendance after all other financial aid resources were considered. The average unmet financial need of recipients in 2019-2020 was:

Independent Students	\$17,904
Dependent Students	\$18,416
All Students	\$18,222

- Approximately 53 percent of the award recipients were lower classmen (freshmen and sophomores), and approximately 47 percent were upper classmen (juniors and seniors).
- Female students received 63 percent of the awards, and male students received 37 percent.
- The average cumulative GPA for all 2019-2020 recipients was 3.07.

- The State Regents' Unitized Data System contains records on the status of 14,657 individual students who have received the OTEG award since the program's inception in 2004-2005. These students show the following statuses as of the end of 2019-2020.

Bachelor's degree (or above) received by 2019-2020		5,606	38%
Enrolled 2019-2020	Associates degree received	244	2%
	No degree	1,617	11%
Not enrolled 2019-2020	Associates degree received	966	7%
	No degree	6,224	42%
		**14,657	100%

Three institutions had not submitted all 2019-2020 enrollment records at the creation of this report (October 27, 2020): Oral Roberts University, Oklahoma Wesleyan University and Southwestern Christian University.

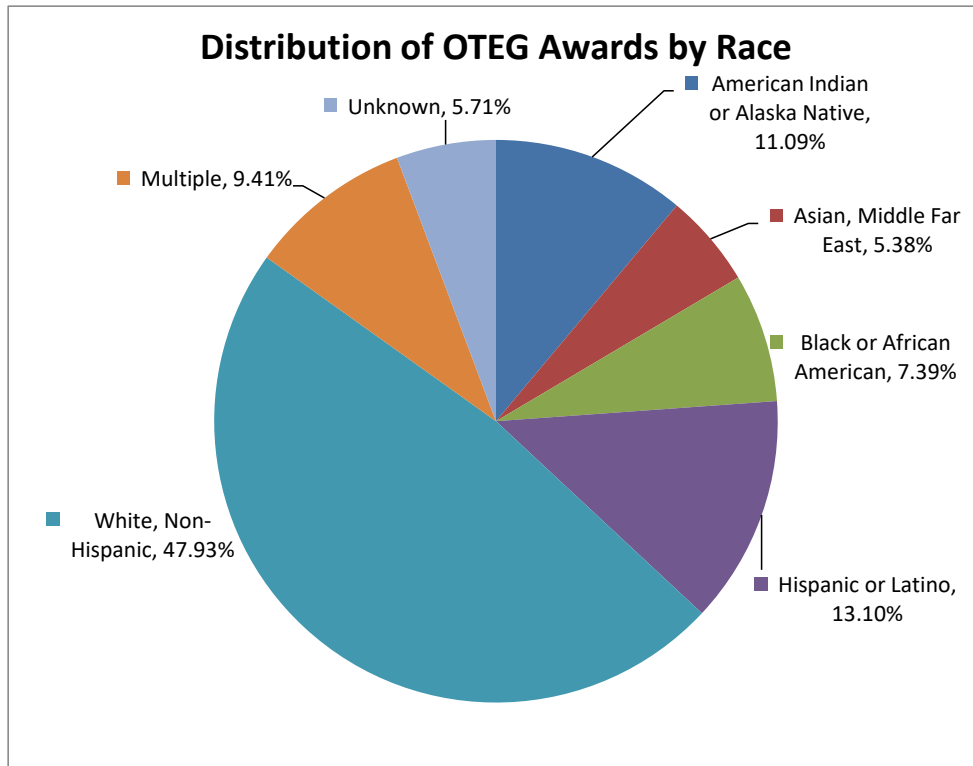
As of the date of the creation of this report, degree submission records for the 2019-2020 academic year are incomplete for three schools: Oral Roberts University, Oklahoma Wesleyan University and Southwestern Christian University.

Neither enrollment records nor degree submission records are submitted by Family of Faith Christian University or Community Care College.

**476 total students did not appear in the State Regents' Unitized Data System and are excluded from this analysis.

- Of the 2019-2020 recipients, 61 percent received the award during a previous academic year. Because initial recipients of the award are not required to be entering freshmen and recipients must meet eligibility criteria each year to receive the award, persistence rates are difficult to determine; however approximately 79 percent of the recipients prior to 2019-2020 have returned to an OSRHE reporting institution during a later academic year.

- The distribution of awards by race was:



2019-2020 End of Year Report

Institution	Initial Allocation to Institutions¹	Reallocated Funds Received	Total Funds Disbursed	Number of Recipients	Carryover to 2020-2021²
Bacone College	130,000	\$0	\$130,000	74	-
Family of Faith Christian University	4,000	\$0	\$2,000	1	\$2,000
Randall University	70,000	\$0	\$70,000	41	-
Mid America Christian University	136,000	\$0	\$132,000	77	\$4,000
Oklahoma Baptist University	390,000	\$0	\$390,000	222	-
Oklahoma Christian University	152,000	\$0	\$152,000	83	-
Oklahoma City University	168,000	\$0	\$168,000	93	-
Oklahoma Wesleyan University	100,000	\$0	\$100,000	59	-
Oral Roberts University	348,000	\$0	\$341,000	187	\$7,000

Southern Nazarene University	302,000	\$0	\$301,000	172	\$1,000
Southwestern Christian University	60,000	\$0	\$60,000	38	-
The University of Tulsa	448,000	\$0	\$448,000	243	-
Community Care College	382,000	\$0	\$382,000	295	
Totals	\$2,690,000	\$0	\$2,676,000	1,585	\$14,000

Notes:

¹\$2,625,301 was provided for the OTEG program in 2019-2020. Available interest and 2018-2019 carryover allowed \$2,690,000 to be allocated to institutions for awards to students.

