



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

October 27, 2022

NOTE

This document contains recommendations and reports to the State Regents regarding items on the October 27, 2022 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 October 27, 2022.

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

A G E N D A

University of Oklahoma
Headington Hall, 6th Floor Banquet Room
100 E. Lindsey St., Norman, OK 73019
Thursday, October 27, 2022 at 9 a.m.
Chair Michael C. Turpen, 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 current activities. (No Action, No Discussion.)
6. **President's Welcome.** Welcome from President Joe Harroz of the University of Oklahoma. Page 1. (Oral Presentation)

ACADEMIC

7. **New Programs.**
 - a. Oklahoma State University. Approval to offer the Education Specialist in Language, Literacy, and Culture Education. Page 3.
 - b. University of Oklahoma. Approval to offer the Master of Arts in Arts Management. Page 9.
 - c. University of Oklahoma College of Law. Approval to offer the Master of Legal Studies in Legal Studies. Page 15.
 - d. Connors State College. Approval to offer the Associate in Science in Computer Science, the Associate in Applied Science in Applied Technology, the Certificate in Computer Science, the Certificate in Mental Health, the Certificate in Child Advocacy, and the Certificate in Corrections. Page 21.
 - e. Oklahoma State University-Oklahoma City. Approval to offer the Associate in Science in Pre-Professional Studies. Page 41.

- f. Rose State College. Approval to offer the Associate in Applied Science in Film Studies and Digital Media. Page 49.
- 8. **Student Assessment.** Approval of institutional request for changes to approved student assessment plan. Page 57.
- 9. **Policy.**
 - a. Posting of revisions to the In-state/Out-of-state Status of Enrolled Students policy. Page 59.
 - b. Posting of revisions to the Functions of Research in the State System policy. Page 65.
- 10. **Launch Years Initiative Grants.**
 - a. Approval of Dana Center Launch Years Initiative technical assistance grant. Page 71.
 - b. Acceptance of a Schusterman Family Philanthropies grant for funding to support the Dana Center Launch Years Initiative. Page 73.
- 11. **Oklahoma's Promise.**
 - a. Posting of Proposed Permanent Administrative Rule Revisions. Page 77.
 - b. FY2024 Official Funding Estimate for the Oklahoma's Promise Scholarship Program. Page 81.
- 12. **Teacher Education.** Approval of incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program. Page 83.
- 13. **State Authorization.** Request to re-authorize an out-of-state institution to operate in Oklahoma. Page 85.

FISCAL

- 14. **E&G Budget.** FY2024 Budget Needs Request. Page 89.
- 15. **Endowment.** Approval of June 30, 2022, market values, distribution schedules and reports. Page 91.

16. **EPSCoR.**
 - a. Approval of Matching Funds for NASA. Page 119.
 - b. Appointment of Members to the Oklahoma EPSCoR Advisory Committee. Page 121.
17. **Investments.** Approval of Investment Managers. Page 123.

EXECUTIVE

18. **Free Speech Committee Policy.** Approval of the State Regents' Free Speech Committee Policy. Page 125.
- 18.1 **2023 Legislative Agenda.** Approval of the State Regents' 2023 Legislative Agenda. Page 129.1

CONSENT DOCKET

19. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
 - a. Programs.
 - (1) Program Modifications. Approval of institutional requests. Page 131.
 - (2) Program Suspension. Ratification of institutional request. Page 135.
 - b. Certificates of 15 or Fewer Credit Hours. Ratification of institutional request. Page 137.
 - c. Micro-credentials. Ratification of institutional requests. Page 139.
 - d. Reconciliations. Ratification of institutional request. Page 141.
 - e. Academic Nomenclature.
 - (1) The University of Oklahoma. Ratification of a request for an organizational modification. Page 143.
 - (2) Southeastern Oklahoma State University. Ratification of a request to establish a new department. Page 145.
 - f. High School Courses for College Admission. Ratification of a request to approve high school courses for college admission. Page 147.
 - g. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 149.
 - h. Operations.

- (1) Ratification of purchases over \$25,000. Page 151.
- (2) Personnel. Ratification of personnel. Page 153.
- i. Non-academic Degrees. Ratification of a request from Oklahoma State University to award a posthumous degree. Page 159.

REPORTS

20. Reports.

- a. Programs. Current Status Report on program requests. Page 161. (Supplement)
- b. Annual Report. Fall Preliminary Enrollment Report. Acknowledgement of the Fall Preliminary Enrollment Report. Page 163.

21. 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.

22. Proposed Executive Session. Page 173.

- a. Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) *Shepherd v. Oklahoma State Regents for Higher Education, et al.*, CJ-2020-2383, Oklahoma County District Court; and (2) *Black Emergency Response Team, et al. v. O'Connor, et al.*, Case No. CIV-21-1022 in the United States District Court for the Western District of Oklahoma; if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.
- b. Enter into executive session.
- c. Open session resumes.
- d. Vote to exit executive session.

23. **Announcement of Next Regular Meeting – the next regular meetings are scheduled to be held on Thursday, December 8, 2022 at 10:30 a.m. and Friday, December 9, 2022 at 9 a.m. at Oklahoma City Community College in Oklahoma City.**

24. **Adjournment.**

The Oklahoma State Regents for Higher Education are committed to ensuring that persons with disabilities are able to access the State Regents' public meetings. If you will need specialized assistance for an upcoming State Regents' meeting, please e-mail your request to accessibility@osrhe.edu or call 405.225.9116 at least 24 hours prior to the meeting. We will make every reasonable effort to accommodate your needs.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 27, 2022

AGENDA ITEM #6:

President's Welcome.

Oral Presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 27, 2022

AGENDA ITEM #7-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Education Specialist in Language, Literacy, and Culture Education.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Education Specialist in Language, Literacy, and Culture Education, 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.

- **Education Specialist in Language, Literacy, and Culture Education.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 2 students in Fall 2026; and
Graduates: a minimum of 2 students in 2026-2027.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The Oklahoma State University's (OSU) 2022-2023 Academic Plan is available at: <https://okhighered.org/complete-college-america/degree-completion-plans.shtml>.

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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

As a result of the APRA process, a net of 93 academic programs have been eliminated. After 30 years of documenting institutions' successful efforts to prioritize programs through APRA, along with recommendations from the Task Force on the Future of Higher Education to expand collaboration and limit program duplication, the Net Reduction table has been reset, beginning with the 2021-2022 academic year, to monitor the next 30 years of progress on this initiative.

Since 2021, OSU has taken the following program actions in response to APRA:

| | |
|----|--|
| 2 | Degree and/or certificate programs deleted |
| 24 | Degree and/or certificate programs added |

Program Review

OSU offers 340 degree and/or certificate programs as follows:

| | |
|-----|--------------------------------------|
| 91 | Certificates |
| 0 | Associate in Arts or Science Degrees |
| 0 | Associate in Applied Science Degrees |
| 114 | Baccalaureate Degrees |
| 84 | Master's Degrees |
| 51 | Doctoral Degrees |
| 0 | First Professional Degree |

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

Program Development Process

OSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Education Specialist in Language, Literacy, and Culture Education, via traditional and electronic delivery, at their March 25, 2022 meeting. OSU is currently approved to offer 120 degree and certificate programs through electronic delivery. OSU 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:

Education Specialist in Language, Literacy, and Culture Education

Program purpose. The proposed program is designed to provide a degree path beyond the master's degree for individuals who want to explore the teaching and learning of language and literacy in sociocultural contexts. Through this program students will better understand the complex digital and global perspectives of language and literacy education and be able to effectively facilitate learning engagements for society.

Program rationale and background. The proposed program will provide a degree completion option for students who begin a Ph.D. in Education (435), Language, Literacy, and Culture option, and then decide they do not want to engage in the dissertation research. This program serves the University's mission of providing access to advanced studies and supporting successful degree completion.

Employment opportunities. The Education Specialist degree is an advanced terminal degree in the United States designed for educators who wish to develop advanced knowledge of theory, research, and practice beyond the master’s degree level but do not wish to pursue a degree at the doctoral level. Often, leadership in school systems desire school leaders who hold more than a master’s degree for positions such as district curriculum specialist or district professional development director.

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 | 2 | Fall 2026 |
| Minimum graduates from the program | 2 | 2026-2027 |

Duplication and impact on existing programs. There are no Education Specialist in Language, Literacy, and Culture Education programs in Oklahoma. A system wide letter of intent was communicated by email on April 7, 2022. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval to offer the program will not constitute unnecessary duplication.

Curriculum. The proposed Education Specialist in Language, Literacy, and Culture Education will consist of 51 total credit hours as shown in the following table. No new courses will be added. The curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|-----------------------|--------------|
| Program Core | 9 |
| Option/Specialization | 24 |
| Major Electives | 15 |
| Research | 3 |
| Total | 51 |

Faculty and staff. The faculty for this program are the same as the Ph.D. faculty, and include a total of 10 faculty with doctoral degrees and active research/scholarship agendas. The faculty have complementary areas of study and expertise that provide a wide range of backgrounds for teaching courses and advising students.

Delivery method and support services. The proposed Education Specialist in Language, Literacy, and Culture Education will be offered traditionally and electronically through Canvas, Zoom, and face-to-face course options. Faculty teach both synchronous and half synchronous courses using Zoom for synchronous coursework and Canvas for asynchronous modules. The libraries, classrooms, and equipment are adequate for the proposed program.

Online Pedagogy and Training. 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.

Financing and program resource requirements. 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. Tuition and fees will be the same as the Ph.D. in Education program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Education Specialist in Language, Literacy, and Culture Education are shown in the following table.

| A. Funding Sources | Year of Program | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Total Resources Available from Federal Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Resources Available from Other Non-State Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Existing State Resources | \$0 | \$0 | \$0 | \$0 | \$0 |
| State Resources Available through Internal Allocation and Reallocation | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Tuition | \$4,606.02 | \$4,606.02 | \$9,214.40 | \$9,214.40 | \$9,214.40 |
| <i>Explanation: Y1 and Y2: \$383.85 per credit hour (12 hours per student); Y3-Y5: \$383.85 per credit hour (12 hours per student).</i> | | | | | |
| TOTAL | \$4,606.02 | \$4,606.02 | \$9,214.40 | \$9,214.40 | \$9,214.40 |

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Administrative/Other Professional Staff | \$0 | \$0 | \$0 | \$0 | \$0 |
| Faculty | \$500 | \$500 | \$1,000 | \$1,000 | \$1,000 |
| <i>Explanation: A typical 1 course allocation for a faculty member (or adjunct) would be \$5,000, and we are estimating 1 student in 2 classes for the first 2 years (1 student per class would be 0.05 of the maximum enrollment capacity of 20 students) and 2 students in 2 classes the third through fifth years in this program, per semester. Y1-Y2: (\$10,000x0.10)=\$500; Y3-Y5: (\$10,000x0.10)x2=\$1,000.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contractual Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Support Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$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 | \$500 | \$500 | \$1,000 | \$1,000 | \$1,000 |

**OKLAHOMA STATE UNIVERSITY
EDUCATION SPECIALIST IN LANGUAGE, LITERACY, AND CULTURE EDUCATION**

| Program Requirements | Credit Hours |
|---|--------------|
| Common Program Core | 9 |
| SCFD 6983 Diversity and Equity Issues in Education | 3 |
| SCFD 6113 Theoretical Foundations of Inquiry | 3 |
| CIED 6503 Doctoral Seminar | 3 |
| Research Methods (<i>select 3 hours from courses such as these</i>) | 3 |
| CIED 6073 Advanced Pedagogical Research | 3 |
| CIED 6253 Designing and Conducting Mixed Methods Research | 3 |
| REMS 6003 Analysis of Variance | 3 |
| SCFD 6123 Qualitative Research I | 3 |
| Language, Literacy, & Culture Specialization/Option (<i>select 24 hours from courses such as these</i>) | 24 |
| CIED 5473 Reading & Writing Difficulties | 3 |
| CIED 5733 History of Reading | 3 |
| LLCE 6083 Seminar in Writing Pedagogy | 3 |
| LLCE 6093 English Language Learners: Theory, Research, Policy & Practice | 3 |
| LLCE 6193 21 st Century Literacies: Theory, Research, & Practice | 3 |
| LLCE 6513 Staff Development in Literacy Education | 3 |
| LLCE 6653 Issues and Trends in Adolescent Literacy | 3 |
| LLCE 6673 Theory & Research on Contemporary Children's & YA Literature | 3 |
| LLCE 6683 Language, Literacy, & Culture | 3 |
| CIED 6060 Advanced Special Topics in Literacy Education | 3 |
| CIED 6880 Internship in Education: Literacy Teacher Education | 3 |
| CIED 6880 Internship in Education: Literacy Research Methodologies | 3 |
| Major Electives | 15 |
| <i>Electives can be chosen from any of the LLC specialization courses offered or from courses at the 5000 and 6000 levels in any related program area, as approved by the student's advisory committee.</i> | |
| Total | 51 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 27, 2022

AGENDA ITEM #7-b:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Master of Arts in Arts Management.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma’s request to offer the Master of Arts in Arts Management, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Arts in Arts Management.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 62 students in Fall 2025; and
Graduates: a minimum of 28 students in 2025-2026.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Oklahoma’s (OU) 2022-2023 Academic Plan is available at: <https://okhighered.org/complete-college-america/degree-completion-plans.shtml>.

