OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

April 15, 2021

NOTE

This document contains recommendations and reports to the State Regents regarding items on the April 15, 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 April 15, 2021.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

A G E N D A

Thursday, April 15, 2021 – 10 a.m.
Oklahoma City Community College – Visual and Performing Arts Center Atrium
7777 S May Ave, Oklahoma City
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 Chair.** 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 1.

7. **Higher Education Distinguished Service Award.** Presentation of Higher Education Distinguished Service Awards. Page 3.

7.1 **Welcome.** Welcome by Oklahoma City Community College Interim President Jeremy Thomas.

8. **CACE Faculty Sharing Consortium.** Memorandum of Understanding Signing Ceremony. Page 5.

UPDATES

9. **Financial Literacy.** Update on state-system financial literacy initiatives. Page 7.

10. **Budget Report and Revenue Update.** Report on the State budget, gross production tax, and revenue. Page 9.

11. **Legislative Update.** Update on legislative activity. Page 11.

12. **Task Force Reports.**

REPORTS

32. **Reports.**

    a.   Programs. Current Status Report on program requests. Page 423. (Supplement)

    b.   Annual Reports.

        (1)   Financial Aid Report.   Student Financial Aid at State System Institutions for 2018-2019. Page 425.

        (2)   State Regents' Policy Reporting Requirements Survey. Page 441.

        (3)   Supplemental Pension Report, FY2020. Page 449.

33. **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.

34. **Proposed Executive Session.** Page 453.

    a.   Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(1) to discuss the employment 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.

    c.   Enter into executive session.

    c.   Open session resumes.

    d.   Vote to exit executive session.

35. **Announcement of Next Regular Meeting – he next regular meetings are scheduled to be held on Thursday, May 27, 2021 at 10:30 a.m. and Friday, May 28, 2021 at 10:00 a.m. at the State Regents Office in Oklahoma City. The public hearing on tuition and fees will be held on Friday, May 28, 2021 at 9:00 a.m. at the State Regents office in Oklahoma City, prior to the State Regents meeting.**

36. **Adjournment.**

AGENDA ITEM #6:

> **Report of the Chancellor**

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of February 19, 2021 through April 5, 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 February 19, 2021 through April 5, 2021:

- Participated in conference call with Representative Kevin Wallace to discuss higher education issues.
- Participated in conference call with John Reid, Oklahoma Business Roundtable, to discuss higher education issues.
- Participated in Legislative Oversight Committee meeting via Microsoft Teams to discuss the Legislative Office of Fiscal Transparency's priority program evaluation of the Oklahoma's Promise scholarship program.
- Presented an update on the State System of Higher Education to the Regional University System of Oklahoma (RUSO) Board of Regents at their board meeting on Friday, February 26 via Zoom.
- Taped remarks for Oklahoma Research Day.
- Taped remarks for the CareerTech Counselor's Retreat.
- Participated in State Regents' System Innovations Committee meeting with Huron Consulting Group for the Second Collaboration Workshop.
- Participated in State Regents' System Innovations Committee meeting with Huron Consulting Group to discuss the Collaboration and Innovation Initiative pilot project.
- Presented the Higher Education Distinguished Service Award to Senator Roger Thompson at the March 4, 2021 State Regents' meeting at Rose State College.
- Participated in conference call with Representative Mark McBride to discuss higher education issues.
- Participated in Association of Governing Boards (AGB) Council of Presidents meeting remotely via Zoom.
- Participated in conference call with Senator Dewayne Pemberton to discuss higher education issues.
- Provided virtual welcoming remarks for Southern Regional Education Board's (SREB) Emerging Stronger webinar series.
- Participated in the University Center of Southern Oklahoma (UCSO)-Ardmore Community Forum to discuss a proposed merger of UCSO and Murray State College (MSC).

- Participated in conference call with Huron Consulting Group regarding Cohort 1 of the Collaboration & Innovation initiative.
- Participated in Legislative Office of Fiscal Transparency (LOFT) exit conference via Zoom to discuss LOFT's rapid response evaluation of Higher Education Emergency Relief Funds under the CARES Act.
- Participated in conference call with Senator Roger Thompson to discuss higher education issues.
- Presented an update on Oklahoma higher education's budget at the Oklahoma Association of College and University Business Officers (OACUBO) Spring 2021 Conference via Zoom.
- Participated in conference call with Oklahoma Chief Operating Officer and Secretary of Agency Accountability John Budd to discuss higher education issues.
- Participated in conference call with the Southern Regional Education Board (SREB) President Stephen Pruitt to discuss higher education issues.
- Facilitated Zoom meeting between Oklahoma State University and Northeastern Oklahoma State University to discuss a request to offer a new academic program at OSU-Tulsa.
- Addressed the Senate/House Legislative Oversight Committee via Microsoft Teams to discuss the Legislative Office of Fiscal Transparency's rapid response evaluation of Higher Education Emergency Relief Funds under the CARES Act.

AGENDA ITEM #7:

Higher Education Distinguished Service Award.

Oral Presentation.

AGENDA ITEM #8:

CACE Faculty Sharing Consortium.

Oral Presentation.

AGENDA ITEM #9:

Financial Literacy.

Oral Presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 15, 2021

AGENDA ITEM #10:

Budget Report and Revenue Update.

RECOMMENDATION:

This is an informational item only.

ANALYSIS:

FY2021 Revenue Outlook

- General revenue collections through February 28, 2021:

  o February collections were $349.8 million, or $1.9 million (0.5%), above the monthly estimate, primarily driven by individual income taxes.

    - Individual income tax collections were up by $43.3 million or 91.5 percent.

  o Gross production tax collections continue to trend below estimates – $33.1 million or 54.6 percent below in February.

  o The cumulative FY2021 collections through February (July 2020 – February 2021) remain slightly above the estimate by $11.1 million or 0.3% percent.

  o The Office of Management and Enterprise Services (OMES) stated that while they anticipate monthly revenues will remain below the estimates for the remainder of the fiscal year, they do not anticipate a general revenue failure declaration will be necessary.

- Actual oil gross production collections received by our state system institutions through March 2021 total $93.6 million and represent 100 percent of the appropriation that was allocated to higher education from this revenue source for FY2021.

- CARES Act/CRRSAA Expenditures:

  o Institutions have reported expenditures, as of February 28, 2021, totaling $122 million. This includes all sources of federal stimulus funding made available to higher education institutions through the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), not just the allocations made under the Higher Education Emergency Relief Fund. To date, a total of $58.9 million has been spent on direct student grants and scholarships.

AGENDA ITEM #11:

Legislative Update.

Oral Presentation.

AGENDA ITEM #12-a:

Task Force Report.

Oral Presentation.

AGENDA ITEM #12-b:

Task Force Report.

Oral Presentation.

AGENDA ITEM #13:

Newman Civic Fellows.

SUBJECT: Recognition of the 2021 Newman Civic Fellows Awards.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

National Campus Compact is an organization located in Boston, Massachusetts. It was founded in 1985 by the presidents of Brown, Georgetown and Stanford universities who were concerned about student disengagement on campus, in the community, and in political and civic processes. There are 26 state and regional Campus Compact offices that provide services to nearly 1,100 colleges and universities committed to the public purposes of higher education. Campus Compact supports institutions in fulfilling their public purposes by deepening their ability to improve community life and to educate students for civic and social responsibility through such methods as academic service learning and community engagement. Institutional members pay annual membership dues.

Oklahoma Campus Compact (OKCC) was founded in 2000. The Oklahoma State Regents for Higher Education hosts OKCC through the Academic Affairs Division and contributes staffing, some program funding, travel, facilities and equipment, office supplies and postage. A total of 36 State System, private/independent, and tribal institutions are members.

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

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

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

17

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

The Newman Civic Fellows program is supported by the KPMG Foundation and the Newman's Own Foundation. Added to this support is a monetary scholarship for Oklahoma Newman Civic Fellows from the Oklahoma State Regents for Higher Education as funds are available. For 2021, each Oklahoma Newman Civic Fellow will receive a $500 monetary scholarship award from OKCC, and be invited to be recognized and commended by the Oklahoma State Regents for Higher Education at a monthly meeting. Through academic service-learning experiences and other opportunities for community engagement, colleges are developing students' critical public problem-solving skills, such as the ability to research and analyze community needs, a willingness to lead and participate in public processes and debate, the commitment to raise awareness about community challenges, and the ability to inspire people to become part of solutions. The 2021 Oklahoma Newman Civic Fellows are listed below:

2021 Oklahoma Newman Civic Fellows

Braedon Cook – Northwestern Oklahoma State University
Patricia Bear – Oklahoma State University Institute of Technology
Cade Russell – Rogers State University
Elah Alcuitas – Southwestern Oklahoma State University

AGENDA ITEM #14-a (1):

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Fine Arts in Musical Theatre, the Bachelor of Arts in American Sign Language Studies, the Master of Science in Family and Community Services, the Graduate Certificate in Supply Chain and Logistics, the Graduate Certificate in Business, the Graduate Certificate in Neuroscience, the Certificate in Ethical Leadership, the Certificate in Business Essentials, and the Certificate in Business Finance Essentials.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's requests to offer the Bachelor of Fine Arts in Musical Theatre, the Bachelor of Arts in American Sign Language Studies, the Master of Science in Family and Community Services via electronic delivery, the Graduate Certificate in Supply Chain and Logistics via traditional and electronic delivery, the Graduate Certificate in Business via traditional and electronic delivery at OSU-Stillwater and OSU-Tulsa, the Graduate Certificate in Neuroscience via traditional and electronic delivery at OSU-Stillwater, OSU-Tulsa, and OSU-CHS, the Certificate in Ethical Leadership via traditional and electronic delivery, the Certificate in Business Essentials via traditional and electronic delivery, and the Certificate in Business Finance Essentials via traditional and electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

> - **Bachelor of Fine Arts in Musical Theatre.** 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.

> - **Bachelor of Arts in American Sign Language Studies.** 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.

> - **Master of Science in Family and Community Services.** 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 4 students in 2023-2024.

> - **Graduate Certificate in Supply Chain and Logistics.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 4 students in Fall 2022; and
Graduates: a minimum of 2 students in 2022-2023.

- **Graduate Certificate in Business.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 5 students in Fall 2023; and
    Graduates: a minimum of 2 students in 2023-2024.

- **Graduate Certificate in Neuroscience.** 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 5 students in 2024-2025.

- **Certificate in Ethical Leadership.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 8 students in Fall 2024; and
    Graduates: a minimum of 6 students in 2024-2025.

- **Certificate in Business Essentials.** 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.

- **Certificate in Business Finance Essentials.** 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
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 Fine Arts in Musical Theatre, the Bachelor of Arts in American Sign Language Studies, the Master of Science in Family and Community Services, the Graduate Certificate in Neuroscience at OSU-Stillwater, OSU-Tulsa, and OSU-CHS, and the Certificate in Ethical Leadership at their April 24, 2020 meeting, delivery of the Certificate in Business Essentials and the Certificate in Business Finance Essentials at their June 19, 2020 meeting, and delivery of the Graduate Certificate in Supply Chain and Logistics and the Graduate Certificate in Business at OSU-Stillwater and OSU-Tulsa at their October 23, 2020 meeting. OSU is currently approved to offer the following degree programs through online delivery:

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration in Business Administration (035);
- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management (403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);

- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Science in Liberal Studies (442);
- Bachelor of Arts in Liberal Studies (443);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (496);
- Master of Science in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- 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 requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:
Bachelor of Fine Arts in Musical Theatre

Program purpose. The proposed program will prepare young artists to become theatre makers who can produce their own work and grasp body and voice training distinctly steeped in the Alexander technique.

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, dancers, choreographers, playwrights, film directors, 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, casting 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 Oklahoma Employment Security Commission (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, which incentivize hiring artists, technicians, and craft persons from Oklahoma. At the national level, the U.S. Bureau of Labor Statistics suggests that employment of dancers and choreographers is projected to grow 6 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 variety 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 programs	12	Fall 2024
Minimum graduates from the programs	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 Musical Theatre (342)
Cameron University	Bachelor of Arts in Theatre (170)
East Central University	Bachelor of Arts in Communication and Performance Studies, Musical Theatre option (045)
Southeastern Oklahoma State University	Bachelor of Arts in Theatre, Musical Theatre option (060)
University of Central Oklahoma	Bachelor of Fine Arts in Theatre Arts (178)
University of Central Oklahoma	Bachelor of Music in Music, Musical Theatre option (126)
University of Science and Arts of Oklahoma	Bachelor of Arts in Theatre Arts, Musical Theatre option (006)

A system wide letter of intent was communicated by email on July 24, 2020. East Central University (ECU), the University of Central Oklahoma (UCO), and the University of Oklahoma (OU) requested copies of the proposal, which were sent on December 1, 2020, December 1, 2020, and December 21, 2020, respectively. ECU, UCO, 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 Bachelor of Fine Arts in Musical Theatre will consist of 120 total credit hours, as shown in the following table. Nine new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Bachelor of Fine Arts in Musical Theatre

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 Musical Theatre are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$9,383	$23,456	$37,530	$46,913	$56,295
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.					
TOTAL	**$9,383**	**$23,456**	**$37,530**	**$46,913**	**$56,295**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**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
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.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$2,000	$4,000	$4,000	$6,000
Explanation: Funds will cover pay for student employees who work in the box office, or provide administrative, carpentry, and electrician support for large productions.					
Equipment and Instructional Materials	$1,000	$3,000	$3,000	$4,000	$5,000
Explanation: Funds will cover approximate costs of safety harnesses and rigging, crash mats, and gymnastic mats.					
Library	$1,000	$2,000	$3,000	$3,000	$4,000
Explanation: Funds will cover fees to access and purchase scripts for research and production means, and costs of other research materials.					
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$1,000	$2,000	$3,000	$3,000	$3,000
Explanation: Funds will cover approximate costs for online recruiting and the auditioning platform.					
Commodities	$0	$0	$0	$0	$0

| Printing | $1,000 | $2,000 | $3,000 | $3000 | $5000 |

Explanation: Funds will cover approximate costs for hard-copy marketing and recruiting materials.

| Telecommunications | $1,000 | $2,000 | $3,000 | $4,000 | $5,000 |

Explanation: Funds will cover approximate costs for additional telephone lines, computers for video conferencing, and mobile devices.

| Travel | $3,383 | $7,456 | $10,000 | $10,913 | $12,000 |

Explanation: Funds will cover approximate costs for travel for faculty to attend recruitment events, to conduct research activities, and for students to attend competitions.

| Awards and Grants | $0 | $2,000 | $4,530 | $5,000 | $6,295 |

Explanation: Funds will cover scholarships for practicum experiences, study abroad opportunities, and upper division course projects.

| **TOTAL** | **$9,383** | **$23,456** | **$37,530** | **$46,913** | **$56,295** |

Bachelor of Arts in American Sign Language Studies

Program purpose. The proposed program will prepare students to interact with persons who are deaf within a variety of professional settings, and to obtain National Interpreter Certification (NIC).

Program rationale and background. American Sign Language is the third most used language in the United States. In Oklahoma, there are approximately 72,000 people who are deaf or hard of hearing. Across the state, there are 208 registered interpreters who serve this population. According to the Tulsa Speech and Hearing Association and Sign Language Resource Services (referral agencies that fill daily requests for interpreter services across Oklahoma), 20 to 50 percent of requests for interpreters are unfilled each week due to a lack of qualified interpreters. There are only three associate degree programs offered in Oklahoma for students who want to acquire American Sign Language skills and work with the deaf community. Students who complete Tulsa Community College (TCC)'s Associate in Arts in American Sign Language (283) program, OSU-OKC's Associate in Science in American Sign Language (073) program, or OSU-OKC's Associate in Applied Science in Sign Language Interpreter (063) program who want to increase their marketability and obtain national certification will be encouraged to transfer into the proposed program.

Employment opportunities. Interpreters are an integral component in the daily access to information for citizens who are deaf or hard of hearing. As a result, graduates of the proposed program will be eligible for positions in various settings, such as hospitals, courts, schools, churches, and banks. According to the OESC, employment for interpreters and translators is projected to grow 8 percent between 2018 and 2028. Moreover, the U.S. Bureau of Labor Statistics indicates that employment of interpreters and translators is projected to grow 20 percent from 2019 to 2029, which is much faster than the average for all occupations. The high employment demand for interpreters across Oklahoma and the United States should attract many transfer and new students to 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	13	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
East Central University	Bachelor of Arts in Human Services Counseling, Services to the Deaf option (026)
University of Science and Arts of Oklahoma	Bachelor of Science in Education of the Deaf (038)

A system wide letter of intent was communicated by email on July 24, 2020. ECU and TCC requested copies of the proposals, which were sent on December 1, 2020, and December 20, 2020, respectively. Neither ECU, TCC, nor any other State System institution 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 Arts in American Sign Language Studies will consist of 120 total credit hours, as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Bachelor of Arts in American Sign Language Studies

Content Area	Credit Hours
General Education	40
College/Departmental Requirements	22
Major Requirements	40
Electives	18
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 Arts in American Sign Language Studies are shown in the following table.

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

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$18,765	$65,678	$112,590	$121,973	$121,973
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 7, 12, 13 and 13, 15 credit hours of enrollment per semester, and in-state tuition plus fees of $312.75 per credit hour.					
TOTAL	**$18,765**	**$65,678**	**$112,590**	**$121,973**	**$121,973**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$18,765	$65,678	$112,590	$121,973	$121,973
Explanation: Funds will cover approximately .3 FTE of 1 faculty member's average $62,500 salary in year 1. In Year 2, funds will cover the faculty member's salary and .05 FTE of a second faculty member's salary. In Year 3, funds will cover one faculty member's salary and .8 FTE of a second faculty member's salary. In years 4 and 5, funds will cover one faculty member's salary and .95 FTE of a second faculty member's salary.					
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	**$18,765**	**$65,678**	**$112,590**	**$121,973**	**$121,973**

Master of Science in Family and Community Services

Program purpose. The proposed program will improve students' ability to understand individual, family, interpersonal, and community dynamics across the lifespan and to design, implement, manage, evaluate, and sustain family and community service programs.

Program rationale and background. The proposed program has existed since 2015 as an option within the Master of Science in Human Development and Family Science (095) program at OSU. Enrollment has

grown from 2 to 18 since the option began. The Master of Science in Human Development and Family Science (095) program is a degree option offered through the Great Plains Interactive Distance Education Alliance (Great Plains IDEA). The Great Plains IDEA is a consortium of Human Sciences academic units at 12 universities that has delivered collaborative online programs since 1999. The proposed program will also become a Great Plains IDEA degree if approved.

Employment opportunities. Graduates of the proposed program will be prepared to work in a variety of settings that promote family life and community well-being. As a result, graduates will be in high demand for leadership positions in social services departments, hospitals, and non-profit agencies. According to the OESC, employment for social and community service managers is projected to grow 11.2 percent and employment for medical and health services managers is projected to grow 11 percent from 2018 to 2028. In addition, the U.S. Bureau of Labor Statistics suggests that employment of social and community service managers is projected to grow 17 percent and employment of medical and health services managers is projected to grow 32 percent from 2019 to 2029, which is much faster than the average for all occupations. OSU anticipates continual student enrollment in the proposed program considering the ample employment opportunities that will be available to graduates in Oklahoma and throughout the United States.

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	4	2023-2024

Duplication and impact on existing programs. There are no Family and Community Services graduate degree programs in Oklahoma. A system wide letter of intent was communicated by email on July 24, 2020. UCO requested a copy of the proposal, which was sent on December 1, 2020. 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 Master of Science in Family and Community Services 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 C).

Master of Science in Family and Community Services

Content Area	Credit Hours
Core Courses	30
Elective	3
Capstone	3
Total	**36**

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

Delivery method and support services. All courses will be delivered via online course management systems employed by the Great Plains IDEA partner institutions. At OSU, the online course management system is Canvas. Other collaborating institutions use Blackboard, Canvas, or Desire2Learn for delivery of

online courses. Online learning will be facilitated using discussion boards, prerecorded lectures, small teams facilitated via Skype, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone conferences as needed. The libraries, classrooms, and equipment at the Great Plains IDEA institutions 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 Science in Family and Community Services are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$43,875	$52,650	$52,650	$52,650	$61,425
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 5, 6, 6, 6 and 7, 15 credit hours of enrollment per year, and tuition of $585 per credit hour.					
TOTAL	**$43,875**	**$52,650**	**$52,650**	**$52,650**	**$61,425**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$6,519	$6,519	$6,519	$6,519	$6,519
Explanation: Funds will cover 10 percent of the Great Plains IDEA campus coordinator's salary.					
Faculty	$13,411	$13,411	$13,411	$13,411	$13,411
Explanation: Funds will cover a portion of salary and benefits for one faculty member to teach two courses per year.					
Graduate Assistants	$3,420	$3,420	$3,420	$3,420	$3,420
Explanation: Funds will cover approximately 0.5 FTE of the salary of $776 per month for one doctoral level graduate assistant for 9 months each year.					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$10,969	$13,163	$13,163	$13,163	$15,357

Explanation: Funds will cover annual fees required for OSU's participation in Great Plains IDEA initiative (i.e., 25 percent of tuition income).					
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	$3,000	$3,000	$3,000	$3,000	$3,000
Explanation: Funds will cover costs for two faculty to participate in the Great Plains IDEA annual meeting annually.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$37,319**	**$39,513**	**$39,513**	**$39,513**	**$41,707**

Graduate Certificate in Supply Chain and Logistics

Program purpose. The proposed program will provide students with the knowledge and skills needed to find practical solutions to complex supply chain management and logistics planning problems.

Program rationale and background. Graduates from OSU's Bachelor of Science in Industrial Engineering and Management (134) have obtained careers in a variety of industries including aerospace, airline, automotive, entertainment, healthcare, oil and gas, retail, manufacturing, and technology. These graduates have informed faculty that gaining expertise in a growing specialty field would help them qualify for promotions and additional job opportunities. As a result, the proposed program will be promoted amongst these alumni. Professionals with bachelor's degrees in computer science, mathematics, statistics, physics, and other engineering disciplines will also be encouraged to consider pursuing the proposed certificate to increase their marketability.

Employment opportunities. According to the Association for Supply Chain Management (ASCM), demand for supply chain professionals exceeds supply by six to one across the world. Graduates from the proposed certificate will be eligible to apply for positions such as supply chain analysts, production analysts, sourcing and purchasing analysts, logistics and transportation analysts, and managerial positions after gaining work experience. According to the OESC, employment for logisticians is projected to grow 3.4 percent, employment for industrial production managers is projected to grow 3.5 percent, and employment for purchasing managers is projected to grow 3.7 percent between 2018 and 2028. In addition, the U.S. Bureau of Labor Statistics suggests that employment of logisticians is projected to grow 4 percent from 2019 to 2029. Furthermore, searches on indeed.com for full-time supply chain and logistics jobs available in the United States in December, 2020 yielded hundreds of positions. For example, a keyword search for supply chain analyst yielded 3,078 positions, a keyword search for production analyst yielded 733 positions, a keyword search for transportation analyst yielded 546 positions, and a keyword search for logistician yielded 531 positions. OSU anticipates steady enrollment in the proposed certificate considering the high employment demand in the supply chain and logistics 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	4	Fall 2022

Minimum graduates from the program	2	2022-2023

Duplication and impact on existing programs. There are no supply chain and logistics graduate certificate programs in Oklahoma. A system wide letter of intent was communicated by email on October 21, 2020. UCO and OU requested copies of the proposal, which were sent on December 1, 2020 and December 21, 2020, respectively. Neither UCO, OU, nor any other State System institution notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The Graduate Certificate in Supply Chain and Logistics will consist of 12 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Graduate Certificate in Supply Chain and Logistics

Content Area	Credit Hours
Required Courses	12
Total	**12**

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

Delivery method and support services. All courses will be offered online via Canvas to maximize flexibility with student schedules. Online learning will be facilitated using discussion boards, prerecorded lectures, small teams facilitated via Skype, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone or Zoom conferences as needed. The library, classrooms, and equipment are adequate for the certificate.

Financing. The proposed certificate 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 Supply Chain and Logistics are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$2,765	$4,148	$5,530	$6,913	$8,296

Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 3, 4, 5 and 6, 6 credit hours of enrollment, and tuition of $230.45 per credit hour.

| | Year of Program | | | | |
A. Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
TOTAL	**$2,765**	**$4,148**	**$5,530**	**$6,913**	**$8,296**

| | Year of Program | | | | |
B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$2,730	$2,925	$3,900	$4,875	$6,825
Explanation: Funds will cover .14 FTE of 1 adjunct faculty member's $19,500 salary in year 1, .15 FTE of the faculty member's salary in year 2, .2 FTE of the faculty member's salary in year 3, .25 FTE of the faculty member's salary in year 4, and .35 FTE of the faculty member's salary in year 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	**$2,730**	**$2,925**	**$3,900**	**$4,875**	**$6,825**

Graduate Certificate in Business

Program purpose. The proposed program is designed to help working professionals understand general principles in business that can help them prepare for positions of leadership and management.

Program rationale and background. According to a report provided to OSU from EAB, a research, technology, and consulting firm for educational institutions, certificate programs are growing five times as fast as master degrees. The report also indicated that the top three skills needed in the region by working professionals who might seek certificates are budgeting, project management, and supervisory skills. The proposed certificate can provide these skills to students in various graduate programs available at OSU including business, engineering, education, health sciences.

Employment opportunities. According to OSU's MBA Alumni Advisory Board and the international Future Talent Council's Employer and Educator Relationships Advisory Board, employers will highly value management-focused microcredentials like the proposed certificate. As a result, OSU anticipates that engineers, programmers, and other technically trained professionals who want to obtain promotions into

managerial and executive level positions within their companies or redirect their careers into growing industries, such as those that support the energy sector in the Tulsa and Oklahoma City metropolitan areas, will pursue the proposed certificate. OESC data indicate that 1,010 managerial positions in companies and enterprises will be added in Oklahoma between 2018 and 2028. In addition, the U.S. Bureau of Labor Statistics suggests that approximately 505,000 new management occupations will be added across the country between 2019 and 2029.

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 2023
Minimum graduates from the program	2	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 certificate, employer demand for the certificate, demand for services or intellectual property of the program, and alternative forms of delivery and consortial or joint programs. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program (whether it is a new program or an extension of an existing program) is sufficiently different from the existing program(s) offered by other institutions or that access to the existing program(s) is sufficiently limited to warrant initiation of a new program offering.

The proposed program may duplicate the following program:

Institution	Existing Program
University of Oklahoma	Graduate Certificate in Foundations of Business (433)

A system wide letter of intent was communicated by email on October 21, 2020. Northeastern State University (NSU), Rogers State University (RSU), and OU requested copies of the proposal, which were sent on December 4, 2020, December 4, 2020, and December 21, 2020, respectively. Neither NSU, RSU, OU, nor any other State System institution notified State Regents' staff of a protest to the proposed certificate. Due to employment demand, approval will not constitute unnecessary duplication.

Curriculum. The Graduate Certificate in Business 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 E).

Graduate Certificate in Business

Content Area	Credit Hours
Required Courses	12
Electives	3
Total	**15**

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

Delivery method and support services. All courses will be offered online via Canvas to maximize flexibility with student schedules. Online learning will be facilitated using discussion boards, prerecorded lectures, small teams facilitated via Skype, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone or Zoom conferences as needed. The library, classrooms, and equipment at OSU-Stillwater and OSU-Tulsa are adequate for the certificate.

Financing. The proposed certificate 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 certificate.

Program resource requirements. Program resource requirements for the Graduate Certificate in Business 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	$27,077	$48,275	$48,275	$54,155	$54,155
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 3 (2 in-state and 1 out-of-state), 5 (3 in-state and 2 out-of-state), 5 (3 in-state and 2 out-of-state), 6 (4 in-state and 2 out-of-state) and 6 (4 in-state and 2 out-of-state) and enrollment of 15 credit hours per year. The estimated tuition and fees for in-state students is $392.00 per credit hour and for out-of-state students is $1021.15 per credit-hour.					
TOTAL	**$27,077**	**$48,275**	**$48,275**	**$54,155**	**$54,155**

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	$20,160	$39,840	$39,840	$41,760	$41,760
Explanation: Five faculty, with an average salary of $192,000. will teach in the proposed program. Approximately half of the salary ($96,000) covers teaching responsibilities. Therefore, the amounts listed represent a portion of the five faculty members' teaching pay (i.e., in year 1, .042 FTE, in years 2 and 3, .083 FTE, and in years 4 and 5, .087 FTE.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional	$0	$0	$0	$0	$0

Materials					
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	**$20,160**	**$39,840**	**$39,840**	**$41,760**	**$41,760**

Graduate Certificate in Neuroscience

Program purpose. The proposed certificate is designed to help students understand the impact of physical and mental health problems on neural systems and overall brain health.

Program rationale and background. A survey distributed to students in the College of Arts and Sciences in May 2018 as part of the OSU Brain Initiative Retreat revealed that 224 undergraduate students at OSU were interested in neuroscience training and research. Sixty-three percent of these students indicated that they would have been interested in a neuroscience degree if it was available when they started at OSU. In addition, 89 percent of these respondents reported current interest in a neuroscience degree. Furthermore, 66 percent of the respondents indicated that they would be willing to enroll in a neuroscience degree with required coursework and research at both the Stillwater and Tulsa campuses.

Employment opportunities. A larger and aging population, increased rates of several chronic conditions, and a growing reliance on pharmaceuticals are all factors that are expected to increase demand for medical scientists. Medical scientists usually specialize in an area of research, such as neuroscience. According to the U.S. Bureau of Labor Statistics, employment for medical scientists is projected to grow 6 percent from 2019 to 2029, which is faster than the average for all occupations. Oklahoma leads the U.S. in some of the most neurocognitively toxic conditions, including poor cardiometabolic health, addiction, and childhood adversity. Neuroscientists will be needed in Oklahoma and across the U.S. to meet the demand for cutting-edge brain research related to treating diseases such as AIDS, Alzheimer's disease, and cancer.

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	5	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 certificate, employer demand for the certificate, 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 neuroscience graduate certificate programs in Oklahoma. A system wide letter of intent was communicated by email on July 24, 2020. Upon receipt of the program proposal, a second system wide letter of intent was communicated by email on January 19, 2021 to clarify OSU's intent to offer the program in Stillwater, Tulsa, and on the OSU Center for Health Sciences campus. TCC requested a copy of the proposal, which was sent on December 20, 2020. Neither TCC nor any other State System institution notified State Regents' staff of a protest to the proposed certificate. Approval will not constitute unnecessary duplication.

Curriculum. The Graduate Certificate in Neuroscience 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 F).

<p align="center">Graduate Certificate in Neuroscience</p>

Content Area	Credit Hours
Required Courses	6
Electives	6
Total	**12**

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

Delivery method and support services. All courses will be offered online via Canvas to maximize flexibility with student schedules. Online learning will be facilitated using discussion boards, prerecorded lectures, small teams facilitated via Skype, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone or Zoom conferences as needed. The library, classrooms, and equipment at OSU-Stillwater, OSU-Tulsa, and OSU-CHS are adequate for the certificate.

Financing. The proposed certificate 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 certificate.

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

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

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$2,765	$8,296	$11,062	$13,827	$16,592
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 1, 3, 4, 5 and 6, 12 credit hours of enrollment, and in-state tuition of $230.45 per credit hour.					
TOTAL	**$2,765**	**$8,296**	**$11,062**	**$13,827**	**$16,592**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$1,350	$1,350	$2,250	$2,250	$2,250
Narrative/Explanation: Funds will cover .03 FTE of one staff member's $45,000 salary in years 1 and 2 and .05 FTE in years 3 through 5.					
Faculty	$1,080	$6,480	$8,640	$10,800	$14,040
Explanation: Funds will cover a portion of 1 existing faculty member's $108,000 salary: .01 FTE in year 1, .06 FTE in year 2, .08 FTE in year 3, .10 FTE in year 4, and .13 FTE in year 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	$300	$300	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$2,730**	**$8,130**	**$10,890**	**$13,050**	**$16,290**

Certificate in Ethical Leadership

Program purpose. The proposed certificate will encourage more students to engage in socially just, ethical, and effective leadership activities that will strengthen their communities and allow them to earn an academic credential that more clearly conveys their leadership experience to prospective graduate schools and employers.

Program rationale and background. In Fall 2019, OSU had 168 undergraduate students enrolled in leadership courses through the Center for Ethical Leadership. An additional 500 current OSU students have taken leadership courses at some time during their undergraduate career. The proposed certificate will create an interdisciplinary pathway for these students to continue their leadership education beyond their first year and receive an academic credential.

Employment opportunities. Completing the proposed certificate, along with a bachelor's degree, should increase students' likelihood of obtaining some of the following occupations, which the OESC indicates will have high projected growth rates between 2018 and 2028: administrative service managers (5.9 percent); marketing managers (5.7 percent); computer and information systems managers (5.9 percent); construction managers (7.3 percent); emergency management directors (7.5 percent); financial managers (14.2 percent); human resource directors (5.1 percent); medical and health service managers (11 percent); public relations and fundraising directors (6.6 percent); social and community service coordinators (11.2 percent); and training and development coordinators (5.9 percent). Oklahoma Works currently identifies administrative service manager, computer and information systems manager, financial manager, and medical and health service manager as critical occupations in Oklahoma. Steady enrollment in the proposed certificate is expected considering the high demand for leaders in various employment settings 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	8	Fall 2024
Minimum graduates from the program	6	2024-2025

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

Institution	Existing Program
Carl Albert State College	Certificate in Organizational Leadership (069)

A system wide letter of intent was communicated by email on July 24, 2020. TCC requested a copy of the proposal, which was sent on December 20, 2020. Neither TCC nor any other State System institution notified State Regents' staff of a protest to the proposed certificate. Approval will not constitute unnecessary duplication.

Curriculum. The Certificate in Ethical Leadership will consist of 16 total credit hours, as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment G).

Certificate in Ethical Leadership

Content Area	Credit Hours
Required Courses	10
Electives	6
Total	**16**

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

Delivery method and support services. All courses will be offered online via Canvas to maximize flexibility with student schedules. Online learning will be facilitated using discussion boards, prerecorded lectures, small teams facilitated via Skype, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone or Zoom conferences as needed. The library, classrooms, and equipment are adequate for the certificate.

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

Program resource requirements. Program resource requirements for the Certificate in Ethical Leadership are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$7,506	$7,506	$11,259	$11,259	$15,012
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 4, 4, 6, 6, and 8, 6 credit hours of enrollment, and in-state tuition and fees of $312.75 per credit hour.					
TOTAL	**$7,506**	**$7,506**	**$11,259**	**$11,259**	**$15,012**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$7,205	$7,205	$10,808	$10,808	$15,011
Explanation: Funds will cover .12 FTE of 1 faculty member's $60,042 salary in years 1 and 2, .18 FTE of the faculty member's salary in years 3 and 4, and .25 FTE of the faculty member's salary in year 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	**$7,205**	**$7,205**	**$10,808**	**$10,808**	**$15,011**

Certificate in Business Essentials
Certificate in Business Finance Essentials

Program purpose. The proposed certificates will provide undergraduate students in non-business degree programs with fundamental knowledge in accounting, economics, finance, management, marketing, and other business areas which fit their interests.

Program rationale and background. The proposed certificates will become part of a strong infrastructure that OSU's Spears School of Business already has in place. The Spears School of Business currently offers specialized business certificate programs to undergraduate business majors (e.g., Certificate in Sustainable Business Management (508) that meet enrollment expectations every year. The Spears School of Business also offers a Business Essentials option within multiple majors in the College of Arts and Sciences.

Employment opportunities. Students who complete the proposed certificates will be prepared for entry-level positions in business environments, to start their own businesses, and/or to pursue graduate-level business programs. As a result, these students will have greater marketability than peers in their degree programs. According to Oklahoma Works, growth in the Information and Financial Services Industry Cluster is projected to increase by 10,496 jobs by 2024 in Oklahoma.

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 the programs	13	Fall 2024
Minimum graduates from the programs	5	2024-2025

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

Institution	Existing Program
East Central University	Certificate in Business – Banking and Finance (500)
East Central University	Certificate in Business – Entrepreneurship (501)
East Central University	Certificate in Business – Personal Financial Planning (510)
Northwestern Oklahoma State University	Certificate in Business (078)
Tulsa Community College	Certificate in Business Management (241)

A system wide letter of intent was communicated by email on July 24, 2020. TCC requested a copy of the Certificate in Business Essentials proposal, which was sent on October 29, 2020. OU and TCC requested a copy of the Certificate in Business Financial Essentials proposal, which were sent on October 29, 2020. Neither OU, TCC, nor any other State System institution notified State Regents' staff of a protest to the proposed programs. Due to employment demand, approval to offer the certificates will not constitute unnecessary duplication.

Curricula. The proposed Certificate in Business Essentials and Certificate in Business Financial Essentials programs 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 attachments (Attachments H and I, respectively).

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

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

Delivery method and support services. Courses for the proposed programs will be delivered via the Canvas learning management system. Learning will be facilitated using online discussions, prerecorded lectures, small teams facilitated via Skype, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone conferences as needed. The library, classrooms, and equipment are adequate for the proposed certificate programs.

Financing. The proposed certificate 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 Certificate in Business Essentials and Certificate in Business Financial Essentials 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	$14,498	$22,792	$37,290	$45,584	$78,727

Narrative/Explanation: Tuition was calculated assuming enrollments by year of 2 (1 in-state; 1 out-of-state), 4 (3 in-state; 1 out-of-state), 6 (4 in-state; 2 out-of-state), 8 (6 in-state; 2 out-of-state), and 13 (9 in-state; 4 out-

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**

of-state). The assumed tuition and fees of $345.60 per credit hour for in-state students and tuition and fees of $862.55 per credit hour for out-of-state students was multiplied by 12 credit hours of enrollment per academic year.

	Year of Program				
TOTAL	**$14,498**	**$22,792**	**$37,290**	**$45,584**	**$78,727**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$10,000	$20,000	$30,000	$40,000	$50,000

Explanation: Funds will cover .1 FTE of 1 existing faculty salary (approx. $100,000) in year 1; .1 FTE of 2 existing faculty salaries in year 2; .1 FTE of 3 existing faculty salaries in year 3; .1 FTE of 4 existing faculty salaries in year 4; and .1 FTE of 5 existing faculty salaries in year 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	**$10,000**	**$20,000**	**$30,000**	**$40,000**	**$50,000**

Attachments

OKLAHOMA STATE UNIVERSITY
BACHELOR OF FINE ARTS IN MUSICAL THEATRE

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 1663	Stage Technology	3
TH 1673	Costume Technology	3
EEE 4123	Entrepreneurship and The Arts	3
TH 3853	Auditions and the Professional Actor/Director	3
TH 2563	Script Analysis	3
TH 1500 TH 2500 TH 3500	Run Crew Practicum (minimum 1 hour) Production Crew Practicum Theatre Practicum II (minimum 1 hour)	6
*TH 2333	Acting for Musical Theatre	3

MUSI 1532	Music Theory 1	2
*TH 1313	Vocal Technique	1
*TH 1321	Voice Lessons	3
*TH 3843	Musical Theatre Scene Study	3
*TH 3863	Auditioning in Musical Theatre	3
TH 1333	Voice and Movement	3
DANC 3502	Musical Theatre Dance	2
DANC 2302	Tap	2
DANC 2202	Jazz Dance	2
TH 1323	Acting I	3
TH 2323	Acting II	3
*TH 3533	Digital Branding for the Performer	3
TH 3400	Upper Division Project	3
*TH 4503	Ensemble Theatre	3
*TH 1301	BFA Acting Laboratory I	1
*TH 1311	BFA Movement Laboratory I	1
TH 4990	BFA Jury	2
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
BACHELOR OF ARTS IN AMERICAN SIGN LANGUAGE STUDIES

Program Requirements		Credit Hours
General Education		**40**
ENGL 1113 or ENGL 131	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
	Humanities (courses designated H)	6
	Natural Sciences (courses designated N) with one Lab (L)	6
	Social and Behavioral Sciences (courses designated S)	3
	Additional General Education (courses designated A, H, N, or S)	10
College/Departmental Requirements		**22**
A & S 1111	First Year Seminar	1
ASL 1713	American Sign Language I	3
ASL 1813	American Sign Language II	3
ASL 2713	Visual/Gestural and Classifiers	3
	Arts and Humanities (any course with H designation or courses with AMST, ART, DANC, ENGL (except ENGL 3323 Technical Writing), HIST, MUSI, PHIL (except PHIL 1313 Logic and Critical Thinking (A), PHIL 3003 Symbolic Logic (A) and PHIL 4003 Mathematical Logic and Computability), REL, TH prefixes, or foreign languages).	9
	Natural and Mathematical Sciences (any courses with A or N designation or STR, BIOC, BIOL, CHEM, CS (except CS 4883 Social Issues in Computing), GEOL, MATH, MICR, PBIO, PHYS, and STAT prefixes)	3
Major Requirements		**40**
ASL 2723	American Deaf Culture and History	3
ASL 2813	Intermediate Grammar	3
ASL 2823	Cultural Diversity in the Deaf Community	2
ASL 3713	Interpreting Concepts in American Sign Language	1

ASL 4813	Ethics for Interpreters	3
	Select 15 hours from the following courses:	
ASL 3500	Specialized Study in American Sign Language	0- 20
ASL 3723	Science, Technology, Engineering, and Math I	3
ASL 3813	Linguistics of American Sign Language	3
ASL 3823	Science, Technology, Engineering, and Math II	3
ASL 4333	Sign to Voice to Sign	3
ASL 4550	Seminar in American Sign Language	4
ASL 4713	American Sign Language Poetry	3
Electives		**18**
	Students must take 18 credit hours so the number of credit hours completed totals 120.	
Total		**120**

OKLAHOMA STATE UNIVERSITY
MASTER OF SCIENCE IN FAMILY AND COMMUNITY SERVICES

Program Requirements		Credit Hours
Core Courses		**30**
HDFS 5173	Program Design, Implementation, and Evaluation in Human Development and Family Science	3
HDFS 5213	Human Development in the Context of Family and Community	3
HDFS 5223	Resilience in Individuals and Families	3
HDFS 5443	Interpersonal Relationships	3
HDFS 5543	Coping with Family Crises	3
HDFS 5553	Perspectives on Parenting and Parent Education	3
HDFS 5713	Individual and Family Resource Management	3
HDFS 5753	Leadership and Management of Community Service Programs	3
HDFS 5913	Foundations and Principles of Community Service Programs	3
HDFS 5923	Dynamics of Family Interaction	3
Electives		**3**
	Select courses from an approved list.	
Capstone		**3**
HDFS 5163	Master's Capstone in Human Development and Family Science	
Total		**36**

OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN SUPPLY CHAIN AND LOGISTICS

Program Requirements		Credit Hours
Required Courses		**12**
IEM 5763	Supply Chain Strategy	3
IEM 5613	Integrated Manufacturing Control Systems	3
IEM 5633	Advanced Production Control	3
IEM 5203	Facility Location, Warehousing and Freight Transportation	3
Total		**12**

OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN BUSINESS

Program Requirements		Credit Hours
Required Courses		**12**
MGMT 5113	Individual and Organizational Behavior	3
MGMT 5133	Marketing Management	3
ACCT 5183	MBA Financial Reporting	3
FIN 5013	Business Finance	3
Electives		**3**
	Select a course from the list below.	
ECON 5113	Managerial Economics	3
MSIS 5303	Prescriptive Analytics	3
EEE 5253	Ideation, Creativity, and Innovation	3
HTM 5263	Applied Revenue Management in Hospitality and Tourism Management	3
Total		**15**

OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN NEUROSCIENCE

Program Requirements		Credit Hours
Required Courses		**6**
HHP 5063 or *BIOM 5993	Neuroanatomy Principles of Neuroanatomy	3
*PSYC 5073/ *BIOL 5073/ *BIOM 5983	Principles of Neuroscience	3
Electives		**6**
	Select two courses from the list below.	
BIOL 5293	Behavioral Neuroendocrinology	3
CHEM 6303	Physical Organic Chemistry	3
ECEN 5783	Medical Imaging	3
HDFS 5213	Lifespan Development	3
HDFS 5283	Developmental Disabilities	3
HHP 5923	Readings in Neurophysiology	3
HHP 5823	Applied Neuromuscular Anatomy and Physiology	3
PSYC 5823	Cognitive Processes	3
PSYC 6483	Neurobiological Psychology	3
PSYC 6583	Developmental Psychobiology	3
*BIOM 6513	Neuropharmacology	3
*BIOM 6972	Role of Nicotinic Acetylcholine Receptors in Neuropsychiatric Disorders	3
BIOM 6543	Environmental Toxins in the Brain	3
BIOM 6583	Neuroinflammation	3
BIOM 6663	Neuroethology	3
BIOM 6010	Neurobiology of Addiction	3
BIOM 6183	Cellular and Molecular Biology of Pain	3
Total		**12**

*Denotes new course

OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN ETHICAL LEADERSHIP

Program Requirements		Credit Hours
Required Courses		**10**
AGLE 2303 or HESA 2513 or HESA 1521/ HESA 1512 or UNIV 3110 or	Agricultural Leaders in Society Foundations of Ethical Leadership President's Leadership Council I and President's Leadership Council II McKnight Scholars Leadership Colloquium I and McKnight Scholars Leadership Colloquium II and Course with D designation on approved list	3
UNIV 4950	Application of Ethical Leadership through Service Learning	1
HESA 3910 or UNIV 3110	International Perspectives in Leadership and Ethics International Studies in Leadership	3
HESA 4513	Ethical Leadership for the Common Good	3
Electives		**6**
	Select two courses from the list below.	
AGLE 3303	Agricultural Leadership: Theory and Practice	
AGLE 3403	Facilitating Social Change in Agriculture	
AGLE 3803	Global Leadership in Agriculture (I)	
AMST 3333	Crime, Law and American Culture (S)	
BADM 3113	Interpersonal Skills	
EPSY 3063	Critical Thinking, Problem Solving, and Creative Processes	
HDFS 4473	Policy, Law, and Advocacy	
HESA 3013	Leadership Concepts	
HESA 3113	Civic Leadership	
HLTH 3113	Health Issues in Diverse Populations	
HLTH 2603	Total Wellness	
HTM 3213	Hospitality and Tourism Management and Organization	
MGMT 3133	Developing Leadership Skills	6
MGMT 4013	Leading Organizational Change	
MGMT 4061	Managing Confrontations	
MGMT 4073	Management and Ethical Leadership	
MKTG 4443	Social Issues in the Marketing Environment	
MSIS 4273	Legal and Ethical Issues in Information Systems Business	
PHIL 3803	Ethics	
PHIL 3833	Biomedical Ethics	
PHIL 3823	Engineering Ethics	
POLS 4693	Women in Politics	
PSYC 3013	Psychology of Motivation	
PSYC 4233	The Nature of Leadership	
SOC 2123	Social Problems	
Total		**16**

OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN BUSINESS ESSENTIALS

Degree Requirements		Credit Hours
Required Courses		**9**
ACCT 2003	Survey of Accounting	3
MGMT 3013	Fundamentals of Management	3
MKTG 3213	Marketing	3
Electives		**6**
	Select two courses from the list below.	
EEE 2023	Introduction to Entrepreneurship	3
ECON 2003	Microeconomic Principles for Business	3
FIN 3113	Finance	3
MSIS 2103	Business Data Science Technologies	3
MSIS 3223	Principles of Data Analytics	3
BADM 3113	Interpersonal Skills	3
LSB 3213	Legal and Regulatory Environment of Business	3
Total		**15**

OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN BUSINESS FINANCE ESSENTIALS

Degree Requirements		Credit Hours
Required Courses		**9**
ACCT 2003	Survey of Accounting	3
ECON 2003	Microeconomic Principles for Business	3
FIN 3113	Finance	3
Electives		**6**
	Select two courses from the list below.	
EEE 2023	Introduction to Entrepreneurship	3
MGMT 3013	Fundamentals of Management	3
MKTG 3213	Marketing	3
MSIS 2103	Business Data Science Technologies	3
MSIS 3223	Principles of Data Analytics	3
BADM 3113	Interpersonal Skills	3
LSB 3213	Legal and Regulatory Environment of Business	3
Total		**15**

AGENDA ITEM #14-a (2):

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Science in Business Administration in Accounting in Tulsa.

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 Accounting at OSU-Tulsa with options in External Reporting, Control, and Auditing and Internal Reporting, Control, and Auditing with lower division courses for the bachelor degrees at OSU-Tulsa to be delivered by Tulsa Community College, 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 Business Administration in Accounting (444).** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 30 students in Fall 2025; and
>   Graduates: a minimum of 5 students in 2025-2026.

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
162	Degree and/or certificate programs added

Program Review

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

72	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
106	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 proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Bachelor of Business Administration in Accounting (444) at OSU-Tulsa at their October 23, 2020 meeting. OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:
Bachelor of Science in Business Administration in Accounting (444)

Program purpose. The proposed program will prepare students to develop financial accounting reports, use financial accounting data for making business decisions, apply a wide variety of management accounting models, and compare and contrast basic methods of cost allocation. This program will also offer students choice in accounting programs to include a research institutional offering with the highest business accreditation in accounting within the Tulsa area.

Program rationale and background. Tulsa Community College (TCC) is the primary feeder institution for OSU-Tulsa. According to the OSRHE Productivity Reports for 2015-2020, the five-year average headcount in TCC's Associate in Applied Science in Accounting (017) program was 94 students. OSU anticipates that many graduates from this program will transfer to OSU-Tulsa to pursue the Bachelor of Science in Business Administration in Accounting (444) degree. In addition, there are currently 68 working adults from Tulsa enrolled in the Bachelor of Science in Business Administration in Accounting (444) program who commute to Stillwater. Adding the program at OSU-Tulsa will greatly improve these students' ability to graduate.

Spears School of Business at OSU is accredited by the AACSB, the most prestigious, international accrediting organization for business schools established in 1916. There are 890 business institutions in 58 countries and territories that have earned AACSB accreditation. A select portion of these institutions (i.e., 189) hold a supplemental, specialized AACSB accreditation for their accounting programs. OSU is one of the two institutions in Oklahoma that has earned AACSB accreditation and holds specialized AACSB accreditation for its accounting degree program. If approved, OSU will be the only public research institution offering an AACSB accredited accounting program in the Tulsa area.

Employment opportunities. A market research study was conducted by EAB, a research, technology, and consulting firm for educational institutions, for the OSU-Tulsa campus in 2016. The study identified accountants and auditors as high-growth occupations for bachelor's level professionals. According to the Oklahoma Employment Security Commission (OESC), employment for accountants and auditors is projected to grow by 10.4 percent between 2016 and 2026 in the Tulsa metropolitan area and to grow by 6 percent between 2018 and 2028 across Oklahoma. OESC data also suggests that the medium annual wage for accountants and auditors in the Tulsa metropolitan area is $69,790.

In addition, accountants and auditors are currently identified as critical occupations by Oklahoma Works. Considering the high demand and high earning potential for accountants and auditors in Tulsa, employment for the Bachelor of Science in Business Administration in Accounting (444) program graduates will be strong.

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	30	Fall 2025
Minimum graduates from the program	5	2025-2026

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 program may duplicate the following programs:

Institution	Existing Program
University of Oklahoma	Bachelor of Business Administration in Accounting (003)
Cameron University	Bachelor of Accounting in Accounting (305)
East Central University	Bachelor of Science in Accounting (001)
Langston University	Bachelor of Business Administration, Accounting option (009)
Northeastern State University	Bachelor of Business Administration in Accounting (001)
Northwestern Oklahoma State University	Bachelor of Business Administration in Accounting (001)
Oklahoma Panhandle State University	Bachelor of Business Administration in Accounting (001)
Rogers State University	Bachelor of Science in Business Administration, Accounting option (113)
Southeastern Oklahoma State University	Bachelor of Business Administration in Accounting (001)
University of Central Oklahoma	Bachelor of Science in Accounting (001)

A system wide letter of intent was communicated by email on October 21, 2020. The University of Central Oklahoma (UCO), Northeastern State University (NSU), and Rogers State University (RSU) requested copies of the proposal, which were sent on December 1, 2020, December 4, 2020, and December 4, 2020, respectively. Neither UCO nor RSU submitted a protest of the proposed program.

NSU submitted a letter of protest citing the following areas of concern:
1) duplication - lack effort to explore collaboration;
2) duplication - curricular and design similarities;
3) student demand;
4) employer demand; and
5) cost.

These concerns were communicated to OSU for review. OSU responded to NSU's concerns noting that:
1) Spears School of Business at OSU is accredited by the AACSB. The Tulsa metropolitan area does not have an AACSB accounting program offered by a public institution. NSU's business program is not accredited by the AACSB; therefore, OSU's program should not be considered a duplicate program. Additionally, OSU did not approach NSU about a joint degree or collaboration, because AACSB accreditation standards do not permit accredited institutions to partner with universities that are not AACSB accredited.
2) The curriculum for OSU's Bachelor of Science in Business Administration (BSBA) in Accounting (444) program prepares students to take the Certified Public Accountant (CPA), Certified Management Accountant, and Certified Internal Auditor exams. In 2019, OSU graduates with a bachelor's degree taking the CPA exam for the first time had a pass rate of 68.1 percent. Furthermore, the overall CPA exam pass rates of OSU's graduates with a bachelor's degree exceed the overall state and national CPA exam pass rates.
3) OSU and TCC have an articulation agreement for the BSBA in Accounting (444) program. The existing agreement can easily be adapted to include delivery of the program at OSU-Tulsa in addition to Stillwater. The proposed Tulsa-based accounting program will target adult learners who have not completed a college degree. Additionally, the OSU and NSU programs will meet diverse student demand for different kinds of accounting programs.
4) Letters supporting the delivery of OSU's BSBA in Accounting (444) program in Tulsa were received from several Tulsa area accounting firms and community agencies. According to the letters of support and OSU faculty, some employers will only hire graduates from AACSB accredited accounting programs. OSU reports that there is adequate employer demand for the OSU and NSU programs, meeting diverse employer needs.
5) By leveraging existing accounting faculty and offering some online classes, OSU can offer the BSBA in Accounting (444) program in Tulsa at a much-reduced cost compared to a complete startup of a new program. The money needed to hire two additional faculty will come from available OSU-Tulsa funds, therefore supplemental funds from the state will not be needed.

OSU's response was communicated to NSU for review. NSU submitted an additional response restating their protest and added the following additional areas of concern:
1) violation of Oklahoma Statute (Title 70, § 4668); and
2) violation of Oklahoma State Regents for Higher Education (OSRHE) policy 3.2.11.

A meeting was facilitated by Chancellor Johnson on April 1, 2021, which included leadership from NSU, OSU-Stillwater and OSU-Tulsa, one State Regent and the regent serving as current chairperson of the Regional University System of Oklahoma, along with State Regents' staff, to discuss the issues.

At this meeting, NSU representatives reiterated their concerns with OSU offering the program in the Tulsa area. OSU restated its justification for expanding the program to Tulsa. In addition, State Regents' legal counsel and academic staff clarified that there is no violation of statute or policy as detailed below:

1) The State Regents are in compliance with Oklahoma Statute (Title 70, § 4668) which allows the State Regents to determine programs offered by institutions. The full statute states: *"On July 1, 2001, there may be established a branch of Northeastern State University within the Tulsa metropolitan area. The Oklahoma State Regents for Higher Education are authorized to make upper division undergraduate and graduate course offerings at the Northeastern State University branch available **as the State Regents shall determine appropriate** [emphasis added]. Undergraduate degree programs offered through Oklahoma State University/Tulsa shall not duplicate those undergraduate degree programs offered by Northeastern State University in Tulsa, as determined by the Oklahoma State Regents for Higher Education* [emphasis added]. Based on this statute, Interim Legal Counsel Matt Stangl has interpreted this statute to mean that the State Regents are the final arbiter as to whether any proposed undergraduate degree program of OSU-Tulsa is duplicative of any existing NSU-Tulsa program. OSRHE policy 3.4.5(H) then sets forth the relevant considerations to be made by the OSRHE in that determination.

2) The State Regents are in compliance with its policy *3.2.11 OSU-Tulsa Operating Policy* which states *"This operating policy regulates delivery and support of baccalaureate degree programs by the **managing and participating universities** [emphasis added]. Rogers University-Tulsa was the managing institution until January 1, 1999 at which time OSU-Tulsa became the managing institution. The participating universities are the University of Oklahoma (OU), OSU (until January 1, 1999 when it became both the managing and a participating institution), Northeastern State University (NSU), and Langston University (LU)."* Based on the fact that this policy excerpt refers to entities that are no longer operating in the capacities as defined in the policy and there are no longer "managing" and "participating" institutions in the Tulsa area, the State Regents rely on *3.4.5 Academic Program Approval – New Program Request Criteria* to determine any and all programs offered by any State System institution at any location.

Using the written information provided by both institutions, the extended discussions at the April 1, 2021 meeting of all parties, along with independent research by State Regents' staff, the Chancellor and staff provided a summary of the issues to the Academic Affairs Committee of the State Regents on April 12, 2021, including the following information:

- **Curriculum, Duplication, and Accreditation**
  - Five major courses in the curriculum for NSU's BBA in Accounting (001) and curriculum for OSU's BSBA in Accounting (444) appear to be identical, while the remainder of the curriculum and options differentiate the programs:
    - NSU Options: Public Accounting; Managerial Accounting; Financial Planning
    - OSU Options: External Reporting, Control, and Auditing; Internal Reporting, Control, and Auditing
  - The OSU program is accredited by the AACSB, which is a prestigious specialized programmatic accreditor of business programs, and, in addition, OSU hold a supplemental specialized AACSB Accreditation for their accounting programs. No other accounting program offered in the Tulsa area has this level of programmatic accreditation.
  - The Chancellor received several support letters that cite:
    - A Tulsa business preference for recruiting and hiring from AACSB programs;
    - The lack of an AACSB program in Tulsa to meet hiring goals;
    - Support for the options offered at OSU as necessary for preparation for the Certified Management Accountant and the Certified Internal Auditor exams;

- - Tulsa's employers, especially Fortune 500 companies, need a program with this level of accreditation to help maintain headquarters in Tulsa, and to recruit accounting professionals from an AACSB program;
    - A belief that the program would increase Tulsa's competitive advantage in attracting new business growth and retaining existing companies in the Tulsa area.
- **Student Demand and CPA Pass Rates**
  - Based on the State Regents' Unitized Data System (UDS) data:
    - NSU productivity: 2015-2020 - average 80 graduates; 293 enrolled in 2019-2020
    - OSU productivity: 2015-2020 - average 153 graduates; 618 enrolled in 2019-2020
    - Both programs will prepare students to sit for the CPA exam. OSU's program has strong CPA exam pass rates. According to the Oklahoma Accountancy Board, in 2019, OSU graduates with a bachelor's degree who took the exam for the first time had a pass rate of 68.1 percent, significantly higher than other institutions' pass rates.
  - The stable enrollment in the OSU and NSU programs, coupled with the different courses, options, delivery locations, accreditation recognition, and costs will provide students with more choices among programs and is not expected to diminish other programs in the Tulsa area.
- **Employer Demand**
  - Oklahoma Employment Security Commission (OESC) data forecasts:
    - 10.4 percent increase in employment (i.e., 450 job openings) for accountants and auditors in the Tulsa metropolitan area.
    - 6 percent increase in employment for accountants and auditors statewide.
  - Accountants and auditors are currently identified as critical occupations by Oklahoma Works.
  - It appears that both programs will help meet employer demands in a critical occupation for Tulsa and the state, yet job openings may still surpass supply:
    - If both programs maintain current productivity (80 graduates from NSU and 153 graduates from OSU from UDS data), this would provide a total of 233 graduates. OESC data still forecasts unmet demand in the industry of 450 job openings, validating the need for the additional offering in Tulsa.

- **Cost**
  - OSU reports the costs for the program will be funded through reallocations of existing OSU resources with no request for additional state resources.

Based on this information, it was recommended to the committee to move forward on the program proposal in the interest of the long-term benefit of the Tulsa area including the identified necessary duplication of the program content, the student demand, and employer demand to meet state workforce development's unmet need in the field of accounting.

Curriculum. The Bachelor of Science in Business Administration in Accounting (444) will consist of 120 total credit hours, as shown in the following table. No new courses in the major will be added and the curriculum is detailed in the attachment (Attachment A).

Bachelor of Science in Business Administration in Accounting (444)

Content Area	Credit Hours
General Education	40*
College/Departmental Requirements	65
Option Requirements	12
Electives	3
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 and new faculty will teach courses in the proposed program.

Support services. The library, classrooms, and equipment at OSU-Tulsa 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 Business Administration in Accounting (444) are shown in the following table.

	Year of Program				
A. Funding Sources	**1ˢᵗ Year**	**2ⁿᵈ Year**	**3ʳᵈ Year**	**4ᵗʰ Year**	**5ᵗʰ Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$400,164	$325,926	$288,813	$238,990	$222,023
Explanation: This will be an allocation of new funds committed from OSU-Tulsa.					
Student Tuition	$108,816	$163,224	$217,632	$272,040	$326,448
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 10, 15, 20, 25 and 30, 12 credit hours of enrollment per semester, and in-state tuition of $328.60 and fees of $124.80 per credit hour.					
TOTAL	**$508,980**	**$489,150**	**$506,445**	**$511,030**	**$548,471**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$12,780	$12,780	$25,560	$25,560	$51,120

Explanation: The proposed program will require an additional advisor at OSU-Tulsa. The amounts for years one and two represent the .25 FTE salary and benefits for a part-time advisor. The amounts for years three and four represent the .5 FTE salary and benefits for a part-time advisor. For year five, the amount represents the 1.0 FTE salary and benefits for a full-time advisor.

Faculty	$447,000	$451,470	$455,985	$460,545	$465,151

Explanation: The amount in year 1 represents compensation for one research faculty member including salary, summer support and benefits ($320,000) and compensation for one teaching faculty member including salary and benefits ($127,000). The amounts in years 2 through 5 assume an increase of approximately 1 percent to the compensation for both faculty members.

Graduate Assistants	$10,000	$10,000	$10,000	$10,000	$10,000

Explanation: One graduate assistant will be hired to assist both of the new faculty members. The assistant will be paid to work 20 hours each week with each faculty member receiving 10 hours of support.

Student Employees	$3,200	$3,200	$3,200	$3,200	$3,200

Explanation: The amount provided represents pay for an undergraduate student to work 10 hours each week with compensation of $10 per hour as an accounting tutor.

Equipment and Instructional Materials	$6,000	$200	$200	$200	$7,500

Explanation: The amounts provided will cover *computer technology needs for two faculty members: laptop, monitors, webcam, docking station, keyboard, mouse, printer. After year 1, funds will cover technology maintenance. In year 5, funds will also cover equipment upgrades.*

Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$18,500	$0	$0	$0	$0

Explanation: The amounts provided will cover recruiting costs and moving expenses for the two new faculty members. Recruiting costs for each position will be $3,000. The Research faculty member will receive $7,500 in moving expenses and the teaching faculty member will receive $5,000.

Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$11,500	$11,500	$11,500	$11,500	$11,500

Explanation: The amounts provided will cover costs for the faculty members to participate in conferences, to pay professional organization membership fees, to complete continuing education activities, etc. The research faculty member will be allotted $7,500 and the teaching faculty member will be allotted $4,000.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$508,980**	**$489,150**	**$506,445**	**$511,005**	**$548,471**

Attachment

OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION IN ACCOUNTING (444)

Program 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		**65**
BADM 1111	Business First Year Seminar	1
BADM 2111	Career Planning for Business Success	1
BADM 3111	Professional Development for Business Success	1
ACCT 2003	Survey of Accounting	3
BADM 3113	Interpersonal Skills	3
ECON 2003	Microeconomic Principles for Business	3
EEE 2023	Introduction to Entrepreneurship	3
FIN 3113	Finance	3
LSB 3213	Legal and Regulatory Environment of Business	3
MGMT 4513	Strategic Management	3
MSIS 2103	Business Data Science Technologies	3
MSIS 3223	Principles of Data Analytics	3
ACCT 3004	Foundational Accounting and Data Skills	4
ACCT 3104	Intermediate Accounting I and Data Analysis	3
ACCT 3113	Intermediate Accounting II	3
ACCT 3203	Cost Accounting	3
ACCT 3603	Accounting Information Systems	3
ECON 2203	Introduction to Macroeconomics	3
STAT 2023 or STAT 2013 or STAT 2053	Elementary Statistics for Business and Economics Elementary Statistics Elementary Statistics for the Social Sciences	3
BCOM 3113	Written Communication	3
MSIS 4123	Information Assurance Management	3

ACCT 3013	Federal Income Taxation	3
ACCT 3001	Practicum in Professional Accounting I	1
ACCT 4911	Practicum in Professional Accounting II	1
ACCT 4901	Advanced Accounting Tools and Technologies	1
Option Requirements		**12**
	Select one of the following options:	
	External Reporting, Control, and Auditing	
ACCT 4503	External Auditing	3
ACCT 4133	Advanced Accounting	3
ACCT 4553	Ethics for Public Accountants	3
LSB 4323	Law of Commercial Transactions and Debtor-Creditor Relationships	3
	Internal Reporting, Control, and Auditing	
ACCT 4233	Internal Auditing	3
FIN 4223	Investments	3
FIN 4333	Financial Management	3
	Select one of the following courses:	
ECON 3023 or ECON 3113 or ECON 3313 or FIN 4113 or FIN 4213 or FIN 4763 or FIN 4843 or MSIS 2203 or MSIS 3333 or MSIS 4113	Managerial Economics Intermediate Microeconomics Money and Banking Financial Markets and Institutions International Financial Management Financial Futures and Options Markets Risk Management Computer Programming for Business Database Systems Design, Management and Administration Enterprise Systems and Collaborative Commerce	3
Electives		**3**
	Select courses from an approved list.	
Total		**120**

AGENDA ITEM #14-b:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Master of Arts in Art and Technology, the Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling in Tulsa, the Certificate in Applied Statistics, the Graduate Certificate in Applied Statistics, the Certificate in Data Analytics, and the Graduate Certificate in Data Analytics.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the Master of Arts in Art and Technology via electronic delivery, the Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling at OU-Tulsa, via traditional and electronic delivery, the Certificate in Applied Statistics, the Graduate Certificate in Applied Statistics, the Certificate in Data Analytics, and the Graduate Certificate in Data Analytics, 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 Art and Technology.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 48 students in Fall 2023; and
  Graduates: a minimum of 24 students in 2023-2024.

- **Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 76 students in Fall 2023; and
  Graduates: a minimum of 18 students in 2023-2024.

- **Certificate in Applied Statistics**. Continuation beyond Fall 2026 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 23 students in Fall 2025; and
  Graduates: a minimum of 8 students in 2025-2026.

- **Graduate Certificate in Applied Statistics**. Continuation beyond Fall 2026 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 9 students in Fall 2025; and
  Graduates: a minimum of 4 students in 2025-2026.

- **Certificate in Data Analytics**. Continuation beyond Fall 2026 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 43 students in Fall 2025; and

Graduates: a minimum of 13 students in 2025-2026.

- **Graduate Certificate in Data Analytics**. Continuation beyond Fall 2026 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 18 students in Fall 2025; and
  Graduates: a minimum of 5 students in 2025-2026.

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 Art and Technology, the Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459) at OU-Tulsa, the Certificate in Applied Statistics, the Graduate Certificate in Applied Statistics, the Certificate in Data Analytics, and the Graduate Certificate in Data Analytics at their January 28, 2021 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 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 Lifespan Care 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);
- Certificate in Data Science and Analytics (464); and
- Master of Business Administration in Business Administration (025).

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 Art and Technology

Program purpose. The proposed program will provide students with knowledge and skills in the field of art, technology, and systems design in the context of the digital arts.

Program rationale and background. The proposed application-oriented and interdisciplinary program is designed to appeal to students from varied backgrounds who have diverse career goals. Students admitted into the program must have demonstrated portfolio activity, experience with digital creation, basic visual and technological literacy, and readiness to strengthen technical facility with current software packages. According to a market analysis conducted by Elsmere Education (EEI), there are very few master's programs offered online across the United States, which have an arts and technology focus. Furthermore, none of the institutions that offer online programs similar to the proposed program are considered regional competitors of OU.

Employment opportunities. EEI's research revealed that there is high demand for professionals who can effectively design for a variety of physical and digital environments. According to the Oklahoma Employment Security Commission (OESC), employment growth is projected for web developers (i.e., 8.1 percent) and commercial and industrial designers (i.e., 5.8 percent) between 2018 and 2028. Since these particular positions require less than a master's degree, professionals in these roles would most likely seek the proposed degree to earn an increased salary, and/or to qualify for promotions, which require updated or advanced training in areas such as virtual reality, 3-D modeling, and game design. OU is also confident that graduates will obtain many other positions in the arts, design, and technology industries that are not tracked by the OESC or the U.S. Bureau of Labor Statistics, due to the broad spectrum of skills that they will acquire or enhance in the proposed degree program.

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	48	Fall 2023
Minimum Graduates from the program	24	2023-2024

Duplication and impact on existing programs. There are no Master of Arts in Art and Technology programs offered in Oklahoma. A system wide letter of intent was communicated by email on November 9, 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 33 total credit hours as shown in the following table. Twelve new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Core Courses	12
Electives	21
Total	**33**

Faculty and staff. Existing and adjunct 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 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 Arts in Art and Technology are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$197,211	$0	$0	$0	$0
Explanation: Supplemental funding in Year 1 will come from existing cash reserves to help launch the program.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$323,928	$647,856	$863,808	$1,079,760	$1,079,760
Narrative/Explanation: The tuition estimates assume enrollments of 18, 36, 48, 60, and 60 students taking 22 credit hours per year at a rate of $818 per credit hour in years 1-5.					
TOTAL	**$521,139**	**$647,856**	**$863,808**	**$1,079,760**	**$1,079,760**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$30,000	$30,000	$30,000	$30,000	$30,000
Explanation: Funds will cover 0.5 FTE of one staff member's salary. The staff member will provide administrative support to faculty and students enrolled in the proposed program and other online degree programs.					
Faculty	$48,511	$191,560	$250,080	$250,080	$250,080
Explanation: Current faculty will be paid $3,333 plus fringe per credit hour to teach on an overload basis in the program. Funds also include $16,000 per year stipend that will be paid to the faculty program coordinator and course development costs to create initial online offerings.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0

Equipment and Instructional Materials	$2,000	$4,000	$4,000	$4,000	$4,000

Explanation: Estimated cost of computers, software, printing paper, copier usage, and other materials to support the online program.

Library	$0	$0	$0	$0	$0
Contractual Services	$34,537	$182,974	$254,988	$256,274	$256,274

Explanation: Third party support for student recruitment support, marketing coordination, project management, and student retention.

Other Support Services	$46,550	$46,550	$46,550	$46,550	$46,550

Explanation: Support from OU's Office of Digital Learning to help faculty develop and create their online course and maintain the online course. This cost represents 0.5 FTE of the salary/fringe of a position.

Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$70,184	$175,461	$175,461	$175,461	$175,461

Explanation: Paid marketing (e.g., Google, LinkedIn, Facebook) to recruit students to the program.

Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$231,782**	**$630,545**	**$761,079**	**$762,365**	**$762,365**

Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459)

Program purpose. The proposed program will prepare graduates to work as counselors and to apply for the Licensed Professional Counselor credential after obtaining their degrees.

Program rationale and background. The Clinical Mental Health Counseling option within OU's Master of Human Relations (MHR) in Human Relations (329) is currently offered on the OU-Tulsa campus. Enrollment in the option has been strong for the past several years. For example, in Fall 2018, 52 students were enrolled, in Fall 2019, 50 students were enrolled, and in Fall 2020, 44 students were enrolled. As anticipated, several students who were enrolled in the Clinical Mental Health Counseling option in the MHR program at OU-Tulsa transferred to the new stand-alone Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459) program on the Norman campus for the Fall 2020 semester. OU reports that the students transferred to the stand-alone program to make it easier to articulate their training to potential employers and counseling licensure boards.

Employment opportunities. Students who complete the proposed program will be eligible for counseling positions in various settings including hospitals, outpatient, inpatient, and private practice settings. Graduates will be qualified to work with a number of different populations including children, adolescents, adults, couples, families, and groups. OESC data suggest that employment for counselors, social workers, and other community and social service specialists is projected to grow 8.5 percent between 2018 and 2028. Furthermore, OESC data projects employment for mental health counselors will grow 22.8 percent and approximately 1,270 positions will open in the Tulsa metropolitan area between 2016 and 2026. The strength of the current Clinical Mental Health Counseling option in MHR at OU-Tulsa and the high employment demand for counselors in Tulsa suggests that the proposed program should be offered at OU-Tulsa.

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	76	Fall 2023
Minimum Graduates from the program	18	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.

The proposed program may duplicate the following programs:

Institution	Existing Program
Cameron University	Master of Science in Behavioral Sciences, Counseling option (610)
East Central University	Master of Science in Human Resources in Human Resources, Clinical Rehabilitation and Clinical Mental Health Counseling option (089)
Northeastern State University	Master of Science in Counseling (019)
Oklahoma State University	Master of Science in Counseling (194)
Rogers State University	Master of Science in Community Counseling (214)
Southeastern Oklahoma State University	Master of Arts in Clinical Mental Health Counseling (078)
Southwestern Oklahoma State University	Master of Science in Community Counseling (155)

A system wide letter of intent was communicated by email on November 9, 2020. Oklahoma State University (OSU) and Northeastern State University (NSU) requested copies of the proposal, which were sent on February 11, 2021. Neither OSU, NSU, 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 at OU-Tulsa will not constitute unnecessary duplication.

Curriculum. The Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459) program will consist of a total of 60 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	33

Guided Electives	27
Total	**60**

Faculty and staff. New and 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 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 at OU-Tulsa 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 Clinical Mental Health Counseling in Clinical Mental Health Counseling (459) are shown in the following table.

	Year of Program				
A. Funding Sources	**1ˢᵗ Year**	**2ⁿᵈ Year**	**3ʳᵈ Year**	**4ᵗʰ Year**	**5ᵗʰ Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$240,663	$272,752	$304,840	$336,929	$360,995

Narrative/Explanation: Tuition was estimated assuming enrollments by year of 60, 68, 76, 84, and 90 in years 1 through 5. OU anticipates students enrolling in 18 credit hours of coursework per academic year, tuition and fee rates of $289.30 per credit hour for residents and $900.10 per credit hour for non-residents, and 96 percent resident and 4 percent non-resident enrollment. Tuition waiver discount rates of approximately 25 percent and 63 percent were estimated for resident and non-residents, respectively.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
TOTAL	**$240,663**	**$272,752**	**$304,840**	**$336,929**	**$360,995**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$17,732	$19,997	$22,240	$24,462	$26,082
Explanation: Funds will cover an increasing portion of four support staff member's salary and benefits.					
Faculty	$83,429	$94,088	$104,643	$115,095	$122,719
Explanation: Funds will cover an increasing portion of one faculty member's salary and benefits.					
Graduate Assistants	$6,347	$7,158	$7,961	$8,756	$9,336
Explanation: Funds will cover an increasing portion of the stipend for one graduate assistant at 0.5 FTE.					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$6,000	$6,800	$7,600	$8,400	$9,000
Explanation: Funds will cover estimated costs for classroom supplies, handouts, data sets, and in-class equipment (e.g., whiteboards, projectors, etc.).					
Library	$3,000	$3,400	$3,800	$4,200	$4,500
Explanation: Funds will cover hard copy and online access to research and instructional materials.					
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$1,200	$1,360	$1,520	$1,680	$1,800
Explanation: Funds will cover estimated costs to print research and course materials.					
Telecommunications	$681	$769	$855	$940	$1,002
Explanation: Funds will cover estimated costs for office telephones and internet for program faculty and staff.					
Travel	$1,528	$1,724	$1,917	$2,108	$2,248
Explanation: Funds will cover travel for faculty and student participation in professional conferences and guest speakers who come to campus.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$119,917**	**$135,296**	**$150,536**	**$165,641**	**$176,687**

Certificate in Applied Statistics
Graduate Certificate in Applied Statistics
Certificate in Data Analytics
Graduate Certificate in Data Analytics

Program purpose. The proposed certificates will prepare non-engineering students to develop practical expertise in applying statistical methods and using computers to visualize and analyze data.

Program rationale and background. It is anticipated that a large number of students in the College of Arts and Sciences (CAS) will pursue one of the proposed certificates to improve their employment prospects. Introductory statistics courses across CAS enroll around 2,700 students annually. Some undergraduate degree programs in CAS require multiple statistics-related courses. For example, students in the Bachelor of Arts in Psychology (310) and Bachelor of Science in Psychology (194) programs must complete two statistics courses. In addition, graduate-level statistics courses in CAS enroll around 80 students annually and graduate-level applied computing courses in CAS enroll around 40 students annually. OU anticipates that a fraction of the students in statistically-oriented undergraduate and graduate programs within CAS (e.g., Bachelor of Science in Biology (228), Master of Arts in Economics (048)) will be willing to complete 2-3 additional classes within their own departments that can meet the requirements for the proposed certificates.

Employment opportunities. Graduates from the proposed certificate programs will gain additional skills that will make them more competitive for jobs in their primary field that involve data-driven decision making. For example, a student who earns a bachelor's degree or master's degree with a certificate in data analytics could pursue the following jobs in private companies or government agencies: database developer or administrator, data manager or curator, and data analyst. In addition, a student with a bachelor's degree in humanities and arts with a certificate in data analytics or applied statistics would be highly competitive for the following jobs in the galleries, libraries, archives, and museums sector: database manager; data steward or data preservation specialist; data librarian; and digital curation specialist. Moreover, a student who earns a master's degree in economics or math with an applied statistics certificate would be more competitive for the following jobs: market/financial analyst, project/program manager, economist, statistician, or applied mathematician in the private or public sectors; policy analyst/junior analyst in the public sector or at a non-governmental organization; economics research assistant at a federal reserve bank; and decision support analyst/decision scientist.

According to the OESC, employment of database administrators is projected to grow 7.4 percent, employment of financial analysts is projected to grow 6.7 percent, employment of economists is projected to grow 5.5 percent, and employment of statisticians is projected to grow 23.6 percent between 2018 and 2028. Furthermore, financial analyst is currently identified as a critical occupation in Oklahoma. Considering the large pool of potential applicants in CAS and promising job outlook for graduates, OU is confident that adding the proposed certificate programs will meet both student and 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 tables.

Certificate in Applied Statistics

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	23	Fall 2025
Minimum Graduates from the program	8	2025-2026

Graduate Certificate in Applied Statistics

Productivity Category	Criteria	Deadline

Minimum Enrollment of majors in the program	9	Fall 2025
Minimum Graduates from the program	4	2025-2026

Certificate in Data Analytics

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	43	Fall 2025
Minimum Graduates from the program	13	2025-2026

Graduate Certificate in Data Analytics

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	18	Fall 2025
Minimum Graduates from the program	5	2025-2026

Duplication and impact on existing programs. There are no Certificate in Applied Statistics, Graduate Certificate in Applied Statistics, or Certificate in Data Analytics programs in Oklahoma. The proposed Graduate Certificate in Data Analytics may duplicate the following existing programs:

Institution	Existing Program
Oklahoma State University	Graduate Certificate in Big Data Analytics (512)
Northeastern State University	Graduate Certificate in Data Analytics (067)

A system wide letter of intent was communicated by email on December 21, 2020. Tulsa Community College (TCC) requested copies of the Certificate in Applied Statistics, Graduate Certificate in Applied Statistics, Certificate in Data Analytics, and Graduate Certificate in Data Analytics proposals, which were sent on February 2, 2021. Northeastern State University (NSU) requested copies of the Certificate in Data Analytics, and Graduate Certificate in Data Analytics proposals, which were sent on February 11, 2021. Neither TCC, NSU, nor any other State System institutions notified State Regents' staff of a protest to the proposed programs. Approval to offer the certificates will not constitute unnecessary duplication.

Curricula. The Certificate in Applied Statistics, the Graduate Certificate in Applied Statistics, the Certificate in Data Analytics, and the Graduate Certificate in Data Analytics programs will each consist of 15 total credit hours as shown in the following tables. Two new courses will be added and the curricula are detailed in the attachments (Attachment C, D, E, and F, respectively).

Certificate in Applied Statistics
Graduate Certificate in Applied Statistics
Certificate in Data Analytics
Graduate Certificate in Data Analytics

Content Area	Credit Hours
Guided Electives	15
Total	**15**

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

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

Financing. The proposed certificate 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 programs are shown in the following table.

Certificate in Applied Statistics

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	$10,288	$16,461	$22,634	$32,923	$47,326
Narrative/Explanation: Tuition was estimated assuming enrollments of 5, 8, 11, 16, and 23 students completing 15 credit hours per academic year. The assumed tuition rate is $137.17 per credit hour for in-state residents.					
TOTAL	**$10,288**	**$16,461**	**$22,634**	**$32,923**	**$47,326**

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
Explanation: Funds will cover a portion of one staff member's salary and benefits who will provide program support.					
Faculty	$4,580	$4,717	$9,530	$9,816	$10,110
Explanation: Funds will cover an increasing portion of the program director's $100,000 salary.					
Graduate Assistants	$1,822	$1,822	$6,868	$6,868	$6,868
Explanation: Funds will cover a portion of one graduate administrative assistant's stipend for 5 hours work per week in years 1 and 2. In years 3 through 5, additional funds will cover a portion of tuition and fringe for a graduate teaching assistant.					
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	$150	$200	$200	$200
Explanation: Funds will cover the estimated costs of printing materials for classes.					
Telecommunications	$250	$250	$250	$250	$250
Explanation: Funds will cover the estimated costs for telecommunications needs in director's office.					
Travel	$375	$375	$375	$750	$750
Explanation: Funds will cover portion of expenses for director or other program affiliates to travel to data-education related conferences.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$7,127**	**$7,314**	**$17,223**	**$17,884**	**$18,178**

Graduate Certificate in Applied Statistics

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$5,207	$7,811	$10,415	$15,622	$23,433
Narrative/Explanation: Tuition was estimated assuming enrollments of 2, 3, 4, 6, and 9 students completing 9 credit hours per academic year. The assumed tuition rate is $289.30 per credit hour for in-state residents.					
TOTAL	**$5,207**	**$7,811**	**$10,415**	**$15,622**	**$23,433**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$1,832	$1,887	$3,812	$3,926	$4,044
Explanation: Funds will cover an increasing portion of the program director's $100,000 salary					
Graduate Assistants	$729	$729	$2,747	$2,747	$2,747

Explanation: Funds will cover a portion of one graduate administrative assistant's stipend for 5 hours work per week in years 1 and 2. In years 3 through 5, additional funds will cover a portion of tuition and fringe for a graduate teaching assistant.

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	$40	$60	$80	$80	$80

Explanation: Funds will cover the estimated costs of printing class materials.

Telecommunications	$100	$100	$100	$100	$100

Explanation: Funds will cover the estimated costs for telephone and internet in director's office.

Travel	$150	$150	$150	$300	$300

Explanation: Funds will cover portion of expenses for director or other program affiliates to travel to data-education related conferences.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$2,851**	**$2,926**	**$6,889**	**$7,153**	**$7,271**

Certificate in Data Analytics

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$14,403	$20,576	$47,324	$72,014	$88,475

Narrative/Explanation: Tuition was estimated assuming enrollments of 7, 10, 23, 35, and 43 students completing 15 credit hours per academic year. The assumed tuition rate is $137.17 per credit hour for in-state residents.

TOTAL	**$14,403**	**$20,576**	**$47,324**	**$72,014**	**$88,475**

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

Explanation: Funds will cover a portion of one staff member's salary and benefits who will provide program support.					
Faculty	$8,244	$8,491	$17,154	$17,669	$18,199
Explanation: Funds will cover an increasing portion of the program director's $100,000 salary.					
Graduate Assistants	$2,915	$2,915	$12,363	$12,363	$12,363
Explanation: Funds will cover a portion of one graduate administrative assistant's stipend for 5 hours work per week in years 1 and 2. In years 3 through 5, additional funds will cover a portion of tuition and fringe for a graduate teaching assistant.					
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	$180	$270	$360	$360	$360
Explanation: Funds will cover the estimated costs of printing materials for classes.					
Telecommunications	$450	$450	$450	$450	$450
Explanation: Funds will cover the estimated costs for telecommunications needs in director's office.					
Travel	$675	$675	$675	$1,350	$1,350
Explanation: Funds will cover portion of expenses for director or other program affiliates to travel to data-education related conferences.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$12,464**	**$12,801**	**$31,002**	**$32,192**	**$32,722**

Graduate Certificate in Data Analytics

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$7,811	$20,830	$28,641	$39,056	$46,867
Narrative/Explanation: Tuition was estimated assuming enrollments of 3, 8, 11, 15, and 18 students completing 9 credit hours per academic year. The assumed tuition rate is $289.30 per credit hour for in-state residents.					
TOTAL	**$7,811**	**$20,830**	**$28,641**	**$39,056**	**$46,867**

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	$3,664	$3,774	$7,624	$7,853	$8,088
Explanation: Funds will cover an increasing portion of the program director's $100,000 salary					
Graduate Assistants	$1,457	$1,457	$5,495	$5,495	$5,495
Explanation: Funds will cover a portion of one graduate administrative assistant's stipend for 5 hours work per week in years 1 and 2. In years 3 through 5, additional funds will cover a portion of tuition and fringe for a graduate teaching assistant.					
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	$80	$120	$160	$160	$160
Explanation: Funds will cover the estimated costs of printing class materials.					
Telecommunications	$200	$200	$200	$200	$200
Explanation: Funds will cover the estimated costs for telecommunications needs in director's office.					
Travel	$300	$300	$300	$600	$600
Explanation: Funds will cover portion of expenses for director or other program affiliates to travel to data-education related conferences.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$5,701**	**$5,851**	**$13,779**	**$14,308**	**$14,543**

Attachments

UNIVERSITY OF OKLAHOMA
MASTER OF ARTS IN ART AND TECHNOLOGY

Degree Requirements		Credit Hours
Core Courses		**12**
*AT 5803	History and Theory of Art and Technology Seminar	3
*AT 5813	Creative Coding Techniques	3
*AT 5913	Professional Project	3
*AT 5923	Professional Forum	3
Electives		**21**
	Select 21 credit hours from the following:	
*AT 5823	Emerging Art and Technology Seminar	3
*AT 5833	Video and Sound Techniques	3
*AT 5853	Motion Graphics Techniques	3
*AT 5843	3D Animation Techniques	3
*AT 5863	Moving Image Production	3
*AT 5873	Game Engine Techniques	3
*AT 5883	Interactive Media Production	3
*AT 5893	Mixed Reality Techniques	3
Total		**33**

*Denotes new course

UNIVERSITY OF OKLAHOMA
MASTER OF CLINICAL MENTAL HEALTH COUNSELING IN CLINICAL MENTAL HEALTH COUNSELING (459)

Degree Requirements		Credit Hours
Required Courses		**33**
H R 5003	Theoretical Foundations of Human Relations	3
H R 5013	Current Problems in Human Relations	3
H R 5023	Research in Human Relations	3
H R 5403	Psycho-Social Development	3
H R 5453	Ethical Issues in HR Counseling	3
H R 5483	Diagnosis in Human Relations Counseling	3
H R 5493	Assessment and Evaluation in Human Relations	3
H R 5633	Advanced Counseling Skills	3
H R 5663	Psychopathology	3
H R 5200	Internship in Human Relations	6
Guided Electives		**27**
Select 27 credit hours of counseling electives from an approved list		
Total		**60**

UNIVERSITY OF OKLAHOMA
CERTIFICATE IN APPLIED STATISTICS

Degree Requirements		Credit Hours
Guided Electives		**15**
PSY 2003 or	Understanding Statistics	
PSC 2013 or	Introduction to Political Analysis	
S WK 2223 or	Statistics for Social Work	
COMM 2513 or	Introduction to Statistics	
ECON 2843 or	Elements of Statistics	
BIOL 2913 or	Introduction to Quantitative Biology	3
SOC/PSC 3123 or	Social Statistics	
GEOG 3924 or	Quantitative Methods	
METR 3323 or	Statistical Meteorology	
ANTH 4683 or	Quantitative Data Analysis in the Social Sciences and Anthropology	
ANTH 4713	Statistical Concepts in Anthropology	
ECON 4223 or	Econometric Analysis	
MATH 4743 or	Introduction to Mathematical Statistics	3
MATH 4773	Applied Regression Analysis	
PSY 3114 or	Research Methods: Applications and Experimental Design	
SOC 3133 or	Methods of Social Research	
MATH 3333 or	Linear Algebra	3
S WK 4083 or	Social Work Research Methods I	
S WK 4093 or	Social Work Research Methods II	
BIOL 4913	Quantitative Biology	
CS 1213 or	Programming with Python	
CS 1313 or	Programming for Non-Majors	
CS 1321 or	Java for Programmers	
CS 1323 or	Intro to Programming for Programmers	
CS 1324 or	Intro to Programming for Nonprogrammers	
METR 1313 or	Programming for Meteorology	
PSY 2503 or	Computing for Behavioral Sciences	3
ASTR 3190 or	Introduction to Research	
HSCI 4613 or	Issues and Methods in the Digital Humanities	
LIS 4643 or	Introduction to Data Analytics	
MBIO 4763 or	Bioinformatics Demystified	
MBIO 4810 or	Introduction to Python Programming for Data Analytics	
BIOL 4933	Introduction to Matlab Programming for Life Sciences	
PSY 4023 or	Tests and Measurements	
MATH 4743 or	Introduction to Mathematical Statistics	
MATH 4753 or	Applied Statistical Methods	
MATH 4773 or	Applied Regression Analysis	
MATH 4793 or	Advanced Applied Statistics	3
MATH 4803 or	Special Topics: Bayesian Statistics	
GIS 4923 or	Spatial Statistics	
BIOL 4913 or	Quantitative Biology	
BIOL 4943 or	Multivariate Analysis	

CAS 4990 or	Independent Study	
CAS 4630 or	CAS Internship	
*CAS 4983	Data Analytics and Applied Statistics Research Experience	
Total		**15**

*Denotes new course

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN APPLIED STATISTICS

Degree Requirements		Credit Hours
Guided Electives		**15**
MATH 5743 or MATH 4753	Introduction to Mathematical Statistics Applied Statistical Methods	3
ECON 4223 or COMM 5033 or PSY 5013 or SOC 5483 or MATH 4753 or MATH 5773 or HES 5903 or PSC 5933 or BIOL 5943	Econometric Analysis Advanced Statistics Psychological Statistics II Advanced Regression Analysis Applied Statistical Methods Applied Regression Analysis Sports Performance Analytics Intermediate Analysis of Political Data Multivariate Analysis	3
	Select two courses from approved list of courses in the following categories.	
	A. Social Sciences Statistics B. Natural & Applied Sciences Statistics C. Math & Engineering Statistics D. Computing Skills (All Domains)	6
*CAS 5633 or CAS 5970 or CAS 5990	Data Analytics and Applied Statistics Internship Special Topics/Seminar Independent Study	3
Total		**15**

*Denotes new course

UNIVERSITY OF OKLAHOMA
CERTIFICATE IN DATA ANALYTICS

Degree Requirements		Credit Hours
Guided Electives		**15**
PSY 2003 or	Understanding Statistics	
P SC 2013 or	Introduction to Political Analysis	
S WK 2223 or	Statistics for Social Work	
COMM 2513 or	Introduction to Statistics	
ECON 2843 or	Elements of Statistics	
BIOL 2913 or	Introduction to Quantitative Biology	
SOC/PSC 3123 or	Social Statistics	
GEOG 3924 or	Quantitative Methods	3
METR 3323 or	Statistical Meteorology	
ANTH 4683 or	Quantitative Data Analysis in the Social Sciences and Anthropology	
ANTH 4713	Statistical Concepts in Anthropology	
MATH 4743	Introduction to Mathematical Statistics	
PSY 3114	Research Methods: Applications and Experimental Design	
BIOL 4913	Quantitative Biology	
PSY 2503 or	Computing for Behavioral Sciences	
ASTR 3190 or	Introduction to Research	
HSCI 4613 or	Issues and Methods in the Digital Humanities	
LIS 4643 or	Introduction to Data Analytics	
MBIO 4763 or	Bioinformatics Demystified	3
BIOL 4933 or	Introduction to Matlab Programming for Life Sciences	
MBIO 4810 or	Introduction to Python Programming for Data Analytics	
*HSCI/LTRS/LIS 2033	Introduction to Digital Humanities	
	Select two courses from the list below:	
GEOG 3513 or	Political Geography	
MBIO/PBIO 3673 or	Practical Bioinformatics	
LIS 4063 or	Fundamentals of Information Technology	
LIS 4613 or	Dynamic Web Development	
HSCI 4613 or	Issues and Methods in the Digital Humanities	
LIS 4453 or	Digital Collections	
LIS 4673 or	Introduction to Information Visualization	
LIS 4683 or	Database Design for Information Organizations	
LIS 4970 or	**Special Topics/Seminar:** Data Stewardship	6
LIS/WGS/LTRS/HIST/HSCI 4970 or	Special Topics/Seminar: Cultural Heritage Data and Social Engagement	
LIS 4693 or	Information Retrieval and Text Mining	
METR 1313 or	Programming for Meteorology	
PSY 2503 or	Computing for Behavioral Sciences	
ASTR 3190 or	Introduction to Research	
C S 4033 or	Machine Learning	

METR 4330 or	Information Technology Skills for Meteorology	
HSCI 4613 or	Issues and Methods in the Digital Humanities	
LIS 4623 or	Advanced Data Analytics	
LIS 4643 or	Introduction to Data Analytics	
MBIO 4763 or	Bioinformatics Demystified	
MBIO 4810 or	Introduction to Python Programming for Data Analytics	
BIOL 4933 or	Introduction to Matlab Programming for Life Sciences	
C S 1213 or	Programming with Python	
CS 1313 or	Programming for Non-Majors	
CS 1321 or	Java for Programmers	
C S 1323 or	Intro to Programming for Programmers	
C S 1324 or	Intro to Programming for Nonprogrammers	
MATH 3333 or	Linear Algebra	
PSY 3114 or	Research Methods: Applications and Experimental Design	
SOC 3133 or	Methods of Social Research	
S WK 4083 or	Social Work Research Methods I	
S WK 4093 or	Social Work Research Methods II	
ECON 4223 or	Econometric Analysis	
MATH 4743 or	Introduction to Mathematical Statistics	
MATH 4753 or	Applied Statistical Methods	
MATH 4773 or	Applied Regression Analysis	
ECON 4773 or	Economic Game Theory	
GIS 4923 or	Spatial Statistics	
BIOL 4913	Quantitative Biology	
HSCI 4623 or	Practicum/Internship in the Digital Humanities	
CAS 4630 or	CAS Internship	
*CAS 4983 or	Data Analytics and Applied Statistics Research	3
CAS 4990	Experience Independent Study	
Total		**15**

*Denotes new course

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN DATA ANALYTICS

Degree Requirements		Credit Hours
Guided Electives		**15**
DSA 5001 or	Data Analytics and Media	
DSA 5011 or	Introduction to R	
GRAD 5203 or	EOS3 Data Analytics	
DSA/ISE 5103 or	Intelligent Data Analytics	
DSA/ISE 5113 or	Advanced Analytics and Metahueristics	
ECON 5253 or	Data Science for Economists	
CHEM 5280 or	Practicum in Biochemistry	
METR 5330 or	Information Technology Skills for Meteorology	
LIS 5623 or	Advanced Data Analytics	
LIS 5643 or	Introduction to Data Analytics	
GIS 5003 or	Spatial Data Management	3
HSCI 5613 or	Issues and Methods in the Digital Humanities	
MBIO 5763 or	Bioinformatics Demystified	
MBIO 5810 or	Introduction to Python Programming for Data Analytics	
BIOL 5923 or	Programming in R for Biology	
P SC 5923 or	Introduction to the Analysis of Political Data	
BIOL 5933 or	Introduction to Matlab Programming for Life Sciences	
ASTR 5970 or	Machine Learning	
LTRS/HIST/WGS/ HSCI/LIS 5970	Cultural Heritage Data and Social Engagement	
	Select one course from approved list of courses in the following categories.	
	A. Social Sciences Statistics B. Natural Sciences & Interdisciplinary Statistics C. Math, Engineering, & Computer Science Statistics	3
C S 5093 or	Visual Analytics	
DSA/CS 4513 or	Database Management Systems	
LIS 5673 or	Intro to Information Visualization	
LIS 5683 or	Database Design for Information Organization	3
LIS 5970 or	Data Stewardship	
LIS 5693 or	Information Retrieval and Text Mining	
P SC 5940	Visualizing Data	
LIS 5453 or	Digital Collections	
C S 5593 or	Data Mining	
HSCI 5601 or	Digital Humanities Online Colloquium	
LIS 5613 or	Dynamic Web Development	3
LIS 5693 or	Information Retrieval and Text Mining	
P SC 5953 or	Qualitative Research Methods	
COMM 6573	Social Network Analysis	
CAS 5990 or	Independent Study	
HSCI 5623 or	Practicum/Internship in the Digital Humanities	
LIS 5940 or	Directed Project	3
*CAS 5633	Data Analytics and Applied Statistics Internship	

Total	15

*Denotes new course

AGENDA ITEM #14-c:

>**New Programs.**

SUBJECT: Cameron University. Approval to offer the Master of Arts in Mental Health, the Graduate Certificate in Alcohol and Drug Counseling, the Associate in Science in Criminal Justice, and the Certificate in Early Childhood Administration.

RECOMMENDATION:

>**It is recommended that the State Regents approve Cameron University's requests to offer the Master of Arts in Mental Health with options in Counseling and Marriage and Family Therapy, the Graduate Certificate in Alcohol and Drug Counseling via traditional and electronic delivery, the Associate in Science in Criminal Justice via traditional and electronic delivery, and the Certificate in Early Childhood Administration 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 Mental Health.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 65 students in Fall 2024; and
>   Graduates: a minimum of 8 students in 2024-2025.

>- **Graduate Certificate in Alcohol and Drug Counseling.** This certificate will be embedded within the Master of Arts in Mental Health (600) and will be included in the regular program review due in 2025.

>- **Associate in Science in Criminal Justice.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 15 students in Fall 2023; and
>   Graduates: a minimum of 6 students in 2023-2024.

>- **Certificate in Early Childhood Administration.** This certificate will be embedded within the Bachelor of Science in Family and Child Studies (356) and will be included in the regular program review due in 2023.

BACKGROUND:

Academic Plan

Cameron University's 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

New degree, certificate, or program options:

- Investigate the need and demand for possible certificate programs:
  - Certificate (stand-alone) in Drug and Alcohol Counseling (leads to LADC-MH certification)
  - Certificate program in Graphic Design
  - Certificate program in Media Production
  - Certificate in Radiologic Technology (embedded in the AAS in Radiologic Technology)

Embedded certificate programs:

- Investigate the need and demand for possible embedded certificate programs:
  - Early Childhood Administration embedded in Family and Child Studies degree (electronic delivery)
  - Child Development embedded in Family and Child Studies degree (electronic delivery)
  - Cybersecurity embedded in AAS or BS in IT degree (electronic delivery)
  - Entrepreneurial Studies embedded in BBA (electronic delivery)
  - Organizational Leadership embedded in BBA (electronic delivery)
  - Business Essentials embedded in AS in Business (electronic delivery)
  - Human Services embedded in BS in Sociology
  - Pre-Law embedded in BS in Political Science

- Investigate the need and demand for possible Associate (AAS, AS, AA) programs:
  - Agriculture
  - Applied and Computational Mathematics
  - Art
  - Biology
  - Criminal Justice (AS to replace the AAS in Criminal Justice)
  - Early Childhood/Child Development
  - Environmental Science
  - Fine Arts or Liberal Arts
  - General Science
  - History
  - Interdisciplinary Studies (AAS)
  - Music
  - Professional Writing
  - Spanish

- Investigate the need and demand for possible Bachelor's programs:
  - Bachelor of Science in Engineering
  - Bachelor of Arts in Applied and Computational Mathematics

- Investigate the need and demand for possible Graduate programs:
  - M.A. in Counseling (for LPC track)
  - M.A. in Mental Health (would include LPC and LMFT tracks)

- Request online delivery approval for the following programs:
  - AAS in Information Technology
  - BS in Information Technology
  - BS in Family and Child Studies

Programmatic changes:

- Pursue delivery options for courses and programs including hybrid and online

Priorities:

- Continue to pursue 2+2 articulation agreements
- Concurrent enrollment at Lawton Public Schools and Cache Public Schools
- Review all degree plans to ensure course requirements are transparent
- Develop additional courses online that meet Quality Matters standards

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

28	Degree and/or certificate programs deleted
37	Degree and/or certificate programs added

Program Review

CU offers 47 degree and/or certificate programs as follows:

0	Certificates
4	Associate in Arts or Science Degrees
5	Associate in Applied Science Degrees
32	Baccalaureate Degrees
6	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 CU'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

CU's faculty developed the proposals, which were reviewed and approved by institutional officials. CU's governing board approved delivery of the Master of Arts in Mental Health, the Graduate Certificate in Alcohol and Drug Counseling, the Associate in Science in Criminal Justice, and the Certificate in Early Childhood Administration at their January 28, 2021 meeting. CU is currently approved to offer the following degree programs through online delivery:

- Associate in Science in Interdisciplinary Studies (365);
- Master of Business Administration (630);
- Master of Science in Organization Leadership (635);
- Bachelor of Science in Organizational Leadership (775);

- Associate in Arts in Strategic Communication (541);
- Bachelor of Science in Sports and Exercise Science (370);
- Associate in Applied Science in Criminal Justice (550);
- Bachelor of Science in Criminal Justice (580);
- Associate of Science in Business (505);
- Bachelor of Business Administration in Business Administration (320);
- Master of Education in Reading (620); and
- Master of Science in Behavioral Sciences (610).

CU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Arts in Mental Health

Program purpose. The proposed program will prepare graduates to work as counselors and marriage and family therapists and to apply for the Licensed Professional Counselor and Licensed Marriage and Family Therapist credentials after obtaining their degrees.

Program rationale and background. The Counseling and Marriage and Family options have been a part of CU's Master of Science in Behavioral Sciences (610) program since 2011. There are currently 114 students enrolled in the Master of Science in Behavioral Sciences (610) program. Of those 114 students, 41 are enrolled in the Counseling option and 32 are enrolled in the Marriage and Family option. The options will be moved to the proposed Master of Arts in Mental Health program if it is approved. The proposed program will enable students to meet the Oklahoma State Board of Behavioral Health Licensure's educational requirements for the Licensed Professional Counselor and Licensed Marriage and Family Therapist credentials.

Employment opportunities. Employment data from February 2020 on the OSRHE Employment Dashboard indicates that 81 percent of individuals in the state of Oklahoma who graduate with a Master's degree in Psychology or a related field (which includes counseling and marriage and family therapy) are employed within 5 years of graduation, and 72 percent of those employed are employed within the field. In addition to these encouraging data, the Oklahoma Employment Security Commission (OESC) projects that employment for substance abuse, behavioral disorder, and mental health counselors will grow 18.8 percent and employment for marriage and family therapists will grow 21.4 percent between 2018 and 2028. Furthermore, OESC data project that employment in the Lawton metropolitan area will grow for mental health counselors by 30.6 percent between 2016 and 2026. Additionally, Oklahoma Works has identified substance abuse, behavioral disorder, and mental health counselors as critical occupations in Oklahoma and Blue Cross Blue Shield of Oklahoma recently announced that they will reimburse marriage and family therapists for their services. This action will support an increase in positions available for marriage and family therapists at mental health agencies across the state. The high employment demand for counselors and marriage and family therapists in Oklahoma suggests that the proposed program will fare well at CU.

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 programs	65	Fall 2024
Minimum graduates from the programs	8	2024-2025

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

Institution	Existing Program
University of Oklahoma	Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459)
University of Oklahoma	Master of Human Relations in Human Relations, Clinical Mental Health Counseling option (329)
East Central University	Master of Science in Human Resources in Human Resources, Clinical Rehabilitation and Clinical Mental Health Counseling option (089)
Northeastern State University	Master of Science in Counseling (019)
Oklahoma State University	Master of Science in Counseling (194)
Rogers State University	Master of Science in Community Counseling (214)
Southeastern Oklahoma State University	Master of Arts in Clinical Mental Health Counseling (078)
Southwestern Oklahoma State University	Master of Science in Community Counseling (155)

A system wide letter of intent was communicated by email on December 2, 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 Master of Arts in Mental Health will consist of 48-60 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Master of Arts in Mental Health

Content Area	Credit Hours
Core Courses	24
Option Requirements	24-36
Total	**48-60**

Faculty and staff. Existing full-time and adjunct 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 Master of Arts in Mental Health are shown in the following table.

	Year of Program				
A. Funding Sources	**1ˢᵗ Year**	**2ⁿᵈ Year**	**3ʳᵈ Year**	**4ᵗʰ Year**	**5ᵗʰ Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$67,188	$70,592	$70,592	$70,592	$70,592
Explanation: The amounts above represent a portion of CU's Education and General budget, which is supported by the state allocation, that will be used to support the proposed program.					
Student Tuition	$118,800	$135,300	$152,640	$170,820	$190,680
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 50, 55, 60, 65, and 70, 12 credit hours of enrollment, and tuition of $198 per credit hour in year 1, with an assumed 3.5 percent increase each year, resulting in tuition amounts of $205, $212, $219, and $227 in years 2-5, respectively.					
TOTAL	**$185,988**	**$205,892**	**$223,232**	**$241,412**	**$261,272**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1ˢᵗ Year**	**2ⁿᵈ Year**	**3ʳᵈ Year**	**4ᵗʰ Year**	**5ᵗʰ Year**
Administrative/Other Professional Staff	$10,950	$10,950	$10,950	$10,950	$10,950
Explanation: The amount above is a portion of a part-time administrative assistant's salary ($9,000) plus 25 percent of the department chair's stipend ($1,950).					
Faculty	$145,519	$154,719	$154,719	$154,719	$154,719
Explanation: In year 1, funds will cover a portion of salary and benefits for 1 full-time faculty member who will be dedicated half-time and a second full-time faculty member who will be dedicated ¾ time to the proposed program. Additional funds in years 2-5 will cover salaries of part-time adjunct faculty and part-time adjunct clinical supervisors.					
Graduate Assistants	$11,520	$11,520	$11,520	$11,520	$11,520
Explanation; The amount above will cover the salary for the graduate assistants who work in the Cameron Psychology Clinic, which provides free access to mental health services to members of the community. The Clinic currently supports the Counseling and Marriage and Family options in the Master of Science in Behavioral Sciences (610) program. If the options are moved to the proposed program as requested, these funds will be reallocated to the proposed program.					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$12,600	$12,600	$12,600	$12,600	$12,600
Explanation: The amount above is currently allocated for the Cameron Psychology Clinic supplies. As mentioned above, if the options are moved to the proposed program as requested, these funds will be reallocated to the proposed program.					

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	$1,000	$1,000	$1,000	$1,000	$1,000
Explanation: Funds will cover approximate costs for two full-time faculty's academic travel (i.e., conference or symposia registration/attendance, advisory board meeting attendance, professional development workshops or other training, etc.).					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$181,589**	**$190,789**	**$190,789**	**$190,789**	**$190,789**

Graduate Certificate in Alcohol and Drug Counseling

Program purpose. The proposed program will be embedded within the proposed Master of Arts in Mental Health and prepare graduates to work as substance abuse counselors.

Program rationale and employment opportunities. The Counseling option has been a part of CU's Master of Science in Behavioral Sciences (610) program since 2011. There are currently 114 students enrolled in the Master of Science in Behavioral Sciences (610) program. Of those 114 students, 41 are enrolled in the Counseling option. The option will be moved to the proposed Master of Arts in Mental Health program if it is approved. All students in the Counseling option will be enrolled in the proposed certificate program, since all of the courses are required for the Counseling option. CU anticipates that offering the embedded certificate will lead to increased enrollment in the Counseling option and proposed Master of Arts in Mental Health, because it will provide specialized training that will make graduates more competitive for employment.

The Oklahoma Employment Security Commission (OESC) projects that employment for substance abuse, behavioral disorder, and mental health counselors will grow 18.8 percent between 2018 and 2028. OESC data also suggest that employment in Southwest Oklahoma for substance abuse and behavioral disorder counselors will grow by 16.4 percent between 2016 and 2026. Additionally, substance abuse, behavioral disorder, and mental health counselors are currently identified as critical occupations in Oklahoma by Oklahoma Works. Considering the high employment demand for substance abuse counselors in Oklahoma, CU is confident that the proposed certificate will be attractive to many students.

Student demand. The proposed certificate is expected to fulfill student demand within the Master of Arts in Mental Health program.

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

Institution	Existing Program
University of Oklahoma	Graduate Certificate in Drug and Alcohol Counseling (428)

Oklahoma State University	Graduate Certificate in Substance Abuse Counseling (285)
East Central University	Graduate Certificate in Human Resources – Addictions Counseling (099)

A system wide letter of intent was communicated by email on December 2, 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 Graduate Certificate in Alcohol and Drug Counseling 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 B).

Graduate Certificate in Alcohol and Drug Counseling

Content Area	Credit Hours
Required Courses	15
Total	**15**

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

Delivery method and support services. CU uses Blackboard as its learning management system to deliver program content for online courses. There are several features within Blackboard that facilitate learning including the Discussion Board (can be used for interactions between instructors and individual students or groups of students and as a peer support forum for students to ask each other questions), Tutor.com (can be accessed by students anytime and includes 8 hours of free online tutoring per semester), and Zoom (can be used by students and instructors to host office hours/conferences and to create videos/webinars). Additionally, Google Suite and Office 365 will be used for communication with students, cloud storage, web-based productivity, and student productivity. All courses required in the proposed certificate will be vetted through Quality Matters. The library, classrooms, and equipment are adequate for the certificate.

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

Associate in Science in Criminal Justice

Program purpose. The proposed program will enable students to understand the basic principles of the American system of criminal justice, including the distinct roles played by law enforcement, correctional institutions, and the courts, and to obtain entry level positions in the job market and/or transfer into a criminal justice or related baccalaureate program.

Program rationale and background. Criminal justice is currently one of the larger degree program areas at CU. Between 2015 and 2020, the Bachelor of Science in Criminal Justice (580) program averaged 46.4 graduates per year, with an average annual headcount of 192.8. The Associate in Applied Science in Criminal Justice (550) program averaged 11.6 graduates per year with an average headcount of 59 during that same period. These numbers indicate strong existing demand for criminal justice education at CU.

CU also reports that students often do not pursue the Associate in Applied Science in Criminal Justice (550) program due to fear the required lower division courses for that degree will slow eventual completion of the Bachelor of Science in Criminal Justice (580) program. Unlike the Associate in Applied Science in Criminal Justice (550) program, the proposed program will nest seamlessly within the Bachelor of Science in Criminal Justice (580) program. More specifically, students who pursue the proposed program will have the option to transfer directly into the Bachelor of Science in Criminal Justice (580) program or a four-year criminal justice degree program at another institution in the state. In addition, students who pursue the Bachelor of Science in Criminal Justice (580) program will automatically complete the proposed program as they are completing course requirements. CU has submitted the request to OSRHE to delete the Associate in Applied Science in Criminal Justice (550) program, due to confidence that the proposed program will better serve transfer students (whether they are leaving or joining CU), simplify personnel needs for the criminal justice degree programs, and streamline the curriculum.

Employment opportunities. Graduates of the proposed program will have a wide array of career options including: local, state, and federal law enforcement or corrections; armed forces; social work; graduate school; law school; and homeland security. Careers requiring criminal justice degrees are some of the fastest-growing in today's economy. For example, the OESC suggests that employment in Oklahoma for police and sheriff's patrol officers will grow 7.5 percent and employment for private detectives and investigators will grow 9.7 percent between 2018 and 2028. OESC data also indicate that employment in the Lawton metropolitan area for police and sheriff's patrol officers will grow 12.1 percent between 2016 and 2026. In addition, police and sheriff's patrol officers are currently considered critical occupations in Oklahoma. Furthermore, the United States Bureau of Labor Statistics predicts that between 2019 and 2029, more than 40,600 new jobs for police officers and detectives will be added, which translates to 5 percent growth in the field, and that employment of private detectives and investigators will grow 8 percent, which is much faster than the average for all occupations. The high employment demand for professionals with criminal justice education across Oklahoma and the United States suggests that the proposed program will be very attractive for prospective students.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	15	Fall 2023
Minimum graduates from the program	6	2023-2024

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

Institution	Existing Program
Langston University	Associate in Science in Criminal Justice (065)
Oklahoma Panhandle State University	Associate in Science in Criminal Justice (062)
Rogers State University	Associate in Arts in Criminal Justice Studies (121)
Southwestern Oklahoma State University	Associate in Science in Criminal Justice (138)
Carl Albert State College	Associate in Arts in Criminal Justice (030)
Eastern Oklahoma State College	Associate in Science in Criminal Justice (062)

Murray State College	Associate in Science in Criminal Justice (057)
Northeastern Oklahoma A&M College	Associate in Arts in Criminal Justice (013)
Northern Oklahoma College	Associate in Arts in Criminal Justice Administration (039)
Redlands Community College	Associate in Arts in Criminal Justice (044)
Redlands Community College	Associate in Applied Science in Criminal Justice (045)
Rose State College	Associate in Science in Criminal Justice (049)
Seminole State College	Associate in Science in Criminal Justice (225)
Tulsa Community College	Associate in Arts in Criminal Justice (365)
Western Oklahoma State College	Associate in Applied Science in Criminal Justice (025)

A system wide letter of intent was communicated by email on December 2, 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 Associate in Science in Criminal Justice will consist of 69-71 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).

Associate in Science in Criminal Justice

Content Area	Credit Hours
General Education	44
University Requirements	1-3
Major Requirements	24
Total	**69-71**

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

Delivery method and support services. CU uses Blackboard as its learning management system to deliver program content for online courses. There are several features within Blackboard that facilitate learning including the Discussion Board (can be used for interactions between instructors and individual students or groups of students and as a peer support forum for students to ask each other questions), Tutor.com (can be accessed by students anytime and includes 8 hours of free online tutoring per semester), and Zoom (can be used by students and instructors to host office hours/conferences and to create videos/webinars). Additionally, Google Suite and Office 365 will be used for communication with students, cloud storage, web-based productivity, and student productivity. All courses required in the proposed certificate will be vetted through Quality Matters. The library, classrooms, and equipment are adequate for the certificate.

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

Program resource requirements. Program resource requirements for the Associate in Science in Criminal

Justice 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	$11,364	$11,364	$11,364	$11,364	$11,364
Explanation: *The amount above represents a portion of CU's Education and General budget, which is supported by the state allocation, that will be used to support the proposed program.*					
Student Tuition	$20,856	$25,584	$30,600	$42,240	$54,600
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 11, 13, 15, 20, and 25, 12 credit hours of enrollment, and tuition of $158 per credit hour in year 1, with an assumed 3.5 percent increase each year, resulting in tuition amounts of $164, $170, $176, and $182 in years 2-5, respectively.					
TOTAL	**$32,220**	**$36,948**	**$41,964**	**$53,604**	**$65,964**

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$3,619	$3,619	$3,619	$3,619	$3,619
Explanation: *The Department of Social Science chair stipend is $9,400. The proposed program will require approximately 11 percent of the department's efforts. Therefore, 11 percent or $1,034 of the chair's stipend is included in the calculations. The department administrative assistant's salary is $23,500. Eleven percent of that figure is $2,585. The total estimate is a combination of $2,585 plus $1,034.*					
Faculty	$16,530	$16,530	$16,530	$16,530	$16,530
Explanation: *CU currently has three full time Criminal Justice faculty. Their combined salary is $126,668, plus 25% for benefits or $31,667, for a total of $158,335. These faculty currently teach 58 percent of their teaching load in lower-division courses that will support the proposed program. Fifty-eight percent of their salaries plus benefits is $91,834. The amount above is 18 percent of $91,834, since students in the proposed program will represent about 18 percent of enrollment in the criminal justice courses.*					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$598	$598	$598	$598	$598
Explanation: *The Department of Social Science is allocated $5,440 for student workers. Since the proposed program will require approximately 11 percent of the department's efforts, the amount above is 11 percent of $5,440.*					
Equipment and Instructional Materials	$2,838	$2,838	$2,838	$2,838	$2,838
Explanation: *The Department of Social Science's operating budget is $25,800. Since the proposed program will require approximately 11 percent of the department's efforts, the amount above represents 11 percent of the operating budget.*					

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	$1,845	$1,845	$1,845	$1,845	$1,845

Explanation: The three full-time criminal justice faculty are allotted $615 each year for academic travel (i.e., conference or symposia registration/attendance, advisory board meeting attendance, professional development workshops or other training, etc.).

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$25,430**	**$25,430**	**$25,430**	**$25,430**	**$25,430**

Certificate in Early Childhood Administration

Program purpose. The proposed certificate will provide students with early childhood education and business administration knowledge that will prepare them to lead in the childcare field.

Program rationale and employment opportunities. The Bachelor of Science in Family and Child Studies (356) program, which will house the proposed certificate, currently has 50 students enrolled. CU estimates that 75 percent (approximately 38) of these students will choose to enroll in the proposed certificate. In addition, between 13 and 23 students have enrolled in the ECEC 4223 (Administration of Early Childhood Programs) course each time it has been offered for the last 5 years. Enrollment in this course is an indicator of prospective demand for the proposed certificate.

The Oklahoma Department of Human Services requires all directors of child care and early learning programs in Oklahoma to meet the criteria for the Oklahoma Director's Credential. Completers of the proposed certificate will have the education, knowledge, and skills necessary to pursue the platinum (highest) level director's credential. According to the OESC, employment for education administrators, preschool and childcare center/program is projected to grow 9.3 percent between 2018 and 2028. Considering the high employment demand, CU is confident that graduates who complete the proposed certificate will be successful in meeting their career goals.

Student demand. The proposed certificate is expected to fulfill student demand within the Bachelor of Science in Family and Child Studies (356) program.

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

Institution	Existing Program
Carl Albert State College	Certificate in Child Development/Director's Certificate (065)
Oklahoma State University – Oklahoma City	Certificate in Early Care Education and Administration (087)
Northern Oklahoma College	Certificate in Administration and Management of Childcare Programs (086)

A system wide letter of intent was communicated by email on December 2, 2020. None of the 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 Certificate in Early Childhood Administration 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).

<div align="center">

Certificate in Early Childhood Administration

</div>

Content Area	Credit Hours
Required Courses	9
Guided Electives	15
Total	**24**

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

Delivery method and support services. CU uses Blackboard as its learning management system to deliver program content for online courses. There are several features within Blackboard that facilitate learning including the Discussion Board (can be used for interactions between instructors and individual students or groups of students and as a peer support forum for students to ask each other questions), Tutor.com (can be accessed by students anytime and includes 8 hours of free online tutoring per semester), and Zoom (can be used by students and instructors to host office hours/conferences and to create videos/webinars). Additionally, Google Suite and Office 365 will be used for communication with students, cloud storage, web-based productivity, and student productivity. All courses required in the proposed certificate will be vetted through Quality Matters. The library, classrooms, and equipment are adequate for the certificate.

Financing and program resource requirements. The proposed program is an embedded certificate within the Bachelor of Science in Family and Child Studies (356) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

CAMERON UNIVERSITY
MASTER OF ARTS IN MENTAL HEALTH

Program Requirements		Credit Hours
Core Courses		**24**
PSY 5000	Introductory Seminar	0
PSY 5003	Ethical Principles in Counseling, Assessment, and Research	3
PSY 5013	Research Methods in the Behavioral Sciences	3
PSY 5033	Basic Counseling Skills	3
PSY 5203	Human Development	3
PSY 5363	Psychopathology	3
PSY 5383	Social and Cultural Foundations in Counseling and Psychology	3
PSY 5393	Systems Theory	3
PSY 5513	Assessment and Treatment of Children and Adolescents	3
Marriage and Family Therapy Option		**24**
PSY 5043	Human Sexuality	3
PSY 5223	Psychology of Aging	3
PSY 5323	Theoretical Foundations of Marital and Family Systems	3
PSY 5333	Assessment of Marriage and Family	3
PSY 5343	Marriage and Family Therapy	3
PSY 5353	Theories of Marriage and Family Therapy	3
PSY 5893	Practicum in Marriage and Family Therapy	3
PSY 5903	Practicum in Marriage and Family Therapy II	3
Counseling Option		**36**
PSY 5083	Introduction to Counseling	3
PSY 5253	Career Assessment and Counseling	3
PSY 5313	Addiction in the Family Counseling	3
PSY 5373	Alcohol and Drug Addiction	3
PSY 5423	Alcohol and Drug Counseling Theories and Techniques	3
PSY 5433	Counseling Theories	3
PSY 5453	Psychopharmacology and Addiction	3
PSY 5473	Addiction and Family Theory	3
PSY 5703	Individual Counseling	3

PSY 5713	Group Counseling	3
PSY 5743	Clinical Practicum I	3
PSY 5753	Clinical Practicum II	3
Total		**48-60**

CAMERON UNIVERSITY
GRADUATE CERTIFICATE IN ALCOHOL AND DRUG COUNSELING

Program Requirements		Credit Hours
Major Requirements		**15**
PSY 5313	Addiction in the Family Counseling	3
PSY 5373	Alcohol and Drug Addiction	3
PSY 5423	Alcohol and Drug Counseling Theories and Techniques	3
PSY 5453	Psychopharmacology and Addiction	3
PSY 5473	Addiction and Family Theory	3
Total		**15**

CAMERON UNIVERSITY
ASSOCIATE IN SCIENCE IN CRIMINAL JUSTICE

Program Requirements		Credit Hours
General Education		**44**
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
COMM 1113	Principles of Communication	3
MATH 1413	Survey of Mathematics or higher	3
	Biological Science	4
	Physical Science	4-5
HIST 1483 or HIST 1493	U.S. History to 1865 U.S. History since 1865	3
PS 1113	American Federal Government	3
	Humanities-Diversity	3
	Humanities-Aesthetics	3
FAMS 1123 or PSY 1113 or SOCI 1113	Family Relations General Psychology Introduction to Sociology	3
AGRC 2013 or ECON 2003 or ECON 2013 or GEOG 3023	Introduction to Agricultural Economics Economic Foundations of Finance Principles of Macroeconomics Economic Geography	3
	Health and Wellness	4
	Electives to total 44 (if needed)	0-3
University Requirements		**1-3**
UNIV 1011 or UNIV 1113	Introduction to University Life Study Strategies for College Success (if required)	1-3
	Computer Literacy Requirement (if required)	0-3
Major Requirements		**24**
CJ 1013	Introduction to Criminal Justice	3
CJ 2013	Introduction to Law Enforcement	3
CJ 2073	Introduction to Corrections	3
CJ 2113	Criminal Law	3
CJ 2233	American Courts	3
SOCI 1113	Introduction to Sociology	3
IT 1013 or MIS 2113	Introduction to Computer Information Systems Fundamental MIS Tools and Skills	3
	Guided Elective: Any additional CJ-prefix course	3

Total	69-71

CAMERON UNIVERSITY
CERTIFICATE IN EARLY CHILDHOOD ADMINISTRATION

Program Requirements		Credit Hours
Required Courses		**9**
CD 4223	Administration and Supervision in Early Childhood	3
	Select two courses from the list below:	
ACCT 2013	Principles of Financial Accounting	3
BUS 1113	Introduction to Business	3
BUS 2113	Business Communication	3
ECON 2013	Principles of Macroeconomics	3
ECON 2023	Principles of Microeconomics	3
Guided Electives		**15**
	Select five courses from the list below:	
CD 1113	Child Growth and Development	3
CD 1123	Introduction to Family and Child Studies	3
CD 1213	Curriculum Resources and Activities	3
CD 2223	Foundations and Current Issues in Early Childhood	3
CD 3223	Child Guidance	3
CD 3233	Emergent Literacy for Young Children	3
CD 4333	Developmental Assessment and Observation	3
ECE 2163	Health, Safety, Nutrition for Young Child	3
ECE 3154	Methods and Practicum in Early Childhood Education	3
ECE 4144	Methods and Practicum in Cognitive Development	3
ECE 3303	Home School and Community	3
EDUC 3023	Creative Experiences for ECE/EL Schools	3
Total		**24**

AGENDA ITEM #14-d:

> **New Programs.**

SUBJECT: Northeastern State University. Approval to offer the Certificate in Event Management.

RECOMMENDATION:

> **It is recommended that the State Regents approve Northeastern State University's request to offer the Certificate in Event Management, 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.**

> - **Certificate in Event Management.** This certificate will be embedded within the Bachelor of Business Administration in Hospitality and Tourism Management (093) and will be included in the regular program review due in 2029.

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 Science Degrees
0	Associate in Applied Science Degrees
60	Baccalaureate Degrees
28	Master's Degrees
0	Doctoral Degrees
1	First Professional Degree

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

Program Development Process

NSU's faculty developed the proposal, which was reviewed and approved by institutional officials. NSU's governing board approved delivery of the Certificate in Event Management at their November 13, 2020 meeting. NSU is currently approved to offer the following degree programs and certificates through 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);
- Certificate in Business Analytics (039);
- Certificate in Human Resources Management (064);
- Certificate in International Business (065);
- Graduate Certificate in Data Analytics (067);
- Graduate Certificate in Healthcare Administration Leadership (092);
- Graduate Certificate in Operations Leadership (118);
- 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);
- Graduate Certificate in Nursing Education (169);
- Graduate Certificate in Nursing Informatics (170);
- Graduate Certificate in Administrative Leadership in Nursing (171);
- Graduate Certificate in Higher Education Administration (119);
- 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 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:

Certificate in Event Management

Program purpose. The proposed certificate will provide graduates with skills that will increase employability in the hospitality and event management industry.

Program rationale and employment opportunities. NSU surveyed a large group of currently enrolled students to gauge their interest in attaining the proposed certificate. Twenty-four of the 40 survey respondents indicated that they were "somewhat interested" or "very interested" in earning the certificate. According to the Oklahoma Employment Security Commission, employment of meeting, convention, and event planners is projected to grow 7.1 percent from 2018 to 2028. In addition, the U.S. Bureau of Labor Statistics indicates that employment of meeting, convention, and event planners is projected to grow 8 percent from 2019 to 2029, which is much faster than the average for all occupations, across the United States. There is a strong expectation that an increasing number of conferences, meetings, and events will incorporate virtual elements in the future. Creative event planners will be needed to lead these efforts for various companies and organizations throughout Oklahoma and the United States.

Student demand. The proposed certificate is expected to fulfill student demand within the Bachelor of Business Administration in Hospitality and Tourism Management (093) degree program.

Duplication and impact on existing programs. The proposed Certificate in Event Management may duplicate the following programs:

Institution	Existing Program
Carl Albert State College	Certificate in Hospitality and Event Management (070)
East Central University	Certificate in Event Planning (512)

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 December 4, 2020 and December 21, 2020, respectively. Neither ECU, TCC, 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 Certificate in Event Management 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).

Certificate in Event Management

Content Area	Credit Hours
Required Courses	15
Total	**15**

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

Delivery method and support services. Blackboard and Zoom will be used for the electronic delivery of the proposed program. The courses will utilize items from the creative commons to help explain the concepts. Discussion boards, case studies, lectures, exams, group projects, videos, and similar pedagogical methods will be used to deliver the course content.

The libraries and classrooms are adequate for the certificate program.

Financing and program resource requirements. The proposed Certificate in Event Management will be embedded within the Bachelor of Business Administration in Hospitality and Tourism Management (093). 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 proposed certificate.

Attachment

NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN EVENT MANAGEMENT

Program Requirements		Credit Hours
Required Courses		**15**
HTM 3233	Hotel Operations and Catering	3
HTM 3323	Convention, Trade Show and Event Management	3
HTM 3423	Principles of Meeting Management	3
HTM 3523	Service Industry Management	3
HTM 4453	Tourism Marketing	3
Total		**15**

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 15, 2021**

AGENDA ITEM #14-e:

> **New Programs.**

SUBJECT: Carl Albert State College. Approval to offer the Associate in Applied Science in Cybersecurity Technology.

RECOMMENDATION:

> **It is recommended that the State Regents approve Carl Albert State College's request to offer the Associate in Applied Science in Cybersecurity Technology 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.**

> - **Associate in Applied Science in Cybersecurity Technology**. Continuation beyond Fall 2024 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 45 students in Fall 2023; and
>   Graduates: a minimum of 15 students in 2023-2024.

BACKGROUND:

Academic Plan

Carl Albert State College's (CASC) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

CASC will focus on the base concepts of curriculum and instruction across the programs and courses, assessing how various delivery methods affect the instruction without a reduction in curriculum quality, academic rigor, or integrity. Professional development opportunities will emphasize assessment of programs, delivery mediums, and curriculum alignment.

The Office of Academic Affairs will continue to charge academic departments to assess and streamline programs and degree plans for relevance and need.

APRA Implementation

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

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

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

Program Review

CASC offers 31 degree and/or certificate programs as follows:

10	Certificates
15	Associate in Arts or Sciences Degrees
6	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

CASC's faculty developed the proposal, which was reviewed and approved by institutional officials. CASC's governing board approved delivery of the Associate in Applied Science in Cybersecurity Technology at their January 19, 2021 meeting. CASC is currently approved to offer the following degree programs and certificates through electronic delivery:

- Associate in Arts in Business Administration (006);
- Associate in Arts in Psychology/Sociology (037);
- Associate in Arts in History and Political Science (036);
- Associate in Applied Science in Computer Technology (040);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Applied Science in Child Development (012);
- Associate in Arts in Child Development (055);
- Associate in Arts in General Studies (039);
- Associate in Applied Science in Occupational Health and Safety (107);
- Associate in Applied Science in Healthcare Information Technology (159);
- Certificate in Child Development Infant Toddler (066);
- Certificate in Child Development (048);
- Associate in Arts in Pre-Law Criminal Justice (030); and
- Associate in Arts in Exercise Science (074).

CASC 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:

Associate in Applied Science in Cybersecurity Technology

Program purpose. The proposed program will prepare students to protect computer systems and networks from the theft of, disruption of, or damage to hardware, software, or electronic data, as well as from the disruption or misdirection of the services they provide.

Program rationale and background. Based on the high student demand for its current computer-related degree programs, CASC is confident that interest in the proposed program will be high. Between 2015 and 2020, CASC has had approximately 70 students graduate from the Associate in Applied Science in Computer Technology (040) and Associate in Arts in Computer Information Systems (060) programs. In addition, CASC reports that the proposed program may better fit the interests of students currently enrolled in the Associate in Arts in Pre-Law Criminal Justice (030) program who are not interested in becoming police officers. CASC also reports that enrollment in the proposed program should be strong since funds from a five-year Native American-Serving Nontribal Institutions grant will enable the institution to market the proposed program widely to employers and prospective students.

Employment opportunities. According to CASC, the Southern Workforce Board (which serves Leflore County and neighboring counties in southeast Oklahoma) has identified computer related jobs as high demand occupations in the region. In addition, the Workforce Development Group (made up of business and community leaders in Leflore and Sequoyah Counties) has enthusiastically approved CASC's plan to develop a program in cybersecurity technology. According to the Oklahoma Employment Security Commission, employment for information security analysts is projected to grow 25.1 percent between 2018 and 2028. The U.S. Bureau of Labor Statistics also indicates that employment of information security analysts is projected to grow 31 percent nationally from 2019 to 2029, which is much faster than the average for all occupations. The very high employment demand for cybersecurity specialists in Oklahoma and across the country suggests that the proposed program will fare well at CASC.

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	45	Fall 2023
Minimum Graduates from the program	15	2023-2024

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

Institution	Existing Program
Rose State College	Associate in Applied Science in Cyber Security/Digital Forensics (111)

A system wide letter of intent was communicated by email on January 19, 2021. Tulsa Community College (TCC) requested a copy of the proposal, which was sent on January 29, 2021. Neither TCC 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 Associate in Science in Cybersecurity Technology program will consist of 61 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).

Content Area	Credit Hours
General Education	19
Program Core	21
Electives	21
Total	**61**

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

Delivery method and support services. CASC will deliver the program using Zoom and the learning management system, Blackboard. Blackboard offers a variety of online features including discussion, assignments, assessments, group work, individual work, and projects. 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 Associate in Applied Science in Cybersecurity Technology 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	$40,997	$33,310	$0	$0	$0
Explanation: A Native American-Serving Nontribal Institutions (NASNTI) grant will support the proposed program in the first two years.					
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	$57,263	$114,525	$171,788	$229,050	$286,313
Narrative/Explanation: Tuition was estimated assuming enrollments of 15, 30, 45, 60, and 75 each year, and 30 credit hours of enrollment per year at a cost of $127.25 per credit hour.					
TOTAL	**$98,260**	**$147,835**	**$171,788**	**$229,050**	**$286,313**

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	$38,600	$38,600	$38,600	$38,600	$38,600

Explanation: Funds will cover salaries for one full-time faculty member ($32,000) and one adjunct faculty member ($6,600).

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	**$38,600**	**$38,600**	**$38,600**	**$38,600**	**$38,600**

Attachment

CARL ALBERT STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN CYBERSECURITY TECHNOLOGY

Program Requirements		Credit Hours
General Education		19
ENGL 1113	English Composition I	3
ENGL 1213 or SPCH 1113	English Composition II Introduction to Speech Communication	3
POS 1113	American Federal Government	3
HIST 1483 or HIST 1493	American History to 1865 American History 1865 - Present	3
ORI 1111	Freshman Orientation	1
CS 1103	Microcomputer Applications	3
	Elective	3
Program Core		21
CS 2203	Networking I	3
CS 1113	Intro to Computer Forensics	3
CJ 1113	Intro to Criminal Justice	3
CS 1423	Information Security	3
CS 1513	Microcomputer Operating Systems	3
*CS 2513	Introduction to Linux	3
CS 1313	Programming I	3
Electives		21
	Choose 21 credit hours from the following list:	
BUS 2133	Business Communication	3
CJ 2023	Criminal Procedures	3
BUS 1133	Customer Service	3
CS 2243	Internet Programming	3
CS 1333	Programming II	3
CS 2213	Networking II	3
*CS 2613	Ethical Hacking	3
*CS 2413	Mobile Forensics	3
	Approved CS Elective	3
	Approved BUS/CS/CJ/ORGL Elective	3
Total		61

*Denotes new course

AGENDA ITEM #14-f:

> **New Programs.**

SUBJECT: Northern Oklahoma College. Approval to offer the Associate in Applied Science in Electronics Technology in Wind Energy Technician.

RECOMMENDATION:

> **It is recommended that the State Regents approve Northern Oklahoma College's request to offer the Associate in Applied Science in Electronics Technology in Wind Energy Technician, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Associate in Applied Science in Electronics Technology in Wind Energy Technician.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 24 students in Fall 2023; and
>   Graduates: a minimum of 20 students in 2023-2024.

BACKGROUND:

Academic Plan

Northern Oklahoma College (NOC) continues to be led by its 2019-2025 Strategic Plan. NOC's 2020 – 2021 Academic Plan lists the following institutional priorities and new funding initiatives:

- Review and improve advising model, including orientation for new advisors and full utilization of new Student Information System.
- Create new articulation agreements with top transfer partners and update existing ones.
- Establish a recruitment committee to assist in reviewing the communication plan for more individualized contacts with students through the admissions and enrollment processes.
- Review degree programs annually for new programs and/or formats to meet workforce needs (e.g. online course and degree offerings) with a particular focus on the needs of non-traditional populations.

Ongoing initiatives to address academic priorities and services include the following:
- Annual updates of an Advisor Handbook, including a revised advising flow chart to encourage students and advisors to choose the Math Pathway most appropriate for majors
- Reallocation of positions to create a full-time Coordinator of Student Academic Success Services with an ongoing focus on tutoring and student internships and a fuller focus on individualized academic coaching and career assessments

- Build on partnerships to strengthen offerings in allied health and business to meet regional and state workforce needs.

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

48	Degree and/or certificate programs deleted
24	Degree and/or certificate programs added

Program Review

NOC offers 28 degree and/or certificate programs as follows:

2	Certificates
17	Associate in Arts or Sciences Degrees
9	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

NOC's faculty developed the proposal, which was reviewed and approved by institutional officials. NOC's governing board approved delivery of the Associate in Applied Science in Electronics Technology in Wind Energy Technician at their February 12, 2020 meeting. NOC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Applied Science in Electronics Technology in Wind Energy Technician

Program purpose. The proposed program will prepare students to communicate technical information related to the wind industry and to understand how to use and maintain equipment used in wind turbines and wind power generation.

Program rationale and background. NOC is uniquely qualified to offer the proposed program considering that several counties in its service area (i.e., Kay, Osage, Pawnee, Noble, Grant, Garfield and Payne) have experienced an increase in the number of megawatts of electricity generated over the past three years. Since wind energy is being used to meet the increasing demand for power in these counties, NOC has been asked by local employers to produce graduates with wind energy training. Enel Green Power North America, Inc. has expressed formal support for the proposed program by establishing a contribution agreement with NOC, which includes participation on advisory boards, several scholarships for students who pursue the degree, and funds to pay adjunct instructors who will teach courses in the program. To gauge student interest in a degree program focused on wind energy, NOC implemented an Introduction to Wind course in Fall 2020. Fifteen students enrolled in the course, which suggests that the proposed program will be in high demand at NOC.

Employment opportunities. NOC was informed by Enel Green Power North America, Inc., Public Service Company of Oklahoma (PSO), and Duke Renewable Energy that they anticipate adding 100 to 120 new jobs in the north central region of Oklahoma during the next 18 months, with subsequent hiring in the future. These industry partners also indicated that employees with wind specific education who want to live in the area long-term will be needed to fill the vacancies at wind farms, since the typical life span of an individual wind farm is 20 to 30 years. Students in the proposed program may apply for wind turbine service technician positions inside and outside Oklahoma. The Oklahoma Employment Security Commission projects that employment of wind turbine service technicians will grow 64.5 percent between 2018 and 2028. Furthermore, the U.S. Bureau of Labor Statistics suggests that employment of wind turbine technicians is projected to grow 61 percent nationally from 2019 to 2029, which is much faster than the average for all occupations.

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	24	Fall 2023
Minimum Graduates from the program	20	2023-2024

Duplication and impact on existing programs. The proposed Associate in Applied Science in Electronics Technology in Wind Energy Technician program may share similar content with the following programs:

Institution	Existing Program
Langston University	Associate in Science in Electronics (053)
Tulsa Community College	Associate in Applied Science in Electronics Technology (031)

A system wide letter of intent was communicated by email on February 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 Associate in Applied Science in Electronics Technology in Wind Energy Technician program will consist of 60 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Associate in Applied Science in Electronics Technology in Wind Energy Technician

Content Area	Credit Hours
General Education	27
Technical Specialty Requirements	15
Major Requirements	18
Total	**60**

Faculty and staff.   Existing faculty and adjuncts 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 Associate in Applied Science in Electronics Technology in Wind Energy Technician are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$39,000	$10,000	$10,000	$0	$0
Explanation: In year one, industry partners will provide $2,000 scholarships for 14 students and $11,000 toward the cost of an adjunct instructor. In years two and three, the partners will provide $10,000 for scholarships and have verbally committed to continue to support adjunct salary costs.					
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$34,920	$41,904	$41,904	$52,380	$52,380
Explanation and Calculations: Student tuition is based on estimated student count of 20, 24, 24, 30, and 30 in years 1 through 5, multiplied by 12 credit hours, then multiplied by $145.50 per credit hour for tuition per year.					
TOTAL	**$73,920**	**$51,904**	**$51,904**	**$52,380**	**$52,380**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**

Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$5,700	$7,600	$7,600	$7,600	$7,600

Explanation: The amounts above represent pay for adjunct instructors.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$500	$500	$500	$500

Explanation: The funds will be used to develop and purchase wind specific materials (e.g., desktop and handheld digital multimeters, experimental breadboard, wires, component, and kits, circuit lab simulation software).

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	$100	$100	$100	$100	$100

Explanation: The funds will cover estimated costs for faculty and administrators to use college vehicles to travel to meet with industry partners.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$5,800**	**$8,200**	**$8,200**	**$8,200**	**$8,200**

Attachment

NORTHERN OKLAHOMA COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN ELECTRONICS TECHNOLOGY IN WIND ENERGY TECHNICIAN

Program Requirements		Credit Hours
General Education		**27**
ENG 1113	English Composition I	3
ENG 1223	Technical Writing	3
HST 1483 or HST 1493	American History to 1865 American History since 1865	3
POLI 1113	American Government	3
MATH 1513 or MATH 1483	Algebra for STEM Math Functions	3
PHYS 2104	Concepts in Physics	4
CHEM 1014	Concepts of Chemistry	4
CS 1113	Computer Concepts	3
ORNT 1101	Freshman Orientation	1
Technical Specialty Requirements		**15**
ET 1123	Electrical Motor Controls	3
ET 1253	DC Electronics/Metrology	3
ET 1263	AC Electronics/Photonics	3
ET 2003	Hydraulics	3
ET 1363	Electronic Devices/Standards	3
Major Requirements		**18**
PTEC 1313	Safety, Health, and Work Practice	3
PTEC 1113	Introduction to Process Technology	3
WIND 2313	Wind Turbine Materials and Electro-Mechanical Equipment	3
WIND 2413	Wind Power Delivery System	3
WIND 2423	Wind Turbine Troubleshooting and Repair	3
WIND 1113	Introduction to Wind Energy	3
Total		**60**

AGENDA ITEM #14-g:

New Programs.

SUBJECT: Rose State College. Approval to offer the Certificate in Computer Programming and Software Specialist.