²Four institutions did not award all of their allocated funds to eligible students. A total of \$14,000 remained unexpended at the end of the year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #35-b (4):

Annual Reports.

SUBJECT: Regional University Baccalaureate Scholarships Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2019-2020 Regional University Baccalaureate Scholarships Year-End Report.

BACKGROUND:

The scholarship provides academically promising students awards of \$3,000 per year to assist with tuition, fees, room and board, and required textbooks or materials for up to four years of undergraduate study at the eleven regional universities in The Oklahoma State System of Higher Education. In addition, the institutions provide awardees with a tuition waiver scholarship. Participants in the program must be residents of Oklahoma.

For 2019-2020, the State Regents allocated \$746,517 for the Regional University Baccalaureate Scholarship, which remains unchanged from 2018-2019. Program expenditures for 2019-2020 were \$693,750.

POLICY ISSUES:

The program is intended to enhance the academic quality of the state's public regional universities by attracting high performing students. To be eligible, students must achieve either a composite score of 30 on the ACT or be designated as a National Merit Semifinalist or National Merit Commended Student by the National Merit Scholarship Corporation. Historically, each regional university has been authorized to award a maximum of 15 freshmen awards each year. Due to budget cuts, freshman awards were reduced to three in 2017. The State Regents have subsequently acted to increase freshman awards to six for 2018 and to twelve in 2019 and 2020. To retain the scholarship in college, students must remain enrolled full-time and maintain a 3.25 cumulative GPA.

ANALYSIS:

Program Participation levels

As shown in the table below, in 2019-2020 a total of 233 recipients received awards with a total cost of \$693,750. This compares to 230 total recipients and a cost of \$672,000 in 2018-2019.

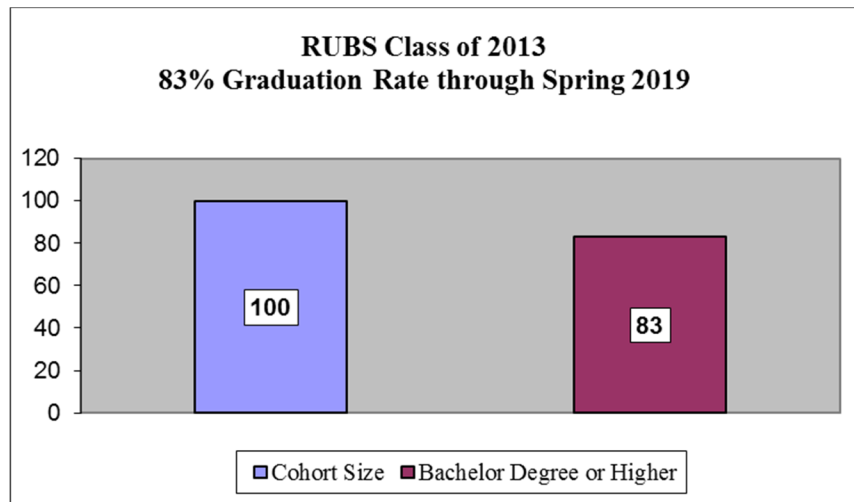
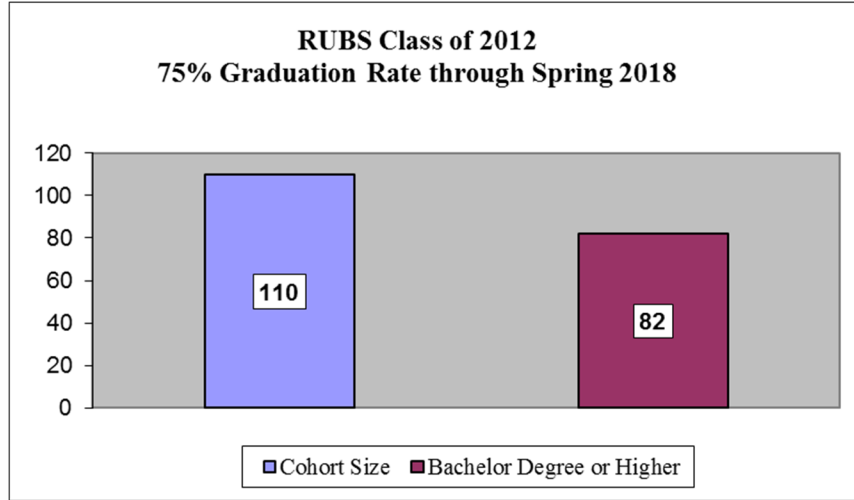
About 84 percent of the program's participants attended one of seven institutions— Southwestern Oklahoma State University (14 percent), University of Central Oklahoma (13 percent), East Central University (13 percent), Southeastern Oklahoma State University (12 percent), Northeastern State University (11 percent), University of Science & Arts of Oklahoma (11 percent), or Rogers State University (10 percent).

