



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

May 28, 2021

NOTE

This document contains recommendations and reports to the State Regents regarding items on the May 28, 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 May 28, 2021.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

A G E N D A

Friday, May 28, 2021 – 9:30 a.m.
or immediately following the Tuition Hearing
Rose State College, Student Union 2nd Floor Ballroom, 1920 Hudiburg Drive in Midwest City
and via zoom.
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. **State Regent.** Administration of Oath of Office. Page 3.
8. **Welcome.** Welcome by Rose State College President Jeanie Webb. Page 5.
9. **Higher Education Distinguished Service Awards.** Presentation of Higher Education Distinguished Service Awards. Page 7.

EXECUTIVE

10. **Rehearing Request.** Application from Regional University System of Oklahoma/Northeastern State University (NSU) requesting “rehearing, reopening or reconsideration” of Agenda Item 14-a (2) regarding Oklahoma State University’s request to offer the existing Bachelor of Science in Business Administration in Accounting (444) through OSU-Tulsa, approved by the State Regents at their meeting on April 15, 2021, and possible action on the “rehearing, reopening or reconsideration. Page 9.

AWARDS

11. **Chancellor Hans Brisch Scholarship Program Awards.** Presentation of selections for Chancellor's Scholars for the 2021 academic year. Page 11. (Supplement)
12. **Council for Online Learning Excellence Awards.** Recognition of the 2021 Council for Online Learning Excellence Awards. Page 13.

UPDATES

13. **Budget Report and Revenue Update.** Report on the State budget, gross production tax, and revenue. Page 15.
14. **Legislative Update.** Update on legislative activity. Page 17.
15. **Task Force Reports.**
 - a. **Online Education Task Force.** Report on the progress of the Online Education Task Force. Page 19.
 - b. **State Regents Campus Safety and Security Task Force.** Report on the progress of the Campus Safety and Security Task Force. Page 21.

FISCAL

16. **E&G Budget.** Approval of allocation of state appropriated funds to institutions and programs for FY2022 and Acceptance of FY22 Budget Principles and Guidelines. Page 23.
17. **Policy.** Exception to policy for waiver of certain fees for Summer and Fall 2021 semesters. Page 25.
18. **Tuition.** Approval of FY22 Tuition and Mandatory Fee Principles and Guidelines. Page 27.
19. **Contracts and Purchases.**
 - a. Approval of contracts over \$100,000 for FY2021. Page 31.
 - b. Approval of contracts over \$100,000 for FY2022. Page 33.
20. **Deleted Item.** Page 37.

ACADEMIC

21. **New Programs.**
 - a. University of Oklahoma. Approval to offer the Doctor of Philosophy in Data Science and Analytics. Page 39.
 - b. Cameron University. Approval to offer the Certificate in Cybersecurity. Page 49.
 - c. Northeastern State University. Approval to offer the Certificate in Operations and Supply Chain Management. Page 55.
 - d. University of Central Oklahoma. Approval to offer the Bachelor of Science in Computer Engineering and the Certificate in Leadership. Page 63.
 - e. Carl Albert State College, Eastern Oklahoma State College, Murray State College, Northern Oklahoma College, Oklahoma State University Institute of Technology, Redlands Community College, Rogers State University, Rose State College, Seminole State College, and Western Oklahoma State College's request to offer the Associate in Applied Science in Applied Technology, via traditional and electronic delivery, as a statewide collaborative program. Page 77.
22. **Program Deletions.** Approval of institutional requests for program deletions. Page 85.
23. **High School Courses for College Admission.** Ratification of a request to approve a high school courses for college admission. Page 87.
24. **Policy.**
 - a. Approval of revisions to the Institutional Admission and Retention policy. Page 89.
 - b. Approval of revisions to academic policy related to accreditation and state authorization. Page 111.
 - c. Approval of revisions to the Concurrent Enrollment policy. Page 155.
25. **Test-Optional Admission Pilot Program.**
 - a. Approval of requests to modify test-optional admission pilots from Rogers State University and Tulsa Community College. Page 167.
 - b. Approval of requests for test-optional admission pilots from State System institutions. Page 169.
26. **Prior Learning Assessment.** Approval of the prior learning assessment matrix for technical education. Page 173.
27. **Student Assessment.** Approval of institutional student assessment plans. Page 179.

28. **Oklahoma Tuition Aid Grant.** Approval of the 2021-2022 Oklahoma Tuition Aid Grant Award Schedule. Page 193.
29. **State Authorization.** Requests to authorize and re-authorize private and out-of-state institutions to operate in Oklahoma. Page 197.

CONSENT DOCKET

30. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
 - a. Programs. Program Modifications. Approval of institutional requests. Page 227.
 - b. Suspensions. Ratification of institutional requests. Page 257.
 - c. Reconciliations. Approval of institutional requests. Page 259.
 - d. Academic Nomenclature. Ratification of Oklahoma State University's request to establish a new department. Page 261.
 - e. Electronic Delivery.
 - (1) Northeastern State University. Approval to offer the following existing programs via electronic delivery: Bachelor of Arts in Geography and Sustainability Studies, the Bachelor of Business Administration in Information Systems, and the Bachelor of Technology in Technology. Page 263.
 - (2) University of Central Oklahoma. Approval to offer the Bachelor of Business Administration in Finance via electronic delivery. Page 267.
 - f. State Authorization Reciprocity Agreement. Ratification of institutional requests to continue participation in the State Authorization Reciprocity Agreement. Page 271.
 - g. Operations. Ratification of purchases over \$25,000. Page 273.
 - h. Non-academic Degrees.
 - (1) University of Oklahoma. Ratification of a request to award an honorary degree in absentia. Page 275.
 - (2) University of Oklahoma. Ratification of a request to award a posthumous degree. Page 277.
 - (3) Cameron University. Ratification of a request to award a posthumous degree. Page 279.
 - (4) Oklahoma Panhandle State University. Ratification of a request to award posthumous degrees. Page 281.
 - i. Resolution. Resolutions honoring retiring staff. Page 285.

REPORTS

31. **Reports.**
 - a. Programs. Current Status Report on program requests. Page 287. (Supplement)
 - b. Annual Reports.
 - (1) Oklahoma College Savings Plan Annual Program Update for 2020. Page 289.
 - (2) Chiropractic Education Scholarship Program 2020-2021 Year End Report. Page 295.
 - (3) Future Teachers Scholarship Program 2020-2021 Year End Report. Page 297.
 - (4) Tulsa Reconciliation Education and Scholarship Program 2020-2021 Year End Report. Page 299.
 - (5) William P. Willis Scholarship 2020-2021 Year End Report. Page 301.
 - (6) National Guard Tuition Waiver 2020-21 Year-End Report and Institutional Reimbursement. Page 303.

32. **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.

33. **Proposed Executive Session.** Page 305.
 - a. Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning 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.

34. **Recognition of Regent Ron White.** Approval of a resolution honoring Regent Ron White for years of service. Page 307.

35. **Announcement of Next Regular Meeting – the next regular meetings are scheduled to be held on, Wednesday, June 23, 2021 at 10:30 a.m. and Thursday, June 24, 2021 at 9:00 a.m. at the State Regents Office in Oklahoma City.**
36. **Adjournment.**

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #6:

Report of the Chancellor

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of April 6, 2021 through May 17, 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 April 6, 2021 through May 17, 2021:

- Presented the 2020 Higher Education Distinguished Service Award to Senator Dave Rader before the April 7, 2021 Council of Presidents' meeting.
- Participated in conference call with the State Higher Education Executive Officers (SHEEO) to discuss COVID-19 Relief Funds.
- Participated in conference call with House Appropriations and Budget Subcommittee on Education Chair Mark McBride to discuss higher education issues.
- Participated in conference call with Oklahoma State University President-Designate Kayse Shrum to discuss higher education issues.
- Participated in conference call with Senate Appropriations Committee Chair Roger Thompson to discuss higher education issues.
- Participated in conference call with Huron Consulting Group regarding the Collaboration & Innovation Initiative.
- Participated in conference call with Oklahoma State University President Burns Hargis to discuss higher education issues.
- Participated in the Oklahoma Hall of Fame Board of Directors meeting via Zoom.
- Participated in conference call with House Appropriations and Budget Committee Chair Kevin Wallace to discuss higher education issues.
- Participated in conference call with Senate Appropriations Committee Chair Roger Thompson to discuss higher education issues.
- Provided remarks virtually during Reach Higher Spring Reception via Zoom.
- Taped remarks for the Love's Cup virtual awards ceremony.
- Attended and provided remarks during Senate Confirmation Hearing for State Regent-Designate Courtney Warmington.
- Participated in conference call with the State Higher Education Executive Officers (SHEEO) Spring Executive Committee Meeting to discuss higher education issues.
- Participated in conference call with Senate Appropriations Committee Chair Roger Thompson to discuss higher education issues.

- Presented the 2020 Higher Education Distinguished Service Award virtually to Representative Emily Virgin.
- Participated in conference call with House Appropriations and Budget Subcommittee on Education Chair Mark McBride to discuss higher education issues.
- Participated in conference call with House Appropriations and Budget Committee Chair Kevin Wallace to discuss higher education issues.
- Participated in conference call with Southeastern Oklahoma State University (SEOSU) President Thomas Newsom to discuss higher education issues.
- Participated in conference call with Langston University (LU) President Kent Smith to discuss higher education issues.
- Participated in conference call with Tulsa Community College (TCC) President Leigh Goodson to discuss higher education issues.
- Participated in conference call with Choctaw Nation Executive Director of Government Relations Brian McClain to discuss higher education issues.
- Met with Senate Appropriations Subcommittee on Education Chair Dewayne Pemberton in Oklahoma City to discuss higher education issues.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #7:

State Regent.

SUBJECT: Administration of Oath of Office.

Oral Presentation.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #8:

Welcome.

SUBJECT: Welcome by Rose State College President Jeanie Webb.

Oral Presentation.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #9:

Higher Education Distinguished Service Awards.

SUBJECT: Presentation of Higher Education Distinguished Service Awards.

Oral Presentation.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #10:

Rehearing Request.

SUBJECT: Application from Regional University System of Oklahoma/Northeastern State University (NSU) requesting “rehearing, reopening or reconsideration” of Agenda Item 14-a (2) regarding Oklahoma State University’s request to offer the existing Bachelor of Science in Business Administration in Accounting (444) through OSU-Tulsa, approved by the State Regents at their meeting on April 15, 2021, and possible action on the “rehearing, reopening or reconsideration.”

BACKGROUND:

At their regularly scheduled board meeting on April 15, 2021, the Oklahoma State Regents for Higher Education (“State Regents”) voted on and unanimously approved a request from Oklahoma State University (“OSU”) and OSU-Tulsa (collectively, “OSU/OSU-Tulsa”) to offer the Bachelor of Science in Business Administration (BSBA) in Accounting (444) through OSU-Tulsa, which was protested by the Regional University System of Oklahoma Board of Regents (“RUSO”), Northeastern State University (“NSU”) and NSU-Tulsa (collectively, “RUSO/NSU”).

On April 26, 2021, RUSO/NSU submitted an application to the State Regents requesting a “rehearing, reopening, or reconsideration of the administrative determination” made by the State Regents at their April 15, 2021 meeting, regarding agenda item No. 14-a (2), wherein the State Regents approved the proposal of OSU/OSU-Tulsa to offer a BSBA in Accounting (444) in Tulsa over the written and oral objection of RUSO/NSU.

On May 7, 2021, the State Regents notified both parties that RUSO/NSU’s application would be placed on the agenda for their next regularly scheduled board meeting on May 28, 2021, with both RUSO/NSU and OSU/OSU-Tulsa having the opportunity to present information for consideration by the State Regents. The parties were further notified that the format for this agenda item would be the same format that was utilized during the State Regents’ meeting on April 15, 2021, wherein the State Regents considered OSU’s proposal and NSU’s protest – fifteen (15) minutes to be afforded to each side, with that time to be allocated internally by the President of each institution to their respective representative(s) as deemed appropriate. Any written materials for State Regents’ consideration were to be submitted to State Regents’ Interim General Counsel Matt Stangl by 5:00 p.m. on Monday, May 17, 2021.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education’s Academic Program Approval policy, and the Functions of Public Institutions policy, which includes the provision from the Constitution of Oklahoma (Article XIII-A, Section 2) that directs the State Regents to determine the functions and courses of study in each of the institutions of the State System.

ANALYSIS:

Oral presentations from Northeastern State University and Oklahoma State University representatives.

As during the April 15, 2021 State Regents' meeting, following each institution's presentation at the May 28, 2021 meeting, the State Regents will be permitted to ask questions of the representatives from each institution as well as OSRHE staff. At the conclusion of questioning and discussion by the State Regents, State Regents will then have the opportunity to make a motion that they further reconsider Item No. 14-a (2) from the April 15, 2021 State Regents' meeting agenda. If such a motion to further reconsider is made, seconded, and then approved by a majority of the State Regents present at the May 28, 2021 meeting, the State Regents will re-vote on whether to grant OSU's request to offer the BSBA in Accounting at OSU-Tulsa.

Supplement.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #11:

Chancellor Hans Brisch Scholarship Program Award.

SUBJECT: Presentation of selections for Chancellor's Scholars for the 2021 academic year.

RECOMMENDATION:

It is recommended that the State Regents approve the individuals listed below as Chancellor Hans Brisch Scholarship Program Honorees for 2021 and ratify payment of the scholarship award.

BACKGROUND:

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

POLICY:

The Chancellor Hans Brisch Scholarship Program policy requires Scholars to be selected primarily on the basis of (1) high academic achievement in high school, (2) outstanding leadership, and (3) a demonstrated commitment to the enhancement of the community. Community commitment is demonstrated through the student's involvement in the initiation of a high school and/or community program or project that resulted in an improvement of the learning environment of the school or the social betterment of the community. Recipients of the Chancellor Hans Brisch Scholarship must be entering college freshmen attending a public college or university within the Oklahoma State System of Higher Education with high academic achievement.

Individuals chosen as Chancellor Hans Brisch Scholars bring a vibrant, energetic presence to Oklahoma's colleges and universities, enhancing the intellectual environment on campus. The Chancellor Hans Brisch Scholarship Program judges evaluated 61 nominees for this year's award and identified the top 2 candidates. It is recommended that the State Regents approve 2021 Chancellor's Scholars recipients as follows:

- **Emily Sanders, Epic Charter Schools – University of Oklahoma**
- **Madison Walters, Muldrow High School – Northeastern State University**

Supplement

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #12:

Council for Online Learning Excellence Awards.

SUBJECT: Recognition of the 2021 Council for Online Learning Excellence Awards.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

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

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

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

The recipient of the Oklahoma Online Excellence Award for Teaching is Dr. Kalianne Neumann, Assistant Professor of Educational Technology, Oklahoma State University.

In her nomination materials, Dr. Neumann was noted for her outstanding record as an online teacher who is sought after for her expertise in Educational Technology, where her support of teacher-students spans elementary level to higher education. With over nine years of online teaching experience, she teaches courses in the Educational Technology Program in the School of Educational Foundation, Leadership and Aviation. Her students consistently comment not only on the innovation and depth of learning in her

courses, but also in the organization and ease of navigation. They also recognize her humanization of online courses, which creates a community and fosters warmth in online spaces for her students. Dr. Neumann's reflection on her own online teaching practices and willingness to grow professionally as a learner lead her to continually develop and perfect her online teaching repertoire.

The recipient of the Oklahoma Online Excellence Award for Innovation is the K20 Center for Education and Community Renewal, University of Oklahoma

In the nomination materials, the K20 Center for Education and Community Renewal was noted for its cultivation of partnerships, modeling of effective innovations, mentoring, and sharing of resources to support virtual learning environments. With 25 years of foundational direct-service work behind them, the K20 Center has recently developed a repository of virtual instructional tools, online engagements, and professional development sessions to address educational needs in the state. Their efforts to deliver these tools in face-to-face collaborative settings—and most recently through virtual platforms—enabled them to successfully serve their school partners and stakeholders despite the challenges that arrived with the COVID-19 pandemic in 2020.

The recipient of the Oklahoma Online Excellence Award for Individual Leadership is Ms. Marla Lobley, Public Services Librarian, East Central University

Ms. Lobley's nominator praised her establishment of an Open Educational Resources (OER) work group that meets to discuss initiatives across campus integrating OERs into courses at East Central University. Through her leadership not only within the collaborative work group at her own institution, but also as OER sub-committee co-chair for the Council for Online Learning Excellence (COLE), Ms. Lobley has led both her campus and the other higher education institutions throughout Oklahoma to excel in online education and promote the benefits of open education. This was perhaps evidenced most profoundly by her leadership of a joint grant proposal in partnership with East Central University, Redlands Community College, and Oklahoma State University, which resulted in the awarding of more than \$428,000 of grant funding by the Institute for Museum and Library Services (IMLS) to support the research of open education and lifelong learning competencies for adult learners.

The recipient of the Oklahoma Online Excellence Award for Team Leadership is the First Year Mathematics Program, University of Oklahoma

The First Year Mathematics Program has undertaken extraordinary efforts to successfully transition math courses online during the spring 2020 semester. Led by program director, Dr. Deborah Moore-Russo, the team encountered multiple challenges at the onset of the COVID-19 pandemic. The initial necessity for flexibility lent itself to opportunities for academic misconduct, exacerbated by the absence of effective proctoring solutions. The team took upon itself the challenge of developing their own custom solutions without placing greater burden upon their students. The First Year Math Program instructors, after a summer of intense planning, adopted new techniques which resulted in a reduction of instances of academic misconduct by 80 percent in the following semesters, resulting in a new practice which could be adopted by other departments at their institution and others across Oklahoma.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #13:

Budget Report and Revenue Update.

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

RECOMMENDATION:

This is an informational item only.

ANALYSIS:

FY2021 Revenue Outlook

- General revenue collections through April 30, 2021:
 - April collections totaled \$736.6 million, or \$72.6 million (9.0%), below the monthly estimate. The reduction was largely due to the extension in the deadline for filing income taxes from April 15 to June 15, 2021.
- Individual Income Tax Collections were down \$194.7 million (44.6%), for the month of April.
- Gross Production Nature Gas Collections were up \$66.4 million or 386.9%, and outpaced natural gas collections from April 2020, by \$71.9 million, or 609.9%
- The cumulative FY2021 total general revenue collections through April (July 2020 – April 2021) fell slightly below the estimate by \$45.1 million or 0.8%. This overall year-to-date collection total still reflects that State revenues are continuing to stabilize moving through the COVID-19 national health emergency.
- CARES/CRRSAA Act Spending:
 - Institutions have reported expenditures, as of March 31, 2021, totaling \$147.6 million, with \$71.8 million of that total (48.6%) going to student grants and scholarships. This total includes not only funding from the Higher Education Emergency Relief Fund (HEERF) but all sources made available to our institutions through the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act and federal stimulus allocations.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #14:

Legislative Update.

SUBJECT: Update on legislative activity.

Oral Presentation

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #15-a:

Task Force Reports.

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

Oral Presentation

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #15-b:

Task Force Reports.

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

Oral Presentation

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021

AGENDA ITEM #16:

Educational and General Budgets

SUBJECT: Allocation of FY22 state appropriations to colleges, universities, constituent agencies, centers, State Regents' operations and other special programs and approval of the Budget Principles and Guidelines for FY22.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of state appropriated funds for FY22 appropriations in an amount that totals \$812,819,822, as presented in the following schedules.

ANALYSIS:

State Appropriated Funds

The 2021 Oklahoma Legislature appropriated funding in HB 2900 in the amount of \$812,819,822 to higher education for educational operations in FY22. The total FY22 state appropriation represents an increase state fiscal support for higher education of \$42,405,080, or 5.50%. Funding for the Oklahoma's Promise scholarship program in the amount of \$65.4 million will also be received for FY22.

The priority emphases of the FY22 allocation will address workforce development initiatives presented to the Governor and Legislature in the State Regents' budget needs request of \$88.8 million in additional state funding that was approved on November 5, 2020. The workforce development initiatives funded through the FY22 allocation include: (1.) Oklahoma's Engineering Initiative, (2.) Oklahoma's Nursing Initiative, (3.) Oklahoma's Teacher Education Initiative, and (4.) Workforce Micro-credentials and Rapid Re-employment Strategies. Other increases are targeted in certain financial aid and scholarship programs as well as certain priority programs as outlined in the following narrative and supplemental schedules. Additionally, \$9.5 million will be allocated to state system institutions through the State Regents' performance funding formula to provide funding for institutional priorities.

Oklahoma's Engineering Initiative (\$12.9 million): Oklahoma currently ranks among the bottom 20 states in engineers per capita (OK 2.62/100,000), and it is projected that the demand for qualified engineers in Oklahoma will be a minimum of 3,000 annually for the next nine years. To accelerate the production of highly qualified engineers to support Oklahoma's business and industry needs, funding of \$10.5 million will be allocated to the three system institutions (the University of Oklahoma – \$5 million; Oklahoma State University – \$5 million; and the University

of Central Oklahoma - \$500,000) that currently offer engineering degrees. Also included in this initiative is funding of \$2.4 million to the remaining 22 institutions and two technical branches (OSU-OKC and OSU-IT) in the state system (\$100,000 each). This funding is provided to support engineering technology and other Science, Technology, Engineering, and Mathematics (STEM) fields that support the student pipeline for engineering and other high-demand STEM occupations.

Funding provided through this initiative can be used as deemed appropriate by each institution to support engineering and STEM programs, including but not limited to: additional faculty positions to increase to capacity for engineering students; new or developing bachelor-level programs with emphases on software engineering and engineering technology, computer science, cybersecurity, mathematics, data analytics, and other STEM fields; technology to increase access to online courses to expand access to STEM programs for students; and advisement, mentoring and academic tutoring services to increase student success rates in engineering and STEM-related programs.

Oklahoma's Nursing Initiative (\$4.16 million): Oklahoma currently ranks among the bottom five states in the nation in Registered Nurses (RNs) per capita (OK 790/100,000), which is significantly lower than the national average (920.9 /100,000). Increased funding for Nursing program initiatives will increase RN production, improving Oklahoma's rank in the number of RNs per capita to meet Oklahoma's healthcare needs. Funding in the amount of \$4,162,637 is allocated to the 22 institutions and two technical branches in the state system currently offering nursing degree programs. Institutions should use this discretionary funding for initiatives that increase capacity for nursing students and registered nurse (RN) degree-production, such as expansion of nursing faculty and nursing faculty retention.

Oklahoma's Teacher Education Shortage (\$2.5 million): Currently more than 40 percent of Oklahoma college graduates majoring in education are either out of the profession or have moved out-of-state within 5 years. Additionally, the number of college students majoring in education declined 27 percent from the 2014-15 academic year to the 2018-19 academic year. Oklahoma's teacher shortage is especially pronounced among secondary math and science teachers, which affects Oklahoma's STEM education-to-workforce pipeline. Funding totaling \$2.5 million is allocated to the 12 state system institutions that offer teacher education programs (Cameron University, East Central University, Langston University, Northeastern State University, Northwestern Oklahoma State University, Oklahoma State University, Oklahoma Panhandle State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, the University of Central Oklahoma, the University of Oklahoma, and the University of Science and Arts of Oklahoma) to support efforts to increase teacher education majors. Each institution is allocated \$208,333 in funding for FY22 to support programs to recruit, develop and graduate highly qualified students to address the critical shortage of certified teachers in Oklahoma. Special emphasis should be given to retaining and graduating teacher candidates in high demand subject areas, such as math, science, and special education. Funding could also be used to support course development that would enhance the experiences and knowledge of teacher education students, including online and virtual instruction best practices.

Workforce Micro-credentials and Rapid Re-employment Strategies (\$1.8 million): Oklahoma business and industry continuously need access to a qualified and credentialed workforce. While associate and baccalaureate degrees provide assurances to employers that employees possess a

general breadth and depth of expertise, employers also need employees with highly specific skills and competencies produced by short-term credentials (such as badges and micro-credentials). Earning industry-recognized micro-credentials is an increasingly popular strategy for re-employing individuals negatively impacted by the COVID-19 pandemic and the recent economic recession. Funding in the amount of \$1.8 million is allocated for FY22 to allow the State Regents to implement a uniform credentialing platform for Oklahoma's public colleges and universities that links students, job seekers, or currently employed individuals to certified competencies for in-demand jobs. The funding will support Oklahoma's colleges and universities accelerate the development of badging and micro-credentials tied directly to the workforce needs. The ability to earn micro-credentials and badges in highly specific skills and competencies will not only help Oklahoma citizens regain employment or advance current careers but will also improve the percentage of adults age 25 and older with a college degree in the state since many micro-credentials are stackable, offering students the possibility to also work toward and associate or baccalaureate degree by earning multiple micro-credentials in a similar field.

Deferred Maintenance and Infrastructure – Section 13 Offset Program (\$4.33 million): For FY22, an additional \$4.33 million (\$4,329,680) will be allocated to the Section 13 Offset Program, for a total FY22 appropriation of \$17,878,439. This represents a 31.96% increase from the FY21 allocation level for this program and will improve our institutions' abilities to continue to address deferred maintenance projects that have accumulated over the last decade. The types of projects funded through this program include, but are not limited to: more efficient facilities management systems; campus infrastructure improvements; laboratory and equipment upgrades; and health, safety and American Disability Act (ADA) upgrades required on our campuses. This allocation provides a minimum of \$900,000 or \$175/per FTE, whichever amount is greater, for each institution that participates in the Section 13 Offset Program. For the nine regional institutions that also receive some funding through Section 13 (Cameron University, East Central University, Northeastern University, Northwestern Oklahoma State University, Oklahoma Panhandle State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, University of Central Oklahoma, and the University of Science and Arts of Oklahoma), those dollars are included in their minimum allocation of \$900,000.

Financial Aid and Scholarship Programs (\$3.518.124): The FY22 allocation provides \$3.5million in funding for financial aid and scholarship programs administered through the State Regents.

Concurrent Enrollment – A total of \$13.5 million is allocated for FY222 to provide concurrent enrollment tuition waiver reimbursements to state system institutions. This represents an increase in appropriations of \$533,450, or 4.11%, from the FY21 funding level and restores the reduction taken FY21. Institutions will be reimbursed for 100 percent of the total eligible waivers for high school senior students that our institutions were required to provide in FY21. In accordance with statute and State Regents' policy, the high school senior concurrent enrollment tuition waivers must be fully funded before reimbursement for concurrent enrollment tuition waivers are granted to high school juniors; thus, in FY22, the funding available to reimburse state system institutions for concurrent enrollment tuition waivers provided to high school juniors (\$433,750) represents only 11.9% of the total waivers awarded to junior students.

National Guard Tuition Waiver – The National Guard Waiver Tuition Waiver Program will receive an increase of \$2,000,000, or 143.8%. This increase will help restore institutional reimbursement for this valuable incentive tuition waiver program. This funding will be applied to the total cost of the National Guard tuition waivers provided by state system institutions during the 2020-21 academic year (\$3,933,998 for 24,056 credit-hours). Of the total cost of National Guard tuition waivers provided, institutions are eligible to be reimbursed up to \$2,724,151. The base allocation of \$3,390,998 for FY22 will provide for institutional reimbursements of 100% of the eligible waivers awarded during the 2020-21 academic year.

Other Scholarship Programs – The FY22 allocation includes \$1.5 million in additional funding for ten other scholarship programs administered through the State Regents’ office, which represents a 4.11% increase from the FY21 allocation and restores the reduction seen in FY2021. Programs include: Academic Scholars, the Chiropractic Education Scholarship Program, the George & Donna Nigh Scholarship Program, the Oklahoma Tuition Aid Grant, the Oklahoma Tuition Equalization Grant, the Future Teachers’ Scholarship Program, the Regional University Baccalaureate Scholarship Program, the Internal Scholars Program, and the Tulsa Reconciliation Scholarship/William P. Willis Scholarship). This increase is estimated to restore approximately 550 awards for FY22. Programs that have any remaining prior-year carryover funding will be applied to the total amounts available in order to maximum the awards and opportunities for students.

Endowed Chair State Match Funds – Bond Debt Service (\$10.4 million): The Endowed Chairs Program provides support for research activities, faculty recruitment, lecture series, cultural programming, and innovative activities that enhance and strengthen the educational experiences for college students. The benefits of the program include improving academic quality for students, increasing the ability for participating colleges and universities to recruit and retain outstanding faculty, and supporting research and economic development initiatives for the State of Oklahoma. The success of this public-private partnership has resulted in a backlog of \$161 million in accounts awaiting state matching funds through the Endowed Chairs program. Funding of \$10.4 million is allocated for FY22 for the purpose servicing a bond issuance to fulfill the state match commitment for the 161 million in the private gifts in the queue.

Institutional budgets, containing appropriations, tuition and fees, and other revolving fund income, will be presented to the State Regents for approval at their meeting scheduled for June 24, 2021. All debt service obligations will be fully funded for FY22. Use of any unobligated prior year carryover will be used for purposes as previously approved. This recommendation assumes that all pending legislation will be signed by the Governor.

BUDGET PRINCIPLES AND GUIDELINES:

Each year, the State Regents approve budget principles and guidelines for institutions to use in preparing their annual budgets. The guidelines for institutions acknowledge mandatory cost increases, maintain the limits on the share of the budget to be spent on administration, and restate the financial accounting and reporting requirements. These guidelines are grounded in the

principles of quality as the primary consideration, differentiation among institutions, efficiency, and seamless delivery of programs for optimal use of state funding.

**Oklahoma State Regents for Higher Education
BUDGET PRINCIPLES AND GUIDELINES
Fiscal Year 2022**

I. STATE REGENTS' BUDGET ALLOCATION PRINCIPLES

State Support. The Oklahoma State System of Higher Education received an increase in state base appropriations in the amount of \$42.4 million for FY22. Institutions are facing increases in costs for healthcare, retirement contributions, fuel, utilities, and other general operating expenses. The State Regents encourage institutions to operate as cost-effectively as possible and to invest in processes to enhance revenue from grants, contracts, gifts, donations, auxiliaries, and other earned income.

Focus on Resources. Emphasis on innovation, efficiency and cost-saving measures will continue to be the system focus for the next fiscal year. Because of the conditions described above, institutions should investigate new approaches to offering learning experiences, designing courses, organizing academic programs, and providing administrative services on their campuses. Different approaches and processes may provide both fewer expenses and more responsive programs for constituents. The State Regents urge institutions to collaborate and to share resources where it is economical to do so and pledge to continue initiatives to ensure the efficient operation of the system as a whole.

E&G Budgets. Educational and General (E&G) budgets support institutional missions of teaching, research, and public service. To accomplish the goals of the Academic Planning and Resource Allocation (APRA) system, it is the State Regents' intent to protect the operating budgets of the colleges and universities, particularly in recognition of increased mandatory costs and the need for competitive faculty salaries.

Scholarships. Funding needs for *Oklahoma's Promise*, or Oklahoma Higher Learning Access Program, and all scholarship programs under State Regents' administration will continue to be a priority to ensure that awards for all eligible students are fully funded.

II. INSTITUTIONS' BUDGET ALLOCATION PRICIPLES AND GUIDELINES

Principles. Establishment of priorities in programs and services, and allocation of resources to these priorities, is necessary for the higher education system to serve Oklahoma effectively. As State Regents, governing boards, and presidents undertake to focus resources for optimal use of state funding, the FY22 budgets should reflect the following principles:

Quality – Resources should be focused on 1) increasing retention and graduation rates and 2) enhancing the quality of priority programs and courses in the institution’s academic plan, including libraries and other resources for obtaining and using information.

Differentiation – Resources should be focused on enhancing the institution’s clearly differentiated central academic mission and eliminating unnecessary programmatic duplication, rather than spreading dollars thinly across all existing programs and services.

Efficiency – Resources should be allocated internally within each institution to ensure operations that are as efficient as possible. Collaboration and sharing of resources within and among institutions should be encouraged.

Seamless Delivery – Resources should be allocated to ensure that students and programs are able to move among institutions easily and smoothly. Bureaucratic and unnecessary academic hurdles should be minimized for students who wish to participate in more than one institution. Programs, too, should be shared among institutions with a minimum of administrative and academic overhead.

Guidelines. Within the context of the above principles, FY22 institutional budgets should evidence these specific guidelines:

Mandatory Cost Increases – The first priority on the campuses will be funding mandatory cost increases. Estimates for mandatory costs are approximately \$23.5 million. These costs include health and dental insurance, retirement contributions, fuel, utilities, and other operating expenses.

Administrative Cost Budget Caps – For FY22, the following caps are approved for expenditures budgeted under the functional category of *Institutional Support*:

OU, OSU	10%
Health Sciences Center, Law, Vet Medicine, OSU-COM	13%
Institutions with enrollments of 3,500 FTE	13%
Institutions with enrollments below 3,500 FTE	16%

Although the caps are unchanged from the previous year, institutions are strongly encouraged to contain administrative costs at their current percentage of E&G budget.

Tuition Revenue – Institutions should demonstrate to students that revenue from any increase in tuition will be used for programs that directly benefit students, such as faculty compensation, technology, library acquisitions, and counseling services.

Use of Revenue from Dedicated Fees – Institutions that charge students special fees for library materials and services, classroom and laboratory materials, technology, etc. must ensure that the revenues are spent for the approved purpose of the fee. Likewise, traditional

E&G support for the above and similar purposes should not be diminished as a result of fee revenue.

Consistency -- By law, institutional budgets must be prepared in accordance with financial accounting and reporting standards of the National Association of College and University Business Officers. Institutions will continue to submit budgets for State Regents' approval by function and object. Institutions will transmit summary budgets to the Office of State Finance by object under three activities: Educational and General, Part I (Fund 290), Educational and General, Part 2 (Fund 430), and Agency Special (700 Fund Series).

Attachments.

ALLOCATION OF STATE APPROPRIATED FUNDS
Fiscal Year 2022

	FY'21 Total State Alloc. Funds	FY'22 Allocation Adjustments	FY'22Total State Alloc. Funds	FY'22 \$ Chg From FY'20 Alloc.	FY'22 % Chg. From FY'21 Alloc.
University of Oklahoma:					
OU, Norman	102,930,741	6,441,613	109,372,354	6,441,613	6.26%
OUHSC	71,334,290	1,584,932	72,919,221	1,584,932	2.22%
OU Tulsa	5,966,464	245,154	6,211,618	245,154	4.11%
OU Law Center	4,500,727	58,157	4,558,884	58,157	1.29%
TOTAL, OU:	184,732,222	8,329,856	193,062,078	8,329,856	4.51%
Oklahoma State University:					
OSU, Stillwater	92,092,960	6,430,627	98,523,587	6,430,627	6.98%
OSU Agriculture Experiment Station	19,840,590	230,064	20,070,654	230,064	1.16%
Cooperative Extension Division	21,584,491	214,669	21,799,161	214,669	0.99%
OSU Center for Health Sciences	11,465,082	149,670	11,614,752	149,670	1.31%
School of Veterinary Medicine	8,216,561	91,512	8,308,073	91,512	1.11%
OSU, Oklahoma City	9,531,453	897,727	10,429,179	897,727	9.42%
OSU Institute of Tech, Okmulgee	10,893,804	395,196	11,289,000	395,196	3.63%
OSU-Tulsa	8,213,665	337,607	8,551,272	337,607	4.11%
TOTAL, OSU:	181,838,606	8,747,073	190,585,678	8,747,073	4.81%
University of Central Oklahoma	40,289,543	1,740,017	42,029,561	1,740,017	4.32%
East Central University	13,120,765	588,134	13,708,899	588,134	4.48%
Northeastern State University	27,548,632	755,341	28,303,973	755,341	2.74%
Southeastern Oklahoma State University	13,945,758	546,253	14,492,011	546,253	3.92%
Southwestern Oklahoma State University	17,043,637	727,435	17,771,073	727,435	4.27%
Cameron University	16,144,002	470,832	16,614,834	470,832	2.92%
Langston University	9,206,470	588,134	9,794,604	588,134	6.39%
Statewide Plan	911,060	0	911,060	0	0.00%
Federal Research Match	1,572,862	300,000	1,872,862	300,000	19.07%
LU-Tulsa	1,740,372	71,572	1,811,944	71,572	4.11%
Agricultural Exper Station Funds	248,871	0	248,871	0	0.00%
Langston Honors Scholarship Program	160,290	0	160,290	0	0.00%
Langston Honors Program Admin	89,507	0	89,507	0	0.00%
TOTAL, Langston University:	13,929,433	959,706	14,889,139	959,706	6.89%
NW Okla State University	7,653,927	546,227	8,200,153	546,227	7.14%
Oklahoma Panhandle State University	5,414,586	501,754	5,916,339	501,754	9.27%
Rogers State University	10,733,985	415,251	11,149,237	415,251	3.87%
University of Science & Arts of Okla	5,552,154	377,609	5,929,763	377,609	6.80%
Carl Albert State College	4,880,959	312,236	5,193,195	312,236	6.40%
Connors State College	5,140,925	312,520	5,453,446	312,520	6.08%
Eastern Oklahoma State College	4,881,761	290,000	5,171,760	290,000	5.94%
Murray State College	4,406,970	814,423	5,221,393	814,423	18.48%
Northeastern Oklahoma A&M College	6,670,531	304,539	6,975,070	304,539	4.57%
Northern Oklahoma College	7,820,726	423,891	8,244,616	423,891	5.42%
Redlands Community College	4,811,010	296,842	5,107,852	296,842	6.17%
Seminole State College	4,513,429	296,842	4,810,271	296,842	6.58%
Western Oklahoma State College	4,354,688	295,131	4,649,819	295,131	6.78%
Oklahoma City Community College	19,685,294	995,945	20,681,239	995,945	5.06%

	FY'21 Total State Alloc. Funds	FY'22 Allocation Adjustments	FY'22Total State Alloc. Funds	FY'22 \$ Chg From FY'20 Alloc.	FY'22 % Chg. From FY'21 Alloc.
Rose State College -	15,671,690	455,064	16,126,754	455,064	2.90%
Tulsa Community College	27,890,623	1,004,167	28,894,789	1,004,167	3.60%
University Center of Southern Oklahoma, Ardmore	470,777	(470,777)	0	(470,777)	-100.00%
Section 13 Offset Funds (see attached schedule)	13,548,766	4,330,000	17,878,766	4,330,000	31.96%
Higher Ed User Fees	2,268,955	100,000	2,368,955	100,000	4.41%
Microcredential -Workforce Development		1,800,000	1,800,000	1,800,000	
Quartz Mountain through September 30, 2020	264,708	(264,708)	0	(264,708)	-100.00%
Ponca City Learning Site	475,994	19,558	495,552	19,558	4.11%
Innovation and Efficiency Matching Fund		1,784,863	1,784,863	1,784,863	
Institutions, Constituent Agencies, Centers & Learning Sites					
Subtotal	665,705,056	37,806,023	703,511,079	37,806,023	5.68%
Governance & Operations Support:					
State Regents' Core Operations	5,216,417	339,411	5,555,828	339,411	6.51%
Regents' IT	1,868,975	121,607	1,990,582	121,607	6.51%
Oklahoma Teacher Connection	273,929	17,823	291,752	17,823	6.51%
Scholarship Administration	439,076	28,569	467,645	28,569	6.51%
Governance & Operations Support Subtotal	7,798,397	507,410	8,305,807	507,410	6.51%
Financial Aid Programs:					
Academic Scholars Program	6,056,989	248,873	6,305,862	248,873	4.11%
Chiropractic Scholarships	27,200	1,118	28,318	1,118	4.11%
Concurrent Enrollment Tuition Waiver for HS Seniors	12,982,900	533,450	13,516,350	533,450	4.11%
George & Donna Nigh Scholarships	47,599	1,956	49,555	1,956	4.11%
National Guard Tuition Waiver Program	1,390,998	2,000,000	3,390,998	2,000,000	143.78%
Oklahoma Tuition Aid Grant Program	14,404,839	591,875	14,996,714	591,875	4.11%
Oklahoma Tuition Equalization Program (Private Schools)	2,521,688	103,613	2,625,301	103,613	4.11%
Prospective Teacher Scholarships	67,999	2,794	70,793	2,794	4.11%
Regional University Scholarships	717,054	29,463	746,517	29,463	4.11%
International Scholarship Program	87,262	3,585	90,847	3,585	4.11%
Tulsa Reconciliation Scholarships/Wm. P. Willis Scholarship	34,000	1,397	35,397	1,397	4.11%
Sub-Total Financial Aid Programs	38,338,529	3,518,124	41,856,653	3,518,124	9.18%
Other Special Programs:					
Adult Degree Completion Program	322,496	13,251	335,747	13,251	4.11%
Endowed Chairs Program - Debt Service	11,429,849	10,400,000	21,829,849	10,400,000	90.99%
EPSCoR/Research	1,777,392	73,031	1,850,423	73,031	4.11%
Grant Programs/Economic Dev/OEIS	285,119	11,715	296,834	11,715	4.11%
Jane Brooks School - USAO	17,439	717	18,156	717	4.11%
Debt Service	40,384,633	(10,300,000)	30,084,633	(10,300,000)	-25.50%
Scholar-Leadership Program	197,292	8,106	205,398	8,106	4.11%
Statewide Literacy Program	47,232	1,941	49,173	1,941	4.11%
Student Preparation Program	757,679	31,132	788,811	31,132	4.11%
Summer Academies Program	386,996	15,901	402,897	15,901	4.11%
System Shared Resources					
Academic Library Databases	264,447	10,866	275,313	10,866	4.11%
System Legal services	33,965	1,396	35,361	1,396	4.11%
System Safety, Health & Environmental Resource Center	43,776	1,799	45,574	1,799	4.11%
Internet 2	986,355	40,528	1,026,883	40,528	4.11%
Financial/Data Analytics	101,700	200,000	301,700	200,000	196.66%
Teacher Shortage Incentive Program	259,733	10,672	270,405	10,672	4.11%
Sub-Total Other Special Programs	57,194,404	521,054	57,817,157	521,054	0.91%
Capital and Master Lease/Transfer Reserve	1,273,414	52,469	1,325,884	52,469	4.12%
TOTAL Allocation	770,414,742	42,405,080	812,816,581	42,405,080	5.50%