RECOMMENDATION:

It is recommended that the State Regents approve Rose State College's request to offer the Certificate in Computer Programming and Software Specialist 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.

- **Certificate in Computer Programming and Software Specialist.** This certificate will be embedded within the Associate in Applied Science in Computer and Information Technology (010) and will be included in the regular program review due in 2022.

BACKGROUND:

Academic Plan

Rose State College's (RSC) 2020 – 2021 Academic Plan lists the following institutional priorities and new funding initiatives:

RSC continues to investigate the use of classroom management and communication technologies that will broaden the capacity to offer courses to students. ZOOM and CANVAS are increasingly being used to teach courses.

We will continue to investigate how we may better serve the aerospace industry and TAFB as we begin to expand our 3D/Additive Manufacturing support and offerings. We continue to enhance our Engineering Technology program utilizing these new technologies. We are investigating the feasibility of a supply chain management course sequence, improving Criminal Justice, and many other programs.

RSC is working with the Commerce Department to become a Center of Excellence in Aerospace and Cybersecurity education. The application period ends 6/2020.

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

as higher priority activities.

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

79	Degree and/or certificate programs deleted
68	Degree and/or certificate programs added

Program Review

RSC offers 74 degree and/or certificate programs as follows:

33	Certificates
25	Associate in Arts or Science Degrees
16	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degree

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

Program Development Process

RSC's faculty developed the proposal, which was reviewed and approved by institutional officials. RSC's governing board approved delivery of the Certificate in Computer Programming and Software Specialist at their November 30, 2020 meeting. RSC is currently approved to offer the following degree programs and certificates through electronic delivery:

- Associate in Arts in Liberal Studies (047);
- Associate in Arts in English (018);
- Associate in Arts in History (125);
- Associate in Arts in Social Sciences (112);
- Associate in Science in Business (007);
- Associate in Applied Science in Library Technical Assistant (055);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Emergency Management (144);
- Certificate in Emergency Preparedness and Planning (145);
- Certificate in Digital Graphic Design (314);
- Certificate in Cyber Security (318);
- Certificate in Digital Forensics (319);
- Associate in Applied Science in Cyber Security/Digital Forensics (111);
- Associate in Arts in Fine Arts (142); and
- Certificate in Emergency Management and Cybersecurity (057).

RSC 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:

Certificate in Computer Programming and Software Specialist

Program purpose. The proposed certificate will expose students to fundamental concepts surrounding technology, operation of information systems, and development and use of computer-based applications.

Program rationale and employment opportunities. RSC was recently designated as an Aerospace and Cybersecurity Center of Workforce Excellence in Oklahoma, along with Tulsa Community College. This designation acknowledges RSC's past and ongoing work in creating a pipeline of skilled individuals to meet workforce demands in the aerospace industry. According to RSC's Computer Information Technology advisory board members, Tinker Air Force Base interns that attended RSC's Software Training Institute in summer 2020, and representatives from Northup Grumman and Boeing, the programming languages and unit testing skills that will be emphasized in the proposed certificate will fulfill a major need in the Oklahoma City metro area for businesses connected with the aerospace industry.

The Oklahoma Employment Security Commission (OESC) projects employment growth for computer user support specialists (6.7 percent) and computer network support specialists (3.9 percent) between 2018 and 2028. In addition, OESC data indicates that employment for computer user support specialists will grow 13.9 percent and employment for computer network support specialists will grow 11.5 percent in the Oklahoma City metropolitan area between 2016 and 2026. Furthermore, computer user support specialist is currently considered a critical occupation in Oklahoma. Some students in RSC's Associate in Applied Science in Computer and Information Technology (010) program have obtained positions before graduating. The high employment demand in RSC's service area and across Oklahoma for professionals with technological skills suggests that the proposed certificate will be a highly sought-after option for students seeking entry-level positions and working professionals seeking to enhance job skills for pay raises and promotions.

Student demand. The proposed certificate is expected to fulfill student demand within the Associate in Applied Science in Computer and Information Technology (010) degree program.

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

Institution	Existing Program
Northeastern Oklahoma A&M College	Certificate in Computer/Information and Support (072)
Oklahoma City Community College	Certificate in Computer-Aided Technology and Computer-Aided Design (084)
Oklahoma State University - Oklahoma City	Certificate in Computer Support Technician (120)
Tulsa Community College	Certificate in Information Technology (133)

A system wide letter of intent was communicated by email on November 9, 2020. Tulsa Community College (TCC) requested a copy of the proposal, which was sent on January 19, 2021. Neither TCC 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 Certificate in Computer Programming and Software Specialist will consist of 21 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment A).

Certificate in Computer Programming and Software Specialist

Content Area	Credit Hours
Required Courses	21
Total	**21**

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

Delivery method and support services. The courses in the proposed certificate will be delivered using the learning management system, Canvas and a web conferencing tool, Zoom. Learning will be facilitated using online discussion, prerecorded lectures, and online exams. The library, classrooms, and equipment are adequate for the proposed certificate.

Financing and program resource requirements. The proposed Certificate in Computer Programming and Software Specialist program will be embedded within the Associate in Applied Science in Computer and Information Technology (010) 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.

Attachment

ROSE STATE COLLEGE
CERTIFICATE IN COMPUTER PROGRAMMING AND SOFTWARE SPECIALIST

Program Requirements		Credit Hours
Required Courses		**21**
CIT 1173	C++ Language	3
CIT 1203	Script Programming	3
CIT 1713	C# Programming	3
CIT 2143	Data Structures	3
CIT 2613	Advanced Java Programming	3
*CIT 2673	Seminar in Unit Testing	3
CIT 2713	Advanced C#	3
Total		**21**

*Denotes a new course

AGENDA ITEM #14-h:

New Programs.

SUBJECT: Eastern Oklahoma State College. Approval to offer the Certificate in Ranch Operations-Stocker Management.

RECOMMENDATION:

It is recommended that the State Regents approve Eastern Oklahoma State College's request to offer the Certificate in Ranch Operations-Stocker Management, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Ranch Operations-Stocker Management.** This certificate will be embedded within the Associate in Applied Science in Ranch Operations-Stocker Management (080) and will be included in the regular program review due in 2022.

BACKGROUND:

Academic Plan

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

1. **Student Learning Assessment**
   - General Education Assessment; Eastern has completed the HLC's Assessment Academy. Assessment tools have been developed for all general education learning outcomes and a schedule of assessments has been developed.
   - Program outcomes assessment: A system of program outcomes assessment has begun that expands upon assessments reported in the OSRHE annual assessment report. Departmental faculty, including adjuncts, meet annually to identify commonly agreed to program learning outcomes, appropriate assessments, and curricular/budgetary decisions as a result of assessments.
   - Co-curricular assessment: Eastern is developing a process to assess learning related to the general education learning outcomes that occurs in co-curricular activities.

2. **Expand online degree plans and continue to train faculty in best practices for distance learning**
   - Eastern will request approval for distance delivery of the Child Development, AA, Child Development AAS, and Certificate of Mastery in Child Development
   - Other programs that may be proposed for distance delivery include pre-elementary education and History/Political Science.

- Eastern was well prepared for the switch to online course delivery that occurred with the Covid-19 crisis. In the future, all faculty will receive training in the use of Blackboard and in the use of Zoom for synchronous course delivery. Training in best practices for both will be provided

3. **New programs and program options**
   - Eastern will explore the development of new allied health programs as industry needs dictate.
   - Eastern will explore the development of cybersecurity programs and certificates.
   - Eastern will explore the addition of market-valued options to existing programs, e.g., beginning analytics in the mathematics program.
   - Develop a child development assistant certificate.

4. **Improve academic support services**

   Eastern has submitted a grant proposal through the Native American Serving Non-tribal Institution program to digitize the library at the Wilburton campus. If funded, the grant will allow Eastern to develop a learning commons area with group collaboration spaces, group and private study rooms, and an active learning/culturally appropriate classroom.

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

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

Program Review

EOSC offers 32 degree and/or certificate programs as follows:

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

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

EOSC's faculty developed the proposal, which was reviewed and approved by institutional officials. EOSC's governing board approved delivery of the Certificate in Ranch Operations-Stocker Management at their February 19, 2021 meeting. EOSC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Ranch Operations-Stocker Management

Program purpose. The proposed certificate will provide students with an overview of ranch management and hands-on training in the stocker cattle industry.

Program rationale and employment opportunities. Southeastern Oklahoma supports a thriving cattle industry and managers of these operations are in demand. In Oklahoma, growth opportunities in ranch management are projected to be almost triple the national rate with average annual earnings of $31,660 according to the Workforce Oklahoma Occupational Outlook 2020. Since the 2018 inception of the Associate in Applied Science in Ranch Management-Stocker Operations (080) program, EOSC has graduated 4 students and enrolled an average number of 5 students each year. However, students have expressed interest in being ready to join the workforce in a shorter period of time, thus EOSC would like to provide a ranch management certificate that can be completed in less than two years. In addition, students in other agricultural majors, particularly animal science, who take classes in the Associate in Applied Science in Ranch Management-Stocker Operations (080) program are interested in obtaining a credential en route to completing their associate's degrees.

- Oklahoma has identified agriculture and bioscience as one of the driver ecosystems, which drives wealth generation in the state. Training provided in the proposed certificate program could contribute greatly to this ecosystem. Area businesses that have inquired about students with skills that will be provided by the proposed program or have hired workers with similar skills include: the Shero Ranch, the Choctaw Nation, Lawless Ranch, and Watts Ranch. EOSC is confident that the proposed certificate will provide students with skills and knowledge that will be attractive to potential employers across the state of Oklahoma.

Student demand. The proposed certificate is expected to fulfill student demand within the Associate in Applied Science in Ranch Operations – Stocker Management (080) degree program.

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

Institution	Existing Program
Northeastern Oklahoma A&M College	Certificate (Less than Two Years) in Farm/Ranch Management (077)
Northeastern Oklahoma A&M College	Certificate (Less than One Year) in Farm/Ranch Management (095)
Western Oklahoma State College	Certificate in Farm and Ranch Management (071)

A system wide letter of intent was communicated by email on November 11, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Ranch Operations – Stocker Management will consist of 35 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).

Certificate in Ranch Operations – Stocker Management

Content Area	Credit Hours
Required Courses	35
Total	**35**

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

Support services. The libraries and classrooms are adequate for the certificate program.

Financing and program resource requirements. The proposed Certificate in Ranch Operations – Stocker Management program will be embedded within the Associate in Applied Science in Ranch Operations – Stocker Management (080). 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.

Attachment

EASTERN OKLAHOMA STATE COLLEGE
CERTIFICATE IN RANCH OPERATIONS – STOCKER MANAGEMENT

Certificate Requirements		Credit Hours
Required Courses		**35**
ANSI 1124	Introduction to Animal Science	4
ANSI 1202	Beef Cattle Management	2
ANSI 1223	Ranch Animal Anatomy and Diseases	3
ANSI 2113	Internship / Capstone	3
ANSI 2123	Livestock Feeding	3
ANSI 2253	Meat Animal and Carcass Evaluation	3
ANSI 2991	Special Topics – Ranch Management Seminar 1	1
ANSI 2991	Special Topics – Ranch Management Seminar 2	1
ANSI 2991	Special Topics – Ranch Management Seminar 3	1
AGEC 1113	Agriculture Economics	3
AGEC 2993	Special Topics in Agriculture Economics	3
AGRON 2014	Hay, Forage and Pastures	4
AGRON 2124	Fundamentals of Soil Science	4
Total		**35**

AGENDA ITEM #14-i:

New Programs.

SUBJECT: Murray State College. Approval to offer the Certificate in Basic Electrical Circuits and Computer Control, the Certificate in Basic Machining, the Certificate in Computer-Aided Design and Drafting/Computer Numerical Control, the Certificate in Industrial Manufacturing Technician - Level 1, and the Certificate in Industrial Manufacturing Technician - Level 2.

RECOMMENDATION:

> **It is recommended that the State Regents approve Murray State College's requests to offer the Certificate in Basic Electrical Circuits and Computer Control, the Certificate in Basic Machining, the Certificate in Computer-Aided Design and Drafting/Computer Numerical Control, the Certificate in Industrial Manufacturing Technician - Level 1, and the Certificate in Industrial Manufacturing Technician - Level 2, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Certificate in Basic Electrical Circuits and Computer Control.** This certificate will be embedded within the Associate in Applied Science in Manufacturing Technology (069) and will be included in the regular program review due in 2023.

- **Certificate in Basic Machining.** This certificate will be embedded within the Associate in Applied Science in Manufacturing Technology (069) and will be included in the regular program review due in 2023.

- **Certificate in Computer-Aided Design and Drafting/Computer Numerical Control.** This certificate will be embedded within the Associate in Applied Science in Manufacturing Technology (069) and will be included in the regular program review due in 2023.

- **Certificate in Industrial Manufacturing Technician - Level 1.** This certificate will be embedded within the Associate in Applied Science in Manufacturing Technology (069) and will be included in the regular program review due in 2023.

- **Certificate in Industrial Manufacturing Technician - Level 2.** This certificate will be embedded within the Associate in Applied Science in Manufacturing Technology (069) and will be included in the regular program review due in 2023.

BACKGROUND:

Academic Plan

Murray State College's (MSC) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

1. Continue to improve the quality and integrity of online courses through training all instructors in the Quality Matters Rubric, implementing institutional Blackboard Shell, and conducting institutional online courses reviews while providing extra professional development to instructors when needed.

2. Focus on flexible modes of teaching, heightened due to COVID-19, by designing delivery of lecture courses as both online and lecture. Every lecture will be designed in a delivery style so students can attend class via in person or zoom. To do this, every instructor across campus will be trained in Quality Matters and technology needed to require a flexible design.

3. Focus on the implementation of Momentum Year in all academic programs and academic service areas.

4. Continue efforts to strengthen co-requisite courses in Mathematics and English.

5. Continue efforts to promote, advise, and educate students and high school counselors on new mathematic pathways.

6. Continue efforts to prioritize the Course Equivalency Project and grow articulation agreements with four-year universities.

7. Implement new enrollment management system, Ellucian. This system will allow MSC to develop comprehensive plans to increase enrollment, retention, and graduation rates using data driven decisions.

8. Merge existing academic support services with the Student Success Center such as retention and advising while adding new academic support services such as career and academic coaching to increase student academic success skills, behaviors, and habits.

9. Continue evaluating General Education Goals. Critical Thinking and Global Awareness will be evaluated during the 2020/2021 school year and designing and implementing Information & Technology Literacy and Effective Communication General Education goals for the next.

10. Evaluate low-enrollment programs to determine viability and demand. Delete programs with low enrollment or that are outdated and no longer needed.

11. Concentrate by adding and exploring new programs, certificates, and micro-credentials that are career focused in Health Information Technology, Agriculture Technology, Business Management, Social Media, Veterinarian Nursing Assistant, Gunsmithing, Certified Nursing Assistant, Licensed Practical Nurse, and Manufacturing Technology Certificates.

12. MSC will offer credit and non-credit courses in order to meet the needs of state and regional business and industry.

13. Increase advisory participation to help guide curriculum to meet business and industry needs.

14. To support adult learners and military students, MSC will provide accelerated schedules and program delivery options.

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

17	Degree and/or certificate programs deleted
15	Degree and/or certificate programs added

Program Review

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

5	Certificates
15	Associate in Arts or Science Degrees
10	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degree

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

MSC's faculty developed the proposals, which were reviewed and approved by institutional officials. MSC's governing board approved delivery of the Certificate in Basic Electrical Circuits and Computer Control, the Certificate in Basic Machining, the Certificate in Computer-Aided Design and Drafting/Computer Numerical Control, the Certificate in Industrial Manufacturing Technician - Level 1, and the Certificate in Industrial Manufacturing Technician - Level 2 at their October 20, 2020 meeting. MSC 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:

Certificate in Basic Electrical Circuits and Computer Control
Certificate in Basic Machining
Certificate in Computer-Aided Design and Drafting/Computer Numerical Control

Certificate in Industrial Manufacturing Technician - Level 1
Certificate in Industrial Manufacturing Technician - Level 2

Program purpose. The proposed certificates will prepare students for employment as technicians in the manufacturing industry.

Program rationale and employment opportunities. Johnston and Marshall Counties are not in a technology center district. Therefore, it can be costly and complicated for prospective students who live in those counties to travel to technology centers to pursue training. Moreover, these students are often put on waiting lists for technology center programs and have to wait until they are adults to enroll at the technology centers. MSC reports that public schools in these counties also indicate there are many high school students interested in manufacturing-related training. MSC is confident that there is sufficient demand within its service area for the proposed certificates, since knowledge and skills will be provided that will quickly prepare students for entry-level manufacturing positions.

The 2019 Southern Oklahoma Workforce Area Labor Market Briefing identifies manufacturing as one of the top industries employing the population in MSC's service area. In recent years, several companies including OK Steel and Wire, Michelin, Nitro-Lift, Martin Marietta, Cardinal Glass, and Commercial Metals Company have reached out to MSC to request training in many technical areas including basic manufacturing skills. These companies helped develop the curriculum for the Associate in Applied Science in Manufacturing Technology (069) manufacturing program and advised MSC throughout the process of creating the certificate programs. According to the Oklahoma Employment Security Commission, employment for computer numerically controlled machine tool programmers, metal and plastic is projected to grow 22.3 percent and employment for machinists is projected to grow 4.3 percent between 2018 and 2028. The employment demand in Oklahoma in the manufacturing field suggests that there will be significant student interest in MSC's proposed certificates.

Student demand. The proposed certificates are expected to fulfill student demand within the Associate in Applied Science in Manufacturing Technology (069) degree program.

Duplication and impact on existing programs. There are no Certificate in Basic Electrical Circuits and Computer Control and Certificate in Basic Machining programs in Oklahoma. The proposed Certificate in Computer-Aided Design and Drafting/Computer Numerical Control may duplicate the following programs:

Institution	Existing Program
Oklahoma City Community College	Certificate in Computer-Aided Technology - Computer-Aided Design (084)
Tulsa Community College	Certificate in AutoCAD Professional (291)

The proposed Certificate in Industrial Manufacturing Technician - Level 1 and proposed Certificate in Industrial Manufacturing Technician - Level 2 may duplicate the following programs:

Institution	Existing Program
Rose State College	Certificate in Manufacturing Technology (147)
Tulsa Community College	Certificate in Manufacturing Production Technician I (288)
Tulsa Community College	Certificate in Manufacturing Production Technician II (357)

A system wide letter of intent was communicated by email on December 2, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed certificates. Approval will not constitute unnecessary duplication.

Curricula. The proposed Certificate in Basic Electrical Circuits and Computer Control will consist of 9 total credit hours, Certificate in Basic Machining will consist of 8 total credit hours, Certificate in Computer-Aided Design and Drafting/Computer Numerical Control will consist of 9 total credit hours, Certificate in Industrial Manufacturing Technician - Level 1 will consist of 13 total credit hours, and Certificate in Industrial Manufacturing Technician - Level 2 will consist of 18 total credit hours as shown in the following tables. No new courses will be added and the curricula are detailed in the attachments (Attachments A, B, C, D, and E, respectively).

Certificate in Basic Electrical Circuits and Computer Control

Content Area	Credit Hours
Required Courses	9
Total	**9**

Certificate in Basic Machining

Content Area	Credit Hours
Required Courses	8
Total	**8**

Certificate in Computer-Aided Design and Drafting/Computer Numerical Control

Content Area	Credit Hours
Required Courses	9
Total	**9**

Certificate in Industrial Manufacturing Technician - Level 1

Content Area	Credit Hours
Required Courses	13
Total	**13**

Certificate in Industrial Manufacturing Technician - Level 2

Content Area	Credit Hours
Required Courses	18
Total	**18**

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

Support services. The libraries, classrooms, and equipment are adequate for the certificate programs.

Financing and program resource requirements. The proposed Certificate in Basic Electrical Circuits and Control, the Certificate in Basic Machining, the Certificate in Computer-Aided Design and Drafting/Computer Numerical Control, the Certificate in Industrial Manufacturing Technician - Level 1, and the Certificate in Industrial Manufacturing Technician - Level 2 programs will be embedded within the Associate in Applied Science in Manufacturing Technology (069). Program resource requirements are supported through the main program and the proposed certificates will be offered on a self-supporting basis. 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 certificates.

Attachments

MURRAY STATE COLLEGE
CERTIFICATE IN BASIC ELECTRICAL CIRCUITS AND COMPUTER CONTROL

Program Requirements		Credit Hours
Required Courses		**9**
MT 1223	AC/DC Electrical Systems	3
MT 1333	Electrical Relay & Computer Control	3
MT 2113	Programmable Logic Controllers I	3
Total		**9**

MURRAY STATE COLLEGE
CERTIFICATE IN BASIC MACHINING

Program Requirements		Credit Hours
Required Courses		**8**
MT 1313	Machine Tool Practices	3
MT 1323	General Metals	3
GS 1362	Machine Tool Auxiliary	2
Total		**8**

MURRAY STATE COLLEGE
CERTIFICATE IN COMPUTER-AIDED DESIGN AND DRAFTING/COMPUTER
NUMERICAL CONTROL

Program Requirements		Credit Hours
Required Courses		**9**
MT 1512	Blueprint Reading	2
MT 1532	Intro to AutoCAD	2
MT 2542	Advanced AutoCAD	2
MT 2553	Intro to CNC	3
Total		**9**

MURRAY STATE COLLEGE
CERTIFICATE IN INDUSTRIAL MANUFACTURING TECHNICIAN - LEVEL 1

Program Requirements		Credit Hours
Required Courses		**13**
MT 1111	Manufacturing Success Strategies	1
MT 1113	Intro to Manufacturing Maintenance	3
MT 1223	AC/DC Electrical Systems	3
MT 1333	Electrical Relay & Computer Control	3
MT 2333	Internship	3
Total		**13**

MURRAY STATE COLLEGE
CERTIFICATE IN INDUSTRIAL MANUFACTURING TECHNICIAN - LEVEL 2

Program Requirements		Credit Hours
Required Courses		**18**
MT 1223	AC/DC Electrical Systems	3
MT 1333	Electrical Relay & Computer Control	3
MT 1313	Machine Tool Practices	3
MT 2113	Programmable Logic Controllers I	3
MT 2223	Programmable Logic Controllers II	3
MT 2333	Internship	3
Total		**18**

<p style="text-align:center">Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 15, 2021</p>

AGENDA ITEM #14-j:

      New Programs.

SUBJECT: Western Oklahoma State College. Approval to offer the Associate in Applied Science in Farm and Ranch Management, the Certificate in Agriculture Industries, the Certificate in Crop Production, and the Certificate in Horse Management.

RECOMMENDATION:

> **It is recommended that the State Regents approve Western Oklahoma State College's request to offer the Associate in Applied Science in Farm and Ranch Management, the Certificate in Agriculture Industries, the Certificate in Crop Production, and the Certificate in Horse Management, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

> - **Associate in Applied Science in Farm and Ranch Management.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 20 students in Fall 2025; and
>   Graduates: a minimum of 10 students in 2025-2026.

> - **Certificate in Agriculture Industries.** This certificate will be embedded within the proposed Associate in Applied Science in Farm and Ranch Management and will be included in the regular program review due in 2026.

> - **Certificate in Crop Production.** This certificate will be embedded within the proposed Associate in Applied Science in Farm and Ranch Management and will be included in the regular program review due in 2026.

> - **Certificate in Horse Management.** This certificate will be embedded within the proposed Associate in Applied Science in Farm and Ranch Management and will be included in the regular program review due in 2026.

BACKGROUND:

Academic Plan

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

Western's primary focus is on increasing enrollment. Western's service area is comprised of five counties of declining population. Western is trying to develop niche programs to increase enrollment.

<p style="text-align:center">153</p>

Western's nursing program continues to be a high priority academic program. Registered nurses are on Oklahoma's 100 Critical Occupation List. Western's nursing program increased its number of graduates from 78 in 2018 to 102 in 2019 which is a 30.7% increase. This was achieved in part by the development of the LPN to RN Online Track. Of the 102 nursing graduates in 2019, 28 were from this online program. Although the overall all nursing graduates were down slightly at 84, the online numbers stayed steady at 27 graduates from the LPN to RN Online Track. There are 28 students in the LPN to RN Online Track slated to graduate in spring 2021.

Western did partner with Comanche County Memorial Hospital in Lawton during the 2019-2020 academic year. This partnership allowed Western the opportunity to offer evening nursing classes at its Lawton location. This partnership will continue for the 2020-2021 Academic Year. Nursing is Western's highest cost program. In order to increase the capacity of this program, it is vital to find additional resources to support it. A special focus will be placed on the development of online science courses needed to support this program. An online Anatomy and Physiology I and II was developed. Western has had difficulty find qualified nursing faculty at the Lawton campus. Masters prepared nurses can make significantly more money in the private sector. Due to this, Western will not be offer the evening option for the first year nursing students in the fall. However, there are hopes to have a faculty secured to offer it for the spring 2021 semester. There are currently 18 students in the evening track that are scheduled to graduate in spring 2021. This will increase the total nursing graduate number to 113 for May 2021.

Western's Agriculture program continues to see growth. Western has added several program options to help better guide students to degree and career paths. Western completed its first year offering a Shooting Sports club. There were five (5) that participated. However, the club has anticipated 11 students participating for this academic year. The Agriculture program also started a Crops Judging team. It started small taking three (3) students to the Regional Crops contest in Goodwell, OK. However, it is felt this program will grow also. One of the goals of these extra-curricular and co-curricular activities is to attract more students into the Agriculture program. The program is also working on the development of an Associates of Applied Science (AAS) degree in Ranch Management. Western's service areas is highly agricultural. However, many students do not desire to get a four-year degree. They really are wanting some education to help them manage their family farm. Western feels this AAS degree will have a stronger impact on the immediate workforce in our area.

Western continues to improve its online course offerings while maintaining appropriate management and oversight. Western continues to use Quality Matters as the guide for online course development. During the academic year, Western offered a 21-day Winter Session from December 20, 2019 to January 10, 2020. During this session, Western offered seven (7) courses which included some general education and support courses. The total enrollment for this Winter Session was 106. Western focused these courses to support the following programs Criminal Justice; Health, Physical Education and Recreation; and Nursing. Of these seven courses, one was Agriculture Internship. This course was not offered online but by arrangement to allow students to complete internship hours during their break. Western identified the Associate in Science (AS) Degree in Health, Physical Education and Recreation (HPER) through another external source that Western utilizes to help determine the workforce need for program development. This source is the Occupational Information Network (O*NET) which is developed under the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA). O*NET has identified Athletic Trainers as a Bright Outlook Occupation. Bright Outlook occupations are expected to grow rapidly in the next several years or will have large numbers of job openings. In Oklahoma, there is predicted to be a 23% increase in the need for Athletic Trainers from 2016 to 2026. Western's AS in HPER degree is a transfer degree that can transfer into such a four-year program. Western is actively developing an option in Exercise

Science/Kinesiology in addition to the general HPER degree. This will be ideal for students who are seeking to enter Kinesiology, Athletic Training, and/or Sports Sciences. Another identified occupation on the Top 100 Critical Occupation list is Police and Sheriff Patrol Officers. Western's AAS Degree in Criminal Justice feeds into this occupation. Western is researching the possibility of offering this entire program in a 4-week format. With the restrictions of novel coronavirus (COVID-19), the need for even more online courses and programs is apparent.

Western has also made efforts to increase the enrollment in the Military Studies AAS degree. The institution developed a Veteran's Lounge on campus. Western has also partnered with local Veterans Affairs (VA) office to be able to house VA representative on campus. However, with the COVID-19 restrictions, the representative has started working on Western's campus. This degree will also be marketed to both active duty and veterans from Altus Air Force Base and Fort Sill Army Post.

Western continues a strong focus on retention and persistence. Western developed a Momentum Year Plan to address the key initiatives from Complete College America. These initiatives include 15 to Finish, Math Pathways, Co-requisite Support, Academic Maps, Proactive Advising and Momentum Year Onboarding.

Western's Enrollment Management Committee developed and implemented several long-reaching initiatives to improve retention. These initiatives will be continued during Academic Year 2020-2021. Western's retention rates goals for AY 2020-2021 are 50% for full-time and 30% for part-time students. Part-time students make up approximately 60% of Western's enrollment. It is imperative to find a method to retain these students, and Western is striving to implement the strategies outlined in the Momentum Year Plan.

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

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

Program Review

WOSC offers 21 degree and/or certificate programs as follows:

3	Certificates
12	Associate in Arts or Science Degrees
6	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degree

All of these programs were reviewed in the past five years with the exception of those programs with

specialty accreditation. Programs with specialty accreditation are aligned with WOSC'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

WOSC's faculty developed the proposals, which were reviewed and approved by institutional officials. WOSC's governing board approved delivery of the Associate in Applied Science in Farm and Ranch Management, the Certificate in Agriculture Industries, the Certificate in Crop Production, and the Certificate in Horse Management at their February 9, 2021 meeting. WOSC 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:
<div align="center">

Associate in Applied Science in Farm and Ranch Management
Certificate in Agriculture Industries
Certificate in Crop Production
Certificate in Horse Management

</div>

Program purpose. The proposed programs will prepare students to describe agribusiness management, communication, and economic importance; discuss modern farm and ranch principles and practices; explain methods of conservation with respect to soil systems, rangeland, and natural resource management; and demonstrate and describe applicable animal husbandry practices and procedures.

Program rationale and background. WOSC's Agriculture department currently offers an Associate in Science in Agriculture Sciences (070) as well as an embedded Certificate in Farm and Ranch Management (071). A growing number of students, primarily those interested in pursuing a career in farm or ranch management, do not finish the Associate in Science in Agriculture Sciences (070) degree due to not completing all 37 credit hours of general education courses. Other contributing factors include non-traditional students and part-time students needing flexibility in courses offered and a lack of workforce-oriented courses within the degree program designed to prepare students to manage farms and ranches. The proposed programs will specifically offer courses to prepare students to enter the workforce, such as newly developed courses in Farm and Ranch Business Records, Agronomic Math, and Animal Health Management.

WOSC's Agriculture Department has the support of an Agriculture Advisory Board, which is comprised of area farmers, ranchers, and agribusiness professionals who support the Department via fundraising for academic scholarships and provide advice, expertise, and feedback from an industry perspective to assist with guiding the growth of the Agriculture program. Each year, the Agriculture Advisory Board raises over $25,000 in scholarships for Western's Agriculture majors, which has contributed to the department's growth. The advisory board is in full support of the proposed programs.

Employment opportunities. Oklahoma has identified agriculture and bioscience as one of the driver ecosystems, which drives wealth generation in the state. Training provided in the proposed programs could contribute greatly to this ecosystem. Management of farms, ranches, and land resources has grown more complex and costs and technology have increased substantially. Thus, today's farm and ranch managers need education beyond a high school diploma. The USDA's National Institute of Food and Agriculture predicts employment opportunities for new college graduates with agriculture-focused degrees will remain

strong through 2025, with the major employment areas in management and business (approximately 24,700 positions or 42 percent of anticipated openings). According to the U.S. Bureau of Labor Statistics, as of May 2019, the projected job openings for farmers, ranchers, and other agricultural management positions are expected to be 1,080 annually for the state of Oklahoma.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	20	Fall 2025
Minimum graduates from the program	10	2025-2026

The proposed certificates are expected to fulfill student demand within the proposed Associate in Applied Science in Farm and Ranch Management degree program.

Duplication and impact on existing programs. The proposed Associate in Applied Science in Farm and Ranch Management program may duplicate the following programs:

Institution	Existing Program
Eastern Oklahoma State College	Associate in Applied Science in Ranch Operations – Stocker Management (080)
Northeastern Oklahoma A&M College	Associate in Applied Science in Equine and Ranch Management (042)

The proposed Certificate in Horse Management program may duplicate the following programs:

Institution	Existing Program
Connors State College	Certificate in Agriculture Equine Technology (081)
Northeastern Oklahoma A&M College	Certificate (Less than Two Years) in Farm/Ranch Management (077)
Northeastern Oklahoma A&M College	Certificate (Less than One Year) in Farm/Ranch Management (095)

There are no Certificate in Agriculture Industries or Certificate in Crop Production programs in Oklahoma. A system wide letter of intent was communicated by email on September 8, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed programs. Due to the distance between institutions, approval will not constitute unnecessary duplication.

Curricula. The proposed Associate in Applied Science in Farm and Ranch Management will consist of 60 total credit hours, the Certificate in Agriculture Industries will consist of 30 total credit hours, the Certificate in Crop Production will consist of 30 total credit hours, and the Certificate in Horse Management will consist of 30 total credit hours as shown in the following tables. Eight new courses will be added and the curricula are detailed in the attachments (Attachments A, B, C, and D, respectively).

Associate in Applied Science in Farm and Ranch Management

Content Area	Credit Hours
General Education	18
Technical Specialty Courses	20
Technical Support Courses	22
Total	**60**

Certificate in Agriculture Industries

Content Area	Credit Hours
Required Courses	30
Total	**30**

Certificate in Crop Production

Content Area	Credit Hours
Required Courses	17
Electives	13
Total	**30**

Certificate in Horse Management

Content Area	Credit Hours
Required Courses	17
Electives	13
Total	**30**

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

Support services. The libraries and classrooms are adequate for the proposed programs.

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

Program resource requirements. Program resource requirements for the Associate in Applied Science in Farm and Ranch Management are shown in the following table.

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

| **Year of Program** | | | | | |
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Other Non-State Sources					
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$17,538	$35,076	$52,614	$70,152	$70,152
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 5, 10, 15, 20 and 20, 24 credit hours of enrollment per year, and in-state tuition and fees of $146.15 per credit hour.					
TOTAL	**$17,538**	**$35,076**	**$52,614**	**$70,152**	**$70,152**

| **Year of Program** | | | | | |
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$2,850	$5,700	$8,550	$11,400	$65,000
Explanation: In year 1, one adjunct will be paid to teach two courses ($1,425 per course). In year 2, adjuncts will be paid to teach four courses. In year 3, adjuncts will be paid to teach six courses. In year 4, adjuncts will be paid to teach eight courses. In year 5, if there is sufficient student enrollment in the proposed programs, a full-time faculty member will be hired for $65,000 (salary plus benefits).					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$500	$500	$2,000	$3,000	$500
Explanation: Funds will be used to purchase low-fidelity simulators, high-fidelity simulators, and lab supplies to support the proposed programs.					
Library	$0	$100	$250	$500	$500
Explanation: In years 2 through 5, e-books and traditional books related to the proposed programs will be purchased. Access to the AGRICOLA database may also be purchased.					
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
Explanation: The amount above will cover the cost to print brochures that will advertise the program.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$300	$300	$500	$500	$500
Explanation: The amounts provided will cover costs for faculty and students in the proposed programs to travel to local farms and industries for lab experiences.					
Awards and Grants	$0	$0	$0	$0	$0

TOTAL	**$4,150**	**$7,100**	**$11,800**	**$15,900**	**$67,000**

The proposed Certificate in Agriculture Industries, Certificate in Horse Management, and Certificate in Crop Production programs will be embedded within the proposed Associate in Applied Science in Farm and Ranch Management. Program resource requirements are supported through the main program and the proposed certificates will be offered on a self-supporting basis. 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 proposed certificates.

Attachments

WESTERN OKLAHOMA STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN FARM AND RANCH MANAGEMENT

Program Requirements		Credit Hours
General Education		**18**
ENGL 1113	English Composition I	3
ENGL 1213 or SPCH 1113	English Composition II Public Speaking	3
HIST 1483 or HIST 1493	American History (1492-1865) American History (1865-Present)	3
POLS 1113	Federal Government	3
MATH 1143 or MATH 1483	Survey of Mathematics Functions and Modeling	3
PSYC 1113	Introduction to Psychology	3
Technical Specialty Courses		**20**
AGRI 1033	Introduction to Plant & Soil Systems	3
AGRI 1113	Introduction to Agriculture Economics	3
AGRI 1443	Computers in Agriculture	3
*AGRI 1453	Farm/Ranch Business Records	3
*AGRI 2022	Agronomic Math	2
AGRI 2143	Farm/Ranch Business Management	3
AGRI 2573	Livestock Management	3
Technical Support Courses		**22**
	Select 22 hours from the list below:	
*AGRI 1012	Introduction to Natural Resource Management	3
AGRI 1124	Introduction to Animal Science	4
AGRI 1222	Equine Evaluation	2
AGRI 1223	Range Management	3
AGRI 1241-3	Agriculture Internship	1-3
AGRI 1323	Equine Conformation and Performance Evaluation	3
*AGRI 1402	Equine Behavior	2
AGRI 1613	Introduction to Soil Science	3
AGRI 2003	Principles of Water Resource Management	3
AGRI 2013	Crops and Environment	3
AGRI 2103	Principles of Plant Collection and Identification	3
AGRI 2123	Livestock Feeding	3
AGRI 2203	Ecology of Natural Resources	3

AGRI 2214	Forages and Hays	4
AGRI 2223	Irrigation System Design	3
AGRI 2233	Animal Management Techniques	3
AGRI 2303	Principles of Agriculture Marketing	3
AGRI 2323	Equine Management	3
AGRI 2413	Applied Plant Science	3
AGRI 2422	Horse Management	2
AGRI 2423	Precision Agriculture	3
AGRI 2443	Applied Animal Reproduction and Management	3
AGRI 2503	Principles of Wildlife Ecology Management	3
AGRI 2532	Animal Health Management	2
AGRI 2533	Equine Nutrition	3
*AGRI 2603	Rangeland & Pasture Utilization	3
AGRI 2613	Beef Cattle Management	3
*AGRI 2633	Stocker/Feedlot Cattle Management	3
*AGRI 2643	Equine Genetics	3
*AGRI 2703	Principles of Agriculture Finance	3
*AGRI 2993	Fundamentals of Entomology	3
Total		**60**

*Denotes new courses

WESTERN OKLAHOMA STATE COLLEGE
CERTIFICATE IN AGRICULTURE INDUSTRIES

Certificate Requirements		Credit Hours
Required Courses		**30**
AGRI 1033	Introduction to Plant & Soil Systems	3
AGRI 1113	Introduction to Agriculture Economics	3
AGRI 1223	Range Management	3
AGRI 1241	Agriculture Internship	1
AGRI 1443	Computers in Agriculture	3
*AGRI 1453	Farm/Ranch Business Records	3
*AGRI 2022	Agronomic Math	2
AGRI 2143	Farm/Ranch Business Management	3
AGRI 2203	Ecology of Natural Resources	3
AGRI 2303	Principles of Agriculture Marketing	3
AGRI 2573	Livestock Management	3
Total		**30**

*Denotes new courses

WESTERN OKLAHOMA STATE COLLEGE
CERTIFICATE IN CROP PRODUCTION

Certificate Requirements		Credit Hours
Required Courses		**17**
AGRI 1033	Introduction to Plant & Soil Systems	3
AGRI 1113	Introduction to Agriculture Economics	3
AGRI 1443	Computers in Agriculture	3
*AGRI 1453	Farm/Ranch Business Records	3
*AGRI 2022	Agronomic Math	2
AGRI 2143	Farm/Ranch Business Management	3
Electives		**13**
	Select 13 hours from the list below:	
*AGRI 1012	Introduction to Natural Resource Management	3
AGRI 1223	Range Management	3
AGRI 1241-3	Agriculture Internship	1-3
AGRI 1613	Introduction to Soil Science	3
AGRI 2003	Principles of Water Resource Management	3
AGRI 2013	Crops and Environment	3
AGRI 2103	Principles of Plant Collection and Identification	3
AGRI 2203	Ecology of Natural Resources	3
AGRI 2214	Forages and Hays	4
AGRI 2223	Irrigation System Design	3
AGRI 2303	Principles of Agriculture Marketing	3
AGRI 2413	Applied Plant Science	3
AGRI 2423	Precision Agriculture	3
*AGRI 2993	Fundamentals of Entomology	3
Total		**30**

*Denotes new courses

WESTERN OKLAHOMA STATE COLLEGE
CERTIFICATE IN HORSE MANAGEMENT

Certificate Requirements		Credit Hours
Required Courses		**17**
AGRI 1113	Introduction to Agriculture Economics	3
*AGRI 1453	Farm/Ranch Business Records	3
AGRI 2143	Farm/Ranch Business Management	3
AGRI 2422	Horse Management	2
AGRI 2573	Livestock Management	3
AGRI 2533	Equine Nutrition	3
Electives		**13**
	Select 13 hours from the list below:	
AGRI 1033	Introduction to Plant & Soil Systems	3
AGRI 1124	Introduction to Animal Science	4
AGRI 1222	Equine Evaluation	2
AGRI 1223	Range Management	3
AGRI 1241-3	Agriculture Internship	1-3
AGRI 1323	Equine Conformation and Performance Evaluation	3
*AGRI 1402	Equine Behavior	2
AGRI 1443	Computers in Agriculture	3
AGRI 2003	Principles of Water Resource Management	3
AGRI 2123	Livestock Feeding	3
AGRI 2214	Forages and Hays	4
AGRI 2233	Animal Management Techniques	3
AGRI 2303	Principles of Agriculture Marketing	3
AGRI 2323	Equine Management	3
AGRI 2443	Applied Animal Reproduction and Management	3
AGRI 2532	Animal Health Management	2
*AGRI 2603	Rangeland & Pasture Utilization	3
*AGRI 2643	Equine Genetics	3
*AGRI 2993	Fundamentals of Entomology	3
Total		**30**

*Denotes new courses

AGENDA ITEM #15:

Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requests authorization to delete the program below:
- Graduate Certificate in Professional Applications of Interior Design (414)

Oklahoma State University (OSU) requests authorization to delete the program below:
- Master of Science in Information Assurance (403)

Cameron University (CU) requests authorization to delete the program below:
- Associate in Applied Science in Criminal Justice (550)

Northeastern State University (NSU) requests authorization to delete the programs below:
- Master of Education in School Counseling (018)
- Master of Science in Substance Abuse Counseling (146)

Northwestern Oklahoma State University (NWOSU) requests authorization to delete the programs below:
- Master of Education in Elementary Education (014)
- Master of Education in Secondary Education (033)

University of Central Oklahoma (UCO) requests authorization to delete the program below:
- Bachelor of Applied Technology in Technology Application Studies (188)

Eastern Oklahoma State College (EOSC) requests authorization to delete the programs below:
- Associate in Arts in Speech-Drama (046)
- Associate in Applied Science in Computer Technology (070)

Oklahoma State University Institute of Technology (OSUIT) requests authorization to delete the programs below:
- Associate in Applied Science in Automotive Collision Repair Technology (003)
- Associate in Applied Science in Diesel and Heavy Equipment / Aggreko SelecTech (107)
- Associate in Applied Science in Diesel and Heavy Equipment Technology (018)
- Associate in Applied Science in Office Information Systems Technology (039)
- Associate in Applied Science in Orthotic and Prosthetic Technologies (089)

- Associate in Applied Science in Photography Technology (061)
- Associate in Applied Science in Watchmaking and Microtechnology (043)

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 Graduate Certificate in Professional Applications of Interior Design (414) effective immediately. This program was approved at the September 3, 2015 State Regent's meeting. OU reports:
- There has been no enrollment in the program since it was created.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OSU requests authorization to delete the Master of Science in Information Assurance (403) effective beginning the 2021-2022 academic year. This program was approved prior to 1990. OSU reports:
- The program is being merged with the Master of Science in Management Information Systems (412) to make more effective use of resources.
- There are currently 5 students enrolled in the program with an expected graduation date during the 2020-2021 academic year.
- No courses will be deleted.
- No funds are available for reallocation.

CU requests authorization to delete the Associate in Applied Science in Criminal Justice (550) effective beginning the 2021-2022 academic year. This program was approved prior to 1990. CU reports:
- There has been a lack of interest in the program.
- There are currently 31 students enrolled in the program with an expected graduation date during the 2021-2022 academic year.
- No courses will be deleted.
- The funds from the Associate in Applied Science in Criminal Justice (550) will be reallocated to the proposed Associate in Science in Criminal Justice if approved.

NSU requests authorization to delete the Master of Education in School Counseling (018) effective immediately. This program was approved prior to 1990. NSU reports:
- There has been no enrollment in the program for the past four years.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NSU requests authorization to delete the Master of Science in Substance Abuse Counseling (146) effective immediately. This program was approved at the March 15, 2007 State Regents' meeting. NSU reports:
- There has been no enrollment in the program for the past four years.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NWOSU requests authorization to delete the Master of Education in Elementary Education (014) effective beginning the 2021-2022 academic year. This program was approved prior to 1990. NWOSU reports:

- This program was approved for suspension at the September 6, 2018 State Regents' meeting and NWOSU has no plans to reactivate.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NWOSU requests authorization to delete the Master of Education in Secondary Education (033) effective beginning the 2021-2022 academic year. This program was approved prior to 1990. NWOSU reports:

- This program was approved for suspension at the September 6, 2018 State Regents' meeting and NWOSU has no plans to reactivate.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

UCO requests authorization to delete the Bachelor of Applied Technology in Technology Application Studies (188) effective beginning the 2021-2022 academic year. This program was approved at the February 13, 2004 State Regents' meeting. UCO reports:

- There has been a lack of interest in the program.
- There are currently 9 students enrolled in the program with an expected graduation date during the 2021-2022 academic year.
- No courses will be deleted.
- No funds are available for reallocation.

EOSC requests authorization to delete the Associate in Arts in Speech or Drama (046) effective immediately. This program was approved prior to 2000. EOSC reports:

- This program was approved for suspension at the June 20, 2018 State Regents' meeting and EOSC has no plans to reactivate.
- There are currently no students enrolled in the program.
- Seven courses will be deleted.
- No funds are available for reallocation.

EOSC requests authorization to delete the Associate in Applied Science in Computer Technology (070) effective immediately. This program was approved prior to 2000. EOSC reports:

- This program was approved for suspension at the June 20, 2018 State Regents' meeting and EOSC has no plans to reactivate.
- There are currently no students enrolled in the program.
- Six courses will be deleted.
- No funds are available for reallocation.

OSUIT requests authorization to delete the Associate in Applied Science in Automotive Collision Repair Technology (003) effective immediately. This program was approved at the May 25, 2007 State Regents' meeting. OSUIT reports:

- This program was approved for suspension at the January 31, 2019 State Regents' meeting and OSUIT has no plans to reactivate.
- There are currently no students enrolled in the program.
- No courses will be deleted.

- Any funds available will be reallocated to support other high-demand programs.

OSUIT requests authorization to delete the Associate in Applied Science in Diesel and Heavy Equipment / Aggreko SelecTech (107) effective immediately. This program was approved at the September 3, 2015 State Regents' meeting. OSUIT reports:
- The program does not meet current workforce needs.
- There are currently no students enrolled in the program.
- Seventeen courses will be deleted.
- Any funds available will be reallocated to support other high-demand programs.

OSUIT requests authorization to delete the Associate in Applied Science in Diesel and Heavy Equipment Technology (018) effective immediately. This program was approved at the May 25, 2007 State Regents' meeting. OSUIT reports:
- The program does not meet current workforce needs.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OSUIT requests authorization to delete the Associate in Applied Science in Office Information Systems Technology (039) effective immediately. This program was approved at the May 30, 2003 State Regents' meeting. OSUIT reports:
- This program was approved for suspension at the June 30, 2015 State Regents' meeting and OSUIT has no plans to reactivate.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OSUIT requests authorization to delete the Associate in Applied Science in Orthotic and Prosthetic Technologies (089) effective beginning the 2021-2022 academic year. This program was approved prior to 1990. OSUIT reports:
- There has been a reduction in state support and the program is no longer sustainable.
- There are currently 9 students enrolled in the program with an expected graduation date during the 2021-2022 academic year.
- No courses will be deleted.
- Any funds available will be reallocated to support other high-demand programs.

OSUIT requests authorization to delete the Associate in Applied Science in Photography Technology (061) effective immediately. This program was approved at the May 30, 2003 State Regents' meeting. OSUIT reports:
- This program was approved for suspension at the January 31, 2019 State Regents' meeting and OSUIT has no plans to reactivate.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- Any funds available will be reallocated to support other high-demand programs.

OSUIT requests authorization to delete the Associate in Applied Science in Watchmaking and Microtechnology (043) effective immediately. This program was approved at the May 30, 2003 State Regents' meeting. OSUIT reports:

- This program was approved for suspension at the January 31, 2019 State Regents' meeting and OSUIT has no plans to reactivate.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- Any funds available will be reallocated to support other high-demand programs.

AGENDA ITEM #16:

Intensive English Programs.

SUBJECT: Approval to offer Intensive English Program.

RECOMMENDATION:

It is recommended that the State Regents approve The Language Company - Edmond in Edmond, Oklahoma for five years.

BACKGROUND:

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

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

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

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

POLICY ISSUES:

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

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

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

ANALYSIS:

The Language Company (TLC) in Edmond, Oklahoma has been an approved IEP in Oklahoma since 1995. At their September 4, 2014 meeting, the State Regents granted TLC-Edmond continued approval without qualification with re-examination in five years.

State Regents' policy allows IEPs that have sought and obtained accreditation status from an accrediting body specializing in intensive English instruction recognized by the USDE to use this accreditation status in lieu of a secondary visit by an evaluation team from the State Regents. All TLC locations were accredited by the Accrediting Council for Continuing Education and Training (ACCET), a national accrediting agency, through December 2020. At their October 22, 2020 meeting, the State Regents granted TLC-Edmond an extension through December 2021 to align their review cycle with ACCET's accreditation cycle.

At its December 2020 meeting, ACCET voted to continue the accreditation of TLC-Edmond, for a period of five (5) years, until December 30, 2025. As a result, it is recommended that the State Regents grant TLC-Edmond continued approval without qualification with re-examination in five years.

AGENDA ITEM #17:

High School Courses for College Admission.

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

RECOMMENDATION:

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

BACKGROUND:

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

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

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

POLICY ISSUES:

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

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

preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval."

ANALYSIS:

Prior to April 15, 2021, State Regents' staff received a request from the Oklahoma Department of Career and Technology Education to approve high school courses for college admission. The table below details the courses as well as the college admission subject area in which the courses are categorized:

Course	Subject Area
Artificial Intelligence	Computer Technology
Virtual Reality Coding	Computer Technology
Cybersecurity	Computer Technology
Biotechnology II	Laboratory Science

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

AGENDA ITEM #18-a:

      Policy.

SUBJECT: Posting of revisions to the Institutional Admission and Retention policy.

RECOMMENDATION:

      This item is for posting only.

BACKGROUND:

The Oklahoma State Regents for Higher Education first approved systemwide admissions requirements in 1962. Since that time, the State Regents have updated admission and retention requirements at State System institutions more than 60 times to reflect changes in the higher education landscape and best serve Oklahoma's college students. The Institutional Admission and Retention policy sets forth curricular and performance requirements for admission of first-time students to State System institutions as well as fixing minimum standards for retention after admission. As with the majority of Academic Affairs policy revisions, revisions to the Institutional Admission and Retention policy typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Institutional Admission and Retention policy.

POLICY ANALYSIS:

These revisions can be divided broadly into two categories: A substantive change to high school curricular requirements and minor non-substantive updates throughout the policy.

3.9.2 Definitions	Updated the number of earned hours for a student eligible for Academic Notice from "30 or fewer" to "fewer than 30" to clarify that academic notice is intended for freshmen students.
	Fixed a typographical error in the definition of Basic Academic Skills.
3.9.3 Admission of First-Time Freshmen: Curricular Requirements	Revised the allowable two additional high school units for admission into undergraduate programs. This proposed revision would eliminate the restriction on using applied fine arts AP courses in this category, adds high school psychology and sociology as allowable courses, and adds any liberal arts and science course taken through concurrent enrollment that is not already being used to fulfill another category to the list of acceptable courses.
	Eliminates language implying that only community colleges are authorized to offer AA and AS programs.

	Eliminates vague language related to applied high school courses.
3.9.4 Admission of First-Time Freshmen: Performance Requirements	Clarifies language regarding which regional universities are authorized to offer associate's degrees.
3.9.8 Retention Standards	Updates language related to Academic Notice to be consistent with the updated definition in section 3.9.2.

These policy revisions were approved by the Council on Instruction on December 10, 2020 and by the Council of Presidents on February 10, 2021.

Attachment.

3.9 Institutional Admission and Retention

3.9.1 Purpose

This policy establishes minimum curricular requirements, criteria, and standards for admission to State System institutions, as well as standards for retention in institutions. Admission to all associate and baccalaureate programs must conform to these standards.

The State Regents conduct periodic reviews of the implementation of admission and retention policies. The purpose of these reviews is first to assure the State Regents that the implementation of the admission and retention standards is consistent with the intent of the State Regents' policy. Second, the review provides a comprehensive overview of the progress and the effects of the admission and retention standards increases on the profile of students, and specifically whether or not the ultimate goal of the policy to achieve student success is being met.

Retention policies should be directly and simply stated for ease in interpretation, application, administration, and monitoring. The foremost concern of these policies should be student success. Thus an early notification to students experiencing academic difficulties must be inherent in such policies. And, finally, quality retention policies must have academic integrity.

Each institution's governing board should approve any change in institutional admission standards prior to State Regents' approval.

3.9.2 Definitions

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

"Academic Notice" is a designation for Freshman students, ~~30 or fewer~~ <u>fewer than 30</u> credit hours, with a retention GPA of 1.7 to less than 2.0.

"Academic Probation" is a designation for any student whose retention GPA falls below those designated in this policy for a given semester.

"Academic Suspension" is a designation for any student who was on academic probation the previous semester and who fails to raise the GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses.

"Associate Degree" is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours). The State Regents recognize three types of associate degrees—the Associate in Arts, Associate in Science, and Associate in Applied Science.

"Baccalaureate Degree" (also referred to as a bachelor's degree) is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours). The State Regents recognize three types of baccalaureate degrees—the Bachelor of Arts, Bachelor of Science, and Bachelor of (Specialty).

"Basic Academic Skills": refers to minimum required skills for college success in English, mathematics, science and reading.

"Basic Academic Skills Deficiencies" refer to assessment results below required level to enroll in college-level courses in the subject area.

"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.

"Curricular Deficiencies" refer to high school curricular requirements for college admission that have not been met by the student in high school.

"Curricular Requirements" are the units of high school coursework required for admission to public colleges and universities in the State System found in 3.9 *Institutional Admission and Retention.*

"Entry Level Assessment and Course Placement" is an evaluation conducted to assist institutional faculty, advisors, and students in making decisions regarding course placement.

"Final composite score" is the highest composite score achieved by a student on the ACT. This score is calculated using the highest section scores from tests taken on national ACT testing dates and must be calculated and provided by ACT in order to be considered official.

"First-Time-Entering Student" is a student with six or fewer attempted credit hours, excluding developmental education or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

"General Education Development Test (GED)" is a recognized high school diploma equivalency exam.

"Good Academic Standing" is a designation for any student who meets the retention requirements as set forth in this policy.

"GPA" see Retention/Graduation Grade Point Average.

"Remediation" is a process for removing curricular or basic academic skills deficiencies through developmental education that leads to demonstration of competency and success in college-level courses.

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

"Transcript" is the official document issued by an institution with student information that is a complete and accurate reflection of a student's academic career. It includes information such as GPA, semesters of attendance,

courses taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

"Transfer Student" is any undergraduate student with greater than six attempted credit hours, excluding developmental education or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

3.9.3 Admission of First-Time Freshmen: Curricular Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes curricular requirements for regular admission.

A. High School Curricular Requirements for Admission to Programs Leading to AA, AS and Baccalaureate Degrees

Units (Years)	Course Areas
4	English (grammar, composition, literature; should include an integrated writing component)
3	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	Mathematics (from algebra I, algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability (must have completed geometry and Algebra II), calculus, Advanced Placement statistics)
3	History and Citizenship Skills (including one unit of American history and two additional units from the subjects of history, economics, geography, government, non-Western culture)
2	Additional units of subjects previously listed or selected from: computer science, foreign language, ~~or~~ any Advanced Placement course, ~~except applied courses in fine arts~~ psychology, sociology, or any liberal arts and sciences course (as defined in the *Undergraduate Degree Requirements* policy) taken via concurrent enrollment at a State System institution that is not being utilized to fulfill any area previously listed.
15	Total Required Units

Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy

181

the postsecondary systemwide computer proficiency graduation requirement (see the State Regents' *Undergraduate Degree Requirements* p*olicy*).

In addition to the above requirements, the following subjects are recommended for college preparation:

2   additional units: Fine arts - music, art, drama, and speech

1   additional unit: Lab science (as described above)

1   additional unit: Mathematics (as described above)

4   Recommended Units

While these curricular requirements will normally be met by students in grades 9 through 12, advanced students who complete these courses in earlier grades will not be required to take additional courses for purposes of admission.

The remaining units required by the State Board of Education for high school graduation may be selected from courses to meet students' individual needs and interests.

Additionally, 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents' approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents' approval. Additional information regarding the course review process may be found in the *Academic Affairs Procedures Handbook.*

B.   Curricular Deficiencies

1.   Baccalaureate Programs

Students must meet all basic academic skills curricular requirements (English, mathematics, and science) to be admitted to baccalaureate programs at research or regional institutions. Students with a deficiency in a non-basic academic skills course (excludes English, mathematics, and science) who present an ACT reading subject score at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument may be admitted as a regular admission student. These students will be required to complete an additional three-hour collegiate course in the relative subject area to make up the high school deficiency (see the State Regents' *High School Curricular Requirements policy*). Other exceptions are noted in the special admission options outlined later in this policy.

If an institution admits students with one or more curricular deficiencies to a baccalaureate program utilizing the alternative admission category, the institution must provide the means to satisfy those deficiencies (see the State Regents' *High School Curricular Requirements policy*) and the student must successfully remediate basic academic skills course requirements within 24 college level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit.

2.　Associate in Arts and Associate in Science Programs

Students lacking curricular requirements are admissible into AA or AS programs ~~in the community colleges~~ but must remediate curricular deficiencies in the basic academic skills at the earliest possible time but within the first 24 college-level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit. In addition, students must remove curricular deficiencies in a discipline area before taking collegiate level work in that discipline.

3.　Associate in Applied Science Programs

Students entering AAS degree programs or other certificate programs must remove high school curricular requirement deficiencies before taking courses in the same field as part of an AAS degree or certificate program. Students admitted under this provision may not transfer into an AA, AS or baccalaureate program without first removing the high school curricular deficiencies.

Students may remove curricular deficiencies as detailed in the State Regents' *High School Curricular Requirements policy*. The institution's president or the president's designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

4.　Students pursuing admission to AA, AS, AAS, or baccalaureate degree programs may not count remedial/development courses toward satisfaction of degree program requirements.

C.　Applied Courses

The use of applied courses to meet the high school curricular requirements is to be considered <u>as</u> an alternative. College bound students are encouraged to take courses currently specified in the State Regents' *Institutional Admission and Retention policy*. ~~The State Regents are interested in experimenting with alternative delivery systems that might facilitate student interest and success. It must be noted that the State Regents request and expect high school transcripts to be valid~~

~~and reflective of the actual courses taken by students; anything less threatens the integrity of the academic process.~~

One year of Principles of Technology may substitute for one of the currently required lab science courses providing that students taking the course also successfully complete a lab science course listed in the State Regents' *Institutional Admission and Retention policy*. Additionally, the Principles of Technology course must be taught by a teacher certified or endorsed in physics who has completed the specialized training to instruct the course.

3.9.4   Admission of First-Time Freshmen: Performance Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes performance requirements for regular admission which includes three options for admission: standardized tests, high school GPA in all courses plus class rank, or high school GPA in the State Regents' 15-units of required high school core courses.

The ACT score used for admission purposes is the final composite score without the writing component. The SAT score used for admission purposes is the combined critical reading and math scores without the writing component. Students utilizing a test other than ACT will have their scores converted to ACT equivalents. The high school class rank is one more than the number of students in the high school graduating class who have a high school GPA greater than the student in question.

A GED recipient's high school class must have graduated to be eligible for admission. The president or the president's designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request. The University of Oklahoma (OU) is authorized by the State Regents to also require a minimum average standard GED score for automatic admission.

The high school GPA used for admission purposes in option 2 is the unweighted average of all grades ("A" equating to 4.00 and "D" equating to 1.00) taken in the 9th through 12 grades. The GPA used for admission purposes in option 3 shall add a standard weighting (1.0) to The College Board's Advanced Placement courses and the International Baccalaureate Organization's higher-level courses (an "F" remains zero).

While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of either high school GPA because there is no equitable mechanism to include the honors premium.

The exact standardized test scores and high school GPA will vary over time, and may differ at each institution. The high school GPA will be defined annually to correspond to the rank in class. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score is updated regularly.

184

First-time entering students must also meet entry-level assessment requirements before enrolling in college-level courses. See the State Regents' *Student Assessment and Remediation policy* for more information.

A.   Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Research Universities

University of Oklahoma (OU)
Oklahoma State University (OSU)

Any individual who:

1.   is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

2.   has met the curricular requirements as set forth in part 3.9.3 of this policy;

3.   has participated in the ACT program or a similar acceptable battery of tests; and

4.   meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the research universities in the State System.

Minimum Performance-Based Admission Standards: Research Universities		
Option 1: Standardized Tests	ACT or SAT	Top 33.3%
OR		
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank	Top 33.3%
OR		
Option 3: High School Performance B	High School GPA in State Regents' Required 15-Unit H.S. Core	Top 33.3%

*OU will implement its holistic admission process effective Fall 2013 for out-of-state first-time-freshman and Fall 2016 for in-state first-time freshman. OU will not use Option 3 in the admission process effective Fall 2013 for in-state first-time freshman.

The State Regents have authorized and set separate higher admission standards for OU and OSU. Revisions are made with State Regents' approval and current standards are published annually by OSRHE. Effective in the Fall 2013 semester for out-of-state students and Fall 2016 for Oklahoma high school graduates, OU will implement a comprehensive new admissions process known as "holistic" admission

that includes the use of standardized test scores and high school GPA and class rank (Option 1 and 2) and evaluation through a variety of processes. Additional details regarding the process may be found in the *Academic Affairs Procedures Handbook.*

B.   Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Regional Universities

Cameron University (CU)
East Central University (ECU)
Langston University (LU)
Northeastern State University (NSU)
Northwestern Oklahoma State University (NWOSU)
Oklahoma Panhandle State University (OPSU)
Rogers State University (RSU)
Southeastern Oklahoma State University (SEOSU)
Southwestern Oklahoma State University (SWOSU)
University of Central Oklahoma (UCO)
University of Science and Arts of Oklahoma (USAO)

Any individual who:

1.   is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

2.   has met the curricular requirements as set forth in part 3.9.3 of this policy;

3.   has participated in the ACT program or a similar acceptable battery of tests; and

4.   meets the following criteria is eligible for admission to any of the regional institutions in the State System.

Minimum Performance-Based Admission Standards: Regional Universities	
Option 1: Standardized Tests	ACT or SAT
OR	
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank
OR	
Option 3: High School Performance B	High School GPA in State Regents' Required 15-Unit H.S. Core

~~Six~~ The six regional institutions offer~~ing~~ associate degrees are ~~including~~: OPSU, CU, RSU, LU, SWOSU and UCO. These institutions may offer these degrees with an open admission policy for students within the institutions' geographic service area. Students wishing to transfer from AAS to AS, AA or baccalaureate degree programs must formally apply and meet both the curricular and performance admission standards.

USAO is authorized by the State Regents to require higher admission standards.

C.   Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Community Colleges and Technical Branches

Carl Albert State College (CASC)
Connors State College (CSC)
Eastern Oklahoma State College (EOSC)
Murray State College (MSC)
Northeastern Oklahoma A&M College (NEOAMC)
Northern Oklahoma College (NOC)
Oklahoma City Community College (OCCC)
Redlands Community College (RCC)
Rose State College (RSC)
Seminole State College (SSC)
Tulsa Community College (TCC)
Western Oklahoma State College (WOSC)
OSU Oklahoma City (OSU-OKC)
OSU Institute of Technology (OSUIT)

1.   Students Seeking Admission to AA, AS, or Baccalaureate Degree Programs

Any individual who:

a.   is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

b.   has met the curricular requirements as set forth in part 3.9.3 of this policy; and

c.   has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and technical branches in the State System.

2.   Students Seeking Admission to Other Undergraduate Degree or Certificate Programs

Any individual who:

a.   is a graduate of high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED; and

187

b.   has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and technical branches in the State System.

3.9.5   International Student Admission and Admission of Non-native Speakers of English

International undergraduate students are required to meet equivalent academic performance standards as listed in section 3.9.4 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. The State Regents adopted this policy to ensure that students will have a reasonable chance to succeed at a higher education institution based on their ability to comprehend, read, and write the English language.

Students must meet one of the standards described below to demonstrate their competency in English. Institutions may not waive this admission requirement as part of the alternative admissions category within the State Regents' general policy on admission.

A.   First-Time Undergraduate and Graduate Students

1.   Standardized Testing. Students must meet the minimum score set by the State Regents on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) Examination.

Results of the TOEFL taken at international testing centers and special testing centers will be accepted at all State System colleges and universities. Results of the TOEFL administered at institutional testing centers shall not be accepted by colleges and universities other than the administering institution.

2.   Intensive English Program (IEP). Students must meet a minimum score set by the State Regents on the TOEFL administered at a special testing center or an international testing center or on the IELTS Examination. In addition, after achieving the required score and immediately prior to admission, successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents. At least two-thirds of the 12 weeks must be instruction at an advanced level. A list of State Regents' approved IEPs can be found in the State Regents' *Academic Affairs Procedures Handbook*.

3.   High School Performance. Undergraduate students must have successfully completed the high school core requirements in or graduate from high school where English is the primary language in a country where English is a primary language and demonstrate competency through the *High School Curricular Requirements policy*.

4.   Graduate students may satisfy the English language requirement

by completing a baccalaureate or graduate degree from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education.

5. Institutional Discretion. In extraordinary and deserving cases, the president or the president's designee may admit a student in lieu of the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Such exceptions must be appropriately documented and reported to the State Regents annually.

OU has been authorized by the State Regents to require higher than the set minimum score on the TOEFL and IELTS for both undergraduate and graduate students.

B. Undergraduate Transfer Students

*See 3.11.3 subsection C for details concerning Non-native speakers of English student transfer procedures.

3.9.6 Special Admission

Students admitted must meet curricular standards as defined in section 3.9.3 and must meet the high school performance criteria as defined in section 3.9.4. The only exceptions are students admitted in the following special admission categories.

A. Special Non-Degree Seeking Student

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. Retention standards will be enforced. Once a student has completed the designated number of hours, the student is required to meet the formal admission or transfer criteria for the institution of desired entry in order to enroll in additional course work. (This provision is not intended to be limited only to first-time-entering students.)

The president or the president's designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made for non-degree-seeking students only who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

B. Alternative Admission

Research and regional institutions may admit 8 percent of the number of previous year's first-time freshmen or 50 students (whichever is greater) without the students having met the State Regents' high school curricular or performance admission requirements. Institutions admitting students through the alternative admission category must have formally established admission criteria on file at the State Regents' office. The criteria must be oriented to identifying those students who:

1. have a reasonable chance for academic success;

2. have unusual talent or ability in art, drama, music, sports, etc; or

3. are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where they desire to enroll.

Institutions should use interviews as a part of the mechanism for admitting students in this program. Students wishing to enter under the alternative admission category should be given the opportunity to convince the institutions of their ability through this interview process. In addition, the institution must have implemented programs designed to assist first-year students making the transition to college both academically and socially. The objective of these procedures and programs is to increase the success rate of students as measured by the increase in the retention and graduation rates of all students and particularly minority students.

It is intended that the alternative admission opportunities be equitably utilized and proportionately represent different types of students of unusual talent or abilities who do not otherwise meet State Regents' admission standards. Waivers shall not be awarded in significant disproportion for scholarship athletes. It shall be used to promote the system goal of social justice.

C. Adult Admission

1. Students who are 21 years of age or older or on active military duty may be admitted based on criteria established at the campus level and submitted to and approved by the State Regents. For students admitted under the adult admission category, the campus must consider the probability of the academic success of the student. Related to the curricular requirements, students admitted under the adult admission category must demonstrate proficiency to the satisfaction of the entering institution in the curricular area the student desires to pursue. Institutions will be required to submit an annual report of those students admitted in this category to the State Regents.

2. Any student who:

   a. is not a high school graduate but whose high school class has graduated; and

   b. has participated in the ACT program or similar battery of tests is eligible for admission to any of the community colleges in the State System.

      Students utilizing a test other than ACT will have their scores converted to ACT equivalents. A GED recipient's high school class must have graduated to be eligible for admission. The president or the president's designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic

performance, will be reported to the State Regents upon request.

D. Home Study or Non-Recognized Accredited or Unaccredited High Schools

An individual who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by a recognized accrediting agency is eligible for admission to an institution in the State System as follows:

1. The student must have participated in the ACT or SAT program and achieved the requisite final composite score, as defined by the State Regents, for admission to the institution the student wishes to attend as defined in section 3.9.4 above. OU is authorized by the State Regents to require a minimum high school GPA, class rank, or GED average standard score along with a requisite final composite score.

2. The student's high school class of his or her peers must have graduated. The president or the president's designee may allow exceptions for GED recipients on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

3. The student must satisfy the high school curricular requirements for the institution to which the student is applying, as certified by the school or for home study, the parent.

E. Opportunity Admission Category

Students who have not graduated from high school whose final composite standard score on the ACT without the writing component places them at the 99th percentile of all students using Oklahoma norms, or whose combined critical reading and mathematical score on the SAT without the writing component places them at the 99th percentile of all students using national norms may apply for full enrollment at a college or university of the State System. The college or university will determine admissibility based on test scores, evaluation of the student's level of maturity and ability to function in the adult college environment, and whether the experience will be in the best interest of the student intellectually and socially.

F. Correspondence Study Enrollment

Admission to the institution is not required for enrollment in correspondence work. However, academic credit for correspondence work will not be applicable toward a degree until such time as the student has been formally admitted to the institution and has secured the approval of the appropriate academic officers for such credit. Students who desire to apply credit for correspondence courses must make the necessary arrangements with the school where credit is to be applied. Completed courses will appear on the student's official transcript and be designated as correspondence study.

G. Summer Provisional Admission Program (Research and Regional Universities)

1. Student Admission Requirements

Applicants for the Summer Provisional Admission Program must meet the following criteria to be considered for admission:

a. Be a first-time-entering student.

b. Graduate from an accredited high school or achieve a high school equivalency certificate based on the GED. The student's high school class of his or her peers must have graduated. The president or the president's designee may allow exceptions for GED recipients on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

c. Meet the State Regents' curricular requirements for admission.

d. Have a minimum final composite ACT of 18 or a minimum high school grade-point average of 2.5 to be admitted to a research university; or have a minimum final composite ACT of 17 or a minimum high school grade-point average of 2.5 to be admitted to a regional university.

e. Participate in assessment for placement purposes. If the need for developmental education is indicated, the student must successfully complete the developmental education prior to entering this provisional program.