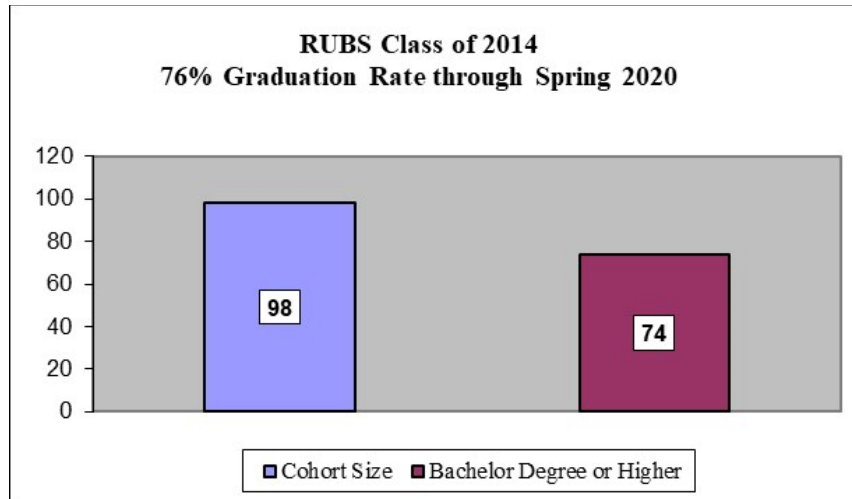
Oklahoma State Regents for Higher Education
Regional University Baccalaureate Scholarship
2019-2020 Year End Report

Regional University	Student Count	2019-2020 Awards
Cameron University	13	\$42,750
East Central University	31	\$88,500
Langston University	1	\$3,000
Northeastern State University	26	\$78,000
Northwestern Oklahoma State University	17	\$51,000
Oklahoma Panhandle State University	3	\$9,000
Rogers State University	24	\$71,250
Southeastern Oklahoma State University	29	\$87,000
Southwestern Oklahoma State University	33	\$98,250
University of Central Oklahoma	31	\$92,250
University of Science and Arts of Oklahoma	25	\$72,750
TOTAL	233	\$693,750

Completion Rates

For the 308 participants entering into the program between 2012-2014, 78 percent (239) earned at least a baccalaureate degree within 6 years.





Funding and Expenditure History

The following table shows the recent history of appropriations and expenditures for the program. Between FY 2015 and FY 2020, state appropriations declined from \$986,068 to \$746,517, a decrease of \$239,551 or 24 percent.

Regional University Baccalaureate Scholarship
Recent Funding History

	July 1 Beginning Balance	Deposits (Appropriations)	Net Earnings/ Transfers In/(Out)	Scholarship Payments	June 30 Ending Balance
FY'2012 actual	\$43,535	\$975,746	\$9,050	(\$931,250)	\$97,081
FY'2013 actual	\$97,081	\$986,068	\$18,834	(\$974,250)	\$127,733
FY'2014 actual	\$127,733	\$986,068	\$9,725	(\$919,500)	\$204,026
FY'2015 actual	\$204,026	\$986,068	\$10,559	(\$918,000)	\$282,653
FY'2016 actual	\$282,653	\$912,164	\$10,912	(\$987,750)	\$217,979
FY'2017 actual	\$217,979	\$789,057	\$4,462	(\$951,750)	\$59,748
FY'2018 actual	\$59,748	\$751,029	\$564	(\$739,500)	\$71,841
FY'2019 actual	\$71,841	\$746,517	\$5,321	(\$672,000)	\$151,679
FY'2020 actual	\$151,679	\$746,517	\$7,680	(\$693,750)	\$212,126

Total Scholarship Recipients

As the table below shows, the total number of scholarship recipients decreased from 338 in 2015 to 233 in 2019, a drop of 105 or 31 percent.

Total Regional University Baccalaureate Scholars, 2010-2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Cameron University	30	27	33	22	26	28	20	17	14	13
East Central University	40	39	43	40	47	51	49	39	30	31
Langston University	0	0	1	1	1	1	0	0	3	1
Northeastern State University	52	49	52	47	50	48	45	32	25	26
Northwestern Oklahoma State University	15	13	14	18	13	11	13	11	15	17
Oklahoma Panhandle State University	1	1	1	3	2	3	2	0	2	3
Rogers State University	20	21	32	35	34	38	36	20	22	24
Southeastern Oklahoma State University	21	22	23	20	19	22	22	22	21	29
Southwestern Oklahoma State University	47	49	51	50	50	55	51	42	35	33
University of Central Oklahoma	53	44	47	44	48	50	49	39	32	31
University of Science and Arts of Oklahoma	44	46	38	34	28	31	36	31	31	25
Total	323	311	335	314	318	338	323	253	230	233

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #35-b (5):

Annual Reports.

SUBJECT: Academic Policy Exceptions Quarterly Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Academic Policy Exceptions 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 77th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Two exceptions to OSRHE academic policies were granted by the Chancellor since the September 3, 2020 report.