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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

As a result of the APRA process, a net of 93 academic programs have been eliminated. After 30 years of documenting institutions' successful efforts to prioritize programs through APRA, along with recommendations from the Task Force on the Future of Higher Education to expand collaboration and limit program duplication, the Net Reduction table has been reset, beginning with the 2021-2022 academic year, to monitor the next 30 years of progress on this initiative.

Since 2021, OU has taken the following program actions in response to APRA:

| | |
|---|--|
| 3 | Degree and/or certificate programs deleted |
| 4 | Degree and/or certificate programs added |

Program Review

OU offers 338 degree and/or certificate programs as follows:

| | |
|-----|--------------------------------------|
| 59 | Certificates |
| 0 | Associate in Arts or Science Degrees |
| 0 | Associate in Applied Science Degrees |
| 124 | Baccalaureate Degrees |
| 98 | Master's Degrees |
| 57 | Doctoral Degrees |
| 0 | First Professional Degree |

All of these programs were reviewed in the past seven 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 Master of Arts in Arts Management, via traditional and electronic delivery, at their May 13, 2022 meeting. OU is currently approved to offer 69 degree and certificate programs through electronic delivery. OU 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:

Master of Arts in Arts Management

Program purpose. The proposed program is designed for students interested in building a career in the arts in an exciting but ever-changing marketplace. The program is built on a flexible structure of fine arts, arts entrepreneurship, and business courses that develop the skills needed for career success and creative impact.

Program rationale and background. OU recognizes the universal language of the arts and its crucial role in creating and sustaining a vibrant, culturally diverse environment. The Weitzenhoffer Family College of Fine Arts is committed to a standard of excellence in the fine arts encompassing the University's mandate for teaching, research/creative activity, and service. The faculty, staff and students are dedicated to the promotion of the arts within the state of Oklahoma, the nation, and the international community. The proposed program is a 30 credit hour program that combines coursework with two immersive practicum experiences that can be completed within a 15-month time frame. Thus, the program culminates with two significant practicums rooted in real-market work experience, allowing students to expand their personal network with successful arts entrepreneurs, artists, arts organizations, and philanthropists, while applying the knowledge, skills, and frameworks learned throughout the program to the workplace.

Employment opportunities. A job posting analysis was conducted based on potential program graduates in the broader roles of art administrator and creative director, with titles such as: Director of Performing

Arts, Stage Director, Art Director, Executive Director or CEO, and Vice-President positions in Marketing, Creative Directors, and other relevant positions to determine the size of the job market for potential program graduates. In 2020, there were 13,370 total postings for art management professionals, with a median employer-advertised annual salary of \$84,400.

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 | 62 | Fall 2025 |
| Minimum graduates from the program | 28 | 2025-2026 |

Duplication and impact on existing programs. There are no Master of Arts in Arts Management programs in Oklahoma. A system wide letter of intent was communicated by email on April 26, 2022. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval to offer the program will not constitute unnecessary duplication.

Curriculum. The proposed Master of Arts in Arts Management 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 A).

| Content Area | Credit Hours |
|---------------------|--------------|
| Program Core | 18 |
| Fine Arts Electives | 6 |
| Practicum Electives | 6 |
| Total | 30 |

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

Delivery method and support services. The proposed Master of Arts in Arts Management will be offered traditionally and electronically through Canvas, Zoom, and face to face course options. Canvas will allow students to access voiced presentations and videos, submit assignments online, receive feedback from instructors, and contact peers. Canvas can host the documents and interactive activities that will be utilized during asynchronous sessions. Zoom will allow classes to meet using webcams and sound systems. Live discussions with the instructor, office hours, and small group learning sessions and discussions will be facilitated through Zoom. The libraries, online learning center services, classrooms, and equipment are adequate for the proposed program.

Online pedagogy and training. 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. OU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

Financing and program resource requirements. 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. Initial start-up costs will be funded through the Provost's Office from profits of other online master's programs. No additional funding is requested from the State Regents to support the program.

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

| A. Funding Sources | Year of Program | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Total Resources Available from Federal Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Resources Available from Other Non-State Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Existing State Resources | \$0 | \$0 | \$0 | \$0 | \$0 |
| State Resources Available through Internal Allocation and Reallocation | \$231,511 | \$14,873 | \$0 | \$0 | \$0 |
| <i>Explanation: Support from central administration to support the launch of the new program.</i> | | | | | |
| Student Tuition | \$142,825 | \$768,300 | \$1,034,250 | \$1,034,250 | \$1,034,250 |
| <i>Explanation: The tuition estimates assume 3 starts per academic year with a Spring 2023 start. The Spring 2023 class is estimated to have 10 students, while subsequent summer, fall, and spring starts will have 15 new enrollments. Using a 70 percent retention rate (for budgeting purposes, the retention rate is applied in June for spring starts, in August for summer starts, and in January for fall starts), the headcount enrollments align with the Estimated Student Demand reported (10, 33, 62, 62, and 62). Tuition was calculated at a rate of \$985 per credit hour.</i> | | | | | |
| TOTAL | \$374,336 | \$783,173 | \$1,034,250 | \$1,034,250 | \$1,034,250 |

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Administrative/Other Professional Staff | \$30,000 | \$30,000 | \$30,000 | \$30,000 | \$30,000 |
| <i>Explanation: 0.5 FTE staff position split between other online programs to provide administration support to faculty and students enrolled in the online program.</i> | | | | | |
| Faculty | \$161,256 | \$334,522 | \$415,800 | \$415,800 | \$415,800 |
| <i>Explanation: Faculty will be paid \$3,333 + fringe per credit hour to teach on an overload basis in the program. Some faculty costs may eventually be absorbed by full-time instructional faculty, but the total budget would remain the same. Also, includes \$16,000 per year as a stipend for a faculty program coordinator and course development costs to create initial online offerings. Also, Year 1 includes \$85,345 for course development support to create new online courses.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$1,500 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| <i>Explanation: Estimated cost of equipment and materials for use in course preparation and delivery and research related to this program. Future year increases are based on projected enrollment increases. Costs could include</i> | | | | | |

| | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|
| <i>classroom supplies, handouts, data sets, in-class equipment (whiteboards, projectors, etc.), etc.</i> | | | | | |
| Library | \$2,500 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| <i>Explanation: Estimated cost of library materials for use in course preparation and delivery and research related to this program. Future year increases are based on projected enrollment increases.</i> | | | | | |
| Contractual Services | \$131,030 | \$361,101 | \$426,259 | \$426,259 | \$426,259 |
| <i>Explanation: Digital marketing costs; third-party support for student recruitment infrastructure and onboarding to OU.</i> | | | | | |
| Other Support Services | \$46,550 | \$46,550 | \$46,550 | \$46,550 | \$46,550 |
| <i>Explanation: Internal support (0.5 FTE) from the Office of Digital Learning to support the creation and maintenance of online courses.</i> | | | | | |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$1,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| <i>Explanation: Estimated cost of printing for use in research and class delivery for this program. Future year increases are based on projected enrollment increases.</i> | | | | | |
| Telecommunications | \$500 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| <i>Explanation: Estimated cost of telecommunications (e.g., office telephone, internet, etc.) for this program. Future year increases are based on projected enrollment increases.</i> | | | | | |
| Travel | \$0 | \$0 | \$0 | \$0 | \$0 |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$374,336 | \$783,173 | \$929,609 | \$929,609 | \$929,609 |

**UNIVERSITY OF OKLAHOMA
MASTER OF ARTS IN ARTS MANAGEMENT**

| Program Requirements | Credit Hours |
|---|---------------------|
| Common Program Core | |
| | 18 |
| AMGT 5013 Overview of Arts Management and Entrepreneurship | 3 |
| AMGT 5033 Entrepreneurial Mindset in the Arts | 3 |
| AMGT 5223 Marketing in the Arts | 3 |
| AMGT 5233 Financial Management and Budgeting in the Arts | 3 |
| AMGT 5263 Fundraising and Development in the Arts | 3 |
| AMGT 5243 Leadership and Strategic Thinking in the Arts | 3 |
| Fine Arts Electives (<i>select 6 hours</i>) | |
| | 6 |
| DRAM 4853 Theatre Management | 3 |
| ARTC 5943 Business of Art | 3 |
| AMGT 5173 Artists Management | 3 |
| LSMS 5163 Museum Management and Leadership | 3 |
| Practicum Electives (<i>select 6 hours</i>) | |
| | 6 |
| AMGT 5030 Internship | 3 |
| AMGT 5213 Arts Incubation Lab | 3 |
| AMGT 5970 Special Topics | 3 |
| Total | 30 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 27, 2022

AGENDA ITEM #7-c:

New Programs.

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

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma College of Law's request to offer the Master of Legal Studies in Legal Studies, via 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.

- **Master of Legal Studies in Legal Studies.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 14 students in Fall 2025; and
 - Graduates: a minimum of 9 students in 2025-2026.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Oklahoma College of Law's (OU-Law) 2022-2023 Academic Plan is available at: <https://okhighered.org/complete-college-america/degree-completion-plans.shtml>.

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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

As a result of the APRA process, a net of 93 academic programs have been eliminated. After 30 years of documenting institutions' successful efforts to prioritize programs through APRA, along with recommendations from the Task Force on the Future of Higher Education to expand collaboration and limit program duplication, the Net Reduction table has been reset, beginning with the 2021-2022 academic year, to monitor the next 30 years of progress on this initiative.

Since 2021, OU-Law has taken the following program actions in response to APRA:

| | |
|---|--|
| 0 | Degree and/or certificate programs deleted |
| 0 | Degree and/or certificate programs added |

Program Review

OU-Law offers 17 degree and/or certificate programs as follows:

| | |
|---|--------------------------------------|
| 7 | Certificates |
| 0 | Associate in Arts or Science Degrees |
| 0 | Associate in Applied Science Degrees |
| 0 | Baccalaureate Degrees |
| 9 | Master's Degrees |
| 0 | Doctoral Degrees |
| 1 | First Professional Degree |

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

Program Development Process

OU-Law's faculty developed the proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Master of Legal Studies in Legal Studies, via electronic delivery, at their May 13, 2022 meeting. OU-Law is currently approved to offer 11 degree and certificate programs through electronic delivery. OU-Law 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:

Master of Legal Studies in Legal Studies

Program purpose. The proposed program is meant to provide graduate level education to students with a solid grounding in the study of law while allowing additional flexibility in areas of relevant specialization.

Program rationale and background. The University of Oklahoma College of Law seeks to provide a dynamic intellectual community dedicated to teaching and learning, research, and service in the pursuit of law and justice as its students incorporate their legal training in preparation for the practice of law, judicial service, and other leadership positions in Oklahoma, the nation, and the world. This general Master of Legal Studies program addresses the current need for broad graduate legal education for individuals who wish to have a better understanding of the law but do not want to practice law.

Employment opportunities. The proposed Master of Legal Studies (MLS) offers working professionals with an additional credential and will provide a level of legal expertise that benefits current and future employers. Some of these benefits are familiarity with contemporary legal issues facing the business organizations, learning the practical and theoretical implications of the law and legal process, and conducting legal and interdisciplinary research relevant to professional practices. In addition to legal skills, some of the most sought-after skills by employers are skills that are taught methodically in graduate level legal education programs such as critical analysis, writing, and professional communication. An MLS will help equip professionals with the legal knowledge they need, and to think critically about legal issues and the consideration of legal factors of various solutions, and will help develop skills needed to communicate about legal and regulatory issues with internal and external organizational stakeholders.

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

| Productivity Category | Criteria | Deadline |
|---|----------|-----------|
| Minimum enrollment of majors in the program | 14 | Fall 2025 |
| Minimum graduates from the program | 9 | 2025-2026 |

Duplication and impact on existing programs. There are no Master of Legal Studies in Legal Studies programs in Oklahoma. A system wide letter of intent was communicated by email on April 7, 2022. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval to offer the program will not constitute unnecessary duplication.

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

| Content Area | Credit Hours |
|-----------------|--------------|
| Program Core | 18 |
| Major Electives | 14 |
| Total | 32 |

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

Delivery method and support services. The proposed Master of Legal Studies in Legal Studies will be offered electronically through Canvas and Zoom options. Canvas will allow students to access presentations and videos, submit assignments online, receive feedback from instructors, and contact peers. Canvas can also host the documents and interactive activities that will be utilized during asynchronous sessions. Zoom will allow classes to meet using webcams and sound systems. Live discussions with the instructor, office hours, and small group learning sessions and discussions will be facilitated through Zoom as well. The libraries, online learning center services, classrooms, and equipment are adequate for the proposed program.

Online pedagogy and training. 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. OU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality

standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

Financing and program resource requirements. 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.