Section 13 Offset Allocation
FY2022 Allocation

	FY'21 Allocation	FY'22 Allocation	\$ Change from FY'21	% Change from FY'21
Cameron University	\$84,918	\$203,371	\$118,453	139.49%
Carl Albert State College	\$741,542	\$900,000	\$158,458	21.37%
Connors State College	\$741,542	\$900,000	\$158,458	21.37%
East Central University	\$37,415	\$203,371	\$165,956	443.56%
Eastern Oklahoma State College	\$741,542	\$900,000	\$158,458	21.37%
Murray State College	\$741,542	\$900,000	\$158,458	21.37%
Northeastern A&M College	\$741,542	\$900,000	\$158,458	21.37%
Northeastern State University	\$324,848	\$373,671	\$48,823	15.03%
Northwestern OK State University	\$11,725	\$203,371	\$191,646	1634.47%
OK City Comm. College	\$1,039,624	\$1,267,350	\$227,726	21.90%
OSU-Oklahoma City	\$741,542	\$900,000	\$158,458	21.37%
OSU IT, OKM	\$741,542	\$900,000	\$158,458	21.37%
OSU-Tulsa	\$741,542	\$900,000	\$158,458	21.37%
OK Panhandle State University	\$11,725	\$203,371	\$191,646	1634.47%
Redlands Comm. College	\$741,542	\$900,000	\$158,458	21.37%
Rogers State University	\$741,542	\$900,000	\$158,458	21.37%
Rose State College	\$741,542	\$900,000	\$158,458	21.37%
Seminole State College	\$741,542	\$900,000	\$158,458	21.37%
Southeastern OK State University	\$11,725	\$203,371	\$191,646	1634.47%
Southwestern OK State University	\$93,814	\$203,371	\$109,557	116.78%
Tulsa Community College	\$1,354,295	\$1,716,400	\$362,105	26.74%
University of Central Oklahoma	\$926,900	\$1,397,421	\$470,521	50.76%
University of Science & Arts	\$11,725	\$203,371	\$191,646	1634.47%
Western OK State College	\$741,542	\$900,000	\$158,458	21.37%
TOTALS	\$13,548,766	\$17,878,439	\$4,329,680	31.96%

Oklahoma State Regents for Higher Education
 Concurrently Enrolled High School Senior Waivers
 2020-2021 Year-End Report

High School Seniors

Institution	Total Dollars Waived Summer 2020, Fall 2020 and Spring 2021	% of Total	Total to be received as reimbursement	Total Number of Seniors	Total Hours Waived	Average Amount Per Hour
Univ. Center of Southern OK (Ardmore)	\$ 57,933	0.44%	\$ 57,933	301	1,413	\$41.00
Cameron University	450,458	3.44%	450,458	511	2,851	158.00
Carl Albert State College	335,007	2.56%	335,007	650	3,672	91.23
Connors State College	239,524	1.83%	239,524	432	2,398	99.88
East Central University	191,262	1.46%	191,262	189	1,016	188.25
Eastern Oklahoma State College	241,094	1.84%	241,094	423	2,096	115.03
Langston University	3,474	0.03%	3,474	4	24	144.74
Murray State College	721,840	5.52%	721,840	908	5,156	140.00
Northeastern Oklahoma A&M College	183,150	1.40%	183,150	323	1,850	99.00
Northeastern State University	348,670	2.67%	348,670	339	1,768	197.21
Northern Oklahoma College	309,702	2.37%	309,702	528	2,857	108.40
Northwestern Oklahoma State	247,384	1.89%	247,384	217	1,092	226.54
Oklahoma City Community College	1,451,894	11.10%	1,451,894	2,338	14,398	100.84
Oklahoma Panhandle State University	103,642	0.79%	103,642	135	673	154.00
Oklahoma State University	751,925	5.75%	751,925	838	4,199	179.07
Oklahoma State University - OKC	800,993	6.12%	800,993	1,121	6,270	127.75
Oklahoma State University - Okm	293,569	2.24%	293,569	191	1,936	151.64
Redlands Community College	703,919	5.38%	703,919	1,509	7,194	97.85
Rogers State University	429,400	3.28%	429,400	599	2,825	152.00
Rose State College	688,691	5.26%	688,691	1,000	5,485	125.56
Seminole State College	257,296	1.97%	257,296	433	2,474	104.00
Southeastern Oklahoma State	387,504	2.96%	387,504	317	1,863	208.00
Southwestern Oklahoma State University	373,498	2.85%	373,498	358	1,764	211.73
Tulsa Community College	1,963,772	15.01%	1,963,772	3,175	17,445	112.57
University of Central Oklahoma	922,689	7.05%	922,689	914	4,141	222.82
University of Oklahoma	347,768	2.66%	347,768	421	2,179	159.60
University of Science and Arts	10,650	0.08%	10,650	8	50	213.00
Western Oklahoma State	265,893	2.03%	265,893	458	2,585	102.86
TOTAL	\$ 13,082,599	100.00%	\$13,082,599	18,640	101,674	\$128.67

*Note: OSU-Tulsa reported with the OSU Main Campus.

Oklahoma State Regents for Higher Education
 Concurrently Enrolled High School Senior Waivers
 2020-2021 Year-End Report
 High School Juniors

Institution	Total Dollars Waived Summer 2020, Fall 2020 and Spring 2021	% of Total	Total to be received as reimbursement	Total Number of Juniors	Total Hours Waived	Average Amount Per Hour
Ardmore Higher Ed. Center	\$ 13,202	0.36%	\$ 1,582	107	322	41.00
Cameron University	85,162	2.35%	10,202	147	539	158.00
Carl Albert State College	119,811	3.31%	14,353	332	1,313	91.25
Connors State College	92,770	2.56%	11,113	246	928	99.92
East Central University	49,698	1.37%	5,954	71	264	188.25
Eastern Oklahoma State College	87,441	2.41%	10,475	246	760	115.05
Langston University	-	0.00%	-	-	-	-
Murray State College	214,200	5.92%	25,660	481	1,530	140.00
Northeastern Oklahoma A&M College	58,905	1.63%	7,056	159	595	99.00
Northeastern State University	-	0.00%	-	-	-	#DIV/0!
Northern Oklahoma College	-	0.00%	-	-	-	#DIV/0!
Northwestern Oklahoma State	85,352	2.36%	10,225	109	376	227.00
Oklahoma City Community College	605,844	16.73%	72,576	1,120	6,008	100.84
Oklahoma Panhandle State University	70,378	1.94%	8,431	99	457	154.00
Oklahoma State University	-	0.00%	-	-	-	#DIV/0!
Oklahoma State University - OKC	157,260	4.34%	18,839	322	1,231	127.75
Oklahoma State University - Okm	113,393	3.13%	13,584	180	749	151.39
Redlands Community College	356,287	9.84%	42,681	749	2,301	154.84
Rogers State University	169,936	4.69%	20,357	272	1,118	152.00
Rose State College	175,325	4.84%	21,003	375	1,398	125.41
Seminole State College	76,336	2.11%	9,145	174	734	104.00
Southeastern Oklahoma State	53,456	1.48%	6,404	66	257	208.00
Southwestern Oklahoma State University	27,593	0.76%	3,305	29	130	212.25
Tulsa Community College	815,425	22.52%	97,683	1,532	7,245	112.55
University of Central Oklahoma	59,999	1.66%	7,187	90	269	223.04
University of Oklahoma	31,282	0.86%	3,747	45	196	159.60
University of Science and Arts	2,556	0.07%	306	3	12	213.00
Western Oklahoma State	99,203	2.74%	11,884	250	955	103.88
TOTAL	\$ 3,620,812	100.00%	\$ 433,750	7,204	29,687	\$121.96

*Note: OSU-Tulsa is reported with the OSU Main Campus. UCO, NSU and NOC reported juniors attending courses with approved higher tuition rate

Oklahoma State Regents for Higher Education
National Guard Fee Waivers
2020-21 Year-End Report

Institution	2019-20							2020-21							
	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours above minimum	Dollars waived above minimum and basis for FY21 Allocation	Percent of Total Dollars above Minimum	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours above minimum	Dollars waived above minimum and basis for FY22 Allocation	Percent of Total Dollars above Minimum	Difference from Previous Year
Univ. Center of Southern OK (Ardmore)	\$ 1,394	34	\$ 41.00	300	-266	\$ 121,293	0.0%	\$ -	0	\$ -	300	-300	\$ -	0.0%	-
Cameron University	166,216	1,110	\$ 149.74	300	810	\$ 121,293	4.2%	120,712	880	\$ 137.17	300	580	\$ 79,560	2.9%	(41,733)
Carl Albert State College	12,045	132	\$ 91.25	300	-168		0.0%	8,669	100	\$ 86.69	300	-200		0.0%	-
Connors State College	14,700	150	\$ 98.00	300	-150		0.0%	12,700	127	\$ 100.00	300	-173		0.0%	-
East Central University	84,046	448	\$ 187.60	300	148	\$ 27,765	1.0%	55,163	293	\$ 188.27	300	-7		0.0%	(27,765)
Eastern Oklahoma State College	-	0		300	-300		0.0%	2,886	25	\$ 115.43	300	-275		0.0%	-
Langston University	-	0		300	-300		0.0%	12,019	107	\$ 112.33	300	-193		0.0%	-
Murray State College	15,674	102	\$ 153.67	300	-198		0.0%	15,190	106	\$ 143.30	300	-194		0.0%	-
Northeastern Oklahoma A&M College	8,591	87	\$ 98.75	300	-213		0.0%	10,593	107	\$ 99.00	300	-193		0.0%	-
Northeastern State University	167,969	854	\$ 196.69	450	404	\$ 79,461	2.8%	187,048	949	\$ 197.10	450	499	\$ 98,353	3.6%	18,892
Northern Oklahoma College	50,154	440	\$ 113.99	300	140	\$ 15,958	0.6%	45,688	403	\$ 113.37	300	103	\$ 11,677	0.4%	(4,281)
Northwestern Oklahoma State	57,625	279	\$ 206.54	300	-21		0.0%	49,221	218	\$ 225.78	300	-82		0.0%	-
Oklaoma City Community College	164,470	1,631	\$ 100.84	450	1,181	\$ 119,092	4.2%	146,271	1,451	\$ 100.81	450	1,001	\$ 100,907	3.7%	(18,185)
Oklahoma Panhandle State University	3,696	24	\$ 154.00	300	-276		0.0%	3,850	25	\$ 154.00	300	-275		0.0%	-
Oklahoma State University	816,599	5,017	\$ 162.77	750	4,267	\$ 694,524	24.3%	824,610	5,010	\$ 164.59	750	4,260	\$ 701,166	25.6%	6,641
Oklahoma State University - OKC	123,833	965	\$ 128.32	450	515	\$ 66,087	2.3%	107,310	840	\$ 127.75	300	540	\$ 66,985	2.5%	2,898
Oklahoma State University - Okm	61,835	423	\$ 145.00	300	123	\$ 17,835	0.6%	83,481	554	\$ 150.69	300	254	\$ 38,275	1.4%	20,440
Redlands Community College	8,516	71	\$ 119.95	300	-229		0.0%	22,297	144	\$ 154.84	300	-156		0.0%	-
Rogers State University	147,506	958	\$ 153.97	300	658	\$ 101,314	3.5%	132,544	872	\$ 152.00	300	572	\$ 86,944	3.2%	(14,370)
Rose State College	91,702	764	\$ 120.03	450	314	\$ 37,689	1.3%	70,799	562	\$ 125.98	300	262	\$ 33,006	1.2%	(4,683)
Seminole State College	4,576	44	\$ 104.00	300	-256		0.0%	7,072	68	\$ 104.00	300	-232		0.0%	-
Southeastern Oklahoma State	106,730	528	\$ 202.14	300	228	\$ 46,088	1.6%	78,628	391	\$ 201.09	300	91	\$ 18,300	0.7%	(27,789)
Southwestern Oklahoma State University	223,324	1,088	\$ 205.26	300	788	\$ 161,746	5.7%	259,914	1,276	\$ 203.69	300	976	\$ 198,806	7.3%	37,060
Tulsa Community College	141,510	1,274	\$ 111.08	750	524	\$ 58,204	2.0%	116,602	1,036	\$ 112.55	450	586	\$ 66,954	2.4%	7,751
University of Central Oklahoma	959,016	4,350	\$ 220.46	750	3,600	\$ 793,668	27.7%	901,883	4,159	\$ 216.85	750	3,409	\$ 739,245	27.0%	(54,424)
University of Oklahoma	631,613	4,222	\$ 149.60	750	3,472	\$ 519,413	18.2%	605,834	4,026	\$ 150.48	750	3,276	\$ 492,974	18.0%	(26,439)
University of Oklahoma Health Sciences	20,702	66	\$ 313.67	300	-234		0.0%	18,308	54	\$ 339.04	300	-246		0.0%	-
University of Science and Arts	8,135	40	\$ 202.41	300	-260		0.0%	12,780	60	\$ 213.00	300	-240		0.0%	-
Western Oklahoma State	10,816	111	\$ 97.44	300	-189		0.0%	21,902	213	\$ 102.83	300	-87		0.0%	-
TOTAL	\$ 4,102,493	25,212	\$ 162.72	11,100	14,112	\$ 2,860,136	100.0%	\$ 3,933,972	24,066	\$ 163.53	10,500	13,556	\$ 2,734,151	100.0%	\$ 125,985

*Note: OSU-Tulsa reported with the OSU Main Campus

** Beginning with the FY07 the non-resident hours waived are included with total hours waived.

Oklahoma State Regents for Higher Education

**FY-22 Allocation of Capital and Master Lease Funds
Proposed for FY22**

May 28, 2021

Master Lease

Professional Services - Annual Allotment

\$150,000

Sub-Total

150,000

Total \$150,000

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #17:

Policy.

SUBJECT: Exception to policy for waiver of certain fees for Summer and Fall 2021 semesters.

RECOMMENDATION:

It is recommended that the State Regents approve a one-time exception to policy to waive certain academic service fees in order to relieve the unexpected costs associated with the shift to online courses and services that are unavailable to students for the Summer and Fall 2021 terms.

BACKGROUND:

On March 13, 2020 a national emergency was declared in response to the outbreak of the corona virus. The result of the national emergency was that the all public colleges and universities moved immediately to an on-line course delivery format for the remainder of the Spring 2020 semester and for the Summer 2020 semester to ensure the safety of students and prevent the spread of the virus. As institutions begin the planning to return to campus for fall courses, they are planning to deliver courses in a variety of methods, including a blended format that will have some in-person sessions and some online course sessions. Since the courses are being structured by the institution, and students aren't able to choose one format over another, these institutions are requesting to waive or have the ability to waive, the listed academic service fees for the Summer and Fall 2021 semesters, as denoted in the chart below.

The following institutions requested to waive certain fees for the Summer and Fall 2021 terms in order to provide financial relief to students: University of Oklahoma, Northwestern Oklahoma State University, Rogers State University, Oklahoma City Community College and Tulsa Community College.

POLICY ISSUES:

State Regents' policy (4.18.6 – D) states, "Fees may neither be assessed nor waived unless authorized by general policy or by specific authorization of the State Regents." The listed academic service fees were previously approved by the State Regents for students enrolled in the courses at each corresponding institution. These institutions are requesting an exception to policy in order to waive the fees for students enrolled in specific courses for the Summer and/or Fall 2021 terms and to remain in compliance with State Regents' policy.

ANALYSIS:

Each institution has indicated that although there is a cost impact of waiving these fees they will absorb the revenue impact through the use of budgeted reserves and federal stimulus funds in order to relieve any hardships to their students.

The University of Oklahoma has requested that approval of their waivers be subject to the University being required to return an online-only course format. In the event that COVID-19 public health crisis necessitates the University to close in-person delivery of courses, then they will waive the listed academic service fees associated with equipment use, use of specialized facilities, use of consumable laboratory supplies and use of art supplies and materials. They will continue to charge the fees under normal campus operations.

The table below lists the name of the fees that have been requested for waiver consideration for the Summer and/or Fall 2021 semesters:

Institution	Name of Fee	Amount of Fee	How Fee Charged	Type of Fee	Term
Oklahoma City Community College	Electronic Media Fee	\$12.00	Per Credit Hour	Academic Service Fee	Summer 2021
Northwestern Oklahoma State University	Application Fee	\$15.00	Per Application	Academic Service Fee	Summer 2021
Rogers State University	Online Fee	\$80.00	Per Credit Hour	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOL 1114	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOL 1224	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOL 1314	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOL 1324	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOL 1404	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOL 1604	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOL 2134	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOL 2154	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOL 2164	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOT 1113	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOT 1314	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOT 1533	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOT 2202	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOT 2245	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	BIOT 2334	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	CHEM 1315	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	CHEM 1365	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	CHEM 1415	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	CHEM 2145	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	CHEM 2245	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	GEOL 1014	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	GEOL 1024	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	GEOL 2021	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	PHSC 1114	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	PHYS 1114	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	PHYS 1214	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	PHYS 2034	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	PHYS 2124	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Tulsa Community College	GEOG 1014	\$22.00	Per Class Flat Fee	Academic Service Fee	Summer/Fall 2021
Conditional Request for Return to Online Courses Only:					
University of Oklahoma	Online Fee	\$40.00	Per Credit Hour	Academic Service Fee	Summer/Fall 2021
University of Oklahoma	Facility/Equipment Utilization Fees	varying	Per Course	Academic Service Fee	Summer/Fall 2021
University of Oklahoma	Classroom/Laboratory Supply & Material Fees	varying	Per Course	Academic Service Fee	Summer/Fall 2021

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #18:

Tuition.

SUBJECT: Approval of FY22 Tuition and Mandatory Fee Principles and Guidelines.

RECOMMENDATION:

It is recommended that the State Regents approve FY22 Tuition and Fee Approval Guidelines for dissemination to state system presidents and governing boards.

BACKGROUND:

State Regents annually approve budget principles and guidelines for institutions to use in preparing their annual budgets. State Regents approved a similar document related to the preparation of each institution's tuition and fee request in accordance with 70 O. S. Section 3218.14, which conferred additional responsibility on institutional leadership and governing boards. The FY22 Tuition and Fee Approval Guidelines serve to define those responsibilities and to outline Regents' expectations concerning the process.

POLICY ISSUES:

The proposed FY22 Tuition and Fee Guidelines are consistent with Regents' responsibilities and the State Regents' tuition policy.

ANALYSIS:

The guidelines address six issues related to tuition and fees: 1) the responsibilities of various parties in the establishment of tuition and fees; 2) the State Regents' publication of peer information for planning purposes; 3) institutional compliance with legislative peer limits, 4) State Regents' communication of pertinent information to students; 5) documentation required of institutions; and 6) use of revenue from dedicated fees. These core issues which the guidelines address remain unchanged from the previous year. The guidelines require documentation of institutions and governing boards to justify tuition and mandatory fee increases. Institutional requests for new fees and for increases to existing fees are scrutinized closely to ensure the revenue from these dedicated fees are required to meet specific costs and are not being requested in lieu of a tuition increase. These guidelines provide guidance in an effort to ensure access to higher education and to minimize the financial burden on students and their families.

It is recommended that the State Regents approve the following *FY22 Tuition and Fee Approval Guidelines* for dissemination to state system presidents and governing boards.

Oklahoma State Regents for Higher Education
TUITION AND FEE APPROVAL GUIDELINES
Fiscal Year 2022

Responsibility to Establish Tuition and Fees. The Oklahoma Constitution, statutes, and State Regents for Higher Education policy confer responsibility for the establishment of tuition and fees at institutions in The Oklahoma State System of Higher Education at four levels: 1) Presidents of institutions analyze the need for resources to ensure the quality and availability of higher education offerings, balanced by students' needs and ability to pay, and propose tuition and fees to their respective governing board; 2) Governing boards review presidents' proposals and make a recommendation to the State Regents for Higher Education; 3) the State Regents for Higher Education review governing boards' recommendations, approve tuition and fees within legislatively prescribed statutory limits, and report to the Legislature annually their actions; and 4) the Legislature reviews State Regents for Higher Education actions.

Publication of Peer Information for Planning Purposes. Pursuant to 70 O. S. Section 3218.8, tuition and mandatory fees at public higher education institutions in Oklahoma will be compared to tuition and mandatory fees at peer (i.e., like-type) institutions in other states. State Regents will annually monitor and publish tuition and mandatory fees at peer institutions. Published in a timely fashion, the information will show the level of tuition and mandatory fees at each institution in Oklahoma compared to the legislative peer limit and the maximum possible dollar and percentage increase for the next academic year.

Compliance with Legislative Peer Limits. The Oklahoma Constitution authorizes the Oklahoma State Regents for Higher Education to establish tuition and mandatory fees within limits prescribed by the Legislature. At the research institutions, resident undergraduate tuition and mandatory fees must be at levels less than the average resident tuition and mandatory fee rates charged at public institutions in the Big Twelve Conference. At the regional and community colleges, resident undergraduate tuition and mandatory fee rates must be at levels less than the average tuition and mandatory fee rates charged at like-type institutions in surrounding and other states. Nonresident undergraduate tuition and mandatory fee rates must be at levels less than 105 percent of the average nonresident tuition and mandatory fee rates charged at their respective peer institutions. For graduate and professional programs, resident and nonresident tuition and mandatory fee rates shall remain less than the average tuition and mandatory fee rates at like-type graduate and professional programs.

Establishment of Guaranteed Tuition Rates. House Bill 2103 passed during the 2007 legislative session authorized the State Regents to establish a guaranteed tuition rate program for first-time, full-time resident students beginning with the FY2008-09 academic year. Students will have the option to participate in the guaranteed tuition rate or the non-guaranteed tuition rate at the time of first enrollment and will be guaranteed this rate for four years, or the normal time-to-completion of the program as determined by the institution. Each institution shall provide students with the annual non-guaranteed tuition rate charged and the percentage increase that it would have to increase to equal or exceed the guaranteed tuition rate for the succeeding four years. The guaranteed rate shall not exceed 115 percent of the non-guaranteed tuition rate charged to students at the same institution.

Communication Between State Regents and Students. Staff of the State Regents for Higher Education will assist in the preparation and dissemination of guidelines for students and student groups to inform themselves about the process and issues and to provide input both at the campus level and to the State Regents for Higher Education. The State Regents for Higher Education will hold a public hearing on proposed changes in tuition and fees at least 20 days prior to the date the change becomes effective. For changes effective for the 2021 fall semester, the hearing took place at the State Regents for Higher Education office in Oklahoma City, Oklahoma on Thursday, May 28, 2021. The State Regents for Higher

Education will maintain and publish a record of testimony by students and other participants who appeared at this public hearing.

Guidelines to Institutions and Governing Boards. Each institutional request for tuition and mandatory fees should be accompanied by documentation on the following items:

- 1) Communication of the tuition and mandatory fee request to student government organizations, other student groups, and students at large;
- 2) Efforts to increase need-based financial aid proportionately to tuition and fee increases;
- 3) Analysis of the expected effect of tuition and mandatory fee increases on the ability of students to meet the cost of attendance;
- 4) Analysis of the expected effect of tuition and mandatory fee increases on enrollment;
- 5) Detailed justification for all tuition and mandatory fee increases in excess of four percent (4%); and
- 6) Dedication to cost-effectiveness in institutional operations.

Use of Revenue from Dedicated Fees. Institutions that charge students academic services fees, i.e. special fees for library materials and services, classroom and laboratory materials, technology, etc., must ensure that 1) the revenues are spent for the approved purpose of the fee and 2) that these fees must not exceed the cost of providing the service. Likewise, to the extent possible, traditional E&G support for the above and similar purposes should not be diminished as a result of student fee revenue. Requests for new fees or increases to existing fees will be thoroughly reviewed to ensure 1) that the fees are required to meet specific costs and 2) that they are not requested to obscure, in essence, a tuition increase. According to existing policy, institutions submit requests related to academic services fees to the State Regents for Higher Education by February 1 of the year prior to the effective date of the fee request.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #19-a:

Contracts and Purchases.

SUBJECT: Approval of contracts over \$100,000 for FY2021.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2021 purchases for amounts that are in excess of \$100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The items below are in excess of \$100,000 and require State Regents' approval prior to issuing a purchase order.

Purchases Over \$100,000

OneNet

- 1) Presidio in the amount of \$605,000.00 for Juniper Equipment for wi-fi updates, E-Rate devices, Core upgrades, and data center upgrades. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #19-b:

Contracts and Purchases.

SUBJECT: Approval of contracts over \$100,000 for FY2022.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2022 purchases for amounts that are in excess of \$100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

Core

- 1) The University of Missouri, Great Plains Network in the amount of \$181,445.00 for FY22 annual membership fees that provide Internet2 connectivity. The Great Plains Network is a consortium of universities in the Midwest, partnering to connect its members to the national research and education infrastructure, including Internet2, and to facilitate the use of advanced cyber infrastructure across the network. OneNet is a member of the Great Plains Network and leverages the consortium for the benefit of Oklahoma research institutions by reducing internet related costs. (Funded from 210-Core).
- 2) EBSCO in the amount of \$178,680.00 for FY22 annual subscription services to Academic Search Premier Database. The subscription will provide access to the academic journal article databases to all public colleges and universities in Oklahoma. (Funded from 210-Core).

OCAP

- 3) XAP in the amount of \$295,194.00 for FY22 for the continued operation and maintenance of the Student Portal, also referred to as OKcollegestart.org. (Funded from 701-OCAP).

OneNet

- 4) American Telephone and Telegraph Corporation in the amount of \$4,343,000.00 for FY22 circuits to provide services to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 5) Cox Communications in the amount of \$1,970,000.00 for FY22 circuits to provide services to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 6) Cross Cable Television, LLC in the amount of \$226,239.00 for FY22 circuits to provide services to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 7) Dobson Technologies Transport in the amount of \$1,902,401.00 for FY22 circuits to provide services to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 8) Hilliary in the amount of \$291,324.00 for FY22 circuits to provide service to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 9) Indian Nations Fiber Optics in the amount of \$327,060.00 for FY22 circuits to provide services to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 10) Internet2 in the amount of \$100,460.00 for FY22 circuits to provide services to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 11) KPowernet KAMO in the amount of \$158,972.00 for FY22 circuits to provide service to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 12) MBO Networks, LLC in the amount of \$601,206.00 for FY22 circuits to provide services to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).

- 13) Oklatel in the amount of \$123,100.00 for FY22 circuits to provide service to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 14) Pine Telephone Company in the amount of 459,280.00 for FY22 circuits to provide service to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 15) Pioneer Long Distance Inc. in the amount of \$785,000.00 for FY22 circuits to provide services to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 16) Panhandle Telephone Cooperative in the amount of \$129,844.00 for FY22 circuits to provide service to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 17) Skyrider for \$212,388.00 in the amount of FY22 circuits to provide services to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 18) Vyve BCI Broadband in the amount of \$100,840.00 for FY22 circuits to provide service to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 19) Windstream Oklahoma, LLC in the amount of \$588,000.00 for FY22 circuits to provide services to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 20) Blackboard in the amount of \$500,000 to provide access to Blackboard Learn SaaS for FY22 to the following institutions: Northeastern State University, Carl Albert State College, Murray State College, and Redlands Community College. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 21) University of Arkansas (AREON) in the amount of \$177,463.00 for FY22 circuits to provide service to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 22) Addison Professional Financial Search in the amount of \$150,000.00 for FY22 professional IT services to assist with software engineering and development needs. The cost for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 23) Zoom Video Communication in the amount of \$503,000.00 for FY22 Zoom licenses. Zoom enables OneNet and OneNet customers to utilize advanced videoconferencing systems for distance learning and remote conferencing support throughout the state. The cost for these licenses will be recovered through OneNet user fees. (Funded from 718-OneNet).

- 24) Copper River in the amount of \$459,200.00 for FY22 maintenance renewal to provide support for ADVA network equipment that is integrated into the OneNet network. The cost of these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 25) Presidio in the amount of \$772,950.00 for FY22 Juniper maintenance renewal to provide support for Juniper network equipment that is integrated into the OneNet network. The cost of these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 26) University of Indiana in the amount of \$500,000.00 for FY22 network monitoring services provided by the Global Research Network Operating Center (GRNOC). The cost of these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 27) Galt in the amount of \$150,000.00 for FY22 temporary staffing for OneNet Front Desk, Business and Provisioning departments. Temporary staffing augments existing OneNet provisioning staff through assistance with the circuit provisioning process. The process includes solicitation of price quotes, circuit order placement, follow up and implementation of all service to end user premises. The cost of these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 28) Internet2 in the amount of \$106,000.00 for OneNet's FY22 membership in the InCommon Federation and SSL Certificates. The InCommon Federation is the U.S. Education & Research Identity Federation, which provides a common framework for trusted shared management of access to online resources, single sign-on convenience, privacy protection, and access control to protected resources. These provisions allow simpler and more secure collaboration with higher education research institutions and meet the long-term goals of K-12. Costs will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

OCAN

- 29) Dobson Technologies Transport and Telecom Solutions in the amount of \$225,000.00 for FY22 statewide fiber maintenance of the Oklahoma Community Anchor Network (OCAN). Costs will be recovered through user fees. (Funded from 720-OCAN).

Multiple Funds

- 30) Office of Management and Enterprise Services (OMES) in the amount of \$132,959.64 for FY22 property insurance premiums. (Funded from 701-OCAP, 210-Core and 718-OneNet).
- 31) Bank of America in the amount of \$116,000.00 for FY22 P-Card expenditures. The funds for P-Card expenditures must be encumbered prior to using the P-Card for purchases. (Funded from 210-Core, 701-OCAP, 718-OneNet, 720-OCAN, 730-GEAR UP).

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #20:

Deleted Item.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #21-a:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Doctor of Philosophy in Data Science and Analytics.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the Doctor of Philosophy in Data Science and Analytics, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Doctor of Philosophy in Data Science and Analytics.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 6 students in Fall 2025; and
 - Graduates: a minimum of 2 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, OU has taken the following program actions in response to APRA:

93	Degree and/or certificate programs deleted
152	Degree and/or certificate programs added

Program Review

OU offers 337 degree and/or certificate programs as follows:

57	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
125	Baccalaureate Degrees
100	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 proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Doctor of Philosophy (Ph.D.) in Data Science and Analytics at their June 18, 2020 meeting. OU is currently approved to offer the following degree programs and certificates through electronic delivery:

- Master of Science in Civil Engineering (038);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);

- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);
- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (442);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447);
- Executive Master of Business Administration in Energy (451);
- Master of Science in Finance (450);
- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053);
- Master of Social Work in Social Work (211);
- Graduate Certificate in Executive Management in Aerospace/Defense (384);
- Graduate Certificate in Learning Design and Technology (454);
- Certificate in Criminal Investigation and Intelligence Analysis (455);
- Certificate in Restorative Justice (456);
- Executive Master of Business Administration in Aerospace and Defense (457);
- Master of Human Relations in Human Relations (329);
- Master of Arts in Human Resource Studies (458);
- Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459);
- Graduate Certificate in Drug Policy Management (460);
- Graduate Certificate in Criminal Justice Administration (461);
- Master of Science in Geography and Environmental Sustainability (425);
- Certificate in Business Intelligence and Analytics (462);
- Master of Business Administration in Business Administration (025);
- Certificate in Data Science and Analytics (464);
- Master of Arts in Journalism and Mass Communication (138);
- Graduate Certificate in Geospatial Technologies (418);
- Master of Science in Architecture (397);
- Master of Science in Industrial and Systems Engineering (130);
- Master of Science in Computer Science (132);
- Graduate Certificate in Community Engagement (466); and

- Master of Arts in Art and Technology (474).

OU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Doctor of Philosophy in Data Science and Analytics

Program purpose. The proposed program will enable students to apply advanced computational, statistical, and modeling techniques in a variety of data domains.

Program rationale and background. OU’s Master of Science in Data Science and Analytics (406) program was approved at the September 9, 2015 State Regents’ meeting and has greatly surpassed the initial productivity goals. The program has graduated nearly 80 students and had over 130 students enrolled in Spring 2019. More than 10 graduates of the program are currently pursuing a doctoral degree in Computer Science or Industrial and Systems Engineering at OU. There are also graduates from the program who are completing or pursuing doctoral degrees at other institutions. Many graduates from the Master’s program indicated that they would have applied for the doctoral program in Data Science and Analytics at OU if it had been available.

Employment opportunities. Graduates of the proposed program will be prepared for positions in academia and industry. A recent search on The Chronicle for Higher Education’s jobs database for full-time data science faculty positions available in the United States and other countries yielded 85 positions in engineering and 149 positions in computer science. In addition, a search on indeed.com in April 2021 for full-time data scientist positions in the United States, which require or prefer a doctoral degree, yielded over 2,000 positions. According to the U.S. Bureau of Labor Statistics, employment of operations research analysts, computer and information research scientists, and industrial engineers will grow faster than the average for all occupations from 2018-2028. Since graduates of the proposed program will have the advanced technical knowledge and expertise needed to effectively supervise individuals in these positions, there will be ample leadership positions available for them across the various industries which employ these professionals. OU projects continual enrollment in the proposed program based on the considerable interest from current and former OU graduate students and numerous job opportunities that will be available for graduates across 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 2025
Minimum Graduates from the program	2	2025-2026

Duplication and impact on existing programs. There are no Data Science and Analytics doctoral programs in Oklahoma. A system wide letter of intent was communicated by email on July 24, 2020. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on August 3, 2020. Neither UCO, nor any other State System institutions notified State Regents’ staff of a protest to the proposed program. Approval to offer the proposed program will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Philosophy in Data Science and Analytics program will consist of 90 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	20
Guided Electives	25
Research	45
Total	90

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

For these reasons, two external reviewers, Drs. Vipin Kumar and Baoxin Li, conducted a paper review (i.e., no site visit) of the proposed degree program. Dr. Kumar is a Regents Professor at the University of Minnesota, where he holds the William Norris Endowed Chair in the Department of Computer Science and Engineering. His research interests include: high-performance computing, data mining, machine learning, and their applications in climate/ecosystems and health care. He obtained a Doctor of Philosophy in Computer Science from the University of Maryland, College Park. Dr. Li is a Professor and Chair for the Computer Science and Engineering program in the School of Computing, Informatics, and Decision Systems Engineering at Arizona State University. His broad research interests are visual computing and machine learning, and their application in the context of human-centered computing. Dr. Li obtained a Doctor of Philosophy in Electrical and Computer Engineering from the University of Maryland, College Park. Both reviewers have extensive experience in the academic area of data science as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

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

The team's overall evaluation included the following findings:

- The goals of the proposed program are aligned with OU's mission and the mission of the Gallogly College of Engineering;
- The proposed program has a well-designed curriculum that benefits from utilization of many existing courses;
- The proposal has identified core faculty with necessary knowledge, experience and skills to launch and grow the proposed program;
- There are adequate resources and funding in place for the proposed program; and
- Admission standards and program review and assessment protocols have been carefully planned.

In summary, the team declared support without reservation to establish the program at OU. OU responded satisfactorily to these recommendations.

Faculty and staff. Existing faculty will teach the 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, facilities, and equipment are adequate for the proposed program.

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

Program resource requirements. Program resource requirements for the Doctor of Philosophy in Data Science and Analytics are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$16,036	\$32,072	\$48,109	\$48,109	\$48,109
<i>Explanation/Calculations: OU anticipates an enrollment of 2, 4, 6, 6, and 6 students in years 1 through 5. Tuition was calculated assuming each student will take 18 credit hours per year at \$289.30 per credit hour for residents and \$900.10 per credit hour for non-residents. Additionally, enrollment of 50 percent residents and 50 percent non-residents was assumed. Also, a 17.4 percent tuition waiver was assumed for residents, and a 60.9 percent tuition waiver was assumed for non-residents. The non-mandatory academic excellence fee (\$90 per credit hour) and College of Engineering academic service fee (\$60 per credit hour) were also included in the calculations.</i>					
TOTAL	\$16,036	\$32,072	\$48,109	\$48,109	\$48,109

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$1,846	\$3,692	\$5,539	\$5,539	\$5,539
<i>Explanation: The amounts above represent the estimated increasing portion of one administrative staff member's salary and benefits who will support the proposed program.</i>					
Faculty	\$8,663	\$17,326	\$25,989	\$25,989	\$25,989
<i>Explanation: The amounts above represent the estimated proportional cost of the seven Computer Science and Industrial Systems Engineering faculty members' salaries and benefits that will teach in the proposed program.</i>					
Graduate Assistants	\$994	\$1,988	\$2,982	\$2,982	\$2,982
<i>Explanation: The amounts above represent an increasing portion of one graduate assistant's wages and benefits who will teach in the proposed program.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$284	\$568	\$852	\$852	\$852
<i>Explanation: The amounts above are the estimated costs of equipment and materials for use in course preparation and delivery and research related to the proposed program. Costs could include classroom supplies, handouts, data sets, in-class equipment (whiteboards, projectors, etc.), etc.</i>					
Library	\$568	\$1,136	\$1,704	\$1,704	\$1,704
<i>Explanation: The amounts above are the estimated costs for instructor and student reference materials that will be purchased for the proposed program, such as books like the Fundamentals of Python: First Programs (2nd Edition) by Kenneth Lambert and a subscription to the Deepdyve digital library, which provides access to more than 100 million research papers.</i>					
Contractual Services	\$568	\$1,136	\$1,704	\$1,704	\$1,704
<i>Explanation: The amounts above are the estimated costs of contractual services (e.g., speaker fees, material acquisition, etc.) for potential use for the proposed program.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$284	\$568	\$852	\$852	\$852
<i>Explanation: The amounts above are the estimated costs to print brochures about the proposed program that can be distributed to prospective students and corporate partners. Future year increases are based on projected enrollment increases.</i>					
Telecommunications	\$568	\$1,136	\$1,704	\$1,704	\$1,704
<i>Explanation: Estimated proportional cost of telecommunications (e.g., office telephone, internet, etc.) allocated for the proposed program.</i>					
Travel	\$426	\$852	\$1,278	\$1,278	\$1,278
<i>Explanation: The amounts above represent estimated proportional costs of travel for faculty to participate in conferences and to bring guest speakers to campus for the proposed program based on total departmental spending. Future year increases are based on projected enrollment increases.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$14,201	\$28,402	\$42,604	\$42,604	\$42,604

**UNIVERSITY OF OKLAHOMA
DOCTOR OF PHILOSOPHY IN DATA SCIENCE AND ANALYTICS**

Degree Requirements	Credit Hours
Program Core	20
DSA/ISE 5013 Fundamentals of Engineering Statistical Analysis	3
DSA/ISE 5103 Intelligent Data Analytics	3
DSA/ISE 5113 Advanced Analytics & Metaheuristics	3
DSA/CS 5005 Computing Structures	5
DSA/CS 4413 Algorithm Analysis	3
DSA/CS 4513 Database Management Systems	3
Guided Electives	25
Students will select electives approved by their doctoral committee members.	25
Research	45
*DSA 6980 Dissertation Research	45
Total	90

*Denotes new course

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #21-b:

New Programs.