ANALYSIS:

Oklahoma State University (OSU)

An exception was granted to the OSRHE's Undergraduate Degree Requirements policy, which states that students must complete a minimum 40 credit hours of upper-division coursework, excluding physical education activity courses, in order to earn a baccalaureate degree. This exception allowed OSU to award a student a baccalaureate degree while only having completed 38 credit hours of upper-division coursework. The exception was approved based on an academic advising oversight, the student's completion of all other degree requirements, and recommendation of the president.

Connors State College (CSC)

An exception was granted to the OSRHE's Academic Scholars Program policy, which states that student must enter the program the fall semester immediately after his/her class graduates from high school, except for students admitted under the State Regents' Opportunity Admission Category. This exception allowed CSC to include a student in the institution's list of Academic Scholars nominees for the 2020-2021 academic year, notwithstanding her status as a second-year student at CSC. The exception was approved based on an error in CSC's Financial Aid office and recommendation of the president.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #35-b (6):

Annual Reports.

SUBJECT: Academic Policy Exceptions Quarterly Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Academic Policy Exceptions 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 78th 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 September 3, 2020 report.

ANALYSIS:

Langston University (LU)

An exception was granted to the OSRHE's *Undergraduate Degree Requirements* policy, which states that students must complete a minimum of 60 hours, excluding physical education activity courses, at a baccalaureate degree-granting institution in order to be awarded a baccalaureate degree. This exception allowed LU to award a baccalaureate degree to a student who had only completed 57 credit hours at a baccalaureate degree-granting institution. The exception was based on an academic advising oversight, the fact that the student had completed all other degree requirements, and recommendation of the president.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 4, 2021

AGENDA ITEM #35-b (7):

Annual Reports.

SUBJECT: Financial Operations Report, June 30, 2020.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Financial Operations Report, June 30, 2020.

ANALYSIS:

Enclosed you will find the financial report for all operations and cost centers directly administered by the State Regents for the period July 1, 2019 through June 30, 2020. The financial statements presented in the report are prepared in accordance with fund accounting principles, and the statements are presented on a modified accrual basis.

There are currently 73 separate cost centers contained in the State Regents' accounting system. A brief description of the purpose and nature of some of the larger cost centers is contained in the report. Financial statements present information regarding each cost center, and all funds are accounted for by both cost center and cash fund.

The cash and investment balance of all funds at June 30, 2020, was \$899,999,515. State Regents previously directed that all funds be invested to the fullest extent possible. As of June 30, 2020, 80.02%, \$720.2 million of all funds was invested. The remaining amount of cash was necessary for working capital, was not within State Regents' authority to be invested, or was maintained in interest bearing cash accounts at the State Treasurer's Office. The majority of the invested funds pertain to the Regents' Endowment Fund, the Academic Scholars Fund, and the Regents Investment and Retirement Fund. Of the total \$720.2 million in investments, \$416,640,201 is invested in Equities and Fixed Income, \$77,815,044 is invested in Real Assets, \$119,771,827 in Private Equities, and \$105,955,389 in Hedge Funds.

State Regents' operations fall into two categories: (1) Core Administrative Operations involve those activities directly related to carrying out the State Regents' constitutional assignments, and (2) Special Programs Administration includes numerous programs (statutory, federal, other) assigned to the State Regents for administration and oversight, including Adult Degree Completion, Gear Up Grant, Information Technology, Lumina Adult Program, Oklahoma Teacher Connection Program, Scholarship Administration, Student Preparation, Scholars in Excellence in Child Care (SECC) and the State's Telecommunications Network (OneNet.) These programs contain personnel related expenses, while all other special programs' operations contain only direct non-personnel expenses of the program.

Oklahoma College Assistance Program - Total loans guaranteed from program inception to the ending of OCAP's authority to guaranty new loans was approximately \$8,075 million of which approximately \$947.3 million remains outstanding and for which OCAP continues to provide services and receive associated revenue streams.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Eight Hundred and Tenth Meeting



October 22, 2020

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

Minutes of the Eight Hundred and Tenth Meeting
October 22, 2020

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

**Minutes of the Eight Hundred and Tenth Meeting
of the
Oklahoma State Regents for Higher Education
October 22, 2020**

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 a special meeting at 9:30 a.m. on Thursday, October 22, 2020, via Zoom videoconference. This special meeting was filed with the Secretary of State on October 16, 2020. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Ann Holloway called the meeting to order and presided. Present for the meeting via Zoom videoconference were State Regents Jack Sherry, Ron White, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven W. Taylor.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor made a motion, seconded by Regent Turpen to approve the minutes of the State Regents' meeting on September 3, 2020. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Holloway began by stating that she could not believe that meetings continue to be virtually and that the State Regents are looking forward to the time when they can officially meet Regents Sherry and Casey in-person. She concluded her remarks by

personally thanked the State Regents staff for their continued hard work in putting together the virtual meetings.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Glen D. Johnson updated State Regents on the continued meetings with the college and university presidents regarding COVID-19 and their campuses, noting that the top priority continues to be providing a high-quality educational experience while maintaining a safe environment for all on campus. He discussed the current guidelines and recommendations regarding continued use of videoconferencing, adding that the Regents Education Program sessions continue to be held virtually and noting that the Legislative Forum would also be held in a virtual format on Tuesday, November 17, 2020 from 9 a.m. to 12 p.m.