Program resource requirements. Program resource requirements for the Master of Legal Studies in Legal Studies are shown in the following table.

| A. Funding Sources | Year of Program | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Total Resources Available from Federal Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Resources Available from Other Non-State Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Existing State Resources | \$0 | \$0 | \$0 | \$0 | \$0 |
| State Resources Available through Internal Allocation and Reallocation | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Tuition | \$152,374 | \$190,468 | \$228,561 | \$266,655 | \$304,748 |
| <i>Explanation: Tuition is calculated assuming 8 students in Year 1, 10 students in Year 2, 12 students in Year 3, 14 students in Year 4, and 16 students in Year 5. OU has estimated 75 percent non-resident and 25 percent resident and used a non-resident and resident tuition rate of \$964.50 per credit hour and \$550 per credit hour, respectively. Additionally, there is a \$186 per credit hour fee structure and a \$101.50 per semester fee (assumes 2 semesters each academic year). Each academic year, it is assumed students will take 18 credit hours.</i> | | | | | |
| TOTAL | \$152,374 | \$190,468 | \$228,561 | \$266,655 | \$304,748 |

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Administrative/Other Professional Staff | \$3,414 | \$4,374 | \$5,407 | \$6,497 | \$7,648 |
| <i>Explanation: Costs represent an allocation of cost for staff salaries and benefits supporting this program compared to the total program.</i> | | | | | |
| Faculty | \$36,487 | \$48,037 | \$59,374 | \$71,348 | \$83,987 |
| <i>Explanation: Costs represent an allocation of cost for faculty instruction salaries and benefits supporting this program compared to the total program.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$15 | \$20 | \$24 | \$29 | \$34 |
| <i>Explanation: Costs represent an allocation of cost for student employee salaries and benefits supporting this program compared to the total program.</i> | | | | | |
| Equipment and Instructional Materials | \$1,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| <i>Explanation: Estimated cost of computers, software, printing paper, copier usage, and other materials to support the online program.</i> | | | | | |
| Library | \$250 | \$500 | \$750 | \$1,000 | \$1,250 |

| | | | | | |
|--|-----------------|------------------|------------------|------------------|------------------|
| <i>Explanation: Books, periodicals, and other subscriptions utilized by faculty and students in the program.</i> | | | | | |
| Contractual Services | \$12,000 | \$15,000 | \$20,000 | \$20,000 | \$20,000 |
| <i>Explanation: Costs represent estimated marketing costs for student recruitment.</i> | | | | | |
| Other Support Services | \$38,094 | \$47,617 | \$57,140 | \$66,664 | \$76,187 |
| <i>Explanation: Costs represent cost of course development and contractual payments to third-party firm assisting with recruitment and student support services.</i> | | | | | |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$250 | \$500 | \$750 | \$1,000 | \$1,250 |
| <i>Explanation: Costs represent printing and postage associated with managing the program.</i> | | | | | |
| Telecommunications | \$250 | \$500 | \$750 | \$1,000 | \$1,250 |
| <i>Explanation: Costs represent phone and other communication costs associated with managing the program.</i> | | | | | |
| Travel | \$1,000 | \$2,000 | \$3,000 | \$3,000 | \$3,000 |
| <i>Explanation: Costs represent travel costs for faculty for conferences and other professional development.</i> | | | | | |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$92,760 | \$120,548 | \$149,195 | \$172,538 | \$196,606 |

ATTACHMENT A

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

| Program Requirements | | Credit Hours |
|--|---|--------------|
| Program Core | | 18 |
| LSG 5222 | Foundations of the U.S. Legal System | 2 |
| LSG 5001 | Legal Research & Sources of Law | 1 |
| LSG 5013 | Business Organizational Structures & Governance | 3 |
| LSG 5043 | Processes in Dispute Resolution | 3 |
| LSG 5023 | Regulatory & Administrative Law | 3 |
| LSG 5233 | Written & Oral Communication | 3 |
| LSG 5033 | Contract Law | 3 |
| Program Electives | | 14 |
| Select 14 hours of LSG, LSO, LSH, LSIB, or LSI Electives | | |
| Total | | 32 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 27, 2022

AGENDA ITEM #7-d:

New Programs.

SUBJECT: Connors State College. Approval to offer the Associate in Science in Computer Science, the Associate in Applied Science in Applied Technology, the Certificate in Computer Science, the Certificate in Mental Health, the Certificate in Child Advocacy, and the Certificate in Corrections.

RECOMMENDATION:

It is recommended that the State Regents approve Connors State College's requests to offer, via traditional and electronic delivery, the Associate in Science in Computer Science, the Associate in Applied Science in Applied Technology, the Certificate in Computer Science, the Certificate in Mental Health, the Certificate in Child Advocacy, and the Certificate in Corrections with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Science in Computer Science.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 20 students in Fall 2024; and
Graduates: a minimum of 10 students in 2024-2025.
- **Associate in Applied Science in Applied Technology.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 17 students in Fall 2026; and
Graduates: a minimum of 5 students in 2026-2027.
- **Certificate in Computer Science.** This certificate will be embedded within the proposed Associate in Science in Computer Science and will be included in the initial program review due in 2025.
- **Certificate in Mental Health.** This certificate will be embedded within the Associate of Arts in Psychology (046) and will be included in the 5-year program review due in 2026.
- **Certificate in Child Advocacy.** This certificate will be embedded within the Associate of Arts in Child Development (086) and will be included in the 5-year program review due in 2026.
- **Certificate in Corrections.** This certificate will be embedded within the Associate in Arts in Sociology (038) and will be included in the 5-year program review due in 2026.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Connors State College’s (CSC) 2022-2023 Academic Plan is available at: <https://okhighered.org/complete-college-america/degree-completion-plans.shtml>.

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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

As a result of the APRA process, a net of 93 academic programs have been eliminated. After 30 years of documenting institutions' successful efforts to prioritize programs through APRA, along with recommendations from the Task Force on the Future of Higher Education to expand collaboration and limit program duplication, the Net Reduction table has been reset, beginning with the 2021-2022 academic year, to monitor the next 30 years of progress on this initiative.

Since 2021, CSC has taken the following program actions in response to APRA:

| | |
|---|---|
| 1 | Degree and/or certificate program deleted |
| 7 | Degree and/or certificate programs added |

Program Review

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

| | |
|----|--------------------------------------|
| 12 | Certificates |
| 16 | Associate in Arts or Science Degrees |
| 3 | Associate in Applied Science Degrees |
| 0 | Baccalaureate Degrees |
| 0 | Master’s Degrees |
| 0 | Doctoral Degrees |
| 0 | First Professional Degree |

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

CSC’s faculty developed the proposals, which were reviewed and approved by institutional officials. CSC’s governing board approved delivery of the Associate in Science in Computer Science, the Associate in Applied Science in Applied Technology, the Certificate in Computer Science, the Certificate in Mental Health, the Certificate in Child Advocacy, and the Certificate in Corrections at their January 25, 2022 meeting. CSC is currently approved to offer 25 degree and certificate programs through electronic delivery. CSC requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Science in Computer Science

Program purpose. The proposed program is designed to prepare students for transfer to a baccalaureate program in Computer Science. The curricular focus is a set of courses concentrating on the skills necessary for the development of algorithms and data structures to solve problems using computers.

Program rationale and employment opportunities. The proposed program will provide students relevant learning opportunities that will assist them with the continually evolving advancements in a global society. Employment of computer science and information technology occupations are projected to grow 13 percent through 2026, faster than the average for all occupations, and add approximately 557,100 new jobs according to the US Bureau of Labor Statistics (BLS). According to Oklahoma Works, Computer Science is listed on the 2020-2022 Critical Occupations for Oklahoma. Some of the high demand occupations projected to have positive future growth include: Computer User Support Specialists – Certification, Computer & Internet Systems Managers, and Network Computer Systems Administrators. Oklahoma Employment Security Commission (OESC) data indicate that career opportunities related to computer science should increase through 2028. In-demand occupations include Computer System Analysts, Computer Network Support Specialists, Computer User Support Specialists, Computer Network Architects, Network & Computer Systems Administrators, Computer Programmers, Software Developers, and Web Developers & Digital Interface Designers.

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

| Productivity Category | Criteria | Deadline |
|---|----------|-----------|
| Minimum enrollment of majors in the program | 20 | Fall 2024 |
| Minimum graduates from the program | 10 | 2024-2025 |

Duplication and impact on existing programs. The proposed Associate of Science in Computer Science may share similar content with the following programs:

| Institution | Existing Program |
|--|---|
| Southwestern Oklahoma State University | Associate in Science in Computer Science (140) |
| Murray State College | Associate in Science in Computer Science (051) |
| Northern Oklahoma College | Associate in Science in Computer Science Pre-Professional (049) |
| Rogers State University | Associate in Science in Computer Science (097) |
| Seminole State College | Associate in Science in Computer Science (226) |
| Oklahoma City Community College | Associate in Science in Computer Science (106) |

A systemwide letter of intent was communicated by email on April 12, 2022. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The Associate in Science in Computer Science will consist of 62 total credit hours, as shown in the following table. Twenty new courses will be added and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|---------------------|---------------------|
| General Education | 37 |
| Major Requirements | 25 |
| Total | 62 |

Faculty and staff. CSC is actively in the recruitment process of hiring a full-time Computer Science instructor. Until a full-time Computer Science instructor is hired, the current courses are being taught by two well-qualified adjunct instructors.

Delivery method and support services. All courses will be delivered in a traditional or electronic format. The success of this program is contingent upon renovation of existing classroom space to accommodate development of two computer science laboratories. Both laboratories will be equipped with 30 student computer workstations. Network infrastructure is in place (gateways, routers, network bridges, modems, wireless access points, networking cables, line drivers, switches, hubs, and repeaters) to allow for the development of the two computer science laboratories in addition to one high density server and digital smartboards. CSC received a Title III NASNTI grant that will provide funding for these laboratories. The current library resources are adequate for the proposed program. Electronic delivery will be facilitated utilizing Canvas. Features will include instructor recorded lectures/presentations, teaching demonstration videos, digital tools to promote inclusive learning experiences of class problems and individual problems, and discussion boards.

Online Pedagogy and Training. 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. CSC is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

Financing. CSC has received a 5-year \$1.5 million Title III NASNTI grant “Expanding Opportunities for Success” of which this funding will be used to help in the development of new computer science courses. CSC expects this program to be self-sustaining after the Title III NASNTI grant expires. No additional funding is requested from the State Regents to support the program.

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

| A. Funding Sources | Year of Program | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Total Resources Available from Federal Sources | \$299,980 | \$299,940 | \$299,928 | \$299,740 | \$299,517 |
| <i>Explanation: NASNTI Title III grant.</i> | | | | | |
| 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 | \$0 | \$36,720 | \$73,440 | \$110,160 | \$146,880 |
| <i>Explanation & Calculations: In-state tuition and fees = \$153/credit hour, average load of 24 credit hours = \$3,672/student. CSC anticipates and enrollment of 0, 10, 20, 30, and 40 students in years 1 through 5.</i> | | | | | |
| TOTAL | \$299,980 | \$336,660 | \$373,368 | \$409,900 | \$446,397 |

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Administrative/Other Professional Staff | \$95,000 | \$97,850 | \$100,786 | \$99,220 | \$97,468 |
| <i>Explanation: Yearly totals include Project Director, Curriculum Specialist, & Administrative Assistant. These positions/salaries will not continue once the grant concludes.</i> | | | | | |
| Faculty | \$0 | \$37,800 | \$37,800 | \$37,800 | \$37,800 |
| <i>Explanation: Grant funds 1 full-time faculty member. Average faculty salary is \$37,800.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$8,000 | \$20,000 | \$36,000 | \$36,000 |
| <i>Explanation: Provide tutors for students in the program.</i> | | | | | |
| Equipment and Instructional Materials | \$53,980 | \$54,530 | \$65,820 | \$37,983 | \$44,480 |
| <i>Explanation: Includes purchases of computers and other equipment for classrooms.</i> | | | | | |
| Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contractual Services | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| <i>Explanation: Includes grant evaluation and faculty training.</i> | | | | | |

| | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|
| Other Support Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$950 | \$1,500 | \$3,000 | \$3,000 | \$3,000 |
| <i>Explanation: Includes grant forms and document processing.</i> | | | | | |
| Telecommunications | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| <i>Explanation: These expenses are covered as part of the institution's telecommunications.</i> | | | | | |
| Travel | \$7,200 | \$7,200 | \$7,200 | \$7,200 | \$7,200 |
| <i>Explanation: Professional development conferences.</i> | | | | | |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$161,130 | \$210,880 | \$238,606 | \$225,203 | \$229,948 |

Associate in Applied Science in Applied Technology

Program purpose. The proposed Associate in Applied Science in Applied Technology and supporting degree options will facilitate degree completion by Oklahomans who have earned an industry recognized credential to fulfill a career goal by combining general education course work with specific technical knowledge and skills in preparation for employment or career advancement. This initiative is designed for institutions to grant college credit for industry recognized credential(s) related to a program of study available at the institution. Students completing this program will have the skill sets most requested by Oklahoma employers and relevant to future occupations and career paths.