SUBJECT: Cameron University. Approval to offer the Certificate in Cybersecurity.

RECOMMENDATION:

It is recommended that the State Regents approve Cameron University's request to offer the Certificate in Cybersecurity 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 Cybersecurity.** This certificate will be embedded within the Bachelor of Science in Information Technology (414) and will be included in the regular program review due in 2023.

BACKGROUND:

Academic Plan

Cameron University's (CU) 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:

29	Degree and/or certificate programs deleted
41	Degree and/or certificate programs added

Program Review

CU offers 50 degree and/or certificate programs as follows:

2	Certificates
5	Associate in Arts or Science Degrees
4	Associate in Applied Science Degrees
32	Baccalaureate Degrees
7	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 proposal, which was reviewed and approved by institutional officials. CU's governing board approved delivery of the Certificate in Cybersecurity 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);
- Master of Science in Behavioral Sciences (610);
- Bachelor of Science in Family and Child Studies (356);
- Certificate in Early Childhood Administration (256);
- Associate in Science in Criminal Justice (551); and
- Graduate Certificate in Alcohol and Drug Counseling (601).

CU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Cybersecurity

Program purpose. The proposed certificate will prepare students to deter, detect, contain, and investigate unauthorized use of computer networks.

Program rationale and employment opportunities. Between Spring 2019 and Fall 2020, there was very high enrollment in the courses that will be core requirements for the proposed certificate. For example, 756 students took Introduction to Computer Systems (IT 1013), 199 students took Introduction to Networking (IT 1063), and 110 students took Introduction to Information Assurance/Security (IAS 2233). Enrollment in these courses is an indicator of prospective demand for the proposed certificate.

Graduates with the proposed certificate will be successful in obtaining employment in law enforcement, business, education, industry and government as forensic computer analysts, information security analysts, penetration testers, information technology security consultants, information security engineers, computer network support specialists, etc. According to the Oklahoma Employment Security Commission (OESC), employment for information security analysts will grow 25.1 percent statewide and employment in the Lawton metropolitan area for computer network support specialists will grow 22 percent. In addition, the U.S. Bureau of Labor Statistics indicates that information security analyst will be one of the fastest growing occupations in the nation between 2019 and 2029. More specifically, employment of information security analysts is projected to grow 31 percent, which is much faster than the average for all occupations. The high employment demand across Oklahoma and the United States for cybersecurity related occupations suggests that the proposed certificate will be attractive to many CU students.

Student demand. The proposed certificate is expected to fulfill student demand within the Bachelor of Science in Information Technology (414) program.

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

Institution	Existing Program
Rogers State University	Certificate in Cybersecurity and Information Assurance (130)
Oklahoma City Community College	Certificate (Less than Two Years) in Cyber/ Information Security (139)
Rose State College	Certificate in Cyber Security (320)

A system wide letter of intent was communicated by email on December 2, 2020. Northeastern State University (NSU) requested a copy of the proposal, which was sent on March 24, 2021. Neither NSU 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 Certificate in Cybersecurity will consist of 32 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Certificate in Cybersecurity

Content Area	Credit Hours
Required Courses	17
Guided Electives	15
Total	32

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 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 for students to access at any time up to 8 hours of free online tutoring per semester, and Zoom for use 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 Information Technology (414) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

**CAMERON UNIVERSITY
CERTIFICATE IN CYBERSECURITY**

Program Requirements		Credit Hours
Required Courses		17
IT 1013	Introduction to Computer Systems	3
IT 1063	Introduction to Networking	3
IT 1414/1414L or CS 1314/1314L	Programming I and Programming I Laboratory Computer Science I and Computer Science I Laboratory	4
IT 2064/2064L	Internetworking Technologies and Internetworking Technologies Laboratory	4
IAS 2233	Introduction to Information Assurance/Security	3
Guided Electives		15
Select five courses from the list below:		
CS 1733	Operating System Technology	3
IAS 2333	Computer Forensics	3
IAS 3063	Information Assurance Networking Fundamentals	3
IAS 3233	E-Commerce and Web Security	3
IAS 3263	Security Architecture and Design	3
IAS 4063	Current Topics: Information Assurance/Network Security	3
Total		32

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #21-c:

New Programs.

SUBJECT: Northeastern State University. Approval to offer the Certificate in Operations and Supply Chain Management.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's request to offer the Certificate in Operations and Supply Chain Management in Tahlequah and Broken Arrow, 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 Operations and Supply Chain Management.** This certificate will be embedded within the Bachelor of Business Administration in Supply Chain Management (145) and will be included in the regular program review due in 2028.

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:

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

Program Review

NSU offers 115 degree and/or certificate programs as follows:

27	Certificates
0	Associate in Arts or Sciences Degrees
0	Associate in Applied Science Degrees
61	Baccalaureate Degrees
26	Master’s Degrees
0	Doctoral Degrees
1	First Professional Degrees

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

Program Development Process

NSU’s faculty developed the proposal, which was reviewed and approved by institutional officials. NSU’s governing board approved delivery of the Certificate in Operations and Supply Chain Management at their February 26, 2021 meeting. NSU is currently approved to offer the following degree programs and certificates through electronic delivery:

- Bachelor of Science in Nursing (104);
- Bachelor of Science in Human and Family Science - Early Care Option (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);

- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education - Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);
- Master of Education Instructional Leadership (124);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Cyber Security (160);
- Certificate in Geographic Information Systems (163);
- Bachelor of Arts in Creative Writing (162);
- Master of Science in Higher Education Leadership (052);
- Bachelor of General Studies in General Studies (132);
- Master of Science in Library Media and Information Technology (129);
- Graduate Certificate in School Library Media Specialist (140);
- Master of Education in School Administration (103);
- Graduate Certificate in Administrator Education (003);
- Master of Business Administration in Business Administration (056);
- Master of Science in Nursing Education in Nursing (149);
- Bachelor of Business Administration in Hospitality and Tourism (093);
- Bachelor of Science in Health Organizations Administration (004);
- Master of Public Health in Public Health (166);
- Graduate Certificate in Public Health (165);
- Graduate Certificate in Public Health Leadership (167);
- Graduate Certificate in Global Health (168);
- Master of Education in Early Childhood Education (117);
- Certificate in STEM Education (022);
- Bachelor of Science in Criminal Justice (020);
- Bachelor of Science in Homeland Security (156);
- Bachelor of Science in Legal Studies (158);
- Bachelor of Business Administration in International Business Management (126);
- Certificate in Business Analytics (039);
- Certificate in Human Resource Management (064);
- Certificate in International Business (065);
- Graduate Certificate in Data Analytics (067);
- Graduate Certificate in Healthcare Administration Leadership (092);
- Graduate Certificate in Administrative Leadership in Nursing (171);
- Graduate Certificate in Higher Education Administration (119);
- Graduate Certificate in Nursing Education (169);
- Graduate Certificate in Nursing Informatics (170);
- Graduate Certificate in Operations Leadership (118);
- Graduate Certificate in American Indian Leadership (172);
- Graduate Certificate in Classroom Teaching (173);
- Graduate Certificate in Leadership (174);
- Graduate Certificate in Training and Development (175);
- Master of Science in Health and Sport Science (142); and
- Certificate in Event Management (179).

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 Operations and Supply Chain Management

Program purpose. The proposed certificate will provide students with a broad-based knowledge of supply chain and logistics and operations management processes.

Program rationale and employment opportunities. Strong attendance at NSU’s recent supply chain conferences and seminars demonstrates a high demand for continuing professional development for employees of area industries and manufacturers. Members of these companies who serve on the Bachelor of Business Administration in Supply Chain Management (145) program’s advisory board and students who are active in the program’s student organization have expressed interest in the proposed certificate.

A number of transportation, logistics, and supply chain companies regularly solicit NSU to help fill their open positions. NSU is particularly well situated to fill this demand as it is close to a Walmart distribution center, an Amazon distribution center, and three active inland ports. The Oklahoma Employment Security Commission projects that employment for general and operations managers in northeast Oklahoma will grow 11.7 percent, employment for purchasing managers will grow 12.8 percent, and employment for transportation, distribution and storage managers will grow 12.2 percent between 2016 and 2026. Beyond being prepared for employment, students who complete this certificate will also be eligible to pursue respected certifications in the field such as the Association for Supply Chain Management’s Certificate in Production and Inventory Management and the American Society for Quality’s Six Sigma Yellow Belt.

Student demand. The proposed certificate program is expected to fulfill student demand within the Bachelor of Business Administration in Supply Chain Management (145).

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

Institution	Existing Program
Rose State College	Certificate in Supply Chain Management and Logistics (150)

A system wide letter of intent was communicated by email on May 5, 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 proposed Certificate in Operations and Supply Chain 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 Operations and Supply Chain 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. Faculty will utilize several technologies to electronically deliver the program including Blackboard, a learning management system (LMS), and Zoom, a web-conferencing software. The LMS allows students to access course materials such as presentations and videos and provides a platform for interactive activities such as discussion boards, wikis, assignments, quizzes, exams, and written instructor feedback. Web conferencing facilitates synchronous activities such as live discussion with the class and live lectures. Web sessions can be recorded and linked in the LMS course shell for later access. Distance education students have full access to NSU’s library through librarian chat, web-based databases, and online search engines. Online tutoring is free and available to all students using Tutor.com, linked in the EMS. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. The library, classrooms, and equipment are adequate for the proposed certificate program.

Financing and program resource requirements. The proposed program will be an embedded certificate within the Bachelor of Business Administration in Supply Chain Management (145) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the proposed certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

**NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN OPERATIONS AND SUPPLY CHAIN MANAGEMENT**

Program Requirements	Credit Hours
Required Courses	15
MGMT 3213 Principles of Operations Management	3
SCM 3113 Principles of Transportation	3
SCM 3553 Purchasing and Inventory Management	3
SCM 4633 Supply Chain Strategy	3
SCM 4723 Materials Management Handling	3
Total	15

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #21-d:

New Programs.

SUBJECT: University of Central Oklahoma. Approval to offer the Bachelor of Science in Computer Engineering and the Certificate in Leadership.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the Bachelor of Science in Computer Engineering and the Certificate in Leadership, 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 Computer Engineering.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 50 students in Fall 2025; and
Graduates: a minimum of 8 students in 2025-2026.
- **Certificate in Leadership.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 6 students in Fall 2025; and
Graduates: a minimum of 2 students in 2025-2026.

BACKGROUND:

Academic Plan

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

Academic Affairs Plans for AY 2020-2021 was presented to the *University Planning Council* in spring 2019. Budgets are approved by the President with input from the President's Cabinet. UCO has provided more learning spaces and improvements to the physical environment. All priorities listed, including facilities, are managed through a tiered-system of shared governance and budget priority discussions. The **Strategic Goal(s)** connected to these activities are listed in parentheses after each item. Please see **Appendix A** for the Four Pillars and 12 Strategic Goals. **Appendix B** includes the Vision 2020 document. The current long-term strategic goals emerged from a campus-wide strategic planning initiative in 2012/2013.

1) Tenure-track faculty- 30 faculty over the next decade are requested at a cost of nearly 2.5 million dollars to decrease faculty-student ratios to peer-levels. One temporary instructorship and two non-tenure track lectureship positions were converted to tenure-track positions for FY21 at a cost of \$80,000. **(SGs 1, 2)**

- 2) Continue to invest in UCO Downtown. This includes the newly completed renovation of One Santa Fe Plaza that provides classroom and laboratory space for students and faculty. In addition, it is used as a staff touchdown space for those working part-time downtown. **(SG 11)**
- 3) Faculty compensation remains an issue in hiring and retaining faculty in certain fields. Approximately 6 million dollars will be required to bring all faculty salaries to 92% of CUPA. **(SG 8)**
- 4) Request for an increase in the Academic Affairs operating budget.
- 5) An increase in tuition waivers and graduate assistant stipends to recruit and retain talented students. **(SG 7)**
- 6) The DOE grant that supported the Student Transformative Learning Record (STLR) has concluded. Approximately \$225,000 of critical staff salaries were moved into temporary lines to continue the program.
- 7) Capital projects - (see facilities below) **(SGs 3, 8, 10)**

Facilities - This includes academic and non-academic facilities.

- **Bausher Place:** In January of 2020, the newly constructed, 53,000 square foot, facility opened for student use. Functionally, the first floor serves as campus's new main dining center, named Ayers Kitchen, with space to serve approximately 400 students per seating. Additionally, the first floor houses a large multipurpose room, engineered to function as a storm shelter. The second-floor houses offices for Campus Enterprises, Transportation and Parking, as well as People and Culture. **(SG 10)**
- **Baseball Locker Room:** In January of 2020, construction of a new, 3,200 square foot, baseball team facility was completed. The project includes a team locker room, coaches' offices, a training room, public restrooms, and concessions. Prior to completion of the building, the baseball team had no locker room facility. **(SG 10)**
- **e.Sports** In May of 2020, work was completed on the renovation of 5,700 square feet of warehouse space converted into the university's new e.Sports gaming center. The center includes space for 48 gaming stations, a spectator section, which seats 50, virtual reality booths, shout casting and control rooms, and a lounge area. The center will host a variety of events as well as on-going game play. **(SGs 3, 5, 8, 10)**
- **UCO @ Santa Fe Place:** Located in Downtown Oklahoma City, provides accessible and convenient opportunities for working adults and downtown residents who are seeking to further their education. Renovations completed in 2019 include new classrooms and STEM lab, office space for faculty and staff, The Catbird Seat business incubator, and the KUCO radio station. **(SGs 3, 5, 8, 10)**

Academic Affairs operational priorities:

Note: This list reflects items identified at the Provost Cabinet Retreat in November 2019.

Mandatory Cost Items (added to the mandatory cost request)

To address the increases in accreditation costs, a \$.25 increase to "other special instruction" of the academic service fee was requested and approved.

To address budget reduction for academic support of student engagement, a \$.75 increase to "other special instruction" of the academic service fees was requested and approved.

Four Temporary Instructor positions funded for the past several years from academic course fees will be converted to continuing non-tenure track Instructorships ("EDU-Innovators") to assist with online programming initiatives.

24 Temporary Lecturer position funded for the past several years from academic course fees will be converted to continuing non-tenure track Lecturer positions; nine will be Blended Lectureships in support of the online programming efforts.

TL Scholars. The Transformative Learning Scholars Program is a faculty development initiative designed to promote student engagement in high impact practices while simultaneously developing opportunities to increase external funding. The pilot project began in fall 2014 with each college invited to recommend two to three faculty members. Scholars were provided funds for reassignment, travel, and undergraduate

research assistant wages in exchange for developing and submitting a student-centered grant proposal to an external funding agency annually. There are currently 11 Scholars in the program, encompassing all of the academic colleges.

In fall 2014, UCO created an **Office of High Impact Practices (OHIP)** to promote High-Impact practices such as undergraduate research and global studies. This office oversees the Research, Creative, and Scholarly Activity Grant Program (RCSA), a program initiated in 2007 that awards 150 to 160 grants to student working with faculty mentors per year. OHIP administers the Student Presentation Travel Grants, which awards funding for student travel to present at academic conferences. The office averages 40 travel awards per year. OHIP also manages the Undergraduate Research Abroad Grant Program, which awards 1 or 2 grants a year funding teams of faculty and students conducting research outside the US. In addition to the grant programs, the office coordinates participation in regional and national student conferences including Oklahoma Research Day. For reference, 290 UCO faculty and students attended this one-day event in 2019. The office also supported the travel of 100 UCO students and faculty to the National Conference on Undergraduate Research (NCUR). OHIP has been working on collaborative projects with the Centre for Global Competency, College of Liberal Arts, and New Plains Student Publishing in the Department of English. (SGs 2, 3, 4, 5)

RCSA grants/Student travel. Four of the five colleges have funds to assist students in presenting research and creative achievement at professional conferences. A faculty mentor sponsors each student. (SGs 1, 2, 5, 7, 8)

STLR. The Student Transformative Learning Record (STLR) was launched in 2014 to track student progress, assess beyond-disciplinary learning outcomes, and collect artifacts of student engagement with Transformative Learning practices. STLR continues to benefit students: Fall 2015 through Fall 2019 cohorts of first-time, full-time students’ retention and academic achievement correlate strongly to STLR engagement, with the near elimination of the achievement and retention gaps between targeted student populations (1st-generation, low-income, underrepresented) and non-targeted populations. UCO has continued its STLR scale-up, with over 70 percent of full-time faculty trained in STLR by Sept. 30, 2019. STLR student projects continue to be funded and popular, with impressive benefits to students occurring from their STLR project work with faculty and staff outside of the classroom: one example is the Hispanic Success Initiative (HSI), which has produced fall-to-fall retention among HSI students at 90% compared to the national average of around 50 percent. (Inclusion of Dr. Melissa Peet’s Integrative Knowledge Portfolio Process as part of STLR activity for HSI, the Black Male Initiative, and GEARUP, has created a strong synergy that continues to amplify STLR results.) Continuing expansion of STLR at other institutions now includes the largest university in Ireland, Technological University of Dublin, among other additions to a growing list in the U.S., Canada, and abroad. STLR’s Higher Education recognitions recently added AACSB’s 2018 Excellence and Innovation Award for Student Success and College Completion. STLR has attracted support from the US Department of Education, the Gates/Educause Breakthrough Models Incubator, the Lumina Foundation Comprehensive Student Record project, the Lumina EEQ initiative, and the Lumina Experiential Learning initiative. (SGs 1, 2, 4, 5)

APRA Implementation

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

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

64	Degree and/or certificate programs deleted
57	Degree and/or certificate programs added

Program Review

UCO offers 126 degree and/or certificate programs as follows:

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

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

Program Development Process

UCO's faculty developed the proposals, which were reviewed and approved by institutional officials. UCO's governing board approved delivery of the Bachelor of Science in Computer Engineering and the Certificate in Leadership at their February 26, 2021 meeting. UCO requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Computer Engineering

Program purpose. The proposed program will prepare students for an entry-level computer engineering position in industry, government, or other service fields.

Program rationale and background. UCO administered a survey to current students in all of the computer science and software engineering classes in Spring 2020. The same survey was also administered in a subset of general engineering courses in Spring 2020. Respondents were asked: "Would you have considered majoring in Computer Engineering if it were available?" Of the 295 surveyed, 201 answered "yes" to this question. Since the Fall of 2012, enrollments in UCO's ABET-accredited Bachelor of Science in Computer Science (027) and Bachelor of Science in Electrical Engineering (231) programs have grown slightly more than 35 percent. The proposed program will expand upon concepts from both of these growing programs, therefore UCO anticipates that there will be similar high demand for the proposed program.

Employment opportunities. Both of the departments submitting this proposal (i.e., Department of Computer Science and Department of Engineering and Physics) have industrial advisory boards that consist primarily of representatives from area employers. Many of these employers are in the aerospace, defense, and energy fields. The proposed program was developed considering these employers' recommendations and employment needs. Representatives from some of these employers submitted letters to confirm their

support for the proposed program including a technical manager from ASRC Federal System Solutions, the manager of engineering standards and guides at Oklahoma Gas and Electric Co., the manager of clinical engineering at Integris Baptist Medical Center, an electronics engineer and team manager of the Tech Ops Training Programs team for ATO Safety and Technical Training at the Federal Aviation Administration, and the technical director of the Oklahoma City Air Logistics Complex at Tinker Air Force Base (TAFB), who is also the chairperson for the Department of Engineering and Physics Industrial Advisory Board. She estimates that TAFB needs to hire over 100 new computer engineers each year.

Systems that were once controlled through a combination of hardware and analog electronics are now being digitally controlled via software. TAFB serves as a maintenance, repair and overhaul facility for a number of air force systems, including software systems. This particular type of software production and maintenance typically requires graduates that have a computer engineering degree. The Federal Aviation Administration and aerospace contractors such as Chickasaw Nation Industries, Northrup Grumman, and Boeing, which are in the Oklahoma City metropolitan area (i.e., UCO's service area), also need computer engineers.

Oklahoma is becoming a hub in the heating, ventilation and air-conditioning industry with the expansions of Nortek Air Solutions, Temtrol, ClimateMaster, and other companies. UCO has developed partnerships with several of these HVAC companies and they have expressed a need for engineers that can understand and manage control systems. According to the Oklahoma Employment Security Commission (OESC), employment for computer hardware engineers is projected to grow 8 percent between 2018 and 2028. The high employment demand in Oklahoma for computer engineers suggests that the proposed program will be attractive to many 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	50	Fall 2025
Minimum Graduates from the program	8	2025-2026

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

Institution	Existing Program
Oklahoma State University	Bachelor of Science in Computer Engineering (467)
University of Oklahoma	Bachelor of Science in Computer Engineering (332)

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 March 11, 2021. Neither 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 proposed Bachelor of Science in Computer Engineering program will consist of 126-135 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	43-44
Support Courses	0-9
Major Requirements	74
Guided Electives	9
Total	126-135

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

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

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

Program resource requirements. Program resource requirements for the Bachelor of Science in Computer Engineering are shown in the following table:

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$4,514	\$9,027	\$13,541	\$18,054	\$22,568
<i>Explanation: The proposed program will be housed in the College of Mathematics and Science. The amounts above are estimates of the fees that the college will collect from students taking courses in the proposed program.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$25,790	\$51,580	\$0	\$0	\$0
<i>Explanation: The amounts in year 1 and 2 represent estimated student FTE in the proposed program multiplied by the most recent (2017-18) institutional funding per student FTE available.</i>					
Student Tuition	\$31,266	\$62,532	\$93,798	\$125,064	\$156,330
<i>Explanation and Calculations: Student tuition is based on estimated student count of 10, 20, 30, 40, and 50 in years 1 through 5, multiplied by \$260.55 per credit hour with 12 credit hours per student per year, under the assumption of no substantial increase in the next five years. This is a conservative estimate as UCO expects 30 percent of students in the proposed program to be non-residents.</i>					
TOTAL	\$61,570	\$123,139	\$107,339	\$143,118	\$178,898

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$6,894	\$6,894	\$6,894	\$6,894	\$6,894

Explanation: The total salary and benefits of existing staff for the two departments that will manage the proposed program combined is \$188,476. Approximately 2/3 of the workloads of the staff members is dedicated to instructional support for the current students in the departments. Two-thirds of their salaries is \$122,984. Since approximately 50 students will eventually be enrolled in the proposed program, the estimate provided represents approximately 5.6 percent of that portion of the staff salaries.

Faculty	\$24,550	\$40,486	\$56,056	\$71,274	\$86,150
---------	----------	----------	----------	----------	----------

Explanation: Three additional courses are being developed for the proposed program. UCO's highest paid adjuncts receive \$915 per credit hour, so the maximum added cost for offering these courses might be \$915 multiplied by 9 credit hours or \$8,235. The total full-time faculty salary budget between the two departments that will manage the proposed program is \$2.28 million. Approximately 61 percent of this amount (i.e., \$1.39 million) is dedicated to engineering and computer science courses, with the remaining 39 percent dedicated to university service courses. The estimates above were determined by multiplying \$1.39 million by the ratio of new students who will enroll in the proposed program (e.g., 10 in year 1; 20 in year 2) to total students enrolled in the College (i.e., 852 in year 1; 862 in year 2), and then adding the \$8,235 amount for adjuncts.

Graduate Assistants	\$0	\$0	\$0	\$0	\$0
---------------------	-----	-----	-----	-----	-----

Student Employees	\$2,880	\$2,880	\$2,880	\$2,880	\$2,880
-------------------	---------	---------	---------	---------	---------

Explanation: This is an estimate of the wages that will be paid to a student assistant that will support the new courses in the proposed program.

Equipment and Instructional Materials	\$3,614	\$3,614	\$3,614	\$3,614	\$3,614
---------------------------------------	---------	---------	---------	---------	---------

Explanation: The current expenses for equipment and instructional materials for the two departments that will manage the proposed program is \$64,472. The estimated student enrollment suggests that approximately 5.6 percent of the total costs for these expenses should be dedicated to the proposed program. Examples of equipment and instructional materials that will be used for the proposed program include: Instructional lab computer upgrades and replacement, instructional lab electronics equipment (multimeters, probes, breadboards, etc.), and design project equipment for courses at each level (freshman through senior).

Library	\$6,927	\$6,927	\$6,927	\$6,927	\$6,927
---------	---------	---------	---------	---------	---------

Explanation: The current library expenses for the two departments that will manage the proposed program is \$123,699. The estimated student enrollment suggests that approximately 5.6 percent of the total costs for these expenses should be dedicated to the proposed program. A few examples of the library resources that will be used to support the proposed program, and other engineering programs at UCO include subscriptions to the following tools: ACM Digital Library (Association for Computing Machinery), Compendex (Engineering Village), IEEE-Xplore Digital Library (Institute of Electrical and Electronics Engineers), Science Direct (College Edition: Journals Collections and Reference Works), and SciFinder Scholar.

Contractual Services	\$0	\$0	\$0	\$0	\$0
----------------------	-----	-----	-----	-----	-----

Other Support Services	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
------------------------	---------	---------	---------	---------	---------

Explanation: The amounts above represent estimated costs for printing program brochures and other advertising efforts for the proposed program.

Commodities	\$0	\$0	\$0	\$0	\$0
-------------	-----	-----	-----	-----	-----

Printing	\$560	\$560	\$560	\$560	\$560
----------	-------	-------	-------	-------	-------

Explanation: The current printing costs for the two departments that will manage the proposed program is approximately \$10,000 each year. The estimated student enrollment suggests that approximately 5.6 percent of the total costs for these expenses should be dedicated to the proposed program. The funds will be used to print exams and other program materials.

Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$1,960	\$1,960	\$1,960	\$1,960	\$1,960
<i>Explanation: The amount above represents the current allocation given to full-time faculty in the two departments that will manage the proposed program for travel to professional meetings.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$48,885	\$64,821	\$80,391	\$95,609	\$110,485

Certificate in Leadership

Program purpose. The proposed program is designed to offer students the opportunity to explore and develop multiple leadership perspectives and skills.

Program rationale and background. The proposed certificate will be an extension of UCO’s 18 credit-hour Leadership minor, which has been offered since Fall 2006. The Leadership minor is housed in the College of Liberal Arts and utilizes faculty and coursework across the university as well as adjunct faculty. The proposed certificate will utilize a similar approach. The number of students who have declared the Leadership minor and the number of students who have graduated with the minor has steadily increased over the past few years. For example, in Fall 2017, 79 students declared the minor and in Fall 2018, 102 students declared the minor. In addition, during the 2017-2018 academic year, 11 students graduated with the minor, and during the 2018-2019 academic year, 19 students graduated with the minor. Based on the growing numbers of students declaring or completing the Leadership minor, UCO anticipates high demand for the proposed certificate.

Employment opportunities. Employees in all occupations can utilize leadership knowledge and skills to succeed and advance in their careers. According to the OESC, employment growth is predicted for several management and supervisory positions in Oklahoma between 2018 and 2028. For example, OESC projects employment growth for general and operations managers (5.8 percent), advertising, marketing, promotions, public relations, and sales managers (4.1 percent), operations specialties managers (7.8 percent), supervisors of building and grounds cleaning and maintenance workers (7.9 percent), and supervisors of construction and extraction workers (7.9 percent). The high employment demand in Oklahoma for managers and supervisors suggests that the proposed program will be attractive to students in various undergraduate degree programs at UCO.

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 2025
Minimum Graduates from the program	2	2025-2026

Duplication and impact on existing programs. There are no Certificate in Leadership programs in Oklahoma. 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 March 11, 2021. Neither TCC nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Leadership program will consist of 30 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	21
Electives	9
Total	30

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

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

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

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

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$5,540	\$8,311	\$11,081	\$13,851	\$16,621
<i>Explanation and Calculations: Student tuition is based on estimated student count of 2, 3, 4, 5 and 6 in years 1 through 5, multiplied by \$230.85 per credit hour (\$222.85 per credit hour plus \$8.00 course fee) with 12 credit hours per student per year.</i>					
TOTAL	\$5,540	\$8,311	\$11,081	\$13,851	\$16,621

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$55	\$55	\$55	\$55	\$55
<i>Explanation: A faculty member earns three-credit hours of reassigned time each semester to serve as director of the Leadership minor. Six credit hours of reassigned faculty time each year costs approximately \$5,490. The estimate above represents 1 percent of the existing Leadership minor expenses for administration.</i>					

Faculty	\$633	\$633	\$633	\$633	\$633
<i>Explanation: Adjunct faculty teach all courses with the LEAD prefix at UCO. Therefore, adjuncts will teach the courses in the proposed program. The salary costs for adjunct faculty teaching courses in the Leadership minor were \$63,281.50 during the 2019-2020 academic year. The estimate above represents one percent of this cost.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$40	\$60	\$80	\$100	\$120
<i>Explanation: During the capstone course, students will be required to complete the MBTI assessment through UCO's Career Development Center at a cost of \$20.00 per student to the department. The amounts provided were calculated considering the estimated number of students in the proposed program who will take the MBTI each year.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$728	\$748	\$768	\$788	\$808

Attachments

**UNIVERSITY OF CENTRAL OKLAHOMA
BACHELOR OF SCIENCE IN COMPUTER ENGINEERING**

Program Requirements	Credit Hours
General Education	43-44
Select two of the following courses:	
ENG 1113 or ENG 1143 or ENG 1153 or ENG 1173 or ENG 1213 or ENG 1223 or ENG 1233 or ENG 1243	6
MCOM 1113	3
MATH 2313	3
BIO 1114 or BIO 1204 or BIO 1214 and BIO 1214L	4
PHY 2014	4
HUM 2113 or HUM 2223	3
PHIL 1123	3
POL 1113	3
HIST 1483 or HIST 1493	3
CHIN 1114 or CHIN 1224 or FRCH 1114 or FRCH 1224 or GERM 1114 or GERM 1224 or JAPN 1114 or JAPN 1224 or LATN 1114 or LATN 1224 or SNSK 1114 or SNSK 1224 or SPAN 1114 or SPAN 1224 or FMKT 2323	3-4
ECON 1103	3
HLTH 1112	2

ENGR 1213	Engineering Computing and Laboratory	3
Support Courses		0-9
MATH 1533 or MATH 1513	Precalculus-Algebra College Algebra	3
MATH 1593	Plane Trigonometry	3
PHY 1003	Introduction to Physics or One year of high school physics	3
Major Requirements		74
PHY 2114	Physics for Scientists and Engineers II and Lab	4
ENGR 1112	Introduction to Engineering and Laboratory	2
ENGR 2303	Electrical Science	3
ENGR 2311	Electrical Science Laboratory	1
ENGR 3223	Digital Logic Design and Laboratory	3
ENGR 3303	Engineering Probability and Statistics	3
ENGR 3323	Signals and Systems	3
ENGR 3331	Signals and Systems Laboratory	1
ENGR 3403	Analog Electronics	3
ENGR 3421	Analog Electronics Laboratory	1
ENGR 3613	Microprocessors and Laboratory	3
ENGR 4333	Digital Signal Processing	3
ENGR 4351	Digital Signal Processing Laboratory	1
*ENGR 4842	Computer Engineering Senior Engineering Design I	2
ENGR 4892	Senior Engineering Design II	2
CMSC 1613	Programming I	3
CMSC 1621	Programming I Laboratory	1
CMSC 2123	Discrete Structures	3
CMSC 2613	Programming II	3
CMSC 2621	Programming II Laboratory	1
SE 3103	Object Oriented Software Design and Construction	3
CMSC 3613	Data Structures and Algorithms	3
CMSC 3621	Data Structures/Algorithms Lab	1
CMSC 2833	Computer Organization and Architecture I	3
CMSC 3833	Computer Organization and Architecture II	3
CMSC 4133	Concepts of Artificial Intelligence	3
MATH 2323	Calculus 2	3
MATH 2333	Calculus 3	3

MATH 2343	Calculus 4	3
MATH 3103	Differential Equations	3
Guided Electives		9
Choose one concentration		
Control Systems		
CMSC 4193	Introduction to Robotics	
CMSC 4303	Mobile Application Programming	
ENGR 4803	Mechatronics and Laboratory	
ENGR 4303	Control Systems	
*ENGR 4403	Advanced Control Systems Design and Laboratory	
Cybersecurity Engineering		
CMSC 4323	Computer and Network Security	
ENGR 4323	Digital and Analog Communications	9
*ENGR 4253	Cybersecurity for Internet of Things Devices and Laboratory	
Internet of Things		
CMSC 4313	Internet of Things	
*ENGR 4243	Internet of Things Systems and Laboratory	
CMSC 4303 or	Mobile Application Programming	
CMSC 4373 or	Cloud Web Applications Development	
ENGR 4803	Mechatronics and Laboratory	
Total		126-135

*Denotes new course

UNIVERSITY OF CENTRAL OKLAHOMA
 CERTIFICATE IN LEADERSHIP

Program Requirements	Credit Hours
Required Courses	21
ENG 1113 English Composition	3
ENG 1213 English Composition & Research	3
MCOM 1113 Fundamentals of Speech	3
LEAD 2213 Theories of Leadership	3
LEAD 3313 Leadership and Civic Engagement	3
LEAD 4213 Leadership and Ethics	3
LEAD 4893 Civic Leadership Capstone	3
Electives	9
Students will select 6 credit hours of LEAD electives	
TOTAL	30

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #21-e:

New Programs.

SUBJECT: Carl Albert State College, Eastern Oklahoma State College, Murray State College, Northern Oklahoma College, Oklahoma State University Institute of Technology, Redlands Community College, Rogers State University, Rose State College, Seminole State College, and Western Oklahoma State College's request to offer the Associate in Applied Science in Applied Technology, via traditional and electronic delivery, as a statewide collaborative program.

RECOMMENDATION:

It is recommended that the State Regents approve Carl Albert State College, Eastern Oklahoma State College, Murray State College, Northern Oklahoma College, Oklahoma State University Institute of Technology, Redlands Community College, Rogers State University, Rose State College, Seminole State College, and Western Oklahoma State College's request to offer the Associate in Applied Science in Applied Technology, via traditional and electronic delivery, as a statewide collaborative program, with the stipulation that continuation of the program on each campus will depend upon meeting the aggregate criteria established by the institutions and approved by the State Regents, as described below.

- **Associate in Applied Science in Applied Technology.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 170 students in Fall 2025; and
 - Graduates: a minimum of 50 students in 2025-2026.

BACKGROUND:

Academic Plans

Carl Albert State College (CASC), Eastern Oklahoma State College (EOSC), Murray State College (MSC), Northern Oklahoma College (NOC), Oklahoma State University Institute of Technology (OSUIT), Redlands Community College (RCC), Rogers State University (RSU), Rose State College (RSC), Seminole State College (SSC), and Western Oklahoma State College (WOSC) have submitted Academic Plans, which list institutional priorities that include meeting local student needs. CASC, EOSC, NOC, OSUIT, RCC, RSU, RSC, SSC, and WOSC have collaboratively created this program to serve those students who need a new and innovative path to complete an associate degree.

APRA Implementation

Since 1992 these institutions have taken the following program actions in response to APRA:

Institution	Number Degree/Certificate Programs Deleted	Number Degree/Certificate Programs Added
CASC	34	29
EOSC	44	17
MSC	17	20
NOC	48	25
OSUIT	50	40
RCC	61	30
RSU	81	38
RSC	79	69
SSC	17	16
WOSC	49	12

Program Review

CASC, EOSC, MSC, NOC, OSUIT, RCC, RSU, RSC, SSC, and WOSC offer certificate and degree programs as follows:

Institution	Associate in Arts and Associate in Science	Associate in Applied Science	Baccalaureate	Certificates	Total Degree Programs
CASC	15	7	0	9	22
EOSC	20	7	0	4	27
MSC	15	10	0	10	35
NOC	17	10	0	2	27
OSUIT	6	24	3	4	33
RCC	11	7	0	12	18
RSU	10	1	19	2	30
RSC	25	16	0	34	41
SSC	17	6	0	2	23
WOSC	12	7	0	6	19

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

The proposed program is a statewide pilot initiative following Tulsa Community College's pilot Associate in Applied Science in Applied Technology (875), which was approved by the State Regents at their April 22, 2020 meeting. Chief Academic Officers from CASC, EOSC, MSC, NOC, OSUIT, RCC, RSU, RSC, SSC, and WOSC worked to develop pathways for students who have earned a nationally recognized

credential, completed previous college credit in a technical field, or require specialized interdisciplinary training to earn an associate’s degree. Additionally, each institution created options that align with local workforce needs. Care was given to ensure that all general education courses required for the degree program were courses currently listed on the Course Equivalency Project Matrix to guarantee transferability among institutions. Subsequently, the proposals were reviewed and approved by institutional officials at each participating institution. The nature of the collaborative program proposal will utilize a unique program code identifier for tracking and measuring success of the initiative.

The governing boards of the participating institutions approved delivery of the Associate in Applied Science in Applied Technology on the dates provided in the following table. The number of degree programs and certificates that each institution has been approved to offer through electronic delivery is also identified in the table.

Institution	Governing Board Approval Date	Number of Programs Approved for Electronic Delivery
CASC	April 20, 2021	17
EOSC	February 19, 2021	8
MSC	January 19, 2021	10
NOC	March 10, 2021	11
OSUIT	March 2, 2021	19
RCC	March 11, 2021	12
RSU	March 5, 2021	9
RSC	January 21, 2021	16
SSC	December 17, 2020	11
WOSC	April 13, 2021	13

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.

In addition, the program promotes the core values of Oklahoma’s Complete College America plan to raise the number of Oklahoma degrees and certificates earned by 1,700 annually through 2023. Income per capita is positively correlated to degree holders in each state. States with higher percentages of degree holders have higher per capita incomes for its citizens. This collaborative program will assist Oklahoma’s continuing efforts to increase its percentage of degree holders, and will contribute to innovation in higher education as recommended in the State Regents’ 2018 Task Force on the Future of Higher Education.

ANALYSIS:

Associate in Applied Science in Applied Technology

Program purpose. The purpose of the proposed degree program and supporting degree options is to facilitate degree completion by Oklahomans who have earned an industry recognized credential through the completion of a program at an Oklahoma technology center or other entity, to award a block of technical credit for industry recognized credentials earned, and to combine general education coursework with specific technical knowledge and skills in preparation for employment or career advancement.

Program rationale/background. The proposed Associate in Applied Science in Applied Technology

degree program is a statewide initiative to provide degree completion programs meeting the needs of adult students in our state. The proposed program and supporting options will facilitate degree completion by Oklahomans who have received an industry recognized credential, earned previous college credit in a technical field, or require specialized interdisciplinary training. For many, family commitments, work commitments and financial pressures prohibited these adults from completing their degree in the past, but they now want to finish what they started. Completion of the AAS in Applied Technology would allow these individuals to fulfill their career goals by completing general education coursework with specific technical knowledge and skills in preparation for employment, career advancement, or entry into a bachelor of technology program.

Employment opportunities. According to research conducted by Dr. Jonathan Turk at the American Council on Education, the effects of earning an associate degree, relative to not enrolling in college, are increased employment (9.3 percent), increased wages (13.4 percent), increased homeownership (11.6 percent), increased voting rate (27.2 percent), and increased volunteerism (9.8 percent). The focus for awarding prior learning credit will be based on high-demand jobs in the participating institution's service area.