6. **2019 HIGHER EDUCATION DISTINGUISHED SERVICE AWARD.** Chancellor Glen D. Johnson and the State Regents presented Senator Gary Stanislawski (Tulsa) with the 2019 Higher Education Distinguished Service Award for his support during the 2019 legislative session and thanked him for his service. Senator Stanislawski provided remarks about the important role education plays in the development of the state.

7. **SYSTEM INNOVATIONS COMMITTEE UPDATE.** Mr. John Curry, Mr. Glenn McLaurin, and Mr. Chris Byrne from Huron Consulting Group presented a proposal from Huron Consulting for a pilot project. Regent Parker, Chair of the System Innovations Committee, stated that he believed that the proposal was very well crafted and hoped that the other State Regents would see the value of the proposal. Mr. Curry began by stating that over the past year and a half, Huron had looked at data for all of the colleges and universities in the state, measuring characteristics, mostly financial, to see what has been driving decisions on campuses. He stated that they have been well-acquainted with campus leadership and this will enable them to move forward with the

proposal. He stated that time is of the essence and that many institutions are doing very drastic things to keep their budgets in line and that these decisions may not be as well thought through as they should be. Mr. Curry provided background for the proposal and discussed how the proposal has evolved from the initial conversations.

Mr. Curry discussed the proposed project structure, noting the creation of the System Innovations Committee, a Huron and System Office-based Project Management Office that will support institutional outreach and engagement, and the cohorts. He then discussed the proposed cohort-based approach to engaging with institutional leadership in order to review financial conditions, discuss the vision and goals of the System Innovations Committee, and identify opportunities for innovative collaboration in a collaboration workshop. Mr. Curry stated that after preliminary discussions, System leadership proposed several criteria for selecting institutions to participate in the pilot cohort, including proximity, preexisting relationships, and the diversity of governing boards. He noted that determination of the pilot cohort will ultimately be a decision of the System Innovations Committee. Mr. Curry then explained the proposed schedule of meetings and engagement timeline for the pilot cohort and discussed Huron's next steps regarding engagement and the specific actions they will take.

Mr. Curry discussed areas of potential inquiry that Huron will have with cohort participants covering a range of topics but nothing that common themes related to resource preservation, enrollment, and COVID planning would be likely to surface. He presented possibly inter-institutional collaboration opportunities that could arise out of discussions with cohort participants, noting that Huron has identified four common categories of significant collaboration opportunities: administrative service delivery, academic program offerings, enterprise systems and IT strategy, and spend management. Mr. Curry and Mr. Byrne then discussed the project experience that the Huron representatives have.

Members of the System Innovations Committee then provided comments about the proposal and the benefits they see going forward, noting that they see the proposal as the State Regents'

continuation of initiatives from the Task Force. There was then a general discussion regarding the future of international students, certifications and internships.

BREAK. Five-minute break for videoconferencing meeting. Following the break, the meeting was called back to order and the roll was called. Participating in the meeting were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor.

8. **MERCER HAMMOND.** Ms. Beth Johnson, Mr. Tim Westrich, Mr. Anthony Brown, and Mr. Paul Katzfey from Mercer Hammond joined the videoconference.

Ms. Johnson began by stating that Mercer had no recommendations for the State Regents, but that they would provide an update on the portfolio and discuss the markets. She highlighted the fiduciary calendar for 2020-2021 and stated that the markets have been difficult this year, noting that the S&P was up 5 percent year-to-date but that the one-year numbers show that the portfolio had only a 3.5 percent return. She stated that the portfolio as a whole had a little bit of a value tilt.

Mr. Anthony Brown provided the State Regents with a market update, stating that the markets have rebounded faster than previously estimated, and that the policy responses have been pretty bullish for equities, with 3 plus trillion in fiscal stimulus. He stated that this has given equities a lot of valuation support. He discussed the performance of value versus growth, discussing the breakdown of the Top 5 of the S&P 500 versus the rest of the index, noting that the Top 5 stocks have not really been affected by COVID-19. He stated that the recovery from the COVID recession has been stronger than what many economists thought it would be but that markets are currently 3.5 percent below the start of the year.

Mr. Brown noted that some industries continued to struggle, including small businesses, and discussed that unemployment remains very high. He discussed a change that the Fed made in shifting its policy framework, with the implication that the Fed is going to make. Mr. Brown discussed opportunities that remain in corporate credit and added that equity valuations as a result

of interest rates staying low and that they do not anticipate interest rates going higher for a couple of years. Mr. Brown also discussed possible scenarios in the market as a result of the election and added that markets have already priced high risk around the election.