The final admission decision will be made by the appropriate institutional officials based on the applicant's academic performance and potential for success. OU will only consider Oklahoma residents for this admission category.

2. Program Requirements

a. Enrollment is restricted to the summer session immediately following the student's high school graduation.

b. Each student is required to register for a minimum of two summer session core academic courses (at least six hours), exclusive of credit by examination or correspondence study. Students must take one course in each of the first two categories listed below:

English: Either of the introductory college-level English courses unless the student through advanced standing credit or concurrent enrollment has previously acquired such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

192

Mathematics: College algebra or the equivalent unless the student through advanced standing credit or concurrent enrollment has previously earned such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

Students testing out of the introductory English and/or mathematics courses must select courses from the following categories:

Social Science: A college-level course approved for general education credit.

Natural Science: A college-level introductory lab science course approved for general education credit.

Humanities: A college-level course approved for general education credit.

c. It is expected that these courses will be taught with equivalent rigor in presentation, assignments, and grading as the same courses taught during the regular semesters. Institutions are encouraged to use regular faculty members.

d. Students admitted in this program will be required to participate in academic support programs designed to enhance their success. Such services should include academic tutoring, mentoring opportunities, career counseling, diagnostic testing, etc.

e. To continue, the provisionally admitted student must complete a minimum of six credit hours in the summer as specified above with no grade lower than a "C." Such students will be admitted as a regular university student in the subsequent semester.

f. A provisionally admitted student who does not meet the academic requirements previously detailed will be unable to enroll for further work at the university until such time as the student is eligible for regular transfer admission as detailed in the State Regents' *Undergraduate Transfer and Articulation policy.*

H. Summer Provisional Admission Program: Curricular Deficiencies (Regional Universities)

Regional university students meeting performance requirements may take a maximum of two course deficiencies in the summer term prior to the regular semester of desired entry. If the college-level course(s) is(are) successfully completed with at least a "C" or equivalent, the student will be admitted.

I. Concurrent Enrollment of High School Students

The admission and retention standards for concurrent enrollment students are detailed within the State Regents' *Concurrent Enrollment* policy.

3.9.7 Admission by Transfer

*See 3.11.3 subsection A for Admission by Transfer within the State System requirements and subsection B for Admission by Transfer from Non-State System Institution requirements.

3.9.8 Retention Standards

In keeping with this philosophy of maximizing student success, institutions are strongly urged to initiate or strengthen programs which will assure that students experiencing academic difficulties will be provided appropriate academic assistance. Such specially designed programs should include, but not be limited to, academic and career counseling, tutoring opportunities, study skills sessions, and diagnostic testing as appropriate. Students on academic notice or academic probation should be required as a condition for continued enrollment to participate in these special academic support services. These programs should be available to all students who feel participation will enhance their academic performance and success.

A. GPA Requirements

All students must maintain a 2.0 GPA for the duration of the college experience with the exception of freshmen on academic notice and academic probation. A student will be placed on academic probation if the following requirements are not met:

Credit Hours Attempted	GPA Requirements
0 through 30 semester credit hours	1.7
Greater than 30 semester credit hours	2.0

Students with ~~30 or fewer credit hours~~ <u>fewer than 30 credit hours</u>, with a GPA of 1.7 to less than 2.0 will be placed on academic notice. All courses in which a student has a recorded grade will be counted in the calculation of the GPA for retention purposes excluding any courses repeated, reprieved or renewed as detailed in the State Regents' *Grading policy*, developmental education, and physical education activity courses.

Any student not maintaining satisfactory progress toward the academic objective as indicated above will be placed on probation for one semester. At the end of that semester, the student must have a semester GPA of 2.0 in regularly-graded course work, not to include activity or performance courses, or meet the minimum GPA standard required above, in order to continue as a student. Students not meeting either of these criteria will be immediately suspended and may not be reinstated until one regular semester (fall or spring) has elapsed.

Students suspended in the spring semester may attend, at the discretion of the suspending institution, the summer session immediately following spring suspension. However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. The student's transcript will note suspension at the end of the spring semester. For students who fail to achieve retention

194

standards after the summer session, the phrase "suspension continued" should be entered on the transcript at the end of the summer session. Only students under first-time suspension status at the suspending institution are eligible. To continue in that fall semester, such students must achieve a 2.0 semester GPA or raise their GPA to the required level.

B.   Suspension of Seniors

An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the GPA of 2.0 or the semester GPA of 2.0 to enroll in up to 15 additional semester hours in a further attempt to achieve the GPA requirement. During this 15 hours of enrollment, the student must achieve a minimum 2.0 semester GPA during each enrollment or raise the GPA to 2.0 or above. This senior suspension exception can be exercised only once per student.

C.   Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases. Academic suspension appeal procedures should require that the suspended student document any extraordinary personal circumstances that contributed to the academic deficiencies. Such events must be highly unusual such as the death of an immediate relative; a serious illness; severe financial distress; direct, significant work conflicts; unexpected, substantial family obligations; or personal crisis. Such appeals decisions should be made only following the thoughtful deliberation of an appropriate committee which may include faculty, students, and administrators. Any institutional policies and procedures developed for the appeal of academic suspension decisions must be submitted to and approved by the State Regents. Annual reports detailing all decisions concerning appeals requests will be submitted to the State Regents.

D.   Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester (fall or spring) except as noted above. Institutions should develop policies and procedures to guide the readmission of suspended students. Such policies should include the provision that suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their GPA to the designated level. Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards.

E.   Reinstatement of Suspended Students at System Institutions

It is the intent of the State Regents that public higher education opportunities be provided for all citizens with the ability and desire to

use these public services. As previously stated, students will not be permitted readmission to the suspending institution for a minimum of one regular semester (fall or spring). However, research indicates that many times students suspended from one institution may succeed in a new academic environment if given the opportunity. As such, institutions may develop a special admission procedure, subject to State Regents' approval, for students who are suspended from other system institutions and who would otherwise qualify for admission to the reinstating institution. Such students would be admitted at the discretion of the receiving institution and such admission would be probationary. Institutions admitting such students should provide the appropriate academic services to facilitate their success.

3.9.9   Principles

The following principles are intended for use as guidelines for interpretation of policies on admission and retention at colleges and universities of the State System.

A.   Any Oklahoma resident, upon graduation from an accredited high school or completion of the GED, should have the opportunity of continuing his or her education at some institution in the State System.

B.   Admission and retention policies should recognize and be consistent with the functions, purposes, and programs of respective institutions in the State System.

C.   There should be sufficient flexibility in admission and retention policies to permit institutions to make exceptions in worthy and extraordinary cases. Each case must be documented and the institution must report annually to the State Regents on the exceptions made.

D.   Admission and retention policies should be stated in such a manner that they are easily understood.

E.   Admission and retention policies should be administratively feasible and should be periodically and systematically reviewed.

F.   Residents of Oklahoma should be given preference.

G.   Admission and retention policies adopted for public institutions should serve the educational welfare of students and at the same time make possible maximum use of public resources.

H.   Admission and retention policies should provide for uniformity in the transfer of students among institutions.

I.   Students should make satisfactory progress toward an educational objective within a reasonable period of time as specified in policy.

J.   Institutions should provide appropriate academic support services for students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.

K.   Students suspended for academic reasons should, after a reasonable period of time and upon application, be considered for readmission.

L.   Provisions in other State Regents' policies are subject to the requirements specified in this policy.

M.   Institutional and individual programs' admission and retention policies should be considered minimum standards. 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 the program(s).

3.9.10   Non-Academic Criteria for Admission

A.   In addition to the academic criteria used by institutions in the State System as the basis for student admission, institutions shall consider the following non-academic criteria in deciding whether a first-time applicant or a transfer student shall be granted admission:

1.   Whether an applicant has been expelled, suspended, denied admission or denied readmission by any other educational institution.

2.   Whether an applicant has been convicted of a felony or convicted of any lesser crime involving moral turpitude.

3.   Whether an applicant's conduct has been such that if, at the time of the conduct in question, the applicant had been a student at the institution to which application is made, the course of conduct would have been grounds for expulsion, suspension, dismissal or denial of readmission.

B.   If the institution finds that an applicant has any of the above, then the institution shall deny admission to applicant if it decides that any of the events described in 3.9.10.A.1, 3.9.10.A.2 or 3.9.10.A.3 indicates the applicant's unfitness, at the time of application, to be a student at the institution to which application is made.

If an applicant is denied admission on any of the foregoing grounds, there must be substantial evidence supporting the basis for denial. In addition, the applicant must be afforded adequate procedural safeguards, including the following:

1.   Be advised of the ground of the denial.

2.   Be informed of the facts which form a basis of the denial.

3.   Be afforded an opportunity to be heard.

Institutions should establish a hearing committee or some other appropriate mechanism to guarantee the proper administration of the procedural safeguards outlined above.

3.9.11   Professional Program Admission Standards

The State Regents set admission standards for the following professional programs:

OU College of Law
OU College of Medicine
OSU College of Osteopathic Medicine
OU Doctor of Pharmacy

OU School of Dentistry
NSU College of Optometry
OSU College of Veterinary Medicine

For detailed admission criteria for these programs, see the State Regents'
Professional Programs policy.

The State Regents also set minimum admission standards for teacher education
programs in the State System. For detailed admission criteria for these programs,
see the State Regents' *Teacher Education policy*.

AGENDA ITEM #18-b:

>   **Policy.**

SUBJECT: Posting of revisions to academic policy related to accreditation and state authorization.

  RECOMMENDATION:

>   **This item is for posting only.**

BACKGROUND:

In the modern era of higher education in the United States, institutions of higher education have relied on outside accrediting organizations to assure quality and integrity in various facets of institutional operations. In the academic realm, accreditation serves the vital function of guaranteeing the quality of academic programs through various methods such as verifying faculty qualifications, examining assessment practices, and validating course content and rigor. In order to qualify for federal Title IV funding, an institution must be accredited by an organization recognized by the United States Secretary of Education for that purpose. These organizations are normally recommended for recognition or non-recognition to the Secretary by the National Advisory Committee on Institutional Quality and Integrity (NACIQI). The Council for Higher Education Accreditation (CHEA) also recognizes organizations as valid for accreditation, although CHEA recognition alone does not qualify an institution to receive Title IV funding. Historically, institutional accreditors have been classified as either regional or national accrediting agencies. Regional accreditation has been viewed as having a higher degree of quality assurance than national accreditation. Regional accreditors have been limited to accrediting institutions of higher education within a limited geographic region, whereas national accreditors have accredited institutions across the nation. These national accrediting agencies have typically focused on providing accreditation to certain types of institutions, such as career colleges and religious institutions. In Oklahoma, all State System institutions are accredited by the Higher Learning Commission (HLC), a regional accreditor based in Chicago.

In October 2019, the U.S. Department of Education (USDE) announced new federal regulations related to state authorization and accreditation. The new regulations came into force on July 1, 2020. Among other changes, these regulations eliminated USDE's long-held distinction between national and regional accrediting agencies. This means that the federal government no longer recognizes a distinction between regional and national accreditation; instead, the USDE now considers accrediting agencies to either be institutional accrediting agencies or programmatic accrediting agencies. Institutional may accredit entire institutions for the purpose of Title IV eligibility, while programmatic accreditors may only accredit specialty programs within an institution.

POLICY ISSUES:

The proposed revisions amend the Institutional Accreditation and State Authorization, Functions of Public Institutions, Contractual Arrangements Between Higher Education Institutions and Other Entities, Undergraduate Transfer and Articulation, Academic Calendars, Teacher Education, and University Center of Southern Oklahoma policies.

POLICY ANALYSIS:

In order to maintain consistency with federal regulations, the proposed policy revisions would remove references to regional or national accreditation throughout State Regents' policy. The proposed revisions give institutions flexibility in determining how accreditation will factor into the acceptance of transfer credit.

Institutional Accreditation and State Authorization policy	
3.1.2 Definitions	Updates the definition of "Accreditation" to remove references to regional and national accreditation.
3.1.3 State System Institutions	Clarifies that State System institutions must be accredited by the Higher Learning Commission.
3.1.4 Private Institutions and Out-of-State Public Institutions	Removes references to regional and national accreditation in the section listing requirements for private and public out-of-state institutions to operate in Oklahoma. Adds a requirement that private and public out-of-state institutions submit a records disposition plan in the event of a closure as part of the state authorization process and requires notification to the State Regents if the plan is updated.
Functions of Public Institutions policy	
3.2.8 Branch Campuses	Removes language mentioning regional accreditation and replaces it with "institutional" accreditation.
3.2.11 OSU-Tulsa Operating Policy	Removes language mentioning regional accreditation and replaces it with "institutional" accreditation.
Contractual Arrangements Between Higher Education Institutions and Other Entities policy	
3.6.2 Definitions	Updates the definitions of "Accredited" and "Unaccredited" to remove obsolete language and to be consistent with the Institutional Accreditation and State Authorization policy.
Undergraduate Transfer and Articulation policy	
3.11.2 Definitions	Updates the definition of "Accreditation" to remove obsolete language and to be consistent with the Institutional Accreditation and State Authorization policy. Deletes definitions of "National Accrediting Agency," "Regional Accrediting Agency," and "State Accrediting Agency."
3.11.3 Admission of Transfer Students from Degree-granting Institutions	Affirms that transcripts from HLC-accredited institutions will be given full value. Deletes obsolete language related to regional and national accreditation. Gives State System institutions flexibility to determine how transfer credit from non-HLC accredited institutions is accepted. Requires State System institutions to publish policies and procedures related to how transfer credit is reviewed.
Academic Calendars policy	
3.19.5 State Regents' Policies, Academic	Deletes obsolete language related to the North Central Association of Colleges and Schools, which was formerly the parent organization of the HLC.

Standards, and Program Support	
Teacher Education policy	
3.21.3 Criteria for Admission to Teacher Education Programs	Deletes obsolete language related to regional and national accreditation.
University Center of Southern Oklahoma policy	
3.25.5 State Regents' Policies, Academic Standards, and Program Support	Deletes obsolete language related to the North Central Association of Colleges and Schools, which was formerly the parent organization of the HLC.

These policy revisions were approved by the Council on Instruction on December 10, 2020 and by the Council of Presidents on February 10, 2021.

Attachments.

ATTACHMENT A

INSTITUTIONAL ACCREDITATION AND STATE AUTHORIZATION POLICY EXCERPT

3.1   Institutional Accreditation and State Authorization

   3.1.1   Purpose

   A.   Basis of Authorization

   4.   The Oklahoma Higher Education Code, enacted by the Oklahoma Legislature, states:

   1.   . . . Any persons, group, or other entity, establishing a private educational institution shall do so only as a corporation organized or domesticated under the laws of Oklahoma (70 O.S, §4101).

   2.   …All private and out-of-state public degree-granting institutions shall be accredited by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education (USDE) as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended. Additionally, for the purposes of consumer protection and to maintain financial eligibility for Title IV funding as described in 34 CFR Part 600, institutions shall be authorized according to the policies and procedures established by the Oklahoma State Regents for Higher Education. These policies and procedures shall be limited to a complaint process provision, standards for operation, stipulations for a written enrollment agreement between the institution and the student, and reporting requirements. The following institutions shall be exempt from this section (70 O.S, §4103):

   a.   Private institutions participating in the Oklahoma Tuition Equalization Grant program; and

   b.   Out-of-state public and private institutions participating in a state authorization reciprocity agreement that only conduct activities in Oklahoma that are acceptable under the terms and conditions of the state authorization reciprocity agreement.

   3.   Non-exempt institutions engaged in non-degree granting activities, such as offering certificates and diplomas, shall be subject to the standards administered by the Oklahoma Board of Private Vocational Schools (70 O.S, §4103).

   B.   Purpose

   Consumer Protection. The primary purpose of this policy is to protect Oklahoma citizens by ensuring that higher education institutions meet statutory and policy requirements regarding institutional quality.

3.1.2   Definitions

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

"Academic Degree" is defined as any associate, baccalaureate, first professional, master's, intermediate (specialist) or doctorate degree and any variations of these words to describe postsecondary education.

"Accreditation" is the status of public recognition that an organization ~~a national or regional accrediting agency~~, which is recognized by the United States Department of Education for the purposes of accrediting institutions of higher education, grants to an educational institution that meets the organization's ~~agency's~~ standards and requirements.

"Asynchronous" is defined as learning in which student and faculty are not present and available simultaneously. Regular communication and instruction may be facilitated by e-mail, discussion boards, or other electronic formats.

"Degree-Granting Institution" is defined as an institution that offers education leading to an associate's degree or higher.

"Deleted Program" is defined as a program that has been deleted from the institution's academic degree program inventory.

"Enrollment Agreement" is defined as a contract that establishes the relationship and obligations of the institution and the student. The enrollment agreement specifies the conditions under which the institution will provide educational instruction to the student named on the enrollment agreement. The enrollment agreement also specifies all costs the student must pay in order to enroll in and undertake completion of a specific academic program.

"Financial Responsibility Composite Score" is defined as a USDE issued score to determine a private institution's financial stability for Title IV participation.

"Institutional Director" is defined as the institutional administrator designated by the institution to assume responsibility for the conduct of the institution and its agents within this policy.

"Non-Degree Granting Activity" is defined as offering education or training that does not lead to an associate's degree or higher.

"Oklahoma Tuition Equalization Grant Program" is defined as a need-based grant program that awards grants to Oklahoma residents enrolled as full-time undergraduates at qualified Oklahoma not-for-profit, private/independent institutions of higher education.

"Out-of-State Public Institution" is defined by any public institution with a physical presence in Oklahoma that is established, operated, and governed by another state or any of its political subdivisions.

"Physical Presence" is defined as activities or operations at a geographic location in Oklahoma that require State Regents' authorization. See the special section on physical presence below for more detailed information.

"Private Institution" is defined as an educational institution with a physical presence in Oklahoma, which is controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public

funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or non-profit. Consistent with *70 O.S, §4103*, private institutions that participate in the Oklahoma Tuition Equalization Grant program are exempt from policy section 3.1.4.

"Program" is defined as a sequentially organized series of courses and other educational experiences designed to culminate in a postsecondary academic degree (instructional program, academic program, and course of study are considered synonymous). For the purposes of this policy, certificates and diplomas are not considered programs and the authorization to offer such credentials falls under the jurisdiction of the Oklahoma Board of Private and Vocational Schools.

"Review Panel" is a three-member panel appointed by the Chancellor if the institution objects to the State Regents' staff recommendation of one of the following: denial, nonrenewal, or revocation of authorization. The review panel examines the State Regents' staff report and rationale for the recommendations and makes a formal recommendation on the institution's status to the Chancellor for action by the State Regents.

"State Authorization Reciprocity Agreement" is defined as an agreement among states, districts, and territories that establishes comparable standards for providing distance education form their postsecondary educational institutions and out-of-state students.

"Suspended Program" is defined as a program that has been suspended from the institution's academic degree program inventory.

"Synchronous" is defined as learning that takes place when students and/or faculty are in different geographical locations, but interact (or meet) in real-time using technology.

3.1.3   State System Institutions

State System institutions shall maintain accreditation ~~are accredited~~ by the HLC. For information purposes, public institutions will provide copies of self-study reports and final evaluation reports in a timely manner. This information will be reviewed and summarized for the State Regents.

3.1.4   Private Institutions and Out-of-State Public Institutions

A.   To operate as a degree granting institution in Oklahoma a private institution or an out-of-state institution shall:
1.   Be accredited by an organization ~~national or regional agency~~ which is recognized by the Secretary of the USDE for the purpose of accrediting institutions of higher education; and
2.   Submit an application and receive authorization from the State Regents. Upon receiving an application for authorization to operate as a degree granting institution in the State of Oklahoma, State Regents' staff shall review the application to determine if the institution satisfies the criteria detailed in policy section 3.1.4.

B.   Physical Presence

For the purposes of this policy section 3.1.4, any of the following activities constitute a physical presence for a private institution or out-of-state public institution. Therefore, a private institution or public institution shall be subject to policy section 3.1.4 if any of the following occur:

1. The private or out-of-state public institution offers college level credit in the state that leads to an academic degree, including:

   a. Establishing a physical location in the State of Oklahoma for students to receive synchronous or asynchronous instruction;

   b. Requiring students to physically meet at a location in the State of Oklahoma for institutional purposes that comprise more than two (2) class periods equivalent to six (6) hours; or

   c. Providing an offering in the nature of a short course or seminar, if instruction for the short course or seminar is greater than twenty (20) contact hours.

2. The private institution or out-of-state public institution establishes an administration office in the state including:

   a. Maintaining an administrative office in the State of Oklahoma for the purpose of providing information to prospective students or the general public about the institution, enrolling students, or providing services to enrolled students;

   b. Providing office space to instructional or non-instructional staff; or

   c. Establishing an institutional mailing address, post-office box, street address, or phone number in the State of Oklahoma.

C. Standards for Operation

A private institution or out-of-state public institution shall:

1. Provide prospective and current students with a printed catalog, upon request, or make an electronic version of the catalog accessible on the institution's website. At minimum, the catalog shall include the following:

   a. A general institutional admission policy as well as specialized admission policies for specific programs;

   b. The purpose, duration, and objectives of each program offered by the institution;

   c. Student costs, including tuition, and an itemized listing of all the mandatory fees, as well as refund and financial aid policies;

205

<ol type="a" start="4">
The institution's calendar, including the beginning and end dates for each instructional term, holidays, and registration and withdrawal dates;
An institutional policy regarding the transfer of credit earned at another institution of higher education; and
A disclosure statement noting the transferability of credit awarded by the institution is at the discretion of the receiving institution.

<ol start="2">
Provide prospective and current students, upon request, with a copy of the documents describing the institution's accreditation and its state, federal, or tribal approval or licensing.
Designate one individual as an institutional director who is responsible for maintenance of proper administrative records and all other administrative matters related to this policy. Additionally, the institutional director shall serve as the official point of contact for all business between the institution and State Regents' staff.
Disclose accurate information regarding its accreditation status, as detailed in policy section 3.1.5.
Not use fraud or misrepresentation in advertising or publications, as detailed in policy section 3.1.5.
Establish a clearly understood and published student complaint process as detailed in policy section 3.1.6.
In the event of an imminent closure or loss of institutional accreditation, adhere to policy section 3.1.7.
<u>Develop and submit a plan to the State Regents for the disposition of academic records in the event of an institutional or campus closure.</u>

D. Enrollment Agreement

Prior to accepting payment, a private institution or out-of-state public institution shall provide the student with an enrollment agreement that explicitly details the obligations of the institution and the students as well as the enrollment period for which the agreement applies. The enrollment agreement shall be written in a manner that can be understood by all prospective students, regardless of the educational level of the individual. Upon completing the enrollment agreement, the student shall receive a paper copy and/or electronic copy and the private institution or out-of-state public institution shall retain the original document for record keeping purposes. Each agreement, at minimum, shall include the following:

The name and address of the institution and the addresses where the instruction will be provided;
The title of the program or each course in which the student is enrolling, as listed in the course catalog;

3. Time period for which the enrollment agreement covers;

4. The total number of credit hours, clock hours, or other increment required to complete the degree program;

5. Total costs of the program, including itemized separate costs for tuition, fees, books, any required equipment purchases;

6. The basis for termination of the enrollment agreement by the institution before the student's completion of the program or each course;

7. The date by which the student must exercise his or her right to cancel or withdraw;

8. A statement disclaiming any guarantee of employment for the student after the program or each course is completed;

9. A transfer disclosure statement noting there is not a guarantee that the credits earned at the institution will transfer and that any decision about the applicability of credit and whether it should be accepted is at the discretion of the receiving institution;

10. An acknowledgement that the student who signs the enrollment agreement has read and received an electronic or paper copy of the agreement;

11. Signature of the student and date signed; and

12. Signature of the appropriate school official and acceptance date.

E. Reporting Requirements

1. Each institution that is authorized to operate shall provide an annual report in a form prescribed by the State Regents. The report will include, but may not be limited to, information pertaining to enrollment, graduation, credentials awarded, and financial aid.

2. In addition to the annual report, a private institution or out-of-state public institution shall provide the Chancellor:

a. Notice of a change in ownership or form of control, which may include, but is not limited to: the sale of the institution, the merger of two or more institutions, the division of one institution into two or more institutions, or a conversion of the institution from a for-profit institution to a non-profit or a non-profit institution to a for-profit;

b. Notice of offering a program at a new location;

c. Notice of offering a new program;

d. Notice of deleting or suspending a program. The institution shall also detail its teach-out plan or how the students will be advised regarding other options;

e. Notice of an action or review by the institution's accrediting body concerning the institution's

accreditation status, including, but not limited to, reaffirmation or loss of accreditation or any sanction relative to the institution's level of accreditation such as, but not limited to, warning, probation, or show cause. In addition, the institution shall immediately provide notice if the institution's accrediting body is no longer recognized by the Secretary of the USDE;

f. Notice of information related to a Title IV program review conducted by the USDE. A private institution receiving a USDE financial responsibility score below 1.5 shall also provide documentation to substantiate that the institution completed any necessary actions(s) required to retain Title IV funding eligibility; and

g. Notice of appointing a new institutional director.

h. <u>Notice of any updates to the institution's academic records disposition plan.</u>

F. Procedures for Denial, Revocation, or Nonrenewal of Authorization

The authorization to operate as a degree granting institution may be denied, revoked, or non-renewed when a private institution or out-of-state public institution fails to meet or comply with any portion of policy section 3.1.4. When State Regents' staff recommends for an institution's authorization to be denied, revoked, or non-renewed, its due process rights will be governed and limited by 75 O.S., §314 (2001), and any pertinent amendments. Those provisions of the Oklahoma Administrative Procedures Act (APA) pertaining to individual proceedings, 75 O.S. §309 (2001), et seq., are not applicable to State Regents' state authorization decisions. The following procedures will apply specifically to denial, revocation, or nonrenewal.

1. Objections by Institutions

The institution will have fifteen (15) days from the receipt of the final State Regents' staff report to inform the Chancellor, in writing, of any objections it may have thereto. If the institution does not object, the staff report and recommendations will be forwarded to the State Regents for their consideration and action.

2. Forming a Review Panel

If the institution objects to the staff report, the Chancellor will convene a neutral three-member panel of educators to consider the institution's objections. The Chancellor will also designate a lawyer to serve as a non-voting legal advisor to the panel. The institution will have a reasonable opportunity to object, for good cause shown, to the Chancellor's appointees to the panel.

3. Review Panel Hearing

The review panel will schedule a hearing in a timely fashion at which the institution's objections to the State Regents' staff report will be fully considered. The institution may call its own

witnesses and may question any witness called by the State Regents.

The institution may be represented at this hearing by persons of its own choosing, including legal counsel. Notwithstanding the participation of legal counsel, it should be recognized that the State Regents do not have the authority in such hearings to issue subpoenas or to compel sworn testimony.

The State Regents will arrange to have an audio recording made of the hearing, a copy of which shall be furnished to the institution. Either the State Regents or the institution may, at its own expense, arrange for a transcription of the hearing.

4. Review Panel's Proposed Findings

Within 15 days of the hearing, the panel will issue proposed findings addressing the objections raised by the institution. The findings will be supported by, and based solely upon, testimonial and documentary submissions at the hearing and on matters officially noted at the hearing. The panel's proposed findings will be submitted, together with any other records from the hearing, to the State Regents at their next regular meeting.

5. State Regents' Action

The State Regents, after considering the panel's findings, the State Regents' staff report, and the rest of the official record pertaining to the state authorization application, will take appropriate action on the institution's application. No new evidentiary materials will be received at the State Regents' meeting. The institution will, however, be given the opportunity to present to the State Regents remarks in support of fitness for authorization. The State Regents' consideration of these matters and action taken thereon will constitute a final State Regents' review of the institution's authorization to operate as a degree granting institution.

3.1.5 Publications/Marketing

All institutions operating in the state of Oklahoma shall detail prominently in all appropriate publications and promotional materials its current and complete accreditation status. Institutions shall not make misleading, deceptive, and/or inaccurate statements in advertisements, brochures, catalogs, web sites, or other publications. Disclosure of the institution's complete accreditation status shall be in boldface print and in a manner reasonably calculated to draw the attention of the reader. Such disclosure must also include information about the transferability of courses. Failure to make required disclosures or the making of misleading statements about the institution's accreditation status is prohibited. These requirements also apply to unaccredited institutions that offer certificates or diplomas.

3.1.6 Student Complaint Process

All in- and out-of-state institutions shall include student complaint procedures and a complaint appeal process in the student handbook or other student

information documents and will provide enrolled and prospective students living in Oklahoma with contact information, upon request, for filing complaints against the institution at the institutional level.

In- and out-of-state institutions will also provide enrolled and prospective students living in Oklahoma with contact information, upon request, for filing complaints with the appropriate state agency or with the institution's accrediting body.

Information regarding filing complaints with the State Regents against an institution can be found in the Academic Affairs Procedures Handbook.

3.1.7   Teach-Out Agreements and Records Disposition

All institutions operating in the state of Oklahoma shall notify the Chancellor immediately if loss of institutional accreditation or closure is imminent. Official notification may originate from the institution or the accrediting agency, but must be received within ten working days of action taken against an institution. Institutions that face imminent loss of accreditation will arrange formal teach-out agreements with surrounding institutions as coordinated with the State Regents' office. Arrangements for loss of accreditation or closure should also include student notification (present and former students), processes for addressing issues relating to degree or course completion before the school closes, and detailed plans (including contact information and location and maintenance of the records) regarding issuing official transcripts and release of records. Additionally, specific procedures regarding the accrediting agencies' procedures and obligations under Title IV of the Higher Education Act will be followed.

Approved January 1974. Revised June 28, 1995; June 28, 1996; January 24, 1997; June 30, 1998; May 25, 2012; October 20, 2016; XXX XX, 2021 to remove language related to regional and national accreditation and add a records disposition plan requirement for private and out-of-state public institutions.

3.2 Functions of Public Institutions

3.2.8 Branch Campuses

The Oklahoma legislature has created the following branch campuses:

CASC-Sallisaw
CSC-Muskogee
CU-Duncan
EOSC-McAlester
LU-Tulsa
NOC-Enid
NSU-Broken Arrow and Muskogee
NWOSU-Enid and Woodward
OSU-Tulsa
RSU-Bartlesville and Pryor
SEOSU-McCurtain County
SWOSU-Sayre

A.   General functions of branch campuses include:

1.   Assessing the community's higher education needs.

2.   Providing courses and programs that are part of the institution's assigned functions within limits of available resources.

3.   Offering community services through programs of continuing education and public service.

4.   Providing concurrent enrollment opportunities for area high school students.

5.   Coordinating and facilitating the delivery of courses and programs from other institutionally ~~regionally~~ accredited colleges and universities as necessary.

B.   Branch Campus Standards

All State Regents' policies relating to the offering of academic courses and programs, including program approval and review, admission and retention, student and program assessment, and electronic media apply. Colleges and universities may offer any courses or programs approved by the State Regents at both the home campus and branch campus without seeking State Regents' further approval, except as noted in section 3.2.8.C. Credit earned at branch campuses is considered resident credit.

C.   Branch Campus Individual Functions

The following branch campuses have site-specific functions:

1.   EOSC-McAlester

EOSC is authorized to offer lower division courses and programs in McAlester. Institutions having a historical presence in McAlester (East Central University, Southeastern Oklahoma State University, the University of Oklahoma, and Oklahoma State University) may have first opportunity to serve the upper-division and graduate needs.

2.   LU-Tulsa

LU-Tulsa is authorized to offer upper division undergraduate and graduate programs consistent with Senate Bill No. 1426 of the 1998 Oklahoma legislature.

3.   NSU-Broken Arrow

NSU-Broken Arrow may offer upper-division undergraduate and graduate programs.

4.   NSU-Muskogee

NSU is authorized to offer upper-division programs in Muskogee.

5.   NWOSU-Enid

NWOSU-Enid is authorized to offer upper division and graduate courses and programs within its stated function. NWOSU-Enid will provide lower-division courses supporting its teacher education programs.

6.   OSU-Tulsa

OSU-Tulsa is authorized to offer upper-division undergraduate courses and baccalaureate degree programs consistent with Senate Bill No. 1426 of the 1998 Oklahoma legislature.

3.2.11 OSU-Tulsa Operating Policy

A.   Purpose

In 1998 70 O.S. §4673, established a branch institution of Oklahoma State University (OSU) called Oklahoma State University - Tulsa (OSU - Tulsa) which is authorized to offer upper division undergraduate courses and baccalaureate degree programs as specified in this operating policy.1

This operating policy regulates the delivery and support of baccalaureate degree programs by the managing and participating universities. Rogers University - Tulsa was the managing institution until January 1, 1999 at which time OSU - Tulsa became the managing institution. The participating universities are the University of Oklahoma (OU), OSU (until January 1, 1999 when it became both the managing and a participating institution), Northeastern State University (NSU), and Langston University (LU).

The managing institution contracts for courses and programs leading to the baccalaureate degree and provides services as detailed in this policy.

212

The managing institution has the authority to draw upon State System institutions as well as other <u>institutionally</u> ~~regionally~~ accredited universities for the delivery of programs and courses subject to these policy provisions. The participating universities provide the courses and programs and academic support services as detailed in this policy. This policy relates only to credit offerings.

The purposes of this operating policy are to:

1. Delineate the programmatic delivery responsibilities of the managing and participating universities.

2. Specify the operating policy for implementing a seamless system of student services consistent with federal law and accreditation standards.

3. Present the method of payment for direct instructional costs provided by the participating universities during the fiscal year.

B. Service Standards

Delivery of academic degree programs, courses, and support services are subject to the quality standards specified in the Policies and Procedures Pertaining to the *Electronic Delivery of Courses and Programs and Policy and Procedures Pertaining to Off-Campus Programs and Courses*, and requirements and standards of national and regional accrediting associations. In summary, students will have access to facilities, learning materials, and academic support services on the same basis as students in the same course(s) taught on the participating universities' campuses.

C. Academic Degree Programs

1. Participating Universities

OU, OSU, NSU, and LU are recognized as the original and anchor universities in Tulsa. In contracting for programs and courses, the managing institution shall first investigate the feasibility of such offerings with these four institutions. The managing institution may contract with other universities as detailed further in this policy including the requirement that LU's historic role in Tulsa and its urban mission assignment by the Oklahoma State Regents for Higher Education be recognized and maintained. Programs at OSU - Tulsa will not duplicate those offered by LU as part of its Tulsa Urban Center program. Additionally, the number of degree programs offered by NSU and LU shall not be diminished or duplicated.

2. Level of Program and Course Offerings

OSU - Tulsa offerings are restricted to upper division undergraduate courses and baccalaureate degree programs. Courses offered at the undergraduate level shall not duplicate those offered by Tulsa Community College (TCC).   (Refer to the *OU/OSU Graduate Education and Research Center, Tulsa,*

213

Function and Operating Policy regarding graduate level courses and programs.)

3. Program Approval Authority

State Regents' approval is required as follows:

a. For any addition or deletion of universities providing courses and programs at OSU – Tulsa.

b. For any change in existing LU program offerings. State oversight of the Langston urban offerings in Tulsa is consistent with the state's civil rights commitment regarding LU.

c. For any new program not offered on the participating university's home campus.

4. Program Selection Criteria

Within the fiscal, function, mission, and duplication constraints and giving due consideration to the historic role of provider universities, the managing institution will select programs using the following criteria:

a. Quality: The primary criterion for selection is quality of program as determined by OSU - Tulsa using the following quality indicators:

 i. standards in the State Regents' *Academic Program Review* policy,

 ii. accreditation status of programs, and

 iii. results from the assessment process as detailed below.

b. Collaborative/Innovative Offerings: Joint and collaborative offerings of programs at OSU - Tulsa by two or more participating universities are encouraged.

5. Discontinuation of Programs

a. Notice: No program will be discontinued, suspended, or deleted by either the participating or the managing university without at least two semesters of advance notice, excluding the summer semester.

b. Student Completion: The managing and participating universities will be responsible jointly for assisting students in the completion of discontinued programs.

6. Program Assessment

Each year the participating universities will provide the

214

managing university copies of the most recent documents:

a.   A summary of program accreditation reports for approved programs at OSU - Tulsa that are subject to program accreditation;

b.   Program reviews submitted to the State Regents for each approved program offered at OSU - Tulsa with results separated for OSU - Tulsa if separate results are available; and

c.   The current version of the participating university's academic plan as submitted to the State Regents.

Students at OSU - Tulsa will be assessed under the State Regents' *Student Assessment and Remediation* policy. Two levels of assessment apply: academic program learning outcomes assessment and student engagement and satisfaction.

d.   Academic Program Learning Outcomes Assessment

Academic program learning outcomes assessments will be conducted by the participating university offering the degree program. This assessment measures how well students are meeting stated program goals and objectives. Assessment results will be incorporated into the respective academic program reviews and shared annually with the managing university in a manner which separately reports and identifies assessment and program review results at OSU - Tulsa to the fullest extent possible.

e.   Student Engagement and Satisfaction

OSU - Tulsa is responsible for assessing student satisfaction with activities and services that collectively constitute their academic experiences. Assessment results will be shared with the participating universities.

7.   Academic Program Responsibility

The participating university offering the degree program is responsible for:

a.   appointing and employing all faculty who offer instruction in the program,

b.   controlling the curricula of the program,

c.   awarding all credit and degrees in the program, and

d.   conducting the course evaluations.

Faculty members will be governed by the employing university's personnel policies, including promotion, tenure, evaluation, and

compensation. Joint faculty appointments may be considered. The managing institution's responsibility regarding the program is detailed above. Other participating universities may supply service and support courses for the degree program consistent with their program assignments.

8. Program Advertising and Related Publications

The managing institution is responsible for publicizing courses and degree programs delivered under contract by the participating universities. Advertising will be coordinated with the participating universities. In all references to degree programs, the participating university offering the degree program will be identified. Participating universities may, at their own expenses, publicize and market their respective courses and degree programs.

9. Course Offerings

Scheduling of course offerings by the participating universities will be coordinated with OSU - Tulsa. The determination of course offerings and course specific decisions including staffing, size limits, course content, enrollment prerequisites, and cancellations are the responsibility of the participating university offering the course. The managing institution will be notified of the requirements and any resulting decision affecting a course.

The participating university is responsible for determining the need for an additional class section after publication of the OSU - Tulsa Schedule of Classes. Because of funding requirements, a decision by a participating university to add an additional section must be approved by OSU - Tulsa.

OSU - Tulsa will publish a schedule of classes each semester and will set deadlines for the submission of course schedules from each participating university. Each participating university is responsible for scheduling courses to ensure completion of degree requirements in a reasonable time period.

10. Academic Calendar

OSU - Tulsa will publish an Academic Calendar each semester that will show dates for registration, drop/add and withdrawal actions, semester start and ending times, holidays, audit deadlines, grade submission, and other academic deadlines. The Academic Calendar will conform to State Regents' requirements for regularly scheduled classes in the summer, fall, and spring terms. Regular semester starting, ending, and break dates must be consistent. Classes offered in an irregular semester format will adhere to the State Regents' *Academic Calendars* policy.

11. Resident Credit

Courses taken from the participating universities and TCC will count as resident credit for all degree programs offered at OSU -

216

Tulsa, subject only to degree requirements and consistent with the requirement that bachelor's degrees will be based on a minimum of 60 hours from a baccalaureate degree institution.

D. Academic Student Services

This section establishes policy to implement a seamless system of student services. The participating universities in cooperation with the managing institution will establish and operate a centralized office of student services to provide a variety of services as detailed below. Generally, the managing institution has the responsibility for providing and maintaining the office, including providing front-line staff. The participating universities will provide academic support staff who will have the responsibility for making academic decisions, maintaining the integrity of the academic records, and ensuring that the institutions remain in compliance with all accreditation regulations and federal laws.

1. Central Office of Student Services

A central office will be established for the convenience of students and staffed by representatives of each of the participating universities under the general direction of OSU - Tulsa. Space for the centrally located academic service center will be provided by OSU - Tulsa. The purpose of the Center is to provide information and services to prospective and current students regarding degree programs, academic advisement, admission, financial aid, and academic records from each participating university as detailed below.

The participating universities will staff the office with qualified admissions, financial aid, and other academic service support staff. OSU - Tulsa will provide computer connections enabling access to the records systems at each participating university home campus. The participating universities will provide access to their records systems by their respective staff in the academic service center. Official transcripts from each of the participating universities will be available to both current and former residents.

2. Student Admission

All students will be admitted to a participating university in accordance with the degree program elected by the student and using the program admission standards of the appropriate university. Authority to admit students rests solely with the participating universities. A common application form will be developed in cooperation with the managing university and used by all of the participating universities.

Undecided or non-degree seeking students who meet the State Regents' transfer requirements may be admitted by one of the participating universities and permitted to complete up to nine credit hours before being required to be admitted to a degree program consistent with the State Regents' *Institutional*

217

Admission and Retention policy.

A reciprocal admission policy requires the other participating universities to recognize the admission action taken by one participating university. Once admitted, students are eligible to enroll in courses offered by any of the other participating universities with the consent of their academic advisors and if course prerequisites are met. Permission to enroll in another university's course does not result in admission to that university.

Participating universities will enforce the suspension actions taken by another participating university as well as academic or financial holds placed on a student's enrollment. The managing university will not enroll students who have holds.

3. Student Enrollment

The managing university is responsible for the enrollment of students in courses listed in the OSU - Tulsa class schedule. A student's enrollment in a participating university course cannot be initiated until the student is admitted to a participating university (see previous section). Students previously admitted to a degree program offered on the home campus of a participating university are eligible to enroll as an admitted student in courses offered at OSU - Tulsa. Verification of a student's admission status as a prerequisite for enrollment is the responsibility of the student's admitting university.

Changes in a student's enrollment status (drops, adds, withdrawals) that result in a grade on the student's academic record must be approved by the participating university. The managing institution will transfer electronically changes in enrollment to the participating university on a daily basis.

4. Academic Advisement

The participating university is responsible for funding and delivering academic advisement services at OSU - Tulsa for students admitted to its contracted degree programs. Faculty or qualified staff advisors will be available to advise for each degree program offered at OSU - Tulsa. Provisions will be made for regular advisement sessions on an individual student basis and supplemented as needed using technology.

5. Financial Aid

Authority and responsibility for administering Title IV funds for participating university students attending OSU - Tulsa rest with the participating university to which the student is admitted. Each university will employ financial aid counselors to assist students in completing financial aid application forms, to inform students about the various types of financial aid, to monitor the student award process, and to coordinate the disbursement of financial aid. Aid disbursement procedures will be designed so that the student will not be required to travel to the main campus

of the participating university.

A reciprocal financial aid agreement will be established among the participating universities that enable a student to use financial aid received from their respective universities to pay for courses taken from another university at OSU - Tulsa. The managing institution will provide computer support to enable access to the financial aid record system at the participating universities' campuses.

The managing institution will provide each participating university a fee waiver allocation for the fiscal year according to a formula approved by the governing board of OSU - Tulsa. The total fee waiver allocation will be determined in accordance with State Regents' policy. The participating university will administer the fee waiver allocation. Fee waivers will be awarded through the financial aid voucher system at OSU - Tulsa. Fee waivers may be applied to any course offered by a participating university taught on the Tulsa campus. The managing institution will report fee waivers to the State Regents.

The managing institution, in cooperation with the participating universities, will develop policies and procedures for the administration of "third party" financial aid. "Third party" aid includes scholarships and grants from private and public organizations, employee reimbursement plans, and other student financial assistance exclusive of Title IV funds and fee waivers. The source and amount of "third party" aid received must be reported to the Financial Aid Office of the student's admitting institution.

6. Student Records

The participating universities are responsible for admitting their respective students and verifying their eligibility for enrollment, maintaining official transcripts, and maintaining the official student academic records. The official academic records for students enrolled at OSU - Tulsa will be created and maintained by the participating university that admits the student. Faculty members are responsible for submitting grades for all students enrolled in their courses directly to their respective university's registrar. Grade changes for students enrolled in the respective participating university courses will be made according to the policies and procedures of the participating university offering the course. The registrar of the participating university initiating the grade change will notify the student's admitting university if the course was taken for transfer credit.

The individual participating universities are responsible for creating, maintaining, and issuing official grade transcripts.

The managing institution will have access to student records maintained by the respective participating universities through electronic transfer to record information, or electronic "read

219

only" access to the participating university's computer record system.

A procedure will be established in which grades for courses taken from another participating university are shared with the student's degree-granting university. The transfer course work will be posted to the student's academic record without any action required by the student.

7. Course Availability

Participating universities will provide a course rotation plan that ensures that students have the opportunity to complete degrees in a timely manner.

8. Student Complaints and Discipline

Policies and procedures of the respective participating universities apply to cases of academic misconduct and student complaints regarding academic issues. The managing institution's policies will apply to cases of non-academic misconduct.

9. Student Council

A Student Council will be established by OSU - Tulsa. Student representatives from each of the participating universities will compose the Council. (A policy will be developed by OSU - Tulsa in cooperation with the participating universities regarding the operation of the Council.)

E.   Faculty and Instructional Support

As previously noted, the respective participating universities appoint and employ all faculty members in their academic program areas. Faculty members are governed by the respective participating universities' personnel policies. Regarding faculty support, both the managing and participating universities share responsibilities.

1. The managing institution is responsible for providing the following services to faculty: access to on-site resources and services including library facilities, computer labs, computer network to home campus, furnished offices, postal services, duplication services, and telephones.

2. The participating universities will provide support and professional opportunities for faculty assigned to OSU - Tulsa comparable to that provided to faculty on the main campus.

The managing institution is responsible for providing instructional space for courses offered by the participating universities. Priority will be given to classroom needs in the allocation of space.

The managing institution will provide technical staff for interactive video courses. The participating universities will

220

provide staff responsible for the delivery of course materials to students and the transmission or mailing of student course materials to the instructor.

The managing institution will provide the equipment and/or software for courses offered at OSU - Tulsa on the same basis that the participating universities provide the equipment and/or software on their respective main campuses.

The managing institution will consult with the participating universities in the planning of facilities and instructional equipment for classroom instruction.

Faculty Council: A Faculty Council will be established to review and make recommendations on appropriate issues at OSU - Tulsa and will operate according to policies and procedures adopted by OSU - Tulsa. Faculty representatives from each of the participating universities will compose the Council.

F.   Student Activity and Support Services

1.   OSU - Tulsa is responsible for providing and funding non-academic student activity program and support services. OSU - Tulsa is authorized to assess and collect student activity fees in accordance with State Regents' policies.

Students with Disabilities: OSU - Tulsa is responsible for documenting the disability and the provision of the appropriate accommodation for students who identify themselves as having a disability and who request accommodation in order to participate in a course or other academic requirement for completion of a degree. OSU - Tulsa will forward this information to the appropriate participating university's office for appropriate action. The participating university is responsible for ensuring that faculty cooperates as needed. The participating university will provide OSU - Tulsa information regarding its policies for distribution to students who identify themselves as having a disability to ensure access to the information if they wish to pursue a grievance on the basis of disability.

G.   Support for Participating University Resident Staff

Participating universities will maintain a resident staff at OSU - Tulsa. Each participating university will appoint a chief academic officer (hereafter referred to as the institutional representative) whose office will be located at OSU - Tulsa. Funding and staffing of the office and the purchase and maintenance of computer and office equipment are the responsibility of the participating university. OSU - Tulsa will provide office space, office furniture, computer service connections, telephone and duplication equipment, and postal services. The participating university will be invoiced for actual costs of telephone and duplication services and postage provided by OSU - Tulsa.

Operating Council: An Operating Council composed of the participating universities' institutional representatives and chaired by an OSU - Tulsa

official will meet on a regular basis to ensure a high quality educational experience for all OSU - Tulsa students and to ensure the adequacy of support services for the successful operation of all participating universities.

H.   Program Contracting Budget

The budget of OSU - Tulsa has two parts:

1.   The instructional budget, which is based upon the contract cost matrix for direct instructional costs of each course section; and

2.   The non-instructional budget, for the remaining functions of the Educational and General Budget.

The State Regents will allocate state-appropriated funds to each provider university for courses offered based on the cost matrix. The Regents will allocate student fees and other revolving fund revenue to OSU - Tulsa for support of the non-instructional budget and state-appropriated funds as needed.

I.   OSU-Tulsa, Langston University Programs

The following list represents Langston University programs that are recognized and authorized for the Tulsa urban program:

Accounting option under the BBA in Business Administration
Business Administration, BBA
Computer Science, (See below.)
Information Systems Management option under the BBA in Business Administration (Modified as requested by Langston University and approved by the State Regents on December 9, 1994.)
Corrections, BS
Economics option under the BBA in Business Administration
Elementary Education, BSEd
Gerontology, BA
History, BA
Liberal Education (BALE), BA
Organization Management option under the BBA in Business Administration
Nursing, BSN
Psychology, BA
Secondary Education, BAEd
Sociology, BA

ATTACHMENT C

3.6   Contractual Arrangements between Higher Education Institutions and Other Entities

3.6.1   Definitions

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

"Accredited" refers to institutions or entities that have achieved the status of public recognition that an organization, which is recognized by the United States Department of Education for the purposes of accrediting institutions of higher education, grants to an educational institution that meets the organization's standards and requirements. recognition through the process used by the State Regents and other entities recognized by the U.S. Department of Education to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.

"Contractual Arrangement" is typically one in which an institution enters an arrangement for receipt of courses or programs or portions of courses or programs (i.e., clinical training internships, etc.) delivered by another institution, service provider, or entity.

"Contractual Course Inventory/Technical Crosswalk" refers to the approved technical courses approved systemwide and applicable to degree requirements within contractual arrangements. The inventory of approved technical courses is maintained and updated annually by the State Regents through a faculty-driven process.

"Entity" refers to an organization that has an identity and operation independent, separate and distinct from the institution.

"Institution" refers to any college or university of the Oklahoma State System of Higher Education listed in the State Regents' policy (1.7).

"Technical" refers to courses, certificates, or degree programs that provide educational preparation for semi-skilled and skilled jobs that generally require education below the baccalaureate level and often involve some type of professional certification or state licensure in addition to education.

"Unaccredited" refers to institutions or entities that have not achieved the status of public recognition that an organization, which is recognized by the United States Department of Education for the purposes of accrediting institutions of higher education, grants to an educational institution that meets the organization's standards and requirements. recognition through the process used by the State Regents and other entities recognized by the U.S. Department of Education to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.

ATTACHMENT D

3.   ACADEMIC AFFAIRS POLICY

3.11   Undergraduate Transfer and Articulation

3.11.1 Purpose

This policy is designed to facilitate the transfer of students between and among community colleges and universities within the State System, and transfer of technical coursework for students through the Statewide Articulation Agreement with Oklahoma technology centers, to ensure maximum transfer of credit hours and course work for students, and improve degree completion.

3.11.2 Definitions

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

"Accreditation" is the status of public recognition that an organization, which is recognized by the United States Department of Education for the purposes of accrediting institutions of higher education, grants to an educational institution that meets the organization's standards and requirements.

~~"Accreditation" is the process used by the State Regents or other entities recognized by the U.S. Department Education (USDE) to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.~~

Academic Notice" is a designation for Freshman students, ~~30 or fewer~~ fewer than 30 credit hours, with a retention GPA of 1.7 to less than 2.0.

"Academic Probation" is a designation for any student whose retention GPA falls below those designated in this policy for a given semester.

"Academic Suspension" is a designation for any student who was on academic probation the previous semester and who fails to raise the GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses. The student will be suspended from the institution.

"Associate in Applied Science Degree" is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours) in technical-occupational areas of specialization.

"Associate in Arts and Associate in Science Degrees" are typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours).

"Baccalaureate Degree" (also referred to as a bachelor's degree) is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours). The State Regents recognize three types of baccalaureate degrees—the Bachelor of Arts, Bachelor of Science, and Bachelor of (Specialty).

"College Technical Certificate" is typically a credential requiring college work in technical-occupational areas of specialization.

"Common Course Category" is a grouping of equivalent courses in the Course Equivalency Project Matrix. Each Common Course Category is distinguished by a prefix and number, a course description, and student learning outcomes.

"Course Equivalency Project" is a process by which State System institutions establish course equivalencies among institutions.

"Course Equivalency Project Matrix" is the listing of courses determined to be equivalent through the Course Equivalency Project Process.

"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.

"External Reviewer" refers to academic peer evaluators from outside the institution who are proficient in the specialization pertinent to the courses being reviewed.

"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.

"Good Academic Standing" is a designation for any student who meets the retention requirements as set forth in this.

"GPA" see Retention/Graduation Point Average.

"Lower-Division Course Work" are courses generally taken in the freshman and sophomore year; numbered at the 1000 and 2000 level.

~~"National Accrediting Agency" is an accrediting agency recognized by the Secretary of the USDE (Secretary) as a reliable authority as to the quality of higher education institutions under Code of Federal Regulations 34 CFR §602. The Secretary periodically publishes in the Federal Register a list of recognized accrediting agencies and the scope of each agency's recognition, e.g., the types of institutions the agency may accredit, the degrees and certificates awarded, the geographic area, and the preaccreditation status(es) that the Secretary has approved for recognition.~~

"Oklahoma Technology Center" is a secondary and postsecondary, state accredited non-degree granting entity operating under the governance of the Oklahoma Department of Career and Technical Education (ODCTE).

"Prior Learning" is learning attained outside the sponsorship of legally authorized and accredited postsecondary institutions. The term applies to learning acquired from work and life experiences, independent reading and study, the mass media and participation in formal courses sponsored by associations, business, government, industry, the military and unions.

~~"Regional Accrediting Agency" is a nationally recognized accrediting agency whose geographic scope has been defined by the Secretary of the USDE to~~

include at least three states that are contiguous or in close proximity to one another. Regional accreditation is a voluntary non-governmental organization that establishes criteria for educational quality in the geographic region. The Higher Learning Commission of the North Central Association of Colleges and Universities (HLC) accredits public and private/independent institutions in Oklahoma. HLC evaluates institutions based on Eligibility Requirements (ER) and the Criteria for Accreditation and accredits those institutions that meet these requirements.

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

State Accrediting Agency" is a general term for an accrediting agency recognized by the Secretary of the USDE (Secretary) as a reliable authority concerning the quality of public postsecondary vocational education in a state under Code of Federal Regulations 34 CFR §603. The Secretary has specified for the ODCTE the scope of state recognition for the approval of public postsecondary vocational education offered at technology centers in the State of Oklahoma that are not under the jurisdiction of the Oklahoma State Regents for Higher Education, including the approval of public postsecondary vocational education offered via distance education.

"State System Institution" refers to any college or university of the Oklahoma State System of Higher Education listed in the State Regents *Governance* policy (1.7).

"Statewide Articulation Agreement" is a statewide agreement established in advance and approved by the State Regents, which includes participating State System of higher education institutions' articulated technical courses meeting major degree requirements accepted in transfer from Oklahoma technology centers for a college technical certificate, an associate in applied science degree, or a technology baccalaureate degree.

"Statewide Technical Course Articulation Matrix" refers to the inventory of technical courses approved by specific academic year for transfer and applicable to technical degree major requirements within college technical certificates, associate in applied science, and technology baccalaureate degree programs within the Statewide Articulation Agreement. The matrix of approved technical courses is maintained online, reviewed at least annually, and updated as needed by the State Regents through a college faculty-driven process detailed in the *Academic Affairs Procedures Handbook*.

"Technology Baccalaureate Degree" is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours) in a technical-occupational area of specialization. The State Regents recognize this degree as a Bachelor of (Specialty), typically specified as a Bachelor of Technology, Bachelor of Applied Technology, Bachelor of Applied Science, or Bachelor of Applied Arts and Science.

"Transcript" for the purpose of this policy is defined as the official document issued by a state system institution or an Oklahoma technology center with student information that is a complete and accurate reflection of a student's academic career. At minimum, an official transcript must include essential elements as referenced by the American Association of Collegiate Registrars and Admission Officers *Academic Record and Transcript Guide*. Detailed information is available in the State Regents' *Academic Affairs Procedures Handbook* and online.

"Transfer Student" is any undergraduate student with greater than six attempted credit hours, developmental education or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

"Upper-Division Course Work" are courses generally taken in the junior and senior year; numbered at the 3000 and 4000 level.

3.11.3 Admission of Transfer Students from Degree-granting Institutions

    A. Admission by Transfer within the State System

        4. Undergraduate students entering a State System institution by transfer from another State System institution must meet one of the following:

            1. Students originally meeting both the high school curricular requirements and academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards as defined in the State Regents' *Institutional Admission and Retention* policy.

            2. Students originally meeting the high school curricular requirements but not the academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work.

            3. Students originally meeting the performance but not the curricular requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet that institution's retention standards as defined in the State Regents' *Institutional Admission and Retention* policy and must also complete the curricular requirements before transferring.

            4. A student originally meeting neither the curricular nor the performance requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which the student wishes to transfer before transferring.

    B. Admission by Transfer from Non-State System, Degree-granting Institutions

Undergraduate students wishing to transfer from non-State System institutions to an institution in the State System may do so by meeting the entrance requirements of the receiving institution as outlined in the State Regents' *Institutional Admission and Retention* policy; and also meet the following:

1. Transcripts of record from colleges and universities accredited by the HLC ~~or other regional associations~~ will be given full value.

   a. Each undergraduate applicant must be in good standing in the institution from which the applicant plans to transfer.

   b. Each undergraduate applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) in the institution from which the applicant plans to transfer.

2. Transcripts of record from degree-granting institutions accredited <u>by organizations other than the HLC and recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education</u> ~~a national association~~ are subject to review <u>according to published policies and procedures developed by the institution</u> and may transfer on a course-by-course basis.

   a. Each applicant must meet the conditions of 1.a and 1.b above.

3. Transcripts of record from degree-granting institutions not accredited <u>by organizations recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education</u> ~~by a regional or national association~~ may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.

   a. Each undergraduate applicant must meet the conditions of 1.a and 1.b above.

   b. Each undergraduate applicant who meets 1.a and 1.b above will also be required to validate the transferred credit by successful completion (an average of "C" or better) of 12 or more semester credit hours at the awarding institution.

C. Non-native Speakers of English

   Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in 3.11.3 subsection A or B, dependent upon their educational background or have attended a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and

international education for a minimum of 24 semester credit hours with passing grades and also meet other transfer requirements.

Student with less than 24 hours from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education must meet the language requirements for first-time undergraduate students.

D.   Transfer Probation

Students who do not meet the academic criteria including curricular requirements in section A or B above, but have not been formally suspended, may be admitted as transfer probation students. Institutions may develop policies and procedures, subject to State Regents approval, to guide the admission of transfer students who do not meet the requirements. Such policies should include that these students are admitted on probation and must maintain a 2.0 GPA average each semester while on probation or raise their GPA to the designated level, as detailed in the State Regents' *Institutional Admission and Retention* policy. Any transfer probation student with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment. Additionally, it is expected that institutions will provide the appropriate academic support services to assist such students in achieving academic success.

E.   Higher Standards

The University of Oklahoma (OU) and Oklahoma State University (OSU) are authorized by the State Regents to assume higher standards for admission by transfer. Standards for the admission of students as stated above are considered minimum. Institutions may request higher standards.

3.11.4 Transfer of Course Work Within the State System from Degree-granting Institutions
The following guidelines for transfer of students among institutions have been adopted for the State System.

A.   A student who has completed the prescribed lower-division requirements of a State System institution developed in accordance with the standards set forth in the State Regents' *Undergraduate Degree Requirements* policy may transfer into a baccalaureate degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion. Senior institutions may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree. However, such additional work shall be programmed as a part of the upper division requirements of the senior institution in order that any student shall be able to complete a baccalaureate program in a number of semester hours equal to the total specified for graduation published in the receiving institution's official catalog.

B.   It is understood, however, that it might be necessary for certain students to take additional courses in general education to meet minimum professional certification requirements as defined by the state. It is also understood that the completion of these requirements does not preclude requirements of senior institutions of particular GPAs for admission to professional departments or fields.

C.   It is further understood that it is the responsibility of the transferring institution to provide adequate counseling to enable a student to complete during the freshman and sophomore years those lower-division courses which are published prerequisites to pursuit of junior level courses of his or her chosen major disciplinary field.

D.   The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman and sophomore) combined with upper-division (junior and senior) work. If a student has completed an AA or AS degree, the lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree, providing the general education requirements specified herein are met. If, for any reason, a student has not completed an associate degree program prior to his or her transfer to another institution, the general education requirements shall become the responsibility of the receiving institutions. However, the receiving institution will recognize general education credit for all transfer courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence between the associate degree and the baccalaureate degree being sought.

E.   If a student has completed general education courses at a baccalaureate degree-recommending institution within the State System, the receiving baccalaureate institution will recognize general education credit for all courses in which a reasonable equivalency or discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence of disciplinary study.

F.   Lower-division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the degree. However, courses classified as upper-division courses generally taken by sophomores at senior institutions, even though taught at a community college as lower-division courses, should be transferable as satisfying that part of the student's requirement in the content area.

G. Courses offered at the freshman or sophomore (1000 or 2000) level at baccalaureate degree-recommending institutions may be offered at a community college provided that such courses are included in the community college's approved instructional program.

H. Other associate degrees and certificates may be awarded by institutions for programs which have requirements different from the aforementioned degrees, or a primary objective other than transfer. Acceptance of course credits for transfer from such degree or certificate programs will be evaluated by the receiving institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. Each receiving institution is encouraged to develop admission policies that will consider all factors indicating the possibility of success of these students in its upper division.

I. Each baccalaureate degree-recommending institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the State System. Each baccalaureate degree-recommending institution shall include in its official publications (whether print or electronic) information stating all lower-division prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in any State System college or university shall govern lower-division prerequisites, provided that the student has had continuous enrollment in the State System as defined in the official college or university publications.

J. Institutions are encouraged to publish, distribute, and keep current transfer guides. The transfer guides should include institutional procedures for the evaluation of course equivalency and a description of the appeals process. A systemwide course transfer matrix is maintained online and updated annually by the State Regents.

K. Credit for prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution. See the State Regents' *Credit for Prior Learning* policy.

L. State System institutions may determine course equivalencies through various methods, including articulation agreements, institutional evaluation of individual courses, as well as through the Course Equivalency Project. Courses listed under the same Common Course category on the Course Equivalency Project Matrix shall be accepted by all institutions listed in that category as equivalent for the academic year during which those institutions' courses are listed. By participating in the same process as State System institutions, independent degree-granting institutions based in Oklahoma may list courses on the Course Equivalency Project Matrix.

    1. The Course Equivalency Project Matrix is updated each academic year. Detailed information regarding the

process may be found in the *Academic Affairs Procedures Handbook.*

    2.   In Common Course categories where faculty members in the discipline have established student learning outcomes, a course must contain all of the specified outcomes, as a minimum, in order to be included in the category.

    3.   Courses listed on the Course Equivalency Project Matrix satisfy content requirements for all courses listed within the same Common Course category; however, all degree requirements listed in the State Regents' *Undergraduate Degree Requirements* policy must be met before the degree may be awarded.

3.11.5   Transfer of Course Work from Oklahoma Technology Centers Through the Statewide Articulation Agreement

State System institutions may accept transfer credit from Oklahoma technology centers as part of a Cooperative Agreement Program (CAP) through the Statewide Articulation Agreement. The purpose of the Statewide Articulation Agreement is to expand, not outsource through contractual arrangement (see *Contractual Arrangements Between Higher Education Institutions and Other Entities* policy) or prior learning assessment (see *Credit for Prior Learning* policy), student access to Oklahoma's educational opportunities. The Statewide Articulation Agreement includes a list of technical courses which meet technical major degree requirements at participating State System of Higher Education institutions, and which will be accepted in transfer from Oklahoma technology centers towards a college technical certificate, an associate in applied science degree, or a technology baccalaureate degree. The Statewide Articulation Agreement strengthens the education and training programs that lead to employment in occupational and technical fields in Oklahoma.

A.   Principles. The Statewide Articulation Agreement will:

    1.   Adhere to academic educational standards and policies as specified by the State Regents for Higher Education and the ODCTE.

    2.   Inform students about the participating higher education institutions offering technical certificate and degree programs for which technical courses from an Oklahoma technology center are listed on the Statewide Technical Course Articulation Matrix. These courses may be applicable for technical degree major requirements or technical degree major electives, but not as general elective credit.

    3.   Facilitate articulation with an uninterrupted sequence of learning experiences for technology center students.

    4.   Provide students who are enrolled in technology center courses and programs included on the Statewide Technical Course Articulation Matrix the opportunity to continue their educational careers in higher education.

5.   Ensure the efficient use of public resources and expand access to educational services.

B.   Requirements for College Course Transfer Credit

1.   Students who successfully complete Oklahoma technology center courses and/or programs listed on the Statewide Technical Course Articulation Matrix may earn college transfer credit in only those technical courses approved under the conditions listed below. Students must:

a.   Provide an official transcript from the technology center that includes all essential elements to document the completed technical course(s). Essential elements of a transcript are detailed in the State Regents' *Academic Affairs Procedures Handbook.*

b.   Achieve a minimum passing grade, as determined by the accreditation, licensure, or other programmatic requirements of the State System institution, for technical course work listed on the Statewide Technical Course Articulation Matrix, clearly documented on an official technology center transcript.

c.   Be admitted to the participating State System institution. Technical course credit earned through the Statewide Technical Course Articulation Agreement will be posted on the official college transcript as a grade of "S" or "P" at the receiving institution. All technical credit awarded through the Statewide Articulation Agreement shall be appropriately identified by source and method on the official college transcript.

C.   Procedures

1.   The institutional President must submit a "letter of intent" to initiate a new request for courses to be added to the Statewide Technical Course Articulation Matrix. The Chancellor will then inform the other institutional Presidents of this request and provide the opportunity to request copies of the new technical course request 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 course request for review. The "letter of intent" does not entail a commitment on the part of an institution to add courses to the Statewide Technical Course Articulation Matrix or on the part of the State Regents to approve the proposed courses. The "letter of intent" will be active for a period of six months and must be received by the Chancellor at least 30 days prior to the new course request. The "letter of

intent" must indicate the academic program into which the credit will be accepted, a listing of both the technology center courses being proposed for transfer as well as the higher education courses which the content satisfies, and the name and location of each technology center where the proposed courses are being taught. The "letter of intent" will remain active for six months following the receipt of the "letter of intent." If the institution's request to add new courses to the Statewide Technical Course Articulation Matrix is not received during the six month time period following the receipt of the "letter of intent," a new "letter of intent" must be initiated. After being received, requests to add new courses to the Statewide Technical Course Articulation Matrix not acted upon by the State Regents within one year will be declared inactive and require a new "letter of intent" to be initiated.

2. An institutional request for approval of technical courses from an Oklahoma technology center to be included in the Statewide Technical Course Articulation Matrix shall contain the following information. Forms are available in the State Regents' *Academic Affairs Procedures Handbook* and online.

   a. Names of the participating technology center and the participating higher education institution.

   b. Name of college technical certificate, associate in applied science degree, or technology baccalaureate degree program toward which technical credit will be awarded.

   c. Titles of modules and number of clock hours, courses, or programs for which approval is sought with the equivalent college technical course(s) to include college course title, course description, student learning outcomes, and academic credit. Forms are available in the State Regents' *Academic Affairs Procedures Handbook* and online.

   d. A description of how the proposed courses were reviewed by full-time institutional faculty and how those faculty members are qualified to conduct the review.

3. State System institutions may require external validation of technology center coursework for college credit through third party entities, such as the American Council on Education or programmatic accreditors recognized by the USDE.

4. If an institution requests a copy of the proposal to add courses to the Statewide Technical Course Articulation Matrix, the institution requesting the copy of the proposal

shall have the opportunity to request external review of the proposal by external reviewers. State Regents' staff will work with State System institutions to recruit qualified reviewers external to the proposing institution. These external reviewers will submit their recommendations regarding approval of the proposed courses to State Regents' staff, who will then make a final recommendation to the State Regents.

5. If no institution requests a copy of the proposed courses, State Regents' staff will make a recommendation regarding approval of the courses based on the review conducted by the proposing institution's qualified full-time faculty.

D. Reporting and Publications

1. Statewide Technical Course Articulation Matrix for each academic year will include course title, course description, and student learning outcomes of the State System institution's course, and the equivalent technology center course title(s) and clock hours for each approved articulated technical course. This matrix is maintained online, reviewed at least annually, and updated as needed by the State Regents through a college faculty-driven process detailed in the *Academic Affairs Procedures Handbook.*

2. All publications and advertisements regardless of medium will note which college is awarding the transfer credit. Additionally, all publications and advertisements must adhere to the consumer protection requirements (see *Accreditation and State Authorization* policy) that prohibit State System institutions or technology centers from making misleading, deceptive, and/or inaccurate statements in brochures, web sites, catalogs, and/or other media/publications. Failure to comply with this requirement may result in the removal of the course(s) listed on the Statewide Articulation Agreement and the Statewide Technical Course Articulation Matrix.

E. Workshops and Standing Committee

1. In collaboration with the State Director of Career and Technology Education, the Chancellor shall develop workshops to improve policy implementation, enhance cooperation, inspire innovation, and encourage the use of technology. The workshops shall include system wide representation from technology centers and higher education institutions to facilitate communication of current policy and additional needs. In addition, the standing committee of the

Council on Instruction for transfer credit policy will address policy issues as needed.

Admission Policy: Revised December 9, 1994; June 28, 1995; June 28, 1996; June 27, 1997; September 5, 1997; April 3, 1998; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; June 30, 2004 and November 29, 2007. IEP Policy: Revised August 16, 1994; April 11, 1997; May 30, 2003. Undergraduate Degree Requirements Policy: Approved April 15, 1994; Revised April 3, 1998; June 30, 1998; October 15, 1999; April 7, 2000; April 1, 2004. Credit for Extrainstitutional Learning Policy: Revised February 8, 1995. Uniform Course Numbering Policy: Approved December 15, 1970. Revised for GPA purposes, June 24, 2010. Revised for technology center transfer credit purposes, May 26, 2017. Revised to address the Course Equivalency Project Matrix, April 26, 2018. Revised technology center transfer credit review process, October 24 , 2019. Revised to reflect changes to USDE regulations related to accreditation XXX XX, 2021.

ATTACHMENT E
ACADEMIC CALENDARS POLICY EXCERPT

3.19   Academic Calendars

3.19.1 Purpose

This policy establishes a uniform academic calendar for the State System.

3.19.2 Definitions

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

"Academic Term" is the time duration of a course schedule, generally a fall or spring semester consisting of 16 weeks, a summer session consisting of four or eight weeks, or an intersession consisting of the weeks between a semester and/or session.

"Drop Period" is in general, the first one-eighth of an academic term.

"Fall Semester" is an academic term that begins mid to late August or early September and ends in December.

"Intersession" is an academic term shorter than a traditional semester or summer session, generally between semesters or between the summer session and spring and fall semesters.

"Semester" is the standard and traditional academic calendar unit which consists of a minimum of sixteen weeks, excluding enrollment, orientation, and scheduled breaks.

"Spring Semester" is an academic term that begins in January and ends prior to the first of June.