Program rationale and employment opportunities. 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, CSC, 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. 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. The proposals for all other schools were reviewed and approved by institutional officials at each participating institution and subsequently approved by the State Regents at their May 28, 2021 meeting. The nature of the collaborative program proposal will utilize a unique program code identifier for tracking and measuring success of the initiative.

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 | 17 | Fall 2026 |
| Minimum graduates from the program | 5 | 2026-2027 |

Duplication and impact on existing programs. The proposed Associate in Applied Science in Applied Technology is part of a statewide pilot initiative and may share similar content with the following programs:

| Institution | Existing Program |
|---|--|
| Panhandle State University | Associate in Applied Science in Technology (050) |
| Eastern Oklahoma State College | Associate in Applied Science in Applied Technology (875) |
| Murray State College | Associate in Applied Science in Applied Technology (875) |
| Northern Oklahoma College | Associate in Applied Science in Applied Technology (875) |
| Rogers State University | Associate in Applied Science in Applied Technology (111) |
| Tulsa Community College | Associate in Applied Science in Applied Technology (875) |
| Oklahoma State University – Oklahoma City | Associate in Applied Science in Applied Technology (080) |
| Oklahoma State University – Institute of Technology | Associate in Applied Science in Applied Technology (875) |
| Western Oklahoma College | Associate in Applied Science in Applied Technology (875) |
| Redlands Community College | Associate in Applied Science in Applied Technology (875) |
| Carl Alberts State College | Associate in Applied Science in Applied Technology (875) |
| Seminole State College | Associate in Applied Science in Applied Technology (875) |
| Rose State College | Associate in Applied Science in Applied Technology (875) |

A systemwide letter of intent was communicated by email on April 12, 2022. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the proposed program being part of a state-wide initiative, approval will not constitute unnecessary duplication.

Curriculum. The Associate in Applied Science in Applied Technology will consist of 60 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

| Content Area | Credit Hours |
|------------------------------------|---------------------|
| General Education | 19-21 |
| Technical – Occupational Specialty | 9-42 |
| Support & Related Courses | 0-33 |
| Total | 60 |

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

Delivery method and support services. All courses will be delivered in a traditional or electronic format. Electronic delivery will be facilitated utilizing Canvas, Zoom, and Tutor.com. Features will include instructor recorded lectures/presentations, teaching demonstration videos, digital tools to promote inclusive learning experiences of class problems and individual problems, and discussion boards. A new writing lab and library resources are also available on campus. The current resources are adequate for the proposed program.

Financing and program resource requirements. The proposed program is part of the statewide Associate of Applied Science in Applied Technology (875) initiative and 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 are set by each individual participating institution and will align with other programs. No additional funding is requested from the State Regents to support the program.

Certificate in Computer Science

Program purpose. The proposed embedded Certificate in Computer Science is a stackable credential that allows students to earn a credential in computer science while also working on their Associate in Science in Computer Science (new proposed program). The curricular focus is a set of courses concentrating on the skills necessary for the development of algorithms and data structures to solve those problems using computers.

Program rationale and employment opportunities. The primary goal of the proposed certificate is to prepare students for the ongoing studies in continuing their education as they seek a Computer Science degree and provide current relevant curriculum knowledge for the working world in their present vocations. Students earning a credential in computer science can find employment in a variety of industries. According to the Bureau of Labor Statistics, computer science and information technology occupations are projected to grow 13 percent through 2026. They also report that the demand for computer engineers is projected to increase 6 percent by 2028 with approximately 4,000 new jobs created nationwide.

Student demand. The proposed certificate is expected to fulfill student demand within the new proposed Associate in Science in Computer Science program.

Duplication and impact on existing programs. The proposed Certificate in Computer Science may share similar content with the following programs:

| Institution | Existing Program |
|---|--|
| Eastern Oklahoma State College | Certificate in Computer Coding (079) |
| Oklahoma State University – Oklahoma City | Certificate in Computer Support Technician (120) |
| Rose State College | Certificate in Computer Programming (135) |
| Rose State College | Certificate in Computer Programming & Software Specialist (329) |
| Oklahoma City Community College | Certificate in Computer-Aided Technology & Computer-Aided Design (084) |
| Oklahoma City Community College | Certificate in Computer Networking Support (121) |
| Oklahoma City Community College | Certificate in Computer Systems Support (122) |

A systemwide letter of intent was communicated by email on April 12, 2022. None of the State System institutions notified State Regents’ staff of a protest to the proposed certificate. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Computer Science will consist of 16 total credit hours as shown in the following table. Twenty new courses will be added and the curriculum is detailed in the attachments (Attachment C).

| Content Area | Credit Hours |
|----------------------|--------------|
| General Education | 3 |
| Program Requirements | 13 |
| Total | 16 |

Certificate in Mental Health

Program purpose. The proposed embedded certificate is a stackable credential that allows students to take classes in psychology and criminal justice while also working towards their Associate in Arts in Psychology (046).

Program rationale and employment opportunities. The Certificate in Mental Health is intended to address employer needs specifically in the criminal justice field. Many law enforcement agencies require mental health training and job-related training as part of the CLEET continuing education. CSC serves the Oklahoma Department of Mental Health and Substance Abuse Services organization in their area. This state organization requires continuing education and will allow related college credit courses to count towards this requirement while students are earning credits towards a credential. The proposed certificate will also support and partner with the organization’s work on Case Management and Peer Recovery Support Specialists.

Student demand. The proposed certificate is expected to fulfill student demand within the Associate in Arts in Psychology (046) program. The certificate will help serve students in communities surrounding CSC to pursue their studies in mental health.

Duplication and impact on existing programs. There are no Certificate in Mental Health programs offered in Oklahoma. A systemwide letter of intent was communicated by email on April 12, 2022. None of the State System institutions notified State Regents’ staff of a protest to the proposed certificate. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Mental Health will consist of 16 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachments (Attachment D).

| Content Area | Credit Hours |
|----------------------|--------------|
| General Education | 3 |
| Program Requirements | 13 |
| Total | 16 |

Certificate in Child Advocacy

Program purpose. The proposed embedded certificate is a stackable credential that allows students to take classes in sociology, child development, and criminal justice while also working towards their Associate in Arts in Child Development (086).

Program rationale and employment opportunities. The proposed certificate provides options for students to develop critical thinking skills, to be analytical managers, and obtain similar positions requiring problem-solving abilities. The certificate will allow students to choose courses related to the critical fields of elementary education, early childhood education, and education management.

Student demand. The proposed certificate is expected to fulfill student demand within the Associate in Arts in Child Development (086) program. The certificate will prepare students to work in local childcare facilities or for graduates to transfer to a university to earn a bachelors degree in child development.

Duplication and impact on existing programs. The proposed Certificate in Child Advocacy may share similar content with the following programs:

| Institution | Existing Program |
|-----------------------------------|---|
| Cameron University | Certificate in Early Childhood Administration (256) |
| Connors State College | Certificate in Child Development (090) |
| Eastern Oklahoma State College | Certificate in Child Development Assistant (063) |
| Northeastern Oklahoma A&M College | Certificate in Child Development (121) |
| Tulsa Community College | Certificate in Child Development (206) |
| Western Oklahoma State College | Certificate in Child Development Assistant (053) |
| Redlands Community College | Certificate in Child Development (061) |
| Carl Albert State College | Certificate in Child Development (048) |
| Seminole State College | Certificate in Child Development (229) |
| Rose State College | Certificate in Child Development (305) |
| Oklahoma City Community College | Certificate in Child Development (077) |

A systemwide letter of intent was communicated by email on April 12, 2022. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Child Advocacy will consist of 16 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachments (Attachment E).

| Content Area | Credit Hours |
|----------------------|--------------|
| General Education | 3 |
| Program Requirements | 13 |
| Total | 16 |

Certificate in Corrections

Program purpose. The proposed embedded certificate is a stackable credential that allows students to take classes in sociology and criminal justice while also working towards their Associate in Arts in Sociology (038).

Program rationale and employment opportunities. The Certificate in Corrections is intended to address employer needs specifically in the criminal justice field. Many law enforcement agencies require job-related training as part of the CLEET continuing education. CSC serves the Oklahoma Department of Mental Health and Substance Abuse Services organization in their area. This state organization requires continuing education and will allow related college credit courses to count towards this requirement while students are earning credits towards a credential. The proposed certificate will also support and partner with the organization’s work on Case Management and Peer Recovery Support Specialists.

Student demand. The proposed certificate is expected to fulfill student demand within the Associate in Arts in Sociology (038) program. The certificate will help serve students in communities surrounding CSC to pursue their studies in sociology, criminal justice, and social work.

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

| Institution | Existing Program |
|----------------------------|---|
| University of Oklahoma | Certificate in Restorative Justice (456) |
| Redlands Community College | Certificate in Criminal Justice – Corrections (108) |
| Redlands Community College | Certificate in Criminal Justice – Law Enforcement (109) |

A systemwide letter of intent was communicated by email on April 12, 2022. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on July 6, 2022. Neither UCO nor any other State System institutions notified State Regents’ staff of a protest to the proposed certificate. Due to the specific curricular focus of the certificate, approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Corrections will consist of 16 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachments (Attachment F).

| Content Area | Credit Hours |
|----------------------|--------------|
| General Education | 3 |
| Program Requirements | 13 |
| Total | 16 |

Delivery method and support services. The proposed certificates will be offered via traditional and electronic delivery. CSC utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas help facilitate student learning: discussion board, assignment submission, resources, and direct messaging between instructors and students. In addition, CSC utilizes Zoom, Office 365, and VidGrid to enhance virtual learning. CSC also uses Respondus for locking

down browsers and preventing cheating, as well as ExamSoft for some programs. The libraries, classrooms, and equipment are adequate for the proposed program.

Online Pedagogy and Training. 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. CSC is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

Financing and program resource requirements. The proposed Certificate in Computer Science will be embedded within the Associate in Science in Computer Science (new proposed program). The proposed Certificate in Mental Health will be embedded within the Associate of Arts in Psychology (046). The proposed Certificate in Child Advocacy will be embedded within the Associate of Arts in Child Development (086). The proposed Certificate in Corrections will be embedded within the Associate in Arts in Sociology (038). Program resource requirements are supported through their main program and the proposed certificates will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificates. No additional funding is requested from the State Regents to support the certificates.

Attachments

**CONNORS STATE COLLEGE
ASSOCIATE IN SCIENCE IN COMPUTER SCIENCE**

| Program Requirements | | Credit Hours |
|---|---|-------------------------|
| General Education | | 37 (minimum) |
| COMS 1133 | Fundamentals of Computer Usage | 3 |
| ENGL 1113 | Composition I | 3 |
| ENGL 1213 | Composition II | 3 |
| SPCH 1113 | Introduction to Oral Communication | 3 |
| HIST 1483 or HIST 1493 | US History to 1865 or US History since 1865 | 3 |
| POLS 1113 | American Federal Government | 3 |
| MATH 1513 | PreCalculus Algebra | 3 |
| SCIENCE | Science with a lab | 4-5 |
| SCIENCE | Science without a lab | 3-5 |
| HUMN | Any Humanities course designated with an H | 6 |
| ELECTIVE | One course from the following: Psychology, Sociology, Foreign Language, or Fine Arts | 3 |
| Program Requirements | | 25 (minimum) |
| EDUC 1111 | College Orientation | 1 |
| Select a minimum of 24 credit hours from the following: | | |
| *COMS 1203 | Introduction to Computer Programming | 3 |
| *COMS 2133 | Introduction to Java | 3 |
| *COMS 1483 | Introduction to Unix | 3 |
| *COMS 2473 | C Language | 3 |
| *COMS 2843 | C++ Language | 3 |
| *COMS 2283 | Visual Basic | 3 |
| *COMS 1013 | HTML & CSS | 3 |
| *COMS 2023 | A+ I | 3 |
| *COMS 2143 | A+ II | 3 |
| *COMS 2463 | PHP Programming | 3 |
| *COMS 2643 | Database & Design SQL | 3 |
| *COMS 2793 | Mobile Dev – Android | 3 |
| *COMS 1793 | Mobile Dev – iOS | 3 |

| | | |
|---|--------------------------------|-----------|
| *COMS 2743 | Python | 3 |
| *COMS 2613 | C# | 3 |
| *COMS 2683 | Data Structures | 3 |
| *COMS 2033 | JavaScript | 3 |
| *COMS 1263 | Network Fundamentals | 3 |
| *COMS 2163 | Windows Operating Systems | 3 |
| *COMS 2783 | Advanced UNIX (Linux) | 3 |
| Recommended Electives (not required) | | 6 |
| MATH 2013 | Elementary Statistics | 3 |
| ENGL 2333 | Technical/Professional Writing | 3 |
| Total | | 62 |