9. **PRELIMINARY ENROLLMENT.** Regent Parker made a motion, seconded by White, to accept the preliminary report for the fall 2020 semester. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none. Mr. Tony Hutchison, Senior Vice Chancellor for Strategic Planning, Analysis, Workforce and Economic Development discussed the Fall 2020 Preliminary Enrollment Survey and stated that overall the fall enrollment has not declined as steeply as many experts thought in April. He stated that the research institutions have fared the best with a 1.1 percent decline, the regional universities are down 2.9 percent, and the community colleges are down 4.8 percent. He noted that Oklahoma City Community College, who moved to entirely online for Fall 2020, actually had an increase in enrollment, though Tulsa Community College and Rose State College both had declines. He stated that the first-time entering student headcount had seen a large decrease, possibly due to students preferring to stay close to home. Mr. Hutchison stated that concurrent enrollment had grown but that he has concerned about equity. He then discussed the ten-year fall preliminary headcount trend, noting that currently the state is down around 30,000 students with about half of those coming from community college enrollment decline. He stated that this trend in community college and regional university decline is more sensitive to the economy.

10. **BUDGET REPORT AND REVENUE UPDATE.** Interim Vice Chancellor for Budget and Finance Ms. Sheri Mauck stated that September collections were trending slightly above the monthly estimates, giving a 1.7 percent increase over the monthly estimate, which represents \$9.5 million. She stated that the total collections were 4.8 percent above the estimate, equating to

\$82.3 million, which is a cautiously optimistic sign that we are moving in the right direction in state revenue. Ms. Mauck noted that gross production collections have been received and that the State Regents have received 35 percent of that current appropriation through September, which represents \$32.9 million, and has increased in the last three months, moving in a positive direction. Regarding the budget update Ms. Mauck stated that the agency is preparing for consideration the budget needs request which will be presented on November 5, 2020. She provided a CARES Act funding expenditure update, stating that institutions have reported that through September 30, 2020, they have spent \$90 million from the allotments that came directly from the U.S. Department of Education, and of that \$90 million, 55 percent or \$49.8 million has been expended for student grants and scholarships.

11. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Ms. LeeAnna McNally stated that the legislature continues with interim studies and that the State Regents' staff continue to participate, monitor and provide information to legislators on those studies. She noted that several studies are related to workforce development and what can be done in the current environment regarding online education. Ms. McNally stated that they are also planning legislative events for later this fall including the legislative forum and tours and other events with legislators. She stated that they are continuing to schedule the 2021 Distinguished Service Awards. Ms. McNally concluded by stating that the legislative session will arrive soon and there are currently 50 days until the bill filing deadline and that they continue to meet with legislators and provide input from the higher education standpoint.

12. **TASK FORCE REPORTS.**

- a. **Online Education Task Force.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke began by discussing the membership of the Online Consortium of Oklahoma (OCO), noting that there are currently 21 institutions who have

renewed. She stated that they launched the OCO website on September 28 and provided a demonstration of the website to the State Regents. Dr. Blanke discussed the proctor pilot project, noting that there are 16 institutions participating in this pilot and they will be reporting in January and there will be a roundtable discussion in February 2021. She mentioned the STEM academy in the summer and that they were anticipating a second one this fall. Noting that Open Educational Resources was a high priority for the Online Consortium, Dr. Blanke mentioned a summit on Friday, October 30, 2020 to discuss how faculty can develop Open Educational Resources for one of their courses. She stated that through OCO they have purchased an annual subscription for Pressbooks to be able to develop textbooks and materials for up to 30 courses. She added that Quality Matters is another resource that the State Regents have historically supported and that 53 individuals are registered for some workshops. Dr. Blanke concluded by discussing the OCO learning portal through Moodle, a free online learning management system.

- b. **State Regents Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Ms. Angela Caddell shared that the CSSTF has identified a viable date for the security summit next fall and that it has been scheduled for November 1, 2021 at the Reed Center in Midwest City and that their mission would now be to continue planning for that. She noted that to continue to meet campus training needs in the interim, they are discussing smaller-scale virtual trainings with partners at Emergency Management, Homeland Security, and the Department of Mental Health and Substance Abuse Services. She noted that CSSTF is currently working with the Department of Mental Health and Substance Abuse Services to offer a custom offering of their Crisis Intervention Training Certification program for campus safety and security personnel. She stated that they are very excited about this custom training opportunity. She stated that the next meeting is set for Wednesday, November 4, 2020.

BREAK. Five-minute break for videoconferencing meeting. Following the break, the meeting was called back to order and the roll was called. Participating in the meeting were Regents Sherry, White, Parker, Holloway, Casey, Turpen, and Taylor. Regent Hickman joined the meeting at 12:29 p.m.

13. **PROPOSED EXECUTIVE SESSION.**

- a. This item was addressed after agenda item #8, Mercer Hammond. 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 Knox v. Oklahoma State Regents for Higher Education, CJ-2020-2383, Oklahoma County District Court 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. Regent Taylor made a motion, seconded by Regent Parker to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- c. Following executive session discussion, open session resumes.
- d. Regent Taylor made a motion, seconded by Regent Parker to exit executive session. Voting for the motion via roll all were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

14. **NEW PROGRAMS.**

- a. Regent White made a motion, seconded by Regent Taylor to approve a request from the University of Oklahoma to offer the Certificate in Data Science and Analytics. Voting for the motion via a roll call were Regents Sherry, White, Parker, Holloway, Casey,

Hickman, Turpen, and Taylor. Voting against the motion were none.