"Summer Session" is an academic term that begins about the last week in May or the first week in June and ends late July or early August.

3.19.3 Academic Calendar Standards

The uniform academic calendar for institutions in the State System consists of the fall and spring semesters and a summer session as defined above.

All classes are expected to meet for sixteen weeks, and no institution, academic department, or individual faculty member is authorized to reduce the number of academic weeks in the standard semester without specific approval of the State Regents. Those institutions which reserve the final week of the semester as a testing period shall ensure that all classes meet during the testing period.

The semester-credit-hour is the standard and traditional unit of credit to be used by institutions in evaluating a student's educational attainment and progress. Semester-hour of credit is calculated as follows:

A.   One semester-hour of credit is normally awarded for completion of a course meeting for 800 instructional minutes, (50 minutes per week for sixteen weeks), exclusive of enrollment, orientation, and scheduled breaks. Organized examination days may be counted as instructional days.

B.   Laboratory credit is normally awarded at a rate not to exceed one-half the instructional rate. One semester-hour of credit is normally awarded for completion of a laboratory meeting a minimum of 1600 minutes (100 minutes per week for sixteen weeks).

C. Instruction offered through a combination of class and laboratory meetings would normally observe the standards set forth above on a pro rata basis. For example, a course offered for four semester-hours of credit might meet for 100 minutes of organized instruction plus 200 minutes of laboratory per week for 16 weeks.

D. Block or alternative course schedules may also occur within the dates set forth for a semester or summer session. Courses offered during academic terms shorter than a semester will observe the same academic standards involving instructional hours per semester-credit-hour as those courses offered during a standard academic semester. Institutions are encouraged to be flexible in offering courses in alternative schedules to meet student and employer needs.

E. The drop period is during the first ten regular instructional days of a regular semester and the first five regular instructional days of a summer session, or, in general, the first one-eighth of the academic term. Institutions may also allow students to add courses during this period or a designated shorter period. In either case, appropriate add/drop charges apply. See the State Regents' *Grading* policy for timelines for student withdrawal.

3.19.4 Approval of Academic Calendars

Each State System institution's academic calendar is approved by the president or the president's designee and submitted annually to the State Regents. The academic calendar shall describe any alternative schedules. Submission is due by January 1 prior to the summer session to which the proposed calendar applies.

3.19.5 Competency-Based Learning

State System institutions have long recognized that college-level learning may be acquired in a variety of settings and can be documented objectively and comprehensively through written or performance examinations and other academically sound procedures. This certification of learning based on the student's demonstration of competency is a valid means of awarding academic credit. The basis for such certification of learning is a valid, credible assessment system which reliably determines whether a student possesses clearly identified, standards-based knowledge, skills, and abilities.

Institutions are encouraged to develop and implement assessment systems which validate competency-based student learning. Such assessment systems should include the following characteristics: (1) Portability: an assurance that the student's current ability levels are of sufficient range to allow individuals who possess such a credential to use it to seek alternative work situations and academic opportunities; (2) Performance-based: be based wherever appropriate on direct demonstration of abilities. Such methods must be demonstrably valid in predicting actual future performance in a job setting or in further education; (3) Accomplishments as well as abilities: the documentation of past activities and accomplishments through a carefully evaluated portfolio of the student accomplishments and experiences can be of substantial value in assuring the validity of any assessed attribute or skill; and (4) Technology-intensive: assessment instruments should make full use of the new kinds of technology including computer-based standardized tests, more extensive task-based

assignments distributed via CD-ROM or over the Internet, and team-based assignments using network or interactive video technologies.

There are alternatives to reliance on time-in-class as the basis for determining academic credit-hours earned. The achievement of academic credit-hours should be linked to demonstrated student learning either through regular class assignments and evaluations or demonstration of competencies. It is the responsibility of the faculty of each institution to translate student demonstrated competencies to academic credit-hours earned.

When determining the appropriate academic credit for non-traditional or accelerated format courses, institutions must adhere to the HLC ~~Higher Learning Commission of the North Central Association of Colleges and Schools (HLC)~~ Handbook of Accreditation standards. The HLC does not require every institution to follow the traditional semester. However, the HLC requires institutions to assess rigorously student attainment as a result of the courses they take. Institutions offering courses in accelerated or other non-traditional formats are expected to be especially diligent in documenting that students in these courses master the skills and knowledge expected of students in traditional courses.

See the related State Regents' policies on *Credit for Prior Learning* and *Add/Drop Fiscal* policies.

3.21   Teacher Education

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

A.   Achieve a GPA of 3.0 or higher in all general education courses.
Students qualify for admission if they achieve a minimum GPA of 3.0 or higher on a 4.0 scale in all general education courses (a minimum of 30 hours) as defined in the State Regents' *Undergraduate Degree Requirements* policy and the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10.

B.   Score at or above the level designated by the State Regents for math, reading, and writing on the PRAXIS Core Academic Skills for Educators Test (PRAXIS). Students who score below the designated level on any section(s) of the PRAXIS test will be permitted to retest.

The PRAXIS test is an acceptable performance measure for students who have completed at least 30 credit hours.

C.   Achieve a passing score at the performance benchmark required by the Oklahoma Office of Educational Quality and Accountability (OEQA) for state certification on the Oklahoma General Education Test (OGET).

D.   Possess a Baccalaureate degree from an institution accredited by <u>an organization recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education</u> ~~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 <u>from universities</u> ~~from regionally or nationally accredited universities~~ accredited by an organization recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education in the United States are assumed to have the basic skill competencies tested by the OGET and PRAXIS. These graduates may be exempt from ~~this~~ 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.

3.25 **University Center of Southern Oklahoma**

3.25.5   State Regents' Policies, Academic Standards, and Program Support

A.   All State System academic policies applicable at the main campuses are applicable at the UCSO. These include admission and retention standards; transfer requirements; standards of education; distance learning; degree requirements, etc.

B.   Courses should be taught by an individual who meets the standards for a regular faculty member of the institution awarding the credit. Whenever possible, courses should be taught on an in-load basis as part of the faculty member's regular teaching assignment.

C.   Institutions are responsible for providing admission and enrollment services, academic counseling, and financial aid services for students enrolled in their programs on a basis comparable to the students enrolled on the main campus.

D.   The UCSO will provide a basic library collection and access to other library materials. The institutions will augment the collection to ensure students have access to learning materials (library, electronic media, tapes, etc.) on essentially the same basis as students in the same courses taught at the main campuses.

E.   Courses should be offered in proper sequence to allow students to make systematic progress toward completion of degree or certificate objectives.

F.   Institutions will not distinguish between resident credit awarded for courses completed through the UCSO and credit awarded for courses completed on the main campuses.

G.   Institutions will include programs offered at the UCSO in their program review process as outlined in the State Regents' *Academic Program Review* policy. The UCSO administration will provide input as appropriate and receive a copy of the final document submitted to the State Regents. Additionally, programmatic accrediting agencies and the Higher Learning Commission ~~of the North Central Association of Colleges and Schools~~ evaluate periodically institutions and their off-campus sites for quality and policy compliance. The UCSO should receive accreditation reports on programs or institutions that include an evaluation of programs offered at the UCSO.

Adopted March 25, 1974. Revised May 24, 1975; July 29, 1981; December 14, 1982; August 30, 1984; January 22, 1986; May 30, 1997. April 18, 2013. XXX XX, 2021.

AGENDA ITEM #18-c:

> **Policy.**

SUBJECT: Posting of revisions to the Concurrent Enrollment policy.

> **RECOMMENDATION:**

> **This item is for posting only.**

BACKGROUND:

Concurrent Enrollment Policy
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.

Early College Programs
As demand for a college educated workforce has grown, employers have looked to institutions of higher education to produce educated employees, and to do so as efficiently as possible. At the same time, higher education thought leaders have recognized that long-standing equity gaps have hindered many of the most vulnerable students from completing a college degree and, by extension, competing for the well-paying, in-demand jobs typically filled by college graduates. In recent years, evidence has mounted that the more college credits a student completes in high school, the more likely the student will be to complete a degree. This has led to the creation of early college high school (ECHS) programs across the nation, where students begin taking college coursework as early as middle school and often graduate high school with an associate's degree. The concept has gained momentum nationally with organizations such as Jobs for the Future (JFF) and the Bill and Melinda Gates Foundation supporting ECHS programs. These programs have demonstrated significant success; among other findings, the American Institutes for Research has reported:

- In high school, Early College students performed better on state assessments in English language arts and mathematics than their peers in traditional high schools in their local districts, a 2009 study found. Students earned an average of 23 college credits by the time they graduated, and 88 percent had enrolled in college the fall after graduation. In interviews, alumni of Early Colleges "generally felt their schools had effectively prepared them to manage their time and to be successful in rigorous classes," and "capable of navigating the college system and comfortable becoming involved in campus life."
- Early College students were significantly more likely to enroll in college and earn a college degree than students in a comparison group with similar characteristics who were not enrolled in Early Colleges, according to a 2014 study. These findings mirror the findings in the latest impact evaluation, which followed student outcomes for 10 years.
- The 2019 study found that, over 4 years, Early Colleges cost about $3,800 more per student than traditional high schools. However, the estimated return on that investment was about $33,709 in increased lifetime earnings for each student. (https://www.air.org/resource/evidence-effectiveness-early-college-high-schools).

Over the past decade, Oklahoma State System of Higher Education institutions have also had great success with ECHS programs. Examples include the EXCELerate program partnership between Tulsa Community College (TCC) and Union Public Schools, the partnership between Oklahoma City Community College (OCCC) and Pathways Middle College at Santa Fe South High School, and partnerships between Oklahoma Panhandle State University (OPSU) and its feeder high schools.

POLICY ISSUES:

The State Regents' Concurrent Enrollment policy currently only sets forth guidelines for concurrent enrollment programs enrolling high school juniors and seniors. These proposed revisions would create a framework for interested State System institutions to implement concurrent enrollment programs as early as the freshman year of high school.

ANALYSIS:

State System institutions with approved ECHS pilots have been required to report various metrics to the State Regents annually. Each year, these institutions have reported successful outcomes, from increased high school GPAs to heightened college admissions exam scores. Given the success of these programs, other State System institutions have expressed interest in establishing their own ECHS programs. Each ECHS program has typically required an approved exception to the Concurrent Enrollment policy from the

State Regents in order to be established. These proposed revisions would move the ECHS establishment process from a case-by-case exception procedure to a process where institutions would design programs using the guidance set forth in the Concurrent Enrollment policy. This guidance prioritizes equity in ECHS programs and requires institutions to demonstrate how the proposed program would benefit the students, the community, and the state. Institutions would still be required to request permission from the State Regents to implement ECHS programs. These proposed revisions create a policy framework for those requests.

The proposed revisions were developed by a taskforce composed of representatives from OCCC, TCC, and OPSU, assisted by State Regents' staff. These taskforce members used the experiences of their own institutions' successful programs to craft a policy that can meet the needs of institutions throughout the State System. The revisions were approved by the Council on Instruction at their January 14, 2021 meeting and by the Council of Presidents at their February 10, 2021 meeting. A summary of the revisions is included below.

3.10.2 Definitions	Creates a definition of "Early College Programs."
3.10.7 Early College Programs	Creates requirements for ECHS programs, including Targeted Admissions Design, Program Design and Benefit to Students, Student Support, and Cost of Participation.
3.10.8 Reporting	Creates reporting requirements for State System institutions with ECHS programs.

Attachment.

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.

"Early College Programs" are partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.

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 composite score without the writing component 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

248

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 transcripted 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.   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.   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. 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. 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 Early College Programs

 A. Institutional Requirements

 A higher education institution offering an early college in high school program shall have direct oversight of all aspects of such a program. Therefore, a higher education institution that wishes to engage in early college programs shall meet the following standards.

  1. Targeted Admissions Design

   a. Early college programs shall be designed with the intent

of providing the opportunity to earn a credential beyond high school to traditionally underserved student populations.

b. Students from traditionally privileged populations may benefit as part of an early college program, they should not be the primary beneficiaries of such a program.

c. Institutions must clearly demonstrate the targeted underserved population is receiving the primary benefits of the early college program.

2. Program Design and Benefit to Students

a. An early college program must ultimately lead to a meaningful credential to students to earn in conjunction with their high school degree. Key benefits to such a program should include an overall decreased cost of degree and decreased time to degree for targeted population of program participants.

b. Institutions must clearly demonstrate and report detailed explanations of the discrete benefits the student will have gained after completing the early college program.

3. Student Support

a. Before implementing an early college program, an institution should build a strong partnership with participating high schools.

b. Before implementing an early college program, an institution should carefully design support services for students in the program and readiness tools to ensure the student has requisite educational, emotional and maturity skills necessary for success in college level work while in high school.

c. In recognition of developmental and preparational differences between early college participants and traditional concurrent students, institutions should implement policy and practice to mitigate future negative consequences for students, academically or otherwise, as much as practically possible.

d. Institutions must provide traditional support systems vital to college success to early college student participants.

4. Cost of Participation

a. Institutions must not ask student participants to assume the cost of tuition.

b. Institutions should pursue options to reduce or eliminate cost for student fees and books for participants.

3.10.8   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.

5.   Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in an early college program.

6.   Average grade point average of concurrent enrollment students who specifically participated in an early college program.

7.   Number of degrees or certificates awarded to students who specifically participated in an early college program.

8.   Demographic information demonstrating targeted underserved populations benefitting from and being served by an early college program.

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.

AGENDA ITEM #18-d:

Policy.

SUBJECT: Approval of revisions to the Concurrent Enrollment policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed 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.

- o 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.

  - o 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:

  - o Increasing the availability of concurrent enrollment opportunities to school districts in a cost-effective manner;
  - o Increasing educational choices for students; and
  - o 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	- 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.

It is recommended that the State Regents approve the proposed revisions to the Concurrent Enrollment policy and that any revised 4-year tuition waiver reimbursement rate will be effective beginning with the reimbursement request for the Fall 2021 semester.

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 transcripted 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

263

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." <u>Revised April 22, 2021 to provide guidance on high schools located in shared geographical areas.</u>

AGENDA ITEM #18-e:

> **Policy.**

SUBJECT: Approval of an exception request to the Concurrent Enrollment policy from the University of Oklahoma.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

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

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

This pilot employed a two-semester framework to help NPS high school students, who may need additional support, strengthen math skills and subsequently complete College Algebra during their senior year. As such, the students participating in this pilot took: 1) a Fall high school College Algebra Prep course taught by a NPS high school math teacher and 2) a subsequent three credit hour Spring College Algebra course taught by an OU math professor. The purpose of this pilot project was to increase college preparation and learning opportunities for NPS high school students. On April 25, 2019, the State Regents approved an expansion of this pilot to include Crooked Oak High School students.

POLICY ISSUES:

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

ANALYSIS:

OU is requesting approval of three exceptions to the State Regents' Concurrent Enrollment policy. First, OU requests to employ the following concurrent enrollment admission and course placement criteria for NPS concurrent seniors during the 2021-2022 academic year:

State Regents Policy	Proposed Exception
Math Course Placement: 19 Math ACT	Math Course Placement: 19 Math ACT or 510 SAT or Seniors who have passed Algebra II.

Second, OU wishes to seek a concurrent enrollment admission exception for NPS students who plan to enroll in English composition courses. Under this framework, OU faculty will teach two sequential courses for NPS seniors during the 2021-2022 year: English Composition I in the Fall semester and English Composition II in the Spring semester. The requested exception is detailed below:

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

Third, OU wishes to continue a concurrent enrollment pilot at Crooked Oak High School (COHS), a Title I school located in south Oklahoma City, during the 2021-2022 year. The goal of this pilot is to increase college-level learning opportunities for COHS students and to recruit academically talented students who may not typically apply to OU.

The program will offer American Federal Government, Sociology, and Introduction to Biology for non-majors to COHS students. The courses will be taught by OU faculty.

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

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

To ensure there is a commitment to review these concurrent pilots, OU will collect and submit student data outcomes, which will be detailed in a prescribed format, by August 1, 2022. Based on staff analysis, it is recommended the State Regents approve OU's requests as described above.

AGENDA ITEM #18-f:

> **Policy.**

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

RECOMMENDATION:

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

BACKGROUND:

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

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

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 <u>associate</u> degree requirements <u>after declaring a baccalaureate degree program</u> ~~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

282

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*

283

> *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.

AGENDA ITEM #18-g:

Policy.

SUBJECT: Approval of Revisions to the In-state/Out-of-state Status of Enrolled Students policy.

RECOMMENDATION:

> **It is recommended the State Regents approve the revisions to the In-State/Out-of-State Status of Enrolled Students policy.**

BACKGROUND:

Revisions to the In-State/Out-of-State Status of Enrolled Students policy adopted by the State Regents in recent years are summarized below:

- April 1, 2004 - Revisions aligned with Senate Bill 596, which allowed an equitable system of determining residence status for undocumented students, Oklahoma high school graduates, military dependents, and full-time professional practitioners or workers' dependents. Additional revisions included updating language and updating the introduction to reflect legislative changes regarding the way tuition is determined by institutions.
- June 29, 2006 - A comprehensive revision to Chapter 2 (now Chapter 3) – Academic Affairs Policies and Procedures necessitated non-substantive changes to the Residence Status of Enrolled Students policy including format, definitions, and separating policy from procedures into the Academic Affairs Procedures Handbook to include detailed information regarding admission standards scores, frequently asked questions, and other useful information pertinent to policy application.
- October 25, 2007 - Revisions to the policy were required due to enacted legislation regarding undocumented students according to state law, Title 70, O.S. Section 3242 (2007), that requires a postsecondary student without lawful immigration status to establish eligibility to pay resident tuition by filing an affidavit upon admission or an application for permanent resident status in order to qualify for state financial aid.
- April 22, 2010 - Revisions included new provisions providing clarification to confusing passages, reduction to ambiguities in the policy language and clear guidance to State System institutions regarding residence status. The revisions also included a title change from Residence Status of Enrolled Students to In-State/Out-of-State Status of Enrolled Students.
- June 24, 2010 – Revisions pertained to an amendment adding language to policy section 3.17.7 Military Personnel to allow institutions better flexibility and provide clarity to better serve members of the armed forces.
- May 25, 2012 – Revisions clarified and linked Chapter 3 Academic Affairs In-State/Out-of-State Status of Enrolled Students policy with the Chapter 4 Budget and Fiscal Affairs Student Tuition and Fees policy pertaining to the Oklahoma National Guard tuition waiver.
- December 6, 2012 – Revisions aligned with House Bill 2689 that included provisions for dependent children of members of the military reserve.

- September 4, 2014 – Revisions aligned with Senate Bill 1829 that included resident tuition provisions for students who participate in the Reserve Officer Training Corps.
- May 29, 2015 – Revisions aligned with the Veterans Access, Choice, and Accountability Act of 2014, which was codified as Section 3679 of Title 38 of United States Code, and Senate Bill 138. These legislative directives required that certain military personnel and their dependent children and spouses, who meet certain conditions, be classified as in-state.
- April 20, 2017 – Revisions aligned with public law 114-315, which modified section 3679(c) of Title 38 of United States Code. These legislative directives created more opportunities for military personnel and their dependent children and spouses to be classified as in-state.
- January 24, 2019 – Revisions were made based on public law 115-251, which amended section 3679(c) of Title 38 of the United States Code. The revisions specified that individuals who meet certain criteria and use educational assistance under chapter 31 are eligible for in-state status.
- March 28, 2019 – Revised section 3.18.7.B.1, which required a student to have been discharged or released from a period of not fewer than ninety (90) days of active duty uniformed service, less than five (5) years before the date of enrollment in the course(s) concerned. Changes to federal law caused this section to become inapplicable to Chapter 31 VA benefit recipients.

Based on a recent guidance document released by the U.S. Department of Veteran Affairs (VA) regarding section 3679(c) of Title 38 of the United States Code, a subsequent revision to the policy is needed. Current policy requires a student who has been discharged or released from active duty uniformed service to enroll within five (5) years of the date of his or her discharge in order to receive in-state status for tuition purposes, giving former service members two years more than the minimum established by previous federal rules. However, the new revisions cited above eliminate time limits after discharge in order for a student veteran to be classified as in-state, requiring a revision to policy to remain compliant with federal rules. This change only applies to former service members or dependents utilizing VA education benefits.

Therefore, a VA benefit recipient is eligible for in-state status if he/she 1) files with the institution within the State System at which the student intends to register a letter of intent to establish residence in the state and 2) resides in the state while enrolled in the institution.

POLICY ISSUES:

The In-State/Out-of-State Status of Enrolled Students policy sets the principles, definitions, criteria and guidelines to assist institutional officials in the classification of students as in-state or out-of-state for tuition and scholarship purposes.

ANALYSIS:

These revisions align with the recent guidance issued by the VA. A summary of the proposed changes is provided below.

Policy Section	Summary of Proposed Revisions
3.18.7.B Uniformed Services and Other Military Service/Training-- Discharged or	Removes time limit for students to be classified as in-state if they receive VA education benefits.

Released from Active Uniformed Service (Regardless of the Home of Record)	

It is recommended that the State Regents approve the revisions to policy as outlined above.

Attachment.

[POLICY EXCERPT]

3.18 In-state/Out-of-state Status of Enrolled Students

3.18.1   Purpose

Oklahoma statute 70 O.S., Supp. 2003, §3218.2 authorizes the State Regents to establish tuition and fees charged at public institutions to in-state/out-of-state postsecondary students. This policy statement establishes definitions, principles, criteria, and guidelines to assist institutional officials in the classification of postsecondary students as in-state/out-of-state students. Also, the policy statement should be helpful to prospective students in the determination of their in-state/out-of-state status prior to enrollment or for those out-of-state students seeking to be reclassified as in-state. Determination of in-state status for purposes of attendance at an institution in the state is based primarily on domicile as defined below.

Since 1890, it has been public policy in Oklahoma to provide comprehensive, public higher education opportunities for citizens to improve themselves, to upgrade the knowledge and skills of the Oklahoma work force, and to enhance the quality of life in Oklahoma generally. Therefore, residents of Oklahoma are afforded subsidies covering a portion of their educational costs at state colleges and universities.   Out-of-state students are also provided educational subsidies, although at lower levels than those provided for permanent in-state students.

Out-of-state tuition waivers provide Oklahoma institutions the ability to attract and graduate out-of-state students with academic abilities and talents who contribute to the economic development, vitality and diversity of the state's campuses. Additionally, Oklahoma institutions located near the state's borders are especially sensitive to serving demographic areas where population, tax dollars, property ownership, etc., cross state borders frequently. Out-of-state tuition waivers allow institutions to serve the community and surrounding area to the benefit of the institution and its students without detriment to Oklahoma residents.

3.18.2   Definitions

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

 "Dependent Person" is one who is under the care, custody, and support of a parent or legal guardian.

"Domicile" is a person's true, fixed, permanent home or habitation. It is the place where he or she intends to remain and to which he or she expects to return. A person can have more than one residence, but only one domicile. Domicile has two components -- residence and the intent to remain. When these two occur, there is domicile.

"Documented foreign national" is a person who was born outside the jurisdiction of the United States (U.S.), is a citizen of a foreign country, and has not become a naturalized U.S. citizen under U.S. law, but has entered the U.S. by way of legal documentation such as a visa.

"Full-Time Professional Practitioner or Worker" is a U.S. Citizen or Lawful Permanent Resident who has come to Oklahoma to practice a profession on a full-time basis, conduct a business full-time, or work on a full-time basis.

"Full-Time Student" is an undergraduate student enrolled in a minimum of 12 credit hours per semester in an academic year or a minimum of six credit hours in a summer session. A full-time graduate student is one enrolled in a minimum of nine credit hours per semester or as required by the institution.

"Home of Record" is the location where the reservist enlisted, reenlisted, or was commissioned into the military.

"Independent person" is one who is responsible for his or her own care, custody, and support.

"In-state" status is a classification for a postsecondary student who has lived continuously in Oklahoma for at least 12 months not primarily as a postsecondary student and has established domicile in Oklahoma or meets requirements associated with in-state status including sections 3.18.4, 3.18.7 and 3.18.9. Students classified upon admission as in-state are eligible to apply for state scholarship and financial aid programs.

"Lawful permanent resident" is a naturalized alien who has been granted official immigration status as a lawful permanent resident of the U.S. This is evidenced by a lawful permanent resident card (also called a "green card").

"Out-of-state" status means an individual does not meet in-state requirements defined in this policy unless otherwise allowed by exceptions or provisions in policy.

"Out-of-state tuition waiver" is the portion of tuition that is waived in excess of that paid by students classified as in-state. This is referred to as "Nonresident Tuition Waiver" in State Regents' *Fiscal* policy.

"Undocumented student" is a person who was born outside the jurisdiction of the U.S., is a citizen of a foreign country, and has not become a naturalized U.S. Citizen under U.S. Law and has entered the U.S. without documentation. Refer to 3.18.6.

"Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard, National Oceanic and Atmospheric Administration, and Public Health Service.

"U.S. Citizen" is a person born in the United States, a U.S. Territory or former U.S. Territory or who has been granted citizenship by the U.S. Government.

3.18.3 Principles

As part of the admissions process, institutions are responsible for determining students' in-state/out-of-state status consistent with this policy. Administrators interview students, review documentation and are in the best position to determine whether the student may be classified as in-state. Each institution must designate an appropriate administrative official (most often the Admissions Officer) as responsible for administration of this policy. Clarification and additional information including documentation examples and frequently asked questions are in the *Academic Affairs Procedures Handbook*.

The burden of proof to establish in-state status shall be upon the student. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate administrative official(s) consistent with this policy. Mere assertion by a student such as checking "In-State" on the application for admission is insufficient. The appropriate administrative official must review relevant documents, consider the policy principles and procedures, circumstances, and documentation to determine in-state status. While no set criteria, documentation, or set of circumstances can be used for this purpose, the principles outlined below guide the process.

A.   Attendance at a postsecondary educational institution, albeit a continuous and long-term experience, does not establish in-state status. Therefore, a student neither gains nor loses in-state status solely by such attendance.

B.   Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e. payment of taxes), and all of which are customarily done by some out-of-state students who do not intend to remain in Oklahoma after graduation, but are situational and necessary and/or voluntary (i.e. registering to vote, obtaining a driver's license). Such acts and/or declarations alone are insufficient evidence of intent to remain in Oklahoma beyond the college experience.

C.   An out-of-state student attending an Oklahoma college or university on more than a half-time basis is presumed to be in the state primarily for educational purposes.

D.   An individual is not deemed to have acquired in-state status until he or she has been in the state for at least a year primarily as a permanent resident and not primarily as a student and has established domicile. Likewise, an individual classified as in-state shall not be reclassified as out-of-state until 12 months after leaving Oklahoma to live in another state.

E.   Unless residency has been established in another state, an individual who resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent or legal guardian for two years prior to graduation from high school will be eligible for in-state status and as allowed in 3.18.7 and 3.18.8.

F.   Each spouse in a family shall establish his or her own status on a separate basis. Exceptions include the following: when an out-of-state status individual marries a person with in-state status, the out-of-state individual may be considered in-state after documentation of the marriage and proof of domicile are satisfied without the 12 month domiciliary waiting period, and as provided in sections 3.18.7 or 3.18.8.

G.   Initial classification as out-of-state shall not prejudice the right of a person to be reclassified thereafter for following semesters or terms of enrollment as in-state provided that he or she establish domicile as defined in this policy. Institutions must establish procedures for students to appeal out-of-state status classification.

H.   Institutions may, but are not required, to waive out-of-state tuition (also known as Nonresident Tuition Waiver) in accordance with current State Regents' *Tuition and Fees* policy 4.18.5.B that allows any institution in

the State System to waive a portion of the out-of-state tuition which amount shall not exceed the difference between out-of-state tuition and the amount paid by in-state students.

I.   When a student transfers from one institution to another, the institution to which the student transfers is not bound by the in-state/out-of-state classification previously determined and may request documentation to determine the student's in-state/out-of-state status.

3.18.4 Dependent and Independent Persons

A.   The legal residence of a dependent person is the postsecondary student's parents or the residence of the parent who has legal custody or the parent with whom the student habitually resides. If the student is under the care of those other than the parents, the legal residence is that of the student's legal guardian.

B.   In-state/out-of-state classifications of postsecondary students with extenuating circumstances (e.g., divorced parents with joint custody when one parent or legal guardian lives out-of-state and/or claimed as a dependent on a tax return, etc.) may be considered on a case-by-case basis. Guidance for administrative officers charged with classifying students will be provided in the procedures manual.

C.   A dependent person may establish independent person status through circumstances including, marriage, formal court action, abandonment by parents, etc. To qualify, a dependent person must have completely separated from the parental or guardian domicile and prove that such separation is complete and permanent. Additionally, the individual must provide evidence that they are responsible for their housing and living expenses. Mere absence from the parental or guardian domicile is not proof of its complete abandonment. If an applicant can provide adequate and satisfactory evidence of independent status and domicile, they may be granted in-state status.

D.   If an independent person can provide evidence of coming to Oklahoma to establish domicile, the applicant may be granted in-state status at the next enrollment occurring after expiration of 12 months following establishment of domicile in Oklahoma.

3.18.5 Documented Foreign Nationals

Documented foreign nationals may attend as postsecondary students if they have appropriate educational visas. These individuals are eligible for in-state classification if they become lawful permanent residents, have resided in Oklahoma for at least 12 consecutive months, and meet domicile requirements as set forth in this policy.

Documented foreign nationals who are present in the U.S. with visas that allow full-time employment for extraordinary ability in sciences, arts, education, business, athletics, as an executive, manager, or specialist of a treaty nation company operating in the U.S. are eligible for out-of-state tuition waivers as long as they remain in full-time working status. Dependents of these documented foreign nationals who are lawfully present in Oklahoma based on the

documented foreign national's visa are also eligible for out-of-state tuition waivers.

3.18.6   Undocumented Students

Pursuant to Title 70, O.S., Section 3242 (2007) (also known as HB1804 of the First Regular Session of the 51st Legislature), an individual who cannot present to the institution valid documentation of United States nationality or an immigration status permitting study at a postsecondary institution but who:

A.   Graduated from a public or private Oklahoma high school;

B.   Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and

C.   Satisfies admission standards for the institution.

Individuals who meet the above requirements are eligible for enrollment and/or out-of-state tuition waivers if that individual:

1.   Provides the institution with a copy of a true and correct application or petition filed with the United States Citizenship and Immigration Service (USCIS) to legalize the student's immigration status, or

2.   Files an affidavit with the institution stating that the student will file an application to legalize his or her immigration status at the earliest opportunity the student is eligible to do so, but in no case later than:

a.   One (1) year after the date on which the student enrolls for study at the institution, or

b.   If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process, and

3.   If the student files an affidavit pursuant to subsection B. above, presents to the institution a copy of a true and correct application or petition filed with the USCIS no later than:

a.   One (1) year after the date on which the student enrolls for study at the institution, or

b.   If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process, which copy shall be maintained in the institution's records for that student.

4.   Any student who completes and provides the institution with a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status shall not be disqualified on the basis of the student's immigration status from

any scholarships or financial aid provided by this state as long as the student meets the following:

a. Graduated from a public or private Oklahoma high school;

b. Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and

c. Satisfies admission standards for the institution.

5. This policy shall not impose any additional conditions to maintain eligibility for an out-of-state tuition waiver at a postsecondary educational institution within The Oklahoma State System of Higher Education on a student who was enrolled in a degree program and first received an out-of-state tuition wavier and/or access to state scholarships at that institution during the 2006-2007 school year or any prior year.

3.18.7 Uniformed Services and Other Military Service/Training

The following section is compliant with 38 U.S.C, Section 3679(c) and 70, O.S., Section 3247.

A. Active Uniformed Services

The following shall be eligible for in-state status:

1. Members of the uniformed services, along with their dependent children and spouse, who provide evidence that they are full-time active duty status of more than thirty (30) days in the uniformed services stationed in Oklahoma or temporarily present through military orders. Further, when members of the armed services are transferred out-of-state, the member, their spouse and dependent children shall continue to be classified as in-state as long as they remain continuously enrolled.

2. Regardless of the residency of the student, dependent children or spouse of a person who is currently serving as a member of the active uniformed services of the United States on full-time active duty status of more than thirty (30) days for whom Oklahoma is the home of record.

3. A person who files with the institution within the State system at which he/she intends to register a letter of intent to establish residence in the state and who

a. is entitled to educational or training assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who is currently serving on active duty; and

b. resides in the state while enrolled in the institution, regardless of the student's formal state of residence state or the active service member's home of record.

4.   Former full-time active uniformed services personnel who remain in Oklahoma after their service may retain their in-state status without the 12 month requirement if they establish domicile as defined in this policy.

B.   Discharged or Released from Active Uniformed Service (Regardless of the Home of Record)

A student who files with the institution within the State System at which the student intends to register a letter of intent to establish residence in the state and who resides in the state while enrolled in the institution shall be eligible for in-state status (i.e., in-state tuition), regardless of the residency of the student or home of record, if the student:

1.   Is a person who:

    a.   was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed service~~, less than five (5) years before the date of enrollment in the course(s) concerned,~~ and

    b.   is pursuing a course of education with educational assistance under Chapters 30 or 33 of Title 38 of the United States Code;

2.   Is a person who:

    a.   is entitled to assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed services~~, and~~.

    b.   ~~enrolls in the course(s) concerned within five (5) years of the date the related person was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed services; or~~

3.   Is a person who:

    a.   is entitled to assistance under Section 3311(b)(9) of Title 38 of the United States Code by virtue of a relationship to a person who died in the line of duty while serving in the active duty uniformed services.

4.   Is a person who:

    a.   is pursuing a course of education with educational assistance under chapter 31 of Title 38 of the United States Code.

C.   Discharged or Released from Active Uniformed Service (Oklahoma Home of Record)

Person, or dependent children or spouse of a person, who was discharged or released from a period of not fewer than ninety (90) days of active uniformed service, less than five (5) years

before the date of enrollment in the course(s) concerned and for whom Oklahoma is the home of record.

D. Military Reserve Member on Full-Time Active Duty

Regardless of the residency of the student, dependent children or a spouse of a person who is currently serving as a member of the military reserve on full-time active duty of more than thirty (30) days and for whom Oklahoma is the home of record shall be eligible for in-state status.

E. Reserve Officer Training Corps (ROTC)

A person who is participating in or has received a partial or full scholarship from the Air Force, Army, or the Navy/Marines ROTC shall be eligible for in-state status.

F. To be eligible for in-state status as provided in 3.18.7.A, 3.18.7.B, 3.18.7.C, 3.18.7.D, and 3.18.7.E and to maintain eligibility, the student shall:

1. Have secured admission to and enrolls full-time or part-time in a program of study; and

2. Satisfy admission and retention standards.

G. A student who meets the eligibility requirements for in-state status shall maintain in-state status if the student remains continuously enrolled at an institution within the State System after the student:

1. As described in 3.18.7.A or 3.18.7.D, is discharged or released from active duty service;

2. As described in 3.18.7.B.1, 3.18.7.B.2 or 3.18.7.C, exceeds the five-year period after being discharged or released from active duty uniformed service;

3. As described in 3.18.7.B.1 has exhausted education assistance provided under Chapter 30, 31 or 33 of Title 38 of the United States Code; or

4. As described in 3.18.7.A.3 or 3.18.7.B.2 has exhausted education assistance provided under Section 3319 of Title 38 of the United States Code.

5. As described in 3.18.7.B.3 has exhausted education assistance provided under Section 3311(b)(9) of Title 38 of the United State Code.

Full-Time Professional Practitioner or Worker

A U.S. citizen or Lawful Permanent Resident who provides evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be immediately classified as in-state status along with the individual's spouse and dependents without the 12 month domiciliary requirement so long as they continue in such full-time employment capacity or until such time that they independently establish in-state status as described in section 3.18.3 of this policy.

A full-time professional practitioner or worker who is temporarily assigned to another location but maintains domicile in Oklahoma shall be considered to have in-state status along with the practitioner's spouse and dependent children.

AGENDA ITEM #18-h:

> **Policy.**

SUBJECT: Approval of revisions to the Teacher Education policy.

RECOMMENDATION:

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

BACKGROUND:

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

The Teacher Education policy has three primary segments which outline the provisions listed above: (1) Criteria for Admission to Teacher Education, (2) Degree Requirements and Guidelines for Articulation, and (3) Professional Teacher Education Guidelines. These segments, once separate policies, were revised over the years and eventually combined on June 29, 2006 to create the overall Teacher Education policy. The Criteria for Admission to Teacher Education requires students to meet one of 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. The teacher education policy draft was approved by the Council on Instruction at their October 8, 2020 meeting and by the Council of Presidents at their November 4, 2020 meeting.

ANALYSIS:

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

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

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

3.21.3 – 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.

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

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~~ <u>six</u> 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 this 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 |

        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.

AGENDA ITEM #19:

> **Course Equivalency Project.**

SUBJECT: Approval of the Course Equivalency Project for the 2021-2022 Academic Year.

RECOMMENDATION:

> **It is recommended that the State Regents approve the system faculty's 2021-2022 Course Equivalency Project.**

BACKGROUND:

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

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

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

CEP: Historical Review		
YEAR	**COURSES**	**DISCIPLINES**
1996-97	1,594	16
1997-98	2,875	22
1998-99	3,690	25
1999-00	4,187	30
2000-01	4,399	32
2001-02	4,531	32
2002-03	4,926	32
2003-04	5,343	33
2004-05	6,423	36
2005-06	6,668	39
2006-07	7,030	39
2007-08	7,450	39
2008-09	7,523	39
2009-10	7,634	40
2010-11	7,921	46
2011-12	8,076	46
2012-13	7,957	47
2013-14	8,104	49
2014-15	8,163	49
2015-16	8,188	49
2016-17	8,136	49
2017-18	8,032	50
2018-19	8,104	50
2019-20	8,106	50
2020-21	8,110	50
2021-22	8,121	50

Course equivalency is defined as follows: Course "A" is equivalent to course "B" if and only if course "A" satisfies at least 75 percent of the program requirements that course "B" satisfies—serving the same purpose with respect to content delivery, general education, or program degree requirements. Courses contained within a single equivalency group, or common grouping of courses (e.g., American History to the Civil War), are guaranteed to transfer among institutions that sponsor courses in that group. Beginning with academic year 2017-2018, faculty also began adding student learning outcomes to equivalency groups to further ensure equivalency among courses and seamless transfer for students.

POLICY ISSUES:

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

ANALYSIS:

Positive features of the CEP are listed below:

- It establishes content standards and expected learner outcomes through faculty-developed common course descriptions in most general education courses as well as more specialized coursework.

- It facilitates articulation of curriculum development as faculty design new courses to meet articulation guidelines and course content descriptions.

- A tracking system permits registrars to recognize the course changes, deletions, and additions made to the CEP from year to year.

- A course coding identification project allows State Regents' staff to monitor students' use of the courses contained in the course equivalency matrix.

- The State Regents maintain a student transfer hotline (800-583-5883) to help students with transfer problems within the State System.

- Faculty members have the opportunity to share their course syllabi, evaluate learning materials, and discuss emerging trends in their discipline during course articulation meetings.

The 2021-2022 faculty CEP document is provided as a supplement to this item. The COI approved the 2021-2022 CEP document February 11, 2021. It is recommended that the State Regents approve the 2021-2022 CEP.

Supplement available upon request.

AGENDA ITEM #20:

> **Prior Learning Assessment.**

SUBJECT: Approval of the prior learning assessment matrix for technical education.

RECOMMENDATION:

> **It is recommended that the State Regents approve the addition to the prior learning assessment matrix for technical education, as described below.**

BACKGROUND:

In 1988, the State Regents approved the Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges policy. The Oklahoma State Regents for Higher Education (OSRHE) has provided policy structure and oversight for higher education institutions and technology centers to enter into agreements that allow secondary and postsecondary technology center students access to college credit in technical content through approved cooperative agreement programs (CAP) within a cooperative alliance.

The policy expanded educational opportunities and encouraged higher education institutions and technology centers to develop resource-sharing partnerships. These CAPs are formal programmatic agreements between the higher education institution and the technology center that lead to an Associate in Applied Science (AAS) degree or college level certificate, and subsequent employment in occupational and technical fields.

The purpose of cooperative alliances was to create a more student-centered collaboration between higher education institutions and technology centers. The goals of these collaborations were to: 1) increase the number of high school students going to college, 2) increase the number of adults continuing or beginning college, 3) expand access to postsecondary education and 4) efficiently use federal, state and local resources. Cooperative Alliances have been voluntary partnerships between a higher education institution and a technology center that align academic, business and administrative practices for postsecondary educational purposes.

In 2012, the Higher Learning Commission (HLC) received an institutional request to add its technology center partners as additional locations. This request prompted an extensive review of the State Regents' current policy regarding relationships between degree-granting colleges in Oklahoma accredited by the HLC and non-degree-granting technology centers accredited by the Oklahoma Department of Career and Technology Education. Following the review, HLC determined the OSRHE policy governing cooperative alliance agreements with technology centers was not aligned with HLC standards for accreditation and assumed practices, and informed the Chancellor of its concerns. The review and communication from HLC prompted revisions to policy governing cooperative program agreements (CAP) to strengthen higher education's oversight of these programs through control and assessment of academic programs, control and oversight of faculty and their credentials, and increased academic rigor, transparency, and accountability. At their January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual

Arrangements Between Higher Education Institutions and Other Entities and the Credit for Prior Learning policies to ensure alignment with HLC standards. As a result of these accreditation and policy changes, institutional technical faculty members were tasked to review technical assessments utilized for technology center programs.

The Credit for Prior Learning policy sets the principles, definitions, criteria and guidelines to assist institutional officials in validating learning achieved through non-traditional learning environments. Under 3.15.3.C.8 of the policy, use of a system wide inventory of industry, technical, and other assessments associated with technology center programs evaluated for college credit was allowed as an acceptable option for awarding credit at state system institutions. Further, the policy required that this system wide technical assessment inventory be developed through a faculty-driven process of review, and be maintained and updated by the State Regents (3.15.F). Institutional technical assessments may also be developed by qualified faculty and must also be submitted to the State Regents for review and inclusion in the statewide inventory (3.15.K).

Over several months, assessments used at technology centers were reviewed by institutional faculty for college credit. The result of these intensive reviews is a prior learning assessment matrix for technical education. This inventory matrix includes 1) the name of the assessment, 2) the institution that will accept this assessment for college credit, 3) the college course equivalent, and 4) the amount of college credit hours available for successful completion of the assessment. The entire prior learning assessment matrix is included in a supplement. Following the faculty review, the listing for each institution was reviewed by the chief academic officer of the institution, and the entire listing was reviewed and approved by the Council on Instruction at its May 14, 2015, meeting and by the State Regents at their May 29, 2015 meeting.

Since the inventory was last approved at the May 31, 2019 State Regents' meeting, the following request for an addition has been submitted:

Tulsa Community College (TCC)
      1 prior learning assessment addition

POLICY ISSUES:

This action is consistent with the State Regents' Credit for Prior Learning policy.

ANAYLSIS:

It is recommended that the following addition to the system faculty's prior learning assessment matrix for technical education be approved.

TCC—American Coders Guild Certification
      Technical assessment addition
- Add CSYS 2623.
- This assessment will be valid through April 2024.
- This change is being made at the request of TCC faculty.

AGENDA ITEM #21:

        Student Assessment.

SUBJECT: Approval of institutional student assessment plan changes.

RECOMMENDATION:

> **It is recommended that the State Regents approve changes to the Assessment Plan for Oklahoma City Community College as required by the Assessment and Remediation policy.**

BACKGROUND:

In the late 1980s and early 1990s, the State Regents implemented Assessment and Remediation policies to demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning and remediation of student educational needs. The Assessment policy was implemented to fulfill two purposes: (1) improvement of teaching and learning and (2) accountability and institutional effectiveness. Remediation is designed to assist students who have not completed the required high school courses and students who lack the requisite academic skills necessary to enroll and succeed in college-level courses.

Beginning in 2009, the Council on Instruction (COI) Assessment, Retention and Transfer Committee revised and combined the Assessment and Remediation policies into a single policy. The policy revisions provide increased guidance to institutions regarding the assessment of student learning outcomes and an improved process for course placement of students who demonstrate the need for remediation or developmental education. Additionally, the revisions outline the requirements for institutional assessment plans and reporting requirements to accomplish an effective and coordinated State System effort of assessment that will facilitate a model of continuous improvement for institutions.

In October 2015, the State Regents approved the revised Assessment and Remediation policy (3.19). The revisions to policy became effective in Fall 2016. All State System institutions have submitted assessment plans to the State Regents which were approved in February 2017.

POLICY ISSUES:

As stated in the section on Assessment Plan and Reporting (3.19.8),

> To achieve the purposes of this policy and to accomplish effective and innovative State System assessment, every institution will maintain a current assessment plan that includes a minimum of the assessments required in this policy. The plan will be submitted to the State Regents for approval every five years or when substantive changes are made.

ANALYSIS:

Oklahoma City Community College has submitted changes to their respective Student Assessment Plans that were approved in February 2017 and revised in April 2020. The changes described below are substantive and therefore require State Regents approval. It is recommended that the State Regents approve these changes.

Oklahoma City Community College

Approved February 2017	Revised April 2020	New April 2021
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**	**ENTRY LEVEL ASSESSMENT**
• ACT/SAT • Secondary Testing: CPT for English, reading, Mathematics, Biology and A&P • Multiple measures: High school GPA for math and English	• Adding SAT	• HS GPA is first indicator used to determine course placement: ≤ 2.5 co-requisite ≥ 2.6 college level Non-STEM ≥ 3.0 eligible for STEM preparation courses • CPT and ACT/SAT are used as a secondary measure.
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**	**GENERAL EDUCATION ASSESSMENT**
1. Human Heritage, Culture & Institutions 2. Mathematical Methods 3. Critical Thinking 4. Public Speaking 5. Writing	1. Writing 2. Public Speaking 3. Mathematical Methods 4. Human Heritage, Culture & Institutions 5. Critical Thinking	• No Changes
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**	**STUDENT ENGAGEMENT**
• Student Satisfaction Inventory (SSI) • • Student and alumni survey	• No Changes	• No Changes

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Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 15, 2021

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AGENDA ITEM #22:

        Scholars for Excellence in Child Care.

SUBJECT: Approval of contract modification between the Oklahoma Department of Human Services and the Oklahoma State Regents for the Scholars for Excellence in Child Care Program.

RECOMMENDATION:

        It is recommended that the State Regents approve the Scholars for Excellence in Child Care Program contract modification to modify the contract budget per Attachment A, for FY21. The budget is increased to $1,524,426 for FY21 due to an increase of bachelor degree scholarship slots.

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (DHS) have contracted to allow State System community colleges to participate in the Scholars for Excellence in Child Care (Scholars) program. Seven community colleges and Oklahoma State University-Oklahoma City have a Scholars program in place.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other state agencies.

ANALYSIS:

The Scholars for Excellence in Child Care program FY21 budget is increasing by $58,000 for the increase of bachelor degree scholarship slots. The number of available slots is increasing from 50 to 65.

Contract Modification

The State of Oklahoma Department of Human Services (hereinafter OKDHS) and the Oklahoma State Regents for Higher Education (hereinafter OSRHE) hereby mutually agree to amend the current Contract which became effective between the parties on July 1, 2020 (see attached), effective on 4/28/2021.

This modification serves to modify the Contract budget, per Attachment A, for FY21. The budget increased from $1,466,426 (one million four hundred sixty-six thousand four hundred twenty-six dollars) to $1,524,426 (one million five hundred twenty-four thousand four hundred twenty-six dollars) for FY21.

All other terms, conditions and provisions of the Contract as enacted shall remain in full force and effect except as modified by this amendment.
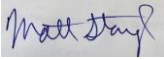
Approval: Approval:

_____   _____
Authorized Representative   Glen D. Johnson, Chancellor
Oklahoma Department of Human Services   Oklahoma State Regents for Higher   Education

_____   _____
Date   Date

Approved as to Form:
Matt Stangl

Attachment A

Oklahoma State Regents for Higher Education
Scholars for Excellence in Child Care
Program Administration (357 & 358)
FY21 Budget

Personnel Costs (Fund 357)	$139,188
Indirect Cost Rate @ 13.175% (Fund 357)	$18,338
Scholarships & Stipends (Fund 357)	$411,900
Institutional Allocations (Fund 358)	$955,000
Total:	$1,524,426

AGENDA ITEM #23:

      ACT.

SUBJECT: Approval of ACT Agreement for 2021-2022.

RECOMMENDATION:

      It is recommended that the State Regents approve the 2021-2022 ACT Agreement.

BACKGROUND:

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

Each district voluntarily participates in EPAS, over and above the state's required testing for K-12 education. With ACT's retirement of the EXPLORE and PLAN assessments, EPAS now consists of the PreACT and the ACT. The PreACT assessment is given in the fall during the school year as it provides early monitoring of students' college readiness and continued longitudinal data.

Due to Covid-19 pandemic, the Student Preparation office extended the PreACT testing window until May 28, 2021 in order to provide schools time to assess their sophomore students; therefore, data for the 2020-21 school year is not yet available.

POLICY ISSUES:

There are no policy issues related to this item.

ANALYSIS:

For the 2021-2022 academic year, it is expected that 41,000 10th grade students in both public and private secondary schools will have the opportunity to take the Pre-ACT assessment at a cost of $495,000. A copy of the agreement is attached. State Regents' staff have been able to maintain an annual expenditure of under $500,000 for this program for the past five years while still serving every school that chooses to participate and test all 10th grade students within the site.

Attachment

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

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

RECITALS

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

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

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

TERMS AND CONDITIONS

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

1. **Definitions.**

   i. "ACT Materials" means the Assessments, including, without limitation, written or electronic, all testing materials, documentation, manuals, and any other related materials, the Website, including all data and materials available through the Website, as well as any updates or modifications and all intellectual property rights in the ACT Materials.

   ii. "Assessments" means any PreACT booklets, answer documents, and score reports.

   iii. "Authorized Purpose" means administering and interpreting the results of the Assessments for educational purposes.

   iv. "Customer" means the Oklahoma State Regents for Higher Education.

   v. "Delivery Requirements" means the requirements for the delivery of the Assessments including, but not limited to, timelines for administration of the Assessments, as detailed on the Website.

   vi. "Order Information" means the information provided or selected by Customer when ordering.

   vii. "Participating Locations" means the schools identified by Customer as being eligible to test students.

   viii. "Privacy Policy" means ACT's Privacy Policy, as may be amended from time to time at ACT's sole discretion.

   ix. "Services" means ACT's scoring and reporting services for the Assessments.

2. **Grant and Scope of License.** Subject to the terms and conditions of this Agreement, ACT grants to the Customer and its Participating Locations a limited, non-exclusive, non-transferable right during the Term of this Agreement to (a) administer the Assessments for the Products and Services as specified in the Agreement. and (b) use the ACT Materials in connection with the Products and Services as specified in the Agreement

3. **Term.** The term of this Agreement will be from July 1, 2021 and shall remain in effect until June 30, 2022, subject to earlier termination as set forth in this agreement.

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

4. **Compensation and Payment.** During the term of the agreement, ACT will provide the goods and services identified in **Exhibit 2 – 2021-2022 PreACT Description of Services**, at the unit prices in each period stated in **Exhibit 3 – Fee Schedule**.

   On or about March 31, 2022, ACT will provide OSRHE with an invoice for the Total Amount. OSRHE shall pay invoices within 45 days from the receipt of such invoices. The "Total Amount" shall mean the total cost of all goods and services provided to OSRHE. Total compensation for the term of this Agreement will not exceed $495,000.00

5. **Ownership of Materials.** ACT owns or has license rights in the Assessments and Services, including all testing materials, documentation, related materials, and all intellectual property rights therein (collectively, the "ACT Materials"). Unless otherwise expressly stated in this Agreement, Customer shall not, and shall not allow any third party to, copy, duplicate, modify, enhance, reverse engineer, make any addition to, or use the ACT Materials, in whole or in part, in any other works without the prior written approval of an authorized representative of ACT. The ACT Materials are licensed and not sold. Customer shall not sell, otherwise transfer, or disclose the content of the ACT Materials, in whole or in part, to any other person or entity provided, however, that Customer may provide the Assessments for use solely in connection with the Products and Services as specified in the Agreement..

6. **Data.** The parties acknowledge and agree that ACT may use and disclose the data collected from the administration of the Assessments, as set forth in ACT's Privacy Policy, available at www.act.org/privacy, as amended from time to time.

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

7. **Confidentiality.** Customer agrees that neither it nor its employees shall at any time during or following the Term of this Agreement, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for Customer to use the ACT Materials in connection with the Products and Services as specified in the Agreement. Customer shall protect the ACT Materials in accordance with ACT's policies and procedures. Customer shall destroy or return any unused Assessments in accordance with ACT's policies and procedures. Customer shall immediately notify ACT in writing in the event of any unauthorized use or disclosure of the ACT Materials and assist in remedying such unauthorized use or disclosure, as requested by ACT (which shall not limit other remedies of ACT as provided in this Agreement or by applicable law). In the event of a breach or threatened breach of this section, ACT, in addition to and not in limitation of any of the rights, remedies or damages available to it at law or in equity, shall be entitled to a temporary or permanent injunction to prevent or restrain any such breach by the Customer.

8. **Testing Procedures.** Customer agrees to administer the Assessments in accordance with all policies and procedures provided by ACT. Customer shall store the ACT Materials at secure location(s) approved by ACT.

Customer agrees that all used and unused ACT Materials will be returned to ACT, in accordance with the policies and procedures provided by ACT, for scoring and/or processing. Customer agrees to fully cooperate with ACT, and cause those individuals involved in the administration of or preparation for the Assessments ("Administration Staff") to fully cooperate with ACT in the event of a test security incident. Customer acknowledges that failure to maintain the confidentiality of the Assessments will result in damages to ACT and may require ACT to develop a replacement form. Accordingly, if through the fault of Customer or Administration Staff, the security of an Assessment is compromised, Customer agrees to pay ACT the costs of developing a new form in addition to any other remedies under the law. ACT may, in its sole and absolute discretion, cancel scores in cases of testing irregularities, which may include without limitation, use of a compromised test form, falsification by an examinee of his/her identity, impersonation of another examinee (surrogate testing), unusual similarities in the answers of examinees at the same test center, or other indicators that the test scores may not accurately reflect the examinee's level of educational development..

9. **Limitation on Damages**. ACT'S LIABILITY FOR DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT CUSTOMER HAS PAID ACT FOR THE ASSESSMENTS AND SERVICES UNDER THIS CONTRACT. IN NO EVENT SHALL ACT BE LIABLE TO CUSTOMER FOR SPECIAL, INDIRECT, INCIDENTAL, PUNITIVE, EXEMPLARY, OR CONSEQUENTIAL DAMAGES.

10. **Warranty and Limitations. THE ASSESSMENTS AND SERVICES ARE PROVIDED "AS IS" AND ACT EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS, WARRANTIES AND CONDITIONS OF ANY KIND OR NATURE, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY REPRESENTATION OR WARRANTY RELATING TO UNIQUENESS, MERCHANTABILITY, OR FITNESS FOR PURPOSE, AND THOSE ARISING BY STATUTE OR OTHERWISE IN LAW OR FROM A COURSE OF DEALING OR USE OF TRADE. CUSTOMER SHALL HAVE THE SOLE RESPONSIBILITY FOR ASSURING THAT ITS USE OF THE WEBSITE, ASSESSMENTS, OR SERVICES COMPLIES WITH ALL FEDERAL, STATE, AND LOCAL LAWS AND REGULATIONS, AND ALL OTHER CONTRACTS TO WHICH IT IS A PARTY.**

11. **Termination.** This Agreement may be terminated with or without cause at any time by either party giving thirty (30) days written notice. Customer shall pay ACT for all ACT Materials delivered and/or Services rendered through the date of termination. Upon the expiration or termination of this Agreement, the obligations which by their nature are intended to survive shall survive, without limitation.

12. **Relationship of the Parties**. The parties to this agreement are independent contractors. Nothing in this agreement is intended to or shall be construed to constitute or establish an agency, employer/employee, partnership, franchise, or fiduciary relationship between the parties; and neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

13. **Force Majeure.** Neither party shall be responsible for any resulting loss if the fulfillment of any of the terms of this agreement for any delay or failure to perform, which delay or failure is due to causes or circumstances beyond its control, including, without limitation, national emergencies, fire, flood, inclement weather, epidemics, or catastrophe, acts of God, governmental authorities, or parties not under the control of ACT, insurrection, war, riots, or failure of transportation, communication, or power supply.

14. **Assignment; Subcontracts.** Neither party may assign nor transfer its obligations or interest in this agreement without the express written agreement of the other party. Subject to the above restrictions on assignment and transfer, this agreement shall be binding upon the successors and assigns of the parties hereto. No permitted assignment shall relieve Customer of its obligations prior to the assignment. Any assignment in violation of this Section shall be void. This Agreement shall be binding upon Customer's permitted successors and assigns. ACT may subcontract all or part of its obligations under this Agreement provided that ACT shall remain responsible for any such subcontractor's performance.

15. **Entire Agreement.** The Agreement consists of these Terms and Conditions, the Order Information, Delivery Requirements, the ACT Privacy Policy, and all Exhibits attached hereto. The Agreement constitutes the entire

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

16. **General.** Should any provision of this Agreement be held by a court to be unenforceable, such provision shall be modified by the court and interpreted so as to best accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this Agreement shall remain in full force and effect. Headings used in the Agreement are for reference purposes only and shall not be deemed part of the Agreement.

17. **Notices.** Notices under this Agreement shall be duly made when in writing and will be deemed given to the other party upon delivery to the address set forth below if delivered personally (including by courier) or mailed by registered or certified mail, postage prepaid, or upon confirmation if transmitted by telex, telecopy, or other means of facsimile:

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

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

19. **Description of Services**

ACT agrees to furnish and OSRHE agrees to purchase, subject to the terms and conditions provided herein and in any written addendum to this Agreement which may be executed and incorporated herein, the goods and services as described in **Exhibit 2 – 2021-2022 PreACT Description of Services,** which is incorporated into this Agreement.

ACT will make one Pre-ACT test form available.

20. **General Provisions**

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

21. **Representatives**

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

<div style="margin-left: 2em;">

For OSRHE: Ms. Lisa Nelson
Director, Student Preparation
Oklahoma State Regents for Higher Education
655 Research Parkway - Suite 200
Oklahoma City, OK 73104

Mailing Address: P.O. Box 108850
Oklahoma City, OK 73101-8850

For ACT: Terry Feltes
Senior Program Manager
ACT, Inc.
500 ACT Dr. P.O. Box 168
Iowa City, lA 52243-0168

</div>

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

22. **Governing Law**

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

23. **Headings**

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

Executed this _____ day of _____, 2021.

ACT, INC.   **Oklahoma State Regents for Higher Education**

_____   _____
Curt D. Yedlik, Interim CFO   Glen D. Johnson, Chancellor

Date _____   Date _____

                                                ┌──────────────────────────────────────┐
                                                │ Approved as to Form: *Matt Stayl*   │
                                                └──────────────────────────────────────┘

_____
Janet E. Godwin, CEO

Date _____

Exhibit 1
General Provisions

Compliance with Laws

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

Anti-Discrimination

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

Liability

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

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

Waiver

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

Waiver of Obligations

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

Arbitration

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

Severability

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

Amendment

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

Authorization

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

Confidentiality

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

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

Conflicting Terms

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

Exhibit 2
PreACT®
Oklahoma State Regents for Higher Education
Description of Services
2021-2022 School Year

This Description of Services is incorporated into the Agreement for the purchase of PreACT ("Agreement") having an Effective Date of July 1, 2021, by and between ACT, Inc. ("ACT") and Oklahoma State Regents of Higher Education ("Customer"). This Description of Services shall be incorporated into and governed by the terms of the Agreement.

I. **Background.** ACT, Inc. will support the Customer in administering PreACT assessments to its 10th grade students. Under this Agreement, "PreACT" is used to refer to paper-based assessments that include English, mathematics, reading and science assessments, as well as an Interest Inventory. This Description of Services encompasses a Customer- sponsored PreACT assessment administration and delivery of PreACT data and reports (the "Program").

II. **Services.** The following Assessments and Services will be provided by ACT to Customer:

1. Program Oversight. ACT will name a designated staff person to serve as the primary operational contact for Customer. The primary ACT operational contact will coordinate all aspects of program delivery with Customer.

2. Program Planning Documentation. ACT will provide Customer with a project schedule and other program management documentation, including implementation and timeline details.

3. Ordering Platform. ACT will provide an online platform for Customer's Designated Test Sites to order paper test materials (as applicable) and indicate their Designated Personnel contact information.

4. Test Administration Available Dates. Customer may select a PreACT test administration date any time within the September 7 and November 19 testing window. The selected test administration dates will be documented in the project schedule.

5. Test Materials. ACT will ship PreACT paper test materials to the contact and shipping address provided by the Customer in the ordering platform.

6. Pre-paid Shipping Labels. ACT will provide each Designated Test Site with pre-paid return shipping labels for the return of test materials to ACT.

7. Accommodations. ACT will provide students with disabilities and English learners (EL) with available accessibility supports and accommodations, based on decisions by the local educational authorities. Designated Personnel may order accommodated materials through the online ordering platform. The available accessibility supports are listed on ACT's website.

8. Training. ACT will provide standard online training and/or instructional materials to Designated Personnel.

9. Communications. ACT will communicate upcoming activities and deadlines related to the assessments directly to Designated Personnel.

10. Customer Service. ACT will provide toll-free number and email contact information for use in preparation and administration of PreACT, Monday through Friday, from 8:30 a.m. to 5:00 p.m. CST (except ACT holidays).

11. Score Reports. ACT will furnish the following PreACT score reports as part of the Services:

a. <u>School Deliverables.</u> ACT will provide the following reports approximately 5-10 business days after ACT receives answer documents that do not require additional investigation.
- Student Score Reports
- Student Score Labels
- Roster Reports
- Summary reports
- Data File

b. <u>District Deliverables</u>. ACT will provide the following reports to the District Test Coordinator by the date memorialized in the project schedule.
- Roster Reports
- Summary Reports
- Data File

c. <u>Customer Deliverables</u>. ACT will provide the following reports to the Customer after ACT receives all answer documents from the participating schools. The dates are determined based on the test window chosen by the customer and shall be memorialized in the project schedule.

- Roster Reports
- Summary Reports
- Data File

III. Custom Services. ACT will provide the following Custom Services:

1. <u>Training Webinars</u>. ACT will offer up to two webinars for Oklahoma-only schools/districts about ordering and reporting at no additional cost.

2. <u>Shipment Summary</u>. ACT will provide a list of schools/districts that have ordered test materials on a weekly basis during the testing window at no additional cost.

3. <u>Customer Reports Deliverables</u>. ACT will post electronically the following reports to the Customer after ACT receives all answer documents from the participating schools at no additional cost. The dates are determined based on the test window chosen by Customer and shall be memorialized in the project schedule.

- Educator summary reports
- Item-Response Summary
- Student Data File

IV. Customer Actions and Required Information. Customer shall provide the following information, data or deliverables ("Customer Required Information") to ACT by the indicated due date. ACT's ability to provide the Assessments and Services is dependent upon timely receipt of the Customer Required Information, data, or deliverables. Customer's failure to meet the due date may result in ACT's inability to provide the Assessments and Services.

1. <u>Selection of Test Administration Dates</u>. By a mutually agreed upon date, Customer must provide ACT with its selected PreACT test administration dates form the menu of dates ACT offers, as identified in the project schedule.

2. <u>Participating Testing Sites</u>. Customer will provide a file to ACT containing eligible participating sites in the ACT-designated file format by the date identified in the project schedule.

3. <u>Materials Orders</u>. Customer will ensure Designated Test Sites order test materials prior to their intended test date within the ACT- approved test window, as identified in the project schedule.

V. **Fees and Invoicing.**

1. <u>Fee Calculation</u>. ACT will charge Customer the Unit Price per Student indicated in the Fee Schedule included as Exhibit 3 for the total number of answer documents processed for the applicable Assessment at the applicable Price.

2. <u>Invoicing and Payment</u>. ACT will submit an invoice to Customer at the conclusion of testing for all assessments administered during the selected test window. Invoicing is determined by the number of answer documents processed for PreACT. If an examinee starts any one of the sub-tests, the entire battery is charged.

VI. **PreACT Terms and Conditions.** The following terms and conditions are applicable to ACT's provision of the PreACT Assessments and Services:

1. <u>Testing Procedures</u>. Customer agrees to administer the Assessments in accordance with all policies and procedures provided by ACT. Customer shall store the ACT Materials at secure location(s) approved by ACT. Customer agrees that applicable ACT Materials will be returned to ACT, in accordance with the PreACT Administration Manual ("Manual") provided to Customer by ACT. Customer may securely retain certain ACT Materials specifically referenced in the Manual and shall securely destroy the ACT Materials as required by the Manual. Customer agrees to fully cooperate with ACT, and cause those individuals involved in the administration of or preparation for the Assessments ("Administration Staff") to fully cooperate with ACT in the event of a test security incident or use of the ACT Materials which conflicts with the requirements of the Manual. Customer acknowledges that failure to maintain the confidentiality of the Assessments will result in damages to ACT and may require ACT to develop a replacement form. Accordingly, if through the fault of Customer or Administration Staff, the security of an Assessment is compromised, Customer agrees to pay ACT the costs of developing a new form in addition to any other remedies under the law. ACT may, in its sole and absolute discretion, cancel scores in cases of testing irregularities, which may include without limitation, use of a compromised test form, falsification by an examinee of his/her identity, impersonation of another examinee (surrogate testing), unusual similarities in the answers of examinees at the same test center, or other indicators that the test scores may not accurately reflect the examinee's level of educational development.

2. <u>Ownership of Materials</u>. ACT owns or has license rights in the Assessments and Services, including all testing materials, documentation, related materials, and all intellectual property rights therein (collectively, the "ACT Materials"). Unless otherwise expressly stated in this Agreement, Customer shall not, and shall not allow any third party to, copy, duplicate, modify, enhance, reverse engineer, make any addition to, or use the ACT Materials, in whole or in part, in any other works without the prior written approval of an authorized representative of ACT. The ACT Materials are licensed and not sold. Customer shall not sell, otherwise transfer, or disclose the content of the ACT Materials, in whole or in part, to any other person or entity provided, however, that Customer may provide the Assessments for use solely in connection with the Products and Services as specified in the Agreement..

3. <u>Data</u>. The parties acknowledge and agree that ACT may use and disclose the data collected from the administration of the Assessments, as set forth in ACT's Privacy Policy, available at <u>www.act.org/privacy</u>, as amended from time to time.

4. <u>Grant and Scope of License</u>. Subject to the terms and conditions of this Agreement, ACT grants to the Customer and its Participating Locations a limited, non-exclusive, non-transferable right during the Term of this Agreement to (a) administer the Assessments for the Products and Services as specified in the Agreement. and (b) use the ACT Materials in connection with the Products and Services as specified in the Agreement.

5. <u>Confidentiality</u>. Customer agrees that neither it nor its employees shall at any time during or following the Term of this Agreement, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for Customer to use the ACT Materials in connection with the Products and Services as specified in the

Agreement. Customer shall protect the ACT Materials in accordance with ACT's policies and procedures. Customer shall not store and must securely destroy any unused Assessments and other ACT Materials in accordance with the Manual. Additionally, Customer shall return any ACT Materials as required by the Manual. Customer shall immediately notify ACT in writing in the event of any unauthorized use or disclosure of the ACT Materials and assist in remedying such unauthorized use or disclosure, as requested by ACT (which shall not limit other remedies of ACT as provided in this Agreement or by applicable law). In the event of a breach or threatened breach of this section, ACT, in addition to and not in limitation of any of the rights, remedies or damages available to it at law or in equity, shall be entitled to a temporary or permanent injunction to prevent or restrain any such breach by the Customer.

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

ACT, Inc.   **Oklahoma State Regents for Higher Education**

_____   _____

Curt D. Yedlik, Interim CFO   Name/Title: _____

Date: _____   Date: _____

Approved as to Form: *Matt Stayl*

_____

Janet E. Godwin, CEO

Date: _____

Exhibit 3
Fee Schedule
Oklahoma State Regents for Higher Education
PreACT™
2021-2022 School Year

ACT is providing a Tiered Pricing model. The Per Unit Price will be billed as outlined in **Exhibit 2 - 2021-2022 PreACT Description of Services**.

Description	Grade	Per Unit Price (per processed assessment)	Number of Students Tested
PreACT™ Tier 1	10th Grade	$13.00	Up to 38,000
PreACT™ Tier 2	10th Grade	$12.50	38,001 – 39,500
PreACT™ Tier 3	10th Grade	$12.00	39,501 – 41,250
PreACT™ Other	10th Grade	Amend Contract Pricing	Greater than 41,250
Custom Services	N/A	No Charge	N/A
TOTAL Cost of Student Tests (not-to-exceed) $495,000.00			

AGENDA ITEM #24:

State Authorization Reciprocity Agreement.

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

RECOMMENDATION:

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

BACKGROUND:

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

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

As the state portal 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.

On May 29, 2015, the State Regents approved Oklahoma's participation in SARA. SREB subsequently approved Oklahoma as a SARA state on June 29, 2015 and most recently renewed Oklahoma's membership on June 5, 2019.

POLICY ISSUES:

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

ANALYSIS:

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

SARA requires states to renew membership biennially. Most recently, in 2019, SREB renewed Oklahoma's SARA membership until June 2021; therefore, Oklahoma must submit a state renewal application to SREB-SARA to be approved for membership through June 2023.

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

Provided that this request is approved, it is anticipated that the SREB SARA Steering Committee will review Oklahoma's SARA renewal application at its June 2, 2021 meeting.

AGENDA ITEM #25:

E&G Budget.

SUBJECT: Allocation of Cigarette and Tobacco Tax Revenue.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of $1,727,557 to Oklahoma State University Center for Health Sciences (OSU CHS) and $1,727,557 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 $3,455,114. This amount is sufficient for a transfer of $1,727,557 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 $93,193,003.37.

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	$4,103,638.02

AGENDA ITEM #26-a:

> **Tuition.**

SUBJECT: Posting of requested Academic Services Fee Changes and Peer Limits for Tuition and Mandatory Fees, 2022.

RECOMMENDATION:

> **It is recommended that the State Regents approve the posting of 1) legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2022; and 2) institutional requests for changes to academic services fees for Fiscal Year 2022, as reported on the attached schedules.**

BACKGROUND:

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

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

1) Legislative Tuition and Mandatory Fee Limits

The attached schedule lists "Not to Exceed" amounts for tuition and mandatory fees that are recommended for posting at this time for Fiscal Year 2022, as provided by law, for resident and nonresident tuition and mandatory fees for undergraduate, graduate, and professional programs. The guaranteed tuition rate of undergraduate resident tuition charged to students shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate charged students at the same institution. Institutions and governing boards will submit their requested increases for tuition and mandatory fees for Fiscal Year 2022 in June, after the higher education appropriation is known. It is expected that most institutions will request new rates that are in compliance with and well under the maximum rates.