Students enrolling in this degree program will have already obtained training and earned an industry recognized credential or have earned previous college credit in a technical field, but stopped out prior to graduation. Many of these students have already gained employment in their chosen career field, but now wish to earn a degree for personal or professional reasons. The disciplines highlighted within this degree program align with the five workforce ecosystems of the state and are specifically aligned with local workforce needs of participating institutions. Institutions participating in this pilot program will leverage partnerships with local employers in the fields of criminal justice, allied health/health care, manufacturing, information technology, agriculture, aerospace, cyber security, digital media, computer science, and engineering to address area workforce needs. This degree will allow students to increase their lifetime earnings potential by increasing their level of educational attainment by having an associate's degree.

Student demand. As a collaborative initiative, productivity standards will reflect the unique nature of the programs. The proposed programs are expected to meet the enrollment and graduation standards as aggregate numbers for the initiative 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	170	Fall 2025
Minimum Graduates from the program	50	2025-2026

Duplication/impact on existing programs. The degree programs are part of a statewide degree initiative in which students with industry recognized credentials can obtain an associate's degree.

These unique collaborative programs will be offered utilizing both face-to-face and online instructional delivery to meet the needs of working adult students. Due to differences in target markets for the programs, relative to traditional programs, and increasing student demand for degree completion programs, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Applied Technology will consist of 60-62 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) utilizing the State Regents' Course Equivalency Project (CEP)

“Equivalency Group Heading and State Regents’ Number” for general education courses. Students will be awarded block credit for industry-recognized credentials earned. Block credit will be appropriately identified by source and method on the transcript. Industry credentials articulated to block credit will be included on the State Regents Prior Learning Assessment Matrix.

Content Area	Credit Hours
General Education Courses	18-20
Technical Specialty Courses	9-42
Technical Related Courses	0-33
Total	60-62

Each institution will offer options within the proposed program as identified in the following table.

Institution	Option(s)
Carl Albert State College	Business Services Health Sciences Public Safety Culinary Arts Technical Occupations Naval Services
Eastern Oklahoma State College	Digital Media Business Services Health Sciences Information Technology Public Service
Murray State College	Business Technology Farm and Ranch Business Technology Horticulture Technology Military Technology Electrical Engineering Technology Medical Office Assistant Agriculture Information Technology Applied Technology
Northern Oklahoma College	Allied Health Criminal Justice Information Technology Manufacturing Technology
Oklahoma State University Institute of Technology	Business and Digital Technologies Health and Human Services Industrial Technologies Transportation Technologies
Redlands Community College	Allied Health Applied Agriculture Business and Accounting Computer Systems and Applications Industrial Power and Transportation Pre-Engineering

Rogers State University	Advanced Manufacturing Health Sciences Professional Services Information Technology Unmanned Aircraft Systems Process Technology
Rose State College	Aerospace Technology
Seminole State College	Aerospace Criminal Justice Graphic Design Public Safety
Western Oklahoma State College	Aviation Graphic Design Cyber Security

Faculty and staff. Qualified faculty from each participating institution will teach the courses for the proposed degree program utilizing internal funds and other grant resources to cover instructional costs.

Delivery method and support services.

Institution	Electronic Delivery Platform(s)
Carl Albert State College	Blackboard, Zoom, Honorlock
Eastern Oklahoma State College	Blackboard, Zoom, Honorlock
Murray State College	Blackboard Ultra
Northern Oklahoma College	Blackboard
Oklahoma State University Institute of Technology	Canvas, Zoom, Turnitin, Conferences
Redlands Community College	Blackboard, ZOOM, YouTube, and Skype
Rogers State University	Jenzabar
Rose State College	Canvas, Zoom
Seminole State College	Desire2Learn Brightspace, Zoom, Microsoft Teams, and GoTo Meeting
Western Oklahoma State College	Moodle

Facilities, library resources, and equipment are adequate at each institution.

Financing. The proposed degree programs will be funded through tuition generated and existing state resources. All courses, faculty, and support resources are currently available at all participating institutions. No reallocation of existing resources is necessary. Tuition and fees will be set by each individual participating institution and will align with other programs. No additional funding is requested from the State Regents to support the programs.

Attachment

CARL ALBERT STATE COLLEGE
EASTERN OKLAHOMA STATE COLLEGE
MURRAY STATE COLLEGE
NORTHERN OKLAHOMA COLLEGE
OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
REDLANDS COMMUNITY COLLEGE
ROGERS STATE UNIVERSITY
ROSE STATE COLLEGE
SEMINOLE STATE COLLEGE
WESTERN OKLAHOMA STATE COLLEGE

ASSOCIATE IN APPLIED SCIENCE IN APPLIED TECHNOLOGY

Program Requirements	Credit Hours
General Education (CEP Equivalency Group Heading and State Regents' Number where applicable)	18-20
Communications (6 hours)	
<i>Option I</i>	
E 001 Composition I	3
E 002 or BC 001 Composition II Business Communications I	3
<i>Option II</i>	
E 012 Technical Professional Writing	3
E 013 or BC 001 Technical Professional Writing II Business Communications I	3
History and Political Science (6 hours)	
PS 101 American Federal Government	3
HS 005 or HS 006 American History to 1877 American History since 1877	3
Electives (6 hours)	
Students will select 6 credit hours of electives from an approved list	6
Institutional Specific Courses (if applicable)	
UNIV 1152 The University Experience (RSU only)	2
COL 1211 Success Strategies (MSC only)	1
ORI 1111 or LIB 1011 or BUS 1111 Freshman Orientation Information Literacy I (CASC only) Personal Finance	1
Technical Specialty Courses	9-42
Students will be awarded block credit for industry recognized credentials earned. Block credit will be appropriately identified by source and method on the transcript. Industry credentials articulated to block credit will be included on the State Regents Prior Learning Assessment Matrix.	
Technical Related Courses	0-33
Students are required to complete additional specialized credit hours from disciplines related to their industry certification/licensure so that the number of credit hours completed for the degree total 60-62.	
Total	60-62

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #22:

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:

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

- Associate in Applied Science in Equine Science Assisted Therapy (112)
- Certificate in Equine Therapeutic Instructor Training (113)

Seminole State College (SSC) requests authorization to delete the program below:

- Associate in Applied Science in Applied Technology (120)

POLICY ISSUES:

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

ANALYSIS:

RCC requests authorization to delete the Associate in Applied Science in Equine Science Assisted Therapy (112) effective beginning the 2021-2022 academic year. This program was approved at the April 20, 2017 State Regents' meeting. RCC reports:

- This program has low enrollment and graduation rates.
- There are currently no students enrolled in the program.
- Nine courses will be deleted.
- Any funds available will be reallocated for general academic use.

RCC requests authorization to delete the Certificate in Equine Therapeutic Instructor Training (113) effective beginning the 2021-2022 academic year. This program was approved at the April 20, 2017 State Regents' meeting. RCC reports:

- This program has low enrollment and graduation rates.
- There are currently no students enrolled in the program.
- Five courses will be deleted.
- Any funds available will be reallocated for general academic use.

SSC requests authorization to delete the Associate in Applied Science in Applied Technology (120) effective immediately. This program was approved at the August 27, 1999 State Regents' meeting. SSC reports:

- The deletion of the program is the result of the institution's plan to participate in the Oklahoma State Regents for Higher Education's statewide pilot program for the Associate in Applied Science in Applied Technology.
- Deletion of the current AAS in Applied Technology will allow SSC to use the same program code to align with the statewide program code (875) for data purposes.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #23:

High School Courses for College Admission.

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

RECOMMENDATION:

It is recommended that the State Regents ratify a request to approve 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 May 28, 2021, State Regents’ staff received requests from Insight School of Oklahoma and Oklahoma Virtual Charter Academy 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:

School	Course	Subject Area
Insight School of Oklahoma	PLATO Course Computing for College and Careers: Semester A	Computer Technology
Insight School of Oklahoma	PLATO Course Computing for College and Careers: Semester B	Computer Technology
Insight School of Oklahoma	Web Technologies: Semester A	Computer Technology
Insight School of Oklahoma	Web Technologies: Semester B	Computer Technology
Oklahoma Virtual Charter Academy	Art Appreciation	Fine Arts

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.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #24-a:

Policy.

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

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revisions to the Institutional Admission and Retention policy.

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.

	<p>Eliminates language implying that only community colleges are authorized to offer AA and AS programs.</p> <p>Eliminates vague language related to applied high school courses.</p>
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.

It is recommended that the State Regents approve the proposed revisions to the Institutional Admission and Retention policy.

Attachment.

ATTACHMENT A

INSTITUTIONAL ADMISSION AND RETENTION POLICY EXCERPT

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~~ 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.

“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 <u>psychology, sociology, or any liberal arts and sciences course (as defined in the <i>Undergraduate Degree Requirements</i> policy) taken via concurrent enrollment at a State System institution that is not being utilized to fulfill any area previously listed.</u>
15	Total Required Units

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

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

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 as 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.

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 offering 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

- 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.

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~~ fewer than 30 credit hours, 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

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*.

Admission Policy: Approved March 1962. Revised July 25, 1967; February 25, 1974; February 24, 1976; May 23, 1979; August 30, 1984; April 22, 1987; December 5, 1988; June 26, 1989; October 23, 1989; December 17, 1990; April 19, 1991; May 24, 1991; November 15, 1991; May 29, 1992; August 14, 1992; September 25, 1992; March 24, 1993; June 21, 1993; September 23, 1993; December 10, 1993; April 15, 1994; May 27, 1994; December 9, 1994; June 28, 1995; March 29, 1996; June 28, 1996; September 6, 1996; June 27, 1997; September 5, 1997; April 3, 1998; June 30, 1998; October 30, 1998; May 28, 1999; 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; February 13, 2004; May 28, 2004; June 30, 2004; June 30, 2005, November 29, 2007; revised June 24, 2010; revised March 3, 2016; revised June 30, 2016; revised May 26, 2017 to remove Concurrent Enrollment to its own policy. IEP Policy: Revised August 16, 1994, April 11, 1997 and May 30, 2003. Non-Academic Criteria Policy: Approved October 26, 1971. OU Admission Standards: Revised June 21, 2012. Revised April 26, 2018 to address the Course Equivalency Project Matrix. Revised May 29, 2020 to define "Final Composite Score." Revised May 28, 2021 to update the High School Additional Units category and various non-substantive updates.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #24-b:

Policy.

SUBJECT: Approval of revisions to academic policy related to accreditation and state authorization.

RECOMMENDATION:

It is recommended that the State Regents approve the revisions to policies related to accreditation and state authorization as described below.

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,	Deletes obsolete language related to the North Central Association of Colleges and Schools, which was formerly the parent organization of the HLC.

Academic 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.

It is recommended that the State Regents approve the revisions to policies related to accreditation and state authorization.

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;
 - d. The institution's calendar, including the beginning and end dates for each instructional term, holidays, and registration and withdrawal dates;

- e. An institutional policy regarding the transfer of credit earned at another institution of higher education; and
 - f. A disclosure statement noting the transferability of credit awarded by the institution is at the discretion of the receiving institution.
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.
 3. 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.
 4. Disclose accurate information regarding its accreditation status, as detailed in policy section 3.1.5.
 5. Not use fraud or misrepresentation in advertising or publications, as detailed in policy section 3.1.5.
 6. Establish a clearly understood and published student complaint process as detailed in policy section 3.1.6.
 7. In the event of an imminent closure or loss of institutional accreditation, adhere to policy section 3.1.7.
 8. Develop and submit a plan to the State Regents for the disposition of academic records in the event of an institutional or campus closure.

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:

1. The name and address of the institution and the addresses where the instruction will be provided;
2. 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. Notice of any updates to the institution's academic records disposition plan.

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; May 28, 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.

ATTACHMENT B
FUNCTIONS OF PUBLIC INSTITUTIONS POLICY EXCERPT

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.

The managing institution has the authority to draw upon State System institutions as well as other institutionally ~~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*,

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

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 -

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*

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

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

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

Original Function Policy approved February 1970. Revised July 1971; April 1976; April 15, 1994; October 18, 1996; June 30, 1998; October 30, 1998; June 29, 2001; June 27, 2002. Individual Function Policies: SWOSU-Sayre approved July 10, 1987. CASC-Sallisaw approved October 18, 1996. EOSC-McAlester approved October 18, 1996. NWOSU-Enid and NOC in Enid approved October 18, 1996. Revised June 30, 1999. NWOSU-Woodward approved October 18, 1996. OGERC approved June 30, 1998. Revised June 27, 2002. OSU-Tulsa approved June 30, 1998. Revised June 21, 2012. Revised October 25, 2012. Exceptions to Functions of Public Institutions (3.2.6) approved January 24, 2019. Revised May 28, 2021 to remove obsolete language related to regional and national accreditation.

ATTACHMENT C

**CONTRACTUAL ARRANGEMENTS BETWEEN HIGHER EDUCATION INSTITUTIONS
AND OTHER ENTITIES POLICY EXCERPT**

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.~~

Approved October 17, 1988. Revised January 24, 1997; June 29, 2001; February 12, 2009; January 29, 2015, June 30, 2016; May 28, 2021 to update definitions related to accreditation.

ATTACHMENT D

UNDERGRADUATE TRANSFER AND ARTICULATION POLICY EXCERPT

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 by organizations other than the HLC and recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education ~~a national association~~ are subject to review according to published policies and procedures developed by the institution 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 by organizations recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education ~~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 Extracurricular 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 May 28, 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.

Approved January 19, 1971. Revised February 27, 1980; August 16, 1994; March 12, 1999; December 3, 1999; June 30, 2000; May 28, 2021.

**ATTACHMENT F
TEACHER EDUCATION POLICY EXCERPT**

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 an organization recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education ~~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 universities 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 ~~his~~ 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.

Criteria for Admission to Teacher Education in Oklahoma Institutions Policy: Approved December 1989. Revised May 29, 1992; May 28, 1993; January 26, 1996; May 24, 2002. Guidelines for Articulation of Teacher Education Programs Policy: Approved September 26, 1977. Revised October

15, 1999. Guidelines for Teacher Preparation Policy: Approved May 27, 1994; revised January 29, 2015; revised April 26, 2018. Guidelines for Participation on Residency Year Committees: Approved January 29, 2015; revised October 25, 2018. Degree Requirements and Guidelines for Articulation of Teacher Education Programs: Approved June 27, 2019. Updated language related to institutional accreditation May 28, 2021.

ATTACHMENT G

UNIVERSITY CENTER OF SOUTHERN OKLAHOMA POLICY EXCERPT

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. May 28, 2021.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #24-c:

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:

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. The policy was updated on April 15, 2021 to add a section regarding geographic service areas.

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. 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.

It is recommended that the State Regents approve the proposed revisions to the Concurrent Enrollment policy.

Attachment.

[POLICY EXCERPT]

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

maximum of nine semester- credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Non-academic high school units are excluded from the workload calculation. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate higher education officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.

3. Academic Calendar

Concurrent enrollment students shall be subject to the higher education institution's academic calendar.

4. Continuing Enrollment

High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a college grade point average (GPA) of 2.0 or above on a 4.0 scale. Therefore, a concurrent student who fails to achieve the requisite 2.0 college GPA shall not be eligible for concurrent enrollment at any State System institution. Additionally, congruous with the State Regents' *Grading* policy, if a concurrent enrollment student's college GPA falls within a range that requires one to be placed on academic probation, the academic probationary status shall be notated on the academic transcript. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the college or university's entrance requirements, including the high school curriculum requirements, and subject to the State Regents' retention standards.

3.10.4 Dual Credit

Pursuant to 70 O.S. §628.13, when a student earns college credit through concurrent enrollment, school districts shall provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. Academic credit shall only be transcribed as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the school district.

3.10.5 Collegiate Experience

Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor and learning outcomes of the course, the qualifications of the faculty delivering the course, and the student's readiness for college. The collegiate experience can be present on- and off-campus and may include:

- A. High school students enrolled in a course on a college or university campus with collegiate students including online delivery off-campus.
- B. High School students enrolled in an off-campus college or university course, which does not include collegiate students, and offered under the parameters prescribed within the off-campus concurrent enrollment section of this policy.

3.10.6 Off Campus Concurrent Enrollment

A. Institutional Requirements

A higher education institution offering an off-campus concurrent course shall have direct oversight of all aspects of such a course. Therefore, a higher education institution that wishes to engage in off-campus concurrent enrollment shall meet the following standards.

- 1. Course Offerings and Student Expectations
 - a. Off-campus concurrent enrollment courses shall be the same catalogued courses offered on-campus at the sponsoring higher education institution. Additionally, the course syllabus and student learning outcomes in an off-campus concurrent enrollment course shall be identical to the course syllabus and student learning outcomes that are used when the same course is taught on the sponsoring higher education institution's campus.
 - b. Off-campus concurrent enrollment courses shall be of the same content and rigor as the courses offered on-campus at the sponsoring higher education institution.
 - c. Students enrolled in off-campus concurrent enrollment courses shall be held to the same standard of achievement as students in on-campus courses.
- 2. Off-Campus Geographic Service Areas
 - a. Consistent with the "home rule" standard in 3.17.13, the primary criterion is that each state institution will have first priority for offering concurrent enrollment services within its approved service area. No institution shall deliver concurrent enrollment services at any site whose location is closer to another institution than the institution desiring to offer the service unless requested by a high school in a shared geographic service area as stipulated below in 3.10.6.A.2.c.
 - b. When two-year and four-year institutions share a geographic service area, the institution that is closer geographically to the high school campus is the

institution that will provide concurrent enrollment services to the high school at the providing institution's approved tuition waiver reimbursement rate. Consistent with 3.17.4.D.1, institutions may offer approved on-campus concurrent enrollment courses within their geographic service area without separate approval by the State Regents.

- c. In a shared geographic service area, if the two-year institution is closer geographically, but the school district prefers services from a four-year institution, the school district has the option to invite the four-year institution to provide concurrent enrollment services for the district or specified high school. The State Regents will provide the two-year institution's tuition waiver reimbursement rate to the four-year institution for concurrently enrolled students and the school district must fund or secure funding for the difference between the two-year enrollment tuition waiver reimbursement rate and the four-year tuition waiver reimbursement rate. This arrangement will be at the four-year institution's discretion, contingent on the institution's available resources to enter into such an agreement and the school district's resources to fund the difference to make up the four-year institution's tuition waiver reimbursement rate.
- d. Consistent with 3.17.4.D.2., an institution may offer approved on-campus concurrent enrollment courses outside its geographic service area without separate approval by the State Regents provided that an institutional off-campus agreement exists with the institution closer to the class site and is on file at the State Regents' office. Courses outside an institution's geographic service area shall be for a specified time period as outlined in the off-campus agreement.

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.

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.
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.
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.

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.
 - c. Before implementing an early college program, institutions must provide a comprehensive plan detailing how the program will be financed, including plans to assure access and eliminate any financial burden for student participants.
 - d. If institutions rely on potential supporters and financial partners to finance the early college program, firm written commitments must be in place before the program is launched.

- 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. Revised May 29, 2020 to reference "Final Composite Score." Revised April 15, 2021 to provide guidance on high schools located in shared geographical areas. Revised May 28, 2021 to include Early College Programs.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #25-a:

Test-Optional Admission Pilot Program.

SUBJECT: Approval of requests to modify test-optional admission pilots from Rogers State University and Tulsa Community College.

RECOMMENDATION:

It is recommended that the State Regents approve the requests by Rogers State University and Tulsa Community College to modify their approved test-optional admissions pilot projects.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The State Regents approved five-year test-optional pilot programs at ten State System institutions on March 4, 2021. Each institution submitted a proposed design for their respective pilot program. The goal of each institution having a uniquely-designed pilot program is twofold: for each institution to be able to serve the needs of their own student populations and to allow for the State Regents to gather data from many different types of pilot programs, thus increasing the likelihood of the pilot projects yielding useful best practices to inform future policy decisions.

Among the pilot programs approved by the State Regents on March 4 were those requested by Rogers State University and Tulsa Community College. As administrators at these campuses have been working to

implement these pilot programs for Fall 2021, they have determined that slight revisions to the original proposals are necessary. Staff analysis found that these requested revisions, which are summarized below, do not substantially change the overall nature of either pilot program and are in keeping with the overall goals of the statewide pilot program. Therefore, State Regents approval is recommended.

Rogers State University

How will concurrent enrollment factor into the proposed pilot?	
Approved Proposal	Revised Proposal
Concurrent enrollment standards would not change.	Concurrently enrolled students would be included in this initiative. If they earn a C or better in a college course in which they are concurrently enrolled, they would receive college credit. This will hold for concurrent courses taught on an RSU campus or their high school campus. All faculty must be properly credentialed meeting Higher Learning Commission credentialing standards.

Tulsa Community College

Proposed Test-Optional Pilot Design to Address the Problem Statement	
Approved Proposal [Excerpt]	Revised Proposal [Excerpt]
<p>Admission criteria: Students admitted under the Test-optional pilot:</p> <ol style="list-style-type: none"> a. Test-optional pilot admission criteria would only impact Dual-Credit high school students; any individual who (a) is a dual-credit student with a cumulative grade point average (GPA) of a3.0 or higher may be eligible for admission. 	<p>Admission criteria: Students admitted under the Test-optional pilot:</p> <ol style="list-style-type: none"> a. Dual-credit students: Any individual who is a dual credit student from an accredited high school with a cumulative unweighted grade point average (GPA) of 3.0 or higher may be eligible for admission b. Unaccredited/Homeschool Students: Any individual who is either an unaccredited dual credit student, or who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by a recognized accrediting agency and whose peer class has graduated, who has participated in an acceptable battery of tests (ACCUPLACER) is acceptable for admission.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #25-b:

Test-Optional Admission Pilot Program.

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

RECOMMENDATION:

It is recommended that the State Regents approve the test-optional admission policy pilot project for Cameron University, East Central University, Eastern Oklahoma State College, Langston University, Northeastern State University, Oklahoma Panhandle State University, Oklahoma State University Institute of Technology, Redlands Community College, and Western Oklahoma State College for a period of five years, ending in 2026.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

As a result of the COVID-19 pandemic and inability of students to access standardized testing, many institutions of higher education have deferred the requirement for students to submit an ACT or SAT score for admission until testing is available. During 2020, the University of Maryland, the University of Virginia, Pennsylvania State University, the University of Delaware, Clemson University, the University of North Carolina system, and many others have dropped the requirement that students submit an ACT or SAT score to be admitted during the next academic year. In Oklahoma, State System institutions have also been given flexibility to admit students for the Summer and Fall 2020 and Spring 2021 terms without submission of a

college entrance exam score due to several national ACT and SAT exams being canceled because of safety concerns surrounding COVID-19.

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

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

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

The University of Oklahoma was approved to participate in the test-optional admission policy pilot project on September 3, 2020; 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 were approved to conduct five-year test-optional admissions pilots by the State Regents on March 4, 2021.

Since March 4, 2021, the following institutions have requested approval to enter into the pilot project to further explore student retention and performance data with the "Test-Optional Admission Policy."

- Cameron University
- East Central University
- Eastern Oklahoma State College
- Langston University
- Northeastern State University
- Oklahoma Panhandle State University
- Oklahoma State University Institute of Technology
- Redlands Community College

- Western Oklahoma State College

For the pilot, the following requirements are specified:

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

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

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

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

Supplement available on request

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #26:

Prior Learning Assessment.

SUBJECT: Approval of the prior learning assessment matrix for technical education.

RECOMMENDATION:

It is recommended that the State Regents approve the modifications, deletions, and additions to the system faculty's prior learning assessment matrix for technical education.

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' then 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 then current HLC standards for accreditation and assumed practices, and informed the Chancellor of its concerns. The review and communication from HLC prompted revisions to the policy governing CAPs 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 3.16 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 (3.16.G). 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 (3.16.C.7).

In Spring 2015, 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. 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.

During Spring 2021, chief academic officers reviewed the current technical assessment matrix at each institution and submitted the following requests for deletions, modifications and additions:

Oklahoma City Community College (OCCC)

10 technical assessment deletions

Oklahoma State University – Institute of Technology (OSUIT)

1 new request to approve a technical assessment

1 technical assessment deletion

Oklahoma State University – Oklahoma City (OSU-OKC)

8 technical assessment deletions

7 new requests to approve technical assessments

Southeastern Oklahoma State University (SEOSU)

1 previously approved technical assessment change

Tulsa Community College (TCC)

7 technical assessment deletions

Western Oklahoma State College (WOSC)

9 technical assessment deletions

POLICY ISSUES:

These actions are consistent with the State Regents' Credit for Prior Learning policy.

ANALYSIS:

It is recommended that the following deletions, modifications, and additions to the system faculty's prior learning assessment matrix for technical education be approved.

OCCC – American Academy of Professional Coders (AAPC) Medical Coding Certification

American Medical Technologist

Certified Medical Administrative Assistant (CMAA)

Certified Medical Administrative Specialist (CMAS)

IAAP Certified Administrative Professional (CAP)

Medical Office Assistant Certification

Microsoft Office Specialist (MOS)

National Association of Legal Secretaries (NALS) Legal Secretary Certification

National Center for Competency Testing (NCCT) Medical Office Assistant

National Healthcare Associate (NHA) Clinical Medical Assistant (CCMA)

Technical assessment deletions

- These deletions are being made at the request of OCCC faculty.

OSUIT – American Culinary Federation – Certified Culinarian ® (CC®) [Skills Assessment Also Required]

Technical assessment deletion

- This deletion is being made at the request of OSUIT faculty.

OSUIT – Portfolio Review – DC/AC Circuit Analysis

Technical assessment addition

- Add SEIM 1123.
- This addition is being made at the request of OSUIT faculty.

OSU-OKC – Departmental Exam – Introduction to Microsoft Word

Microsoft Office Specialist (MOS): Microsoft Office Word Expert

International Fire Service Accreditation Congress (IFSAC) for Fire Fighter

International Fire Service Accreditation Congress (IFSAC) for HazMat Operations

International Fire Service Accreditation Congress (IFSAC) for Fire Fighter II

International Fire Service Accreditation Congress (IFSAC) for Fire Inspector

International Fire Service Accreditation Congress (IFSAC) for Fire Service Instructor I

Technical assessment deletions

- These deletions are being made at the request of OSU-OKC faculty.

OSU-OKC – International Fire Service Accreditation Congress (IFSAC) for Fire Fighter I

Technical assessment addition

- Add FIRE 1725.
- This addition is being made at the request of OSU-OKC faculty.

OSU-OKC – International Fire Service Accreditation Congress (IFSAC) for HazMat Operations and Fire Fighter II

Technical assessment addition

- Add FIRE 1733.
- This addition is being made at the request of OSU-OKC faculty.

OSU-OKC – International Fire Service Accreditation Congress (IFSAC) for Fire Service Instructor I

Technical assessment addition

- Add FIRE 2122.
- This addition is being made at the request of OSU-OKC faculty.

OSU-OKC – International Fire Service Accreditation Congress (IFSAC) for Fire Service Pumping/Driver Operator

Technical assessment addition

- Add FIRE 2303.
- This addition is being made at the request of OSU-OKC faculty.

OSU-OKC – International Fire Service Accreditation Congress (IFSAC) for Fire Officer I

Technical assessment addition

- Add FIRE 2362.
- This addition is being made at the request of OSU-OKC faculty.

OSU-OKC – International Fire Service Accreditation Congress (IFSAC) for Fire Inspector I

Technical assessment addition

- Add FIRE 2383.
- This addition is being made at the request of OSU-OKC faculty.

OSU-OKC – Blue Card Command

Technical assessment addition

- Add FIRE 2353.
- This addition is being made at the request of OSU-OKC faculty.

SEOSU – Aviation Maintenance Technician – Power Plant

Technical assessment modification

- Add AP 2241.
- Add AP 2272.
- Add AP 2302.
- These additions are being made at the request of SEOSU faculty.

**TCC – Business Departmental Exam – Intro to Keyboarding
Business Departmental Exam – Skill Building and Data Processing
Cisco Certified Entry Network Technician (CCENT)
Cisco Certified Network Associate (CCNA)
Child Development Associate (CDA)
ADDA International – Architectural Apprentice Drafter and Architectural Certified Drafter
Interior Design Portfolio Review**

Technical assessment deletions

- These deletions are being made at the request of TCC faculty.

WOSC – American Medical Technologist

Certified Medical Administrative Assistant (CMAA)

IAAP Certified Administrative Professional (CAP)

Medical Office Assistant Certification

Microsoft Office Specialist (MOS): Microsoft Office Excel Expert

Microsoft Office Specialist (MOS): Microsoft Office Word

Microsoft Office Specialist (MOS): Microsoft Office Word Expert

National Center for Competency Testing (NCCT) Medical Office Assistant

National Healthcare Associate (NHA) Clinical Medical Assistant (CCMA)

Technical assessment deletions

- These deletions are being made at the request of WOSC faculty.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #27:

Student Assessment.

SUBJECT: Approval of institutional student assessment plans.

RECOMMENDATION:

It is recommended that the State Regents approve the Student Assessment Plans 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). 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.

The revisions to policy became effective in Fall 2016. All State System institutions have submitted assessment plans to the State Regents and have been reviewed by staff.

POLICY ISSUES:

To meet the requirements of the State Regents Assessment and Remediation policy, institutions must submit an assessment plan for approval.

ANALYSIS:

As stated in the State Regents Assessment and Remediation policy (3.20), the institutional assessment plans must address four categories of student assessment: (1) entry level and course placement, (2) general education, (3) academic program learning outcomes, and (4) student engagement and satisfaction. A summary of these categories for each institution is attached to this agenda item. The full reports are available upon request.

It is recommended that the State Regents approve the institutional assessment plans and review institutional assessment plans every five years or when substantive changes are requested by the institution.

Attachment

**Oklahoma State Regents for Higher Education
Institutional Student Assessment and Remediation Plans
Summary 2020**

Entry Level Assessment and Course Placement (3.20)

Students scoring below the ACT subject (or SAT equivalent) score minimum level will be reviewed with additional information, as approved by the State Regents, to determine the level of readiness for college-level course work. Another test is not required.

Entry Level Assessment and Course Placement (3.20)		
Research Universities	Measures	Remediation
Oklahoma State University	ACT/SAT, OSU Entry-Level Placement Analysis (ELPA), Accuplacer (English and reading) and ALEKS (mathematics).	UNIV courses (NOC-Stillwater), ALEKS online learning modules, co-requisite courses and tutoring services.
University of Oklahoma	ACT/SAT, Accuplacer (English and reading), Accuplacer Write Placer (writing), ALEKS (mathematics), HS GPA and Math Offers Model (MOM).	ALEKS (mathematics) learning modules, developmental mathematics, English and reading.

Entry Level Assessment and Course Placement (3.20)		
Comprehensive Universities	Measures	Remediation
Cameron University	ACT/SAT, HS GPA and CPT.	Remedial courses, co-requisite courses, remediation “bootcamps” and just-in-time mathematics refresher workshops.
East Central University	ACT/SAT and Accuplacer NextGen.	Remedial course and co-requisite courses.
Langston University	ACT/SAT and Accuplacer.	Remedial courses and co-requisite courses.
Northeastern State University	ACT/SAT, Accuplacer, HS GPA.	Remedial courses and co-requisite courses.
Northwestern Oklahoma State University	ACT/SAT and Math department institutional test.	Remedial courses and co-requisite courses.
Oklahoma Panhandle State University	ACT/SAT and Accuplacer NextGen.	Remedial courses and co-requisite courses.
Rogers State University	ACT/SAT, Accuplacer, STASS (science).	Remedial course and co-requisite courses.
Southeastern Oklahoma State University	ACT/SAT, “in-house” college placement test - developed by English and math departments.	Accelerated remediation programs, summer math workshops, remedial courses and co-requisite courses.

Entry Level Assessment and Course Placement (3.20)		
Comprehensive Universities	Measures	Remediation
Southwestern Oklahoma State University	ACT/SAT and Accuplacer.	Remedial courses and co-requisite courses.
University of Central Oklahoma	ACT, Accuplacer, ALEKS	Remedial courses and co-requisite courses.
University of Science & Arts of Oklahoma	ACT/SAT and Accuplacer.	Remedial courses and co-requisite courses.

Entry Level Assessment and Course Placement (3.20)		
Community Colleges	Measures	Remediation
Carl Albert State College	ACT/SAT, HS GPA and NextGen Accuplacer.	Remedial courses and co-requisite courses.
Connors State College	ACT/SAT, Accuplacer, HS GPA and GED/HiSet.	Remedial course and co-requisite course.
Eastern Oklahoma State College	ACT/SAT and Accuplacer.	Remedial courses and co-requisite courses.
Murray State College	ACT/SAT, Accuplacer, HS GPA and HS course history.	Remedial course and co-requisite courses.
Northeastern Oklahoma A&M College	ACT/SAT, HS GPA and NextGen Accuplacer.	Remedial course and co-requisite courses.
Northern Oklahoma College	ACT/SAT, Accuplacer and HS GPA and HS course history.	Remedial courses and co-requisite courses.
Oklahoma City Community College	ACT/SAT, HS GPA, HS courses and placement test.	Remedial courses and co-requisite courses.
OSU Institute of Technology	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.
OSU-OKC	ACT/SAT and Accuplacer NextGen.	Remedial courses and co-requisite courses.
Redlands Community College	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.
Rose State College	ACT/SAT and Accuplacer NextGen, HS GPA and non-cognitive factors.	Summer Bridge program, Composition Studio, Remedial courses and co-requisite courses.
Seminole State College	ACT/SAT, Accuplacer, HS GPA, HS courses and self-evaluation.	Remedial courses and co-requisite courses.
Tulsa Community College	ACT/SAT, Accuplacer and HS GPA.	Remedial courses and co-requisite courses.
Western Oklahoma State College	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.

General Education Assessment (3.20.5)

General education assessment measures include those chosen by faculty to improve teaching and learning in the general education core and broad areas such as communications, critical thinking, mathematics, reading, and writing.

General Education Assessment (3.20.5)		
Research Universities	Competencies	Measures
Oklahoma State University	<ol style="list-style-type: none"> 1. Construct a broad foundation for the student’s specialized course of study. 2. Develop the student’s ability to read, observe, and listen with comprehension. 3. Enhance the student’s skills in communicating effectively. 4. Expand the student’s capacity for critical analysis and problem solving. 5. Assist the student in understanding and respecting diversity in people, beliefs, and societies. 6. Develop the student’s ability to appreciate and function in the human and natural environment. 	<p>Informational Literacy was assessed using Institutional portfolios, written student artifacts - AAC&U’s Intercultural Knowledge and Competence VALUE Rubric, OSU also administered the OSU Campus Climate Survey for Students to all students.</p> <p>Campus Climate Survey for Students (CCS-S) administered to Stillwater and Tulsa campuses.</p>
University of Oklahoma	<ol style="list-style-type: none"> 1. Communication Skills 2. Technology and Information Literacy 3. Critical Analysis & Scientific Reasoning 4. Quantitative & Numerical Analysis. 5. Community, Culture & Diversity 6. Arts & Humanities. 	<p>Multiple Measures to assess effectiveness. Course-embedded assessments for each SLO. Administration of assessments vary by course. Use of course-embedded assessments.</p>

General Education Assessment (3.20.5)		
Comprehensive Universities	Competencies	Measures
Cameron University	<ol style="list-style-type: none"> 1. Information Literacy. 2. Diversity. 3. Critical Thinking. 4. Ethics. 5. Aesthetics. 6. Problem Solving. 7. Communication. 8. Wellness. 	Course-embedded assessments for each SLO and surveys, National Survey of Student Engagement (NSSE) and general education/capstone course evaluations.
East Central University	<ol style="list-style-type: none"> 1. Communication. 2. Intellectual Skills. 3. Information Literacy. 4. Intercultural Knowledge. 	Mid-level general education assessment occurs within selected general education courses on a rotating schedule using four general education rubrics produced by ECU's General Education Committee.
Langston University	<ol style="list-style-type: none"> 1. Discuss the intricacies of diverse cultures and heritages. 2. Explain multiple modes of inquiry, reason, and critical thinking. 3. Communicate effectively using a variety of tools. 4. Discuss the importance of creativity for the human experience. 5. Explain the relationship between nature and science. 6. Discuss the role of responsible, ethical, and engaged citizens. 7. Value life-long learning, wellness, and personal enrichment. 8. Adapt to a constantly changing global society. 	Course competencies are measured with assessments as part of regular course work to all students enrolled in general education courses.

General Education Assessment (3.20.5)

Comprehensive Universities	Competencies	Measures
Northeastern State University	<ol style="list-style-type: none"> 1. Communicate effectively. 2. Analyze work. 3. Evaluate political, historical and social forces. 4. Globally-aware citizen. 5. Understand physical/biological phenomena. 6. Scientific inquiry. 7. Quantitative literacy. 8. Health and wellness. 9. Critical thinking. 	Course-embedded assessments are included as part of regular course work to all students enrolled in general education courses.
Northwestern Oklahoma State University	<ol style="list-style-type: none"> 1. Literacy. 2. Critical Thinking. 3. Ethical Leadership. 	Course embedded assessment, ETS Proficiency Profile, National Survey of Student Engagement (NSSE).
Oklahoma Panhandle State University	<ol style="list-style-type: none"> 1. Oral and Written Communication. 2. Analytical and Quantitative Reasoning. 3. Social Responsibility and Cultural Awareness. 	Course-embedded assessments.

General Education Assessment (3.20.5)

Comprehensive Universities	Competencies	Measures
Rogers State University	<ol style="list-style-type: none"> 1. Think critically and creatively. 2. Knowledge of human cultures and natural world. 3. Written, oral and visual communication. 4. Diverse perspectives and values. 5. Civic knowledge and engagement. 6. Develop academic, career, transfer, and lifelong learning skills. 7. Promote health and wellness for self and others. 8. Support social and personal growth. 9. Cultivate culture and identity. 10. Demonstrate student leadership and engagement. 11. Develop financial literacy skills. 12. Engage in campus and community service. 	Course embedded assessments, presentations, assignments, institutional assessments, ETS Proficiency Profile and institutional survey.
Southeastern Oklahoma State University	<ol style="list-style-type: none"> 1. Communication. 2. Mathematics. 3. Science. 4. Social & Political 5. Wellness. 6. Fine Arts & Humanities. 	ETS Proficiencies Profile and course embedded assessments.
Southwestern Oklahoma State University	<ol style="list-style-type: none"> 1. Communication and computer literacy. 2. Scientific and quantitative reasoning. 3. Fine arts, history and humanities. 4. Social and cultural competency. <p>Intellectual and professional aptitudes.</p>	Curriculum-embedded assessment, ETS Proficiency Profile.

General Education Assessment (3.20.5)		
Comprehensive Universities	Competencies	Measures
University of Central Oklahoma	<ol style="list-style-type: none"> 1. Communication. 2. Quantitative Reasoning. 3. Scientific Method. 4. Critical Inquiry. 5. Analysis. 	Course level assessments, (AAC&U) capstone courses, external licensure, Student Transformative Learning Record (STLR).
University of Science & Arts of Oklahoma	The Interdisciplinary Studies core.	The Interdisciplinary Studies (IDS) course assessments.

General Education Assessment (3.20.5)		
Community Colleges	Competencies	Measures
Carl Albert State College	<ol style="list-style-type: none"> 1. Technologic & Information Literacy. 2. Think Critically. 3. Communicate Effectively. 4. Practice Global and Civil Awareness. 	Course-embedded common assessments.
Connors State College	<ol style="list-style-type: none"> 1. Communication. 2. Technology & Information Literacy. 3. Social Responsibility & Cultural Global Awareness. 4. Problem Solving/Critical Thinking. 	Course-embedded assessments and surveys.
Eastern Oklahoma State College	<ol style="list-style-type: none"> 1. Communication. 2. Critical Thinking. 3. Information & Technology Literacy. 4. Quantitative & Scientific Reasoning. 5. Culture, Global Awareness & Social Responsibility. 	Course-embedded assessments using rubrics, artifact collection, and surveys.
Murray State College	<ol style="list-style-type: none"> 1. Effective Communication. 2. Responsible Citizenship. 3. Global Awareness. 4. Critical Thinking. 5. Quantitative Reasoning. 6. Information & Technology. 7. Health & Wellness. 	ETS Proficiency Profile Test and course embedded assessments. Due to COVID-19, intended course was moved to next FY.
Northeastern Oklahoma A&M College	<ol style="list-style-type: none"> 1. Communications. 2. Quantitative Analysis. 3. Critical Thinking. 4. Information Literacy. 	Embedded-course assessments.