- b. Regent Casey made a motion, seconded by Regent Taylor, to approve a request from Oklahoma State University to offer the Graduate Certificate in Aviation/Aerospace Administration, the Graduate Certificate in Forensic Investigative Sciences, the Graduate Certificate in Substance Abuse Counseling, the Graduate Certificate in Hidden Student Populations in Stillwater and Tulsa, and the Master of Science in Aging Studies. Voting for the motion via a roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

15. INTENSIVE ENGLISH PROGRAMS. Regent Hickman made a motion, seconded by Regent Parker, to approve an extension of the revision schedule for The Language Company in Edmond, Oklahoma for one year. Voting for the motion via a roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

16. ACADEMIC POLICY. Regent Hickman made a motion, seconded by Regent Turpen, to approve a policy exception request from the University of Central Oklahoma to transcript credit for prior learning coursework before students complete 12 credit hours. Voting for the motion via a roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

17. STUDENT ASSESSMENT PLANS. Regent Hickman made a motion, seconded by Regent Taylor, to approve changes to the Northeastern Oklahoma A&M College's Assessment Plan as required by the Student Assessment and Remediation policy. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

18. RULE REVISIONS.
- a. Posting of proposed rule revisions for the Oklahoma’s Promise – Oklahoma Higher Learning Access Program.
 - b. Posting of proposed rule revisions for the Academic Scholars Program.
 - c. Posting of proposed rule revisions for the Regional University Baccalaureate Scholarship Program.
 - d. Posting of proposed rule revisions for the Oklahoma Tuition Aid Grant Program.
 - e. Posting of proposed rule revisions for the Paul Douglas Teacher Scholarship Program.
- These items were for posting only.

19. OKLAHOMA’S PROMISE. Regent Taylor made a motion, seconded by Regent White, to provide to the State Board of Equalization a funding estimate of \$69.4 million for the Oklahoma’s Promise scholarship program for fiscal year 2022 and further recommended that \$65.4 million of the funding estimate be allocated from the General Revenue Fund with the remaining \$4 million funded from the program’s trust fund reserves. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none. Mr. Bryce Fair, Associate Vice Chancellor for Scholarships and Grants, gave a brief background and update on the Oklahoma’s Promise Scholarship Program.

20. ACADEMIC SCHOLARS PROGRAM. Regent Hickman made a motion, seconded by Regent Turpen, to authorize Freshman Institutional Nominees for Fall 2021. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none. Mr. Bryce Fair, Associate Vice Chancellor for Scholarships and Grants provided a brief overview of the Academic Scholars Program and stated that ***.

21. REGIONAL UNIVERSITY BACCALAUREATE SCHOLARSHIP PROGRAM. Regent Hickman made a motion, seconded by Regent Parker, to authorize ten (10) freshmen scholarship slots for each institution participating in the Regional University Baccalaureate Scholarship program for Fall 2021. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

22. STATE AUTHORIZATION. Regent Hickman made a motion, seconded by Regent Turpen, to authorize an in-state private institution to operate in Oklahoma. The institution requesting authorization was Central Oklahoma College. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

23. MASTER LEASE. This item was taken after Item #12b, Task Force Reports. Regent Turpen made a motion, seconded by Regent Parker, to approve the listing of equipment projects for submission to the Council of Bond Oversight for 2020B Equipment Master Lease Series. The projects from two institutions total \$4,960,000. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

24. REVENUE BONDS.
 - a. Regent Turpen made a motion, seconded by Regent White, to approve for transmittal to Attorney General the Statement of Essential Facts for the University of Oklahoma – General Revenue Refunding Bonds Tax-Exempt Series 2020B in an amount of approximately \$53,000,000 and Federally Taxable Series 2020C in an amount of \$154,000,000. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
 - b. Regent Turpen made a motion, seconded by Regent White, to approve for transmittal to

Attorney General Statement of Essential Facts for the University of Oklahoma – Health Sciences Center General Revenue Refunding Bonds Tax-Exempt Series 2020A an amount not to exceed \$11,500,000 and Federally Taxable Series 2020B an amount not to exceed \$70,000,000. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

25. **ENDOWMENT.** Regent Turpen made a motion, seconded by Regent Taylor, to approve a distribution of 4.5 percent of the rolling average of June 30th market values totaling to the amount of \$28.2 million for fiscal year 2020, and \$4.1 million for prior years' carryover – totaling approximately \$32.3 million – for institutional expenditure from eligible Endowment Trust Fund accounts and approve the corresponding account reports for the year-ended June 30, 2020. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

26. **CONTRACTS AND PURCHASES.**

a. Regent Turpen made a motion, seconded by Regent Parker, to approved FY2021 purchases for amounts that are in excess of \$100,000. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

b. Regent Turpen made a motion, seconded by Regent Taylor, to accept the agreement with the Oklahoma Board of Career and Technology Education for FY2021. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

27. **DELETED ITEM.** This item was deleted.