2) Academic Services Fees

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2022. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all

students receiving certain courses of instruction or academic services as designated by the institution. The requested changes to academic services fees for Fiscal Year 2022 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held in person and via Zoom on May 28, 2021 for the purpose of receiving views and comments on the requested changes to academic services fees, and the legislative limits for resident and nonresident tuition and mandatory fees. Institutional requests are posted here for discussion purposes. The State Regents will act on proposals at their regular meeting scheduled to be held on Thursday, June 24, 2021. State Regents' staff will subsequently review institutions' published tuition and fee schedules for compliance with State Regents' action.

POLICY ISSUES:

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

ANALYSIS:

1) Legislative Tuition and Mandatory Fee Limits

70 O. S. 2004 Supp., Section 3218.8, specifies the legislative limits for resident and nonresident tuition and mandatory fees by tier, i.e., research universities, regional universities, community colleges and for professional programs. Regents' staff compiled a listing of tuition and mandatory fees charged at public institutions in the Big Twelve Conference, at like-type public institutions in surrounding and other states, at public community colleges receiving no local tax funding in surrounding and other states, and for professional programs, as shown in the *FY22 Legislative Peer Limits for Tuition and Mandatory Fees* schedule attached. Peer institutions outside the state also increased their tuition and mandatory fees in FY21. This resulted in Oklahoma's rates, relative to those of their respective peers, decreasing for research, regional, and community colleges. Research universities' current average tuition and mandatory fee rates are 72.1 percent of the Big 12 Conference average, a decrease of 3.8 percentage points from last year; the average for regional universities' tuition and mandatory fees increased 0.9 percentage points to 86.6 percent of the peer average; and the average for community colleges increased 4.8 percentage points to 72.1 percent of their peer average for resident undergraduate tuition and mandatory fees. The State Regents annually monitor and publish the tuition and mandatory fees at peer institutions, at each institution in Oklahoma, and the maximum possible increase for the next academic year.

2) Academic Services Fees

Of the twenty-five public institutions in The State System, eighteen requested changes in academic services fees for Fiscal Year 2022 and seven had no requests for changes in these fees. The institutions requested 26 changes in Special Instruction Fees, 5 changes in Facility/Equipment Utilization Fees, 34 changes in Testing/Clinical Services Fees, 64 changes in Classroom/Laboratory Supply and Material Fees, and 94 changes in various Other Special Fees. A total of 223 changes have been requested to academic services fees for Fiscal Year 2022, a decrease of 156 requests (70%) when compared to FY21 requests. The fee requests consist of 89 new fees, 92 modifications to existing fees, and 42 deletions of current fees. The complete listing of requests for posting is attached.

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

Oklahoma State Regents for Higher Education

FY22 Legislative Peer Limits for Tuition and Mandatory Fees

Undergraduate (30 Credit Hours)	FY22 Peer Limit for Resident Tuition and Mandatory Fees	FY22 Per Credit Hour Rate	FY22 Peer Limit for Nonresident Tuition and Mandatory Fees	FY22 Per Credit Hour Rate
Research Universities *(Includes OSU-OKC; OSU-Okmulgee; OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)*	$12,546	$418.20	$33,928	$1,130.93
Regional Universities *(Includes Ardmore Higher Education Center)*	$8,230	$274.33	$17,696	$589.87
University of Central Oklahoma	$8,634	$287.80	$21,653	$721.77
Univ of Science & Arts of Okla	$10,666	$355.53	$23,824	$794.13
Community Colleges	$6,376	$212.53	$11,507	$383.57

Graduate (24 Credit Hours)	FY22 Peer Limit for Resident Tuition and Mandatory Fees	FY22 Per Credit Hour Rate	FY22 Peer Limit for Nonresident Tuition and Mandatory Fees	FY22 Per Credit Hour Rate
Research Universities *(Includes OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)*	$11,076	$461.50	$25,687	$1,070.29
Regional Universities *(Includes Ardmore Higher Education Center)*	$8,685	$361.88	$15,665	$652.71
University of Central Oklahoma	$10,300	$429.17	$21,420	$892.50

70 O.S. 2004 Supp., Section 3218.8, provides that the limits for undergraduate resident tuition and mandatory fees shall be less than the average of resident tuition and mandatory fees at peer institutions for each tier. Guaranteed tuition shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate.

Undergraduate nonresident tuition and mandatory fees shall be less than 105 percent (105%) of the average of nonresident tuition and mandatory fees at peer institutions for each tier.

70 O. S. 2004 Supp., Section 3218.9, provides that the limits for graduate resident and graduate nonresident tuition and mandatory fees shall be less than the average resident and nonresident tuition and mandatory fees at peer institutions for each tier.

TIER

Research Universities	**Big 12 Public Institutions**
Regional Universities	**Like-type public institutions in surrounding and other states**
Community Colleges	**Like-type public institutions in surrounding and other states**

At their meeting in June 2021, State Regents will consider FY22 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.

Oklahoma State Regents for Higher Education

FY22 Legislative Peer Limits for Tuition and Mandatory Fees

Professional Programs	FY22 Peer Limit for Resident Tuition and Mandatory Fees	FY22 Peer Limit for Nonresident Tuition and Mandatory Fees
University of Oklahoma		
College of Law	$29,019	$42,966
OU Health Sciences Center		
Doctor of Medicine	$37,238	$66,067
Doctor of Dental Science	$38,266	$74,996
Physician's Associate	$19,571	$34,624
PharmD	$26,713	$42,745
Occupational Therapy	$14,348	$27,544
Physical Therapy -- Doctoral	$17,247	$33,577
Doctor of Audiology	$14,652	$30,509
Public Health	$12,134	$24,287
Nursing -- Doctor of Nursing Practice	$13,996	$27,008
Master of Science in Nursing	$11,671	$22,594
Oklahoma State University		
Center for Health Sciences	$39,124	$68,647
College of Veterinary Medicine	$28,398	$56,238
Northeastern State University		
College of Optometry	$29,856	$43,320
Northwestern Oklahoma State University		
Nursing -- Doctor of Nursing Practice	$16,979	$25,594
Southwestern Oklahoma State University		
Master of Science in Nursing	$16,626	$23,773
PharmD	$25,230	$37,562
Langston University		
Physical Therapy -- Doctoral	$17,247	$33,577
70 O.S. 2004 Supp., Section 3218.9, provides that the limits for professional program resident and nonresident tuition and mandatory fees shall be less than the average of resident and nonresident tuition and mandatory fees for like-type professional programs at public institutions. At their meeting in June 2021, State Regents will consider FY22 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.		

Description	Type of Fee	Applies To / Course Number(s)	Assessed	Fee Current	Fee Proposed	Statutory Limit
University of Oklahoma - Norman Campus						
Strategic Communications & Digital Strategy Online Fee	Other Special Fee	All Courses in the Strategic Communications & Digital Strategy Online Program	Per credit hour	0.00	382.60	direct cost of service
Geospatial Technologies Online Fee	Other Special Fee	All Courses in the Geospatial Technologies Online Program	Per credit hour	0.00	549.42	direct cost of service
Educational Leadership Online Fee	Other Special Fee	All Courses in the Educational Leadership Online Program	Per credit hour	0.00	264.42	direct cost of service
Computer Science Online Fee	Other Special Fee	All Courses in the Computer Science Online Program	Per credit hour	0.00	549.42	direct cost of service
Construction Business Online Fee	Other Special Fee	All Courses in the Construction Business Online Program	Per credit hour	0.00	549.42	direct cost of service
Arts & Technology Online Fee	Other Special Fee	All Courses in the Arts & Technology Online Program	Per credit hour	0.00	382.60	direct cost of service
Industrial Systems Engineering Online Fee	Other Special Fee	All Courses in the Industrial Systems Engineering Online Program	Per credit hour	0.00	549.42	direct cost of service
Counseling Online Fee	Other Special Fee	All Courses in the Counseling Online Program	Per credit hour	0.00	264.42	direct cost of service
Business Administration Online Fee	Other Special Fee	All Courses in the Business Administration Online Program	Per credit hour	0.00	549.42	direct cost of service
Norman Campus - Academic Excellence Fee - Fall 2021 (3 year cycle)	Other Special Fee	All Courses Fall 2021 Cohort (3 year cycle)	Per credit hour	0.00	32.50	direct cost of service
Norman Campus - Academic Excellence Fee - Fall 2018 (3 year cycle)	Other Special Fee	All Courses Fall 2018 Cohort (3 year cycle)	Per credit hour	32.50	0.00	direct cost of service
University of Oklahoma - Health Sciences Center						
Allied Health Nutritional Sciences Internship Program	Special Instruction Fee	NS 5426 & NS 7426	Per Course	6,500.00	7,150.00	direct cost of service
Allied Health Med Dosimetry Graduate Fee - DELETE	Other Special Fee	DELETE	Per Credit Hour	142.00	0.00	direct cost of service
Allied Health MIRS/Special Student Undergraduate Program Fee	Other Special Fee	All Allied Health MIRS or Special Undergraduate Students	Per Credit Hour	98.00	104.00	direct cost of service
Allied Health CSD Undergraduate Program Fee	Other Special Fee	All Allied Health CSD Undergraduate Students	Per Credit Hour	60.00	65.00	direct cost of service
Allied Health Graduate Program Fee	Other Special Fee	All Allied Health Graduate Students	Per Credit Hour	68.50	75.00	direct cost of service
Allied Health Nutritional Sciences Professional Program Fee	Other Special Fee	All Allied Health Nutritional Sciences Professional Students	Per Credit Hour	171.00	183.00	direct cost of service
Allied Health AuD/SLP Professional Program Fee	Other Special Fee	All Allied Health AuD/SLP Professional Students	Per Credit Hour	104.00	115.50	direct cost of service
Allied Health Occupational Therapy Professional Program Fee	Other Special Fee	All Allied Health Occupational Therapy Professional Students	Per Credit Hour	82.50	107.50	direct cost of service
Allied Health Physical Therapy Professional Program Fee	Other Special Fee	All Allied Health Physical Therapy Professional Students	Per Credit Hour	73.50	95.50	direct cost of service
Dentistry Processing Fee	Other Special Fee	All Dentistry Students	Admissions	68.00	71.00	direct cost of service
Dentistry Professional Program Fee	Other Special Fee	All Dentistry Professional Students	Per Semester	3,135.00	5,414.00	direct cost of service
Dentistry Graduate Program Fee	Other Special Fee	All Graduate Dentistry Students	Per Semester	1,790.00	1,888.00	direct cost of service
Dental Hygiene Program Fee	Other Special Fee	All Dental Hygiene Undergraduate OKC Students	Per Semester	3,085.00	3,246.00	direct cost of service
Dental Hygiene Distance Program Fee	Other Special Fee	All Dental Hygiene Undergraduate Distant Site Students	Per Semester	3,975.00	4,136.00	direct cost of service
Graduate College Program Fee	Other Special Fee	All Graduate College Students	Per Semester	50.00	62.00	direct cost of service
Medicine (MD) Professional Program Fee - OKC	Other Special Fee	All Medicine (MD) Professional Students	Annually	720.00	1,105.00	direct cost of service
School of Community Medicine (MD) - Tulsa Professional Program Fee	Other Special Fee	All School of Community Medicine (MD) Students	Annually	770.00	1,155.00	direct cost of service
Nursing Undergraduate Program Fee	Other Special Fee	All Nursing Undergraduate Students	Per Credit Hour	129.00	131.50	direct cost of service
PharmD Professional Program Fee	Other Special Fee	All PharmD Professional Students	Per Semester	2,462.90	2,567.90	direct cost of service
Physician Associate (PA) - OKC Professional Program Fee	Other Special Fee	All Physician Associate (PA) OKC Professional Students	Per Credit Hour	34.40	37.90	direct cost of service
School of Community Medicine (PA) -Tulsa Professional Program Fee	Other Special Fee	All School of Community Medicine Physician Assistant (PA) Professional Students	Per Credit Hour	19.69	23.60	direct cost of service

Description	Type of Fee	Applies To / Course Number(s)	Assessed	Fee Current	Fee Proposed	Statutory Limit
		Oklahoma State University				
OSU - Stillwater, Tulsa, Other						
PhD Executive Research Option Fee - Fall 2019 Cohort	Special Instruction Fee	All Executive PhD Courses taken by students in the Fall 2019 Cohort	Per Semester	13,333.33	13,333.33	direct cost of service
PhD Executive Research Option Fee - Fall 2020 Cohort	Special Instruction Fee	All Executive PhD Courses taken by students in the Fall 2020 Cohort	Per Credit Hour	$13,333.33 per semester	$2,000 per credit hour	direct cost of service
PhD Executive Research Option Fee - Fall 2021 and Forward Cohorts	Special Instruction Fee	All Executive PhD Courses taken by students starting in Fall 2021 and after	Per Credit Hour	$13,333.33 per semester	$2,150 per credit hour	direct cost of service
Timber Design (Civil Engineering Equip Use)	Special Instruction Fee	CIVE 5573	Per Course	100.00	0.00	direct cost of service
Arch Design Studio IV (Architecture Field Trip)	Special Instruction Fee	ARCH 3116	Per Course	106.04	0.00	direct cost of service
Media Fee	Classroom/Laboratory Supply and Material Fee	GS 5013	Per Course	0.00	25.00	direct cost of service
Field Trip	Other Special Fee	GEOL 6503	Per Course	0.00	25.00	direct cost of service
Field Trip	Other Special Fee	GEOL 2464	Per Course	0.00	75.00	direct cost of service
Campus Infrastructure & Support Fee - 4th Year and After	Other Special Fee	All Students Entering Prior to Fall 2019	Per Credit Hour	0.00	10.00	direct cost of service
Campus Infrastructure & Support Fee	Other Special Fee	All Students Entering Fall 2019 or After	Per Credit Hour	0.00	20.00	direct cost of service
Campus Infrastructure & Support Fee - Seniors	Other Special Fee	All Students Entering OSU Summer 2017 through Spring 2018	Per Credit Hour	8.00	0.00	direct cost of service
Campus Infrastructure & Support Fee - 2020	Other Special Fee	All Students Entering OSU Summer 2020 or After	Per Credit Hour	16.00	0.00	direct cost of service
Campus Infrastructure & Support Fee - 2018	Other Special Fee	All Students Entering OSU Summer 2018 through Spring 2020	Per Credit Hour	16.50	0.00	direct cost of service
Student Success Fee - 4th Year and After	Other Special Fee	All Undergraduate Students Entering Prior to Fall 2019	Per Credit Hour	0.00	6.50	direct cost of service
Student Success Fee	Other Special Fee	All Undergraduate Students Entering Fall 2019 or After	Per Credit Hour	0.00	13.00	direct cost of service
Student Success Fee - Seniors	Other Special Fee	All Undergraduate Students Entering OSU Summer 2017 through Spring 2018	Per Credit Hour	5.00	0.00	direct cost of service
Student Success Fee - 2018	Other Special Fee	All Undergraduate Students Entering OSU Summer 2018 or After	Per Credit Hour	11.50	0.00	direct cost of service
Commuter Park and Ride	Other Special Fee	Students Who Choose To Purchase This Parking Permit	Annually	77.00	79.00	direct cost of service
Student Commuter Monroe Street Garage	Other Special Fee	Students Who Choose To Purchase This Parking Permit	Annually	234.00	241.00	direct cost of service
Student Commuter Fourth Avenue Garage	Other Special Fee	Students Who Choose To Purchase This Parking Permit	Annually	334.00	344.00	direct cost of service
Student Residential Hall Wentz Lane Garage	Other Special Fee	Students Who Choose To Purchase This Parking Permit	Annually	392.00	404.00	direct cost of service
Student Residential Hall	Other Special Fee	Students Who Choose To Purchase This Parking Permit	Annually	131.00	135.00	direct cost of service
Student Commuter	Other Special Fee	Students Who Choose To Purchase This Parking Permit	Annually	158.00	163.00	direct cost of service
OSU- OKC						
Nursing Student Fees	Testing-Clinical Service Fee	NURS 1118, NURS 1148, NURS 2218 and NURS2258	Per Course	180.00	200.00	direct cost of service
Digital Image Acquisition and Display Fee	Classroom/Laboratory Supply and Material Fee	RAD 1323	Per Course	0.00	165.00	direct cost of service
Radiation Biology and Protection Lab Fee	Classroom/Laboratory Supply and Material Fee	RAD 2223	Per Course	165.00	0.00	direct cost of service
Healthcare Management Coding Fee	Other Special Fee	HCM 1183	Per Course	0.00	50.00	direct cost of service

Description	Type of Fee	Applies To / Course Number(s)	Assessed	Fee Current	Fee Proposed	Statutory Limit
OSU- Center for Health Sciences						
Anatomy Fee	Classroom/Laboratory Supply and Material Fee	1st yr/PA 5015	Per Course	0.00	125.00	direct cost of service
Applied Clinical Medicine Fee	Classroom/Laboratory Supply and Material Fee	1st yr/PA 5123, 5213, 5234	Per Course	0.00	125.00	direct cost of service
Student Union Fee	Facility/Equipment Utilization Fee	All 1st yr PA program	Per Semester	0.00	60.00	direct cost of service
White Coat Ceremony - PA Program	Other Special Fee	One-Time Fee For Incoming Students	Admissions	0.00	40.00	direct cost of service
Orientation Fee - PA Program	Other Special Fee	One-Time Fee For Incoming Students	Admissions	0.00	200.00	direct cost of service
Clinical Rotation Fee	Other Special Fee	3rd year- Fall only	Annually	0.00	325.00	direct cost of service
Clinical Rotation Fee	Other Special Fee	2rd year	Per Semester	0.00	325.00	direct cost of service
Graduation Fee	Other Special Fee	Final Year	Per Semester	0.00	40.00	direct cost of service
University of Central Oklahoma						
Special Instruction- College of Education and Professional Studies	Special Instruction Fee	All College of Education and Professional Studies courses	Per credit hour	16.46	16.91	direct cost of service
Special Instruction- College of Liberal Arts	Special Instruction Fee	All College of Liberal Arts courses	Per credit hour	16.48	18.98	direct cost of service
Special Instruction- Distance Education	Special Instruction Fee	All IVE courses	Per credit hour	30.00	35.00	direct cost of service
Special Instruction- College of Mathematics and Science	Special Instruction Fee	All College of Mathematics and Science courses	Per credit hour	25.94	27.94	direct cost of service
Classroom/Laboratory Supply and Material Fee- College of Education and Professional Studies	Classroom/Laboratory Supply and Material Fee	All College of Education and Professional Studies courses	Per credit hour	0.50	0.05	direct cost of service
Other Special Fee- Assessment	Other Special Fee	All College of Business courses	Per credit hour	1.00	1.10	direct cost of service
Other Special Fee- Transformative Learning	Other Special Fee	All College of Business courses	Per credit hour	4.39	4.49	direct cost of service
Other Special Fee- Retention	Other Special Fee	All College of Business courses	Per credit hour	1.33	1.38	direct cost of service
Other Special Fee- Assessment	Other Special Fee	All College of Education and Professional Studies courses	Per credit hour	1.01	1.11	direct cost of service
Other Special Fee- Retention	Other Special Fee	All College of Education and Professional Studies courses	Per credit hour	1.35	1.40	direct cost of service
Other Special Fee- Transformative Learning	Other Special Fee	All College of Education and Professional Studies courses	Per credit hour	4.40	4.50	direct cost of service
Other Special Fee- Retention	Other Special Fee	All College of Fine Arts and Design courses excluding Academy of Contemporary Music courses	Per credit hour	1.51	1.56	direct cost of service
Other Special Fee- Assessment	Other Special Fee	All College of Fine Arts and Design courses excluding Academy of Contemporary Music courses	Per credit hour	1.07	1.17	direct cost of service
Other Special Fee- Transformative Learning	Other Special Fee	All College of Fine Arts and Design courses excluding Academy of Contemporary Music courses	Per credit hour	4.52	4.62	direct cost of service
Other Special Fee- Assessment	Other Special Fee	All College of Liberal Arts courses	Per credit hour	0.98	1.08	direct cost of service
Other Special Fee- Transformative Learning	Other Special Fee	All College of Liberal Arts courses	Per credit hour	4.34	4.44	direct cost of service
Other Special Fee- Retention	Other Special Fee	All College of Liberal Arts courses	Per credit hour	1.27	1.32	direct cost of service
Other Special Fee-Assessment	Other Special Fee	All College of Mathematics and Science courses	Per credit hour	1.02	1.12	direct cost of service
Other Special Fee- Transformative Learning	Other Special Fee	All College of Mathematics and Science courses	Per credit hour	4.41	4.51	direct cost of service
Other Special Fee- Retention	Other Special Fee	All College of Mathematics and Science courses	Per credit hour	1.36	1.41	direct cost of service
Other Special Fee-Assessment	Other Special Fee	All Forensic Science Institute courses	Per credit hour	1.02	1.12	direct cost of service
Other Special Fee- Transformative Learning	Other Special Fee	All Forensic Science Institute courses	Per credit hour	4.41	4.51	direct cost of service
Other Special Fee- Retention	Other Special Fee	All Forensic Science Institute courses	Per credit hour	1.36	1.41	direct cost of service
Other Special Fee-Assessment	Other Special Fee	All Leadership courses	Per credit hour	0.98	1.08	direct cost of service
Other Special Fee- Transformative Learning	Other Special Fee	All Leadership courses	Per credit hour	4.34	4.44	direct cost of service
Other Special Fee- Retention	Other Special Fee	All Leadership courses	Per credit hour	1.27	1.32	direct cost of service
Other Special Fee-Assessment	Other Special Fee	All UNIV prefixes	Per credit hour	0.98	1.08	direct cost of service
Other Special Fee- Retention	Other Special Fee	All UNIV prefixes	Per credit hour	1.27	1.32	direct cost of service
Other Special Fee- Transformative Learning	Other Special Fee	All UNIV prefixes	Per credit hour	4.34	4.44	direct cost of service

Description	Type of Fee	Applies To / Course Number(s)	Assessed	Fee Current	Fee Proposed	Statutory Limit
East Central University						
First-Year Experience Fee	Other Special Fee	UNIV 1001	Per Credit Hour	0.00	20.00	direct cost of service
Academic Quality Fee (Delete)	Special Instruction Fee	All courses with ASLHR, HURES, CRJS, SOWK, ENG, HUM, RUSS, SPAN, FREN, HIST, NAS, CHI, CHO, PS, LS, LSPS, ANTH, SOC, IDS, ART, COMM, MCOM, THEA. MUS	Per Credit Hour	10.00	0.00	direct cost of service
CLASS Academic Quality Fee	Special Instruction Fee	All courses with ASLHR, HURES, CRJS, SOWK, ENG, HUM, RUSS, SPAN, FREN, HIST, NAS, CHI, CHO, PS, LS, LSPS, ANTH, SOC, IDS, ART, COMM, MCOM, THEA. MUS	Per Credit Hour	10.00	10.00	direct cost of service
Northeastern State University						
No changes requested for FY22.						
Northwestern Oklahoma State University						
Application Fee	Other Special Fee	Application	Admissions	15.00	0.00	direct cost of service
Enrollment Fee	Other Special Fee	Enrollment	Per Semester	0.00	15.00	direct cost of service
PPAT (Praxis Performance Assessment for Teachers) Fee	Special Instruction Fee	EDUC 4960	Per Course	0.00	300.00	direct cost of service
Southeastern Oklahoma State University						
Massey School of Business, Academic Services Fee	Special Instruction Fee	Undergraduate and Synchronous Graduate Courses beginning with ACCT, AVIA, BIM, BLAW, BUS, ECON, ENTR, FIN, HIS, MKT, MNGT, SFTY	Per Credit Hour	10.00	12.00	direct cost of service
School of Arts & Sciences, Academic Services Fee	Special Instruction Fee	Undergraduate and Synchronous Graduate Courses beginning with ART, ASL, BIOL, BOT, BSN, CHEM, CHTW, CIS, CLAR, COMM, CONS, CS, ENG, EUPH, FLTE, FREN, FWS, GEOG, GERM, GTR, HIST, HON, HRN, HUM, LANG, LAS, LEAD, MATH, MUS, NAL, NS, OBOE, ORIE, ORGL, PERC, PHIL, PHYS, PNO, POSC, PSCI, READ, REL, SAX, SCIE, SOST, SPAN, STAT, TBN, THTR, TPT, TUBA, VCE, VLN, ZOOL	Per Credit Hour	10.00	12.00	direct cost of service
School of Education & Behavioral Sciences, Academic Services Fee	Special Instruction Fee	Undergraduate and Synchronous Graduate Courses beginning with CJ, COUN, EDAD, EDUC, EICD, ELED, ESL, KIN, PSY, SOC, SPED	Per Credit Hour	10.00	12.00	direct cost of service
Southwestern Oklahoma State University						
No Requests for FY22.						
Cameron University						
Online Course Fee	Special Instruction Fee	All online courses	Per Credit Hour	50.00	40.00	direct cost of service
Interactive Video Fee	Special Instruction Fee	ITV Courses	Per Credit Hour	30.00	0.00	direct cost of service
Sports and Exercise Science Fee	Facility/Equipment Utilization Fee	SES 3013, 3023, 3033, 3043, 3143, 3153, 4003, 4013, 4023, 4043	Per Credit Hour	0.00	9.00	direct cost of service
Parking Permit Fee	Other Special Fee	N/A	Per Use	50.00	0.00	direct cost of service
Student Wellness Center Fee	Other Special Fee	N/A	Per Semester	35.00	50.00	direct cost of service

340.4

Description	Type of Fee	Applies To / Course Number(s)	Assessed	Fee Current	Fee Proposed	Statutory Limit
Langston University						
Bookstore Charge (Textbook Rental Fee) Fall/Spring (Full time)	Other Special Fee	N/A	Per Semester	0.00	390.00	direct cost of service
Bookstore Charge (Textbook Rental Fee) Fall/Spring (Part time)	Other Special Fee	N/A	Per Semester	0.00	200.00	direct cost of service
Bookstore Charge (Textbook Rental Fee) Summer (per course)	Other Special Fee	All Summer Courses	Per Course	0.00	100.00	direct cost of service
Oklahoma Panhandle State University						
Laundry Fee	Facility/Equipment Utilization Fee	N/A	Per Semester	0.00	25.00	direct cost of service
Book Rental Fee	Other Special Fee	N/A	Per Credit Hour	10.00	0.00	direct cost of service
Nursing Fee	Classroom/Laboratory Supply and Material Fee	NURS 3344	Per Credit Hour	0.00	10.00	direct cost of service
Nursing Fee	Classroom/Laboratory Supply and Material Fee	NURS 4225	Per Credit Hour	0.00	15.00	direct cost of service
Nursing Fee	Classroom/Laboratory Supply and Material Fee	NURS 4335	Per Credit Hour	0.00	10.00	direct cost of service
Nursing Fee	Classroom/Laboratory Supply and Material Fee	NURS 4343	Per Credit Hour	0.00	10.00	direct cost of service
Animal Science Fee	Classroom/Laboratory Supply and Material Fee	ANSI 2172	Per Credit Hour	0.00	25.00	direct cost of service
Animal Science Fee	Classroom/Laboratory Supply and Material Fee	ANSI 2192	Per Credit Hour	0.00	25.00	direct cost of service
Animal Science Fee	Classroom/Laboratory Supply and Material Fee	ANSI 4123	Per Credit Hour	0.00	15.00	direct cost of service
Biology Fee	Classroom/Laboratory Supply and Material Fee	BIOL 3743	Per Credit Hour	0.00	15.00	direct cost of service
Biology Fee	Classroom/Laboratory Supply and Material Fee	BIOL 4123	Per Credit Hour	0.00	15.00	direct cost of service
Business & Technology Fee	Classroom/Laboratory Supply and Material Fee	CIS 3433	Per Credit Hour	0.00	15.00	direct cost of service
Business & Technology Fee	Classroom/Laboratory Supply and Material Fee	CIS 4093	Per Credit Hour	0.00	15.00	direct cost of service
Business & Technology Fee	Classroom/Laboratory Supply and Material Fee	CIS 4663	Per Credit Hour	0.00	15.00	direct cost of service
Business & Technology Fee	Classroom/Laboratory Supply and Material Fee	MKTG 3963	Per Credit Hour	0.00	15.00	direct cost of service
Liberal Arts Fee	Classroom/Laboratory Supply and Material Fee	ART 4663	Per Credit Hour	0.00	15.00	direct cost of service
Liberal Arts Fee	Classroom/Laboratory Supply and Material Fee	ENGL 4313	Per Credit Hour	0.00	10.00	direct cost of service
Liberal Arts Fee	Classroom/Laboratory Supply and Material Fee	ENGL 4443	Per Credit Hour	0.00	10.00	direct cost of service
Education Fee	Classroom/Laboratory Supply and Material Fee	CTED 1203	Per Credit Hour	0.00	10.00	direct cost of service
Education Fee	Classroom/Laboratory Supply and Material Fee	CTED 2103	Per Credit Hour	0.00	10.00	direct cost of service
Education Fee	Classroom/Laboratory Supply and Material Fee	CTED 2123	Per Credit Hour	0.00	10.00	direct cost of service
Education Fee	Classroom/Laboratory Supply and Material Fee	CTED 2213	Per Credit Hour	0.00	10.00	direct cost of service
Education Fee	Classroom/Laboratory Supply and Material Fee	CTED 2343	Per Credit Hour	0.00	10.00	direct cost of service

Description	Type of Fee	Applies To / Course Number(s)	Assessed	Fee Current	Fee Proposed	Statutory Limit
University of Science and Arts of Oklahoma						
No Requests for FY22.						
Carl Albert State College						
No Requests for FY22.						
Connors State College						
Health & Safety of Young Children	Classroom/Laboratory Supply and Material Fee	CHDV 1323	Per Course	30.00	0.00	direct cost of service
Creative Experiences Young Child	Classroom/Laboratory Supply and Material Fee	CHDV 2223	Per Course	30.00	0.00	direct cost of service
Math, Science & Social Studies	Classroom/Laboratory Supply and Material Fee	CHDV 2233	Per Course	30.00	0.00	direct cost of service
Program Planning-ONL	Classroom/Laboratory Supply and Material Fee	CHDV 2553	Per Course	30.00	0.00	direct cost of service
Lang & Literacy Devel	Classroom/Laboratory Supply and Material Fee	CHDV 2243	Per Course	30.00	0.00	direct cost of service
Guide of Young Child	Classroom/Laboratory Supply and Material Fee	CHDV 2533	Per Course	30.00	0.00	direct cost of service
Child & Family in Society	Classroom/Laboratory Supply and Material Fee	CHDV 2563	Per Course	30.00	0.00	direct cost of service
Eastern Oklahoma State College						
Nursing Drug Testing Fee (Adding Course Number)	Other Special Fee	NURS-1303	Per Course	65.00	65.00	direct cost of service
International Humanities Fee (Adding Course Number)	Other Special Fee	HUMAN-2713	Per Course	250.00	250.00	direct cost of service
Murray State College						
Academic Success Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix COL or LIB	Per Course	0.00	20.00	direct cost of service
Honors Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix HP	Per Course	0.00	500.00	direct cost of service
Fine Arts Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix ART, CHA, COM, HUM, MU, SPC, or TH	Per Course	0.00	25.00	direct cost of service
Business Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix ACC, BC, BM, BUS, ECO, FIN, or MOA	Per Course	0.00	80.00	direct cost of service
Gunsmithing Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix GS	Per Course	0.00	80.00	direct cost of service
Manufacturing Technology Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix MT	Per Course	0.00	100.00	direct cost of service
Child Development Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix CD	Per Course	0.00	15.00	direct cost of service
Behavioral Science Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix PSY or SOC	Per Course	0.00	15.00	direct cost of service
Health Science Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix HS or NUT	Per Course	0.00	20.00	direct cost of service
Health Wellness and Human Performance Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix HWHP	Per Course	0.00	20.00	direct cost of service
Nursing Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix NUR	Per Course	0.00	250.00	direct cost of service
Occupational Therapy Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix OTA	Per Course	0.00	105.00	direct cost of service
Physical Therapy Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix PTA	Per Course	0.00	150.00	direct cost of service

Description	Type of Fee	Applies To / Course Number(s)	Assessed	Fee Current	Fee Proposed	Statutory Limit
Language Arts Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix ASL, ENG or SPA	Per Course	0.00	15.00	direct cost of service
Computer Science Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix CIS or CS	Per Course	0.00	20.00	direct cost of service
Mathematics Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix MTH	Per Course	0.00	15.00	direct cost of service
Agriculture Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix AG, AGL, AGR, or ANS	Per Course	0.00	25.00	direct cost of service
Science Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix AP, BIO, BOT, CHM, CON, MIC, PHS, PHY, SCI, or ZOO	Per Course	0.00	125.00	direct cost of service
Veterinary Nursing Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix VA or VT	Per Course	0.00	180.00	direct cost of service
Social Science Course Fee	Classroom/Laboratory Supply and Material Fee	All courses with prefix CJ, GEO, GVT, or HST	Per Course	0.00	15.00	direct cost of service

Northeastern Oklahoma A&M College

Description	Type of Fee	Applies To / Course Number(s)	Assessed	Fee Current	Fee Proposed	Statutory Limit
No Requests for FY22.						

Northern Oklahoma College

Description	Type of Fee	Applies To / Course Number(s)	Assessed	Fee Current	Fee Proposed	Statutory Limit
Private Lessons in Applied Music	Special Instruction Fee	All Private Music Lessons - MUSC1210, 1220, 1230 ,1240, 1250, 1310, 1320, 1330, 1340, 1350, 1410, 1510, 1520, 1530, 1540, 1550, 1610, 1710, 1810	Per Credit Hour	110.00	120.00	direct cost of service
Semi-private Lessons in Applied Music	Special Instruction Fee	All Semi-Private Music Lessons - MUSC1211, 1221, 1311, 1411, 1521, 1611	Per Credit Hour	55.00	65.00	direct cost of service
Piano Class Fee	Special Instruction Fee	MUSC1711, MUSC1721; MUSC1731; MUSC1741	Per Credit Hour	40.00	50.00	direct cost of service
Test Taking Success Workshop	Testing-Clinical Service Fee	NURS1114; NURS2334	Per Semester	0.00	89.00	direct cost of service
Campus Infrastructure & Support Fee	Other Special Fee	All NOC/OSU Gateway Courses	Per Credit Hour	16.00	20.00	direct cost of service
Student Success Fee	Other Special Fee	All NOC/OSU Gateway Courses	Per Credit Hour	11.50	13.00	direct cost of service

Oklahoma City Community College

Description	Type of Fee	Applies To / Course Number(s)	Assessed	Fee Current	Fee Proposed	Statutory Limit
Physical Student ID Card	Other Special Fee	N/A	Per Use	0.00	10.00	direct cost of service
American Heart Association	Other Special Fee	AHP 1222	Per Course	19.20	5.00	direct cost of service
Film and Video Lab Fee	Special Instruction Fee	FVP 1000, FVP 1133, FVP 1214, FVP 2000, FVP 2123, FVP 2153, FVP 2214, FVP 2253, FVP 2273, FVP 2314, FVP 2323, FVP 2453, FVP 2613, FVP 2623, FVP 2713	Per Credit Hour	20.00	0.00	direct cost of service
Digital Cinema Production Program Lab Fee	Special Instruction Fee	DCP 1000, DCP 1133, DCP 1214, DCP 1713, DCP 2000, DCP 2123, DCP 2214, DCP 2253, DCP 2263, DCP 2273, DCP 2314, DCP 2323, DCP 2423, DCP 2453, DCP 2613, DCP 2623, DCP 2713	Per Credit Hour	0.00	20.00	direct cost of service
Electronic Media Fee	Special Instruction Fee	Online, Web-Enhanced, and Telecourse	Per Credit Hour	12.00	0.00	direct cost of service
Medical Equipment Fee - EMT	Facility/Equipment Utilization Fee	EMS 1019	Per Course	50.00	0.00	direct cost of service
Medical Equipment Fee - EMT	Facility/Equipment Utilization Fee	EMS 1014	Per Course	0.00	50.00	direct cost of service
Clinical Scheduler/Skills Tracker Fee - EMT	Testing-Clinical Service Fee	EMS 1019	Per Course	63.00	0.00	direct cost of service
Clinical Scheduler/Skills Tracker Fee - EMT	Testing-Clinical Service Fee	EMS 1014	Per Course	0.00	63.00	direct cost of service
ATT Clinical Tracking Package	Testing-Clinical Service Fee	ANES 1124	Admissions	72.50	0.00	direct cost of service
ATT Drug Screening	Testing-Clinical Service Fee	ANES 1124	Admissions	43.00	0.00	direct cost of service
EMT FISDAP Examination Fee	Testing-Clinical Service Fee	EMS 1019	Per Course	21.00	0.00	direct cost of service
EMT Drug Screening	Testing-Clinical Service Fee	EMS 1019	Admissions	40.00	0.00	direct cost of service
Paramedic FISDAP Exam Fee/Study Tools	Testing-Clinical Service Fee	EMS 2274	Per Course	63.00	0.00	direct cost of service
Paramedic Drug Screening	Testing-Clinical Service Fee	EMS 1314	Admissions	40.00	0.00	direct cost of service
ATI Testing CLP	Testing-Clinical Service Fee	NUR 1415	Per Course	211.00	218.00	direct cost of service

340.7

Description	Type of Fee	Applies To / Course Number(s)	Assessed	Fee Current	Fee Proposed	Statutory Limit
ATI Testing Traditional	Testing-Clinical Service Fee	NUR 1519	Per Course	172.00	178.00	direct cost of service
ATI Testing BADNAP	Testing-Clinical Service Fee	NUR 1519	Per Course	172.00	178.00	direct cost of service
ATI Testing Traditional	Testing-Clinical Service Fee	NUR 1525	Per Course	142.00	146.00	direct cost of service
ATI Testing BADNAP	Testing-Clinical Service Fee	NUR 1525	Per Course	142.00	146.00	direct cost of service
ATI Testing Traditional	Testing-Clinical Service Fee	NUR 2534	Per Course	142.00	146.00	direct cost of service
ATI Testing BADNAP	Testing-Clinical Service Fee	NUR 2534	Per Course	142.00	146.00	direct cost of service
ATI Testing Traditional	Testing-Clinical Service Fee	NUR 2549	Per Course	142.00	146.00	direct cost of service
ATI Testing BADNAP	Testing-Clinical Service Fee	NUR 2549	Per Course	142.00	146.00	direct cost of service
ATI Testing CLP	Testing-Clinical Service Fee	NUR 2534	Per Course	181.00	185.00	direct cost of service
ATI Testing CLP	Testing-Clinical Service Fee	NUR 2549	Per Course	181.00	185.00	direct cost of service
CLP Drug Screening	Testing-Clinical Service Fee	NUR 1415	Admissions	40.00	0.00	direct cost of service
BADNAP Drug Screening	Testing-Clinical Service Fee	NUR 1519	Admissions	40.00	0.00	direct cost of service
Traditional Drug Screening	Testing-Clinical Service Fee	NUR 1519	Admissions	40.00	0.00	direct cost of service
OTA Drug Screening	Testing-Clinical Service Fee	On Admission	Admissions	40.00	0.00	direct cost of service
PTA Drug Screening	Testing-Clinical Service Fee	On Admission	Admissions	40.00	0.00	direct cost of service
SLPA Clinical Tracking Package	Testing-Clinical Service Fee	SLPA 1013	Per Course	72.50	45.00	direct cost of service
SLPA Drug Screening	Testing-Clinical Service Fee	On Admission	Admissions	40.00	0.00	direct cost of service
SLPA Master Clinician Fee	Testing-Clinical Service Fee	SLPA 1053	Per Course	35.00	45.00	direct cost of service
EMS Internship Package -Scheduler/Skills Tracker	Testing-Clinical Service Fee	EMS 1014	Per Course	0.00	31.50	direct cost of service
OTA Hip Kit/Supplies	Testing-Clinical Service Fee	OTA 1122	Per Course	0.00	25.00	direct cost of service
OTA ACOTE Field Work Evaluation Tool - Field Work I - A	Testing-Clinical Service Fee	OTA 2253	Per Course	0.00	15.00	direct cost of service
OTA ACOTE Field Work Evaluation Tool - Field Work II - B	Testing-Clinical Service Fee	OTA 2263	Per Course	0.00	15.00	direct cost of service
EMT Lab Fee	Classroom/Laboratory Supply and Material Fee	EMS 1019	Per Course	50.00	0.00	direct cost of service
EMT Lab Fee	Classroom/Laboratory Supply and Material Fee	EMS 1014	Per Course	0.00	50.00	direct cost of service
EMS Leadership Lab Fee	Classroom/Laboratory Supply and Material Fee	EMS 2074	Per Course	50.00	0.00	direct cost of service
EMS Leadership Lab Fee	Classroom/Laboratory Supply and Material Fee	EMS 2274	Per Course	0.00	50.00	direct cost of service
Laboratory Supply Fee	Classroom/Laboratory Supply and Material Fee	ANES 1134	Per Course	100.00	150.00	direct cost of service
Laboratory Supply Fee	Classroom/Laboratory Supply and Material Fee	ANES 2114	Per Course	100.00	150.00	direct cost of service
Redlands Community College						
CMSC Fee	Special Instruction Fee	All CMSC Courses	Per Credit Hour	25.00	0.00	direct cost of service
International Fee	Other Special Fee	All International Students	Per Credit Hour	59.77	75.00	direct cost of service

340.8

Description	Type of Fee	Applies To / Course Number(s)	Assessed	Fee Current	Fee Proposed	Statutory Limit
		Rose State College				
Electronic Media Fee - Telecourse/Internet Fee (Adding Course Numbers)	Special Instruction Fee	ACCT 1123, 2103, 2203, 2323, 2333, 2403, 2413,ART 1103, 2823, 2902,BA 1303, 2191, 2192, 2193, 2203, 2413, 2503, 2603, 2713, 2723, 2733, 2743, 2793,CHEM 0141,CIT 1093, 1103, 1113, 1173, 1203, 1503, 1523, 1533, 2013, 2053, 2103, 2183, 2243, 2313, 2323, 2433, 2523, 2533, 2553, 2563, 2603, 2613,CJ 1103, 1123, 2303, 2453, 2503,ECON 2103, 2303, 2403, 2503, 2843,EDUC 1103,ENGL 0133, 0142, 1113, 1213, 2133, 2213, 2313,ENSC 1103,FREN 1225,FSCD 1213, 2233, 2463, 2523, 2533, 2573, 2633,GERM 1225,HES 2323,HIST 1203, 1413, 1433, 1483, 1493, 2033, 2243,HPER 1102, 1202, 1213, 1222, 1391, 1451, 1471, 1491, 1551, 2333, 2612, 2702, 2703,HULC 1091,HUM 2113, 2223, 2313, 2343,LEAD 1103,LS 2793, 2803, 2813, 2823, 2843, 2853, 2863, 2873, 2903, 2913, 2943, 2953, 2973, 2983, 2993,MATH 0124, 0144, 0181, 1483, 1513,MCOM 1103, 1203, 1213, 2093, 2503, 2801, 2802, 2803,MGMT 2103, 2153, 2313, 2403, 2503, 2603, 2703, 2803,MKTG 1503, 2103, 2113, 2213,MULT 1123, 1133, 1413, 1423, 1613, 1913, 2003, 2113, 2203, 2413,MUS 1201, 1232, 1242, 1323, 1742, 1752, 2432, 2442, 2502, 2512, 2522, 2542, 2552,PHIL 1103,POLS 1113, 1123, 2403, 2703,PSYC 1103, 1113, 2123, 2213, 2303, 2313, 2323, 2413, 2503, 2523, 2703,READ 1203, 1213,SOC 1113, 2113, 2123, 2223, 2463, 2503,SPAN 1003, 1225, 2113, 2223,TH 1103, 1311, 1321, 1341, 1351, 1353, 1513, 1742, 2331, 2523, 2713	Per Credit Hour	15.00	15.00	direct cost of service
		Seminole State College				
No Requests for FY22.						
		Tulsa Community College				
Dental Hygiene Lab Fee	Classroom/Laboratory Supply and Material Fee	DHYG 1013	Per Course	20.00	0.00	direct cost of service
Nursing Testing Fee	Testing-Clinical Service Fee	NURS 1113 Adult Health I NURS 2213 Adult Health II NURS 2243 Adult Health III NURS 2444 Adult Health IV NURS 1212 Career Mobility I NURS 2352 Career Mobility II	Per Course	0.00	40.10	direct cost of service
		Western Oklahoma State College				
Test Taking Strategies Course Fee/changed name from NCLEX Predictor Exam	Classroom/Laboratory Supply and Material Fee	NURS 1119	Per Course	65.00	70.00	direct cost of service
Student Nurse Assessment and Remediation Fee	Classroom/Laboratory Supply and Material Fee	NURS 1119, NURS 1129, NURS 2219, NURS 2229	Per Course	200.00	120.00	direct cost of service
NCLEX Review Fee	Classroom/Laboratory Supply and Material Fee	NURS 2229	Per Course	0.00	375.00	direct cost of service

PUBLIC HEARING NOTICE
TUITION PEER LIMITS AND ACADEMIC SERVICES FEES
Effective Academic Year 2021-2022

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of tuition peer limits and academic services fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held in person and via Zoom Teleconference Call. Instructions on May 28, 2021 at 9 a.m. The location for the in person meeting will be announced at a later date:

Topic: Tuition Peer Limits and Academic Service Fees Effective Academic Year 2021-22
When: May 28, 2021, 9 a.m. Central Time (U.S. and Canada)

Please click the link below to join the webinar:
https://onenet.zoom.us/j/99808829609?pwd=Z21zeG1oS3FxdVRDMG1EYi95ZkVlQT09
Passcode: 414989

Or One tap mobile :
   US: +13462487799,,99808829609# or +16699006833,,99808829609#
Or Telephone:
   Dial(for higher quality, dial a number based on your current location):
      US: +1 346 248 7799 or +1 669 900 6833 or +1 253 215 8782 or +1 312 626 6799 or +1 646 558 8656 or +1 301 715 8592

Or an H.323/SIP room system:
   H.323:
   162.255.37.11 (US West)
   162.255.36.11 (US East)

   SIP: 99808829609@zoomcrc.com

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, May 21, 2021 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9116.

AGENDA ITEM #27-a:

Master Lease Program.

SUBJECT: Approval of the listing of projects for submission to the Council of Bond Oversight for the 2021 Master Lease Real Property projects.

RECOMMENDATION:

> **It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2021 Real Property Master Lease Series. The total projects from five entities amount to approximately $47.6 million.**

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of $50,000 up to a maximum of $10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases. In May 2005, the legislature expanded the authorization to include financing of the acquisition of or improvements to real property. This group of projects was submitted for legislative review as required by statute on February 3, 2021.

In May 2013, the Oklahoma Development Finance Authority requested a validation of the program from the Oklahoma Supreme Court. An initial hearing was held before the Court on June 27, 2013, and the Court rendered a validation that upholds the program as constitutional on September 24, 2013.

The State Regents' office works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the Council of Bond Oversight for approval. The institutional governing boards will have given prior approval of all projects submitted under this program before the bonds are issued.

POLICY ISSUES:

The recommendation is consistent State Regents' policy.

ANALYSIS:

The Master Lease Purchase Program provides the State System entities a method of financing major personal and real property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring equipment and new or renovated construction projects by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease Purchase Agreement. The institution's fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The 2021 series for real property includes five system entities with an estimated total of approximately $47.6 million in projects. The following table summarizes this series of project totals by institution with project descriptions provide by each institution following. Each of the listed projects was submitted for legislative review as required by statute and were considered approved due to no action taken.

Institution	Total Amount to be Financed
Murray State College	$2,000,000
OSU Center of Health Sciences	32,951,500
Seminole State College	1,431,000
Southeastern Oklahoma State University	6,900,000
Western Oklahoma State College	4,350,000
Total	$47,632,500

Murray State College – Renovation of Library Science Building	$2,000,000

The Murray State College Gunsmithing program has been unable to meet student demand and expand enrollment in recent years due to the space limitations of current facilities. Renovating the Library Science Building would allow for program expansion in numbers, as well as, to construct laboratories and classrooms that would offer safer environments for our students and faculty.

OSU – CHS – North Hall Building	$20,000,000

This project is new construction on the Center for Health Sciences campus in Tulsa. The building will provide additional space for academic programs and will provide space for a new Medical Examiner's office which will be paid for by the Medical Examiner.

OSU -- CHS – Advanced Refunding and Restructure of 2017C Master Lease	$4,650,000

This project will refund and restructure the current outstanding principal of the 2017C Master Lease Real Property project for business purposes. The restructure of the outstanding debt will allow for research grants that will benefit the University and the State and remove current restrictions of the tax-exempt bond structure.

OSU – CHS – Advanced Refunding and Restructure of 2019A Master Lease	$8,301,000

This project will refund and restructure the current outstanding principal of the 2019A Master Lease Real Property project for business purposes. The restructure of the outstanding debt will allow for research grants that will benefit the University and the State and remove current restrictions of the tax-exempt bond structure.

Seminole State College – Raymond Harber Fieldhouse Roof Replacement	$181,000

This project includes the replacement and repair of the metal roofing structure.

Seminole State College – Raymond Harber Fieldhouse HVAC – Energy Management	$150,000

This project will include replacing and installing two 25-ton units, Wi-Fi capable thermostats will be utilized to assist with ongoing energy conservation efforts. Funding for the debt service would be provided through the utility savings program.

Seminole State College – Parking Lot Renovation	$700,000

This project will include refurbishing the parking lots in areas around the campus and former pool that would offer a safer environment for students, faculty, and staff.

Seminole State College – Jeff Johnston HVAC – Energy Management	$400,000

This project includes replacing the main cooling tower on campus to assist with energy conservation efforts. The debt service would be paid by utility savings.

Southeastern Oklahoma State University – Classroom Upgrades	$1,200,000

Program and enrollment growth along with aging facilities have created a situation where some learning spaces cannot be utilized efficiently. Aging classroom space could potentially hinder the learning environment and growing enrollment. Many spaces have not been upgraded in decades. This project will renovate many of those learning spaces by adding new high-efficiency LED lighting and new classroom furniture.

Southeastern Oklahoma State University – Deferred Maintenance & Renovations	$5,700,000

Due to aging facilities and infrastructure it has become necessary to accelerate key projects across both campuses. This project will include upgrading HVAC systems to more energy-efficient systems, replacing and repairing several roofs, replacing exterior doors, updating 30-plus year-old IT wiring infrastructure and repair of parking lots, sidewalks and streets across both campuses.

Western Oklahoma State College – Pioneer Crossing Housing Project	$4,350,000

Western currently has one residential housing facility that opened in 1996 that provides 96 beds that have been consistently maintained at 100% occupancy over the last four-year period. This project is a new construction project of a twenty-room facility at a total of 18,000 square feet. This addition will increase student capacity by 40 beds and allow Western to explore options to increase enrollment. The debt service would be paid from rental revenue.

AGENDA ITEM #27-b:

> **Master Lease Program.**

SUBJECT: Approval of listing of projects for submission to the Council of Bond Oversight for the 2021 Master Lease Equipment Projects.

RECOMMENDATION:

> **It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2021A Equipment Master Lease Series. The total projects from one institution totaling $2,750,000.**

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of $50,000 up to a maximum of $10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases.

The State Regents' office works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the Council of Bond Oversight for approval. The institutional governing boards will have given prior approval of all equipment purchases submitted under this program.

POLICY ISSUES:

Recommendation is consistent with current State Regents' policy.

ANALYSIS:

The Master Lease Purchase Program provides the State System entities a method of financing major personal property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring new capital equipment by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease Purchase Agreement. The institution's fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The first equipment issuances for 2021 include one system institutions with an estimated total of $2,750,000 in equipment purchases and network upgrades. The following tables summarize this series by institution.

Institution	Total Amount to be Financed
Oklahoma State University	$2,750,000
Total	$2,750,000

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
MASTER LEASE-PURCHASE DETAILED LISTING
Fiscal Year 2021

Name of Institution Oklahoma State University

Item #	State Regents' Campus Master Plan Project #	Description--Be Specific (i.e., size, model, series)	Estimated Cost	Number of Years you wish to finance the debt service	Estimated Date Funding Needed mm/dd	Estimated Useful Life in Years	Estimated Replacement Strategy Life* in Years	Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)	Point of Contact (Name and Phone Number)	Remarks
1		Approx. 53 Boston and Steinway Pianos for the new School of Music	$2,750,000	10	1-Jun-21	10	n/a	The Foundation for the McKnight Center for the Performing Arts	Mitchell Emig (405-744-5671)	
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
		Total (Subtotal if multiple sheets)	$2,750,000							

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

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

AGENDA ITEM #28:

EPSCoR.

SUBJECT: Appointment of member 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:

Dr. Rose Gamble
Senior Associate Dean, College of Engineering
The University of Tulsa

AGENDA ITEM #29:

> **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

CORE

1) Following the State Regents' meeting on March 4, 2021, the State Regents announced that they would resume the search process for the next Chancellor based on Chancellor Glen D. Johnson's planned retirement date of September 30, 2021. As a result of the Request for Proposal (RFP) process initiated by the State Regents, the Chancellor's Search Committee recommends entering into a contract with Buffkin/Baker in the amount of $107,500 for assistance in conducting a national search to recruit an individual for the position of Chancellor of The Oklahoma State System of Higher Education. (Funded from 210-CORE).

AGENDA ITEM #30:

Deleted.

AGENDA ITEM #31-a:

  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)
  74 degree program requirement changes

University of Oklahoma College of Law (OU-LAW)
  1 degree program name change

University of Oklahoma Health Sciences Center (OUHSC)
  1 degree program requirement change

Oklahoma State University Center for Health Sciences (OSUCHS)
  1 degree program requirement change

Cameron University (CU)
  1 degree program requirement change
  1 degree program option name change
  1 degree program option deletion

East Central University (ECU)
  2 degree program requirement changes

Northeastern State University (NSU)
  2 degree program requirement changes
  3 degree program option deletions

Rogers State University (RSU)
  1 degree program requirement change
  1 degree program option deletion

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

Southwestern Oklahoma State University (SWOSU)

1 degree program requirement change

Carl Albert State College (CASC)
  1 degree program name change
  2 degree program option additions

Eastern Oklahoma State College (EOSC)
  2 degree program requirement changes

Oklahoma State University Institute of Technology (OSUIT)
  11 degree program requirement changes
  1 degree program option deletion
  1 degree program name change

Tulsa Community College (TCC)
  1 degree program requirement change
  1 degree program option deletion

Western Oklahoma State College (WOSC)
  1 degree program requirement change
  1 degree program option addition

POLICY ISSUES:

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

ANALYSIS:

OU – Bachelor of Science in Chemical Engineering (030)
  Degree program requirement changes
- Add CHE 4273.
- The proposed change will update the curriculum to better meet the academic needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 124-133 to 127-135.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Civil Engineering (037)
  Degree program requirement changes
- Remove ENGL 3153 and add CEES 4903.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Science in Environmental Engineering (331)
  Degree program requirement changes
- Remove ENGL 3153 and add CEES 4923.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- No new courses will be added and no courses will be deleted.

OU -   **Bachelor of Science in Computer Engineering (332)**
Degree program requirement changes
- Add ECE 4773.
- The proposed change will update the curriculum to better meet the academic needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 126 to 129.
- No funds are requested from the State Regents.

OU -   **Bachelor of Science in Construction Science (255)**
Degree program requirement changes
- Remove three credit hour Liberal Arts/Science elective.
- Add CNS 4993.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   **Bachelor of Arts in African and African American Studies (322)**
Degree program requirement changes
- Remove three credit hour elective.
- Add AFAM 4003.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   **Bachelor of Arts in Anthropology (008)**
Bachelor of Science in Anthropology (431)
Degree program requirement changes
- Remove three credit hour elective.
- Add ANTH 4113.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree programs will not change.
- No funds are requested from the State Regents.

OU -   **Bachelor of Arts in Arabic (376)**
Degree program requirement changes
- Remove three credit hour elective.
- Add ARAB 4993.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Arts in Chinese (358)
Degree program requirement changes
- Remove three credit hour elective.
- Add CHIN 4993.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Arts in Communication (221)
Degree program requirement changes
- Remove three credit hour elective.
- Add COMM 4713.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Arts in Community Health (445)
Degree program requirement changes
- Remove three credit hour elective.
- Add PHCH 4013.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Science in Community Health (446)
Degree program requirement changes
- Remove three credit hour elective.
- Add PHCH 4013.
- Change credit hours for Major Requirements from 33 to 30.
- Change credit hours for Major Electives from 9 to 6.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Arts in English (068)
Degree program requirement changes
- Remove three credit hour elective.
- Add ENGL 4853.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Arts in Film and Media Studies (316)
Degree program requirement changes
- Remove three credit hour elective.
- Add FMS 4013.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Arts in French (084)
Degree program requirement changes
- Remove three credit hour elective.
- Add FR 4993.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Arts in German (099)
Degree program requirement changes
- Remove three credit hour elective.
- Add GERM 4333.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Science in Health and Exercise Science (291)
Degree program requirement changes
- Remove COMM 1113/COMM 2613.
- Add HES 4953.
- Change credit hours for Major Support Requirements from 30-31 to 27-28.
- The proposed changes will update the curriculum to better meet the academic needs of students.
    o No new courses will be added and no courses will be deleted.
    o Total credit hours for the degree program will not change.
    o No funds are requested from the State Regents.

OU -   Bachelor of Arts in Human Relations (350)
Degree program requirement changes
- Remove three credit hour elective.
- Add HR 4513.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Arts in Italian (370)
Degree program requirement changes
- Remove three credit hour elective.

- Add ITAL 4993.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Arts in Japanese (405)

Degree program requirement changes
- Remove three credit hour elective.
- Add JAPN 4993.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Arts in Linguistics (235)

Degree program requirement changes
- Remove three credit hour elective.
- Add LING 4983.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Arts in Native American Studies (321)

Degree program requirement changes
- Remove three credit hour elective.
- Add NAS 4053.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Arts in Philosophy (185)

Degree program requirement changes
- Remove three credit hour elective.
- Add PHIL 4893.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Arts in Political Science (191)

Degree program requirement changes
- Remove three credit hour elective.
- Add PSC 4093.
- Change credit hours for Electives from 18 to 15.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Arts in Public and Nonprofit Administration (036)
Degree program requirement changes
- Remove ECON 1123 and add PSC 4203.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Public Health in Public Health (453)
Degree program requirement changes
- Remove CHEM 3153/CHEM 3653.
- Add PHCH 4113.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Arts in Russian (200)
Degree program requirement changes
- Remove three credit hour elective.
- Add RUSS 4183.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Arts in Sociology (212)
Degree program requirement changes
- Remove three credit hour elective.
- For the Sociology option:
- Add SOC 4943.
- For the Criminology option:
- Add SOC 4843.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Arts in Spanish (215)
Degree program requirement changes
- Remove three credit hour elective.
- Add SPAN 4183.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - **Bachelor of Arts in Environmental Sustainability (381)**
Bachelor of Science in Environmental Sustainability (382)
Bachelor of Arts in Geography (328)
Bachelor of Science in Geography (289)
Degree program requirement changes
- Remove three credit hour elective.
- Add GEOG 4953.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree programs will not change.
- No funds are requested from the State Regents.

OU - **Bachelor of Arts in Geographic Information Science (367)**
Degree program requirement changes
- Add GEOG 4953.
- Require three credit hour Computer Related course.
- Change credit hours required for Computer Related courses from 6 to 3.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - **Bachelor of Science in Geographic Information Science (368)**
Degree program requirement changes
- Remove GEOG 1113.
- Add GEOG 4953.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - **Bachelor of Science in Meteorology (165)**
Degree program requirement changes
- Remove three credit hour elective.
- Add METR 4913.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - **Bachelor of Business Administration in Accounting (003)**
Bachelor of Business Administration in Business Administration (024)
Bachelor of Business Administration in Economics (277)
Bachelor of Business Administration in Finance (081)
Bachelor of Business Administration in Management (168)
Bachelor of Business Administration in Management Information Systems (262)
Bachelor of Business Administration in Marketing/Supply Chain Management (152)
Degree program requirement changes

- Remove three credit hour elective.
- Add BAD 4013.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree programs will not change.
- No funds are requested from the State Regents.

OU - **Bachelor of Science in Petroleum Engineering (182)**
Degree program requirement change
- Add PE 4553.
- The proposed change will update the curriculum to better meet the academic needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 127 to 130.
- No funds are requested from the State Regents.

OU - **Bachelor of Science in Early Childhood Education (046)**
Degree program requirement changes
- Remove HES 2212.
- Add EDEC 4543.
- Change credit hours for EDUC 4050 from 10 to 9.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - **Bachelor of Science in Elementary Education (062)**
Degree program requirement changes
- Add EDEL 4063.
- Change credit hours required for Electives from 4 to 1.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - **Bachelor of Science in Mathematics Education (156)**
Degree program requirement changes
- Add EDMA 4243.
- Change credit hours required for Electives from 8 to 5.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - **Bachelor of Science in Science Education (203)**
Degree program requirement changes
- Add EDSC 4533.
- For the Biological Sciences option:
- Remove BIOL 2913.
- For the Chemistry, Earth Science, Physical Science, and Physics options:

- Remove PSY 2003.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Science in Social Studies-General (208)
Degree program requirement changes
- Remove three credit hour Western Civilization and Culture course.
- Add EDSS 4563.
- Change credit hours required for Arts and Humanities from 6 to 3.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Science in World Language Education (083)
Degree program requirement changes
- Remove FR 2133 and three credit hour Specialized Education elective.
- Add FR 4993/GERM 4333/CLC 4503/SPAN 4183.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Science in Aerospace Engineering (005)
Degree program requirement changes
- Remove ENGL 3153 and add AME 4373.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Science in Architectural Engineering (357)
Degree program requirement changes
- Remove ENGL 3153 and add CEES 4993.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - Bachelor of Science in Biomedical Engineering (413)
Degree program requirement changes
- Remove CHEM 3053 and add BME 4823.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - **Bachelor of Science in Computer Science (233)**
Degree program requirement changes
- Remove three credit hour elective.
- Add CS 4273.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - **Bachelor of Science in Electrical Engineering (059)**
Degree program requirement changes
- Add ECE 4773.
- The proposed change will update the curriculum to better meet the academic needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 125 to 128.
- No funds are requested from the State Regents.

OU - **Bachelor of Science in Environmental Science (075)**
Degree program requirement changes
- Remove ENGL 3153 and add CEES 4913.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - **Bachelor of Science in Industrial and Systems Engineering (129)**
Degree program requirement change
- Add ISE 4393.
- The proposed change will update the curriculum to better meet the academic needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 124-136 to 127-138.
- No funds are requested from the State Regents.

OU - **Bachelor of Science in Mechanical Engineering (158)**
Degree program requirement changes
- Remove ENGL 3153 and add AME 4553.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU - **Bachelor of Fine Arts in Musical Theatre (342)**
Degree program requirement change
- Add MTHR 4183.
- The proposed change will update the curriculum to better meet the academic needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 120-130 to 123-133.
- No funds are requested from the State Regents.

OU -   Bachelor of Arts in International and Area Studies (018)
Degree program requirement changes
- Remove three credit hour elective.
- Add IAS 4013.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Arts in Journalism Advertising (134)
Degree program requirement changes
- Add JMC 4343.
- Change credit hours required for an upper-division Western Culture general education course outside the major in lieu of an intermediate level foreign language course from 6 to 3.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Arts in Creative Media Production (135)
Degree program requirement changes
- Add JMC 4653.
- Change credit hours required for an upper-division Western Culture general education course outside the major in lieu of an intermediate level foreign language course from 6 to 3.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Arts in Journalism (137)
Degree program requirement changes
- For the Journalism option:
- Add JMC 4863.
- For the Professional Writing option:
- Add JMC 4603.
- For the Public Relations option:
- Add JMC 4403.
- Change credit hours required for an upper-division Western Culture general education course outside the major in lieu of an intermediate level foreign language course from 6 to 3.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Arts in Art History (267)
Degree program requirement changes
- Add three credit hour A HI 2000-level elective.
- Remove A HI 1113/A HI 2213/A HI 2223.
- Require minimum of six credit hours of 4000-level electives.

- Change credit hours for General Education from 63 to 62.
- Change credit hours for Free Electives from 13-17 to 11-16.
- Change credit hours for Major Requirements 43 to 40.
- Change credit hours for Upper Division Electives from 24 to 21.
- The proposed changes will clarify degree requirements for students and improve their ability to graduate.
- Seven new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 124 to 120.
- No funds are requested from the State Regents.

OU -   Bachelor of Arts in Art (398)
Degree program requirement changes
- Remove ART 1133, ART 1143, and A HI 2213/A HI 2223.
- Add ART 3143, ART 4993, ART 4883, and ART 4893.
- Add three credit hour A HI 2000-level elective.
- Change credit hours for Major Requirements from 54-55 to 39.
- Change credit hours for Free Electives from 7-21 to 5-21.
- The proposed changes will clarify degree requirements for students and improve their ability to graduate.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 125-135 to 122-132.
- No funds are requested from the State Regents.

OU –   Bachelor of Fine Arts in Art (268)
Degree program requirement changes
- Remove ART 1133, ART 1143, and A HI 2213/A Hi 2223.
- Add ART 3143 and A HI 1314.
- Add three credit hour A HI 2000-level elective.
- For the Art, Technology, and Culture option:
- Change credit hours for Upper Division Specialization from 12 to 21.
- For the Studio Arts option:
- Add ART 4883, ART 4893, and ART 4993.
- Remove ART 4916 and ART 4926.
- Change credit hours for Advised Electives from 7 to 6-7.
- Require six credit hours of A HI Upper Division Electives.
- Change credit hours for ART, ARTC, ATC, and A HI Electives from 8-9 to 9.
- The proposed changes will provide students with more flexibility and improve their ability to graduate.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 125-135 to 120-130.
- No funds are requested from the State Regents.

OU -   Master of Science in Biomedical Engineering (353)
Degree program requirement changes
- Remove AME/BME/CHE 5203.
- Change credit hours for Electives from 9 to 12.
- The proposed changes will better align the curriculum with industry trends.
- 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.

OU –   Bachelor of Fine Arts in Dance (042)
Degree program requirement changes
- For all program options:
- Add DANC 1913, DANC 4721 and DANC 4722.
- For the Ballet Pedagogy option:
- Remove DANC 1713 and MUNM 1113.
- Change credit hours for Major Requirements from 66-71 to 69-74.
- For the Ballet Performance option:
- Remove DANC 1713 and MUNM 1113.
- Change credit hours for Major Requirements from 71-72 to 74-75.
- For the Modern Dance Performance option:
- Add DRAM 1713 as an alternative for A HI 1113.
- Remove MUNM 1113.
- Change credit hours for Major Requirements from 73-74 to 76-77.
- 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 program will change from 123-128 to 126-131.
- No funds are requested from the State Regents.

OU –   Master of Fine Arts in Dance in Dance (043)
Degree program requirement changes
- Require DANC 5743 and DANC 5753.
- Require six credit hours for DANC 5613.
- Add DANC 5713, DANC 5813, AMGT 5013, and DANC 5322.
- Require 12 credit hours for DANC 5224 or DANC 5324.
- Remove DANC 5812.
- Change credit hours for General Electives from 6 to 3.
- The proposed changes will better prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will not change.
- No funds are requested from the State Regents.

OU -   Doctor of Philosophy in Educational Studies (116)
Degree program requirement changes
- Require EDS 5003, EDS 5033, EDS 5753, or EDS 5783.
- Change credit hours for Foundational Core from 12 to 9.
- Change credit hours for Major coursework from 15 to 12.
- Change credit hours for Minor from 9-15 to 9.
- Change credit hours for Dissertation Research from 5-15 to 6-15.
- Require 33-42 credit hours of Additional Coursework to bring degree total to 90.
- The proposed changes will enable students to complete the program in a more timely manner.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 95 to 90.
- No funds are requested from the State Regents.

OU -   Master of Science in Electrical and Computer Engineering (060)
Degree program requirement changes
- Remove ECE 6973 and ECE 6283.
- For students completing a thesis, remove requirement to complete at least 3 hours in either math or physics.
- The proposed changes will remove a barrier to degree progression and two obsolete courses.
- No new courses will be added and two courses will be deleted.
- Total credit hours for the degree program will not change.
- No funds are requested from the State Regents.

OU –   Bachelor of Science in Environmental Design (074)
Degree program requirement changes and degree designation change
- Remove ARCH 4543 and three credit hour elective.
- Add ARCH 4453 and END 4993.
- The proposed changes will better align the curriculum with industry trends and update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Interior Design in Interior Design (126)
Degree program requirement changes
- Remove three credit hour elective.
- Add ID 4773.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- 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.

OU -   Bachelor of Fine Arts in Visual Communication (399)
Degree program requirement changes
- Remove ART 1133, ART 1143, DES 4983, and A HI 2213/A HI 2223.
- Add ART 3143 and DES 4673.
- Add three credit hour A HI 2000 or 3000 level elective.
- Change credit hours for Free Electives from 7 to 3-4.
- Change credit hours for Major Support Requirements: Additional Requirement from 27 to 24.
- The proposed changes will update the curriculum to better meet the academic needs of students.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 125-135 to 120-130.
- No funds are requested from the State Regents.

OU-LAW - Master of Legal Studies in Oil, Gas, and Energy Law (157)
Degree program name change
- Change program name to Energy and Natural Resources Law.
- The proposed change will update the program name to more accurately reflect the curriculum.
- 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.

OUHSC – Bachelor of Science in Radiation Sciences (078)

Degree program requirement changes
- Remove three credit hour specialized elective and add UCOL 1523.
- The proposed changes will expose students to topics of diversity, cultural fluency, and civil discourse.
- One new course 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.

OSUCHS - Master of Science in Physician Assistant Studies (012)

Degree program requirement changes
- Remove PA 5012, PA 5224, PA 5232, PA 5111, PA 5211, PA 5221, PA 5231, PA 5252, and BIOM 5000.
- Add PA 5015, PA 5153, PA 5263, PA 5301, PA 5544, and PA 5554.
- The proposed changes will better align the curriculum with industry trends and better meet the academic needs of students.
- Three new courses will be added and five courses will be deleted.
- Total credit hours for the degree program will change from 128 to 124.
- No funds are requested from the State Regents.

CU – Bachelor of Science in Information Technology (414)

Degree program requirement changes and degree program option name change
- Remove IT 4342 and IT 4444.
- Add IT 4343 and IT 4443.
- Change credit hours for Major Requirements from 63-64 to 63.
- For the Computer Information Systems option:
- Change option name to Technology.
- Remove CIS 3033, CIS 3064, CIS 3064L, CIS 3183, and MM 3023.
- Remove requirement to complete three-credit hour upper division course.
- Require 15 credit hours of Information Technology (IT), Management Information Systems (MIS), Cyber Security and Information Assurance (IAS), Computer Science (CS), or any advisor approved courses.
- For the Management Information Systems option:
- Add MIS 4023.
- Add 15 hours of Guided Electives.
- For the Cybersecurity and Information Assurance option:
- Add 15 hours of Guided Electives.
- The proposed option name change more accurately describes the flexible nature of the option requirements.
- The proposed curricular changes will better prepare students for employment 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.