General Education Assessment (3.20.5)		
Community Colleges	Competencies	Measures
Northern Oklahoma College	<ol style="list-style-type: none"> 1. Critical Thinking. 2. Communication Skills. 3. Cultural, Societal and Environmental Awareness. 4. Consumer and Personal Wellness. 	Embedded-course assessments.
Oklahoma City Community College	<ol style="list-style-type: none"> 1. Writing. 2. Public Speaking. 3. Mathematical Methods. 4. Human Heritage, Culture & Institutions. 5. Critical Thinking. 	Evaluation of artifacts using rubrics.
OSU-Institute of Technology	<ol style="list-style-type: none"> 1. Communication. 2. Critical Thinking. 3. Ethics and Diversity. 4. History and Government. 5. Technology. 6. Service Learning. 	Embedded-course assessments.
OSU-Oklahoma City	<ol style="list-style-type: none"> 1. Critical Thinking. 2. Effective Communications. 3. Computer Proficiency. 4. Civic Responsibility. 5. Global Awareness. 	Course-embedded assessments.
Redlands Community College	<ol style="list-style-type: none"> 1. Communication. 2. Critical Thinking. 3. Information Technology. 4. Quantitative Literacy. 5. Social and Cultural Awareness. 	Course-embedded assessments.
Rose State College	<ol style="list-style-type: none"> 1. Written Communication. 2. Quantitative Reasoning. 3. Global and Cultural Awareness. 	Randomly selected sections and students were administered the institution's assessment instrument.
Seminole State College	<ol style="list-style-type: none"> 1. Communication. 2. Scientific Reasoning/ Critical Thinking. 3. Knowledge of Global Society. 4. Role of history, culture, arts or science. 	Course-embedded assessments, Educational Testing Services Proficiency Profile.
Tulsa Community College	<ol style="list-style-type: none"> 1. Communication Skills. 2. Critical Thinking. 3. Personal Responsibility. 4. Social Responsibility. 	Indirect assessment data through the end-of-term course feedback surveys and course-embedded assessments.

General Education Assessment (3.20.5)		
Community Colleges	Competencies	Measures
Western Oklahoma State College	1. Communications Skills. 2. Math Skills. 3. Critical Thinking Skills. 4. Life Skills. 5. Technological Skills.	Course-embedded assessments and Educational Testing Services Proficiency Profile.

Academic Program Learning Outcomes (3.20.6)

Assessment findings will be reported in program reviews...Results from standardized measures will be collected and reported annually to the State Regents.

All institutions provided plans describing how academic program learning outcomes are identified and assessment instruments are selected.

Student Engagement and Satisfaction (3.20.7)

Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Results from the standardized measures will be reported at least every three years to the State regents and will be included in the annual report.

Student Engagement and Satisfaction (3.20.7)		
Research Universities	Standardized Measures	Institutional Measures
Oklahoma State University	Student Engagement Survey and Student Satisfaction Survey.	Student satisfaction survey.
University of Oklahoma	National Survey of Student Engagement was administered to all eligible freshmen and seniors.	OU developed Student Satisfaction Survey. All students at Norman campus.

Student Engagement and Satisfaction (3.20.7)		
Comprehensive Universities	Standardized Measures	Institutional Measures
Cameron University	National Survey of Student Engagement was administered to all eligible freshmen and seniors.	Student engagement and satisfaction surveys.
East Central University	National Survey of Student Engagement.	In-house Student Opinion Survey (SOS) administered to all undergraduate and graduate students.
Langston University	Noel-Levitz Student Satisfaction Inventory.	Co-curricular events were assessed.
Northeastern State University	National Survey of Student Engagement.	Course evaluations and course surveys.

Student Engagement and Satisfaction (3.20.7)		
Comprehensive Universities	Standardized Measures	Institutional Measures
Northwestern Oklahoma State University	Noel-Levitz Student Satisfaction Inventory, National Survey of Student Engagement.	Graduate student satisfaction survey, course evaluations, and alumni survey.
Oklahoma Panhandle State University	None reported.	Internal scorecard to measure attendance, course evaluations, Graduation Survey, Student Opinion Survey.
Rogers State University	National Survey of Student Engagement.	Student Satisfaction Survey and Graduating Senior Survey.
Southeastern Oklahoma State University	Noel-Levitz Student Satisfaction Inventory.	Current student survey, graduate survey and course evaluations.
Southwestern Oklahoma State University	National Survey of Student Engagement and Noel-Levitz Student Satisfaction Inventory.	Course evaluations and exit surveys.
University of Central Oklahoma	National Survey of Student Engagement and Noel-Levitz Student Satisfaction Inventory. The Cooperative Institutional Research Program's Freshman Survey and Your First College Year	Graduating Student Survey and Graduate Outcomes Survey (GOS).
University of Science & Arts of Oklahoma	National Survey of Student Engagement was administered FY2018-2019. Institutional assessment was planned for FY2019-2020 but was not completed due to COVID-19.	Institutional assessment survey was planned but due to COVID-19 pandemic, the assessment was not completed.

Student Engagement and Satisfaction (3.20.7)		
Community Colleges	Standardized Measures	Institutional Measures
Carl Albert State College	RNL Student Satisfactory Inventory.	None reported.
Connors State College	Community College Survey of Student Engagement.	None reported.
Eastern Oklahoma State College	None reported.	Student satisfaction survey.
Murray State College	Due to COVID-19, the National Survey of Student Engagement was not administered.	No assessments were administered due to COVID-19.

Student Engagement and Satisfaction (3.20.7)		
Community Colleges	Standardized Measures	Institutional Measures
Northeastern Oklahoma A&M College	None reported.	Institutional satisfaction survey as part of the exit process for graduation.
Northern Oklahoma College	Due to COVID-19, the Community College Survey of Student Engagement was not administered.	No assessments were administered due to COVID-19.
Oklahoma City Community College	Noel Levitz Student Satisfaction Inventory.	Six Month Graduate survey and Supervisor survey.
OSU-Institute of Technology	Student Satisfaction Inventory and Priorities Survey for Online Learners.	Course evaluations, graduation survey, and alumni survey.
OSU-Oklahoma City	HLC's student satisfaction survey.	Course evaluations.
Redlands Community College	Community College Survey of Student Engagement, Community College Faculty Survey of Student Engagement, Survey of Entering Student Engagement and Survey of Online Student Engagement.	None reported.
Rose State College	Student Satisfaction of Services.	None reported.
Seminole State College	None reported.	Institutional developed surveys (Entering Student Engagement and Faculty Survey), Graduate exit survey.
Tulsa Community College	None reported.	Course evaluations, exit survey, alumni surveys, TRiO surveys, dual credit and COVID response survey.
Western Oklahoma State College	Graduation Exit Exam.	Western Exit Survey - Graduation Exit Exam.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #28:

Oklahoma Tuition Aid Grant.

SUBJECT: Approval of the 2021-2022 Oklahoma Tuition Aid Grant Award Schedule.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed 2021-2022 award schedule for the Oklahoma Tuition Aid Grant program.

BACKGROUND:

The Oklahoma Legislature created the Oklahoma Tuition Aid Grant (OTAG) program in 1971. OTAG is a need-based grant program that currently provides awards for both full-time and part-time undergraduate students. The maximum award is \$1,000 at public institutions and \$1,300 at private institutions. The program currently serves about 16,000 students with a total budget, including carryover funds, of almost \$16 million. The award is available to students attending state system institutions, non-profit accredited private institutions and public career technology centers.

Note: Due to the recent passage of HB 1821 in the 2021 legislative session, 2021-2022 will be the last year that OTAG grants are awarded under the current “first-come, first-served” process. With the goal of increasing retention and graduation rates, beginning in 2022-2023, greater flexibility will be authorized for institutions to consider other factors such as unmet financial need, continuous enrollment, nearness to completion of a degree or certificate, state employment needs, and eligibility for other financial aid.

POLICY ISSUES:

OTAG continues to play an important role in providing college aid to Oklahoma students with the least financial resources, including a significant number of adult students.

ANALYSIS:

As shown in the attached document, the proposed award schedule for 2021-2022 reflects the following:

- Awards will initially be limited to students with an Expected Family Contribution (EFC) of 1700 or less and can be extended if funds are sufficient. The EFC is the amount that the student and their family are expected to pay “out of pocket” toward the student’s college costs. The amount is determined by a formula utilized for the federal student financial aid application.
- From FY2015 to FY2021, state appropriations for OTAG were reduced by 25 percent from \$19.3 million to \$14.4 million.
- For FY2021, funding for OTAG was sufficient to serve only about 44% of potentially eligible students.

- The maximum award level for 2021-2022 will remain at \$1,000 for students attending public institutions and \$1,300 for students attending private/independent institutions. The maximum award for students attending public institutions has remained unchanged at \$1,000 for thirty-nine years (since 1982). [Note: The maximum award amounts will also be changing beginning in 2022-2023 due to HB 1821.]
- Students apply for the OTAG award by submitting the Free Application for Federal Student Aid (FAFSA). For 2020-2021, awards were made to students on a first-come/first-served basis to students submitting a FAFSA through January 15, 2020. The current estimated application date for awarding 2021-2022 grants is for FAFSA's submitted through January 15, 2021.
- The proposed schedule will continue to exclude graduate students. Graduate student eligibility was initially suspended in 2003-2004 due to budget cuts. Due to the inability to fund all eligible undergraduate students, it is recommended that graduate students remain ineligible for the award.
- The proposed schedule includes an option for offering awards for summer enrollments if funds remain available after all Fall and Spring disbursements have been paid.
- While the highest EFC for awards is 1700, a maximum eligible EFC is determined in order to identify the total eligible OTAG applicant pool. The maximum EFC is 5846, which is consistent with eligibility for federal Pell Grants in 2021-2022.

Attachment

**OKLAHOMA TUITION AID GRANT PROGRAM
PROPOSED 2021-2022 AWARD PAYMENT SCHEDULE
EFC-DRIVEN NEED ANALYSIS FORMULA**

Expected Family Contribution (EFC) as calculated for federal student financial aid programs is the basis for determining Oklahoma Tuition Aid Grant program (OTAG) award eligibility. The Oklahoma State Regents for Higher Education (OSRHE) set an annual award payment schedule. The applicant's EFC is incorporated into the payment schedule to determine the percentage of enrollment costs (tuition and mandatory fees charged to all students) the applicant is eligible to receive. The percentage is then applied to the appropriate standard OTAG enrollment cost for the school. Based on their EFC, an applicant is eligible for up to 75 percent of their enrollment costs. This percentage is applied to the school cost amount for the student's enrollment status to determine the maximum OTAG award amount.

Maximum Award Amount is 75 percent of Enrollment Costs, not to Exceed \$1,000 For Students Attending Public Colleges, Universities and Career Technology Centers or \$1,300 for Students Attending Non-Profit Private Colleges and Universities

<u>EFC RANGE</u>	<u>PERCENT OF ENROLLMENT COSTS</u>
0 – 1700	75%
1701 – 2000	75%
2001 – 2500	75%
2501 – 3000	70%
3001 – 3500	65%
3501 – 4000	60%
4001 – 4500	55%
4501 – 5000	50%
5001 – 5500	45%
5501 – 5846	40%

- Shaded area represents initial 2021-2022 funding cutoff for applicants. The EFC cutoff may be extended if funds remain available.
- EFCs greater than 5846 are ineligible in 2021-2022.
- In setting the annual schedule, an EFC cap (highest EFC an applicant can have and be eligible for OTAG) is based on the highest EFC a student can have and be eligible to receive federal Pell Grant funding.

2021-2022 Awarding Priorities:

Only undergraduates will be considered for awards in 2021-2022.

1. Undergraduate applications with receipt dates of January 15, 2021 or earlier and EFC's from 0 through 1700 will be awarded. If funds are not available to award all eligible undergraduate applications with EFC's from 0 through 1700 received through January 15, 2021, those with the earliest application receipt dates will receive priority consideration.
2. If funds remain available after awarding eligible undergraduate applications meeting priority 1 above, the application receipt date cutoff may be extended beyond January 15, 2021 and/or the EFC cutoff may be extended above 1700.
3. If, after all fall and spring disbursements have been paid, funds remain available, the OSRHE may authorize the payment of awards for summer enrollments. If the OSRHE determine that funds are available to offer summer awards, institutions will be notified. At the time of notification, summer award amounts will be announced.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #29:

State Authorization.

SUBJECT: Requests to authorize and re-authorize private and out-of-state institutions to operate in Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents authorize and re-authorize private and out-of-state institutions to operate in Oklahoma, as described below.

BACKGROUND:

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

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

- accredited by an accrediting agency that is recognized by the United States Department of Education; and
- authorized according to policies and procedures established by the Oklahoma State Regents for Higher Education.

In an effort to meet the intent of the federal regulation, 70 O.S. § 4103 limits the scope of the State Regents' policy and procedure elements to a complaint process, standards for operation, stipulations for a written enrollment agreement between the institution and the student, and reporting requirements.

On October 20, 2016, the State Regents approved substantive revisions to the Institutional Accreditation policy (now titled Institutional Accreditation and State Authorization) to meet the statutorily mandated functions prescribed in 70 O.S. § 4103. Additionally, 70 O.S. § 4103 exempts from state authorization requirements private institutions that participate in the Oklahoma Tuition Equalization Grant (OTEG), a program that awards grants to Oklahoma residents enrolled as full-time undergraduate students at qualified Oklahoma not-for-profit, private higher education institutions.

POLICY ISSUES:

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

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

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

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

ANALYSIS:

As of May 28, 2021, 19 out-of-state public or private institutions requested authorization to continue operation in Oklahoma for the 2021-2022 academic year. One out-of-state institution requested initial authorization for the 2021-2022 academic year.

All institutions requesting initial authorization and reauthorization are based out-of-state or owned by out-of-state corporate entities. One public out-of-state institution requested reauthorization; the remaining 19 are private institutions; of those, 12 are non-profit and seven are for-profit.

For the 2019-2020 reporting period specified in the authorization application, applicant institutions reported a total of 1,133 students attended their Oklahoma locations, of whom 590 received federal financial aid and 74 earned a degree.

Institutions Requesting Reauthorization

- American Public University System
- Aquinas Institute of Theology
- Arkansas Colleges of Health Education
- ATA College
- Columbia College
- Embry Riddle Aeronautical University (Embry Riddle)
- Heavy Equipment Colleges of America
- John Brown University
- Marian University
- Newman University
- Park University
- Platt College (Platt)
- Saint Paul School of Theology
- Southeastern University
- Southwestern Assemblies of God University (SAGU)
- Spartan College of Aeronautics and Technology (Spartan)
- Strayer University (Strayer)
- Tulsa Welding School
- Wichita State University

Institutions Requesting Initial Authorization

- Liberty University

After reviewing the application and required documentation, State Regents’ staff concluded that these institutions meet the state authorization requirements. Therefore, it is recommended that the State Regents authorize the institutions listed above to operate in Oklahoma for the 2021-2022 academic year.

An analysis of the enrollment, graduate and federal financial aid data submitted in the applications is provided below. Details including institutions’ home state, Oklahoma locations, accreditation, and federally determined financial responsibility are provided in the attachment.

Of the 19 institutions requesting reauthorization, seven reported no students, no graduates and no federal financial aid during the reporting period.

No Enrollment, Graduates or Federal Financial Aid Reported

Institution	Enrollment	Credentials	Credentials Percent of Enrollment	Federal Financial Aid
American Public University System (APUS)	0	0	0%	0
Aquinas Institute of Theology	0	0	0%	0
Arkansas Colleges of Health Education (ACHE)	0	0	0%	0
ATA College	0	0	0%	0
Heavy Equipment Colleges of America (HEC)	0	0	0%	0
John Brown University	0	0	0%	0
Marian University	0	0	0%	0

APUS maintains an administrative office at Fort Sill to support its online programs; ACHE offers no degree programs in Oklahoma but wants to place students in clinical field experiences and must seek authorization for that because it has yet to join the State Authorization Reciprocity Agreement (SARA), which covers authorization for such activities; John Brown University also offers no degree programs in Oklahoma but wishes to offer a ropes course in Oklahoma that constitutes physical presence according to OSRHE policy. Marian University maintains a facility in Oklahoma City to support its online nursing program and requires students to participate in in-person lab activities; and HEC’s recruitment to its newly developed associate degree program was delayed by COVID-19. Aquinas Institute of Theology reported no students in its Master of Pastoral Ministry program offered at the Catholic Pastoral Center in Oklahoma City and ATA College reported no enrollment in its three health-related programs in Tulsa, which were authorized by its accreditor in 2020.

Three institutions reported enrollment and federal financial aid, but no graduates.

Enrollment and Federal Financial Aid Reported, but No Graduates

Institution	Enrollment	Credentials	Credentials Percent of Enrollment	Federal Financial Aid
Platt College	55	0	0%	51
Southwestern Assemblies of God University	9	0	0%	9
Strayer University	26	0	0%	13

Eight institutions reported enrollment, financial aid, and at least one graduate.

Enrollment, Federal Financial Aid, and Graduates Reported

Institution	Enrollment	Credentials	Credentials Percent of Enrollment	Federal Financial Aid
Columbia College	32	1	3%	20
Embry Riddle Aeronautical University	97	25	26%	97
Newman University	42	2	5%	1
Park University	25	6	24%	20
Saint Paul School of Theology	17	2	12%	6
Southeastern University	5	7	140%	5
Spartan College of Aeronautics and Technology	381	5	1%	322
Tulsa Welding School	79	26	33%	47

Of these, Spartan reported the highest number of students enrolled (381) and receiving federal financial aid (322), but a graduation rate the fourth lowest by number (five) and the lowest as a percentage of enrollment above zero (one percent). Columbia College reported the lowest number of graduates (one), but this is a higher percentage of its enrollment (three percent) than Spartan. Southeastern reported the highest graduation rate as a percentage of enrollment, with five students enrolled and seven credentials awarded (140 percent). Tulsa Welding School reported the highest graduation number (26), and the second highest as a percentage of enrollment (33 percent), with Embry Riddle reporting the second highest number of graduates at 25, and the third highest as a percent of enrollment at 26 percent.

Wichita State University reported 365 not-admitted and non-degree seeking concurrent enrollment students in Oklahoma; these will not have been eligible for federal financial aid or a credential.

The one institution requesting initial authorization, Liberty University, had no presence in Oklahoma during the reporting period.

Authorized institutions fell into several broad categories summarized below:

Religious Institutions

Six out-of-state private not-for-profit religious institutions requested reauthorization to partner with churches located in Oklahoma; unaccredited, non-degree granting religious schools; and/or private universities in Oklahoma to offer degrees in ministry or courses that contribute to a credential the institution offers online or at its home location.

- Aquinas Institute of Theology
- John Brown University
- Newman University (Newman)
- Saint Paul School of Theology (Saint Paul)
- Southeastern University
- Southwestern Assemblies of God University (SAGU)

One religiously-affiliated institution maintains a location in Oklahoma City to support Oklahoma students in its Bachelor of Science in Nursing program.

- Marian University

Four of the religiously-affiliated institutions reported students enrolled. Of the four: Newman, affiliated with the Roman Catholic Archdiocese of Oklahoma City and the Roman Catholic Diocese of Tulsa, reported 42 students enrolled, one receiving federal financial aid, and two graduates; and Saint Paul, affiliated with the United Methodist Church at Oklahoma City University, reported 17 students enrolled, six receiving federal financial aid, and two graduates. Southeastern, affiliated with three churches in Oklahoma City, Tulsa and Broken Arrow, is the only institution overall that reported more graduates (seven) than students enrolled and receiving federal financial aid (five and five, respectively). SAGU, affiliated with an unaccredited religious education institution in Broken Arrow, reported nine students enrolled, all of whom receive federal financial aid, and no graduates.

Private Vocational Schools

Four private vocational schools currently licensed by the Oklahoma Board of Private Vocational Schools have developed accredited Associate in Occupational Studies and Associate in Applied Arts/Sciences degrees, and requested reauthorization to offer the degrees in Oklahoma. All of them are for-profit and owned by an out-of-state corporate entity.

- ATA College (ATA)
- Heavy Equipment Colleges of America (HEC)
- Tulsa Welding School
- Platt College

ATA and HEC had not yet enrolled students into their new degree programs as of the 2019-2020 reporting period. Tulsa Welding School reported the highest graduation number (26) overall, and the second overall highest as a percentage of enrollment (32.91 percent), and Platt College reported 55 students enrolled, 51 receiving federal financial aid, and no graduates.

Authorization for Clinical Field Experiences

One institution requested reauthorization in order to place students in their online nursing programs into clinical field experiences in Oklahoma. This is required because it is not currently a participating institution in SARA; however, it plans to apply to participate in SARA when it achieves full HLC accreditation (currently it has candidacy status).

- Arkansas Colleges of Health Education (ACHE)

ACHE reported no enrollments or graduates for the reporting period.

Out-of-State Institutions Operating on Oklahoma Military Bases

Two out-of-state private, non-profit institutions requested reauthorization to offer degree programs at Tinker Air Force Base and Fort Sill. One out-of-state private for-profit institution maintains an administrative office at Fort Sill in support of its online programs.

- Columbia College, non-profit, Fort Sill
- Park University, non-profit, Tinker Airforce Base
- American Public University System (APUS), for profit, Fort Sill

Institutions operating on Oklahoma military bases reported high enrollments, but low graduation rates; this may be due to the high degree of mobility of military-connected students. APUS reported no enrollments because all its instructional offerings are online; however, it is required to obtain authorization to maintain an administrative office at Fort Sill for student support and recruitment purposes.

Out-of-State Institutions Offering Aviation/Aeronautical Degrees

Two out-of-state institutions, one for profit and one non-profit, requested reauthorization to continue operating accredited degree-granting flight schools on their own independent instructional campuses.

- Spartan College of Aeronautics and Technology (Spartan), for profit
- Embry Riddle Aeronautical University (Embry Riddle), non-profit

Spartan reported the highest enrollment (381) and federal financial aid (322) numbers overall, but of institutions that reported graduates, the fourth lowest graduation rate by number (five) and the lowest as a percentage of enrollment (1.31 percent) above zero. Embry Riddle reported the second highest number of graduates overall at 25, and the third highest as a percentage of its enrollment at 25.77 percent of 97 enrolled students (all of whom received federal financial aid).

One private, non-profit religiously-affiliated school requested authorization to partner with aviation companies based at the Tulsa and Oklahoma City (Bethany) municipal airports to provide flight training for Oklahoma students in its online aviation degree program. This is an initial authorization, so no students were reported.

- Liberty University

Out-of-State Private For Profit Universities

One out-of-state private, for profit university requested reauthorization to operate with its own independent, fully-operational instructional facility in Oklahoma.

- Strayer University (Strayer)

Strayer reported 26 students enrolled with 13 receiving federal financial aid, and no graduates.

Out-of-state Institutions Offering Concurrent Enrollment in Oklahoma

One out-of-state public institution requested reauthorization to offer concurrent enrollment courses to students in Oklahoma high schools and technology centers.

- Wichita State University (WSU)

Wichita State University reported 365 non-degree seeking students enrolled in its concurrent enrollment courses offered at high schools and Career Tech centers around Oklahoma. None of WSU's students received federal financial aid. This is the only out-of-state public institution requesting authorization for the 2021-2022 period.

Out-of-state Institutions Owned by Corporate Entities

Eight institutions are owned by corporate entities. All institutions listed below also appear in other categories.

<u>titution</u>	<u>Corporate Owner</u>
American Public University System	American Public Education, Inc.
A College	A Technological Advantage
avy Equipment College	Heavy Equipment Training, LLC
tt College	STVT – AAI Education, Inc.
theastern University	Southeastern University, Inc.

<u>Institution</u>	<u>Corporate Owner</u>
Spartan College of Aeronautics and Technology	Spartan Education Group, LLC
Strayer University	Strayer Education, Inc.
Tulsa Welding School	StrataTech Holdings, Inc.

Federal Financial Responsibility Composite Scores

Four institutions have federal financial composite scores below 1.5*, and have been placed on Heightened Cash Monitoring 1**. All institutions listed below also appear in other categories.

<u>Institution</u>	<u>Score</u>	<u>HCM</u>
Newman University	1.4	1
Southeastern University	1.0	1
Spartan College of Aeronautics and Technology	0.8	1
Tulsa Welding School	1.0	1

- * The Financial Responsibility Composite Score is published by the U.S. Department of Education. The composite score reflects the overall relative financial health of institutions along a scale from negative 1.0 to positive 3.0. A score greater than or equal to 1.5 indicates the institution is considered financially responsible.

Schools with scores of less than 1.5 but greater than or equal to 1.0 are considered financially responsible, but require additional oversight. These schools are subject to cash monitoring and other participation requirements.

A school with a score less than 1.0 is considered not financially responsible. However, a school with a score less than 1.0 may continue to participate in the Title IV programs under provisional certification. In addition, this lower score typically requires that the school be subject to cash monitoring requirements and post a letter of credit (equal to a minimum of 10 percent of the Title IV aid it received in the institution's most recent fiscal year) (<https://studentaid.gov/data-center/school/composite-scores>).

- ** The U.S. Department of Education (ED) may place institutions on a Heightened Cash Monitoring (HCM) payment method to provide additional oversight of cash management. Heightened Cash Monitoring is a step that FSA can take with institutions to provide additional oversight for a number of financial or federal compliance issues, some of which may be serious and others that may be less troublesome.

There are two levels of Heightened Cash Monitoring:

- Heightened Cash Monitoring 1 (HCM1): After a school makes disbursements to eligible students from institutional funds and submits disbursement records to the Common Origination and Disbursement (COD) System, it draws down FSA funds to cover those disbursements in the same way as a school on the Advance Payment Method.
- Heightened Cash Monitoring 2 (HCM2): A school placed on HCM2 no longer receives funds under the Advance Payment Method. After a school on HCM2 makes disbursements to students from its own institutional funds, a Reimbursement Payment Request must be submitted for those funds to the Department.

Schools may be placed on HCM1 or HCM2 as a result of compliance issues including but not limited to accreditation issues, late or missing annual financial statements and/or audits, outstanding liabilities,

denial of re-certifications, concern around the school's administrative capabilities, concern around a school's financial responsibility, and possibly severe findings uncovered during a program review. Additionally, ED may place a school on the "Reimbursement" payment method if it determines that the school needs the highest level of monitoring. The "Reimbursement" payment method is similar to HCM2, except ED reviews the documentation for all students and parents included in the payment request, not just a sample. Some schools are on this list due to preliminary findings made during a program review that is still open. Those findings could change when the program review is completed.

Attachment.

Attachment

The table below summarizes the institutions' location, type, federal financial responsibility index score, accreditation, and total enrollment for the 2019-2020 academic year.

Summary of Location, Type, Score, Accreditation, Total Enrollment for 2019-2020 Academic Year

Institution	State	OK Location	Type*	Score†	Accreditor	Total Enrollment 2019-2020
American Public University System	WV	Fort Sill	PFP	3.0	HLC	0
Aquinas Institute of Theology	MO	Catholic Pastoral Center, OKC	PNP	2.2	ATS	0
Arkansas Colleges of Health Education	AR	Placing online students in clinical experiences in OKC, Edmond, Midwest City, Tulsa, McAlester, Tahlequah, Tahihina, Coweta	PNP	3.0	HLC	0
ATA College	KY	2 locations in Tulsa	PFP	1.5	ABHES	0
Columbia College	MO	Fort Sill	PNP	2.2	HLC	32
Embry Riddle Aeronautical University	FL	OKC	PNP	3.0	SACS-COC	97
Heavy Equipment Colleges of America	NV	OKC	PFP	n/a‡	ACCSC	0
John Brown University	AR	Colcord	PNP	2.33	HLC	0
Marian University	IN	OKC	PNP	2.68	HLC	0
Newman University	KS	OKC	PNP	1.4	HLC	42
Park University	MO	Tinker AFB	PNP	3.0	HLC	25
Platt College	TX	Tulsa	PFP	1.7	ACCSC	55
Saint Paul School of Theology	KS	OKC	PNP	3.0	HLC	17
Southeastern University	FL	OKC, Tulsa, Broken Arrow	PNP	1.0	SACS-COC	5
Southwestern Assemblies of God University	TX	Broken Arrow	PNP	2.4	SACS-COC	9
Spartan College of Aeronautics and Technology	IL	Tulsa	PFP	0.8	ACCSC	381
Strayer University	VA	Oklahoma City	PFP	2.8	MSCHE	26
Tulsa Welding School	AZ	Tulsa	PFP	1.0	ACCSC	79
Wichita State University	KS	Offers concurrent enrollment classes at Career Tech centers in Norman, Midwest City, Choctaw, OKC, Chickasha	Public	n/a	HLC	365

* PFP = Private For-Profit; PNP = Private Non-Profit. ‡ Does not participate in Title IV funding.

The tables below detail the information provided in the application for each institution.

American Public University System

Institutional Information	
Corporate Owner	American Public Education, Inc.
Home Location	Charles Town, West Virginia
Institution Type	Private for profit
Accreditation	HLC
Federal Financial Responsibility Score	3.0
Heightened Cash Monitoring*	No

Oklahoma Enrollment Summary for 2019-2020	
Total Students Enrolled*	0
Students Receiving Federal Financial Aid	0
Total Credentials Awarded	0

* All Oklahoma program offerings are online; however, the institution maintains a staffed administrative office at Fort Sill, which requires authorization.

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
Fort Sill	None; maintains staffed administrative office	0

Aquinas Institute of Theology

Institutional Information	
Home Location	St. Louis, Missouri
Institution Type	Private non-Profit
Accreditation	Assn of Theological Schools in the US and Canada
Federal Financial Responsibility Score	2.2
Heightened Cash Monitoring	No

Oklahoma Enrollment Summary for 2019-2020	
Total Students Enrolled	0
Students Receiving Federal Financial Aid	0
Total Credentials Awarded	0

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
Catholic Pastoral Center, OKC	Master of Arts in Pastoral Ministry	0

Arkansas Colleges of Health Education

Institutional Information	
Home Location	Fort Smith, Arkansas
Institution Type	Private non-Profit
Accreditation	HLC
Federal Financial Responsibility Score	3.0
Heightened Cash Monitoring	No

Oklahoma Enrollment Summary 2019-2020*	
Total Students Enrolled	0
Students Receiving Federal Financial Aid	0
Total Credentials Awarded	0

* ACHE plans to place students into clinical field experiences in Oklahoma in support of degree programs that are otherwise entirely online.

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
Integris Jim Thorpe Rehab Hospital-6W, Edmond	Occupational Therapy	Clinical placements anticipated in 2021-2022
Mercy Oklahoma Communities/ Mercy Hospital OKC		
OKC Speech LLC, Midwest City		
Therapy WORKS, Tulsa		
McAlester Health Center Authority		
Mercy Health Oklahoma Communities, OKC	Physical Therapy	
Tahlequah Hospital Authority		
Choctaw Nation Health Services Authority, Talihina		
SUMMIT Physical Therapy, Coweta		
Total Rehab Physical, Occupational, and Speech Therapy, McAlester		
McAlester Regional Health Center		

ATA College

Institutional Information	
Corporate Owner	A Technological Advantage
Home Location	Louisville, Kentucky
Institution Type	Private for Profit
Accreditation	Accrediting Bureau for Health Education Schools
Federal Financial Responsibility Score	1.5
Heightened Cash Monitoring	No

Oklahoma Enrollment Summary for 2019-2020	
Total Students Enrolled	0
Students Receiving Federal Financial Aid	0
Total Credentials Awarded	0

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
Tulsa	Associate of Occupational Science in Practical Nursing	0
Tulsa	Associate of Applied Science in Diagnostic Medication Sonography	0
Tulsa	Registered Nurse to Bachelor of Science in Nursing Completer Program	0

Columbia College

Institutional Information	
Home Location	Columbia, Missouri
Institution Type	Private non-Profit
Accreditation	HLC
Federal Financial Responsibility Score	2.20
Heightened Cash Monitoring	No

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	32
Students Receiving Federal Financial Aid	20
Total Credentials Awarded	1

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
Fort Sill, Lawton	Associate in General Studies	0
	BA in Business Administration	3
	Bachelor of General Studies	13
	BS in Business Administration	16
	BS in Management Information Systems	0
Online Programs offered in Oklahoma with possible in-seat courses		
	Associate in Arts	0
	AS in Business Administration	0
	AS in Computer Info Systems	0
	AS in Criminal Justice	0
	AS in Environmental Studies	0
	AS in Health Services	0
	AS in Human Services	0
	BA in Accounting	0
	BA in American Studies (Teach Out)	0
	BA in Criminal Justice Administration	0
	BA in English Literature	0
	BA in Finance	0
	BA in Health Care Management	0
	BA in History	0
	BA in Human Services	0
	BA in Human Resource Management	0
	BA in Innovation and Entrepreneurship	0
	BA in International Business	0
	BA in Management	0

Columbia College (continued)

Online Programs offered in Oklahoma with possible in-seat courses		
	BA in Marketing	0
	BA in Organizational Leadership	0
	BA in Public Administration	0
	BA in Public Relations and Advertising (Teach Out)	0
	BA in Political Science	0
	BA in Psychology	0
	BA in Sociology	0
	BA in Sports Management	0
	BS in Accounting	0
	BS in Computer Information Systems (Teach Out)	0
	BS in Criminal Justice Administration	0
	BS in Cybersecurity	0
	BS in Finance	0
	BS in Healthcare Management	0
	BS in Human Resource Management	0
	BS in Human Services	0
	BS in Innovation and Entrepreneurship	0
	BS in International Business	0
	BS in Management	0
	BS in Marketing	0
	BS in Organizational Leadership	0
	BS in Public Relations and Advertising (Teach Out)	0

Embry Riddle Aeronautical University

Institutional Information	
Home Location	Daytona Beach, Florida
Institution Type	Private non-Profit
Accreditation	SACS-COC
Federal Financial Responsibility Score	3.0
Heightened Cash Monitoring	No

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	97
Students Receiving Federal Financial Aid	97
Total Credentials Awarded	25

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment			
Oklahoma Location	Programs	Enrollment	
OKC	Bachelor's Programs Enrollment	73	
	BS in Aeronautics	37	
	BS in Aviation Business Administration	1	
	BS in Aviation Maintenance	9	
	BS in Business Analytics*	0	
	BS in Communication	1	
	BS in Emergency Services	1	
	BS in Engineering	3	
	BS in Engineering Technology	1	
	BS in Homeland Security	0	
	BS in Interdisciplinary studies	0	
	BS in Leadership*	0	
	BS in Logistics and Supply Chain Management	4	
	BS in Project Management	2	
	BS in Safety Management	0	
	BS in Technical Management	11	
	BS in Unmanned Systems Applications	3	
		Master's Programs Enrollment	24
		Master of Aviation Maintenance	0
	Master of Business Administration in Aviation	2	
	Master of Systems Engineering	1	
	MS in Aeronautics	8	
	MS in Aerospace Engineering	0	
	MS in Airworthiness Engineering*	0	
	MS in Aviation and Aerospace Sustainability	1	

Embry Riddle Aeronautical University (continued)

	Master's Programs Enrollment	
	MS in Cybersecurity Management and Policy	0
	MS in Emergency Services*	0
	MS in Engineering Management	2
	MS in Human Factors	2
	MS in Human Security & Resilience	1
	MS in Information Security & Assurance	0
	MS in Leadership	1
	MS in Logistics and Supply Chain Management	1
	MS in Management	1
	MS in Management Information Systems	0
	MS in Occupational Safety Management	2
	MS in Project Management	2
	MS in Unmanned & Autonomous Systems Engineering*	0
	MS in Unmanned Systems	0
	Doctoral Programs Enrollment	0
	Ph.D. in Aviation	0
	Ph.D. in Aviation Business Administration	0

* New Program July 2021

Heavy Equipment Colleges of America

Institutional Information	
Corporate Owner	Heavy Equipment Training, LLC
Home Location	Las Vegas, Nevada
Institution Type	Private for profit
Accreditation	Accrediting Commission of Career Schools and Colleges
Federal Financial Responsibility Score	n/a; does not participate in Title IV Funding
Heightened Cash Monitoring	n/a; does not participate in Title IV Funding

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	0
Students Receiving Federal Financial Aid	0
Total Credentials Awarded	0

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Program	Enrollment
Oklahoma City	Associate of Occupational Studies in Heavy Equipment*	0

* HEC's plans to offer the AOS in Heavy Equipment were delayed by COVID-19; it now plans to start recruitment in summer and enrollment in fall 2021.

John Brown University

Institutional Information	
Home Location	Siloam Springs, Arkansas
Institution Type	Private non-profit
Accreditation	HLC
Federal Financial Responsibility Score	2.33
Heightened Cash Monitoring	No

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	0
Students Receiving Federal Financial Aid	0
Total Credentials Awarded	0

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Program	Enrollment
New Life Ranch, Colcord	4-day ropes course. Authorization is required because the structure of the course constitutes physical presence.	0

Marian University

Institutional Information	
Home Location	Indianapolis, Indiana
Institution Type	Private non-Profit
Accreditation	HLC
Federal Financial Responsibility Score	2.68
Heightened Cash Monitoring	No

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	0
Students Receiving Federal Financial Aid	0
Total Credentials Awarded	0

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
Oklahoma City	BS in Nursing	0

Newman University

Institutional Information	
Home Location	Wichita, Kansas
Institution Type	Private non-Profit
Accreditation	HLC
Federal Financial Responsibility Score*	1.4
Heightened Cash Monitoring	HCM 1

* Newman anticipates its score will increase to 1.77 when the 19-20 scores are released.