*denotes new courses

**CONNORS STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN APPLIED TECHNOLOGY**

| Program Requirements | Credit Hours |
|---|---------------------|
| General Education | |
| ENGL 1113 English Composition I | 3 |
| ENGL 1213 English Composition II | 3 |
| HIST 1483 or US History to 1865 or HIST 1493 US History since 1865 | 3 |
| POLS 1113 American Federal Government | 3 |
| Elective Any course designated with (H), (S), (N), and/or (L). | 6 |
| EDUC 1111 or College Orientation or AGRI 1111 or Agriculture Orientation or EDUC 1113 Strategies for Success | 1-3 |
| Technical – Occupational Specialty | |
| Technical Block Credit. Consult with the Office of the Registrar to ensure qualification. | |
| Support & Related Courses | |
| Additional specialized credit hours can be taken from the following CSC course disciplines to complete the 42-credit hour requirement: ACGM, AGECE, AGED, AGEN, AGEQ, AGLE, AGRI, AGRM, AGRO, ANSI, BIOL, BUSN, CHEM, CHER, CHDV, COMS, CJPS, ENGL, ENGR, FCSE, GPS, GEOG, GEOL, HLTH, HIST, HORT, HUMN, JORN, MATH, NREM, NURS, OTAT, PHIL, PHED, PHYS, POLS, PSYC, PTAT, RADT, RELI, SOCI, SPAN, SPCH, and STAT. | |
| Total | 60 |

**CONNORS STATE COLLEGE
CERTIFICATE IN COMPUTER SCIENCE**

| Program Requirements | Credit Hours |
|---|--------------|
| General Education | 3 |
| COMS 1133 Fundamentals of Computer Usage | 3 |
| Program Requirements | 13 |
| EDUC 1111 College Orientation | 1 |
| Select 12 credit hours from the following: | |
| *COMS 1203 Intro to Computer Programming | 3 |
| *COMS 2133 Introduction to Java | 3 |
| *COMS 1483 Introduction to UNIX | 3 |
| *COMS 2473 C Language | 3 |
| *COMS 2843 C++ Language | 3 |
| *COMS 2283 Visual Basic | 3 |
| *COMS 1013 HTML & CSS | 3 |
| *COMS 2023 A+ I | 3 |
| *COMS 2143 A+ II | 3 |
| *COMS 2463 PHP Programming | 3 |
| *COMS 2643 Database & Design SQL | 3 |
| *COMS 2793 Mobile Dev – Android | 3 |
| *COMS 1793 Mobile Dev – iOS | 3 |
| *COMS 2743 Python | 3 |
| *COMS 1263 Network Fundamentals | 3 |
| *COMS 2613 C# | 3 |
| *COMS 2683 Data Structures | 3 |
| *COMS 2033 Java Script | 3 |
| *COMS 2163 Windows Operation Systems | 3 |
| *COMS 2783 Advanced UNIX (Linux) | 3 |
| Total | 16 |

*denotes new courses

**CONNORS STATE COLLEGE
CERTIFICATE IN MENTAL HEALTH**

| Program Requirements | Credit Hours |
|---|---------------------|
| General Education | 3 |
| PSYC 1113 Introduction to Psychology | 3 |
| Program Requirements | 13 |
| EDUC 1111 College Orientation | 1 |
| Select 12 credit hours from the following: | |
| PSYC 2313 Developmental Psychology | 3 |
| PSYC 2183 Introduction to Counseling | 3 |
| PSYC 2300 Special Topics in Psychology | 3 |
| CJPS 1143 Introduction to Juvenile Justice & Delinquency | 3 |
| PSYC 2400 Internship in Psychology | 3 |
| Total | 16 |

**CONNORS STATE COLLEGE
CERTIFICATE IN CHILD ADVOCACY**

| Program Requirements | Credit Hours |
|---|---------------------|
| General Education | 3 |
| SOCI 1113 Principles of Sociology | 3 |
| Program Requirements | 13 |
| EDUC 1111 College Orientation | 1 |
| Select 12 credit hours from the following courses: | |
| SOCI 2323 Social Problems | 3 |
| SOCI 2523 Social Psychology | 3 |
| CHDV 1113 Professional Preparation I | 3 |
| CHDV 1323 Health & Safety of Young Children | 3 |
| CJPS 1143 Introduction to Juvenile Justice & Delinquency | 3 |
| CHDV 2300 Special Topics in Child Development | 3 |
| CHDV 2400 Internship in Child Development | 3 |
| Total | 16 |

**CONNORS STATE COLLEGE
CERTIFICATE IN CORRECTIONS**

| Program Requirements | Credit Hours |
|---|---------------------|
| General Education | 3 |
| SOCI 1113 Principles of Sociology | 3 |
| Program Requirements | 13 |
| EDUC 1111 College Orientation | 1 |
| Select 12 credit hours from the following courses: | |
| SOCI 2323 Social Problems | 3 |
| CJPS 1303 Introduction to Criminal Justice | 3 |
| CJPS 1103 Introduction to Corrections | 3 |
| CJPS 1143 Introduction to Juvenile Justice & Delinquency | 3 |
| CJPS 2300 Special Topics in Criminal Justice | 3 |
| CJPS 2090 Internship in Criminal Justice | 3 |
| Total | 16 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 27, 2022

AGENDA ITEM #7-e:

New Programs.

SUBJECT: Oklahoma State University-Oklahoma City. Approval to offer the Associate in Science in Pre-Professional Studies.

RECOMMENDATION:

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

- **Associate in Science in Pre-Professional Studies.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 35 students in Fall 2027; and
 - Graduates: a minimum of 18 students in 2027-2028.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The Oklahoma State University-Oklahoma City's (OSU-OKC) 2022-2023 Academic Plan is available at: <https://okhighered.org/complete-college-america/degree-completion-plans.shtml>.

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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

As a result of the APRA process, a net of 93 academic programs have been eliminated. After 30 years of documenting institutions' successful efforts to prioritize programs through APRA, along with recommendations from the Task Force on the Future of Higher Education to expand collaboration and limit program duplication, the Net Reduction table has been reset, beginning with the 2021-2022 academic year, to monitor the next 30 years of progress on this initiative.

Since 2021, OSU-OKC has taken the following program actions in response to APRA:

| | |
|----|--|
| 10 | Degree and/or certificate programs deleted |
| 0 | Degree and/or certificate programs added |

Program Review

OSU-OKC offers 44 degree and/or certificate programs as follows:

| | |
|----|--------------------------------------|
| 14 | Certificates |
| 6 | Associate in Arts or Science Degrees |
| 23 | Associate in Applied Science Degrees |
| 1 | Baccalaureate Degrees |
| 0 | Master's Degrees |
| 0 | Doctoral Degrees |
| 0 | First Professional Degree |

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

Program Development Process

OSU-OKC's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU-OKC's governing board approved delivery of the Associate in Science in Pre-Professional Studies, via traditional and electronic delivery, at their June 17, 2022 meeting. OSU-OKC is currently approved to offer 15 degree and certificate programs through electronic delivery. OSU-OKC 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:

Associate in Science in Pre-Professional Studies

Program purpose. The proposed program will focus on offering students opportunities for dual credentialing in high-demand workforce occupations.

Program rationale and background. The proposed program pairs well with existing certificates and associate degrees and will position students to be able to continue their education while working in their desired fields of study. By combining general education courses and program courses that OSU-OKC already offers into an academic plan of study that aligns with transfer programs across the state, OSU-OKC can provide students a dual pathway that meets their immediate needs for employment while earning the credentials that expedite their completion of advanced degrees.

Employment opportunities. The proposed program will serve as a pathway for area students interested in completing a transfer degree before continuing their baccalaureate studies in STEM, business, and allied health, all high demand workforce needs represented on Oklahoma’s Critical Occupations list. One of the areas of highest needs in Oklahoma’s Critical Occupations is healthcare providers with 1,591 new positions for registered nurses by 2025. Students completing an Associate of Applied Science (AAS) degree in allied health fields such as nursing often take the science, math, and other general education courses that would meet not only the requirements for admission into an associate degree in nursing program but that are also building blocks for a bachelor’s degree in pre-professional programs such as physical therapy, dietetics, chemical engineering, and medical fields. Similarly, students earning an AAS in Business Administration for direct-to-workforce credentialing in office positions are completing courses in their technical occupation specialty that could be paired with select electives to prepare them for a bachelor’s degree and open additional pathways to jobs in Critical Occupations, such as Human Resources Specialists, Financial Analysts, Accountants, and Managers. With a 3.6 percent increase in professional and business services in the last year and a 7.4 percent increase in education and health services, these are areas in the labor market that higher education institutions could be supporting with multiple pathways for student success.

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

| Productivity Category | Criteria | Deadline |
|---|----------|-----------|
| Minimum enrollment of majors in the program | 35 | Fall 2027 |
| Minimum graduates from the program | 18 | 2027-2028 |

Duplication and impact on existing programs. The proposed Associate in Science in Pre-Professional Studies may share similar content with the following programs:

| Institution | Existing Program |
|---|--|
| Northern Oklahoma College | Associate in Science in Pre-Professional (053) |
| Tulsa Community College | Associate in Science in Pre-Professional Health Sciences (010) |
| Oklahoma State University – Institute of Technology | Associate in Science in Pre-Professional Studies (127) |
| Redlands Community College | Associate in Science in Pre-Professional Science (028) |

A system wide letter of intent was communicated by email on April 7, 2022. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on July 6, 2022. Neither OU nor any other State System institution notified State Regent’s staff of a protest to the proposed program. Due to the specific curricular focus of the program and employment needs in OSU-OKC’s service area, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Science in Pre-Professional Studies will consist of 60 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|----------------------|--------------|
| General Education | 37 |
| Program Requirements | 23 |
| Total | 60 |

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

Delivery method and support services. The proposed Associate in Science in Pre-Professional Studies will be offered traditionally and electronically through Canvas, Zoom, and face to face course options. Canvas will allow students access to presentations, the virtual classroom, group discussions, and assignment submissions tools. Zoom will support conferencing space with the instructor and peers. The libraries, online learning center services, classrooms, and equipment currently in place are adequate for the proposed program.

Online pedagogy and training. 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. OSU-OKC is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

Financing. No reallocation of funds will be required as the coursework for the degree is currently offered and there is capacity for additional enrollment in most courses. However, if additional sections of general education courses are required, the tuition increase from students completing additional credits for transfer will offset the cost of those sections.

Program resource requirements. Program resource requirements for the Associate in Science in Pre-Professional Studies 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 | \$91,950 | \$114,937 | \$137,925 | \$160,912 | \$183,900 |
| <i>Explanation: Tuition dollars are estimated based on \$153.25 per credit hour and 15 credit hours per semester. It is estimated 20 students in year 1, 25 in year 2, 30 in year 3, 35 in year 4, and 40 in year 5.</i> | | | | | |
| TOTAL | \$91,950 | \$114,937 | \$137,925 | \$160,912 | \$183,900 |

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Administrative/Other Professional Staff | \$25,000 | \$25,750 | \$25,922 | \$26,699 | \$27,500 |
| <i>Explanation: Estimates are based on a 10 percent increase in time (maximum anticipated) for tracking additional enrollment through assessment reporting, program reviews, and advising for 3 positions in institutional effectiveness, departments, and academic advising. A 3 percent increase built in each year for potential cost of living increases.</i> | | | | | |
| Faculty | \$9,750 | \$10,725 | \$11,797 | \$12,976 | \$14,273 |
| <i>Explanation: No new courses will be offered for this degree program and current enrollment would allow for capacity to meet initial needs without adding sections based on 20 new students in year 1 with possible exceptions in science laboratories. With sufficient full-time faculty coverage in all areas, additional sections that are needed could be taught by adjuncts at current rate of \$1,950 per section with a maximum of 5 additional sections anticipated for year 1 and an average increase of 10 percent per year.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contractual Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Support Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$500 | \$750 | \$1,000 | \$1,250 | \$1,500 |
| <i>Explanation: Instructional resources are primarily electronic, particularly in general education courses that are offered in online or hybrid format, but the budget above accounts for slight increases in enrollment across limited sections.</i> | | | | | |
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| <i>Explanation: Figures are based on the costs expended by faculty and staff for recruitment, internship visits, and professional development.</i> | | | | | |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$37,250 | \$39,225 | \$40,719 | \$42,295 | \$45,273 |

ATTACHMENT A

**OKLAHOMA STATE UNIVERSITY – OKLAHOMA CITY
ASSOCIATE IN SCIENCE IN PRE – PROFESSIONAL STUDIES**

| Program Requirements | Credit Hours |
|---|---|
| General Education | 37 |
| ENGL 1113 English Composition I | 3 |
| ENGL 1213 English Composition II | 3 |
| HIST 1483 or HIST 1493 U.S. History to 1877 U.S. History since 1877 | 3 |
| MATH 1483 or MATH 1513 Mathematical Functions & Their Uses or Precalculus I | 3 |
| POLS 1113 American Government | 3 |
| HUMN Select 6 credit hours of humanities courses | 6 |
| BIOL 1303/1311 or CHEM 1315 or PHYS 1204 Principles of Biology & Lab General Chemistry I General Physical Science | 3-5 |
| ELECTIVES | 8-9 |
| | Select 8-9 credit hours from General Education electives, at least 1 of which must be PSYC 1113 or SOC 1113. |
| PSYC 1113 Introductory Psychology | 3 |
| SOC 1113 Introductory Sociology | 3 |
| | Recommended Computer course, Med Term, Intro to Business, Intro to Speech Communication |
| Technical Occupation Specialty | 23 |
| | In consultation with advisor, choose from courses below |
| MCRO 2124 Microbiology | 4 |
| BIOL 2214 Human Anatomy | 4 |
| PSIO 2314 Human Physiology | 4 |
| BIOL 1604 Animal Biology | 4 |
| CHEM 1154 General Organic and Biochemistry | 4 |
| CHEM 1515 General Chemistry II | 5 |
| MATH 1613 Pre-Calculus II | 3 |
| STAT 2013 Elementary Statistics | 3 |
| MATH 2103 Business Calculus | 3 |
| MATH 2123 Calculus I | 3 |
| MATH 2133 Calculus II | 3 |
| ACCT 2103 Financial Accounting | 3 |

| | | |
|--------------|----------------------------|-----------|
| ACCT 2203 | Managerial Accounting | 3 |
| ECON 2013 | Microeconomics | 3 |
| ECON 2023 | Macroeconomics | 3 |
| MGMT 2103 | Principles of Management | 3 |
| MKT 2273 | Marketing Principles | 3 |
| MGMT 2003 | Small Business Management | 3 |
| BUS 2113 | Business Communications | 3 |
| NSCI 1113 | Basic Human Nutrition | 3 |
| PSYC 2213 | Lifespan Human Development | 3 |
| PHYS 1114 | General Physics I | 4 |
| PHYS 1214 | General Physics II | 4 |
| Total | | 60 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 27, 2022

AGENDA ITEM #7-f:

New Programs.