CU – Master of Science in Behavioral Sciences (610)

Degree program option deletions
- Delete option Counseling.
- There are currently 41 students enrolled in the option with expected graduation by 2022-2023.

- Delete option Marriage and Family.
- There are currently 32 students enrolled in the option with expected graduation by 2022-2023.
- The proposed option deletions are due to CU's intent to move the options to the proposed Master of Arts in Mental Health.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 33-48 to 33.
- 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 improve students' ability to transfer from a two-year institution.
- 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.

ECU - Bachelor of Arts in Native American Studies (059)
Degree program requirement changes
- Remove HIST 3233, HIST 4123, PS 3193, and SOC 3003.
- Require NAS 3003 or NAS 3013.
- Change credit hours for Native American Studies Core from 21 to 12.
- Change credit hours for Guided Electives from 12 to 18.
- Change credit hours for General Electives from 47 to 46.
- For the Cultural Resource Management option:
- Remove ANTH 4981-4 and HIST 2003.
- Require ENG 3183 or LS 4143.
- Change credit hours for Native American Studies Core from 21 to 15.
- Change credit hours for Cultural Resource Management Concentration from 21 to 12.
- Change credit hours for General Electives from 32 to 43.
- 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 program will change from 124 to 120.
- No funds are requested from the State Regents.

NSU – Bachelor of Business Administration in Health Organizations Administration (004)
Degree program option deletions
- Delete option Gerontology.
- There are currently no students enrolled in the option.
- Delete option Health Services Organization.
- There are currently no students enrolled in the option.
- The proposed option deletions are due to inactivity for several years.
- 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.

NSU – Master of Science in Leadership (052)
Degree program requirement changes
- Change admission criteria:

- Remove requirement to submit Graduate Record Examination (GRE) and Miller Analogies Test (MAT) scores.
- Remove requirement to submit three letters of recommendation.
- Add requirement to submit Statement of Academic Integrity and Honesty.
- Add requirement to submit contact information for three references.
- For the College Teaching option:
- Change credit hours for 5000-level courses in Teaching Content Area from 18 to 15.
- Add requirement to take a 5000-level capstone course in Teaching Content Area.
- For the Training and Development option:
- Remove EDUC 5133.
- Add COMM 5620.
- The proposed admission changes will align with the Graduate College's removal of the GRE and MAT scores as an admission requirement for all students and better reflect current procedures.
- The proposed curricular changes will better prepare students for their careers.
- 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.

NSU – Bachelor of Business Administration in Management (136)

Degree program option deletion
- Delete option Entrepreneurship.
- There are currently 14 students enrolled in the option with expected graduation by 2023-2024.
- The proposed option deletion is due to reinstatement of the Bachelor of Business Administration in Entrepreneurship (136), which better fits students' career interests.
- 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.

NSU – Master of Science in Criminal Justice (085)

Degree program requirement changes
- Change admission criteria:
- Remove requirement to submit Graduate Record Examination (GRE) and Miller Analogies Test (MAT) scores.
- Remove requirement to submit two letters of recommendation.
- Add CRJ 5023.
- Remove CRJ 5043 and CRJ 5293.
- Change credit hours for Required Courses from 18 to 15.
- Change credit hours for Electives Courses from 12-18 to 15-18.
- Remove comprehensive final examination.
- Require completion of a thesis or capstone.
- The proposed admission changes align the program's admission criteria with that of the Graduate College.
- The proposed curricular changes will better prepare students for their careers.
- Twelve 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.

NSU – Master of Science in Accounting and Financial Analysis (130)
> Degree program option deletions
- Delete option Certified Financial Analyst.
- There are currently no students enrolled in the option.
- Delete option Certified Managerial Accountant.
- There are currently no students enrolled in the option.
- Delete option Certified Public Accountant.
- There are currently no students enrolled in the option.
- The proposed option deletions are due to inactivity since creation.
- 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.

RSU – Bachelor of Science in Nursing (128)
> Degree program requirement changes
- Add CHEM 1104 and MATH 1413.
- Remove CHEM 1315, MATH 1513, and MATH 2843/SBS 3063.
- Add three credit hour elective as an alternative for CS 1113.
- Change credit hours for Science and Mathematics from 11-12 to 11.
- Change credit hours for Support Core Requirements from 25 to 22.
- The proposed changes will align the curriculum with similar programs at peer institutions across Oklahoma and the region.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 125 to 124.
- No funds are requested from the State Regents.

RSU – Associate in Arts in Social Sciences (019)
> Degree program option deletions
- Delete option History.
- There are currently 2 students enrolled in the option with expected graduation by 2021-2022.
- Delete option Political Science.
- There is currently 1 student enrolled in the option with expected graduation by 2021-2022.
- The proposed option deletions are due to low student interest.
- 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.

SEOSU - Bachelor of Science in Recreation Sport Management (041)
> Degree program requirement changes
- Remove BUS 1133 and MNGT 3143.
- Add BUS 3333 and MNGT 3113.
- The proposed changes will better prepare students for employment.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree program will not change.
- No funds are requested from the State Regents.

SEOSU – Master of Business Administration in Business Administration (075)
> Degree program requirement changes

- For the Entrepreneurship option:
- Add ENTR 5603 and ENTR 5703.
- Remove MNGT 5453 and MNGT 5773.
- The proposed changes will better prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree program 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 career advancement.
- 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 Computer Science (140)
    Degree program requirement changes
- Remove COMSC 2053, COMSC 2063, and COMSC 2153.
- Add COMSC 1103, COMSC 2043, and COMSC 2473.
- The proposed change will improve students' ability to transfer to a bachelor's level program in computer science.
- 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.

CASC – Associate in Arts in Business Administration (006)
    Degree program option addition
- Add option:
- Healthcare Administration.
- The proposed option will meet increasing local employer demand for professionals with business and healthcare administration skills.
- Four 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.

CASC – Associate in Arts in History and Political Science (036)
    Degree program name change and degree program option addition
- Change program name to History, Political Science, and Pre-Law.
- The proposed change will update the program name to more accurately reflect the focus of the program.
- Add option:
  o Pre-Law.
- The proposed option will provide a clearer pathway for students interested in obtaining a bachelor's degree, then pursuing a law degree.
- 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.

EOSC – Associate in Applied Science in Meat Processing and Food Safety (053)
  Degree program requirement changes
  - Remove MPFS 1244, MPFS 2112, and MPFS 2212.
  - Add FDSC 1133 and AG EC 1133.
  - The proposed changes will remove redundancies within the curriculum and better prepare students for employment.
  - Two new courses will be added and three courses will be deleted.
  - Total credit hours for the degree program will change from 62 to 60.
  - No funds are requested from the State Regents.

EOSC – Certificate in Meat Processing and Food Safety (071)
  Degree program requirement changes
  - Remove ACCT 1113, MPFS 1244, MPFS 2112, and MPFS 2212.
  - The proposed changes will remove redundancies within the curriculum and better prepare students for employment.
  - No new courses will be added and three courses will be deleted.
  - Total credit hours for the certificate will change from 35 to 24.
  - No funds are requested from the State Regents.

OSUIT – Associate in Applied Science in Construction Technology (011)
  Degree program option deletions
  - Delete option Masonry.
  - There are currently no students enrolled in the option.
  - Delete option Residential Construction.
  - There are currently no students enrolled in the option.
  - Delete option Welding.
  - There are currently no students enrolled in the option.
  - The proposed option deletions are due to lack of enrollment.
  - 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.

OSUIT – Associate in Applied Science in Construction Technologies/High Voltage Lineman (106)
  Degree program name change
  - Change program name to High Voltage Line Technician.
  - The proposed change will align the program name with changes in industry nomenclature and adhere to recommendations from the program's advisory committee and industry partners.
  - 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.

OSUIT - Associate in Applied Science in Engineering Graphics & Design Drafting Technologies (124)
  Degree program requirement change
  - Change graduation requirements:
    o Remove requirement to earn a grade of C or better in all technical courses.
  - The proposed change will increase program retention and completion rates.
  - No new courses will be added and no courses will be deleted.
  - Total credit hours for the degree program will not change.

OSUIT - Associate in Applied Science in Toyota T-TEN (105)
Degree program requirement changes
- Require PHIL 1213.
- Remove BADM 2063.
- Change credit hours for General Education from 18 to 21.
- Change credit hours for Interdepartmental Requirements from 7 to 4.
- The proposed changes will provide students with more flexibility and better meet the academic needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will not change.

OSUIT - Associate in Science in Business (091)
Degree program requirement changes
- Remove CS 2103 and add CS 1013.
- Change graduation requirements:
- Add requirement to earn a grade of C or better in all program courses (Program Requirements and Program Electives).
- The proposed changes will better meet the academic needs of students and 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 program will not change.

OSUIT - Associate in Science in Allied Health Sciences (123)
Degree program requirement changes
- Add MATH 1493 as an alternative for MATH 1513.
- Remove requirement to select one life science and one physical science course.
- Change credit hours for General Education from 36 to 35.
- Change credit hours for Science from 8 to 7.
- The proposed changes will align the curriculum with similar programs at peer institutions and improve students' ability to transfer to a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 61 to 60.

OSUIT - Associate in Applied Science in CAT Dealer Prep (108)
OSUIT - Associate in Applied Science in Komatsu ACT (109)
OSUIT - Associate in Applied Science in Truck Technician (110)
Degree program requirement change
- Require SPCH 1113.
- The proposed change will better meet the academic needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will not change.

OSUIT - Associate in Applied Science in Civil Engineering/Surveying Technologies (125)
Degree program requirement change
- Add ORIE 1011 as an alternative for GTGE 1111.
- The proposed change will provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will not change.

OSUIT - Associate in Applied Science in MOPAR CAP (104)
Degree program requirement changes
- Add ENGL 1033 as an alternative for ENGL 2033.
- Add ENGL 1213 as an alternative for ENGL 1113.
- 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 program will not change.

OSUIT - Associate in Applied Science in Pro-Tech (004)
Degree program requirement changes
- Add ENGL 1033, ENGL 2033, and ENGL 1213 as alternatives for ENGL 1113 and SPCH 1113.
- 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 program will not change.

OSUIT - Associate in Applied Science in Western Equipment Dealers Association Technician (111)
Degree program requirement changes
- Require SPCH 1113.
- Add MGMT 2243 as an alternative for BADM 1113.
- The proposed changes will better meet the academic needs of students and provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will not change.

TCC – Associate in Science in American Sign Language (283)
Degree program option deletions
- Delete option Services to the Deaf.
- There are currently 6 students enrolled in the option with expected graduation by 2022-2023.
- Delete option Deaf Education.
- There are currently 12 students enrolled in the option with expected graduation by 2022-2023.
- The proposed option deletions will reduce redundancy within the degree program.
- 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.

TCC - Associate in Applied Science in Radiography (070)
Degree program requirement change
- Remove RADT 1222.
- The proposed change will improve students' ability to graduate and remove a course with content, which can be distributed across remaining courses.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree program will change from 69 to 67.
- No funds are requested from the State Regents.

WOSC – Associate in Science in Health, Physical Education, and Recreation (067)
Degree program requirement changes and degree program option addition
- Remove SPCH 1113.

- Change credit hours required for General Education from 40 to 37.
- Add option:
- Kinesiology and Exercise Science.
- The proposed curricular changes will update the curriculum to better meet the academic needs of students.
- The proposed option will better prepare students to transfer to a four-year degree program with a sports and exercise focus.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 64 to 61.
- No funds are requested from the State Regents.

AGENDA ITEM #31-b:

> **Suspensions.**

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:

The University of Oklahoma (OU) requested authorization to suspend the program listed below:
- Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings (379)

East Central University (ECU) requested authorization to suspend the program listed below:
- Graduate Certificate in Human Resources – Addictions Counseling (099)

Southeastern Oklahoma State University (SEOSU) requested authorization to suspend the program listed below:
- Bachelor of Science in Special Education – Mild/Moderate Disabilities (099)

Tulsa Community College (TCC) requested authorization to suspend the program listed below:
- Associate in Applied Science in Interior Design (111)

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:

OU requested authorization to suspend the Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings (379).
- OU reports low enrollment and suspension of the program will give them time to determine the future of the program.
- This suspension is effective immediately.
- OU will reinstate or delete the program by March 31, 2023.

ECU requested authorization to suspend the Graduate Certificate in Human Resources – Addictions Counseling (099).

- ECU 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.
- ECU will reinstate or delete the program by March 31, 2022.

SEOSU requested authorization to suspend the Bachelor of Science in Special Education – Mild/Moderate Disabilities (099).
- SEOSU 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.
- SEOSU will reinstate or delete the program by April 30, 2024.

TCC requested authorization to suspend the Associate in Applied Science in Interior Design (111).
- TCC 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.
- TCC will reinstate or delete the program by April 30, 2024.

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

AGENDA ITEM #31-c:

Reconciliation.

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:

Western Oklahoma State College (WOSC) requested degree program modifications for the Associate in Science in Agricultural Science (070) 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:

WOSC requested degree program modifications for the Associate in Science in Agricultural Science (070), which were approved by the State Regents at their February 27, 2020 meeting. WOSC reported the submission request incorrectly indicated that modifications should be made to the Pre-Veterinary Animal Science option. WOSC indicated their intent was to make modifications to the Animal Science option. This action will correct this error and reconcile institutional practice with the official degree program inventory.

AGENDA ITEM #31-d:

Academic Nomenclature.

SUBJECT: Ratification of institutional request.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved academic nomenclature changes as described below.

BACKGROUND:

Tulsa Community College (TCC) requested authorization to consolidate the existing School of Allied Health and the School of Nursing to form the new School of Health Sciences and to eliminate the School of Engineering, Aviation, and Public Service and move all of the programs housed in the school to other schools within the institution. TCC's governing board delegates responsibility of internal administration to the president, therefore the structural changes requested do not require board action.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Approval of Changes in Academic Structure and Nomenclature policy.

ANALYSIS:

TCC requested approval to establish the School of Health Sciences by consolidating the School of Allied Health and the School of Nursing. Additionally, TCC requested to eliminate the School of Engineering, Aviation, and Public Service and move all of the programs housed in the School to other existing schools within the institution. These changes represent a realignment of current programs at TCC and no new or additional programs are being added. As part of this reorganization, the leadership structure at TCC was also revised. Five senior level administrative positions will be removed, which will allow TCC to experience significant financial savings. Four of the administrators in these positions will be reassigned to other positions at TCC. The fifth administrator has retired from the institution. Ultimately, the proposed reorganization will enable TCC to maximize current resources and streamline operations, which will enhance the institution's ability to support faculty and students. No additional funding is requested from the State Regents for these changes.

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

AGENDA ITEM #31-e (1):

> **Contractual Arrangements.**

SUBJECT: Oklahoma State University Institute of Technology. Ratification of institutional request to delete a cooperative agreement program.

RECOMMENDATION:

> **It is recommended that the State Regents ratify Oklahoma State University - Institute of Technology requests to delete 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:

Oklahoma State University Institute of Technology (OSUIT) submitted a request to delete cooperative agreement programs with one or more technology centers, as specified in Attachment A.

It is understood that OSUIT is requesting deletion of the programs and that there are currently no students enrolled in the programs.

Approval was granted by the Chancellor. State Regents' ratification is requested.

CAP Deletions   **Attachment A**

Institution	Program (program code)	Career Technology Center(s)	Delete Program	Delete CAP
OSUIT	Associate in Applied Science in Photography Technology (061)	Autry Technology Center	Yes	Yes
OSUIT	Associate in Applied Science in Automotive Collision Repair Technology (003)	Autry Technology Center Caddo Kiowa Technology Center Canadian Valley Technology Center Great Plains Technology Center Indian Capital Technology Center Kiamichi Technology Center Meridian Technology Center Metro Technology Center Mid-Del Technology Center Northeast Technology Center Northwest Technology Center Pioneer Technology Center Red River Technology Center Southern Oklahoma Technology Center Tri-County Technology Center Tulsa Technology Center Western Technology Center	Yes	Yes

AGENDA ITEM #31-e (2):

      Contractual Arrangements.

SUBJECT: Rose State College. Ratification of institutional request to add a cooperative agreement program.

RECOMMENDATION:

      It is recommended that the State Regents ratify Rose State College's request to add a cooperative agreement program, as described below.

BACKGROUND:

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers for associate in applied science degrees.

At the February 12, 2009 meeting, the State Regents adopted revisions to the policy including the title of the policy; outlined the rationale behind the formation of Cooperative Alliances; and added definitions pertinent to the policy and requirements for cooperative agreement programs (CAP) regarding curriculum, quality assurance, criteria for admission, student support services, marketing and outreach, institutional reporting, and financial arrangements. There were also revisions to the reporting requirements for alliances.

In February 2013, State Regents' staff had meetings with the Higher Learning Commission (HLC) staff in Chicago which directed changes to CAPs to align with HLC criteria and assumed practices. At the January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities, and the Credit for Prior Learning policies to ensure alignment with HLC standards. 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:

Rose State College (RSC) submitted a request to add a CAP with Mid-America Technology Center specified in Attachment A, for the Associate in Applied Science in Cyber Security/Digital Forensics (111).

Approval was granted by the Chancellor. State Regents' ratification is requested.

CAP Additions **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 Cyber Security/Digital Forensics (111)	Mid-America Technology Center	9		

AGENDA ITEM #31-f (1):

Electronic Delivery.

SUBJECT: Oklahoma State University. Approval to offer the following existing programs via electronic delivery: the Bachelor of Science in Business Administration in Finance, the Bachelor of Science in Human Sciences in Nutritional Sciences, and the Doctor of Philosophy in Health, Leisure, and Human Performance.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's requests to offer the following existing programs via electronic delivery: the Bachelor of Science in Business Administration in Finance, the Bachelor of Science in Human Sciences in Nutritional Sciences, and the Doctor of Philosophy in Health, Leisure, and Human Performance.**

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 Finance (446) online at their April 24, 2020 meeting, the Bachelor of Science in Human Sciences in Nutritional Sciences (097) online at their September 11, 2020 meeting, and the Doctor of Philosophy in Health, Leisure, and Human Performance (428) online at their October 23, 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 Business Administration in Finance (446)

Demand. The Spears School of Business at OSU offers the AACSB accredited Bachelor of Science in Business Administration in General Business (447), Bachelor of Science in Business Administration in Management (449), and Bachelor of Science in Business Administration in Marketing (451) programs online. OSU has received many requests to offer the Bachelor of Science in Business Administration in Finance (446) online as well. Currently, there are no AACSB accredited online undergraduate Finance degrees offered in Oklahoma. OSU is well positioned to fulfill this unmet need for students across the region with personal or professional commitments, who are unable to travel to Stillwater.

Growth in the finance field has been steady and continual growth is expected over the next few years. According to the Oklahoma Employment Security Commission (OESC), employment of financial analysts will grow 6.7 percent and employment of personal financial advisors will grow 7.5 percent from 2018 to 2028. In addition, financial analyst and personal financial advisor are currently considered critical occupations in Oklahoma. Furthermore, the U.S. Bureau of Labor Statistics projects that employment of financial analysts will grow 5 percent and employment of personal financial advisors will grow 4 percent

between 2019 and 2029. Considering the significant employment demand across Oklahoma and the United States, OSU anticipates high student interest in electronic delivery of the Bachelor of Science in Business Administration in Finance (446) program.

Bachelor of Science in Human Sciences in Nutritional Sciences (097)

Demand. Prospective students for an online offering of the Bachelor of Science in Human Sciences in Nutritional Sciences (097) program include: students who are geographically immobile due to family or employment obligations, students with military affiliation (e.g., active military personnel, or partners of military personnel) who are unable to move to Stillwater to complete the on-campus degree program, and working professionals (e.g., Cooperative Extension nutrition education assistants, community health workers) who are seeking a career transition and need additional credentials to advance in the field. OSU's Department of Nutritional Sciences regularly receives inquiries from employed, and/or under-employed prospective students seeking an online nutrition degree.

According to the OESC, employment of dietitians and nutritionists is projected to grow 9.3 percent from 2018 to 2028. In addition, the U.S. Bureau of Labor Statistics indicates that employment of dietitians and nutritionists is projected to grow 8 percent nationally from 2019 to 2029, which is much faster than the average for all occupations. Since employment demand in this field is high and Kansas State University is the only other university that offers an online bachelor's degree in nutrition in the region, OSU anticipates strong interest in online delivery of this program.

Doctor of Philosophy in Health, Leisure, and Human Performance (428)

Demand. OSU is the only public college in Oklahoma that offers a Doctor of Philosophy in Health, Leisure, and Human Performance (428) program. Five current students in OSU's doctoral program commute over 100 miles to attend courses on the Stillwater campus. These students seek online courses when possible. In addition, every year at two national conferences, program faculty are asked multiple times per day if OSU offers an online doctoral program in this field. A recent search on higheredjobs.com yielded 55 Sports Management, Recreation, and Leisure Studies and 26 Health Education and Promotion available faculty positions across the United States. Offering the proposed program online would greatly improve OSU's ability to recruit students who live outside Stillwater and enhance current students' ability to persist in the program.

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, Zoom will be utilized for designated course meetings in which students will interact with each other and the instructor.

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 for electronic delivery of the Bachelor of Science in Business Administration in Finance (446) was communicated by email on July 24, 2020. The University of Central Oklahoma (UCO) and Tulsa Community College (TCC) requested copies of the proposal, which were sent on December 30, 2020 and February 3, 2021, respectively. Neither UCO, TCC, 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 for electronic delivery of the Bachelor of Science in Human Sciences in Nutritional Sciences (097) was communicated by email on August 31, 2020. 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. Approval will not constitute unnecessary duplication.

A system wide letter of intent for electronic delivery of the Doctor of Philosophy in Health, Leisure, and Human Performance (428) was communicated by email on October 21, 2020. OU requested a copy of the proposal, which was sent on January 19, 2021. Neither OU, nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve OSU's requests to offer the existing degree programs through electronic delivery, as described above.

AGENDA ITEM #31-f (2):

      Electronic Delivery.

SUBJECT: Carl Albert State College. Approval to offer the existing Associate in Arts in Health, Physical Education, and Recreation via electronic delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve Carl Albert State College's request to offer the existing Associate in Arts in Health, Physical Education, and Recreation via electronic delivery.**

BACKGROUND:

Carl Albert State College (CASC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Arts in Business Administration (006);
- Associate in Arts in Psychology/Sociology (037);
- Associate in Arts in History and Political Science (036);
- Associate in Applied Science in Computer Technology (040);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Applied Science in Child Development (012);
- Associate in Arts in Child Development (055);
- Associate in Arts in General Studies (039);
- Associate in Applied Science in Occupational Health and Safety (107);
- Associate in Applied Science in Healthcare Information Technology (159);
- Certificate in Child Development Infant Toddler (066);
- Certificate in Child Development (048);
- Associate in Arts in Pre-Law Criminal Justice (030); and
- Associate in Arts in Exercise Science (074).

CASC's governing board approved offering the existing Associate in Arts in Health, Physical Education, and Recreation (016) online at their January 19, 2021 meeting. CASC 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:

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

Associate in Arts in Health, Physical Education, and Recreation (016)

Demand. Students in the Associate in Arts in Health, Physical Education, and Recreation (016) program choose online course offerings more often than face-to-face offerings. The online courses in the program often fill quickly, while the face-to-face courses sometimes do not meet minimum enrollment requirements. Additionally, the Enrollment Management office at CASC indicates that there is a significant demand from potential students for this degree in an online format. The current students' increasing preference for online courses and prospective students' preference for an online program suggest that this program should be offered entirely online.

Graduates of the Associate in Arts in Health, Physical Education, and Recreation (016) program typically transfer to four-year institutions to pursue bachelor's degrees. Their career goals often include becoming coaches and teachers. Oklahoma Employment Security Commission data indicate that employment for secondary school teachers, except special and career/technical education is projected to grow 3.5 percent and employment for coaches and scouts is projected to grow 11.8 percent in southeast Oklahoma from 2016 to 2026. In addition, Oklahoma Works lists teachers and instructors as critical occupations in Oklahoma.

Delivery method. CASC will deliver the program using Zoom and the learning management system, Blackboard. Blackboard offers a variety of online features including discussion, assignments, assessments, group work, individual work, and projects.

Funding. The existing program will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree program through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on December 2, 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 CASC's request to offer the existing degree program through online delivery, as described above.

AGENDA ITEM #31-f (3):

Electronic Delivery.

SUBJECT: Oklahoma City Community College. Approval to offer the following existing programs via electronic delivery: the Associate in Arts in Modern Languages, the Certificate in Spanish, the Associate in Science in Pre-Education, the Associate in Arts in Child Development, the Associate in Applied Science in Child Development, the Certificate in Child Development, the Associate in Arts in Psychology, the Associate in Arts in Sociology, and the Associate in Arts in History.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma City Community College's requests to offer the following existing programs via electronic delivery: the Associate in Arts in Modern Languages, the Certificate in Spanish, the Associate in Science in Pre-Education, the Associate in Arts in Child Development, the Associate in Applied Science in Child Development, the Certificate in Child Development, the Associate in Science in Psychology, the Associate in Arts in Sociology, and the Associate in Arts in History**.

BACKGROUND:

Oklahoma City Community College (OCCC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Arts in Diversified Studies (010);
- Associate in Arts in Liberal Studies (128);
- Associate of Applied Science in Clinical Research Coordinator (153);
- Certificate in Clinical Research Coordinator (154);
- Associate in Applied Science in Speech-Language Pathology Assistant (164);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Arts in Humanities (021);
- Associate in Science in Business (004);
- Certificate in Workplace Writing and Communications (172); and
- Associate in Science in Community/Public Health (173).

OCCC's governing board approved offering the existing Associate in Arts in Modern Languages (027), Certificate in Spanish (138), Associate in Science in Pre-Education (116), Associate in Arts in Child Development (089), Associate in Applied Science in Child Development (005), Certificate in Child Development (077), Associate in Science in Psychology (035), Associate in Arts in Sociology (042), and Associate in Arts in History (019) online at their November 13, 2020 meeting. OCCC 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:

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

<div align="center">

Associate in Arts in Modern Languages (027)
Certificate in Spanish (138)

</div>

Demand. Since 2017, the number of graduates from the Associate in Arts in Modern Languages (027) and Certificate in Spanish (138) programs has increased 300 percent. As more students have expressed interest in the programs, the demand for online courses in the programs has also grown. Eight percent of Oklahoma's population is non-native English speaking. Therefore, second language skills would be an asset in all of Oklahoma's top industry sectors (i.e., government, manufacturing, retail trade, health care, food services, construction, and finance). Students who complete these programs will enhance their marketability for almost any position. If approved for online delivery, the programs will be marketed to working adults, military service persons, and individuals who are homebound.

<div align="center">

Associate in Science in Pre-Education (116)

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Demand. The number of majors in the Associate in Science in Pre-Education (116) program remains steady with more than 76 majors currently enrolled. OCCC has agreements with multiple institutions, which allow students in the program to transfer seamlessly to bachelor's level teaching programs in education. These institutions include Oklahoma City University, East Central University, University of Central Oklahoma, and the University of Science and Arts of Oklahoma (USAO). A potential transfer agreement between OCCC and Oklahoma Christian University is also pending. Transitioning the program online will enable OCCC to develop transfer agreements with additional four-year institutions in Oklahoma and to market the program to working adults, who are unable to attend courses on-campus, and to prospective students outside Oklahoma. According to the U.S. Bureau of Labor Statistics, overall employment of kindergarten and elementary school teachers is projected to grow 4 percent from 2019 to 2029, about as fast as the average for all occupations. At the state level, Oklahoma Employment Security Commission (OESC) data indicate that employment for elementary school teachers, except special education, is projected to grow 7.1 percent in the Oklahoma City metropolitan area from 2016 to 2026. In addition, Oklahoma Works lists teachers and instructors as top critical occupations in Oklahoma. Considering the current enrollment strength of the program, and high employment demand for teachers in Oklahoma and across the United States, OCCC anticipates ongoing student interest in online delivery of this program.

<div align="center">

Associate in Arts in Child Development (089)
Associate in Applied Science in Child Development (005)
Certificate in Child Development (077)

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Demand. The majority of students in OCCC's Child Development programs work full-time and has families. Over the past few years, increasing numbers of students in these programs have requested to complete courses online. More specifically, 47.5 percent of these students requested online courses in the 2017-2018 academic year, 58.6 percent requested online courses in the 2018-2019 academic year, and 72.8 percent requested online courses in the 2019-2020 academic year. If OCCC offers the Child Development programs completely online and students are able to continue working at least 30 hours per week, they can apply for the State Regents' Scholars for Excellence in Childcare program. The program awards scholarships to eligible child care professionals to complete coursework in the area of child development. Being able to complete the programs online would greatly enhance working students' ability to graduate and to obtain pay raises.

Since OCCC's Child Development programs are accredited by the National Association for the Education of Young Children (NAEYC), employers can expect students to have a good foundation for working with children and families in various settings. According to the OESC, employment for childcare workers is projected to grow 7.1 percent, employment for education administrators, preschool and childcare center/program is projected to grow 9.3 percent, and employment for preschool teachers, except special education, is projected to grow 9.1 percent across Oklahoma from 2018 to 2028. In addition, OESC data indicate that employment for childcare workers in the metropolitan Oklahoma City area is projected to grow 8.7 percent, employment for education administrators, preschool and childcare center/program is projected to grow 9.1 percent, and employment for preschool teachers, except special education, is projected to grow 9.5 percent from 2016 to 2026.

<div align="center">

Associate in Science in Psychology (035)
Associate in Arts in Sociology (042)

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Demand. At OCCC, the number of students that select Psychology as a major has shown a significant upward trend. In Fall 2008, 425 students selected Psychology as a major. Enrollment for the Associate in Science in Psychology (035) program grew to 562 students in Fall 2018. As of September 2, 2020, OCCC had 680 students who had identified Psychology as their major of interest. In addition, demand for online psychology courses has greatly increased in the last five years. From 2015 to 2020, the credit hour rate for psychology courses taken online has increased from 29.9 percent to 49.1 percent. For example, two additional online sections of the required Behavioral Statistics course, an additional online section of the elective Stress Management course, and an additional online section of the elective Ethics in Health and Human Services course were needed in Fall 2020 to meet demand from students majoring in psychology. Since the Psychology department at OCCC serves concurrently enrolled high school students, working professionals, adults coming back to school, and students from other institutions seeking specific courses, OCCC is confident interest in an online, flexible completion pathway will be strong.

Demand for online sociology courses at OCCC has greatly increased in the last five years. From 2015 to 2020, the credit hour rate for sociology courses taken online has increased from 21.3 percent to 56.7 percent. When some courses were converted from in-person only to online offerings, demand spiked significantly. For example, the Crime and Delinquency course went from barely meeting minimum enrollment to regularly enrolling 80 to 90 students per semester. In addition, the in-person section of the Cultural Anthropology course was cancelled twice in previous semesters before being offered as an online section in Fall 2020. Moreover, for many years, the required Social Problems course was only offered on-campus in the evenings once per year. Over time, a handful of students informed faculty that they were unable to graduate at their desired pace due to the limited availability of the course. Faculty also reported that many students taking sociology courses over the past year have been able to navigate life transitions and family needs in ways that would have been impossible without online sections, such as moving across state and national borders, traveling to care for family during bereavement, and completing coursework while quarantined due to COVID-19. Students' increasing interest in online sociology courses and successful

balancing of personal and academic obligations while completing online courses suggests that electronic delivery of the Associate in Arts in Sociology (042) will be a popular pathway.

Students who earn the Associate in Science in Psychology (035) or the Associate in Arts in Sociology (042) degrees will be eligible for occupations such as administrative assistant, human resources assistant, case manager, social work assistant, psychiatric technician, assessment and intake counselor, and research associate. OESC data indicate that employment in Oklahoma for social and human services assistants is projected to grow 8.5 percent, employment for psychiatric technicians is projected to grow 8.7 percent, and employment for social science research assistant is projected to grow 9.4 percent from 2018 to 2028. Moreover, OESC suggests that employment in the metropolitan Oklahoma City area for social and human services assistants will grow 13 percent, employment for social science research assistants will grow 15.2 percent, and employment for psychiatric aides will grow 3.5 percent from 2016 to 2026.

Associate in Arts in History (019)

Demand. Demand for online history courses at OCCC has greatly increased in the last five years. From 2015 to 2020, the credit hour rate for history courses taken online has increased from 29.4 percent to 51.2 percent. In a recent survey, students in the Associate in Arts in History (019) program were asked if they would prefer classes online or on-campus. Close to 70 percent of the respondents indicated they would prefer online. These responses help to explain why seats in the online sections of history courses at OCCC typically fill faster than face-to-face sections.

Due to increasing deployments and transfers over the past few years, several military personnel and military spouses who were enrolled in the Associate in Arts in History (019) program inquired about being able to complete the degree fully online after having to leave the area. Also, in recent years, students with physical disabilities have asked if the degree could be completed fully online due to their limited ability to travel to campus regularly. During this same period of time, several students dropped out of some on-campus history courses or asked to switch to online classes, because their work hours changed, or they had to take on additional jobs to meet financial obligations at home. Based on current students' increasing interest in online history courses and needs for greater academic flexibility due to personal and work-related barriers, OCCC anticipates that offering the Associate in Arts in History (019) program completely online will improve students' ability to persist in the program and to graduate.

Students who complete the Associate in Arts in History (019) program can transfer to four-year institutions to complete a bachelor's degree in education or history. Bachelor's degrees in these areas prepare students for teaching positions. OESC suggests that employment for middle school teachers and secondary school teachers, except special and career/technical education, will grow 7.8 percent in the metropolitan Oklahoma City area from 2016 to 2026. In addition, Oklahoma Works lists teachers and instructors as top critical occupations in Oklahoma.

Delivery method. Full-time faculty and adjuncts must complete the Online Course Instructor Training with the Center for Learning and Teaching to prepare to teach online courses. The courses will be delivered using the Moodle learning management system. Courses will make full use of online features including discussion, assessments, announcements, etc. Zoom, a web conferencing tool, will also be used to facilitate learning. Zoom can be used for students and faculty to have face to face meetings and to create instructional videos.

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 December 21, 2020. Tulsa Community College (TCC) requested a copy of the Associate in Arts in History (019) proposal, which was sent on January 7, 2021. Neither TCC nor any other State System institution 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 OCCC's requests to offer the existing degree programs through electronic delivery, as described above.

AGENDA ITEM #31-f (4):

        Electronic Delivery.

SUBJECT: Cameron University. Approval to offer the existing Bachelor of Science in Family and Child Studies via electronic delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve Cameron University's request to offer the existing Bachelor of Science in Family and Child Studies via electronic delivery.**

BACKGROUND:

Cameron University (CU) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Science in Interdisciplinary Studies (365);
- Master of Business Administration (630);
- Master of Science in Organization Leadership (635);
- Bachelor of Science in Organizational Leadership (775);
- Associate in Arts in Strategic Communication (541);
- Bachelor of Science in Sports and Exercise Science (370);
- Associate in Applied Science in Criminal Justice (550);
- Bachelor of Science in Criminal Justice (580);
- Associate of Science in Business (505);
- Bachelor of Business Administration in Business Administration (320);
- Master of Education in Reading (620); and
- Master of Science in Behavioral Sciences (610).

CU's governing board approved offering the existing Bachelor of Science in Family and Child Studies (356) online at their January 28, 2021 meeting. CU 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:

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

Bachelor of Science in Family and Child Studies (356)

Demand. Since the Bachelor of Science in Family and Child Studies (356) program began, the number of students enrolled in the program has grown from 10 in Fall 2012 to 50 in Fall 2020. The majority of students currently enrolled in the program are employed full-time or are raising children, and many of them have difficulty completing coursework in a face-to-face learning environment due to scheduling conflicts. In addition, the program attracts a sizable number of students from Duncan and Altus (which are approximately 35 miles away and 55 miles away, respectively, from CU's main campus). These students would not have to travel to Lawton multiple times each week for classes if the program were offered online. Electronic delivery of the Bachelor of Science in Family and Child Studies (356) program would also allow students who must move away from the southwest Oklahoma area due to family members' career changes or military obligations to complete their degrees.

Graduates of the Bachelor of Science in Family and Child Studies (356) program obtain positions in various settings including preschools and other early childhood education settings, Early Head Start, state government agencies such as the Department of Human Services, family services agencies such as Marie Detty Youth and Family Services, domestic violence shelters, and agencies that serve individuals with special needs. CU reports that the majority of students who graduate from the program are employed in the field within the first year after they graduate. Oklahoma Employment Security Commission (OESC) data indicate that employment for education administrators, preschool and childcare center/program, is projected to grow 9.3 percent and employment for social and community service managers is projected to grow 11.2 percent statewide between 2018 and 2028. OESC also suggests that employment in southwest Oklahoma for education administrators, preschool and childcare center/program, will grow 13.6 percent and employment for social and community service managers will grow 14.8 percent from 2016 to 2026.

Delivery method. CU uses Blackboard as its learning management system to deliver program content for online courses. There are several features within Blackboard that facilitate learning including the Discussion Board (can be used for interactions between instructors and individual students or groups of students and as a peer support forum for students to ask each other questions), Tutor.com (can be accessed by students anytime and includes 8 hours of free online tutoring per semester), and Zoom (can be used by students and instructors to host office hours/conferences and to create videos/webinars). Additionally, Google Suite and Office 365 will be used for communication with students, cloud storage, web-based productivity, and student productivity. All online courses will be vetted through Quality Matters.

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 21, 2020. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on March 1, 2021. Neither UCO nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment demand, approval will not constitute unnecessary duplication.

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

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Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 15, 2021

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AGENDA ITEM #31-g:

> **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 25, 2021, State Regents' staff received a SARA renewal application from the institutions listed below:

- Northeastern State University;
- Langston University;
- Rose State College;
- The University of Tulsa; and
- Family of Faith Christian University.

As a result of meeting the SARA eligibility requirements, these institutions were approved by the Chancellor for annual renewal of their participation in SARA. State Regents' ratification is requested.

AGENDA ITEM #31-h:

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 February 11, 2021 and March 19, 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 February 11, 2021 and March 19, 2021, there are 7 purchases in excess of $25,000 but not in excess of $100,000.

OneNet
1) Copper River Information Technology in the amount of $37,084.26 for upgrades to the McAlester Adva Node 4 Degree to prepare the site for a new Dense Wave Division Multiplexing link between Henryetta and McAlester during the next fiscal year. The costs for these services are recovered from OneNet customer user fees. (Funded from 718-OneNet).

2) Presidio Holdings Incorporated in the amount of $65,883.50 for equipment to replace core infrastructure equipment that will need to be replaced due to end of life. The costs for these services are recovered through OneNet customer user fees. (Funded from 718-OneNet).

3) Copper River Information Technology in the amount of $85,119.29 for spare 100 GE optics for service delivery. The costs for these services are recovered from OneNet customer user fees. (Funded from 718-OneNet).

4) Presidio Holdings Incorporated in the amount of $84,065.50 for Juniper SRX Routers to support the schools and libraries that have requested managed router service. The costs for these services are recovered from OneNet customer user fees. (Funded from 718-OneNet).

OCAN
5) Copper River Information Technology in the amount of $54,506.75 for optical equipment that is required for new protected wave services and spares to support service delivery for Atom

Broadband's Kiowa office to Tierpoint's Data Center located at 322 East Archer Street in Tulsa, Oklahoma. The costs for these services are recovered from OCAN service fees. (Funded from 720-OCAN).

Multiple Funds

6) Oklahoma Management and Enterprise Services (OMES) in the amount of $84,687.32 for FY21 Risk Management property insurance. (Funded from 210-Core, 701-OCAP, 718-OneNet).

7) True Digital Security in the amount of $47,985.00 for the annual assessment of the Oklahoma State Regents for Higher Education security controls. (Funded from 701-OCAP, 718-OneNet)

AGENDA ITEM #31-i (1):

Non-academic Degrees.

SUBJECT: University of Oklahoma. Ratification of requests to award honorary degrees.

RECOMMENDATION:

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

STAFF ANALYSIS:

A request has been made from the University of Oklahoma (OU) to award an Honorary Doctor of Humane Letters degree to Sister Rosemary Nyirumbe and to Mr. William G. Paul.

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 OU 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

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

Sister Rosemary Nyirumbe

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.
Issued at the University of Oklahoma
this fourteenth day of May, two thousand twenty-one.

For the State Regents

For the University

_____
Chairman

_____
Chairman, Board of Regents

_____
Secretary

_____
President of the University

_____
Chancellor

_____
Interim Provost

The Oklahoma State Regents for Higher Education

Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

William G. Paul

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.
Issued at the University of Oklahoma
this fourteenth day of May, two thousand twenty-one.

For the State Regents

_____
Chairman

_____
Secretary

_____
Chancellor

For the University

_____
Chairman, Board of Regents

_____
President of the University

_____
Interim Provost

AGENDA ITEM #31-i (2):

> **Non-academic Degrees.**

SUBJECT: University of Oklahoma. Ratification of a request to award a posthumous degree.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the University of Oklahoma's request to award a posthumous degree.**

STAFF ANALYSIS:

A request has been made from the University of Oklahoma to award a Juris Doctor degree posthumously to Mr. Nicholas Ogden Watts.

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. Watts had completed 71 hours of coursework, maintained an overall GPA of 7.79 and was scheduled to graduate with the OU Law Class of 2021. 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

The University of Oklahoma

make known that

Nicholas Ogden Watts

having completed the requirements for the posthumous award of

the degree of

Juris Doctor

has accordingly been admitted posthumously to that degree and all the honors,
privileges and obligations belonging thereto, and in witness thereof
have authorized the issuance of this Diploma duly signed and sealed.
Issued at the University of Oklahoma at Norman, Oklahoma on the
fourteenth day of May two thousand and twenty-one.

For the State Regents   For the University

_____ Chairman   _____ Chairman, Board of Regents

_____ Secretary   _____ President of the University

_____ Chancellor   _____ Academic Dean

416

AGENDA ITEM #31-i (3):

      Non-academic Degrees.

SUBJECT: Northeastern State University. Ratification of a request to award a posthumous degree.

RECOMMENDATION:

      It is recommended that the State Regents ratify Northeastern State University's request to award posthumous degrees.

STAFF ANALYSIS:

A request has been made from Northeastern State University to award a Bachelor of Science degree and a Bachelor of Social Work degree posthumously to Mr. Steven Anthony Thompson.

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. Thompson had completed 171 hours of coursework towards earning a double major in psychology and social work, and planned to complete both degrees in the Spring 2021 semester. This request was approved based on recommendation of the president.

State Regents' ratification is recommended.

The proposed diplomas for the posthumous degrees are attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education
Acting Through
Northeastern State University
have awarded
Steven Anthony Thompson
A Posthumous Degree of
Bachelor of Science

OSRHE Seal   RUSO Seal

Issued at Northeastern State University at Tahlequah, Oklahoma
this tenth day of May, Two Thousand and Twenty-One

FOR THE STATE REGENTS: FOR THE UNIVERSITY:

_____   _____
Chairman   Chairman, Board of Regents

_____   NSU Seal   _____
Secretary   President of the University

_____   _____
Chancellor   Dean, College of Optometry

The Oklahoma State Regents for Higher Education
Acting Through
Northeastern State University
have awarded

Steven Anthony Thompson

A Posthumous Degree of

Bachelor of Social Work

OSRHE Seal   RUSO Seal

Issued at Northeastern State University at Tahlequah, Oklahoma
this tenth day of May, Two Thousand and Twenty-One

FOR THE STATE REGENTS: FOR THE UNIVERSITY:

_____   _____
              Chairman   Chairman, Board of Regents

_____   _____
              Secretary   NSU Seal   President of the University

_____   _____
              Chancellor   Dean, College of Optometry

AGENDA ITEM #31-j:

       Resolution.

SUBJECT: Resolution honoring retiring staff.

AGENDA ITEM #32-a:

Reports.

SUBJECT: Programs. Current Status Report on program requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 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.

AGENDA ITEM #32-b (1):

> **Annual Reports.**

SUBJECT: Financial Aid Report. Acceptance of Student Financial Aid at State System Institutions for 2018-2019.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the Overview of Student Financial Aid at State System Institutions for 2018-2019.**

BACKGROUND:

This report utilizes information from the State Regents (OSRHE) Financial Aid Database that has been implemented over the past several years to collect student-level financial aid data from Oklahoma public colleges and universities. The process of developing the new database initially began in 2008 with a project utilizing the consulting firm Noel Levitz.

Currently, State System institutions annually submit student level financial aid information for each aid recipient. This data can be combined with enrollment data from the Unitized Data System (UDS) and information from the federal financial aid application information to generate a more complete perspective of the resources students use to finance a college education. The database allows analysis of the types of student aid that individual students receive and in what combination. OSRHE staff has worked with institutional representatives to review and verify the accuracy of the submitted data. The following report includes information for the seven most recent years. [Veteran's education benefits are not included in this analysis. For federal financial aid purposes, the U.S. Department of Education does not consider veteran's education benefits to be part of a student's financial aid package.]

POLICY ISSUES:

The information provided by this report is important for analyzing the impact of financial aid in relation to the policy goals of the State Regents to increase the number of students earning college degrees in Oklahoma.

ANALYSIS:

See the following sections.

Highlights and Trends

- Since 2013-2014, the total amount of financial aid for undergraduate and graduate/professional students at state system institutions has grown gradually from $1.35 billion to $1.48 billion. Undergraduate student aid, at about $1.18 billion, accounts for 80 percent of total student aid.

- Seven-Year Trends in Undergraduate Student Aid, by Type of Aid: Following are the changes in amounts of undergraduate aid, by type of aid, for the period 2012-2013 to 2018-2019.

| Type of Undergraduate Student Aid	$ Amount Change 2012-13 to 2018-19 (in $ millions)	Percent Change
Federal Grants (Pell)	-$31.5	-11.9%
State Grants and Scholarships	+$5.4	+6.6%
Institution Aid (Tuition Waivers, Foundation, Other)	+$94.3	+45.7%
Tribal Grants	+$3.6	+15%
Other Outside Scholarships and Grants	+$8.0	+25%
Loans	-$23.7	-4.7%
Federal Work Study	-$1.3	-15.7%
Change in Total Undergraduate Student Aid	+$55.8	+4.9%

- Since 2013-2014, the percentage of undergraduate students who receive some form of financial aid has gradually increased from 70.0 percent to 72.7 percent.

- Over the past seven years, the total amount of undergraduate financial aid going to the research universities has increased by $141 million or 35 percent while the amount going to community colleges has decreased by $70 million or 22 percent. The amount going to the regional universities decreased moderately by $15 million or 4 percent.

- Total annual undergraduate loan volume over the past seven years has declined by $24 million or 4.7 percent. While federal subsidized/unsubsidized loans dropped by over $100 million or 24 percent, federal PLUS (parent) loans grew by $50 million or 93 percent. Private loans also grew from $21 million to $51 million, an increase of $30 million or nearly 150 percent.

- By tier, undergraduate loan volume has dropped significantly at the community colleges (-$45 million or -35 percent) and the regional universities (-$30 million or -17 percent) while increasing at the research universities (+$51 million or +26 percent).

- Since 2012-2013, the percentage of undergraduate aid comprised of loans has declined from 44 percent to 40 percent; non-loan aid (grants, scholarships, work-study) increased from 56 percent to 60 percent.

- Nonresident students account for more than 28 percent of the total undergraduate student loan volume ($134 million of $477 million). At the research universities, nonresident students account for 42 percent of the undergraduate student loan volume.

- Many low-income Pell Grant recipients also rely on student loans. Fifty-two percent of Pell Grant recipients also take out student loans. While Pell Grant recipients make up one-third of overall undergraduate enrollment, they account for almost half of the total undergraduate loan volume ($211 million of $477 million, or 44 percent).

- Of the $298 million in graduate/professional student aid, over 70 percent was in the form of loans.

Total Financial Aid for State System Undergraduate and Graduate/Professional Students

- Since 2013-2014, total student financial aid received by all students in the state system of higher education, both undergraduate and graduate students, has grown from $1.35 billion to $1.48 billion. In 2018-2019, about 80 percent, or $1.18 billion, of the total was received by undergraduate students while the remaining 20 percent went to graduate students.

	Total State System Financial Aid for Undergraduate & Graduate Students	Undergraduate Students	Graduate/Professional Students
2012-13	$1,389,285,750	$1,128,518,707	$260,767,043
2013-14	$1,347,664,322	$1,095,824,720	$251,839,602
2014-15	$1,368,632,106	$1,106,857,413	$261,774,693
2015-16	$1,379,874,360	$1,121,617,868	$258,256,492
2016-17	$1,421,241,795	$1,157,831,969	$263,409,826
2017-18	$1,461,197,710	$1,179,169,080	$282,028,630
2018-19	$1,482,662,818	$1,184,322,527	$298,340,291

Total Undergraduate and Graduate/Professional Aid
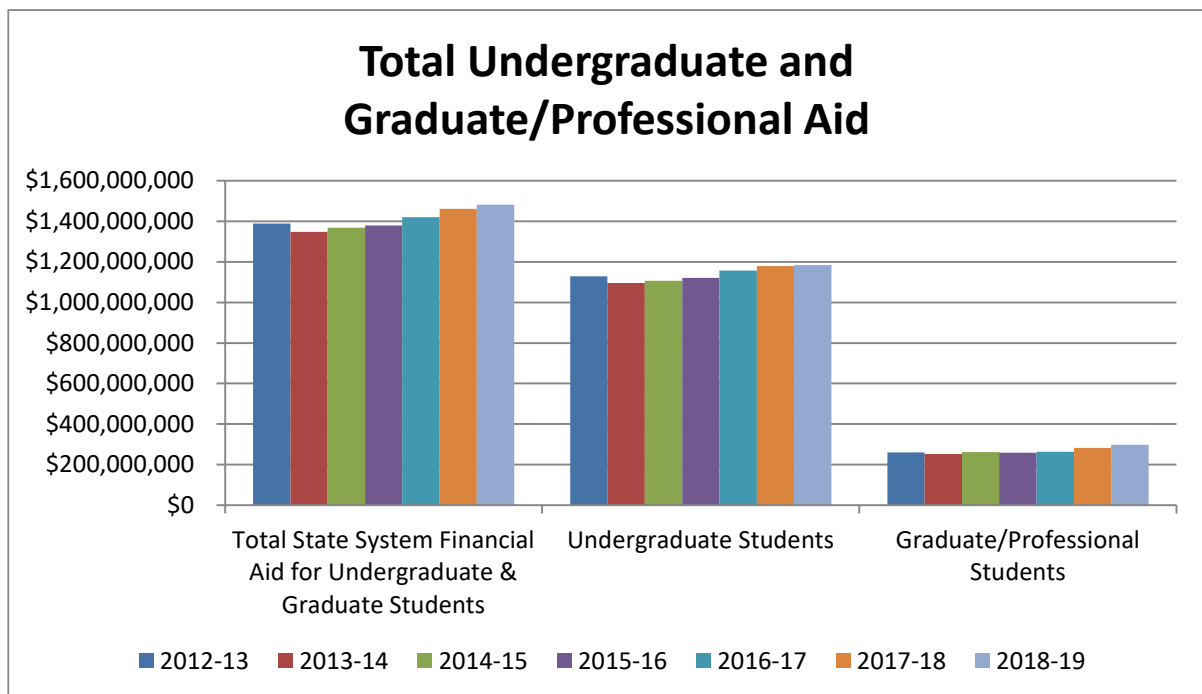
Undergraduate Student Financial Aid

- Of the nearly $1.2 billion in undergraduate student aid in 2018-2019, $548 million went to the research university tier, $383 million to the regional university tier and $253 million went to students at community colleges. While the total amount of undergraduate aid increased by $56 million or five percent over seven years, the amount awarded at the research universities increased by about $141 million or 35 percent. In contrast, the amount awarded by the regional universities declined by almost $15 million or 4 percent while the amount awarded at the community colleges dropped by $70 million or 22 percent.

Academic Year	Total State System Undergraduate Financial Aid	Research Universities	Regional Universities	Community Colleges
2012-13	1,128,518,707	407,048,227	397,814,329	323,656,151
2013-14	1,095,824,720	411,622,897	390,931,511	293,270,312
2014-15	1,106,857,413	440,130,881	385,727,561	280,998,971
2015-16	1,121,617,868	463,986,459	387,672,718	269,958,691
2016-17	1,157,831,969	500,417,630	388,687,421	268,726,918
2017-18	1,179,169,080	533,993,620	381,415,632	263,759,828
2018-19	1,184,322,527	547,947,832	383,142,910	253,231,785

**Total Undergraduate Aid Disbursed by Tier**
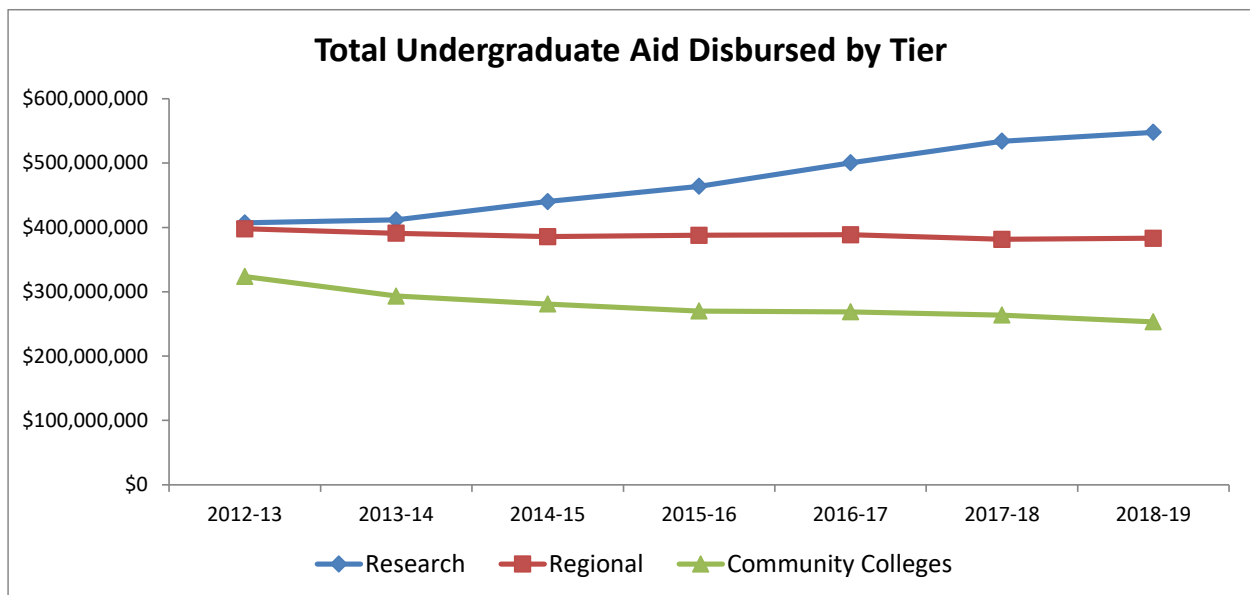
Percentage of Undergraduate Students Receiving Financial Aid

- Since 2013-14, the percentage of undergraduate students who receive some form of financial aid has increased gradually from 70.0 percent to 72.7 percent.
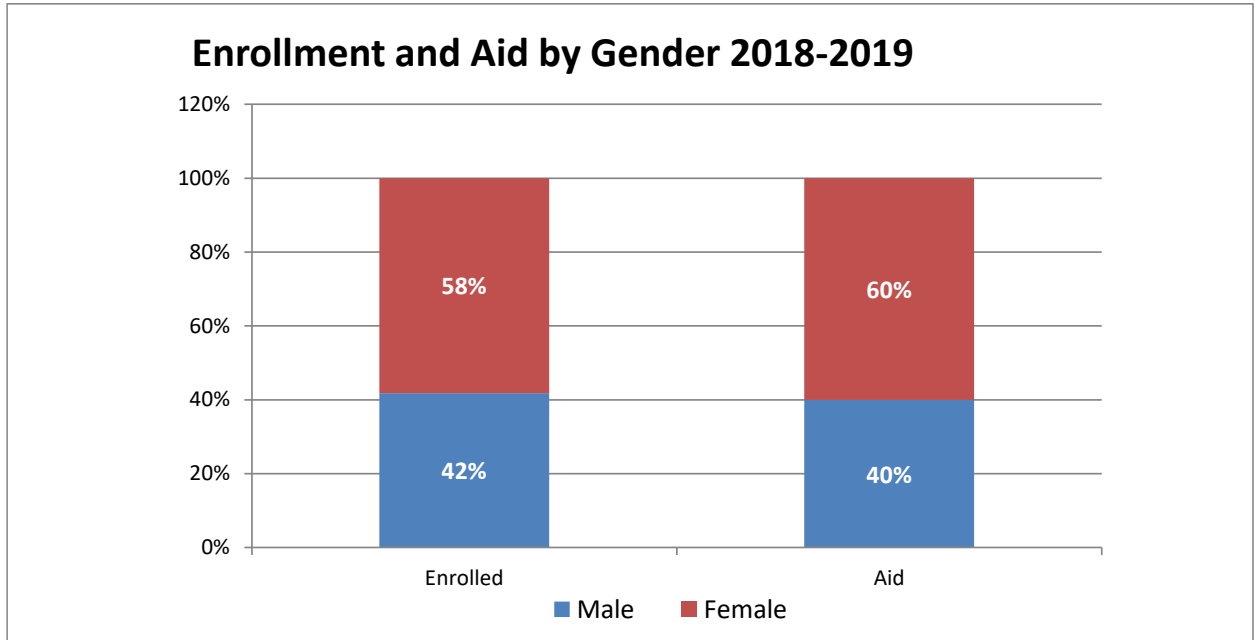
Academic Year	Total Undergraduate Enrollment	Total Undergraduates Receiving Aid	Percent of Undergraduates Receiving Aid
2012-13	203,951	144,061	70.6%
2013-14	193,101	135,086	70.0%
2014-15	188,880	132,751	70.3%
2015-16	185,270	131,562	71.0%
2016-17	181,053	129,200	71.4%
2017-18	176,891	127,053	71.8%
2018-19	170,703	124,017	72.7%

- By tier, the percentage of undergraduate students receiving aid in 2018-19 ranged from a high of 80 percent at the research and 77 percent at regional universities to 67 percent at the community colleges. The total number of students receiving aid by tier in 2018-19 was more than 37,000 at the research universities, just under 40,000 at the regional universities, and almost 56,000 at the community colleges

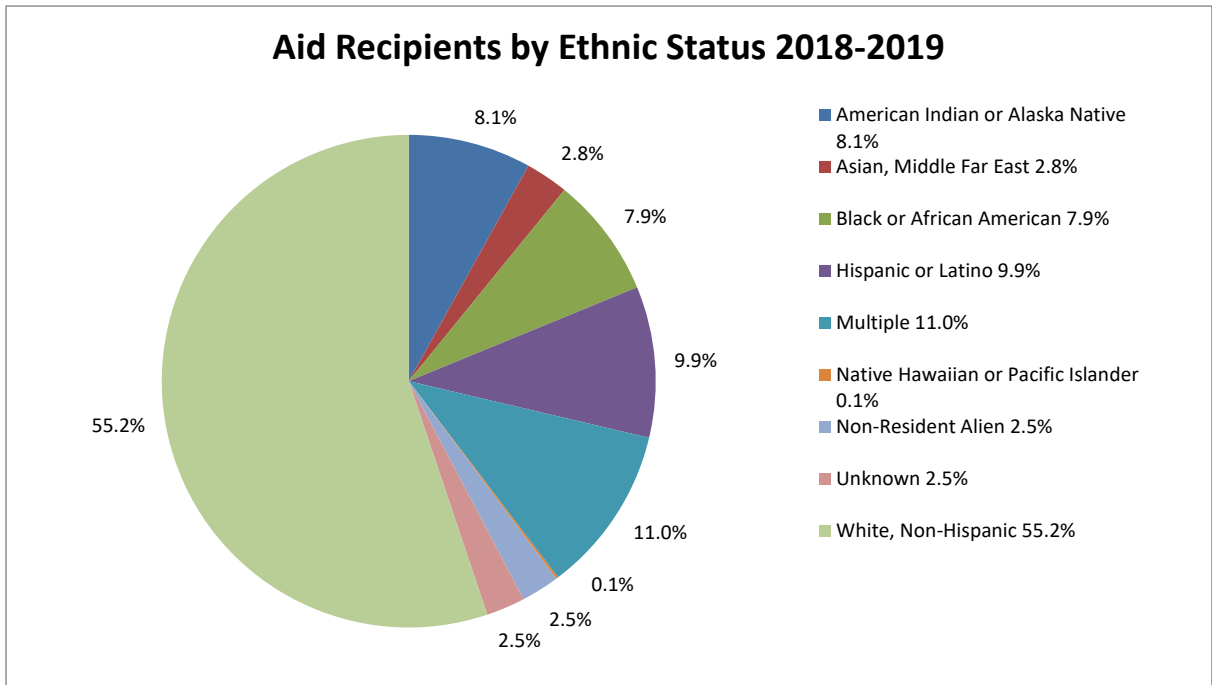Percentage of Undergraduate Students with Aid by Tier
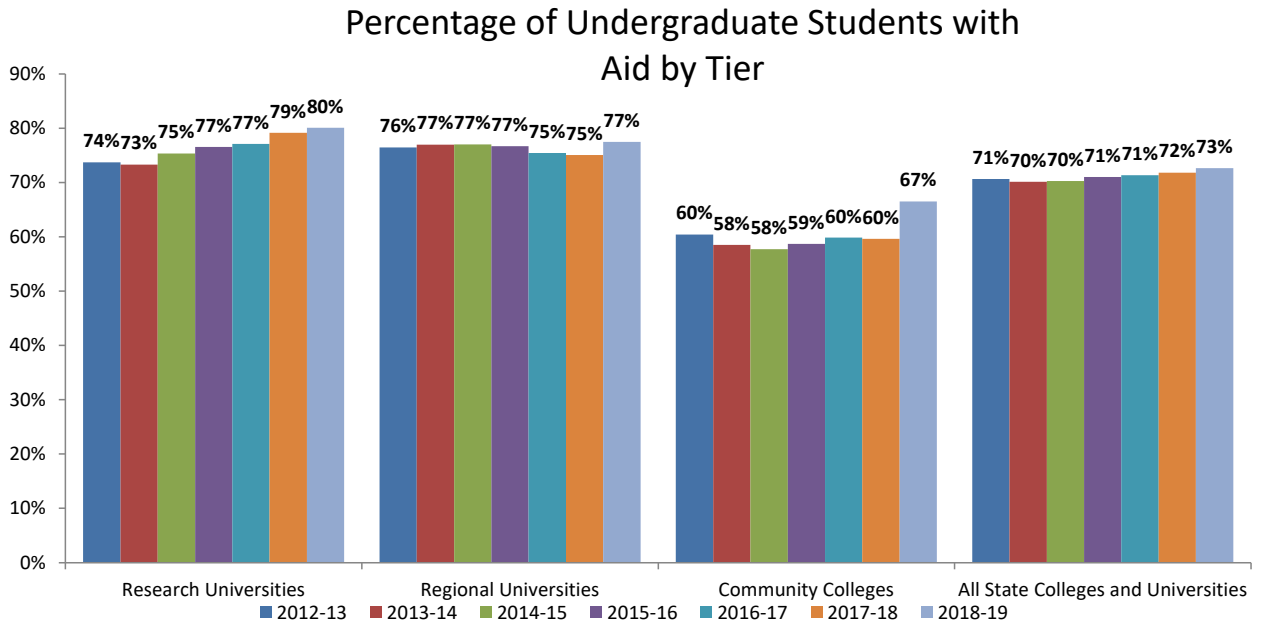
Gender and Ethnicity of Undergraduate Financial Aid Recipients

- In the past seven years, the proportion of aid recipients by gender closely reflects the proportion of all enrolled students by gender. In 2018-19, 60 percent of aid recipients were female compared to 58 percent of all enrolled students.

Enrollment and Aid by Gender 2018-2019

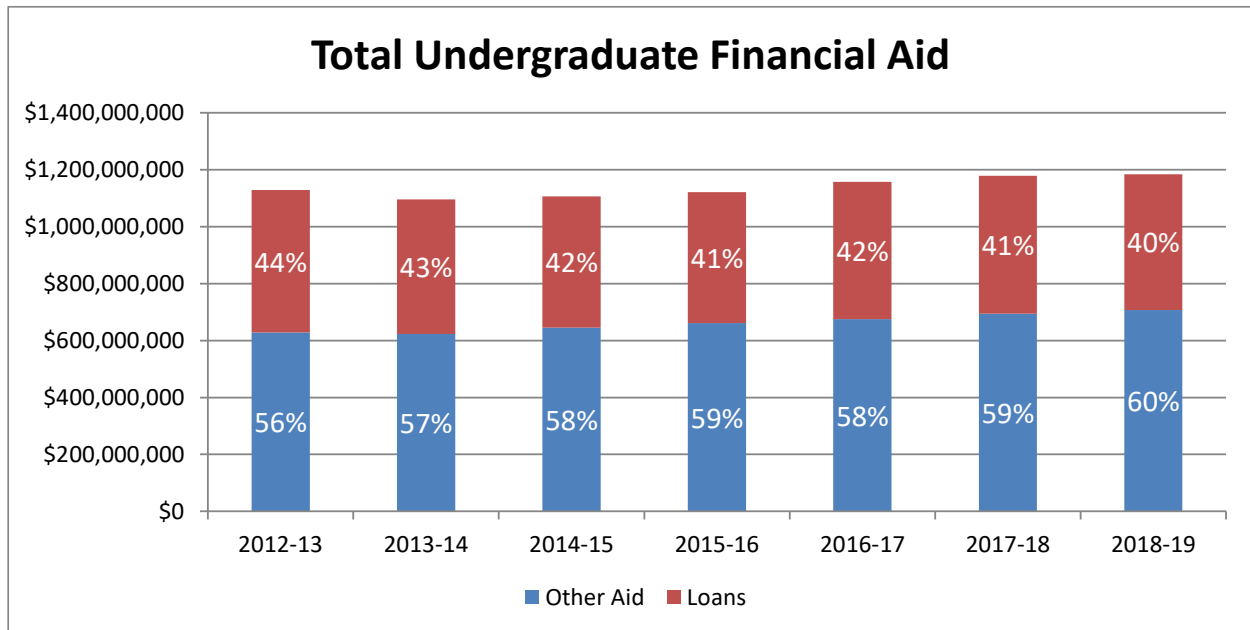|	Enrolled	Aid
Female	58%	60%
Male	42%	40%

Legend: Male (blue), Female (red)

- By ethnicity, the largest group of undergraduate aid recipients was non-Hispanic Whites at 55.2 percent, followed by students that reported multiple ethnic statuses at 11 percent. Hispanic/Latino students were next at almost 10 percent.

Aid Recipients by Ethnic Status 2018-2019

Legend:
- American Indian or Alaska Native 8.1%
- Asian, Middle Far East 2.8%
- Black or African American 7.9%
- Hispanic or Latino 9.9%
- Multiple 11.0%
- Native Hawaiian or Pacific Islander 0.1%
- Non-Resident Alien 2.5%
- Unknown 2.5%
- White, Non-Hispanic 55.2%

Student Loan Data – Undergraduate Students

Loans as a Percentage of Total Aid: The percentage of undergraduate aid comprised of loans decreased from 44 percent to 40 percent over the seven years reported. Conversely, the proportion from non-loan aid (grants, scholarships, work-study) increased from 56 percent to 60 percent over the same time.

Total Undergraduate Financial Aid

|	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Loans	44%	43%	42%	41%	42%	41%	40%
Other Aid	56%	57%	58%	59%	58%	59%	60%

Percentage of Aid from Loans by Tier: By tier, the percentage of aid from loans ranged from 33 percent at the community colleges to 45 percent at the research institutions. The percentage of total undergraduate

students receiving loans varied by tier from 19 percent at the comunity colleges to about 41 percent at research universities.

2018-19	Total Aid	Percent of Aid from Loans	Percent of Aid Recipients with Loans	Percent of Enrolled Undergraduates with Loans
Research Universities	$547,947,832	45%	51%	41%
Regional Universities	$383,142,910	38%	51%	39%
Community Colleges	$253,231,785	33%	28%	19%
Total	$1,184,322,527	40%	44%	32%

Total Loan Volume by Tier: Total loan volume to all undergraduate students has declined slightly over the past seven years. However, while loan volume has seen a steady, significant decline at the regional universities and community colleges, loan volume at the research universities has increased by $50 million.
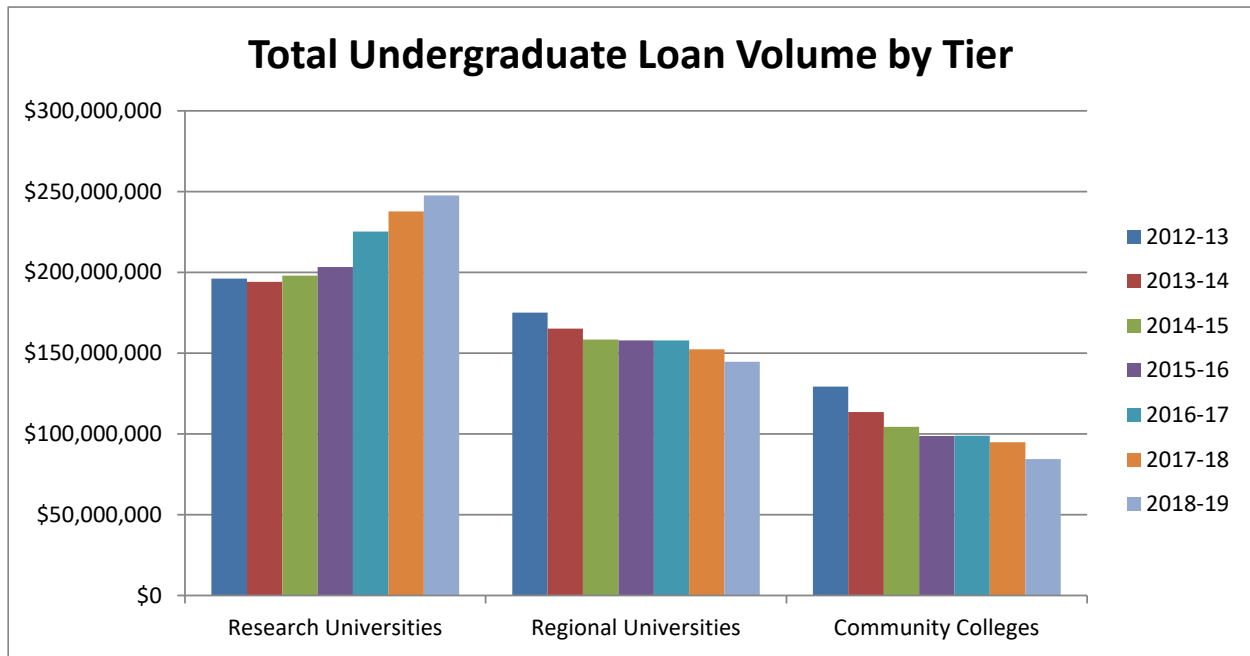
Total Undergraduate Loan Volume				
Academic Year	Research Universities	Regional Universities	Community Colleges	Total
2012-13	$196,134,058	$175,045,362	$129,344,497	$500,523,917
2013-14	$194,177,996	$165,224,885	$113,578,231	$472,981,112
2014-15	$198,070,495	$158,431,482	$104,353,677	$460,855,654
2015-16	$203,310,584	$157,809,000	$98,691,342	$459,810,926
2016-17	$225,227,970	$157,863,858	$98,922,543	$482,014,371
2017-18	$237,699,221	$152,394,852	$94,882,010	$484,976,083
2018-19	$247,659,603	$144,730,231	$84,431,185	$476,821,019

Average Loan Amounts Per Borrower by Tier: In 2018-2019, almost $477 million was loaned to undergraduate students and parents at state system colleges and universities. Of that amount, 52 percent went to students at the research universities, 30 percent to the regional universities, and almost 18 percent to the community colleges.