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	42
Students Receiving Federal Financial Aid	1
Total Credentials Awarded	2

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs (offered at both locations)	Enrollment
Archdiocesan Pastoral Center, OKC	BA in Pastoral Ministry	2
	BA in Theology	33
Newman University Pastoral Ministry Program, Broken Arrow	Non-degree seeking	7

Park University

Institutional Information	
Home Location	Parkville, Missouri
Institution Type	Private non-profit
Accreditation	HLC
Federal Financial Responsibility Score	3.0
Heightened Cash Monitoring	No

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	25
Students Receiving Federal Financial Aid	20
Total Credentials Awarded	6

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
Tinker AFB, OKC	AS in Information and Computer Science	0
	AS in Management	2
	BS in Business Administration: Human Resources	2
	BS in Business Administration: International Business	1
	BS in Business Administration: Logistics	1
	BS in Business Administration: Management	5
	BS in Business Administration: Marketing	1
	BS in Information/Computer Science: Software Development	1
	BS in Information/Computer Science: Networking and Security	1
	BS in Management	3
	BS in Management/Computer Information Systems	1
	BS in Management/Human Resources	2
	BS in Management/Logistics	4
	Undecided, Non-Degree	1

Platt College

Institutional Information	
Corporate Owner	STVT – AAI Education, Inc., dba Ancora Education
Home Location	Arlington, Texas
Institution Type	Private for Profit
Accreditation	Accrediting Commission of Career Schools and Colleges
Federal Financial Responsibility Score	1.7
Heightened Cash Monitoring	HCM 1

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	55
Students Receiving Federal Financial Aid	51
Total Credentials Awarded	0

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
Tulsa	Associate of Occupational Studies in Cyber Security	0
	Associate of Occupational Studies in Health Information Technology	0
	Associate of Occupational Studies in Practical Nursing	55

Saint Paul School of Theology

Institutional Information	
Home Location	Leawood, Kansas
Institution Type	Private non-Profit
Accreditation	HLC
Federal Financial Responsibility Score	3.0
Heightened Cash Monitoring	No

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	17
Students Receiving Federal Financial Aid	6
Total Credentials Awarded	2

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
OCU, OKC	Master of Divinity	13
	MA in Christian Ministry	3
	Doctor of Ministry	1

Southeastern University

Institutional Information	
Corporate Owner	Southeastern University, Inc.
Home Location	Lakeland, Florida
Institution Type	Private non-profit
Accreditation	SACS-COC
Federal Financial Responsibility Score	1.0
Heightened Cash Monitoring	HCM 1

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	5
Students Receiving Federal Financial Aid	5
Total Credentials Awarded	7

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Locations	Programs (offered at all locations)	Enrollment
The Gate Church, OKC	Associate of Arts (General Education)	2
Church on the Move, Tulsa	Associate in Ministerial Leadership	0
The Assembly (Church), Broken Arrow	BS in Business and Professional Leadership	1
	BS in Ministerial Leadership	2

Southwestern Assemblies of God University

Institutional Information	
Home Location	Waxahachie, Texas
Institution Type	Private non-profit
Accreditation	SACS-COC
Federal Financial Responsibility Score	2.4
Heightened Cash Monitoring	No

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	9
Students Receiving Federal Financial Aid	9
Total Credentials Awarded	0

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
Rhema Bible Training College, Broken Arrow	AS in General Studies	2
	BS in Human Services	4
	Bachelor of Applied Arts and Sciences in Occupational Leadership	3

Spartan College of Aeronautics and Technology

Institutional Information	
Corporate Owner	Spartan Education Group, LLC
Home Location	Chicago, Illinois
Institution Type	Private for profit
Accreditation	Accrediting Commission of Career Schools and Colleges
Federal Financial Responsibility Score	0.8
Heightened Cash Monitoring	HCM 1

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	381
Students Receiving Federal Financial Aid	322
Total Credentials Awarded	5

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
Tulsa	AAS in Aviation Electronics Technology	369
	AAS in Aviation Maintenance Technology	
	AAS in Quality Control Management	
	AAS in Aviation Flight	
	BS in Technology Management	12

Strayer University

Institutional Information	
Corporate Owner	Strayer Education, Inc.
Home Location	Herndon, Virginia
Institution Type	Private for Profit
Accreditation	Middle States Commission on Higher Education
Federal Financial Responsibility Score	2.8
Heightened Cash Monitoring	No

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	26
Students Receiving Federal Financial Aid	13
Total Credentials Awarded	0

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
OKC		
	Bachelor of Business Administration	10
	BS in Information Technology	4
	BS in Accounting	6
	BS in Criminal Justice	6

Tulsa Welding School

Institutional Information	
Corporate Owner	StrataTech Holdings, Inc.
Home Location	Phoenix, Arizona
Institution Type	Private for Profit
Accreditation	Accrediting Commission of Career Schools and Colleges
Federal Financial Responsibility Score	1.0
Heightened Cash Monitoring	HCM1

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	79
Students Receiving Federal Financial Aid	47
Total Credentials Awarded	26

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
Tulsa	Associate of Occupational Studies in Welding Technology	79

Wichita State University

Institutional Information	
Home Location	Wichita, Kansas
Institution Type	Public
Accreditation	HLC
Federal Financial Responsibility Score	n/a
Heightened Cash Monitoring	n/a

Oklahoma Enrollment Summary 2019-2020	
Total Students Enrolled	365
Students Receiving Federal Financial Aid	0
Total Credentials Awarded	0

Degree Programs Offered in Oklahoma and 2019-2020 Enrollment		
Oklahoma Location	Programs	Enrollment
Moore Norman Tech Center, Norman Campus	None, WSU offers concurrent enrollment courses at these Oklahoma locations.	365
Mid-Del Tech Center. Midwest City Campus		
Eastern Oklahoma County Tech Center, Choctaw		
Metro Tech Center, OKC		
Canadian Valley Tech Center, Chickasha Campus		

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #30-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:

Oklahoma State University (OSU)

- 34 degree program requirement changes
- 1 degree program name change
- 1 degree program option name change
- 9 degree program option additions
- 2 degree program option deletions

Oklahoma State University Center for Health Sciences (OSUCHS)

- 2 degree program requirement changes

University of Oklahoma (OU)

- 39 degree program requirement changes

University of Oklahoma Health Sciences Center (OUHSC)

- 2 degree program requirement changes

Rogers State University (RSU)

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

Southeastern Oklahoma State University (SEOSU)

- 1 degree program requirement change
- 1 degree program option deletion

University of Central Oklahoma (UCO)

- 23 degree program requirement changes
- 3 degree program name changes
- 3 degree program designation changes
- 1 degree program option name change
- 2 degree program option additions

Redlands Community College (RCC)

1 degree program name change

Seminole State College (SSC)

1 degree program requirement change

POLICY ISSUES:

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

ANALYSIS:

OSU - Bachelor of Arts in English (085)

Degree program requirement changes

For the Professional Writing option:

Remove ENGL 4013.

Add ENGL 4583.

Remove requirement to complete 12 credit hours in Cognate areas.

Add requirement to complete 12 credit hours of non-English upper division courses.

The proposed changes will better align the curriculum with the expertise of newly hired faculty and better prepare students for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

OSU - Bachelor of Arts in Music (256)

Degree program option addition

Add option Music Composition.

The proposed option will better prepare students for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

OSU - Bachelor of Arts in Philosophy (158)

Degree program option addition

Add option Ethics and Public Policy.

The proposed options will better prepare students for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

OSU - Bachelor of Science in Plant Biology (031)

Degree program requirement changes

For the Pre-Pharmacy option:

Remove MATH 2103 and add MATH 2144.

Change credit hours for General Education from 40 to 41.

Change credit hours for Electives from 11 to 10.

The proposed changes will better prepare students to apply for Pharmacy school.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

**OSU - Bachelor of Arts in Sociology (258)
Bachelor of Science in Sociology (184)**

Degree program option additions

Add options:

- Social Services.
- Criminology and Criminal Justice.
- Environment and Society.

The proposed options will better prepare students for employment.

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.

OSU - Master of Science in Counseling (194)

Degree program requirement changes

For the Mental Health Counseling option:

- Remove EPSY 5783.
- Change credit hours for Guided Electives from 3 to 6.

For the School Counseling option:

- Remove EPSY 5783 and add CPSY 5523.

The proposed changes will align the curriculum with the Oklahoma State Board of Behavioral Health Licensure and Council for Accreditation of Counseling and Related Educational Programs standards.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

OSU - Bachelor of Science in Applied Exercise Science (514)

Degree program option addition and degree program requirement changes

Add option Sport and Coaching Science.

For the Strength and Conditioning option:

- Remove EDUC 1111, BCOM 3113, MGMT 3013, MKTG 3213, MSIS 2103, EDTC 4113, and MGMT 3943.
- Add EDHS 1112, HHP 3133, HHP 3553, and NSCI 4133.
- Change credit hours for College/Departmental Requirements from 25 to 20.
- Change credit hours for Major Requirements from 46 to 42.
- Change credit hours for Electives from 9 to 18.

For the Pre-Professional option:

- Remove EDUC 1111 and add EDHS 1112.
- Change credit hours for College/Departmental Requirements from 4 to 5.
- Change credit hours for Electives from 8 to 7.

The proposed option addition will prepare students for additional employment opportunities and retain select content from the recently deleted Bachelor of Science in Sports and Coaching Science (522).

The proposed curricular changes will improve first-time-entering freshman retention and completion, and align the curriculum with new accreditation standards for strength and conditioning coaches.

One new course 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.

OSU - Bachelor of Science in Geology (111)

Degree program requirement changes

For the Secondary Teacher Certification option:

Remove GEOL 2254 and GEOL 2364.

Add GEOL 2464.

For the Pre-Law option:

Remove LSB 3213 and PHIL 1313.

Remove requirement to complete 12 related credit hours from: ECON, GEOL, PHIL, POLS, SOC, or other courses as approved by the Geology undergraduate advisor.

Add 18 hours of Guided Electives.

For the Business Essentials option:

Add LSB 3213.

Change credit hours for upper-division GEOL courses from 6 to 12.

Change credit hours for Major Requirements from 51 to 60.

Change credit hours for Electives from 16 to 7.

The proposed changes will clarify degree requirements and provide students with more flexibility.

One new course 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.

OSU - Bachelor of Science in Mechanical Engineering (144)

Degree program option addition and degree program requirement changes

Add option Fire Protection Systems.

For all options:

Add MAE 3113 as an alternative for combination of ENGR 2421, ENSC 2141, and ENSC 3231.

For the Pre-Medical option:

Change credit hours for College/Departmental Requirements from 37 to 38.

Change credit hours for Major Requirements from 55 to 54.

For the Petroleum option:

Change credit hours for College/Departmental Requirements from 29 to 30.

Change credit hours for Major Requirements from 59 to 58.

The proposed option addition will make students more competitive for building design and maintenance industry positions.

The proposed curricular changes will ease transfer students' ability to meet the laboratory requirement.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

OSU - Bachelor of Science in Public Health (116)

Degree program requirement changes

For the Exercise and Health option:

Remove EDUC 1111 and add EDHS 1112.

Change credit hours for College/Departmental Requirements from 15 to 16.

Change credit hours for Major Requirements from 65 to 64.

Change credit hours for Electives from 15 to 14.

For the Community Health option:

Remove EDUC 1111 and add EDHS 1112.

Change credit hours for College/Departmental Requirements from 15 to 16.

Change credit hours for Major Requirements from 65 to 64.
Change credit hours for Electives from 17 to 16.
The proposed changes will improve first-time-entering freshman retention and completion.
One new course 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.

OSU - Bachelor of Science in Recreation Management and Recreational Therapy (180)

Degree program requirement changes

For the Recreation Management option:

Remove EDUC 1111 and add EDHS 1112.
Change credit hours for College/Departmental Requirements from 20 to 21.
Change credit hours for Electives from 14 to 13.

For the Recreational Therapy option:

Remove EDUC 1111 and add EDHS 1112.
Change credit hours for College/Departmental Requirements from 23 to 24.
Change credit hours for Major Requirements from 56 to 55.
Change credit hours for Electives from 3 to 2.

The proposed changes will improve first-time-entering freshman retention and completion.
One new course 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.

OSU - Bachelor of Science in Agricultural Sciences and Natural Resources in Agribusiness (263)

Degree program requirement changes

For the main program, Community and Regional Analysis option, and Natural Resources option:

Add ACCT 3004.
Require ACCT 2003 or combination of ACCT 2103 and ACCT 2203.
Change credit hours for Electives from 11 to 10.

For the Accounting Double Major option:

Add BCOM 3443 as an alternative for BCOM 3113.
Add ACCT 3004.
Require ACCT 2003 or combination of ACCT 2103 and ACCT 2203.
Remove requirement to complete 3 credit hour upper division AGEC.
Remove ACCT 3103.
Add ACCT 3001, ACCT 3104, ACCT 4553, ACCT 4901, ACCT 4991, and LSB 4323.
Change credit hours for Major Requirements from 86 to 94.

For the Agricultural Communications Double Major option:

Add ACCT 3004.
Require ACCT 2003 or combination of ACCT 2103 and ACCT 2203.
Change credit hours for Major Requirements from 79 to 80.

For the Crop and Soil Science option:

Add ACCT 3004.
Require ACCT 2003 or combination of ACCT 2103 and ACCT 2203.
Change credit hours needed for additional courses in any minor area or MATH 1483 or MATH 1513 from 22 to 21.

For the Farm and Ranch Management and Pre-Law options:

Add ACCT 3004.
Require ACCT 2003 or combination of ACCT 2103 and ACCT 2203.
Change credit hours for Major Requirements from 59 to 60.

Change credit hours for Electives from 8 to 7.
For the International option:
Add ACCT 3004.
Require ACCT 2003 or combination of ACCT 2103 and ACCT 2203.
Change credit hours for Major Requirements from 65 to 66.
Change credit hours for Electives from 2 to 1.
The proposed changes will ensure that all students have the same foundational coursework in accounting.
No courses will be added and no courses will be deleted.
Total credit hours for the degree program will change from 120-130 to 120-144.
No funds are requested from the State Regents.

OSU - Bachelor of Science in Agricultural Sciences and Natural Resources in Environmental Science (401)

Degree program requirement changes

For the Water Resources option:

Add PHYS 1214, MATH 2144, GEOL 1114, ENVR 4010 (1 credit hour), and ENVR 4363.
Require MATH 1513 or MATH 1813.
Require GEOG 2344, NREM 2083, or GEOG 4203.
Require SOIL 4683 or ENVR 4893.
Change credit hours for Related Courses from 12 to 5.
Change credit hours for Major Requirements from 44 to 61.

For the Natural Resources option:

Require CHEM 3013 or BIOC 2344.
Require PBIO 1404 and BIOL 1604.
Require MATH 2144 and GEOL 1114.
Require MATH 1513 or MATH 1813.
Add ENVR 4010 (1 credit hour) and ENVR 4363.
Require GEOG 2344, NREM 2083, or GEOG 4203.
Remove NREM 3613/NREM 4023/NREM 4033.
Change credit hours for Related Courses from 15 to 14.
Change credit hours for Major Requirements from 44 to 61.

For the Environmental Policy option:

Require CHEM 3013 or BIOC 2344.
Add MATH 1813 as an alternative to MATH 1513.
Add MATH 2144 as an alternative to MATH 2103.
Add BIOL 1604 as an alternative to PBIO 1404.
Add GEOL 1114 as an alternative to PHYS 1114.
Require GEOG 2344, NREM 2083 or GEOG 4203.
Add ENVR 4010 (1 credit hour), ENVR 4033, ENVR 4363, AGCM 3503, and AGECE 3713, and SOC 4433.
Remove NREM 4023/NREM 4033/NREM 4043/NREM 4053 and SOC 4433/LA 4423/LA 4453.
Change credit hours for Related Courses from 11 to 8.
Change credit hours for Major Requirements from 43 to 61.

The proposed changes will align the curriculum with recommendations from an external review team and create a common core for all options.

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.

OSU - Bachelor of Science in Agricultural Sciences and Natural Resources in Food Science (361)

Degree program option deletions and degree program requirement changes

Delete option Food Industry.

There are currently 10 students enrolled in the option with an expected graduation date during the 2025-2026 academic year.

Delete option Meat Science.

There are currently 13 students enrolled in the option with an expected graduation date during the 2025-2026 academic year.

Delete option Food Safety.

There are currently 4 students enrolled in the option with an expected graduation date during the 2025-2026 academic year.

Delete option Food Science.

There are currently 10 students enrolled in the option with an expected graduation date during the 2025-2026 academic year.

Require 21 credit hour emphasis in Safety, Meats, Industry, or Science.

Require AGECE 1113.

Require AGCM 3203 or SPCH 2713.

Require CHEM 1215 or CHEM 1314.

Require CHEM 1225 or CHEM 1515.

Require NSCI 3543 or ANSI 3543.

Add ANSI 4863, FDSC 3123, FDSC 3154, FDSC 3373, FDSC 4143, and FDSC 4763.

Require 6 credit hours of Related Courses.

The proposed option deletions and proposed curricular changes will simplify degree requirements.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

OSU - Bachelor of Science in Agricultural Sciences and Natural Resources in Natural Resource Ecology and Management (101)

Degree program requirement changes

For the Forest Ecology and Management option:

Add NREM 3091.

Change credit hours for Related Courses from 11 to 5.

The proposed changes will better prepare students for employment.

No new courses will be added and no new courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

OSU - Master of Science in Teaching, Learning and Leadership (057)

Degree program option name change and degree program requirement changes

For the Elementary, Middle, Secondary, K-12 Education option:

Change option name to K-12 Education.

For the Special Education option:

Remove SPED 4723, SPED 6183, and SPED 5620.

Add SPED 5723 and SPED 5743.

Change credit hours for Program Core from 12 to 6.

Change credit hours for Area of Emphasis from 9-15 to 15.

The proposed option name change will remove redundancy in the option name.

The proposed curricular changes will better align the curriculum with Council for Exceptional

Children standards 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.
No funds are requested from the State Regents.

OSU - Graduate Certificate in Effective Teaching in Elementary Schools (267)

Degree program requirement changes

Remove CIED 5120.

The proposed change will remove a barrier to program completion.

No new courses will be added and no courses will be deleted.

Total credit hours for the certificate will change from 15 to 14.

No funds are requested from the State Regents.

OSU - Graduate Certificate in Information Assurance (457)

Degree program requirement changes

Remove MSIS 5773.

Add MSIS 5203 and MSIS 5213.

Change credit hours for Electives from 12 to 6.

The proposed changes will align the curriculum with industry trends.

No new courses will be added and no courses will be deleted.

Total credit hours for the certificate will change from 15 to 12.

No funds are requested from the State Regents.

OSU - Graduate Certificate in Business Data Mining (464)

Degree program name change

Change program name to Business Analytics and Data Science.

The proposed name change will better align the program with current terminology in the industry.

No new courses will be added and no courses will be deleted.

Total credit hours for the certificate will not change.

No funds are requested from the State Regents.

OSU - Master of Science in Business Analytics and Data Science (505)

Degree program requirement changes

For the Cybersecurity Analytics option:

Remove MSIS 5773 and add MSIS 5203.

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 not change.

No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in Accounting (444)

Degree program requirement changes

Require students to choose an option.

Change graduation requirement:

Change overall minimum GPA from 2.0 to 2.5.

Change minimum GPA for Major Requirements from 2.2 to 2.5

Remove MATH 1483/MATH 1513/MATH 1813 and MATH 2103.

Add BADM 2233 and three credit hour course with A designation.

The proposed changes will better prepare students for employment, better align the curriculum with AACSB accreditation standards, and 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 not change.
No funds are requested from the State Regents.

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

Degree program requirement changes

Remove ACCT 3004 and add BADM 2233.

Change credit hours for Major Requirements from 67 to 66.

Change credit hours for Electives from 10 to 11.

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 not change.

No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in Entrepreneurship (473)

Bachelor of Science in Business Administration in Finance (446)

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

Bachelor of Science in Business Administration in Hospitality and Tourism Management (130)

Bachelor of Science in Business Administration in International Business (448)

Bachelor of Science in Business Administration in Management (449)

Bachelor of Science in Business Administration in Marketing (451)

Degree program requirement changes

Remove MATH 1483/MATH 1513/MATH 1813 and MATH 2103.

Add BADM 2233 and three credit hour course with A designation.

The proposed changes will better prepare students for employment, better align the curriculum with AACSB accreditation standards, and provide students with more flexibility.

One new course 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.

OSU - Bachelor of Science in Business Administration in Management Information Systems (452)

Degree program requirement changes

Remove MATH 1483/MATH 1513/MATH 1813 and MATH 2103.

Add BADM 2233, MSIS 4111, and three credit hour course with A designation.

Change credit hours for Major Requirements from 66 to 67.

Change credit hours for Electives from 11 to 10.

The proposed changes will better prepare students for employment, and incorporate additional content recommended by the program's advisory board.

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.

OSU - Master of Business Administration in Business Administration (035)

Degree program requirement changes

For the Accounting option:

Add ACCT 5003 and ACCT 5153.

Remove ACCT 5503.

Require ACCT 5013 or ACCT 5113.

For the Data Science option:

Remove MSIS 5633 and add MSIS 5673.

For the Information Assurance option:

Add MSIS 5203.

Change credit hours for Guided Electives from 9 to 6.

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.

OSU - Master of Science in Management Information Systems (412)

Degree program option additions, degree program option deletions, and degree program requirement changes

Add options:

Big Data Analytics.

Cybersecurity.

Health Analytics.

Delete options Application Development and Data Science.

The proposed option deletions will remove content being covered in the Master of Science in Business Analytics and Data Science (505).

There are no students enrolled in the options.

Remove MSIS 5223, MSIS 5503, MSIS 5600, MSIS 5623, MSIS 5643, and MSIS 5673.

Add MSIS 5713, MSIS 5193, MSIS 5693, MSIS 5633, and MSIS 5213.

Change credit hours for Required Courses from 22 to 21.

The proposed option additions will increase students' marketability in the world of work.

The proposed curricular changes will better align the curriculum with industry trends and ensure clearer distinction between the curriculum of this program and the curriculum for the Master of Science in Business Analytics and Data Science (505).

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will change from 34 to 33.

No funds are requested from the State Regents.

OSU - Bachelor of Science in Engineering Technology in Electrical Engineering Technology (077)

Degree program requirement changes

For the main program:

Remove MATH 2123 as an alternative for MATH 2144.

Remove MATH 2133 as an alternative for MATH 2153.

Remove PHYS 1114 as an alternative for PHYS 2014.

Remove three credit hour course with A, N, S, or H designation.

Add EET 3303.

Change credit hours for General Education from 44 to 42.

Change credit hours for Major Requirements from 58 to 61.

For the Computer option:

Remove MATH 2123 as an alternative for MATH 2144.

Remove MATH 2133 as an alternative for MATH 2153.

Remove PHYS 1114 as an alternative for PHYS 2014.

Remove three credit hour course with A, N, S, or H designation.

Add EET 3303.

Change credit hours for General Education from 44 to 42.

Change credit hours for Major Requirements from 56 to 59.

The proposed changes will enhance the academic rigor of the program.

One new course will be added and no courses will be deleted.

Total credit hours for the degree program will change from 124-125 to 125-126.

No funds are requested from the State Regents.

OSU - Bachelor of Science in Computer Engineering (467)

Degree program option addition

Add option Software Engineering.

The proposed option will better prepare students for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will change from 125 to 128.

No funds are requested from the State Regents.

OSU - Bachelor of Science in Elementary Education (074)

Degree program requirement changes

Add EDHS 1112, SMED 2100/SMED 3100, CIED 4133, and CIED 2453.

Remove EDUC 1111, CIED 4073, CIED 2450, and SCFD 3223.

Require 5 credit hours from the following courses: SMED 2200, SMED 3200, ENVR 1113, ENTO 3501, or MICR 1513.

Add SMED 3013 as an alternative for EPSY 3113.

Change credit hours for courses with A designation from 6 to 3.

Change credit hours for courses with N designation from 12 to 7.

Change credit hours for General Education from 45 to 40.

Change credit hours for College/Departmental Requirements from 11 to 12.

Change credit hours for Major Requirements from 42 to 47.

Change credit hours for Core Requirements from 26 to 25.

The proposed changes will improve first-time-entering freshman retention and completion and 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.

OSU - Bachelor of Science in Industrial Engineering and Management (134)

Degree program requirement changes

Remove IEM 4413 and three credit hour course with S designation.

Add IEM 3713 and IEM 4623.

Change credit hours for Engineering Science Electives from 9 to 6.

Change credit hours for Industrial and Engineering Management Electives from 3 to 6.

The proposed changes will align the curriculum with student, alumni, and employer recommendations and provide students with more flexibility.

Two 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.

OSU - Master of Science in Industrial Engineering and Management (135)

Degree program option additions

Add options:

Operations Research and Analytics.

Supply Chain and Logistics.

The proposed options will increase students' marketability.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

OSU - Master of Science in Materials Science and Engineering (493)

Degree program requirement changes

Remove MSE 5033 and MSE 5083.

Add MSE 5093 and MSE 5193.

The proposed changes will better prepare students for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

OSU - Doctor of Philosophy in Materials Science and Engineering (502)

Degree program requirement changes

Add track: Group I: Bachelor's degree to Doctorate.

For Group I track: Require MSE 5013, MSE 5023, MSE 5043, MSE 6010, MSE 6000 (36 credit hours), and 27 credit hours of Electives.

The proposed changes will clarify degree requirements for bachelor's level graduates admitted to the degree program.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will change from 60 to 60-72.

No funds are requested from the State Regents.

OSU – Graduate Certificate in Forensic Arson, Explosives, Firearms and Toolmarks Investigation (275)

Degree program requirement change

Change admission requirements:

Remove requirement to submit GRE scores.

The proposed change will remove a barrier to program admission.

No new courses will be added and no courses will be deleted.

Total credit hours for the certificate will not change.

No funds are requested from the State Regents.

OSUCHS – Master of Science in Forensic Sciences (004)

Doctor of Philosophy in Forensic Sciences (009)

Degree program requirement changes

Change admission requirements:

Remove requirement to submit GRE scores.

The proposed change will remove a barrier to program admission.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree programs will not change.

No funds are requested from the State Regents.

OU - Bachelor of Science in Health, Medicine, and Society (452)

Degree program requirement changes

Remove one credit hour of electives.

Add HMS 4993.

Change credit hours for Natural Science from 9 to 7.

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 History of Science, Technology, and Medicine (385)

Degree program requirement changes

Remove three credit hour elective.

Add HSCI 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 History (117)

Bachelor of Arts in Judaic Studies (369)

Degree program requirement changes

Remove three credit hour elective.

Add HIST 4973.

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 Mathematics (299)

Bachelor of Science in Mathematics/Master of Science in Biostatistics (300)

Degree program requirement changes

Remove three credit hour elective.

Add MATH 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 Science in Professional Studies (237)

Degree program requirement changes

For the Aviation option:

Remove three credit hours of electives from the Air Traffic Management, Aviation Management, and Aviation Management-Non-Flying tracks.

Remove MGT 3363 from the Professional Pilot track.

Add AVIA 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 Science in Criminal Justice (365)

Degree program requirement changes

Remove three credit hour elective.

Add LSCJ 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 Arts in Integrative Studies (231)

Degree program requirement changes

Remove three credit hour elective.

Add LSTD 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 Arts in Lifespan Care Administration (394)

Degree program requirement changes

Remove three credit hour elective.

Add LSLC 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 Arts in Organizational Leadership (375)

Degree program requirement changes

Remove three credit hour elective.

Add LSAL 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 Architectural Studies in Architecture (429)

Bachelor of Architecture in Architecture (011)

Degree program requirement changes

Remove three credit hour elective.

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 programs will not change.

No funds are requested from the State Regents.

OU - Bachelor of Science in Astronomy (019)

Bachelor of Science in Astrophysics (020)

Bachelor of Science in Physics (188)

Bachelor of Physics in Physics (309)

Degree program requirement changes

Remove PHYS 4300, MATH 1823, MATH 2423, MATH 2433, MATH 2443, and three credit hour upper division elective.

Add UCOL 1523, PHYS 4310 (2 credit hours), PHYS 4320 (2 credit hours), MATH 1914, MATH 2924, and MATH 2934.

The proposed changes will expose students to topics of diversity, cultural fluency, and civil discourse and better prepare students for upper-division courses.

Three new courses will be added and one course 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 Ethics and Religion (078)

Degree program requirement changes

Remove ANTH 1823/PHIL 1203/RELS 1213/RELS 2403/RELS 2413 and a three-credit hour elective.

Add RELS 2653.

The proposed changes will update the curriculum to better meet the academic needs of students.

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.

OU - Bachelor of Arts in Music (305)

Degree program requirement changes

Add MUTE 4512 and one credit hour upper-division guided elective.

Remove three credit hours of electives.

Change credit hours for General Education from 28-39 to 31-42.

Change credit hours for Electives from 11-23 to 8-20.

Change credit hours for Other Requirements from 41 to 38.

For the General Fine Arts option:

For the Instrumental Jazz track:

Add MUTE 4512 and one credit hour upper-division guided elective.

Remove three credit hours of electives.

Change credit hours for General Education from 25-36 to 28-39.

Change credit hours for Musicianship Major Requirements from 26 to 23.

Change credit hours for Performance and Music Electives from 24 to 26.

Change credit hours for Free Electives from 15-27 to 13-25.

Change credit hours for Other Requirements from 45 to 43.

The proposed changes will update the curriculum to better meet the academic needs of students.

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.

OU - Bachelor of Musical Arts in Music (261)

Degree program requirement changes

Remove one credit hour upper-division guided elective.

Add SRRE 4021.

Change credit hours for General Education from 30-41 to 31-42.

Change credit hours for Music Support from 42 to 41.

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 Music in Piano Pedagogy (257)

Degree program requirement changes

Remove SRRE 4012 and one credit hour of electives.

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 one course will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

OU - Bachelor of Music in Music (172)

Degree program requirement changes

For the Music Composition option:

Remove one credit hour of electives.

Add SRRE 4021.

For the Organ option:

Remove one credit hour of guided electives.

Add SRRE 4021.

Change credit hours for General Education from 37-48 to 38-49.

Change credit hours for Music Support from 45 to 44.

For the Piano option:

Remove one credit hour of upper-division guided electives.

Add SRRE 4021.

Change credit hours for General Education from 37-48 to 38-49.

Change credit hours for Music Support from 39 to 38.

For the Voice option:

Remove MUTE 1292, PIAN 2000, and one credit hour of electives.

Add SRRE 4021 and MUTE 4312.

Require PIAN 4000.

For the Wind/Percussion/String option:

For the Brass and Percussion track:

Remove one credit hour of guided electives.

Add SRRE 4021.

Change credit hours for General Education from 37-48 to 38-49.

Change credit hours for Music Support from 49 to 48.

For the Strings and Guitar track:

Remove one credit hour of guided electives.

Add SRRE 4021.

Change credit hours for General Education from 37-48 to 38-49.

Change credit hours for Music Support from 49 to 48.

For the Woodwinds track:

Remove one credit hour of upper-division guided electives.

Add SRRE 4021.

Change credit hours for General Education from 37-48 to 38-49.

Change credit hours for Music Support from 47 to 46.

For the Harp track:

Remove one credit hour of electives.

Add SRRE 4021.

The proposed changes will update the curriculum to better meet the academic needs of students.

One new course 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.

OU - Bachelor of Arts in Psychology (310)

Degree program requirement changes

Remove four credit hours of electives.

Add PSY 2001.

Change credit hours for Major Requirements from 34 to 35.

Change credit hours for Depth Courses from 12 to 15.

The proposed changes will better prepare students for employment.

No new courses will be added and no courses will be deleted.
Total credit hours for the degree program will not change.
No funds are requested from the State Regents.

OU - Bachelor of Science in Psychology (194)

Degree program requirement changes

Remove four credit hours of electives.

Add PSY 2001.

Change credit hours for Major Requirements from 37 to 38.

Change credit hours for Depth Courses from 12 to 15.

The proposed changes will better prepare students for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

OU - Bachelor of Microbiology in Microbiology (325)

Degree program requirement changes

Add UCOL 1523.

Change credit hours for Major Requirements from 35 to 32.

Change credit hours for Major Electives from 9-12 to 6-9.

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 change from 120 to 129.

No funds are requested from the State Regents.

OU - Bachelor of Science in Microbiology (169)

Degree program requirement changes

Remove three credit hours of electives.

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.

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

Degree program requirement changes

For the Birth through Third Grade option:

Remove HES 2212.

Add EDEC 4543.

Change credit hours required for EDUC 4050 from 10 to 9.

For the Early Childhood Education option:

Remove EDEC 3541 and EDEC 3553.

Add EDEC 4123 and EDEC 3551.

Change credit hours for General Education from 54-64 to 57-67.

Change credit hours for Professional Education from 26 to 25.

Change credit hours for Specialized Education from 44 to 42.

The proposed changes will update the curriculum to better meet the academic needs of students.

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.

OU - Bachelor of Science in Engineering Physics (071)

Degree program requirement changes

Remove PHYS 4300.

Add UCOL 1523, PHYS 4310 (2 credit hours), and PHYS 4320 (2 credit hours).

The proposed changes will expose students to topics of diversity, cultural fluency, and civil discourse and update the curriculum to better meet the academic needs of students.

Three 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 Geology (094)

Degree program requirement changes

For all program options:

Remove MATH 1914, MATH 2924, and MATH 2934.

Add MATH 1823, MATH 2423, MATH 2433, UCOL 1523, and three-credit hour guided elective.

For the Geology option:

Change credit hours for Electives from 12 to 9.

For the Environmental Geology option:

Change credit hours for Electives from 9 to 6.

For the Petroleum Geology option:

Change credit hours for Electives from 6 to 3.

For the Paleontology option:

Remove BIOL 1114, BIOL 1121, and three-credit hour Science elective.

Add BIOL 1134.

The proposed changes will expose students to topics of diversity, cultural fluency, and civil discourse and update the curriculum to better meet the academic needs of students.

One new course will be added and no courses will be deleted.

Total credit hours for the degree program will change from 121-122 to 120-122.

No funds are requested from the State Regents.

OU – Bachelor of Science in Geophysics (097)

Degree program requirement changes

Remove CHEM 1415, CS 1313, GPHY 5864, three-credit hour upper-division geology elective, and six credits of upper division physics electives.

Add GPHY 4133, GPHY 2013, GPHY 3013, GPHY 4553, and three-credit hour elective.

The proposed changes will align the curriculum with industry trends and improve students' ability to graduate.

Three new courses will be added and no courses will be deleted.

Total credit hours for the degree program will change from 126 to 120.

No funds are requested from the State Regents.

OU – Bachelor of Science in Health and Exercise Science (291)

Degree program requirement changes

Remove BIOL 1114, BIOL 1121, BIOL 1005, and COMM 1113/2613.

Add BIOL 1124 and HES 4953.

Change credit hours for Major Support Requirements from 30-31 to 26-27.

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 Language Arts (143)

Degree program requirement changes

Remove COMM 2003/COMM 2213/COMM 3223/COMM 3513/COMM 4153.

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.

OU - Bachelor of Science in Special Education (218)

Degree program requirement changes

Remove PSY 2403/PSY 2603, EDSP 4121, EDSP 4134, and EDSP 4144.

Add UCOL 1523, EDSP 4050 (6 credit hours), and EDSP 4123.

The proposed changes will expose students to topics of diversity, cultural fluency, and civil discourse and update the curriculum to better meet the academic needs of students.

Three 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 - Graduate Certificate in Fundamentals of Special Education (442)

Degree program requirement changes

Remove EDSP 5013.

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.

No funds are requested from the State Regents.

OU - Graduate Certificate in Secondary Transition Education Specialist (402)

Degree program requirement changes

Remove SWK 5293 and add EDSP 5393.

The proposed changes will better prepare students for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

OU - Master of Arts in Communication (222)

Degree program requirement changes

For the Communication option:

For the Organizational Communication concentration:

Add combination of COMM 5023 and COMM 5053 as alternative for combination of COMM 5003 and COMM 5313.

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.

No funds are requested from the State Regents.

OU - Master of Education in Special Education (219)

Degree program requirement changes

Remove EDSP 5013.

Add EDSP 5413.

Add EDSP 5603 as an alternative for EDSP 5143.

The proposed changes will better align the curriculum with industry trends and new faculty expertise.

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 - Master of Science in Geology (095)

Degree program requirement changes

Add GEOL 5001.

Change credit hours for Electives from 14 to 13.

The proposed changes will better prepare students to matriculate through the program.

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.

OU - Doctor of Philosophy in Special Education (220)

Degree program requirement changes

Add EDSP 6503 and EDSP 6523.

Add EDSP 5603 as an alternative for EDSP 5143.

Change credit hours for Required Courses from 27 to 36.

Change minimum credit hours for Educational Research from 12 to 21.

The proposed changes will enhance the academic rigor of the program, and better align the curriculum with industry trends.

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.

OUHSC - Bachelor of Science in Nutritional Science (009)

Degree program requirement changes

Remove three credit hour upper division elective.

Add NS 4213.

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.

OUHSC – Bachelor of Science in Dental Hygiene (013)

Degree program requirement changes

Remove SOC 1113.

Add DH 4413.

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.

RSU – Associate in Arts in Social Sciences (019)

Degree program requirement changes

Remove HIST 2493, SOC 1113, and three credit hour guided elective.
Add MATH 1413 and SOC 2123.
Require PSY 3013 or PSY 3033.
The proposed changes will better align the curriculum with existing faculty expertise.
One new course will be added and no courses will be deleted.
Total credit hours for the degree program will change from 67 to 64.

RSU – Bachelor of Science in Business Administration (113)

Degree program requirement changes

Add CS 1113.

Change credit hours for lower-division Business courses from 15 to 18.

Change credit hours for Electives from 9-18 to 5-11.

The proposed changes will ensure that students meet graduation requirements and improve their ability to graduate.

No 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.

RSU – Bachelor of Science in Sport Management (122)

Degree program requirement changes

Add CS 1113.

For the Sport Business option:

Remove ART 1213 and add SPMT 3113.

Change credit hours for Program Core Requirements from 45 to 48.

Change credit hours for Electives from 16-17 to 7-8.

The proposed changes will better prepare students for employment and improve their ability to graduate.

One new course will be added and no courses will be deleted.

Total credit hours for the degree program will change from 126 to 120.

No funds are requested from the State Regents.

RSU - Master of Business Administration in Business Administration (213)

Degree program option additions and degree program requirement changes

Add options:

Management.

Accounting.

Sport Management.

Data Analytics.

Health Care Management.

Remove MGMT 5213 and 6 credit hours of guided electives.

Add ACCT 5233, BADM 5143, BADM 5243, TECH 5443, TECH 5533, SPMT 5543, HLSC 5113, HLSC 5223, and HLSC 5333.

Change credit hours for Program Core Requirements from 30 to 27.

The proposed options and curricular changes will better prepare students for employment.

Nine 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.

SEOSU – Master of Business Administration in Business Administration (075)

Degree program requirement changes and degree program option deletion

For the Accounting option:

Remove MNGT 5453 and MNGT 5773.
Add ACCT 5273 and ACCT 5283.
For the Aerospace Logistics option:
Remove AVIA 5103 and add AVIA 5303.
For the Human Resources Management option:
Remove MNGT 5453 and add BUS 5133.
For the Marketing option:
Remove MNGT 5453 and MNGT 5773.
Add MKT 5543 and MKT 5553.
Delete option Hospitality Management.
The proposed option deletion is due to lack of student interest and low enrollment.
There are no students enrolled in the option.
Remove MNGT 5533 and MKT 5433.
The proposed curriculum changes will better prepare students for employment.
Three 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.

UCO – Bachelor of Arts in Modern Languages (124)

Bachelor of Arts in Education in Modern Language Education (125)

Degree program requirement changes

For the French option:

Add FRCH 2303.

Change credit hours for Intermediate French from 6 to 9.

Change credit hours for Electives from 12 to 9.

The proposed changes will align the curriculum with similar programs at peer institutions and better prepare students for employment.

One new course 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.

UCO – Bachelor of Arts in Psychology (141)

Degree program designation change and degree program requirement changes

Change degree designation to Bachelor of Science.

Add requirement to earn a grade of C or better in MATH 1113, ENG 1113, ENG 1213, BIO 1114, and BIO 1211.

Add PSY 3253.

Remove PSY 1123, PSY 1133, PSY 3033, PSY 3913, PSY 4393, PSY 4213, and PSY 4393.

Add requirement to choose three courses from three Thematic areas: Cognitive, Biological, and Behavioral Psychology, Social/Personality Psychology, and Applied Psychology.

Change credit hours for Major Requirements from 54 to 69.

Change credit hours for Core Courses from 45 to 30.

Change credit hours for Electives from 9 to 12.

The proposed degree designation change will align the degree with industry's classification of psychology as a science-oriented academic discipline.

The proposed curricular changes will align the curriculum with similar programs at peer institutions and recommendations from external reviewers, improve students' ability to transfer into the program from two-year institutions, better prepare students for employment and to apply for graduate school, and enhance the academic rigor of the program.

Fifteen 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.

UCO – Bachelor of Business Administration in Management (020)

Degree program requirement changes

For the Management option:

Remove ACCT 3113, ACCT 3413, and MGMT 3113.

Change credit hours for Required Courses from 18 to 12.

Change credit hours for Electives from 9 to 15.

The proposed changes will provide students with more flexibility, align the curriculum with similar programs at peer institutions, and adhere to recommendations from current students and the programs' advisory board.

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.

UCO – Bachelor of Science in Chemistry (025)

Degree program option addition and degree program requirement changes

Add option Environmental Chemistry.

For the Chemistry option:

Add CHEM 3403.

Change credit hours for Required Courses for Advanced Chemistry from 12 to 15.

Change credit hours for Chemistry Electives from 9 to 6.

For the ACS certification option:

Change credit hours for Major Requirements from 76 to 75.

Change credit hours for Chemistry Electives from 7 to 6.

The proposed option addition will better prepare students for employment.

The proposed curricular changes will align the curriculum with other options in the degree program and better meet the academic needs of students.

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.

UCO – Bachelor of Science in Career, Technical, and Workforce Development (116)

Degree program name change and degree program requirement changes

Change program name to Workforce Development.

For the Workforce Development option:

○ Remove ORGL 3223 and ORGL 4113.