SUBJECT: Rose State College. Approval to offer the Associate in Applied Science in Film Studies and Digital Media.

RECOMMENDATION:

It is recommended that the State Regents approve Rose State College's request to offer the Associate in Applied Science in Film Studies and Digital Media, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Applied Science in Film Studies and Digital Media.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 48 students in Fall 2026; and
Graduates: a minimum of 12 students in 2026-2027.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The Rose State College's (RSC) 2022-2023 Academic Plan is available at: <https://okhighered.org/complete-college-america/degree-completion-plans.shtml>.

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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

As a result of the APRA process, a net of 93 academic programs have been eliminated. After 30 years of documenting institutions' successful efforts to prioritize programs through APRA, along with recommendations from the Task Force on the Future of Higher Education to expand collaboration and limit program duplication, the Net Reduction table has been reset, beginning with the 2021-2022 academic year, to monitor the next 30 years of progress on this initiative.

Since 2021, RSC has taken the following program actions in response to APRA:

| | |
|---|--|
| 6 | Degree and/or certificate programs deleted |
| 1 | Degree and/or certificate programs added |

Program Review

RSC offers 71 degree and/or certificate programs as follows:

| | |
|----|--------------------------------------|
| 29 | Certificates |
| 25 | Associate in Arts or Science Degrees |
| 17 | Associate in Applied Science Degrees |
| 0 | Baccalaureate Degrees |
| 0 | Master's Degrees |
| 0 | Doctoral Degrees |
| 0 | First Professional Degree |

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

Program Development Process

RSC's faculty developed the proposal, which was reviewed and approved by institutional officials. RSC's governing board approved delivery of the Associate in Applied Science in Film Studies and Digital Media, via traditional and electronic delivery, at their February 15, 2022 meeting. RSC is currently approved to offer 17 degree and certificate programs through electronic delivery. RSC 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:

Associate in Applied Science in Film Studies and Digital Media

Program purpose. The goal of the proposed program is to provide basic film and digital media production knowledge and skills. This will be achieved through instruction of theory, technology, equipment operation, production, directing, audio, and post-production as a foundation for students who want to pursue professional opportunities in the traditional film industry and also those who intend to work for small companies in the creation of online digital content.

Program rationale and background. The overall goal of the proposed program is to prepare students for employment in filmmaking or content creation. Upon degree completion, students will be able to: 1) develop the skills necessary to succeed in film and digital media related jobs in various industries; 2) develop written and organizational skills specific to film and digital media production; 3) utilize camera, lighting, and sound equipment specific to film and digital video production; 4) utilize software for computer

design and layout specific to digital media production; 5) utilize post-production software specific to film and digital media production; and 6) effectively communicate through various media. Given the state of Oklahoma’s economic emphasis on expanding the film industry in the state, this degree will allow students in RSC’s geographic area to prepare to support and engage in careers to help grow this expansion.

Employment opportunities. A job posting analysis was conducted based on graduates in the broader field of film and digital media. Potential job opportunities included titles such as: Camera Operators, Digital Consultant, Film and Video Editors, Graphic Designers, Multimedia Artists and Animators, Producers, Directors, Set and Exhibit Designers, and Webinar and Podcast Producers. The Oklahoma State Regents for Higher Education (OSRHE) article “Workforce Trends and Award Production” projects 7,832 position opportunities to be available in 2024 with the median annual pay of \$48,250.

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

| Productivity Category | Criteria | Deadline |
|---|----------|-----------|
| Minimum enrollment of majors in the program | 48 | Fall 2026 |
| Minimum graduates from the program | 12 | 2026-2027 |

Duplication and impact on existing programs. The proposed Associate in Applied Science in Film Studies and Digital Media may share similar content with the following programs:

| Institution | Existing Program |
|---------------------------------|--|
| Carl Albert State College | Associate in Applied Science in Digital Media Technology (046) |
| Northern Oklahoma College | Associate in Applied Science in Digital Media Animation & Design (071) |
| Oklahoma City Community College | Associate in Applied Science in Digital Media Design (006) |
| Oklahoma City Community College | Associate in Applied Science in Digital Cinema Production (129) |
| Oklahoma City Community College | Associate in Arts in Digital Cinema Production (144) |
| Rose State College | Associate in Applied Science in Multimedia Digital Design (113) |
| Tulsa Community College | Associate in Applied Science in Digital Media (216) |
| Tulsa Community College | Associate in Arts in Liberal Arts with Film Emphasis (009) |

A system wide letter of intent was communicated by email on October 19, 2021. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on June 20, 2022. Neither OU nor any other State System institution notified State Regent’s staff of a protest to the proposed program. Due to the specific curricular focus of the program and employment needs in RSC’s service area, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Film Studies and Digital Media will consist of 60 total credit hours as shown in the following table. Eight new courses will be added and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|-----------------------------|--------------|
| General Education | 21 |
| Program Requirements | 18 |
| Separate Track Requirements | 12 |
| Support and Related Courses | 9 |
| Total | 60 |

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

Delivery method and support services. The proposed Associate in Applied Science in Film Studies and Digital Media will be offered traditionally and electronically through Canvas, Zoom, Panopto, and face to face course options. Canvas will allow students access to presentations, the virtual classroom, group discussions, and assignment submissions tools. Zoom will support conferencing space with the instructor and peers and Panopto will provide video posting opportunities. All classrooms to be used for this degree contain microphones, cameras, and dual monitors for recording and interactive flex attendance. The libraries, online learning center services, classrooms, and equipment are adequate for the proposed program.

Online pedagogy and training. 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. RSC is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

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. Eight courses will be created for this degree and students will need production and post-production equipment and software, which will be shared in use among the various courses. Equipment will be requested through Technical District funds for the first year, with grant requests supplementing any unmet needs, and Perkins funding in future years. Purchase of the equipment is based on a suggested course rotation schedule and intended usage of existing equipment in the RSC Mass Communications Department. RSC currently holds Adobe licenses for 18 Mac computers and AVID editing programs that are considered to be the industry standard. The list of equipment was developed with input from the Advisory Board of industry professionals.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Film Studies and Digital Media 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 | \$39,367 | \$16,203 | \$18,098 | \$52,464 | \$0 |

Explanation: Funds in years 1 through 3 will be from local Ad Valorem taxes and auxiliary funds. The funds needed for year 4 will come from Technology Advisory Committee funds that are received from student technology fees. Funds will be used for the purchase of new iMac computers.

| A. Funding Sources | Year of Program | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Existing State Resources | \$0 | \$0 | \$0 | \$0 | \$0 |
| State Resources Available through Internal Allocation and Reallocation | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Tuition | \$23,351 | \$46,702 | \$46,702 | \$46,702 | \$46,702 |
| <i>Explanation: Figures calculated on resident tuition only, with 3 percent increase over current 2021-2022 rate, no fees added to equal \$129.73 per credit hour, 15 credit hours per semester at \$1,945.93. It is assumed that approximately 50 percent of students will be transfers from other disciplines and thus not add income to the college; thus only half of enrollees are counted above.</i> | | | | | |
| TOTAL | \$62,718 | \$62,905 | \$64,800 | \$99,166 | \$46,702 |

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Administrative/Other Professional Staff | \$0 | \$0 | \$0 | \$0 | \$0 |
| Faculty | \$10,500 | \$10,500 | \$10,500 | \$10,500 | \$10,500 |
| <i>Explanation: Existing faculty, or faculty through OCCC MOU, will provide services. These are calculated at 15 credit hours offered per semester at projected overload course rate increase to \$700 per credit hour.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$52,218 | \$52,405 | \$54,300 | \$88,666 | \$3,000 |
| <i>Explanation: Funds are being utilized to purchase media equipment (i.e.: licenses, cameras, cables, microphones, 24 iMac computers, etc.).</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 | \$62,718 | \$62,905 | \$64,800 | \$99,166 | \$13,500 |

ROSE STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN FILM STUDIES AND DIGITAL MEDIA

| Program Requirements | Credit Hours |
|---|--------------|
| General Education | 21 |
| ENGL 1113 English Composition I | 3 |
| ENGL 1213 or English Composition II or ENGL 2053 Technical Report Writing | 3 |
| HIST 1483 or U.S. History to 1877 HIST 1493 U.S. History since 1877 | 3 |
| POLS 1113 American Federal Government | 3 |
| MCOM 1213 Public Speaking | 3 |
| ECON 2103 Personal Finance | 3 |
| MATH 1000 level or higher MATH course, excluding MATH 2013, MATH 2023, MATH 2033, and MATH 2091-6 | 3 |
| Program Requirements | 18 |
| FSDM 1503 Production I | 3 |
| FSDM 1103 Production Design | 3 |
| MCOM 2093 Screenwriting | 3 |
| *FSDM 1213 Directing & Media Aesthetics | 3 |
| *FSDM 1313 Cinematography | 3 |
| *FSDM 1223 Basic Editing | 3 |
| Separate Track Requirements (12 credit hours per track) | 12 |
| <i>Film Studies Track (12 credit hours)</i> | |
| *FSDM 2503 Production II | 3 |
| *FSDM 1413 Sound Recording and Design | 3 |
| *FSDM 2223 Advanced Editing & After Effects | 3 |
| *FSDM 2913 Capstone: Film Project | 3 |
| <i>Digital Media Track (12 credit hours)</i> | |
| MCOM/MULT Digital Marketing Essentials 2113 | 3 |
| MCOM 2333 or Layout & Graphic Design or MULT 1613 Computer Illustration | 3 |
| *FSDM 1413 or Sound Recording & Design or FSDM 2223 Advanced Editing & After Effects | 3 |
| *FSDM 2923 Capstone: Digital Media | 3 |
| AMGT 5970 Special Topics | 3 |
| Support and Related Courses | 9 |

| | | |
|-------------------|---------------------------------------|-----------|
| ART 2413 | Survey of Art, Technology and Culture | 3 |
| ENGL 2123 | Introduction to Cinema | 3 |
| MCOM/MULT 1123 | Social Media Tools and Strategies | 3 |
| MCOM 1207 | Media Writing | 3 |
| MCOM/MULT 2413 | Digital Photography | 3 |
| MGMT 2503 | Project Management | 3 |
| MULT 1913 | Animation | 3 |
| TH 1513 | Acting I | 3 |
| TH 1533 | Voice and Diction | 3 |
| FSDM 2093 | Special Topics in Film | 3 |
| FSDM 1833 | Film History | 3 |
| FSDM 1913 | Classical Hollywood Cinema | 3 |
| FSDM 2800 | Film and Digital Media Internship | 1-3 |
| Total | | 60 |

*Denotes new courses.

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AGENDA ITEM #8:

Student Assessment.

SUBJECT: Approval of institutional request for changes to approved student assessment plan.

RECOMMENDATION:

It is recommended that the State Regents approve changes to Oklahoma State University – Oklahoma City’s Student Assessment Plan as required by the Student 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 Student Assessment and Remediation policy (3.20). The revisions to policy became effective in Fall 2016. All State System institutions have submitted assessment plans to the State Regents which were approved in February 2017 for a five-year period.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education’s Student Assessment and Remediation policy, specifically section 3.20.8, Planning and Reporting:

To achieve the purposes of this policy and to accomplish effective and innovative State System assessment, every institution will maintain a current assessment plan that includes a minimum of the assessments required in this policy. The plan will be submitted to the State Regents for approval every five years or when substantive changes are made.