28. **POLICY.**

- a. Posting of the System Innovations Committee policy change. This item was for posting only.
- b. Regent White made a motion, seconded by Regent Turpen, to approve revisions to State Regents' Policy 2.2.5 Organization of Agenda. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

29. **CONSENT DOCKET.** Regent White made a motion, seconded by Regent Turpen, to approve the following consent docket items:

- a. Programs. Program Modifications. Approval of institutional requests.
- b. Suspensions. Approval of institutional requests.
- c. Reconciliation. Approval of institutional requests.
- d. Academic Nomenclature. Ratification of institutional request.
- e. State Authorization Reciprocity Agreement. Ratification of institutional requests to continue participation in the State Authorization Reciprocity Agreement.
- f. Operations. Ratification of purchases over \$25,000.
- g. Non-Academic Degrees. Ratification of a request from Cameron University to award a posthumous degree.
- h. Electronic Delivery of Degree Program. University of Oklahoma. Approval to offer the Master of Business Administration in Business Administration via electronic delivery.

Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

30. **REPORTS.** Regent Turpen made a motion, seconded by Regent White, to accept the following

reports:

- a. Programs. Current Status Report on Program Requests. (Supplement)
- b. Annual Reports.
 - (1) Teacher Education Annual Report on Systemwide Review. (Supplement)
 - (2) Teacher Education Program Admission Study.

Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

31. **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.

32. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Holloway announced that the next regular meetings are scheduled to be held Wednesday, December 2, 2020 at 10:30 a.m. and Thursday, March 4, 2021 at 9:00 a.m. at the State Regents Office in Oklahoma City.

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

ATTEST:

Ann Holloway, Chairwoman

Michael C. Turpen, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Special Meeting
of the
Oklahoma State Regents for Higher Education**
Thursday, November 5, 2020

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 10:30 a.m. on Thursday, November 5, 2020, via Zoom videoconference. This special meeting was filed with the Secretary of State on November 2, 2020. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chair Ann Holloway called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Ron White, Jay Helm, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven W. Taylor.

3. **COMMENTS.**
 - a. **COMMENTS FROM THE CHAIR.** Chair Holloway thanked those who had helped the prepare the Special Budget Meeting via Zoom and started that she was looking forward to the December State Regents' meeting being in person.

 - b. **COMMENTS FROM THE CHANCELLOR.** Chancellor Glen D. Johnson thanked the college and university presidents, regents from institutional governing boards, members of the legislative network, and members of legislature who were in attendance. She provided an update on recent activity, including the annual Regents Education Program which was held virtually this year due to COVID-19, and discussed plans for upcoming events

including the Legislative Forum, noting that the date would be changed due to a conflict and that it will also be held in the virtual format.

4. **FY2022 SYSTEM-WIDE BUDGET REQUEST.** Chancellor Glen D. Johnson presented the State System of Higher Education's budget needs request for FY2022. The request totals approximately \$859.2 million specifically tied to workforce development initiatives, operational cost increases, financial aid and scholarship programs, and the Endowed Chairs State Matching Program. The request reflects an increase of \$88.8 million or 11.5 percent over the FY2021 appropriation.

Chancellor Glen D. Johnson presented the 2021 Public Agenda. The 2021 Public Agenda identifies the objectives and key initiatives that will allow Oklahoma to increase the number of college graduates, enhance access and improve the quality of public higher education, and better prepare students to meet the challenges of a global economy.

Chancellor Glen D. Johnson presented the State Regents' 2021 Legislative Agenda. The 2021 Legislative Agenda sets forward the issues of interest to the Oklahoma state system of higher education, which may be brought before the Oklahoma Legislature during the 2021 Legislative Session. The issues outlined in the legislative agenda for 2021 were workforce and economic development initiatives, concurrent enrollment, Endowed Chairs, Oklahoma's Promise program, Complete College America, OneNet driving digital learning and connectivity, maintaining the current law regarding weapons on campus, and cost saving and innovative strategies to increase degree completion in our state created by the Task Force on the Future of Higher Education.

5. **COMMENTS FROM THE PRESIDENTS.** State Regents heard comments from Oklahoma State University President Burns Hargis, University of Oklahoma President Joe Harroz, and Chairman of the Council of Presidents and Cameron University President John McArthur.

6. **E&G BUDGET NEEDS FOR FY2022.** Regent Helm made a motion, seconded by Regent Turpen, to approve a request for state appropriations for FY2022 in the amount of \$859.2 million, representing an increase of \$88.8 million or 11.5 percent, for support of the Oklahoma State System of Higher Education. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

7. **2021 PUBLIC AGENDA.** Regent White made a motion, seconded by Regent Turpen, to approve the State Regents' 2021 Public Agenda. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

8. **2021 LEGISLATIVE AGENDA.** Regent White made a motion, seconded by Regent Turpen, to approve the State Regents' 2021 Legislative Agenda. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

9. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Holloway announced that the next regular meeting of the State Regents would be held on Wednesday, December 2, 2020 at 10:30 a.m., and Thursday, March 4, 2021 at 9:00 a.m. at the State Regents office in Oklahoma City.

10. **ADJOURNMENT.** With no additional items to discuss, the meeting was adjourned.

ATTEST:

Ann Holloway, Chairwoman

Michael C. Turpen, Secretary