2018-19	Total Loans in Millions	Total Borrowers	Average Annual Loan Per Borrower
Research Universities	$247,659,603	19,241	$12,871
Regional Universities	$144,730,231	20,254	$7,146
Community Colleges	$84,431,185	15,840	$5,330
Total	$476,821,019	54,569*	$8,738

*Unduplicated

Average Loan Amounts by Student Residency Status: Of the $477 million in student loans to undergraduates, $134 million or 28 percent went to nonresident students. While the overall average loan amount was $8,738, the average for resident students was $7,484 compared to $14,943 for nonresident students.

2018-2019	Volume	Borrowers	Average Loan
Resident	$342,468,988	45,758	$7,484
Non-Resident	$134,352,031	8,991	$14,943
System	$476,821,019	54,569	$8,738

Resident vs. Nonresident Cost of Attendance: As defined by federal financial aid regulations, "cost of attendance" generally includes tuition, fees, books and supplies, room and board, and a limited allowance for transportation and personal expenses. Full-time, dependent student cost data are shown below. The cost of attendance for nonresident students is significantly higher than the cost for resident students.

| 2018-2019	Resident Average Cost of Attendance	Non-Resident Average Cost of Attendance
Research Universities	$28,388	$43,839
Regional Universities	$19,943	$28,820
Community Colleges	$17,369	$23,234
System	$19,105	$26,774

Nonresident Loan Volume by Tier: At the research institutions, more than 42 percent of the undergraduate student loan volume was for nonresident students and their parents. The percentages of loans related to nonresident students enrolled at the regional universities was 16 percent and the community colleges was 7 percent.

**Resident and Nonresident Loan Volume by Tier (2018-2019)**
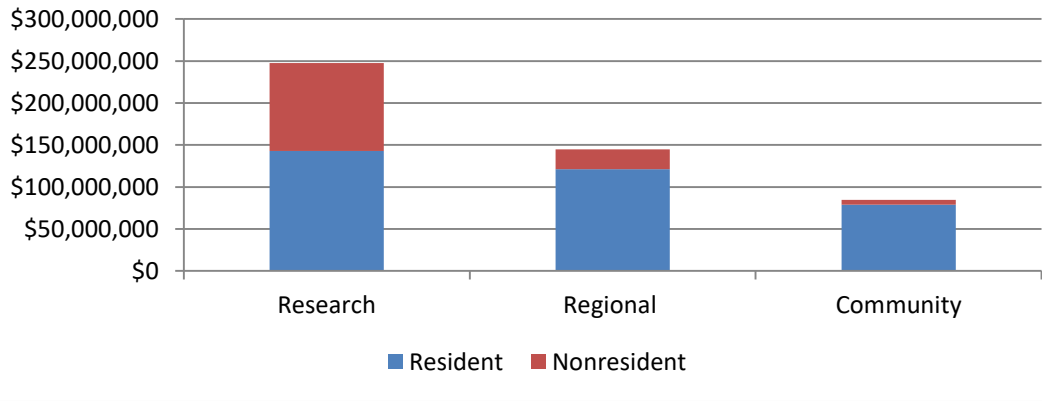
Federal Parent (PLUS) Loans: Federal PLUS loans are available to parents of undergraduate students and can be used to pay for costs not already covered by the student's other financial aid. These loans are the obligation of the parent, not the student. PLUS loans totaled nearly $105 million in 2018-2019. About 84 percent of the loans were made to parents of students at the research universities and 55 percent of the loans were made to parents of nonresident students.

PLUS Loans 2018-2019 (Loans made to Parents)

2018-19 PLUS Loan Volume

Legend: ■ Resident ■ Nonresident
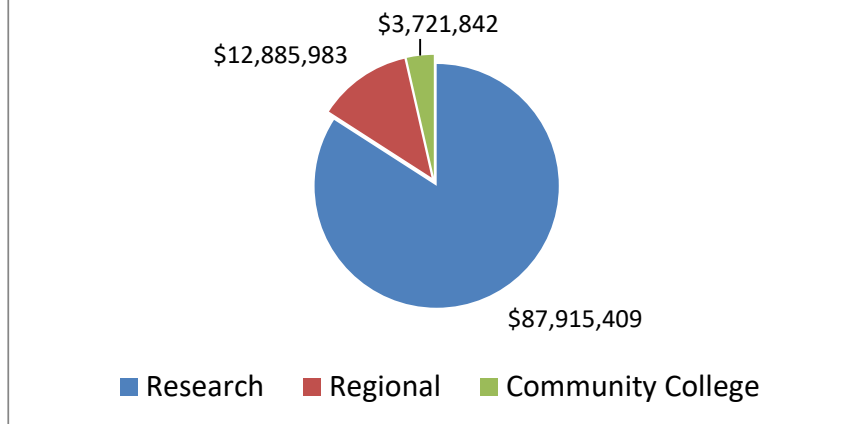
(Resident: $47,337,459; Nonresident: $57,185,775)
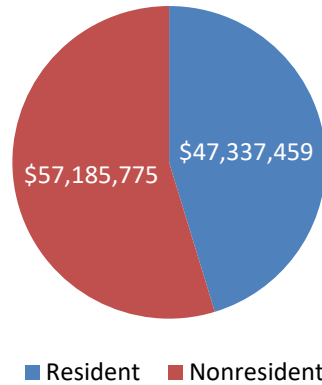
| Parent PLUS Loans		Students	Average
Resident	$47,337,459	3,953	$11,975
Nonresident	$57,185,775	2,608	$21,927
Total	$104,523,234	6,502*	$16,076

*Unduplicated count

Federal Pell Grant Recipients

- Pell Grant Recipients as Percentage of Enrolled Students: Federal Pell Grants are awarded to students with the least financial resources. In 2018-2019, Pell Grant recipients represented about one-third of all undergraduate students. By tier, their proportion of enrollment ranged from 25 percent at the research institutions to 40 percent at the regional universities. The total number of Pell Grant recipients has dropped over the past seven years from almost 75,000 in 2012-2013 to just over 58,000 in 2018-2019.

Pell Grant Recipients as Percentage of Total Enrolled
Undergraduates
2018-2019
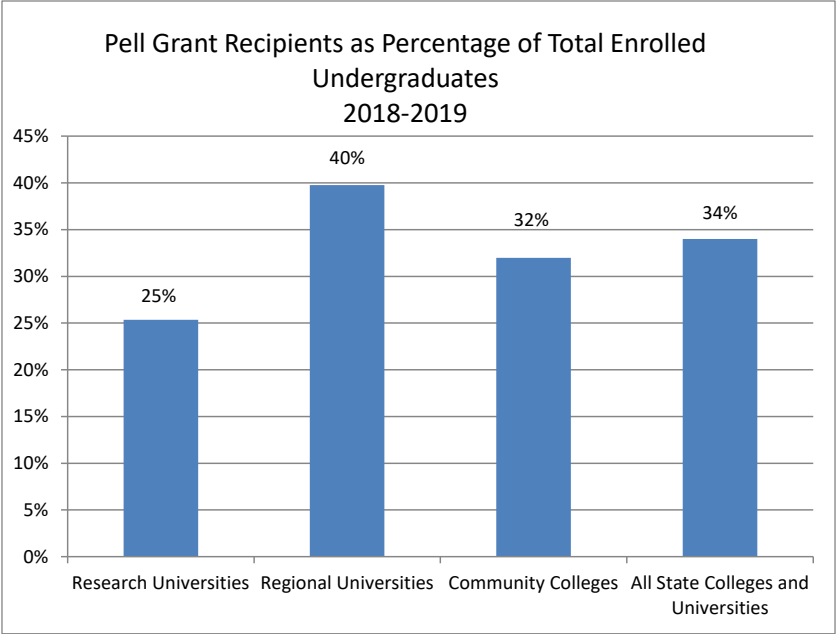
- Pell Grant Recipients and Student Loans: Though Pell Grant students receive need-based grant aid, many also rely on student loans to cover their education costs. In 2018-2019, Pell Grant recipients received about $211 million in student loans which was nearly half of the total student loan volume of $477 million.
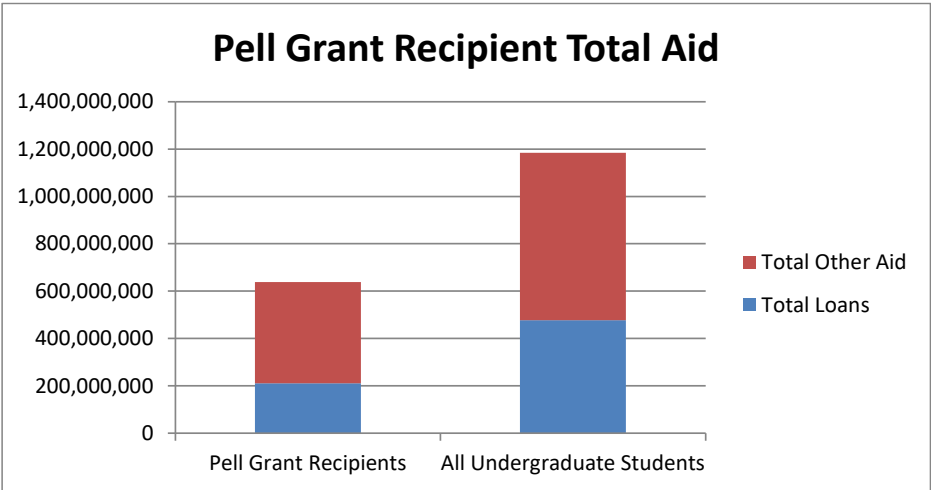
State System Institutions
2018-2019 Undergraduate Financial Aid by Tier

Grants / Scholarships	State System	Research	Regional	Community
Federal				
Pell Grants	$233,122,304	$51,727,565	$87,613,866	$93,780,873
Other	$11,933,659	$4,412,815	$3,745,279	$3,775,565
Total Federal Grants	**$245,055,963**	**$56,140,380**	**$91,359,145**	**$97,556,438**
State				
Oklahoma's Promise	$62,854,531	$22,284,003	$29,944,850	$10,625,678
Oklahoma Tuition Aid Grant	$14,685,248	$3,568,941	$5,472,904	$5,643,403
Academic Scholars	$8,709,201	$8,239,800	$350,801	$118,600
Other	$1,160,505	$10,774	$962,041	$187,690
Total State Grants and Scholarships	**$87,409,485**	**$34,103,518**	**$36,730,596**	**$16,575,371**
Institutional				
Tuition Waivers	$198,212,325	$120,685,995	$53,981,990	$23,544,340
Foundation	$33,671,138	$25,683,662	$5,773,547	$2,213,929
Other	$68,916,223	$36,841,902	$18,698,965	$13,375,356
Total Inst. Schol., Grants & Waivers	**$300,799,686**	**$183,211,559**	**$78,454,502**	**$39,133,625**
Tribal Grants	**$27,483,161**	**$6,907,163**	**$13,564,385**	**$7,011,613**
Outside Scholarships & Grants	**$39,643,987**	**$17,380,418**	**$15,581,374**	**$6,682,195**
Total Grants and Scholarships	**$700,392,282**	**$297,743,038**	**$235,690,002**	**$166,959,242**
Loans				
Federal Subsidized	$156,878,795	$58,085,531	$60,371,741	$38,421,523
Federal Unsubsidized	$160,872,515	$57,384,394	$63,389,125	$40,098,996
Federal PLUS	$104,523,234	$87,915,409	$12,885,983	$3,721,842
Fed. Perkins and Other Fed. Loans	$255,206	$255,206		
Private	$51,262,167	$40,994,411	$8,078,932	$2,188,824
Institutional and Other	$3,029,102	$3,024,652	$4,450	
Total Loans	**$476,821,019**	**$247,659,603**	**$144,730,231**	**$84,431,185**
Federal Work Study	**$7,109,227**	**$2,545,191**	**$2,722,677**	**$1,841,359**
Total Aid	**$1,184,322,528**	**$547,947,832**	**$383,142,910**	**$253,231,786**

State System Institutions
Change in Undergraduate Financial Aid, 2012-13 to 2018-19

Grants / Scholarships	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Change from 2012-13 to 2018-19	% Change
Federal Programs									
Pell Grants	$264,623,085	$247,746,452	$237,373,073	$226,721,428	$224,271,213	$233,760,919	$233,122,304	-$31,500,781	-11.9%
Other	$10,915,503	$10,845,534	$10,221,261	$9,314,054	$9,987,290	$10,367,085	$11,933,659	$1,018,156	9.3%
Total Federal Grants	**$275,538,588**	**$258,591,986**	**$247,594,334**	**$236,035,482**	**$234,258,503**	**$244,128,004**	**$245,055,963**	**-$30,482,625**	**-11.1%**
State Programs									
Oklahoma's Promise	$55,981,776	$56,174,384	$58,815,892	$60,314,208	$64,169,960	$65,961,147	$62,854,531	$6,872,755	12.3%
Oklahoma Tuition Aid Grant	$16,636,099	$17,440,458	$16,745,941	$16,311,015	$13,230,703	$10,281,661	$14,685,248	-$1,950,851	-11.7%
Academic Scholars	$8,316,025	$8,027,556	$8,614,522	$8,818,068	$9,241,952	$9,715,749	$8,709,201	$393,176	4.7%
Other	$1,043,515	$1,214,614	$1,205,119	$1,304,175	$1,655,295	$1,498,452	$1,160,505	$116,990	11.2%
Total State Grants and Scholar	**$81,977,415**	**$82,857,012**	**$85,381,474**	**$86,747,466**	**$88,297,910**	**$87,457,009**	**$87,409,485**	**$5,432,070**	**6.6%**
Institutional Aid									
Tuition Waivers	$138,787,476	$143,447,594	$162,519,113	$175,528,748	$188,794,565	$200,480,983	$198,212,325	$59,424,849	42.8%
Foundation	$18,760,158	$22,271,476	$26,797,043	$30,910,866	$32,423,822	$31,379,038	$33,671,138	$14,910,980	79.5%
Other	$48,907,659	$50,145,036	$53,237,298	$59,185,857	$61,954,719	$61,924,157	$68,916,223	$20,008,564	40.9%
Total Inst. Schol., Grants & Wa	**$206,455,293**	**$215,864,106**	**$242,553,454**	**$265,625,471**	**$283,173,106**	**$293,784,178**	**$300,799,686**	**$94,344,393**	**45.7%**
Tribal Grants	**$23,903,191**	**$24,554,125**	**$25,588,826**	**$26,250,231**	**$26,450,596**	**$26,797,547**	**$27,483,161**	**$3,579,970**	**15.0%**
Outside Scholarships & Grants	**$31,688,863**	**$33,139,723**	**$37,379,206**	**$38,804,529**	**$35,699,461**	**$35,058,477**	**$39,643,987**	**$7,955,124**	**25.1%**
Total Grants and Scholarships	**$619,563,350**	**$615,006,952**	**$638,497,294**	**$653,463,179**	**$667,879,576**	**$687,225,215**	**$700,392,282**	**$80,828,932**	**13.0%**
Loans									
Federal Subsidized	$209,056,789	$191,123,739	$178,143,558	$169,102,703	$169,953,402	$165,969,319	$156,878,795	-$52,177,994	-25.0%
Federal Unsubsidized	$210,125,499	$194,217,459	$186,110,966	$182,662,309	$183,316,372	$175,690,196	$160,872,515	-$49,252,984	-23.4%
Federal PLUS	$54,306,220	$57,833,415	$64,730,445	$72,546,783	$86,159,748	$95,106,756	$104,523,234	$50,217,014	92.5%
Fed. Perkins and Other Fed. Lo	$4,454,857	$4,919,950	$5,497,519	$4,497,123	$5,270,203	$4,599,685	$255,206	-$4,199,651	-94.3%
Private	$20,599,913	$22,935,977	$24,456,850	$29,016,912	$35,020,159	$40,729,798	$51,262,167	$30,662,254	148.8%
Institutional and Other	$1,980,639	$1,970,572	$1,916,316	$1,985,096	$2,294,487	$2,880,329	$3,029,102	$1,048,463	52.9%
Total Loans	**$500,523,917**	**$472,981,112**	**$460,855,654**	**$459,810,926**	**$482,014,371**	**$484,976,083**	**$476,821,019**	**-$23,702,898**	**-4.7%**
Federal Work Study	**$8,431,440**	**$7,836,656**	**$7,504,465**	**$8,343,763**	**$7,938,022**	**$6,967,782**	**$7,109,227**	**-$1,322,213**	**-15.7%**
Total Aid	**$1,128,518,707**	**$1,095,824,720**	**$1,106,857,413**	**$1,121,617,868**	**$1,157,831,969**	**$1,179,169,080**	**$1,184,322,528**	**$55,803,821**	**4.9%**

438

2018-2019 Undergraduate Financial Aid Recipients
For Selected Programs

	State <u>System</u>*	Research <u>Universities</u>	Regional <u>Universities</u>	Community <u>Colleges</u>
Grants and Scholarships				
Federal Programs				
Pell Grant	58,051	11,842	20,408	26,734
Federal SEOG	9,665	1,190	2,815	5,686
TEACH Grant	180	140	40	-
State Programs				
Oklahoma's Promise	14,831	4,688	5,956	4,975
Oklahoma Tuition Aid Grant	17,605	4,220	6,466	7,155
Academic Scholars	2,008	1,788	163	64
Institutional Aid				
Tuition Waivers	57,230	24,340	15,637	17,668
Foundation Scholarships/Grants	15,259	9,947	3,666	1,648
Institutional Scholarships/Grants	20,790	8,853	5,706	6,269
Tribal Grants & Scholarships	9,128	1,952	4,197	3,159
Loans				
Federal Loans				
Federal Subsidized Loans	43,279	14,158	16,389	13,124
Federal Unsubsidized Loans	40,566	14,834	15,434	10,650
Federal PLUS Loans	6,502	4,484	1,596	455
Private Loans	3,831	2,690	868	295
Work Study				
Federal Work Study	3,251	894	1,527	833
*Unduplicated within program				
Total Aid Recipients**	**124,017**	**37,390**	**39,763**	**55,584**
**Unduplicated systemwide				

Financial Aid for Graduate/Professional Students

In 2018-2019, over $298 million in financial aid was awarded to graduate/professional students at the state system institutions. Seventy percent or almost $209 million of that aid was in the form of loans compared to 40 percent for undergraduate students. Graduate/professional students at the research universities received $232 million, 68 percent of which was in the form of loans. Total aid of nearly $66 million was disbursed to graduate/professional students at the regional universities, 76 percent of which was loans.

2018-19 Graduate/Professional Financial Aid

Total 2018-19 Graduate/Professional Financial Aid
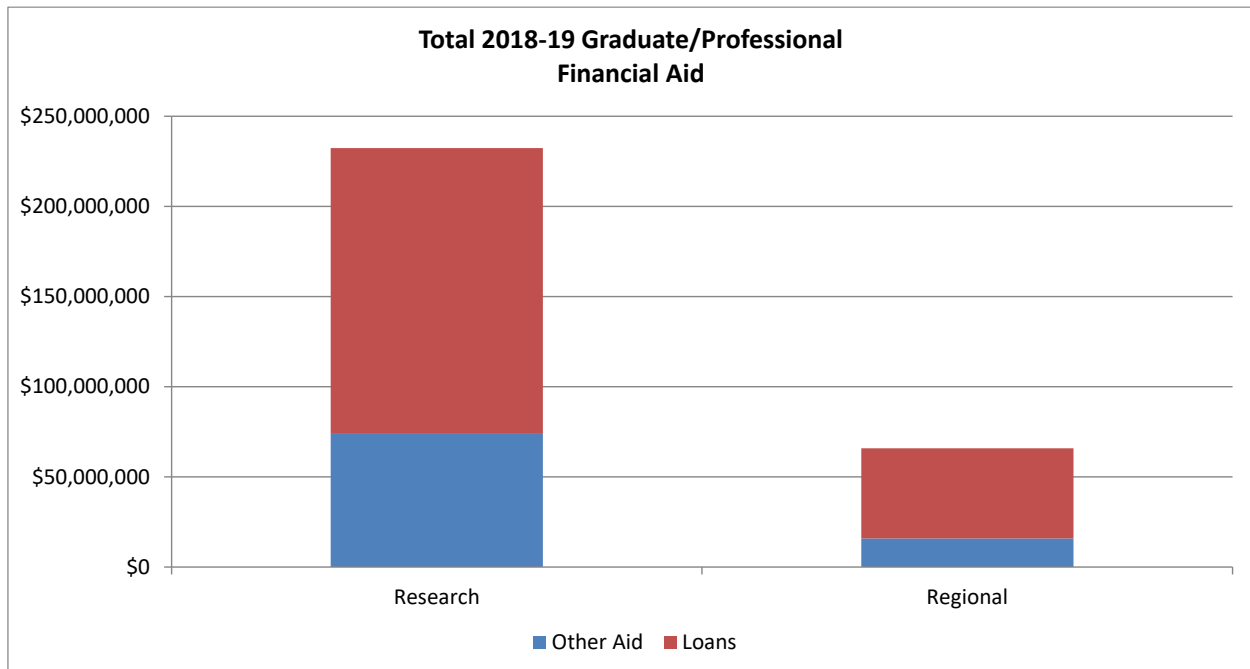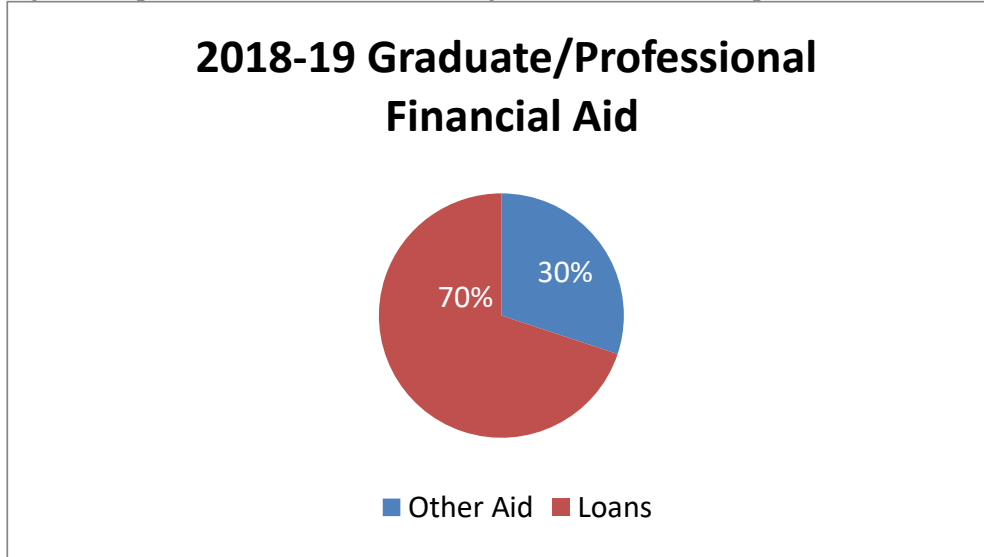
2018-2019 Loans to Graduate Students			
	Amount	Borrowers	Average Annual Loan
Research Universities	$158,525,403	6,131	$25,856
Regional Universities	$50,025,726	3,644	$13,728
Total	$208,551,129	9,775	$21,335

AGENDA ITEM #32-b (2):

Annual Reports.

SUBJECT: State Regents' Policy Reporting Requirements Survey.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Reporting Requirements Survey for 2019-2020.

BACKGROUND:

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

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

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

POLICY ISSUES:

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

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

Retention Standards
Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures

441

should allow appropriate discretion in deserving cases and require that the suspended student document any extraordinary personal circumstances that contributed to his/her academic deficiencies. Suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their GPA to the designated level. Students suspended a second time from the same institution cannot return to the suspending school until they have demonstrated, by attending another institution, the ability to succeed academically by raising their GPA to the retention standards.

International Student Admission and Admission of Non-native Speakers of English (ESL)
ESL students seeking enrollment at a State System college or university must present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. First-time undergraduate or graduate students must meet one of the standards described in the Institutional Admission and Retention policy (3.9.5), subsection A. Undergraduate transfer students must meet the provisions of the Undergraduate Transfer and Articulation policy (3.11.3), subsection C. Exceptions may be made if the applicant demonstrates proficiency in English by some other means prior to admission. Such exceptions must be appropriately documented and reported.

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

ANALYSIS:

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

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

An additional provision allows a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover without penalty and have a fresh start. Under academic renewal, which is optional for all State System institutions, course work taken prior to a date specified by the institution is not counted in the student's GPA. An institution's academic renewal policy must follow these guidelines: 1) At least five years must have elapsed between the last semester being renewed and the

renewal request; 2) Prior to requesting academic renewal, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses; 3) The request must be for all courses completed before the date specified in the request for renewal; 4) The student must petition for consideration of academic renewal according to institutional policy; and 5) All courses remain on the student's transcript, but are not calculated in the student's GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

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

Number of Grade Reprieves by Tier
2010-11 to 2019-20

	10-11		11-12		12-13		13-14		14-15		15-16		16-17		17-18		18-19		19-20	
	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant
Research	48	45	41	40	50	49	54	51	63	59	42	41	42	42	50	50	49	46	63	59
Regional	333	286	243	195	239	190	239	200	172	141	179	146	136	95	213	150	130	101	143	108
Liberal Arts	*	*	*	*	*	*	5	5	5	5	7	7	7	7	3	3	0	0	6	6
Community	320	257	396	321	350	259	298	235	321	248	319	241	343	271	268	178	345	260	298	243
Total	701	588	680	556	639	498	596	491	561	453	547	435	528	415	534	381	524	407	510	416

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

- The number of requests for academic reprieves averaged 582 per year for the past ten years. In 2019-20, there were 510 requests.
- Of the reprieve requests made in 2019-20, 58 percent were at community colleges, 29 percent were at regional universities, 12 percent were at research universities, and 1 percent was at the liberal arts university.
- System wide in 2019-20, 82 percent of reprieve requests were granted.
- Over the last ten years, the percent of approved reprieves has ranged from 84 percent in 2010-11 to 71 percent in 2017-18. The ten-year average is 72 percent.
- By tier, regional universities granted the lowest percentage of academic reprieves, 76 percent, down from 77 percent in 2018-19. Community colleges granted 82 percent, up from 75 percent in 2018-19. Research universities granted 94 percent of requested reprieves, which was up from 93 percent in 2018-19. The liberal arts tier had no requests for academic reprieves in 2018-19, but granted all six requests received in 2019-20.

Number of Academic Renewals
Requested and Granted
2010-11 to 2019-20

	2010-2011		2011-2012		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT
RESEARCH	2	1	2	2	6	6	4	2	3	3	2	2	1	1	4	4	1	1	0	0
REGIONAL	5	5	3	2	10	6	6	5	5	4	2	2	1	1	6	5	6	5	0	0
LIB ARTS	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNITY	39	27	50	38	58	43	54	39	48	39	42	28	39	24	46	23	58	33	58	36
TOTAL	46	33	55	42	74	55	64	46	56	46	46	32	41	26	56	32	65	39	58	36
% APPROVED	71.7%		76.4%		74.3%		71.9%		82.1%		69.6%		63.4%		57.1%		60.0%		62.1%	

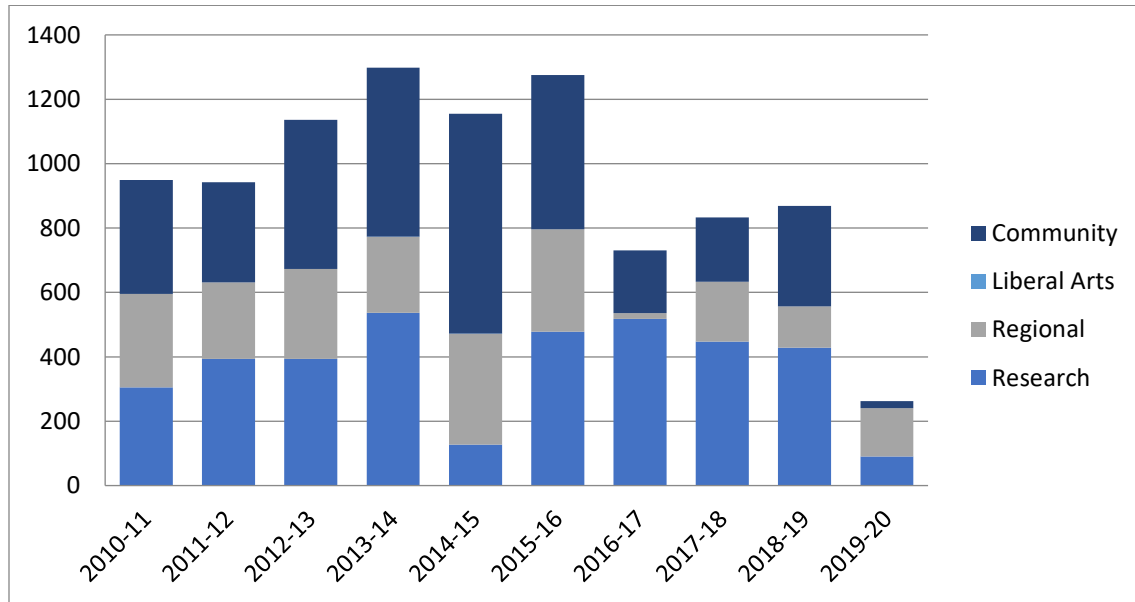* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year.

- In 2019-20, 58 renewals were requested; 36, or 62 percent of them, were granted.
- Since 2010-11, the average percentage rate of renewals granted is 69 percent.
- All requests for academic renewals in 2019-20 were at community colleges.

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

Special Admission

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

**Comparison of Non-Degree Seeking Students
Enrolled in More than 9 Credits by Tier
2010-11 to 2019-20**

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

- In 2019-20, State System institutions reported a total of 262 students enrolled as non-degree seeking with more than nine credits, down from 869 students in 2018-19.
- Research universities reported 34 percent of the exceptions; regional universities, 57 percent; liberal arts, 0 percent; and community colleges, 8 percent.
- Over the last ten years, the number of individuals enrolled as non-degree seeking students has ranged from a low of 262 in 2019-20 to a high of 1,298 in 2013-14.
- Since 2010-11, the number of non-degree seeking students enrolled in more than nine hours has averaged 1,040. The ten-year average of non-degree seeking students by tier is as follows: research, 372; regional, 219; and community college, 354. The liberal arts tier is in its sixth year; therefore, it does not have a ten-year average.
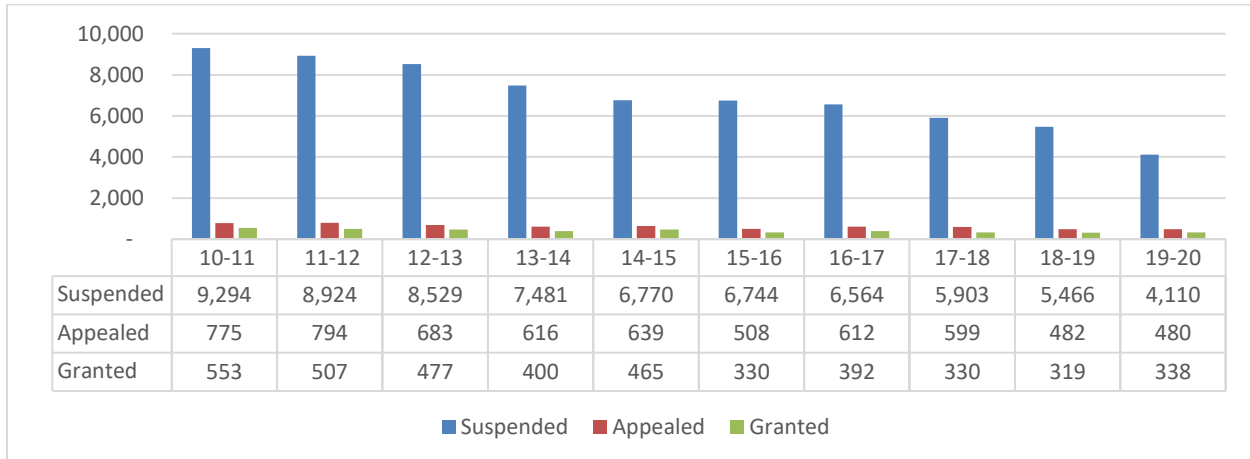
Explanations for exceptions included courses for personal enrichment, courses needed for a job, clerical and advisor errors, and continuing education courses. Exchange students and those seeking degrees at other institutions were granted exceptions, as were those meeting admission and retention standards.

Retention Standards

Institutions have the discretion to establish an academic suspension appeals procedure. By State Regents' policy, suspended students requesting appeals must document extraordinary personal circumstances that contributed to his/her academic deficiencies. Such events must be highly unusual and appeal decisions

should be made only following the thoughtful deliberation of an appropriate committee that may include faculty, students, and administrators.

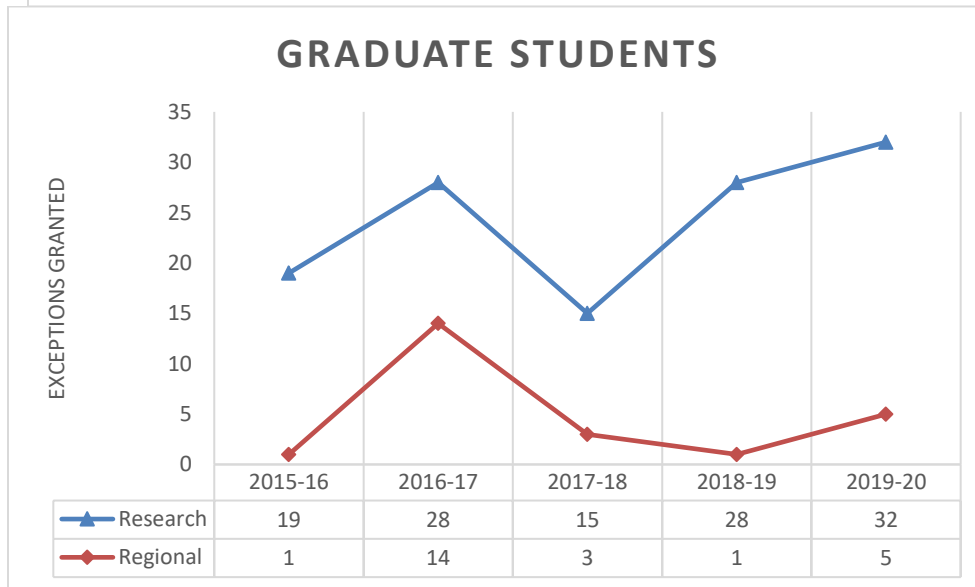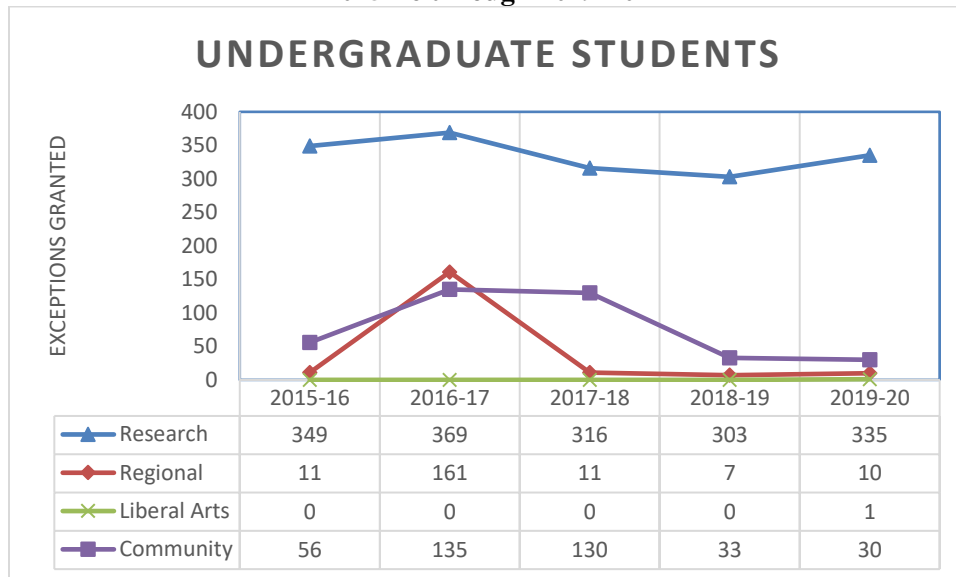**Total Suspensions, Appeals, and Granted Appeals**
2010-11 to 2019-20

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Suspended	9,294	8,924	8,529	7,481	6,770	6,744	6,564	5,903	5,466	4,110
Appealed	775	794	683	616	639	508	612	599	482	480
Granted	553	507	477	400	465	330	392	330	319	338

■ Suspended ■ Appealed ■ Granted

- From 2018-19 to 2019-20, the number of suspensions decreased 25 percent, from 5,466 to 4,110. The number of suspensions appealed decreased by less than one percent, from 482 to 480.
- Over the last ten years, the average percentage of approved suspension appeals was 67 percent. In 2019-20, 70 percent of suspension appeals were approved, which was up from 2018-19 by 6 percent.
- In 2019-20, the community college tier granted the highest percentage of suspension appeals at 78 percent, which was a 20 percent increase from 2018-19. Regional universities granted 64 percent of suspension appeals, the public liberal arts university granted 67 percent of appealed suspensions, and research universities granted 59 percent of suspension appeals.

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

English Proficiency for Non-Native Speakers

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

Number of English Proficiency Exceptions by Tier
**2015-16 through 2019-20**

UNDERGRADUATE STUDENTS

EXCEPTIONS GRANTED

	2015-16	2016-17	2017-18	2018-19	2019-20
Research	349	369	316	303	335
Regional	11	161	11	7	10
Liberal Arts	0	0	0	0	1
Community	56	135	130	33	30

GRADUATE STUDENTS

EXCEPTIONS GRANTED

	2015-16	2016-17	2017-18	2018-19	2019-20
Research	19	28	15	28	32
Regional	1	14	3	1	5

- The system wide number of undergraduate English Proficiency exceptions increased 10 percent from 343 in 2018-19 to 413 in 2019-20. From 2018-19 to 2019-20, research universities reported an increase of 11 percent, 303 to 335, regional universities increased 43 percent, 7 to 10, liberal arts tier increased from 0 to 1, and community colleges decreased 9 percent, 33 to 30.
- Graduate exceptions at research universities increased by 14 percent, from 28 in 2019-19 to 32 in 2019-20 and by 400 percent at the regional tier, from 1 in 2018-19 to 5 in 2019-20.

Student Demonstration of Competencies

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

Associate in Applied Science programs.

Remediation and Removal of High School Curricular Deficiencies –
Exceptions from Credit Hour Limit
2010-11 to 2019-20
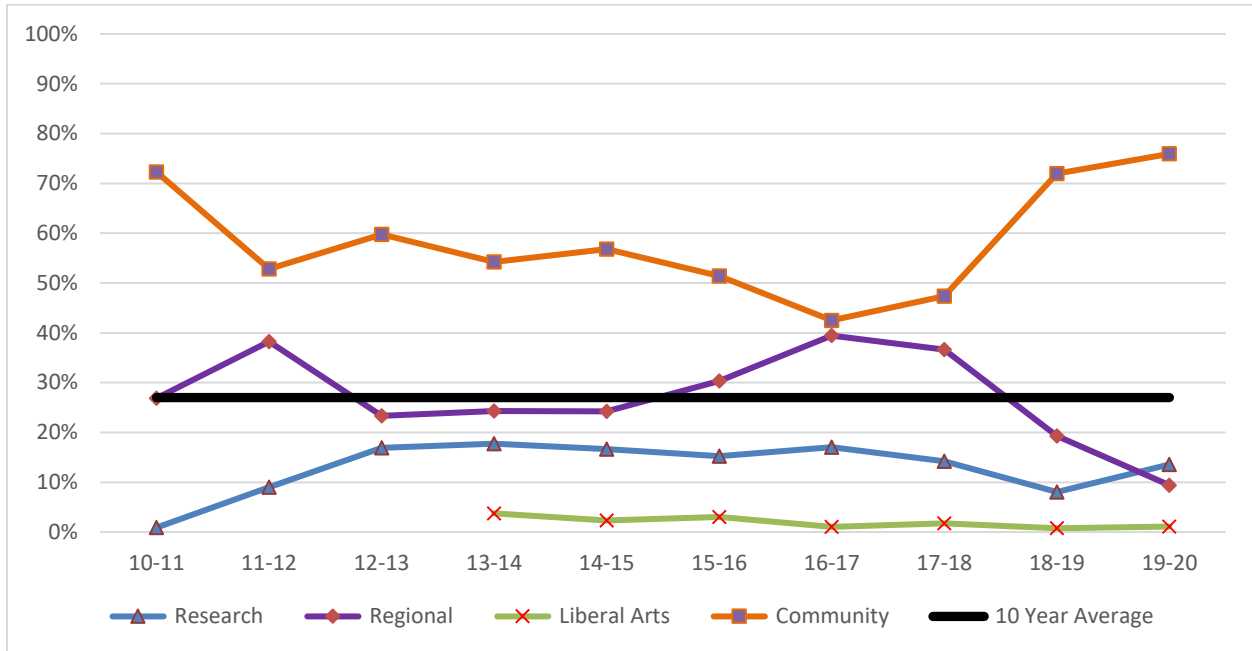
* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	10YR AVG
Research	34	210	406	393	419	341	383	291	284	423	318
Regional	1,017	894	561	538	609	679	887	749	683	294	691
Liberal Arts	N/A	N/A	N/A	83	58	68	23	36	27	35	47
Community	2,738	1,235	1,438	1,201	1,430	1,151	956	969	2,551	2,372	1,604
Total	3,789	2,339	2,405	2,215	2,516	2,239	2,249	2,045	3,545	3,124	2,647

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	10 YR AVG
Research	1%	9%	17%	18%	17%	15%	17%	14%	8%	14%	13%
Regional	27%	38%	23%	24%	24%	30%	39%	37%	19%	9%	27%
Liberal Arts	*	*	*	4%	2%	3%	1%	2%	1%	1%	2%
Community	72%	53%	60%	54%	57%	51%	43%	47%	72%	76%	59%

AGENDA ITEM #32-b (3):

> **Annual Reports.**

SUBJECT: Supplemental Pension Report, FY2020

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt the FY2020 System-wide Report on the Value of Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions.**

BACKGROUND:

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

POLICY ISSUES: None.

ANALYSIS:

INSTITUTIONAL AUTHORITY

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

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

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

STATUS OF INSTITUTIONAL SUPPLEMENTAL DEFINED BENEFIT PLANS

The GASB Statement No. 74 became effective with the June 2017 reporting period and remains effective in the current year reporting period. The statement applies primarily to the general purpose external financial report of state and local government OPEB plans. For OPEB plans that do not issue stand-alone financial

449

statements, additional disclosures are required by the new standard in the sponsoring government's statements.

As of June 30, 2020, 15 of the 26 system institutions (including the OUHSC) have supplemental retirement plans. Although provisions of these supplemental plans may vary among institutions, they typically involve a formula ensuring an employee upon retirement a "minimum retirement benefit" based on the employee's current or highest compensation together with years of service. The institution's obligation under these plans usually involves paying the difference between the calculated "minimum retirement benefit" and the benefits that the employee will receive from OTRS, Social Security, or a defined contribution retirement plan, such as TIAA-CREF. The value of institutional obligations reported as of June 30, 2020, is summarized in *Attachment I* of the report.

The value of obligations reported is based on actuarial valuations prepared by each institution using a number of assumptions. Values are real, therefore, only to the extent that the assumptions prove valid. Actuarial assumptions used by the institutions for FY2020 were developed in accordance with State Regents' policy and were updated to incorporate current market practices and rates. Following are highlights of the information reported by institutions.

1. Institutions reporting supplemental pension obligations as of June 30, 2020, included 10 of 13 universities and constituents and five of 13 two-year colleges.

2. The present value of future pension obligations as of June 30, 2020, for those institutions reporting amounted a net of $41,799,776. The reflected increase is in large part to the required GASB format or changes in assumptions. An assets held in trust model used by the Regional University System on behalf of its institutions. Six (6) institutions are reporting as assets held in trust, nine (9) reporting pay-as-you-go obligations, and eleven (11) institutions reported no obligations.

POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

A new GASB Statement No. 75 became effective with the June 2018 reporting period. Thus, this year's report continues to reflect the impact to the institutions for the adoption of the new standards to their financial statements. The result of the new accounting pronouncement was that institutions are now required to report the liability for the post-employment benefits for defined benefit plans administered through a trust, cost-sharing plans administered through a trust, and OPEB plans not provided through a trust. The Statement also requires governments to present more extensive note disclosures and required supplementary information about their OPEB liabilities. Some governments are responsible to make contributions directly to the OPEB plan or make OPEB benefit payments directly as the benefit comes due to the employee. The notable changes include the reporting of the Total OPEB Liability on the Statement of Net Position, replacing the former disclosure of the Actuarial Accrued Liability (AAL.) The new Statement replaced the Statement 45 used in previous years and results in significant changes in the amount liabilities noted in the financial statements since moving to *total* liabilities rather than just the amount of current year's accrued liability shown in the previous disclosures.

Post-employment benefits liabilities other than pensions were reported by 23 institutions in FY 2020 and amounted to $560,437,855. These costs covered medical and/or life insurance premiums for retirees and the future liability for currently covered employees. The figures are summarized in *Attachment II* of the report. Twenty-one institutions reported FY2020 liabilities for medical and/or life insurance for retirees amounting to $528,316,000, or 94.3 percent of the total expenses. One institution reports a cost life insurance only. One institution, the University of Oklahoma, accounted

for approximately 53 percent of the total systemwide postemployment benefit costs, while the University of Oklahoma Health Sciences accounted for another 41 percent. These institutions are reporting the total unfunded liability associated with their current post-employment obligations.

AGENDA ITEM #34:

Proposed 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 employment 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.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Rose State College, Student Union

<u>MINUTES</u>

Eight Hundred and Eleventh Meeting

March 4, 2021

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Rose State College, Student Union

Minutes of the Eight Hundred and Eleventh Meeting
March 4, 2021

CONTENTS

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Rose State College, Student Union

**Minutes of the Eight Hundred and Eleventh Meeting
of the
Oklahoma State Regents for Higher Education**
March 4, 2021

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 10:00 a.m. on Thursday, March 4, 2021 at the Rose State College Student Union. This special meeting was filed with the Secretary of State on Monday, March 1, 2021. 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. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Parker made a motion, seconded by Regent Hickman to approve the minutes of the State Regents' meeting on October 22, 2020. 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.

4. **COMMENTS FROM THE CHAIR.** Chair Holloway began by stating that it was great to be able to meet in person after some interesting months and that she was sure all were

19917

prepared to get back to normal. She stated that despite the strange circumstances, the State Regents have been able to continue doing their business as usual and everything has continued to run smoothly.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Glen D. Johnson reiterated that it was great to be meeting in person. He updated State Regents on the series of meetings after the budget rollout and discussed the budget presentations to the Senate and House. He stated that the workforce agenda has resonated well and that there was a lot of interest in the Endowed Chairs Program. He stated that the comprehensive legislative agenda is resonating with legislatures and that the State Regents should feel confident. He then highlighted the virtual legislative tours and legislative forum and noted the high attendance rate. Chancellor Johnson also briefly discussed the rescheduling of the virtual Higher Education Day at the Capitol. He stated that there has been positive flexibility on the revenue front and that the State Regents would receive an update later in the meeting from Interim Vice Chancellor for Budget and Finance Ms. Sheri Mauck.

6. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson provided Regents with a summary of presentations and engagements that he participated in on behalf of the State Regents from June 13, 2020 through February 18, 2021.

7. **STATE REGENTS.** Chancellor Glen D. Johnson introduced Justice Noma Gurich. Justice Gurich administered the Oaths of Office to State Regent Dennis Casey from Morrison, Oklahoma, and State Regent Jack Sherry from Holdenville, Oklahoma.

8. **2019 HIGHER EDUCATION DISTINGUISHED SERVICE AWARD.** This item was taken after the Budget Report and Revenue Update. Chancellor Glen D. Johnson and the State Regents

presented Senator Roger Thompson (Okemah) with the 2019 Higher Education Distinguished Service Award for his support during the 2019 legislative session and thanked him for his service. Senator Thompson provided remarks about the important role education plays in the development of the state.

9.   **WELCOME.** Rose State College President Jeanie Webb welcomed the State Regents to Rose State College. She stated that Rose State College had their fiftieth anniversary in 2020 and noted that the Student Union opened as part of that anniversary along with new dormitories, some of which are being used for COVID-19 rooms. She stated that despite the difficulties, Rose State College continues to remain positive and that their flexibility has worked very well for their students. President Webb also noted that Rose State College had been designated a Center of Excellence for Aerospace and Cyber, noting the importance with their close location to Tinker Air Force Base. She then discussed the challenges that Rose State has faced with not only COVID-19 but with the OG&E rolling blackouts in February, but that they are continuing to stay positive and do everything they can for their students.

10. **MERCER UPDATE.** Ms. Beth Johnson, Mr. Tim Westrich and Mr. Paul Katzfey from Mercer Hammond joined via Zoom videoconference. Ms. Johnson began by stating that the goal was to address concerns and questions from the State Regents and to discuss a recommendation for a re-up for an existing fund and an asset allocation recommendation.

Ms. Johnson started with discussing the proposed asset allocation. She stated that while it was a diversified portfolio, that was not necessarily what the State Regents needed and that they had expressed a desire to simplify the portfolio and cut back on fees. She discussed the asset allocation change, focusing on the layout of the management grouping into a smaller number, making it more driven by bigger thoughts in the market and not focusing on the smaller parts of

the market. She stated that they are recommending the move to a policy called B+, which is expected to produce a similar 10-year return to that of the current long-term policy, with greater equity market exposure that could benefit from nearer term market conditions. She stated that this would take some of the cost out of the portfolio and make it more manageable with fewer moving parts. With this, they recommend adding an index fund. She noted that they are getting rid of some managers but not taking any hits, and that they are taking profits and reallocating them to a simplistic strategy. Regent Taylor provided remarks about the good discussions from their meetings with Mercer and praised Mercer for their responsiveness to the questions from the State Regents.

Mr. Tim Westrich covered the recommendation of Bain Capital Real Estate Fund II, stating that their recommendation is that the State Regents commit $10 million to this fund, and noting the $7 million that the State Regents committed to Bain Capital Real Estate Fund I-A in 2019. He noted that Fund II would continue the same strategy. Mr. Westrich stated that Bain's strategy has proven fairly successful in COVID-19, and that Fund I has performed relatively well during the pandemic primarily due to its property type exposure outside of real estate that has come under more pressure recently. He stated that the fund is targeting a fund size of $1.6 billion that will be invested over a time frame of 5 years. Ms. Johnson concluded by providing an estimate for the one-month period, showing that the total value is just shy of $835 million and that they estimate that value will go up.

11. **SYSTEM INNOVATIONS COMMITTEE UPDATE.** Mr. John Curry, Mr. Glenn McLaurin, Ms. Kateri Schlessman, and Mr. Chris Byrne from Huron Consulting Group joined via Zoom videoconference. Mr. Curry began by discussing the first cohort, stating that after each individual institution's financial viability report last year, a question arose regarding how the campuses see themselves according to other key data and what measures do they use to evaluate their success. Mr. Curry praised the cooperation of the campuses in the first cohort and stated that Huron was

remarkedly delighted to see the collaborations that are already going on amongst those institutions, showing that the campuses are already taking initiatives.

Focusing on the project goals, Ms. Schlessman stated that the intent was to help institutions understand how each institution sees and evaluates its own successes and performances, all to improve the mission and financial position of the institutions. She then highlighted the key themes that have emerged through multiple discussions and collaboration workshop meetings with Cohort 1 institutions. Ms. Schlessman then discussed collaborations that institutions had identified that they wanted to expand upon. She stated that for each institution, they assessed that there could be around $10,000 to $100,000 in savings. She noted that there is a need for more robust data, as they noticed that institutions had varying degrees of being able to understand their KPIs and variable information. Ms. Schlessman discussed the dashboard that was created for each institution, providing an expanded holistic view of key measures in student mission, operations, and finances, as well as CFI Scores. expanded set of KPIs.

Ms. Schlessman then discussed the existing collaborative initiatives, noting that Cohort 1 institutions partner with 45 different entities including system peers as well as educational, government, and non-profit entities both internal and external to Oklahoma. She noted that they identified that there are opportunities such as reducing costs, sharing highly trained skilled staff, and sharing instructional and administrative service functions. She stated that they learned that there are some efforts starting around joint classroom delivery, where a faculty member would be teaching the same class to students around multiple campuses. She then discussed the scalability of these collaborations, adding that many of the collaborations can be built upon. Ms. Schlessman stated that of the original eleven scalable collaborations, Cohort 1 identified six high priority areas to proceed with exploring for system-wide adoption that could be built upon regarding feasibility, financial impact per institution, scalability, and operating model. Ms. Schlessman then presented three concurrent pathways to proceed with Cohort 1 priorities while leveraging Cohort 2 discussions and collaboration initiatives. She then discussed power of spend and shared

services. A discussion began regarding the discreet action items that institutions can take to leverage their contracts. Huron concluded by stating that it is important to be intentional in expanding what is already there.

12.   **BUDGET REPORT AND REVENUE UPDATE.** Interim Vice Chancellor for Budget and Finance Ms. Sheri Mauck provided State Regents with a report on the State budget, gross production tax, and revenue. Ms. Mauck started the update with where they are currently for FY22, stating that the report covers activity through January 2021. She stated that the January collections were down $115 million below the monthly estimate, representing a 15.9 percent reduction primarily driven by oil gross production that was down 64 percent and income tax that was also down 14.2 percent. She stated that collectively for the full seven-month period for the fiscal year, the revenues are only slightly below the estimate, about 0.2 percent, representing $9.2 million below the estimate. Ms. Mauck stated that the Office of Management and Enterprise Services still anticipates that there will not be a need for a declaration of general revenue failure for FY2021. Focusing on the actual collections of gross oil production revenue that higher education receives, Ms. Mauck stated that the agency had received 96 percent of the amount allocated to the State Regents from the legislature, representing around $89.8 million. She discussed the CARES Act report, stating that institutions reported that they have used $112 million, and in late December the institutions were also allocated an additional $193 million which will be available for COVID-19 related expenditures through the spring semester. Ms. Mauck then stated that the Board of Equalization met on February 16, 2021 and had a good report on economic recovery, stating that the economy's improvement is primarily driven by the federal stimulus money, growth and earned income, as well as the vaccine rollout. Going into FY22, there are currently $229 million in reserve through the Rainy Day balance and the Revenue Stabilization Fund. The total projection of revenue that they made available and certified through the legislature going into FY2022 was $9.6 billion. Of that amount, $7.9 billion is recurring

19922

revenue which will be what the state legislature has to build the budget for FY22. She stated that this means that approximately $1.7 billion is built from one-time cash reserve funds as well as $200 million from cash flow reserve, prior year carryover of just over $1 billion, and other non-revenue funds that were used in FY22 such as the roads reallocation and reallocation from Teachers Retirement and public safety. Ms. Mauck concluded by stating that if you take what was certified as recurring revenue for FY2022 ($7.9 billion), they are just slightly behind what was estimated before the pandemic, which was $8.2 billion that was certified in February of 2020.

13. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Ms. LeeAnna McNally provided State Regents with an update on legislative activity. Senator Thompson provided a brief legislative update. Ms. McNally stated that just over 3,000 bills were filed for consideration this year. After the deadline, only 1,100 bills will be heard in their respective chambers of origin by March 11, 2021. She then discussed House Bill 1821 by Representative Toni Hassenbeck, which increases flexibility for the tuition aid grant, and the companion bill Senate Bill 237 by Senator Dewayne Pemberton. Ms. McNally then discussed Senate Bill 132 by Senator David Bullard regarding extending Oklahoma's Promise to the eleventh grade. She then discussed Senate Bill 238 by Senator Dewayne Pemberton, which creates a task force to have high school students complete the FAFSA in order to graduate. Ms. McNally concluded by discussions Senate Bill 292 by Senator John Haste, creating a task force to study the concurrent enrollment needs of the state.

14. **TASK FORCE REPORTS.**

a. **Online Education Task Force.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke began by stating that there had been a lot of activity regarding membership renewal and that of the 25 institutions, there are 23 members plus OSUIT and OSU-OKC, but that OSU and OU continued to decline membership. She mentioned the launch of the Online Consortium of Oklahoma (OCO) website in the fall, noting that

there are now on-demand videos. She discussed the Open Educational Resources initiative through the Online Education Task Force, and that through membership fees to the OCO, they had purchased a one-year subscription license for pressbook, providing them 30 opportunities to create collaborative projects that will be resources for students. She stated they are currently focused on five for CEP courses, noting that this is a good opportunity for adults in higher education as it reduces costs around $150-200 per student in each course. In addition, she stated that they are continuing work on badging and microcredentialing. She stated that there had been good participation in a STEM virtual academy with 60 faculty completing a six week program. Dr. Blanke also discussed that through the Lumina Funding, they will conduct a year-long pilot with Credly Acclaim, making about 300 plus badges available to every institution. She stated that it is good to see if it is valuable to students without an additional expense, and that they are looking forward to this pilot. Dr. Blanke discussed work with a chapter in Florida and stated that it is good that they are receiving recognition from entities outside of the state. She discussed a collaboration between the OCO, Southeastern Oklahoma State University and OneNet, regarding work on a virtual reality project, creating virtual reality modules in STEM courses, developing these apps and then providing them to the state system. Finally, Dr. Blanke concluded by discussing the 2021 Oklahoma Online Excellence awards, stating that sixteen nominations are being reviewed and will likely be recognized in April.

b.   **State Regents Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Ms. Angela Caddell began by stating that planning is underway for the statewide Campus Safety and Security Summit, which is currently planned for November 1, 2021 at the Reed Center in Midwest City. She stated that they have activated their planning committee which includes their partners, the Oklahoma Department of Emergency Management and Homeland Security, Oklahoma Department of Mental

Health and Substance Abuse Services, and that they the hope to work again with the Midwest City Police Department to put together a live exercise. She stated that they plan to issue their save the date and call for proposals within the next few days, and are looking to receive concurrent session proposals by May 14, 2021. Ms. Caddell stated that they were able to reengage Scott Lewis, who is a national authority on optimizing campus behavioral intervention teams, and that they are going to work with him for the summit this fall. She stated that they are going to limit the number of unique sessions to repeat content and give more participants access to more content throughout the day. Ms. Caddell also mentioned the partnership with Oklahoma Department of Mental Health regarding licensing training for crisis intervention training, work with them to see if they would work with them to put together an event for campus law enforcement. She noted that the CIT Certification event is set for April 19-23, 2021 at the Rose State College Student Union. This certification will help train thirty participants and Ms. Caddell stated that the goal is to partner with them to offer this training several times a year. She concluded by stating that the Campus Safety and Security Task Force meets again on April 7, 2021.

15. **PROPOSED EXECUTIVE SESSION.** This item was taken after the Reports.

   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. 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, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

c. Following executive session discussion, open session resumes.

d. Regent Parker made a motion, seconded by Regent Casey, to exit executive session. Voting for the motion were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

16. **OKLAHOMA CAMPUS COMPACT.** Regent Hickman made a motion, seconded by Regent Parker to approve the annual Oklahoma Campus Compact Voter Registration Contest. 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.

17. **FACULTY ADVISORY COUNCIL.**

a. Presentation of the Faculty Advisory Council's Annual Report.

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. Regents recognized FAC members who completed their terms of service and newly elected FAC members, presented by Dr. Debbie Blanke, Senior Vice Chancellor for Academic and Student Affairs.

Regent Hickman made a motion, seconded by Regent Taylor, to acknowledge receipt of the 2020 Annual Faculty Advisory Report and recognize outgoing and incoming Faculty Advisory Council members. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor.

19926

18. **NEW PROGRAMS.**

December 2020

a.   Regent Hickman made a motion, seconded by Regent White to approve a request from the University of Oklahoma to offer the Graduate Certificate in Native American Studies, the Graduate Certificate in Community Engagement, and the Master of Construction Business in Construction Management. 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.

b.   Regent Hickman made a motion, seconded by Regent Parker, to approve a request from the University of Oklahoma College of Law 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. 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.

c.   Regent Hickman made a motion, seconded by Regent Parker, to approve a request from Oklahoma State University 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. 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.

d.   Regent Hickman made a motion, seconded by Regent Casey, to approve a request from Northeastern State University to offer the Bachelor of Science in Freshwater Sciences and the Certificate in American Chemical Society. 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.

March 2021

e. Regent Hickman made a motion, seconded by Regent Helm, to approve a request from Oklahoma State University of 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. 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.

f. Regent Hickman made a motion, seconded by Regent Turpen, to approve a request from the University of Oklahoma to offer the Master of Arts in Integrated Childhood Well-being in Tulsa and the Executive Master of Business Administration in Renewables. 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.

g. Regent Hickman made a motion, seconded by Regent Parker, to approve a request from East Central University to offer the Bachelor of Science in Information Technology Management. 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.

19. **PROGRAM DELETIONS.**

a. December 2020: a request from the University of Oklahoma to delete the Bachelor of Science in Engineering, a request from Northwestern Oklahoma State University to delete the Certificate in Grief and Bereavement, and a request from Carl Albert State College to delete the Certificate in Religious Study.

b. March 2021: a request from Oklahoma City Community College to delete the Certificate in Bilingual Banking and Finance and the Certificate in Geographic Information Systems,

and a request from Tulsa Community College to delete the Associate in Arts in Pre-Education, the Associate in Science in International Business, the Certificate in Business Computer User, and the Certificate in Project Management.

Regent Hickman made a motion, seconded by Regent White, to approve the institutional requests for program deletions. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

20. **OKLAHOMA'S PROMISE.**

    a.   Regent Hickman made a motion, seconded by Regent Casey, to approve the Oklahoma's Promise grading policy guidance for the 2020-2021 academic year. 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.

    b.   Regent Hickman made a motion, seconded by Regent Helm, to acknowledge receipt of the Oklahoma's Promise Year End Report for 2019-2020. Mr. Bryce Fair, Associate Vice Chancellor for Scholarships and Grants, provided a brief update on the Year-End report for 2019-2020. 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.

21. **ACT ANNUAL REPORT.** Regent Hickman made a motion, seconded by Regent Taylor, to acknowledge receipt of the Annual Report on ACT scores for the 2020 graduating class. 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.

22. **SUMMER ACADEMIES.** Regent Hickman made a motion, seconded by Regent Helm, to approve the 2021 Summer Academy proposals recommended for FY21 funding. 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.

23. **POLICY.**

December 2020

a. Posting of revisions to the Teacher Education policy. This item was for posting only.

b. Posting of revisions to the Academic Program Approval policy. This item was for posting only.

c. Regent Hickman made a motion, seconded by Regent Turpen, to approve Oklahoma City Community College's request for an exception to the Concurrent Enrollment policy. 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.

March 2021

d. Regent Hickman made a motion, seconded by Regent Parker, to 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. 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.

e. Regent Hickman made a motion, seconded by Regent Helm, to approve the expansion of the EXCELerate project proposed by Tulsa Community College. 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.

f.   Regent Hickman made a motion, seconded by Regent Helm, to approve the COVID-19 Policy Guidance Document to provide flexibility in Academic Affairs policy. 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.

g.   Posting of revisions to the Concurrent Enrollment policy. This item was for posting only.

24.   **TEACHER EDUCATION.** Regent Hickman made a motion, seconded by Regent Parker, to approve the Teacher Shortage Employment Incentive Program benefit for each eligible teacher in 2021. 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.

25.   **RULE REVISIONS.**

March 2021

a.   Approval of proposed rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program.

b.   Approval of proposed rule revisions for the Regional University Baccalaureate Scholarship Program.

c.   Approval of proposed rules revisions for the Academic Scholars Program.

d.   Approval of proposed rule revisions for the Oklahoma Tuition Aid Grant Program.

e.   Approval of proposed rule revisions for the Paul Douglas Teacher Scholarship Program.

Regent Hickman made a motion, seconded by Regent Parker, to approve the adoption of the permanent rule revisions to the Oklahoma's Promise – Oklahoma Higher Learning Access Program, the Regional University Baccalaureate Program, the Academic Scholars Program, the Oklahoma Tuition Aid Grant Program, and the Paul Douglas Teacher Scholarship Program. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor.

26.   **E&G BUDGET.** Regent Helm made a motion, seconded by Regent Parker, to 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 taxes placed on the sale of cigarettes and tobacco products. 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.

27.   **POLICY.** Regent Helm made a motion, seconded by Regent Hickman, to 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. 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.

28.   **EPSCoR.**

a.   Approval of allocation of EPSCoR/IDeA Coalition Dues.

b.   Approval of allocation for Oklahoma Research Day.

c.   Appointment of members to the Oklahoma EPSCoR Advisory Committee.

Regent Helm made a motion, seconded by Regent Taylor, to approve the allocation of EPSCoR/IDeA Coalition Dues, the allocation for Oklahoma Research Day, and the appointment of members to the Oklahoma EPSCoR Advisory Committee. 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.

29. **REVENUE BONDS.** Regent Helm made a motion, seconded by Regent Hickman, to approve for transmittal to Attorney General Statement of Essential Facts for 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). 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.

30. **PURCHASING.** Regent Helm made a motion, seconded by Regent Parker, to approve purchases for amounts that are in excess of $100,000. 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.

31. **INVESTMENTS.** Regent Parker made a motion, seconded by Regent Helm, to approve new investment managers and allocation of funds for the endowment trust fund. The committee's recommendation is to commit $25 million to Vanguard Developed Market Index and $10 million to Bain Capital Real Estate Fund II. 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.

32. **POLICY.** Regent White made a motion, seconded by Regent Parker, to approve revisions to State Regents' Policy 2.5 State Regents' Committees to establish the System Innovations Committee as a new standing State Regents committee. 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.

33.   **LEGISLATIVE AGENDA.** Regent White made a motion, seconded by Regent Hickman, to ratify an amendment to the State Regents' 2021 Legislative Agenda to add the State System's COVID-19 response. 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.

34.   **CONSENT DOCKET.** Regent Helm made a motion, seconded by Regent Hickman, to accept the following recommendations in the Consent Docket:

a.   Programs.

(1)   Program Modifications. Approval of institutional requests. December 2020.

(2)   Program Modifications. Approval of institutional requests. March 2021.

b.   Reinstatement. Approval of institutional request.

c.   Suspension. Approval of institutional requests.

d.   Reconciliations.

(1)   Approval of institutional requests. December 2020.

(2)   Approval of institutional request. March 2021.

e.   Cooperative Agreement. Approval of institutional requests.

f.   Academic Nomenclature. March 2021.

(1)   Oklahoma State University. Ratification of a request to establish a new college on the OSU-Tulsa campus.

(2)   Northeastern State University. Ratification of a request to consolidate existing departments.

g.   Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs. December 2020.

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.

(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.

(3)   Northeastern State University. Approval to offer the Master of Science in Health and Sport Science via electronic delivery.

(4)   Murray State College. Approval to offer the existing Associate in Applied Science in Business Management via electronic delivery.

March 2021.

(5)   Oklahoma State University. Approval to offer the existing Bachelor of Science in Business Administration in Management Information System via electronic delivery.

(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.

(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.

(8)   Murray State College. Approval to offer the existing Associate in Science in Criminal Justice via electronic delivery.

(9)   Seminole State College. Approval to offer the existing Associate in Science in Criminal Justice via electronic delivery.

i.   State Authorization Reciprocity Agreement.

(1)   Ratification of institutional requests to continue participation in the State Authorization Reciprocity Agreement. December 2020.

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

j.   Operations.

(1)   Ratification of purchases over $25,000. December 2020.

(2)   Ratification of purchases over $25,000. March 2021.

(3)   Annual FY2020 Audit Report. December 2020.

(4)   Review and Approval of the FY2021 Tuition Impact Analysis Report. December 2020.

(5)   Ratification of appointment of Director of Technology and Chief Technology Officer (CTO) and appointment of Interim General Counsel.

k.   Non-Academic Degrees.

(1)   Ratification of a request from Langston University to award a posthumous degree. December 2020.

(2)   Ratification of a request from Southeastern Oklahoma State University to award a posthumous degree. December 2020.

(3)   Ratification of requests from Oklahoma State University to award honorary degrees. March 2021.

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.

35.   **REPORTS.** Regent Taylor made a motion, seconded by Regent Helm, to acknowledge receipt of the following reports:

a.   Programs. Current Status Report on Program Requests. (Supplement)

b.   Annual Reports.

    (1)   Academic Scholars Program Year-End Report. December 2020.

    (2)   Oklahoma Tuition Aid Grant Year-End Report. December 2020.

    (3)   Oklahoma Tuition Equalization Grant Year-End Report. December 2020.

    (4)   Regional University Baccalaureate Scholarships Year-End Report.

    (5)   Academic Policy Exceptions Quarterly Report. December 2020.

    (6)   Academic Policy Exceptions Quarterly Report. March 2021.

    (7)   Financial Operations Report, June 30, 2020.

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.

36.   **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.

37.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Holloway announced that the next regular meetings are scheduled to be held Wednesday, March 24, 2021 at 10:30 a.m. and Thursday, March 25, 2021 at 9:00 a.m. at the State Regents Office in Oklahoma City. State Regents meetings for March 24 and 25 will be cancelled and rescheduled for April 15, 2021 at 10:00 a.m. An announcement will be issued this afternoon to outline the search committee for a new Chancellor. Parker, Helm, White, and Holloway are part of the search committee.

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

ATTEST:

_____   _____

Ann Holloway, Chairwoman   Michael C. Turpen, Secretary