ANALYSIS:

Oklahoma State University – Oklahoma City submitted changes to their Student Assessment Plan that were approved in February 2017. The changes described below are substantive and therefore require State Regents’ approval. Following staff review, it is recommended that the State Regents approve these changes.

Oklahoma State University – Oklahoma City Proposed Revisions

| Approved February 2017 | Revised Fall 2022 |
|---|---|
| ENTRY LEVEL ASSESSMENT | ENTRY LEVEL ASSESSMENT |
| <p>Upon initial admission, OSU-OKC used the multiple measures of ACT, COMPASS, ACCUPLACER, and HS GPA with established cut-off scores to determine placement and remediation. When scores fell below the required cut-off standards, students were placed into remedial courses or into the new fast-track co-requisite courses.</p> <p>Fall 2018: Discontinuation of Accuplacer product resulted in our transition to Accuplacer NextGen as an entry level assessment tool.</p> <p>Fall 2020 implementation: OSU-OKC concurs with the OSRHE and the Oklahoma State Department of Education on the importance of a senior-year math course for collegiate math success. As such, OSU-OKC proposes to accept completion of the College Career Math Ready course with a B or higher, as placement in any college level math course up to, and including, Pre-calculus I.</p> <p>Accuplacer cut scores provided.</p> | <p>Course placement is determined by one of the following multiple measures: ACT/SAT, Accuplacer NextGen, the College Career Math Ready course, high school GPA or institutionally developed assessment.</p> <p>Students will be placed based on meeting one of the following criteria:</p> <p>Traditional Student Placement:</p> <ul style="list-style-type: none"> ➤ English: if graduated within the last 10-years <ul style="list-style-type: none"> • 70 percent on in-house essay assessment equals proficiency. • GPA \geq 3.0 • GPA of 2.5 - 2.9: Co-requisite with Comp I • GPA of 2.0 - 2.4: Reading & Writing II • GPA < 2.0: Reading & Writing I ➤ Math: if graduated within the last 2 years <ul style="list-style-type: none"> • 70 percent on in-house math assessment equals proficiency. • High school GPA of 3.0 or higher • GPA of 2.5 - 2.9: Co-requisite with MATH 1483 or Co-requisite with MATH 1513, 1303, 1413, or 1103 • GPA 2.0 - 2.4: Co-requisite with MATH 1303 or Co-requisite with MATH 1413 or Co-requisite with STAT 1103 or ICSM 0234 • GPA < 2.0: ICSM 0104 ➤ Science: <ul style="list-style-type: none"> • Proficiency in Math AND Reading or English is required. <p>Concurrent Student Placement:</p> <ul style="list-style-type: none"> ➤ Reading placement equivalency: <ul style="list-style-type: none"> • GPA \geq 3.0: college-ready placement ➤ English placement equivalency: <ul style="list-style-type: none"> • GPA \geq 3.0: ENGL 1113 ➤ Math placement equivalency: <ul style="list-style-type: none"> • GPA \geq 3.0: college-level math ➤ Science placement equivalency: <ul style="list-style-type: none"> • GPA \geq 3.0: college-level science |

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AGENDA ITEM #9-a:

Policy.

SUBJECT: Posting of revisions to the In-state/Out-of-state Status of Enrolled Students policy.

RECOMMENDATION:

This item is for posting only.

BACKGROUND:

Revisions to the In-State/Out-of-State Status of Enrolled Students policy adopted by the State Regents in recent years are summarized below:

- April 1, 2004 - Revisions aligned with Senate Bill 596, which allowed an equitable system of determining residence status for undocumented students, Oklahoma high school graduates, military dependents, and full-time professional practitioners or workers' dependents. Additional revisions included updating language and updating the introduction to reflect legislative changes regarding the way tuition is determined by institutions.
- June 29, 2006 - A comprehensive revision to Chapter 2 (now Chapter 3) – Academic Affairs Policies and Procedures necessitated non-substantive changes to the Residence Status of Enrolled Students policy including format, definitions, and separating policy from procedures into the Academic Affairs Procedures Handbook to include detailed information regarding admission standards scores, frequently asked questions, and other useful information pertinent to policy application.
- October 25, 2007 - Revisions to the policy were required due to enacted legislation regarding undocumented students according to state law, Title 70, O.S. Section 3242 (2007), that requires a postsecondary student without lawful immigration status to establish eligibility to pay resident tuition by filing an affidavit upon admission or an application for permanent resident status in order to qualify for state financial aid.
- April 22, 2010 - Revisions included new provisions providing clarification to confusing passages, reduction to ambiguities in the policy language and clear guidance to State System institutions regarding residence status. The revisions also included a title change from Residence Status of Enrolled Students to In-State/Out-of-State Status of Enrolled Students.
- June 24, 2010 – Revisions pertained to an amendment adding language to policy section 3.17.7 Military Personnel to allow institutions better flexibility and provide clarity to better serve members of the armed forces.
- May 25, 2012 – Revisions clarified and linked Chapter 3 Academic Affairs In-State/Out-of-State Status of Enrolled Students policy with the Chapter 4 Budget and Fiscal Affairs Student Tuition and Fees policy pertaining to the Oklahoma National Guard tuition waiver.
- December 6, 2012 – Revisions aligned with House Bill 2689 that included provisions for dependent children of members of the military reserve.

- September 4, 2014 – Revisions aligned with Senate Bill 1829 that included resident tuition provisions for students who participate in the Reserve Officer Training Corps.
- May 29, 2015 – Revisions aligned with the Veterans Access, Choice, and Accountability Act of 2014, which was codified as Section 3679 of Title 38 of United States Code, and Senate Bill 138. These legislative directives required that certain military personnel and their dependent children and spouses, who meet certain conditions, be classified as in-state.
- April 20, 2017 – Revisions aligned with public law 114-315, which modified section 3679(c) of Title 38 of United States Code. These legislative directives created more opportunities for military personnel and their dependent children and spouses to be classified as in-state.
- January 24, 2019 – Revisions were made based on public law 115-251, which amended section 3679(c) of Title 38 of the United States Code. The revisions specified that individuals who meet certain criteria and use educational assistance under chapter 31 are eligible for in-state status.
- March 28, 2019 – Revised section 3.18.7.B.1, which required a student to have been discharged or released from a period of not fewer than ninety (90) days of active duty uniformed service, less than five (5) years before the date of enrollment in the course(s) concerned. Changes to federal law caused this section to become inapplicable to Chapter 31 VA benefit recipients.
- April 15, 2021 – Revised section 3.18.7.B.1 to align with guidance issued by the U.S. Department of Veterans Affairs (VA) to remove time limits for students to be classified as in-state if they receive VA education benefits.
- April 28, 2022 – Revised section 3.18.7.B.1 to align with the Colonel John M. McHugh Tuition Fairness for Survivors Act of 2021, adding recipients of Chapter 35 VA Education benefits to the list of those entitled to in-state status.
- June 23, 2022 – Revised section 3.18.7 to add members of the Oklahoma National Guard and uniformed service members who were stationed in Oklahoma for one year during the previous ten years to those entitled to in-state status. Increased the time limit for students released from active duty service from five years to 10 years to be entitled to in-state status.

POLICY ISSUES:

The In-State/Out-of-State Status of Enrolled Students policy sets the principles, definitions, criteria and guidelines to assist institutional officials in the classification of students as in-state or out-of-state for tuition and scholarship purposes. Because this policy revision reflects a change required by federal law, the normal posting period for policy revisions is not applicable in this case.

ANALYSIS:

On November 30, 2021, President Biden approved the Colonel John M. McHugh Tuition Fairness for Survivors Act of 2021. This new federal law added recipients of Chapter 35 VA education benefits to the category of students entitled to in-state tuition. Chapter 35 covers recipients of Marine Gunnery Sergeant John David Fry Scholarship, who are already afforded in-state status under current policy, and the Survivors' and Dependents' Educational Assistance (DEA) program, who currently do not automatically receive in-state status under current policy. On April 28, 2022, the State Regents approved revisions to the policy to reflect these requirements. The revisions presented here are intended to clarify that students receiving Chapter 35 benefits do not need to be released from active duty service in order to receive in-state status, as these benefits are only available to spouses and dependents of service members.

A summary of the proposed changes is provided below.

| Policy Section | Summary of Proposed Revisions |
|---|--|
| 3.18.7. Uniformed Services and Other Military Service/Training-- | <ul style="list-style-type: none"> • Moves portion of subsection “B” dealing with Chapter 35 VA Education beneficiaries to a separate section to clarify that they are not required to meet the same active duty service requirements as recipients of Chapter 30 or 33 benefits. • Updated references in subsection “H” to reflect these changes. |

Attachment.

[POLICY EXCERPT]

3. ACADEMIC AFFAIRS POLICY

3.18.7 Uniformed Services and Other Military Service/Training

The following section is compliant with 38 U.S.C, Section 3679(c) and 70, O.S., Section 3247.

A. Active Uniformed Services

The following shall be eligible for in-state status:

1. Members of the uniformed services, along with their dependent children and spouse, who provide evidence that they are full-time active duty status of more than thirty (30) days in the uniformed services stationed in Oklahoma or temporarily present through military orders. Further, when members of the armed services are transferred out-of-state, the member, their spouse and dependent children shall continue to be classified as in-state as long as they remain continuously enrolled.
2. Regardless of the residency of the student, dependent children or spouse of a person who is currently serving as a member of the active uniformed services of the United States on full-time active duty status of more than thirty (30) days for whom Oklahoma is the home of record.
3. A person who files with the institution within the State system at which he/she intends to register a letter of intent to establish residence in the state and who
 - a. is entitled to educational or training assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who is currently serving on active duty; and
 - b. resides in the state while enrolled in the institution, regardless of the student's formal state of residence state or the active service member's home of record.
4. Former full-time active uniformed services personnel who remain in Oklahoma after their service may retain their in-state status without the 12 month requirement if they establish domicile as defined in this policy.

B. Discharged or Released from Active Uniformed Service (Regardless of the Home of Record)

A student who files with the institution within the State System at which the student intends to register a letter of intent to establish residence in the state and who resides in the state while enrolled in the institution shall be eligible for in-state status (i.e., in-state tuition), regardless of the residency of the student or home of record, if the student:

1. Is a person who:
 - a. was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed service, and
 - b. is pursuing a course of education with educational assistance under Chapters 30, or 33 ~~or 35~~ of Title 38 of the United States Code;

 2. Is a person who:
 - a. is entitled to assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed services; or
 - b. is pursuing a course of education with educational assistance under Chapter 35 of Title 38 of the United States Code;

 3. Is a person who:
 - a. is pursuing a course of education with educational assistance under Chapter 31 of Title 38 of the United States Code.

 4. Is a member of the uniformed services, or the spouse or dependent of a member of the uniformed services, who has been stationed for more than one (1) year in Oklahoma at any time in the previous ten (10) years before the date of enrollment in the course(s) concerned.
- C. Discharged or Released from Active Uniformed Service (Oklahoma Home of Record)
- A person, or dependent children or spouse of a person, who was discharged or released from a period of not fewer than ninety (90) days of active uniformed service, less than ten (10) years before the date of enrollment in the course(s) concerned and for whom Oklahoma is the home of record shall be eligible for in-state status.
- D. Military Reserve Member on Full-Time Active Duty
- Regardless of the residency of the student, dependent children or a spouse of a person who is currently serving as a member of the military reserve on full-time active duty of more than thirty (30) days and for whom Oklahoma is the home of record shall be eligible for in-state status.
- E. Reserve Officer Training Corps (ROTC)
- A person who is participating in or has received a partial or full scholarship from the Air Force, Army, or the Navy/Marines ROTC shall be eligible for in-state status.
- F. Oklahoma National Guard

A person who is a current member of the Oklahoma National Guard shall be eligible for in-state status.

- G. To be eligible for in-state status as provided in 3.18.7.A, 3.18.7.B, 3.18.7.C, 3.18.7.D, 3.18.7.E, and 3.18.7.F and to maintain eligibility, the student shall:
1. Have secured admission to and enrolls full-time or part-time in a program of study; and
 2. Satisfy admission and retention standards.
- H. A student who meets the eligibility requirements for in-state status shall maintain in-state status if the student remains continuously enrolled at an institution within the State System after the student:
1. As described in 3.18.7.A or 3.18.7.D, is discharged or released from active duty service;
 2. As described in 3.18.7 B.4 or 3.18.7.C, exceeds the ten-year period after being discharged or released from active duty uniformed service;
 3. As described in 3.18.7.B.1 or 3.18.7.B.3 has exhausted education assistance provided under Chapter 30, 31, or 33, ~~or 35~~ of Title 38 of the United States Code; or
2. As described in 3.18.7.A.3 or 3.18.7.B.2 has exhausted education assistance provided under Section 3319 or Chapter 35 of Title 38 of the United States Code.