○ Add FACS 4573 and CTWD 4263.

The proposed name change will align the program name with industry trends and better reflects the broad scope of the program.

The proposed curricular changes will replace courses that UCO has determined can only be offered in UCO's Bachelor of Science in Organizational Leadership (775) degree program.

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.

UCO – Bachelor of Science in Data Science (235)

Degree program requirement changes

Add CMSC 4143.

Change credit hours for Major Requirements from 66 to 69.

Change credit hours for Required Courses from 48 to 51.

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 not change.
No funds are requested from the State Regents.

UCO – Bachelor of Science in Forensic Science (101)

Degree program requirement changes

For the Chemistry option:

Remove BIO 1114 and BIO 1211.

Add BIO 1204, BIO 1225, and BIO 1225L.

Change credit hours for Major Requirements from 32 to 36.

Change credit hours for Other Required Courses from 8 to 12.

The proposed changes will align the curriculum with new Forensic Science Education Programs Accreditation Commission accreditation standards.

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.

UCO – Bachelor of Science in Kinesiology (133)

Degree program requirement changes

For the Exercise/Fitness Management option:

Change graduation requirements:

Require completion of KINS 4950 during final semester of the degree program.

Require completion of the American College of Sports Medicine Certified Exercise Physiologist or the National Strength and Conditioning Association - Certified Strength and Conditioning Specialist exam while completing the KINS 4950 course.

The proposed changes will better align the program with Commission on Accreditation of Allied Health Education Programs standards.

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.

UCO – Master of Business Administration in Business Administration (008)

Degree program requirement changes

For the Business Administration and Professional MBA options:

Change admission requirements:

Remove minimum GRE score requirement.

The proposed changes will remove a barrier to program admission.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

UCO – Master of Education in Adult and Higher Education (156)

Degree program requirement changes

Change admission requirements:

Remove requirement to submit writing sample completed through UCO Testing Services.

Add requirement to submit a personal statement.

Remove ADED 5523 and add ADED 5263.

The proposed admission changes will remove a barrier to program admission.

The proposed curricular changes will better prepare students for employment.

No new courses will be added and no courses will be deleted.

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

UCO – Master of Education in Bilingual Education/Teaching English as a Second Language (199)

Degree program name change

Change program name to Bilingual Education/Teacher of English to Speakers of Other Languages.

The proposed change will align the program name with industry trends and enhance recruitment efforts.

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.

UCO – Master of Education in Reading (063)

Degree program requirement changes

Change admission requirements:

Remove requirement to have a standard teaching certificate in early childhood, elementary education, elementary secondary education, or secondary education.

Change graduation requirements:

Add requirement to have a valid Oklahoma teaching license/certificate.

The proposed changes will remove a barrier to program admission, and better prepare graduates to pursue the Reading Specialist certification.

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.

UCO – Master of Education in Secondary Education (200)

Degree program requirement changes

Change graduation requirements:

Remove requirement to complete a portfolio.

Remove ESFR 5112 and ESFR 5142.

Add ESFR 5383.

Remove requirement to complete 2-3 credit hours of Professional Education electives.

Change credit hours for Required Courses from 14 to 17.

Change credit hours for Teaching Specialty Courses from 15-16 to 15.

The proposed changes will align the program with Interstate Teacher Assessment and Support Consortium Core Teaching Standards 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.

No funds are requested from the State Regents.

UCO – Master of Public Health in Community Engagement (240)

Degree program requirement changes

Change admission requirements:

Add requirement to submit three letters of recommendation.

Remove HLTH 5613 and add HLTH 5153.

The proposed admissions changes will align the program's requirements with similar programs at peer institutions.

The proposed curricular changes will better align the curriculum with existing faculty expertise.

One new course will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

UCO – Master of Science in Athletic Training (189)

Degree program designation change and degree program requirement changes

Change degree designation to Master of Athletic Training.

Change admission requirements:

Add BIO 1114, PHY 1024, CHEM 1014, KINS 2643, BIO 2102, and PSY 1103 as prerequisite courses for admission.

Require KINS 4513 or KINS 4523 as prerequisite courses for admission.

Change minimum credit hours for prerequisite courses from 19 to 42.

Remove KINS 5233 and KINS 5393.

Add KINS 5321, KINS 5363, KINS 5381, HLTH 5433, and KINS 5633.

The proposed changes will better align the degree, admission requirements, and curriculum with Commission on Accreditation of Athletic Training Education standards.

Four new courses will be added and no courses will be deleted.

Total credit hours for the degree program will change from 45 to 50.

No funds are requested from the State Regents.

UCO – Master of Science in Biology (170)

Degree program requirement change

Change admission requirements:

Remove requirement to submit GRE scores.

The proposed change will align the program's admissions requirements with similar programs at peer institutions.

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.

UCO – Bachelor of Science in Family Life Education (180)

Degree program name change

Change program name to Human Development and Family Sciences.

The proposed change will align the program name 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.

UCO – Bachelor of Science in Nursing (129)

Degree program requirement changes

Change admission requirements:

Remove requirement to submit Health Education Systems, Inc. Admission Assessment (HESI A2) exam score.

Add requirement to submit a standardized admission assessment exam score.

Add IELTS minimum score of 6.5 as an alternative for minimum TOEFL score of 83 (web-based exam) or 560 (written exam) for applicants whose primary language is not English.

Add RN to BSN track/concentration.

Change credit hours for Major Requirements from 98 to 94-98.

The proposed admission changes will align the program's requirements with similar programs at peer institutions.

The proposed curricular changes will clarify degree requirements for students.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

UCO –Master of Science in Family and Child Science (181)

Degree program option name change and degree program requirement changes

For the Family Life Educator option:

Change option name to Family Science.

Add FMCD 5011 and FMCD 5793.

Remove requirement to complete 6-7 credit hours for Internship or Thesis.

Change credit hours for Required Courses from 18 to 19.

Change credit hours for Interdisciplinary Courses from 16 to 15.

Change total credit hours from 40-41 to 37.

For the Marriage and Family Therapy option:

Change admission requirements:

Remove requirement to submit a GRE score.

Remove requirement to submit a writing sample.

Remove requirement to submit three recommendation letters.

Remove requirement to submit undergraduate transcript with a minimum 2.75 GPA overall or 3.0 GPA in the last 60 hours attempted.

Remove requirement to complete three credit hours of undergraduate statistics as a prerequisite.

The proposed option name change will align the option name with industry trends and better reflects the focus of the option.

The proposed curricular changes will better prepare students to matriculate through the program and better prepare students for employment.

The proposed admission changes will remove barriers to program admission and clarify admission requirements for prospective students.

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.

UCO – Bachelor of Science in Fashion Marketing (183)

Degree program requirement changes

Remove FMKT 3233 and add FMKT 4443.

The proposed changes will better prepare students for employment and adhere to recommendations from the program's advisory board.

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.

UCO – Master of Fine Arts in Design (150)

Degree program requirement changes

Remove DES 5011, DES 5222, DES 5293, DES 5393, DES 5593, DES 5543, and 6 credit hours of general electives.

Add DES 5156, DES 5186, DES 5246, DES 5286, DES 5843, DES 5043, DES 5383, DES 5163, DES 5673, DES 5723, and DES 5433.

Require DES 5483, DES 5773, or DES 5990 (3 credit hours).

Require DES 5823 or DES 5990 (3 credit hours).

Change credit hours for Required Courses from 33 to 57.

Change credit hours for Guided Electives from 21 to 3.

The proposed changes will add greater structure to the curriculum and clarify degree requirements for students.

One new course will be added and three courses will be deleted.

Total credit hours for the degree program will change from 33 to 60.

No funds are requested from the State Regents.

UCO – Master of Science in Speech-Language Pathology (168)

Degree program requirement changes

Remove SLP 5292, SLP 5363, and SLP 5372.

Add SLP 5111, SLP 5202, SLP 5224, SLP 5151, and SLP 5161.

The proposed changes will better align the curriculum with Council on Academic Accreditation in Audiology and Speech Language Pathology standards.

Five new courses will be added and no courses will be deleted.

Total credit hours for the degree program will change from 48 to 50.

No funds are requested from the State Regents.

UCO – Master of Education in School Counseling (060)

Degree program option addition

Add option School and Professional Counseling.

The proposed option will enable students to qualify for counseling positions in secondary schools and other settings and to pursue the licensed professional counselor credential.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will change from 33 to 33-60.

No funds are requested from the State Regents.

UCO – Master of Arts in Psychology (171)

Degree program designation change and degree program requirement changes

Change degree designation to Master of Science.

For the General Psychology option:

Remove PSY 5233 and add PSY 5623.

Change admission requirements:

Remove minimum GRE score requirement.

For the Forensic Psychology option:

Remove PSY 5233 and FRSC 5910.

Add PSY 5183, FRSC 5223, and FRSC 5233.

Change admission requirements:

Remove minimum GRE score requirement.

For the Experimental Psychology option:

Remove PSY 5233 and add PSY 5623.

Change admission requirements:

Remove minimum GRE score requirement.

The proposed degree designation change will align the degree with industry's classification of psychology as a science-oriented academic discipline.

The proposed curricular changes will better prepare students for employment.

The proposed admission changes will remove a barrier to program admission.

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.

RCC - Associate in Arts in General Studies (070)

Degree program name change

Change program name to Liberal Studies.

The proposed name change will better reflect the focus of 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.

SSC – Associate in Science in Elementary Education (204)

Degree program requirement changes

Remove ENG 2433, PHYS 1114, and PHYS 1214.

Add BIOL 1234 as an alternative for BIOL 1114.

Require any three-credit hour course with ENG prefix.

Require two four-credit hour courses with PHYS prefix and attached laboratory.

Add any four-credit hour BIOL prefix and attached laboratory as an alternative for course with PHYS prefix and attached laboratory.

Change credit hours for General Education from 31 to 28.

Change credit hours for Major Requirements from 27 to 30.

The proposed changes will provide students with more flexibility and ease their ability to complete graduation requirements.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #30-b:

Suspensions.

SUBJECT: Ratification 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:

Seminole State College (SSC) requested authorization to suspend the program listed below:

- Associate in Arts in Art (201)

Tulsa Community College (TCC) requested authorization to suspend the programs listed below:

- Certificate in Business Computer User (355)
- Certificate in Project Management (285)

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:

SSC requested authorization to suspend the Associate in Arts in Art (201).

- SSC 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.
- SSC will reinstate or delete the program by May 31, 2024.

TCC requested authorization to suspend the Certificate in Business Computer User (355).

- TCC reports that this certificate is comprised of two courses with content that would be better suited for continuing education students 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 May 31, 2024.

TCC requested authorization to suspend the Certificate in Project Management (285).

- TCC reports that this certificate is comprised of three courses with content that would be better suited for continuing education students working towards obtaining the Project Management Professional credential 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 May 31, 2024.

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

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #30-c:

Reconciliations.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents approve the requests for degree program inventory reconciliations as described below.

BACKGROUND:

East Central University (ECU) requested degree program modifications for the Master of Education in Educational Leadership (098) to reconcile institutional practice with official degree program inventory.

Northeastern State University (NSU) requested degree program modifications for the Bachelor of Business Administration in Management (054) to reconcile institutional practice with official degree program inventory.

Tulsa Community College (TCC) requested program deletions for the Certificate in Business Computer User (355) and Certificate in Project Management (285) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

ECU requested degree program modifications for the Master of Education in Educational Leadership (098), which were approved by the State Regents at their March 4, 2021 meeting. Specifically, the modification incorrectly indicated to remove EDUC 5513. The course should remain a requirement in the curriculum. This action will correct this error and reconcile institutional practice with the official degree program inventory.

NSU requested degree program modifications for the Bachelor of Business Administration in Management (054), which were approved by the State Regents at their April 15, 2021 meeting. Specifically, the modification incorrectly identified 136 as the program code for the Bachelor of Business Administration in Management (054). The correct program code for the program is 054. This action will correct this error and reconcile institutional practice with the official degree program inventory.

TCC requested program deletions of the Certificate in Business Computer User (355) and Certificate in Project Management (285), which were approved by the State Regents at their March 4, 2021 meeting and

effective beginning the 2021-2022 academic year. TCC reports that these programs should have been suspended for three years rather than deleted. The requests to ratify these suspensions are included in the State Regents' May 28, 2021 agenda.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #30-d:

Academic Nomenclature.

SUBJECT: Ratification of Oklahoma State University's request to establish a new department.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved academic nomenclature change as described below.

BACKGROUND:

Oklahoma State University (OSU) requested authorization to establish the Department of Business Administration within the Spears School of Business. OSU's governing board approved the request at their April 23, 2021 meeting.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Approval of Changes in Academic Structure and Nomenclature policy.

ANALYSIS:

OSU requested approval to establish the Department of Business Administration within the Spears School of Business. The proposed change will focus greater attention on the business administration curriculum, better serve students taking business administration courses, allow for faculty development in business administration, enable the School to move forward with the creation of a pre-business admission infrastructure, and to offer a revamped general business degree.

The Associate Dean for Undergraduate Programs currently oversees all courses with the business administration (BADM) prefix and will continue in this capacity and serve as the head of the proposed department. One tenure-track faculty member and two clinical professors of practice will transition from the Department of Management into the proposed department. The head of the Management department is supportive of the transition. One professor of practice will be hired to teach courses currently taught by lecturers and the new business data analytics core course. One part-time staff member will be hired to support the department head, faculty, and students. Both positions will be funded by the School. No additional funding is requested from the State Regents for this change.

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

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #30-e (1):

Electronic Delivery.

SUBJECT: Northeastern State University. Approval to offer the following existing programs via electronic delivery: Bachelor of Arts in Geography and Sustainability Studies, the Bachelor of Business Administration in Information Systems, and the Bachelor of Technology in Technology.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's request to offer the following existing programs via electronic delivery: Bachelor of Arts in Geography and Sustainability Studies, the Bachelor of Business Administration in Information Systems, and the Bachelor of Technology in Technology.

BACKGROUND:

Northeastern State University (NSU) is currently approved to offer the following degree programs via online delivery:

- Bachelor of Science in Nursing (104);
- Bachelor of Science in Human and Family Science - Early Care Option (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education - Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);
- Master of Education Instructional Leadership (124);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Cyber Security (160);
- Certificate in Geographic Information Systems (163);
- Bachelor of Arts in Creative Writing (162);
- Master of Science in Higher Education Leadership (052);
- Bachelor of General Studies in General Studies (132);
- Master of Science in Library Media and Information Technology (129);
- Graduate Certificate in School Library Media Specialist (140);
- Master of Education in School Administration (103);

- Graduate Certificate in Administrator Education (003);
- Master of Business Administration in Business Administration (056);
- Master of Science in Nursing Education in Nursing (149);
- Bachelor of Business Administration in Hospitality and Tourism (093);
- Bachelor of Science in Health Organizations Administration (004);
- Master of Public Health in Public Health (166);
- Graduate Certificate in Public Health (165);
- Graduate Certificate in Public Health Leadership (167);
- Graduate Certificate in Global Health (168);
- Master of Education in Early Childhood Education (117);
- Certificate in STEM Education (022);
- Bachelor of Science in Criminal Justice (020);
- Bachelor of Science in Homeland Security (156);
- Bachelor of Science in Legal Studies (158);
- Bachelor of Business Administration in International Business Management (126);
- Certificate in Business Analytics (039);
- Certificate in Human Resource Management (064);
- Certificate in International Business (065);
- Graduate Certificate in Data Analytics (067);
- Graduate Certificate in Healthcare Administration Leadership (092);
- Graduate Certificate in Administrative Leadership in Nursing (171);
- Graduate Certificate in Higher Education Administration (119);
- Graduate Certificate in Nursing Education (169);
- Graduate Certificate in Nursing Informatics (170);
- Graduate Certificate in Operations Leadership (118);
- Graduate Certificate in American Indian Leadership (172);
- Graduate Certificate in Classroom Teaching (173);
- Graduate Certificate in Leadership (174);
- Graduate Certificate in Training and Development (175);
- Master of Science in Health and Sport Science (142); and
- Certificate in Event Management (179).

NSU's governing board approved offering the existing Bachelor of Arts in Geography and Sustainability Studies (036), the existing Bachelor of Business Administration in Information Systems (123), and the existing Bachelor of Technology in Technology (133) at their November 13, 2020 meeting. NSU 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 (OSRHE) Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

NSU satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus

Courses and Programs policy as summarized below.

Bachelor of Arts in Geography and Sustainability Studies (036)

Demand. Currently, 50 percent of students in the Bachelor of Arts in Geography and Sustainability Studies (036) program take online courses. None of these students have addresses in Tahlequah, but about half of them have addresses in Muskogee, Tulsa, Catoosa, or Broken Arrow. The remaining half live in Missouri, Oklahoma City, and other areas far outside Cherokee County. The great distance that many of these current students live away from NSU's main campus suggests that there is demand for online delivery of this degree program. In addition, data from the higher education research firm Gray and Associates show that in 2018, there were 7,860 "interest in the major" inquiries for geography from prospective students living within a 250-mile radius of NSU. Moreover, during the first seven months of 2019, NSU received 4,295 similar inquiries. This sizable number of inquiries from prospective students in surrounding areas also implies that NSU should offer the Bachelor of Arts in Geography and Sustainability Studies (036) program online.

Graduates from the Bachelor of Arts in Geography and Sustainability Studies (036) program obtain positions in local and tribal governments, and as K-12 teachers, business owners, park rangers, librarians, and realtors. Other graduates work for non-profit organizations, private businesses, or in the oil and gas industry. According to the U.S. Bureau of Labor Statistics, employment of geoscientists is projected to grow 5 percent from 2019 to 2029, which is faster than the average for all occupations. The U.S. Bureau of Labor Statistics also identifies Oklahoma as one of the top five states with the highest concentration of jobs for geoscientists.

Bachelor of Business Administration in Information Systems (123)

Demand. More students take online courses than face-to-face courses in the Bachelor of Business Administration in Information Systems (123) program. This enrollment pattern aligns with industry trends, since much of the work done by graduates of the Bachelor of Business Administration in Information Systems (123) program occurs in an online environment. Allowing students to practice navigating online environments throughout the entire program, would enable NSU to better prepare them for employment.

According to Oklahoma Employment Security Commission (OESC) data, employment for computer and information systems managers is projected to grow 5.9 percent between 2018 and 2028. OESC also projects that employment in northeast Oklahoma for computer and information systems managers will grow 19.8 percent between 2016 and 2026. In addition, computer and information system manager is currently considered a critical occupation by Oklahoma Works. The national employment outlook for this position is also very positive. The U.S. Bureau of Labor Statistics projects that employment of computer and information systems managers is projected to grow 10 percent from 2019 to 2029, which is much faster than the average for all occupations. The high employment demand for computer and information systems managers across Oklahoma and the United States suggests that offering this program online will attract many new students to NSU.

Bachelor of Technology in Technology (133)

Demand. NSU faculty have investigated the number of potential students in area career-technology centers and community colleges who are enrolled in degree programs that align with the Bachelor of Technology in Technology (133) program. Depending on the employment situation, many of these students will need a four-year degree to advance in their careers. Data from the 2018-19 academic year indicate the following distribution of potential students:

- Carl Albert State College (1,547);
- Connors State College (1,827);

- Murray State College (1,617);
- Northeastern Oklahoma A&M College (1,627);
- Northern Oklahoma College (2,546);
- Oklahoma State University Institute of Technology (2,195); and
- Tulsa Community College (13,903).

These enrollment numbers represent a potential applicant pool of more than 25,000 students. Providing the Bachelor of Technology in Technology (133) program online would make the program accessible to these individuals who will likely move directly into the workforce after graduating.

Recent graduates of the Bachelor of Technology in Technology (133) program have obtained positions with Indian Capital Technology Center - Tahlequah, Meggitt Training Systems, NORDAM, Grand River Dam Authority, Schlumberger Oilfield Services, Baker Hughes Oilfield Services, MST Manufacturing, Georgia Pacific, and Cherokee Nation. Additional employers in the northeastern Oklahoma area who are likely to hire graduates of the Bachelor of Technology in Technology (133) program include: Mayes County Google Data Center; Bennett Steel; Williams Construction; Cadet Manufacturing; Tulsa area manufacturing companies. The OESC projects that employment in northeast Oklahoma will grow for many positions that graduates of the Bachelor of Technology in Technology (133) program may hold. For example, OESC suggests that employment for industrial engineers will grow 12.8 percent, employment for mechanical drafters will grow 7.7 percent, and employment for construction managers will grow 8.5 percent between 2016 and 2026.

Delivery method. Faculty will utilize several technologies to electronically deliver the programs including Blackboard, a learning management system (LMS), and Zoom, a web-conferencing software. The LMS allows students to access course materials such as presentations and videos and provides a platform for interactive activities such as discussion boards, wikis, assignments, quizzes, exams, and written instructor feedback. Web conferencing facilitates synchronous activities such as live discussion with the class and live lectures. Web sessions can be recorded and linked in the LMS course shell for later access. Distance education students have full access to NSU's library through librarian chat, web-based databases, and online search engines. Online tutoring is free and available to all students using Tutor.com, linked in the LMS. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques.

Funding. The existing programs will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree programs through electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on January 19, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Due to employment demand, approval will not constitute unnecessary duplication.

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

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #30-e (2):

Electronic Delivery.

SUBJECT: University of Central Oklahoma. Approval to offer the Bachelor of Business Administration in Finance (016) via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the existing Bachelor of Business Administration in Finance via electronic delivery.

BACKGROUND:

The University of Central Oklahoma (UCO) is currently approved to offer the following degree programs via electronic delivery:

- Bachelor of Arts in Criminal Justice (028);
- Master of Arts in Criminal Justice Management Administration (149);
- Bachelor of Science in General Studies (105);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Career, Technical and Workforce Development (116);
- Bachelor of Business Administration in Marketing (021);
- Bachelor of Business Administration in Business Administration (007);
- Bachelor of Business Administration in Management (020);
- Master of Business Administration in Business Administration (008);
- Master of Education in Library Media Education (117);
- Master of Education Adult and Higher Education (156);
- Bachelor of Arts in Applied Liberal Arts (154);
- Bachelor of Science in Nursing (129);
- Master of Science in Nursing (204);
- Master of Music in Music (128);
- Graduate Certificate in Food Quality and Safety (155); and
- Master of Public Administration in Public Administration (203).

UCO's governing board approved offering the existing Bachelor of Business Administration in Finance (016) online at their February 26, 2021 meeting. UCO requests authorization to offer the existing program via electronic delivery, as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online

delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

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

Bachelor of Business Administration in Finance (016)

Demand. The Bachelor of Business Administration in Finance (016) currently has over 300 students enrolled. There are currently 38 students in the program who are only taking online courses. In addition, there are students in the program who are active duty military. If they are transferred, these students must enroll at a new university to finish their degree. Having the ability to complete this program online would enable both groups of students to finish their degrees at UCO.

Graduates of the Bachelor of Business Administration in Finance (016) program work in every area of financial services including banking, insurance, risk management, financial planning, and real estate. Most of the jobs require employees to meet with clients in a virtual format. Specific jobs that UCO's graduates have obtained include: commercial insurance underwriter; insurance claims; real estate mortgage underwriter; real estate appraiser; financial planner; financial analyst; and credit analyst. Examples of local firms that currently hire Bachelor of Business Administration in Finance (016) graduates with virtual experience include: AAA Insurance; Valiance Bank; National American Insurance Co.; NPVal; McAnally Wilkins Insurance; Jordan Gray and Associates; Access Financial; Citizens Bank; and Allstate.

According to the Oklahoma Employment Security Commission (OESC), employment is projected to grow 8.4 percent for appraisers and assessors of real estate, 6.7 percent for financial analysts, and 4.8 percent for credit analysts. In addition, OESC data indicate that employment in the Oklahoma City metropolitan area will grow for appraisers and assessors of real estate (16.4 percent), financial analysts (13.7 percent), and credit analysts (11.2 percent). Moreover, financial analyst is currently considered a critical occupation by Oklahoma Works. UCO is confident that offering the Bachelor of Business Administration in Finance (016) program online will improve the institution's ability to fill the high employment demand across Oklahoma for finance professionals.

Delivery method. Online courses will be delivered through Desire2Learn. Students are provided collaboration tools to encourage them to learn from each other and have better access to instructor support through WebEx. All instructors have been approved for teaching online courses through the UCO Center for eLearning and Continuing Education. Students will be given the option to take proctored exams using a UCO approved proctoring system in a remote location or locally in the College of Business Testing Center. Some professors will use McGraw-Hill Connect to administer exams and assignments.

Funding. The existing program will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree program through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on January 19, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #30-f:

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 May 28, 2021, State Regents' staff received a SARA renewal application from the institutions listed below:

- Oklahoma State University-Oklahoma City;
- Seminole State College; and
- Oklahoma City 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.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #30-g:

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 March 20, 2021 and April 23, 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 March 20, 2021 and April 23, 2021, there were 5 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Krush Digital Media in the amount of \$75,000.00 for the statewide media campaign aimed at creating awareness and affinity for the Oklahoma's Promise scholarship program. Krush will implement a media campaign targeting the parents of children who qualify for the program. (Funded from 210-Core).

OneNet

- 2) Utility Services Associates Construction Company in the amount of \$48,440.00 for a fiber build from the Oklahoma Community Anchor Network (OCAN) hut located in Henryetta, Oklahoma to Tannehill Public School 9283 in McAlester, Oklahoma to provide services to Tannehill Public Schools. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 3) Copper River Information Technology in the amount of \$99,232.27 for Dense Wavelength Division Multiplexing (DWDM) equipment to add an optical node to the Tishomingo hub located at Murray State College to provide backhaul services using dark fiber from the Trace Fiber Network partnership. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 4) Office of Management and Enterprise Services in the amount of \$87,151.33 for Cyber Risk insurance premiums. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).

OCAN

- 5) Copper River Information Technology in the amount of \$83,070.76 for equipment needed to fulfill the circuit order for Pioneer Telephone from Enid to Tulsa. Costs will be recovered from OCAN service fees. (720-OCAN).

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #30-h (1):

Non-academic Degrees.

SUBJECT: University of Oklahoma. Ratification of a request to award honorary degree in absentia.

RECOMMENDATION:

It is recommended that the State Regents ratify the University of Oklahoma's request to award an honorary degree in absentia.

STAFF ANALYSIS:

A request has been made from the University of Oklahoma (OU) to award an Honorary Doctor of Humane Letters degree, ratified by the State Regents at their April 15, 2021 meeting, in absentia to Sister Rosemary Nyirumbe.

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

- Institutions shall award honorary degrees in absentia only in exceptional circumstances to be approved by the State Regents.

Sister Rosemary is currently at work in Uganda and, due to COVID-19 restrictions on international travel, efforts made over the past several weeks by OU and governmental agencies to arrange for her travel to Oklahoma in time for the commencement have so far been unsuccessful. While OU will continue its efforts, with its commencement ceremony date approaching rapidly OU requests approval to award Sister Rosemary's degree in absentia should efforts continue to fail.

This request meets the requirements of the Oklahoma State Regents for Higher Education's policy, and time is of the essence; therefore, the Chancellor approved the request, according to the provisions of the Delegation of Authority to the Chancellor (2.8.2) policy, pending ratification by the State Regents. Ratification is recommended.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #30-h (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 Master of Science in Finance degree posthumously to Mr. Austin Romine.

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. Romine had completed 28 of the 36 required hours of course work towards his graduate degree, had maintained an overall GPA of 3.26, and anticipated graduating Spring 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

Austin Romine

having completed the requirements for the posthumous award of
the degree of

Master of Science
(Finance)

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

Secretary

Chancellor

Chairman, Board of Regents

President of the University

Academic Dean



**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #30-h (3):

Non-academic Degrees.

SUBJECT: Cameron University. Ratification of a request to award a posthumous degree.

RECOMMENDATION:

It is recommended that the State Regents ratify Cameron University's request to award a posthumous degree.

STAFF ANALYSIS:

A request has been made from Cameron University to award a Bachelor of Science degree posthumously to Ms. Makayla Lauren Taylor.

State Regents' Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work."

At the time of her death, Ms. Taylor lacked 15 hours to the completion of her degree in psychology and anticipated graduating in Spring 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

Cameron University

make known that

Makayla Lauren Taylor

having completed the requirements for the posthumous award

of the degree of

Bachelor of Science

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 Cameron University at Lawton, Oklahoma, this
seventh day of May, Two Thousand Twenty-One.



FOR THE STATE REGENTS:

Ann Holloway

Chairman

[Signature]

Secretary

[Signature]

Chancellor

FOR THE UNIVERSITY:

[Signature]

Chairman, Board of Regents

[Signature]

President

Ronna Vanderlin

Vice President for Academic Affairs

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #30-h (4):

Non-academic Degrees.

SUBJECT: Oklahoma Panhandle State University. Ratification of a request to award posthumous degrees.

RECOMMENDATION:

It is recommended that the State Regents ratify Oklahoma Panhandle State University's request to award posthumous degrees.

STAFF ANALYSIS:

A request has been made from Oklahoma Panhandle State University to award an Associate in Science in Agriculture degree posthumously to Mr. Lukas Brian Simmons and a Bachelor of Science in Agricultural Education degree posthumously to Mr. Hadly Gary McCormick.

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. Simmons had completed 46 hours of coursework towards his Associate of Science in Agriculture degree, and was enrolled in an additional 15 hours of work. At the time of his death, Mr. McCormick was completing the last 15 credit hours towards his Bachelor of Science in Agricultural Education.

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 The

Oklahoma Panhandle State University

Have Posthumously Admitted

Hadly Gary McCormick

to the degree of

Bachelor of Science

Agricultural Education

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 Oklahoma Panhandle State University
at Goodwell on the seventh day of May, 2021.



FOR THE STATE REGENTS

Ann Holloway

CHAIR
[Signature]

SECRETARY
[Signature]

CHANCELLOR

FOR THE UNIVERSITY

Rick Davis

CHAIR, BOARD OF REGENTS
[Signature]

PRESIDENT OF THE UNIVERSITY
[Signature]

PROVOST



The Oklahoma State Regents for Higher Education
Acting Through The

DRAFT

Oklahoma Panhandle State University

Have Posthumously Admitted

Lukas Brian Simmons

to the degree of

Associate in Science

Agriculture

*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 Oklahoma Panhandle State University

at Goodwell on the seventh day of May, 2021.



FOR THE STATE REGENTS

Ann Holloway

CHAIR
[Signature]

SECRETARY
[Signature]

CHANCELLOR

FOR THE UNIVERSITY

Rick Davis

CHAIR, BOARD OF REGENTS
[Signature]

PRESIDENT OF THE UNIVERSITY
[Signature]

PROVOST



**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #30-i:

Resolution.

SUBJECT: Resolutions honoring retiring staff.

This item will be available at the meeting.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #31-a:

Programs.

SUBJECT: Current Status Report on program requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2020 as well as requests pending from the previous year.

POLICY ISSUES:

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

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2020-2021).

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

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

Supplement available upon request.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #31-b (1):

Annual Reports.

SUBJECT: Oklahoma College Savings Plan Annual Program Update for 2020.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Oklahoma College Savings Plan 2020 Update.

BACKGROUND:

The Oklahoma College Savings Plan (OCSP) began operation in April 2000. The Board of Trustees that oversees the OCSP is chaired by the State Treasurer. The Chancellor for Higher Education, an ex officio member of the board, currently serves as vice-chair. The State Regents' office also provides staffing support for the OCSP board.

The OCSP is Oklahoma's "529" plan, a designation based on the IRS code section which authorizes state "qualified tuition programs." As a "529" plan, earnings on investments in the program are exempt from both federal and state income taxes if used for qualified higher education expenses. The 2017 federal Tax Cuts and Jobs Act authorized withdrawals of up to \$10,000 per year to be used for eligible K-12 tuition expenses beginning January 1, 2018. The 2019 Setting Every Community Up for Retirement (SECURE) Act further authorized withdrawals for apprenticeship expenses and up to \$10,000 per beneficiary for student loan repayments. In addition, Oklahoma provides an annual state income deduction on contributions of up to \$10,000 per taxpayer or \$20,000 for joint-filers.

POLICY ISSUES:

The OCSP is designed to encourage Oklahoma families to save for higher education expenses. An OCSP account can be opened with as little as \$25 with subsequent contributions as small as \$25 dollars or \$15 per pay period. By encouraging savings, students are more likely to have the financial resources to afford college expenses without resorting to excessive student loan debt.

ANALYSIS:

After a competitive Request for Proposal (RFP) process, the Board of Trustees awarded a new five-year program management contract to TIAA-CREF Tuition Financing Inc. to continue administering the direct-sold program and a contract to Fidelity Investments to administer the advisor-sold program. The new contracts lowered expenses for participating Oklahoma families and improved investment options.

Account and Asset Growth

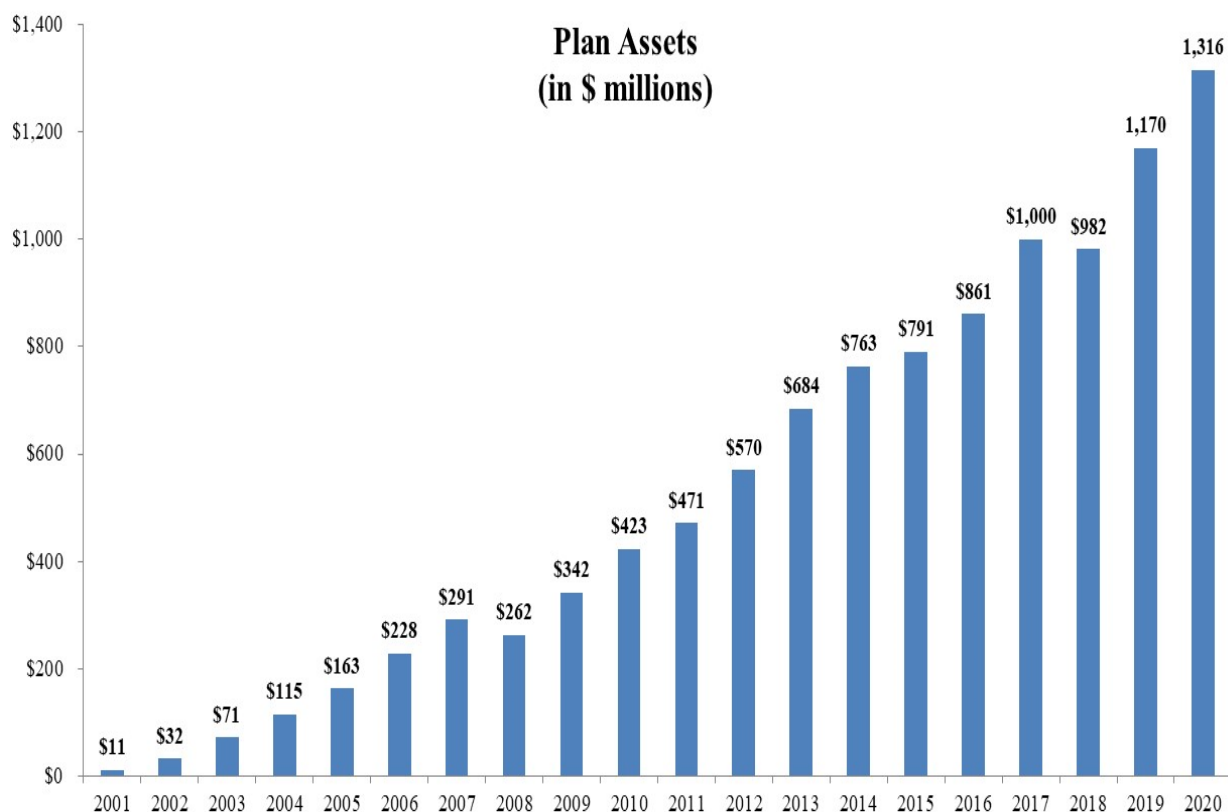
The following table shows the growth of the program over the past twenty years. Following a slight decline in assets in 2018, the program experienced a 19 percent increase in 2019 and a 12 percent increase in 2020.

Since the program's inception, Oklahoma families have withdrawn over \$600 million to pay for college expenses.

OCSP History of Account and Asset Growth

	Number of Investment Option <u>Accounts</u>	Annual Percent <u>Change</u>	Unduplicated Total <u>Accounts</u>	<u>Total Assets</u>	Annual Percent <u>Change</u>
As of 12/31/01	3,830	160%		\$10,729,693	251%
As of 12/31/02	12,017	213%		\$32,262,626	201%
As of 12/31/03	18,647	55%		\$70,823,971	120%
As of 12/31/04	24,390	31%		\$115,325,223	63%
As of 12/31/05	28,741	18%		\$163,146,757	41%
As of 12/31/06	32,735	14%		\$228,073,626	40%
As of 12/31/07	38,123	16%		\$290,897,749	28%
As of 12/31/08	41,744	9%		\$262,026,337	-10%
As of 12/31/09	44,466	7%		\$342,305,879	31%
As of 12/31/10	47,326	6%		\$422,735,335	23%
As of 12/31/11	51,088	8%		\$470,891,493	11%
As of 12/31/12	54,915	7%	45,170*	\$570,296,748	21%
As of 12/31/13	58,869	7%	48,453*	\$684,331,826	20%
As of 12/31/14	62,974	7%	51,830*	\$762,694,816	11%
As of 12/31/15	66,549	6%	54,637*	\$791,295,519	4%
As of 12/31/16	70,741	4%	56,948*	\$861,154,764	9%
As of 12/31/17	75,377	7%	59,688*	\$1,000,310,064	16%
As of 12/31/18	80,772	7%	64,911*	\$982,341,603	-2%
As of 12/31/19	85,397	5%	67,898*	\$1,170,364,579	19%
As of 12/31/20	85,449	1%	70,760*	\$1,316,245,335	12%

*Beginning with 2012, the program administrator began providing the number of total unduplicated accounts irrespective of the number of investment options within each account.



Allocation of Investments

Most account owners choose an enrollment year investment option that automatically adjusts the types of investments for the account as the student gets closer to college enrollment. The following table shows the distribution of accounts and assets among the investment options as of 12/31/20.

	Number of Investment Option <u>Accounts</u>	<u>Percent of Total</u>	<u>Total Assets</u>	<u>Percent of Total</u>
Enrollment Year Allocations	43,027	53.27%	\$674,706,300	51.26%
Global Equity Index Option	6,982	8.64%	\$138,635,335	10.53%
Guaranteed Option	8,057	9.97%	\$89,118,591	6.77%
Balanced Option	4,697	5.82%	\$55,269,387	4.20%
Diversified Equity Option	4,192	5.19%	\$49,818,521	3.78%
Fixed Income Option	1,771	2.19%	\$15,920,273	1.21%
U.S. Equity Index Option	5,852	7.25%	\$90,838,612	6.90%
Subtotal Direct-Sold Accounts	74,578	87.28%	\$1,114,307,019	84.66%
Advisor-Sold Accounts	10,871	12.72%	\$201,938,316	15.34%
Total - All Accounts	85,449	100.00%	\$1,316,245,335	100.00%

Qualified Withdrawals for College Expenses

Since 2001, Oklahoma families have withdrawn \$680 million to pay for college expenses.

OCSP History of Qualified Withdrawals for College Expenses

<u>Year</u>	<u>Qualified Withdrawals</u>	<u>Unique Beneficiaries</u>
FY2001	-\$12,681	3
FY2002	-\$230,549	92
FY2003	-\$1,478,822	417
FY2004	-\$3,136,835	854
FY2005	-\$6,562,560	1,418
FY2006	-\$11,534,223	2,103
FY2007	-\$16,741,130	2,607
FY2008	-\$20,513,720	3,047
FY2009	-\$23,941,975	3,454
FY2010	-\$27,863,243	3,943
FY2011	-\$31,799,282	4,239
FY2012	-\$36,150,803	4,603
FY2013	-\$41,578,157	5,018
FY2014	-\$46,393,229	5,431
FY2015	-\$52,262,552	5,901
FY2016	-\$57,121,259	6,408
FY2017	-\$62,679,670	6,806
FY2018	-\$74,863,498	9,480
FY2019	-\$85,608,114	9,077
FY2020	-\$78,078,434	8,280
Total	-\$680,706,471*	29,799#

*May not sum due to subsequent return of a few withdrawals.

#Unduplicated count of beneficiaries for all withdrawals since 2001.

2020 Investment Performance

Direct-Sold Program – Investment returns for the new enrollment year options in the direct-sold program from the start of the new contract period on 5/8/2020 to 12/31/2020 were very strong, ranging from +7.6 percent to +26.4 percent, depending on the enrollment year and the risk level of the option chosen.

<u>Enrollment Year Options</u>	<u>Performance 5/8/2020 to 12/31/20</u>
In School Enrollment Option	+7.6%
2020/2021	+10.4%
2022/2023	+13.8%
2024/2025	+16.3%
2026/2027	+18.2%

2028/2029	+19.9%
2030/2031	+22.0%
2032/2033	+24.1%
2034/2035	+25.8%
2036/2037	+26.4%

Static investment options in the direct-sold program were not changed for the new contract period. Investment returns in 2020 for these options were also strong.

	<u>2020 Performance</u>
Diversified Equity option	+14.4%
U.S. Equity Index option	+20.5%
Global Equity Index option	+16.5%
Balanced option	+11.5%
Fixed Income option	+6.7%
Guaranteed option	+1.7%

Advisor-Sold Program – The advisor-sold program administered by Fidelity Investments has a total of twenty-seven investment options, including eight enrollment year portfolios, two static portfolios, and seventeen individual fund options. Because the new Fidelity funds did not begin operation until September 8, 2020, the performance reflects Class A shares for only the time period from 9/8/2020 to 12/31/2020.

	<u>Performance</u> <u>9/8/2020 to 12/31/2020</u>
Enrollment Year Option Portfolios	
OK 529 College Portfolio	+3.60%
OK 529 Portfolio 2022	+4.90%
OK 529 Portfolio 2025	+7.40%
OK 529 Portfolio 2028	+9.60%
OK 529 Portfolio 2031	+11.90%
OK 529 Portfolio 2034	+14.30%
OK 529 Portfolio 2037	+16.90%
OK 529 Portfolio 2039	+17.40%

	<u>Performance</u> <u>9/8/2020 to 12/31/2020</u>
Static Portfolios	
OK 529 Aggressive Growth Portfolio	+18.00%
OK 529 Moderate Growth Portfolio	+12.90%

	<u>Performance</u> <u>9/8/2020 to 12/31/2020</u>
Individual Funds	
OK 529 Asset Manager 60% Portfolio	+11.20%
OK 529 Diversified International Portfolio	+13.50%
OK 529 Dividend Growth Portfolio	+17.00%
OK 529 Equity Growth Portfolio	+16.30%
OK 529 Equity Income Portfolio	+16.00%
OK 529 Growth Opportunities Portfolio	+24.30%
OK 529 High Income Portfolio	+4.40%
OK 529 Inflation-Protected Bond Portfolio	+1.60%

OK 529 Limited Term Bond Portfolio	+0.80%
OK 529 New Insights Portfolio	+11.10%
OK 529 Small Cap Portfolio	+24.00%
OK 529 Stock Selector Mid Cap Portfolio	+23.90%
OK 529 Strategic Dividend & Income Portfolio	+12.40%
OK 529 Strategic Income Portfolio	+4.50%
OK 529 Total Bond Portfolio	+1.50%
OK 529 Value Strategies Portfolio	+28.10%
OK 529 Money Market Portfolio	+0.00%

Program Costs for Participants

Direct-sold program – There are no enrollment fees or commissions assessed on contributions in the direct-sold program. The annual administrative fee to participants is based on a management fee assessed for TIAA-CREF’s administrative services plus the underlying mutual fund fees (excluding the Guaranteed Option, which has no administrative fee). Total annual fees for participants range from 0.30 percent to 0.57 percent, depending on the investment option.

Advisor-sold program – Investments in the advisor-sold program are purchased as either Class A or Class C shares. Class A shares have an initial sales charge ranging from 3.75 percent to 5.75 percent, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 0.40 percent to 1.37 percent. Class C shares have a 1.00 percent initial sales charge, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 1.25 percent to 2.12 percent.

National Rating

SavingforCollege.com, an independent and authoritative website on state college savings plans, continues to give the OCSP direct-sold program a high rating of 4.5/5.0 for Oklahoma residents.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #31-b (2):

Annual Reports.

SUBJECT: Chiropractic Education Scholarship Program 2020-2021 Year End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Chiropractic Education Scholarship Program 2020-2021 Year End Report.

BACKGROUND:

The State Regents allocated \$27,200 from appropriations made by the 2020 Oklahoma Legislature for the 2020-2021 Chiropractic Education Scholarship Program. The purpose of the program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading to a Doctor of Chiropractic degree. Because Oklahoma does not have a school of chiropractic, the students attend schools in other states. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to \$6,000 annually, for a maximum of four annual scholarships.

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners approved twenty-eight students for participation in the Chiropractic Education Scholarship Program for the 2020-2021 academic year. The awards distributed to each participating institution for the 2020-2021 academic year, totaling \$24,600, are shown below.

Institution	2020-2021	
	Awardees	Amount
Cleveland College Kansas City, KS	12	\$9,016
Logan College of Chiropractic Chesterfield, MO	5	\$2,935
Parker College Dallas, TX	8	\$7,979
New York Chiropractic Seneca Falls, NY	1	\$934
Sherman College Spartanburg, SC	1	\$1,868
Texas Chiropractic College Pasadena, TX	1	\$1,868
TOTAL	28	\$24,600

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #31-b (3):

Annual Reports.

SUBJECT: Future Teachers Scholarship Program 2020-2021 Year End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Future Teachers Scholarship Program 2020-2021 Year End Report.

BACKGROUND:

The State Regents allocated \$67,999 from appropriations made by the 2020 Oklahoma Legislature for the 2020-2021 Future Teachers Scholarship. The purpose of the scholarship is to encourage the preparation of teachers in critical shortage areas for Oklahoma public schools. To the extent that funds are available, scholarships up to \$1,500 per year, renewable for up to three additional years, are awarded to help cover the costs of tuition, fees, books, materials and room and board.

ANALYSIS:

The critical teacher shortage areas for the 2020-2021 academic year were Science, Mathematics, Foreign Languages, Social Studies, School Counselor, Special Education, English/Language Arts, Business, Early Childhood Education, Health Education, Physical Education, Career and Technical Education, Art, and Music. Sixty-six students at nineteen institutions were approved for program participation for the 2020-2021 academic year. Expenditures totaled \$52,975.

The following table reflects the award distribution to each participating institution for the 2020-2021 academic year.

Oklahoma State Regents for Higher Education
 Future Teachers Scholarship
 2020-2021 Year End Report

Institution	Awards	Students
Cameron University	\$3,750.00	4
Carl Albert State College	\$357.00	1
East Central University	\$3,858.00	5
Eastern Oklahoma State College	\$179.00	1
Northeastern State University	\$12,150.00	12
Northwestern Oklahoma State University	\$2,474.00	5
Oklahoma Panhandle State University	\$420.00	1
Oklahoma State University	\$6,018.00	8
Rose State College	\$357.00	1
Southeastern Oklahoma state University	\$2,250.00	2
Southwestern Oklahoma State University	\$1,500.00	1
Tulsa Community College	\$357.00	1
University of Central Oklahoma	\$10,313.00	14
University of Oklahoma	\$5,274.00	5
Western Oklahoma State College	\$357.00	1
Oklahoma Christian University	\$1,103.00	1
Oklahoma City University	\$420.00	1
Southern Nazarene University	\$683.00	1
University of Tulsa	\$1,155.00	1
Totals	\$52,975.00	66

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #31-b (4):

Annual Reports.

SUBJECT: Tulsa Reconciliation Education and Scholarship Program 2020-2021 Year End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Tulsa Reconciliation Education and Scholarship Program 2020-2021 Year End Report.

BACKGROUND:

The 2001 Oklahoma Legislature passed the “1921 Tulsa Race Riot Reconciliation Act of 2001” which created the Tulsa Reconciliation Education and Scholarship Program (TRESP). During the 2002 session, the Legislature passed HB 2238 which amended the statutes creating the scholarship program. One of the amendments authorized the State Regents to annually award scholarships to two senior students at each high school in the Tulsa Public School District. The family income of the recipients may not exceed \$70,000. The scholarships are one-time awards of \$1,000.

ANALYSIS:

Eight students received awards during the 2020-2021 academic year at an award level of \$1,000. The recipients attended six different Oklahoma institutions—two at Northeastern Oklahoma A&M College, two at Oklahoma State University, one at Oklahoma State University Institute of Technology, one at Tulsa Community College, one at the University of Central Oklahoma, and one at the University of Oklahoma.

**TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP PROGRAM
2020-2021**

Nominating High School	Institution	Award
Booker T. Washington High School	University of Oklahoma	\$1,000
Daniel Webster High School	OSU-Institute of Technology	\$500
McLain High School	Northeastern Oklahoma A&M College	\$500
Nathan Hale High School	Oklahoma State University	\$1,000
Thomas Edison Preparatory High School	University of Central Oklahoma	\$1,000
Tulsa School of Arts and Sciences	Tulsa Community College	\$1,000
Will Rogers High School	Northeastern Oklahoma A&M College	\$1,000
Will Rogers High School	Oklahoma State University	\$1,000
Total		\$7,000

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #31-b (5):

Annual Reports.

SUBJECT: William P. Willis Scholarship 2020-2021 Year End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the William P. Willis Scholarship 2020-2021 Year End Report.

BACKGROUND:

In 1986, the Oklahoma Legislature created the William P. Willis Scholarship to honor the former Speaker of the House from Tahlequah who served in the Legislature from 1959-1986. The provisions of Title 70 O. S. 1991, Sections 2291-2292, authorize the Oklahoma State Regents for Higher Education to establish and maintain a program for the purpose of providing scholarships to low-income, full-time undergraduates enrolled at institutions in The Oklahoma State System of Higher Education. Up to twenty-eight students are nominated for awards each year by the presidents of Oklahoma State System institutions. Interest accrued from the William P. Willis Scholarship Trust provides each of the nominees an award amount proportional to the cost of attending institutions in each tier.

ANALYSIS:

The attached table shows the award distributions to thirty-two students (four alternate recipients were awarded for the spring semester) totaling \$57,600 for the 2020-2021 academic year.

The program is funded by a trust fund originally created by the Oklahoma Legislature in 1986 and funded with \$1 million provided over the first four fiscal years. For many years the trust fund provided adequate earnings for the program scholarship costs. However, due to restrictive statutory investment requirements, the program trust fund balance and earnings have declined in recent years. For FY2021, the State Regents approved an allocation of \$35,397 to minimize further decline of the trust fund balance. The allocation plus projected interest earnings of about \$20,000 total \$55,397 compared to expenditures of \$57,600. The fund balance as of March 31, 2021 was about \$778,000.

Oklahoma State Regents for Higher Education
 William P. Willis Scholarship
 2020-2021 Year End Report

Institution	Award
Cameron University	\$2,400.00
Carl Albert State College	\$1,000.00
Connors State College	\$2,000.00
East Central University	\$2,400.00
Eastern Oklahoma State College	\$2,000.00
Langston University	\$1,200.00
Murray State College	\$2,000.00
Northeastern Oklahoma A&M College	\$2,000.00
Northeastern State University*	\$4,800.00
Northern Oklahoma College	\$2,000.00
Northwestern Oklahoma State University	\$2,400.00
Oklahoma City Community College	\$2,200.00
Oklahoma Panhandle State University	\$2,200.00
Oklahoma State University	\$3,000.00
Oklahoma State University Institute of Technology	\$2,000.00
Redlands Community College	\$2,000.00
Rogers State University	\$2,400.00
Rose State College	\$2,000.00
Seminole State College	\$2,000.00
Southeastern Oklahoma State University	\$2,400.00
Southwestern Oklahoma State University	\$2,400.00
Tulsa Community College	\$2,000.00
University of Central Oklahoma	\$2,400.00
University of Oklahoma	\$3,000.00
University of Science and Arts of Oklahoma	\$2,400.00
Western Oklahoma State College	\$1,000.00
Total	\$57,600.00

*By statute, NSU is allotted two nominees; one must be a history major.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021

AGENDA ITEM #31-b (6):

Annual Reports.

SUBJECT: Oklahoma National Guard Tuition Waiver 2020-21 Year End Report and Institutional Reimbursement.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Oklahoma National Guard Tuition Waiver 2020-21 Year End Report.

BACKGROUND:

For the 2021-22 academic year, the State Regents allocated \$3,390,998 million for the Oklahoma National Guard Tuition Waiver, based on the number of hours waived during the 2020-21 academic year. The State Regents established the tuition waiver as an incentive for qualified young men and women to join the Oklahoma National Guard and as a means to retain skilled, productive citizens within the state. Oklahoma residents who are members of the National Guard are eligible for tuition waivers for up to eighteen credit hours per semester. Each participating institution is responsible for waiving a minimum number of credit hours each academic year based on the total undergraduate enrollment. The tuition waiver policy provisions related to financial need, to distribution of awards across fields of study and levels of students and the limit of 5.0 percent of E&G budget do not apply to this program.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

For the 2020-21 academic year, National Guard members received waivers totaling \$3,993,998, a decrease of 2.6 percent or \$108,521 from 2019-20. The total number of hours waived decreased by 1,156 or 4.6 percent. Of the total dollar amount waived, \$2,734,151 was waived in excess of the minimum required for institutional reimbursement and is the basis for the FY22 allocation to be approved along with the FY22 E&G budget item.

The current allotment is sufficient to cover the total dollars waived in FY21. The funds available will cover 100 percent of the total amount eligible for reimbursement.

Oklahoma State Regents for Higher Education
National Guard Fee Waivers
2020-21 Year-End Report

Institution	2019-20							2020-21							Difference from Previous Year
	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours above minimum	Dollars waived above minimum and basis for FY21 Allocation	Percent of Total Dollars above Minimum	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours above minimum	Dollars waived above minimum and basis for FY22 Allocation	Percent of Total Dollars above Minimum	
Univ. Center of Southern OK (Ardmore)	\$ 1,394	34	\$ 41.00	300	-266		0.0%	\$ -	0		300	-300		0.0%	-
Cameron University	166,216	1,110	\$ 149.74	300	810	\$ 121,293	4.2%	120,712	880	\$ 137.17	300	580	\$ 79,560	2.9%	(41,733)
Carl Albert State College	12,045	132	\$ 91.25	300	-168		0.0%	8,669	100	\$ 86.69	300	-200		0.0%	-
Connors State College	14,700	150	\$ 98.00	300	-150		0.0%	12,700	127	\$ 100.00	300	-173		0.0%	-
East Central University	84,046	448	\$ 187.60	300	148	\$ 27,765	1.0%	55,163	293	\$ 188.27	300	-7		0.0%	(27,765)
Eastern Oklahoma State College	-	0		300	-300		0.0%	2,886	25	\$ 115.43	300	-275		0.0%	-
Langston University	-	0		300	-300		0.0%	12,019	107	\$ 112.33	300	-193		0.0%	-
Murray State College	15,674	102	\$ 153.67	300	-198		0.0%	15,190	106	\$ 143.30	300	-194		0.0%	-
Northeastern Oklahoma A&M College	8,591	87	\$ 98.75	300	-213		0.0%	10,593	107	\$ 99.00	300	-193		0.0%	-
Northeastern State University	167,969	854	\$ 196.69	450	404	\$ 79,461	2.8%	187,048	949	\$ 197.10	450	499	\$ 98,353	3.6%	18,892
Northern Oklahoma College	50,154	440	\$ 113.99	300	140	\$ 15,958	0.6%	45,688	403	\$ 113.37	300	103	\$ 11,677	0.4%	(4,281)
Northwestern Oklahoma State	57,625	279	\$ 206.54	300	-21		0.0%	49,221	218	\$ 225.78	300	-82		0.0%	-
Oklahoma City Community College	164,470	1,631	\$ 100.84	450	1,181	\$ 119,092	4.2%	146,271	1,451	\$ 100.81	450	1,001	\$ 100,907	3.7%	(18,185)
Oklahoma Panhandle State University	3,696	24	\$ 154.00	300	-276		0.0%	3,850	25	\$ 154.00	300	-275		0.0%	-
Oklahoma State University	816,599	5,017	\$ 162.77	750	4,267	\$ 694,524	24.3%	824,610	5,010	\$ 164.59	750	4,260	\$ 701,166	25.6%	6,641
Oklahoma State University - OKC	123,833	965	\$ 128.32	450	515	\$ 66,087	2.3%	107,310	840	\$ 127.75	300	540	\$ 68,985	2.5%	2,898
Oklahoma State University - Okm	61,335	423	\$ 145.00	300	123	\$ 17,835	0.6%	83,481	554	\$ 150.69	300	254	\$ 38,275	1.4%	20,440
Redlands Community College	8,516	71	\$ 119.95	300	-229		0.0%	22,297	144	\$ 154.84	300	-156		0.0%	-
Rogers State University	147,506	958	\$ 153.97	300	658	\$ 101,314	3.5%	132,544	872	\$ 152.00	300	572	\$ 86,944	3.2%	(14,370)
Rose State College	91,702	764	\$ 120.03	450	314	\$ 37,689	1.3%	70,799	562	\$ 125.98	300	262	\$ 33,006	1.2%	(4,683)
Seminole State College	4,576	44	\$ 104.00	300	-256		0.0%	7,072	68	\$ 104.00	300	-232		0.0%	-
Southeastern Oklahoma State	106,730	528	\$ 202.14	300	228	\$ 46,088	1.6%	78,628	391	\$ 201.09	300	91	\$ 18,300	0.7%	(27,789)
Southwestern Oklahoma State University	223,324	1,088	\$ 205.26	300	788	\$ 161,746	5.7%	259,914	1,276	\$ 203.69	300	976	\$ 198,806	7.3%	37,060
Tulsa Community College	141,510	1,274	\$ 111.08	750	524	\$ 58,204	2.0%	116,602	1,036	\$ 112.55	450	586	\$ 65,954	2.4%	7,751
University of Central Oklahoma	959,016	4,350	\$ 220.46	750	3,600	\$ 793,668	27.7%	901,883	4,159	\$ 216.85	750	3,409	\$ 739,245	27.0%	(54,424)
University of Oklahoma	631,613	4,222	\$ 149.60	750	3,472	\$ 519,413	18.2%	605,834	4,026	\$ 150.48	750	3,276	\$ 492,974	18.0%	(26,439)
University of Oklahoma Health Sciences	20,702	66	\$ 313.67	300	-234		0.0%	18,308	54	\$ 339.04	300	-246		0.0%	-
University of Science and Arts	8,135	40	\$ 202.41	300	-260		0.0%	12,780	60	\$ 213.00	300	-240		0.0%	-
Western Oklahoma State	10,816	111	\$ 97.44	300	-189		0.0%	21,902	213	\$ 102.83	300	-87		0.0%	-
TOTAL	\$ 4,102,493	25,212	\$ 162.72	11,100	14,112	\$ 2,860,136	100.0%	\$ 3,933,972	24,056	\$ 163.53	10,500	13,556	\$ 2,734,151	100.0%	\$ (125,985)

*Note: OSU-Tulsa reported with the OSU Main Campus

** Beginning with the FY07 the non-resident hours waived are included with total hours waived.

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2021**

AGENDA ITEM #33:

Proposed Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning 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

Oklahoma City Community College – Visual and Performing Arts Center Atrium

MINUTES

Eight Hundred and Twelfth Meeting



April 15, 2021

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Oklahoma City Community College – Visual and Performing Arts Center Atrium

Minutes of the Eight Hundred and Twelfth Meeting
April 15, 2021

CONTENTS

Announcement of Filing of Meeting and Posting of the Agenda	19939
Call to Order	19939
Minutes of Previous Meetings	19939
Comments from the Chair.....	19939
Comments from the Chancellor	19940
Report of the Chancellor	19940
Higher Education Distinguished Service Award	19940
Welcome	19940
CACE Faculty Sharing Consortium.....	19941
Financial Literacy	19941
Budget Report and Revenue Update.....	19942
Legislative Update	19942
Task Force Reports	19943
Newman Civic Fellows.....	19945
New Programs.....	19945
Program Deletions	19948
Intensive English Programs	19949
High School Courses for College Admission	19949
Policy	19949
Course Equivalency Project.....	19951
Prior Learning Assessment	19951
Student Assessment	19951
Scholars for Excellence in Child Care	19951
ACT	19951
State Authorization Reciprocity Agreement.....	19952
E&G Budget.....	19952
Tuition.....	19952
Master Lease Program	19952
EPSCoR	19953
Purchasing.....	19953
Investments	19953
Consent Docket.....	19953
Reports	19955
Report of the Committees	19955
Proposed Executive Session	19956
Announcement of Next Regular Meeting	19956
Adjournment	19957

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Oklahoma City Community College, Visual and Performing Arts Center Atrium

**Minutes of the Eight Hundred and Twelfth Meeting
of the
Oklahoma State Regents for Higher Education
April 15, 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, April 15, 2021 at Oklahoma City Community College's Visual and Performing Arts Center Atrium. This special meeting was filed with the Secretary of State on April 9, 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, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven W. Taylor. Regent Jay Helm joined the meeting in progress at 10:18 a.m. Regent Ron White joined the meeting in progress at 10:24 a.m.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor made a motion, seconded by Regent Parker to approve the minutes of the State Regents' meeting on March 4, 2021. Voting for the motion via roll call were Regents Sherry, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none. Regents Helm and White were not present for the vote.
4. **COMMENTS FROM THE CHAIR.** Chair Holloway began by stating that things were almost back to normal and that the current plan is to hold the May 28, 2021 State Regents' meeting in the

State Regents' office. She stated that she appreciated all of the efforts that go into making the meetings possible and thanked the State Regents' staff for all of their continued hard work.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Glen D. Johnson began by introducing special guests at the meeting, including Secretary of Education Ryan Walters, Oklahoma City Community College Board of Regents Chair Devry Youngblood, Regional University System of Oklahoma (RUSO) Board of Regents Chair Susan Winchester, and RUSO Board of Regents Connie Reilly, Jane McDermott, and Deborah Lyon. Chancellor Johnson reported that in terms of the budget request that was submitted in November, a number of those items are still on the budget table for discussion, including funding for the Endowed Chairs backlog and Concurrent Enrollment. He stated that with a few weeks left in the legislative session, it remains important to continue efforts and communication with legislative members and to continue pushing the budget request. Chancellor Johnson concluded by recognizing State Regent Ron White for his service to the State Regents and mentioned the new appointment by Governor Stitt, Regent-Designate Courtney Warmington.

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 February 19, 2021 through April 5, 2021.

4.

7. **HIGHER EDUCATION DISTINGUISHED SERVICE AWARD.** This item was not addressed as both Distinguished Service Award recipients became unavailable. Their award presentations will be rescheduled.

7.1 **WELCOME.** Oklahoma City Community College Interim President Jeremy Thomas welcomed the State Regents and Chancellor Glen D. Johnson to the Oklahoma City Community College

campus. He discussed Oklahoma City Community College's partnership with the OKC County Health Department in hosting vaccination clinics on campus to distribute the COVID-19 vaccine, and highlighted the student and faculty involvement in these clinics. President Thomas encouraged all guests to come back to Oklahoma City Community College to tour their facilities.

8. **CACE FACULTY SHARING CONSORTIUM.** Carl Albert State College President Jay Falkner, Connors State College President Ron Ramming, and Eastern Oklahoma State College President Janet Wansick signed a Memorandum of Understanding remotely from the Eastern Oklahoma State College campus site in McAlester, Oklahoma. President Falkner, President Ramming, and President Wansick provided comments and stated that they were appreciative of the opportunity to collaborate. System Innovations Committee Chair Regent Jody Parker and Regent Steven Taylor provided comments and thanked the three presidents for their willingness to collaborate.

5.

9. **FINANCIAL LITERACY.** Chancellor Glen D. Johnson discussed the financial programs that institutions provide to students, recognizing Regent Ron White's leadership on this issue of making financial literacy programs available to students. Associate Vice Chancellor for Communications Ms. Angela Caddell presented on Oklahoma Money Matters (OKMM). She stated the goals of OKMM, discussing the development of the programs as well as the types of workshops, programs and tools that are offered. Ms. Caddell shared that OKMM had developed several digital programs in order to maintain their services during the pandemic, noting that they had provided more than 70 virtual workshops and presentations in 2020. WINDS Program Director at Western Oklahoma State College Mr. Mike Pate, East Central University Provost & Vice President for Academic Affairs Dr. Jeffrey Gibson and Director of the NASNTI HERITAGE Program Ms. Rhonda Hibbard, and University of Oklahoma Director of Financial Aid & Scholarships Mr. Brad Burnett presented the financial literacy programs available at their institutions.

10. **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 stated that general revenue collections through February 28, 2021 totaled \$349.8 million, are roughly \$1.9 million or 0.5 percent above the estimate. She noted that that this was primarily driven by the collection of individual tax collections. She stated that OMES credits that to early filers who are interested in receiving their federal stimulus money. Ms. Mauck stated that the gross production taxes are still trending below the estimates, at \$33.1 million or 54.6 percent below the estimate for February. She stated that since higher education was part of the group that received the first \$150 million with the March deposits to the institutions, they have now received 100% of the allocated appropriations from that revenue source. The cumulative collections for July 2020 through February 2021 remain above the estimate at 0.3 percent, or \$11.1 million above the estimate. Regarding CARES money, Ms. Mauck stated that through February 28, 2021, institutions have reported that they have spent \$122 million through the CARES money that was provided back in March and a portion of what was allocated to the institutions in December of 2020. She noted that \$58.9 million has been spent on direct grants to students. She concluded by discussing the slow-down of collections for March and April, as a result of the federal tax date being pushed back from April 15, 2021 to May 17, 2021.

11. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Ms. LeeAnna McNally provided State Regents with an update on legislative activity. Ms. McNally discussed House Bill 2926 by Speaker Charles McCall and Senator Adan Pugh, that the Economic Development and Workforce division of the Oklahoma State Regents for Higher Education have been assisting with. She stated that this bill continues to move through the process. Ms. McNally discussed Senate Bill 292 by Senator John Haste and Representative Jadine Nollan, which creates a fourteen-member task force to study Concurrent Enrollment, and noted that it had passed off the House Floor and will be sent to the Governor for his consideration. Ms. McNally mentioned that House Bill 1821

and its companion bill, Senate Bill 237, regarding the Oklahoma Tuition Aid Grant Scholarship and bringing the administration of this scholarship from the Oklahoma State Regents to the local institutions, had passed off the Senate Floor this morning and will also be heading to the Governor. Ms. McNally concluded by discussing that Senate Bill 132, which extends the application window for Oklahoma's Promise from the tenth grade to the eleventh grade, had also passed off the House Floor and has been sent to the Governor.

12. **TASK FORCE REPORTS.**

- a. **Online Education Task Force.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke stated that the Online Consortium of Oklahoma (OCO) has 25 institutional members and that 16 institutions of those institutions participated in a proctoring pilot through OCO. She discussed OCO's new website and a portal for Press Books, noting that they are looking at Open Educational Resources and how to bring down the cost of textbooks for students. She noted that 22 institutions, both public and private, are participating in Quality Matters (QM), which is a rubric for quality in online education. Dr. Blanke stated that they have supported 31 courses that have been certified as QM quality courses, and 102 dedicated workshops have been completed throughout the system, noting the immense savings for institutions because of the system-wide membership in QM. She also discussed the initiative with digital badging and microcredentialing with the Council for Online Learning Excellence, and that they are working well with OCO. Dr. Blanke stated that 60 faculty completed a digital STEM academy and earned digital badges after the six-week program. Dr. Blanke added that through OCO, they will conduct a year-long pilot with Credly Acclaim, making badges available to every institution with a capacity to have 10,000 earners through funding from the Lumina Foundation. She noted that the Credly Acclaim digital badges can be put on resumes and are recognized on many hiring groups. Dr. Blanke stated that three of the staff in Academic Affairs, Dr. Rachel

Bates, Dr. Stephanie Beauchamp and Mr. Brad Griffiths have been invited to author a chapter for a microcredentialing and workforce development book. 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. In conclusion, Dr. Blanke mentioned the Innovation Online Summit that is an online conference that is currently underway, and stated that the Online Excellence Awards will be ready to present at the May State Regents' meeting.

- b. **State Regents Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Ms. Angela Caddell began by stating that they have partnered with the Oklahoma Department of Mental Health and Substance Abuse Services to offer a custom version of their Crisis Intervention Training (CIT) certification program for campus law enforcement and security personnel. She stated that the first CIT event will be on Monday, April 19 at Rose State College's Student Union and will occur over five days. Ms. Caddell reminded the State Regents that the CIT is a police-based/first responder program that is designed to empower law enforcement to effectively aid individuals who are experiencing a mental health crisis. She added that since the program is highly interactive, they can only train 20-30 officers at a time but that the goal is to continue partnering with the Department of Mental Health to offer this several times a year so that all campus law enforcement and safety and security personnel have an opportunity to participate. Ms. Caddell mentioned that planning is in full swing for the Campus Safety and Security Summit in November and discussed the content planning, event structure, and noted that Dr. Scott Lewis, a national authority on optimizing campus behavioral intervention teams, will be the keynote speaker. She stated that they have issued a save the date for the summit and that session proposals are due by May 14. Ms Caddell noted that they are planning for this to be a live event in November but that they will continue to monitor safety standards for live events. She

concluded by stating that the Campus Safety and Security Task Force meets again on Wednesday, June 2, 2021.

13. **NEWMAN CIVIC FELLOWS.** Regent Hickman made a motion, seconded by Regent Helm to recognize the 2021 Newman Civic Fellows Awards. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none. Regent Turpen was not present for the vote.

6.

14. **NEW PROGRAMS.**

a. Oklahoma State University.

- (1) Regent Hickman made a motion, seconded by Regent Helm to approve a request from Oklahoma State University 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. 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.

- (2) Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke provided background on the item and discussed the meeting between Oklahoma State University and Northeastern State University on April 1, 2021. She stated that following this meeting, Academic Affairs staff did an analysis and that based on this analysis, it is their recommendation that this item move forward. Mr. Jonathan Buxton with xler Legal provided remarks on behalf of Northeastern State University (NSU) and stated that NSU requests that the State Regents deny

Oklahoma State University's request to offer the Bachelor of Science in Business Administration in Accounting in Tulsa. Mr. Tom Wolf, representing the Regional University System of Oklahoma Board of Regents, reiterated Mr. Buxton's remarks regarding the statutes and policies that discuss duplication of programs. Oklahoma State University President Burns Hargis provided remarks on behalf of Oklahoma State University. Oklahoma State Regents for Higher Education Interim General Counsel Mr. Matt Stangl provided remarks on the State Regents' authority set forth in statute and policy. Regent Helm made a motion, seconded by Regent Parker to approve a request from Oklahoma State University to offer the Bachelor of Science in Business Administration in Accounting in Tulsa. 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 Casey, to approve a request from the University of Oklahoma to offer the Master of Arts in Art and Technology, the Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling, the Certificate in Applied Statistics, the Graduate Certificate in Applied Statistics, the Certificate in Data Analytics, and the Graduate Certificate in Data Analytics. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none. Regent Helm was not present for the vote.
- c. Regent Hickman made a motion, seconded by Regent Parker, to approve a request from Cameron University 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. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Hickman, Turpen, and Taylor. Voting against the motion were none. Regents Helm and Casey were not present for the vote.
- d. Regent Hickman made a motion, seconded by Regent White to approve a request from

Northeastern State University to offer the Certificate in Event Management. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none. Regent Helm was not present for the vote.

- e. Regent Hickman made a motion, seconded by Regent Sherry, to approve a request from Carl Albert State College to offer the Associate in Applied Science in Cybersecurity Technology. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman. Voting against the motion were none. Regents Turpen and Taylor were not present for the vote.
- f. Regent Hickman made a motion, seconded by Regent Parker, to approve a request from Northern Oklahoma College to offer the Associate in Applied Science in Electronics Technology in Wind Energy Technician. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none. Regent Turpen was not present for the vote.
- g. Regent Hickman made a motion, seconded by Regent Parker, to approve a request from Rose State College to offer the Certificate in Computer Programming and Software Specialist. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none. Regent Turpen was not present for the vote.
- h. Regent Hickman made a motion, seconded by Regent Parker, to approve a request from Eastern Oklahoma State College to offer the Certificate in Ranch Operation - Stocker 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.
- i. Regent Hickman made a motion, seconded by Regent Sherry, to approve a request from Murray State College 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. 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.

- j. Regent Hickman made a motion, seconded by Regent Parker, to approve a request from Western Oklahoma State College 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. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

7.

- 15. **PROGRAM DELETIONS.** Regent Hickman made a motion, seconded by Regent Taylor, to approve the following requests for program deletions: The University of Oklahoma to delete the Graduate Certificate in Professional Applications of Interior Design; Oklahoma State University to delete the Master of Science in Information Assurance; Cameron University to delete the Associate in Applied Science in Criminal Justice; Northeastern State University to delete the Master of Education in School Counseling and the Master of Science in Substance Abuse Counseling; Northwestern Oklahoma State University to delete the Master of Education in Elementary Education and the Master of Education in Secondary Education; the University of Central Oklahoma to delete the Bachelor of Applied Technology in Technology Application Studies; Eastern Oklahoma State College to delete the Associate in Arts in Speech-Drama and the Associate in Applied Science in Computer Technology; and Oklahoma State University Institute of Technology to delete the Associate in Applied Science in Automotive Collision Repair Technology, the Associate in Applied Science in Diesel and Heavy Equipment/Aggreko SelecTech, the Associate in Applied Science in Diesel and Heavy Equipment Technology, the Associate in

Applied Science in Office Information Systems Technology, the Associate in Applied Science in Orthotic and Prosthetic Technologies, the Associate in Applied Science in Photography Technology, and the Associate in Applied Science in Watchmaking and Microtechnology. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

8.

16. **INTENSIVE ENGLISH PROGRAMS.** Regent Hickman made a motion, seconded by Regent Sherry, to approve the The Language Company-Edmond in Edmond, Oklahoma for 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.

17. **HIGH SCHOOL COURSES FOR COLLEGE ADMISSION.** Regent Hickman made a motion, seconded by Regent White, to ratify a request to approve high school courses for college admission by the Oklahoma Department of Career and Technology Education. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

18. **POLICY.**

- a. Posting of revisions to the Institutional Admission and Retention Policy. This item was for posting only.
- b. Posting of revisions to academic policy related to accreditation and state authorization. This item was for posting only.
- c. Posting of revisions to the Concurrent Enrollment policy. This item was for posting only.
- d. This item was taken out of order, after the Financial Literacy Reports. Regent Hickman made a motion, seconded by Regent Parker, to approve the revisions 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. Chair of the Higher Education Committee Representative Jadine Nollan provided comments via Zoom videoconference and thanked the presidents and Chancellor Glen D. Johnson for their work regarding Concurrent Enrollment.

- e. Regent Hickman made a motion, seconded by Regent Turpen, to approve an exception request to the Concurrent Enrollment policy from the University of Oklahoma. 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 the revisions to the Academic Program Approval 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. Regent Hickman made a motion, seconded by Regent White, to approve the revisions to the In-state/Out-of-state Status of Enrolled Students 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.
 - h. Regent Hickman made a motion, seconded by Regent Parker, to approve revisions to the Teacher Education 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.
19. **COURSE EQUIVALENCY PROJECT.** Regent Hickman made a motion, seconded by Regent White, to approve the Course Equivalency Project for the 2021-2022 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.

20. **PRIOR LEARNING ASSESSMENT.** Regent Hickman made a motion, seconded by Regent Parker, to approve the prior learning assessment matrix for technical education. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

21. **STUDENT ASSESSMENT.** Regent Hickman made a motion, seconded by Regent Taylor, to approve changes to the Assessment Plan for Oklahoma City Community College as required by the Assessment and Remediation 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.

22. **SCHOLARS FOR EXCELLENCE IN CHILD CARE.** Regent Hickman made a motion, seconded by Regent Turpen, to approve the contract modification between the Oklahoma Department of Human Services and the Oklahoma State Regents for the Scholars for Excellence in Child Care Program. 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. **ACT.** Regent Hickman made a motion, seconded by Regent Turpen, to approve the 2021-2022 ACT Agreement. 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.

24. **STATE AUTHORIZATION RECIPROCITY AGREEMENT.** Regent Hickman made a motion, seconded by Regent Turpen, to approve continued participation in the State Authorization Reciprocity Agreement. 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. **E&G BUDGET.** Regent Helm made a motion, seconded by Regent Parker, to approve the allocation of \$1,727,577 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,727,577 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, and Taylor. Voting against the motion were none. Regent Turpen left the meeting.

26. **TUITION.**

- a. Posting of requested Academic Services Fee Chances and Peer Limits for Tuition and Mandatory Fees, 2022. This item was for posting only.
- b. Announcement of public hearing on fees and tuition. The hearing will be held in-person and via Zoom teleconference call on Friday, May 28, 2021 at 9:00 a.m.

9.

10.

27. **MASTER LEASE PROGRAM.**

- a. Regent Helm made a motion, seconded by Regent White, to authorize for submission to the Council of Bond Oversight the 2021 Real Property Master Lease Series. The total projects from five institutions amount to approximately \$47.6 million. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.
- b. Regent Helm made a motion, seconded by Regent Sherry, to 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. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.

28. **EPSCoR.** Regent Helm made a motion, seconded by Regent Parker, to approve the appointment of an individual to the EPSCoR Advisory Committee. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.
29. **PURCHASING.** Regent Parker made a motion, seconded by Regent Helm, 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, and Taylor. Voting against the motion was Regent Hickman.
30. **INVESTMENTS.** This item was deleted.
31. **CONSENT DOCKET.** Regent Helm made a motion, seconded by Regent White to accept the following recommendations in the Consent Docket:
- a. Programs. Program Modifications. Approval of institutional requests.
 - b. Suspensions. Approval of institutional requests.
 - c. Reconciliations. Approval of institutional request
 - d. Academic Nomenclature. Ratification of institutional request.
 - e. Contractual Arrangements.
 - (1) Oklahoma State University Institute of Technology. Ratification of an institutional request to delete cooperate agreement programs.
 - (2) Rose State College. Ratification of an institutional request to add a cooperate agreement program.
 - f. Electronic Delivery.
 - (1) 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.

- (2) Carl Albert State College. Approval to offer the existing Associate in Arts in Health, Physical Education, and Recreation.
 - (3) Oklahoma City Community College. Approval to offer the following existing programs via electronic delivery: the Associate 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.
 - (4) Cameron University. Approval to offer the existing Bachelor of Science in Family and Child Studies via electronic delivery.
- g. State Authorization Reciprocity Agreement. Ratification of institutional requests to continue participation in the State Authorization Reciprocity Agreement.
- h. Operations. Ratification of purchases over \$25,000.
- i. Non-Academic Degrees.
- (1) Ratification of a request from the University of Oklahoma to award Honorary Degrees.
 - (2) Ratification of a request from the University of Oklahoma to award a posthumous degree.
 - (3) Ratification of a request from Northeastern State University to award a posthumous degree.
- j. Resolution. Resolution honoring retiring staff.

Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.

- 11.
- 12.
- 32. **REPORTS.** Regent Parker 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) Financial Aid Report. Student Financial Aid at State System Institutions for 2018-2019.
 - (2) State Regents' Policy Reporting Requirements Survey.
 - (3) Supplemental Pension Report, FY2020.

Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.

33. **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.

34. **PROPOSED EXECUTIVE SESSION.**

- a. This item was taken out of order, before the Consent Docket. 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.

- b. Regent Hickman made a motion, seconded by Regent Helm to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.
- c. Following executive session discussion, open session resumes.
- d. Regent Helm made a motion, seconded by Regent White to exit executive session. Voting for the motion were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.

13.

- 35. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Holloway announced that the next regular meetings are scheduled to be held 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.

14.

- 36. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

15.

ATTEST:

Ann Holloway, Chairwoman

Michael C. Turpen, Secretary