Approved: July 1958. Revised March 28, 1967; December 16, 1974; June 29, 1977; July 25, 1984; December 5, 1988; October 23, 1989; March 24, 1993; June 28, 1996; June 30, 2003; April 1, 2004; October 25, 2007 (effective November 1, 2007); April 22, 2010 (Approved revised policy effective Fall 2011- earlier implementation is possible through an exception requested by the President and approved by the Chancellor; revised June 24, 2010 (approved slight change to the Military Personnel section of the policy (implementation Fall 2011 unless approved by exception by the Chancellor); May 25, 2012 (Approved slight change to the Definitions section of the policy). December 6, 2012 (Approved slight change to the Military Personnel section). September 4, 2014; May 29, 2015, April 20, 2017, January 24, 2019, March 28, 2019, April 15, 2021, April 28, 2022, June 23, 2022, XXX XX, 2022.

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AGENDA ITEM #9-b:

Policy.

SUBJECT: Posting of revisions to the Functions of Research in the State System policy.

RECOMMENDATION:

This item is for posting only.

BACKGROUND:

This policy was approved December 15, 1970. To date, there have been no revisions.

The Functions of Research in the State System policy serves as the guide to the State Regents and institutions of the State System with respect to the function of research among the various public institutions and agencies, and guides the use of grant funds to support and apply research.

POLICY ISSUES:

To maintain compliance with the U.S. Office of Management of Budget (OMB) “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” (also known as “Uniform Guidance” or “2 CFR 200”), the proposed policy updates are provided.

ANALYSIS:

Periodically, OMB provides updated guidance on the administration and conduct of federally sponsored award activities. It is critical that the agency and State System Institutions remain current in these regulations to ensure that the agency and institutions are eligible recipients and good stewards of federal funds.

A summary of the proposed changes is provided below.

| Policy Section | Summary of Proposed Revisions |
|--|--|
| 3.3.6 External Grant Acquisition Policy and Procedures | <ul style="list-style-type: none">• Establishes an external grant policy for the agency. |
| 3.3.6. A Federal Awards and Compliance with Uniform Guidance | <ul style="list-style-type: none">• Describes grant compliance with federal regulations. |
| 3.3.6. B State Regents’ Internal Approval | <ul style="list-style-type: none">• Process for internal review of grant submissions. |

| Policy Section | Summary of Proposed Revisions |
|--|---|
| 3.3.6. C State Regents' Authorized Official Representative | <ul style="list-style-type: none"> Identifies the authorized official representative (AOR) for the agency to submit grant applications and provide follow up information as requested. |
| 3.3.6. D Public Disclosure of an Awarded Grant's Policies and Procedures | <ul style="list-style-type: none"> Requirement for federally funded grants to provide a set of public policies and procedures. |
| 3.3.6. E Integrity | <ul style="list-style-type: none"> Outlines integrity duties in all grant projects. |
| 3.3.6. F State Regents' Records | <ul style="list-style-type: none"> Outlines records retention requirements for grant awards. |
| 3.3.6. G Monitoring State Regents' Grant Awards and Subawards | <ul style="list-style-type: none"> Informs recipients of grants from the State Regents regarding compliance to the Uniform Grant Guidance. |
| 3.3.6. H State Regents' Grant Training | <ul style="list-style-type: none"> Information on mandatory grant training. |

It is recommended that the State Regents post the revisions to policy as outlined above.

Attachment.

[POLICY EXCERPT]**3. ACADEMIC AFFAIRS POLICY****3.3 Function of Research in the State System****3.3.1 Purpose**

Research is an activity closely allied with progress in all fields of endeavor, being a necessary ingredient to the discovery of new knowledge and the application of existing knowledge to new situations. Research therefore rightfully takes its place alongside teaching and public service as a primary activity in higher education. Although all higher education institutions should be involved in research to some degree, the level and scope of involvement are necessarily different for different kinds of institutions and agencies. This policy will serve to guide the State Regents and institutions of the State System with respect to the function of research among the various public institutions and agencies.

3.3.2 Research Universities

The research universities are responsible for the conduct of departmental research to improve instruction in the various academic disciplines, for institutional research leading to greater efficiency and effectiveness in both academic and non-instructional aspects of their internal operations, and for the conduct of organized research. In addition, the unutilized research potentials of the research universities may be brought to bear upon the research and training problems of government and industry through the conduct of externally financed contract research to the extent that the primary functions of the university are properly preserved.

3.3.3 Regional Universities

The regional universities are responsible for the conduct of departmental research to improve instruction in the various academic disciplines and for institutional research leading to greater efficiency and effectiveness in both academic and non-instructional aspects of their internal operations. In addition, these universities may, to the extent that faculty resources are unutilized and basic institutional functions are properly protected, respond to the needs of government and industry for the conduct of education and training activities requiring certain elements of evaluation and research.

3.3.4 Community Colleges

The community colleges are responsible for the conduct of departmental research to improve instruction in the various academic disciplines and for institutional research leading to greater efficiency and effectiveness in both academic and non-instructional aspects of their internal operations.

3.3.5 State Regents

The State Regents are responsible for the conduct of research with regard to overall coordination and planning in Oklahoma higher education, including the formulation of goals and objectives, functions and programs of institutions,

standards of education, degrees, finances, student fees, and other research involving the coordination of two or more institutions or types of institutions in the State System pursuant to Article XIII-A of the Constitution of Oklahoma.

3.3.6 External Grant Acquisition Policy and Procedures

In order to establish and maintain effective internal control over externally funded awards, the following grant policy outlines procedures related to the administration of proposals, awards, and funded programs through the State Regents.

A. Federal Awards and Compliance with Uniform Guidance

All grants representing federal funds received and distributed by the State Regents will be processed in accordance with the U.S. Office of Management of Budget (OMB) “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” (also known as “Uniform Guidance” or “2 CFR 200”). Accordingly, all individuals involved with the administration and conduct of federally sponsored award activities, including central and departmental sponsored project administrators, principal investigators, subrecipients, and other research personnel, must comply with the federal and state policies that guide the submission, processing, and management of federal grants.

B. State Regents’ Internal Approval

All State Regents’ external grant funding requests to federal, state, or private funding sources must be approved by the Chancellor before submission. The Chancellor is authorized to develop internal procedures for approval prior to submission to the Chancellor for final approval. Determinations will be made based on the proposal abstract and final budget in accordance with agency approval processes.

C. State Regents’ Authorized Official Representative

The State Regents’ authorized official representative (AOR) for requesting and receiving grant funds is the Chancellor. The Chancellor may designate a professional staff position as an AOR for submitting federal grant proposals, grant revisions, and grant renewals. This position may designate other staff as needed or as required by the funding agency. Any member of the State Regents’ staff preparing to submit a grant must meet with the appropriate AOR at least 30 days prior to the planned submission date to discuss a timeline for final review and submission.

D. Public Disclosure of an Awarded Grant’s Policies and Procedures

For each federally funded grant award received by the State Regents, the grant award program director or principal investigator will provide a set of policies and procedures specific to the grant program in writing to the State Regents’ designated AOR and publicly on the State Regents’ website with grant program information. The policies and procedures shall follow the guidelines in the awarded proposal, the contract and/or statement of work from the funder, and the Uniform Guidelines.

E. Integrity

Integrity is the obligation of all who engage in the acquisition, application, and dissemination of knowledge, regardless of funding source. This duty

is shared by all State Regents' employees. The duty to safeguard academic research integrity in all grant projects funded through or administered by the State Regents' office includes but is not limited to the following:

- a. Promulgating and enforcing standards for the responsible conduct of research and other forms of scholarship;
- b. Reporting potential instances of misconduct;
- c. Examining allegations of misconduct;
- d. Imposing sanctions or corrective action when appropriate;
- e. Recognizing and addressing financial conflicts of interest;
- f. Providing information for identifying and addressing perceived, potential, and actual conflicts of interest in research and grant-funded projects; and
- g. Protecting human subjects who participate in federally funded research from risks through the review of an Institutional Review Board (IRB) set up in accordance with the Title 45 of the US Department of Health and Human Services Code of Federal Regulations, also known as 45 CFR 46. The grant award program director or principal investigator is responsible for securing IRB approval for grant activities that fall under the Common Rule (45 CFR 46 Subpart A).

F. State Regents' Records

For federal grants, records requirements will adhere to the approved records retention requirements and schedule. A copy of the grant retention schedule may be obtained by contacting the State Regents' grant or records management staff.

G. Monitoring State Regents' Grant Awards and Subawards

Any grant award or subaward made by the State Regents that includes federal funding will be monitored by State Regents' staff as outlined in the Memorandum of Understanding or contract provided to the awardee. Awardees are responsible for following State Regents' monitoring requirements as well as Uniform Grant Guidance 2 CFR 200. Awardees that do not adhere to this guidance may be subject to corrective action.

H. State Regents' Grant Training

All State Regents' grant staff will be provided mandatory grant training as needed, organized by the Coordinator of Grant Writing or other designated staff. Training may be in person or delivered in an acceptable online format.

Approved December 15, 1970; revised XX, 2022.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 27, 2022

AGENDA ITEM #10-a:

Launch Years Initiative Grants.

SUBJECT: Approval of Dana Center Launch Years Initiative technical assistance grant.

RECOMMENDATION:

It is recommended that the State Regents approve the technical assistance grant (no direct funds) to support ongoing Mathematics Pathways initiatives for a three-year period funded through the Charles A. Dana Center.

BACKGROUND:

Oklahoma has previously affirmed its commitment to state success in mathematics through participation in the Dana Center Mathematics Pathways project. Initially, a state system Math Faculty Conference, held in 2012, provided a forum for conference participants to share information about several national mathematics success efforts, including those of the Charles A. Dana Center (Dana Center). This meeting of minds eventually coalesced with the formation of the Math Success Group and paved the way for development of new statewide math pathways. The Math Success Group is comprised of 35 institutional math, development education, and teacher education faculty volunteers representing community colleges, regional universities, and research institutions.

The Dana Center has been impressed by the State Regents' continued work on undergraduate mathematics education reform. Oklahoma has been awarded a highly competitive national technical grant to support the ongoing work that our institutions have successfully implemented over the last decade. The Dana Center has pledged three years of technical assistance to support project activities outlined in Oklahoma's application. Oklahoma identified specific K-12 and higher education math pathways work and student success focused strategies that will be impacted by participating in this initiative. Through continued collaboration, the State Regents and the Dana Center will engage all public institutions to participate in the Launch Years Initiative (LYI) to further implement math pathways, as well as improve high school preparation, college remediation, and course placement.

POLICY ISSUES:

No policy issues are related to this action.

ANALYSIS:

A request for proposals for the Dana Center's LYI was released in July 2022. In addition to bringing together leaders, experts, and advocates from K-12, higher education, and workforce to codify the scaling efforts to build math pathways and host convenings dedicated to sharing best practices, this project also includes three years of customized state support related to building math pathways from high school through postsecondary into the workplace.

Oklahoma was one of twenty states selected for this assistance through a competitive process, and is now joining these states, along with national organizations and leaders in mathematics education, to conduct this work.

The Dana Center LYI will begin in November 2022 with an All State Kick Off meeting for state teams. Additional in-person and virtual meetings will be scheduled. State Regents' staff will coordinate the logistics and respond to the project requirements. Any meeting costs will be funded through the Charles and Lynn Schusterman Family Philanthropies.

Goals of Project Participation

Oklahoma has identified the following as areas of importance regarding the next phase of math pathways implementation work:

- Policy change;
- Defining modern math pathways; and
- State, regional, and district leadership development to support effective instruction, counseling and advising.

The following professional learning and technical assistance related to this work include:

- Thought-partnership and facilitation support to set a statewide agenda, vision, and goals for K-12 and higher education math pathways work.
- Policy review of concurrent education requirements.
- Thought-partnership and facilitation of working groups to plan, design, and implement K-12 and higher education math pathways work. Working group areas are likely to include:
 - degree clusters for math alignment to programs of study (i.e. meta-majors);
 - scaling and sustaining math pathways and corequisite supports for all students;
 - mobilizing academic advisors and high school counselors to prioritize concurrent enrollment in math, etc.;
 - guided facilitation, engagement, and support across national and state leaders to clearly define modern math pathways and its characteristics across varied K-12 and higher education ecosystems and stakeholder roles.
- Conversations to support implementation in K-12 and higher education.
- Thought-partnership, facilitation, and resource development to inform and guide effective K-12 counseling and higher education advising into modern math pathways.
- Pedagogical and curriculum co-requisite technical assistance/professional development.

In addition to the noted goals, the State Regents are in the process of developing a comprehensive strategic plan for the Oklahoma State System of Higher Education. The Strategic Planning Committee will develop broad goals with corresponding metrics of success to increase Oklahoma's educational attainment, align higher education programs with workforce needs, and leverage system resources effectively and efficiently. The work of this committee is being driven by four subcommittees – Student Pipeline, Student Success, Workforce Development, and System Operations. In particular, the Student Success Subcommittee will be focused on identifying best practices to address challenges related to student success and degree completion, including performance gaps in metrics such as retention and graduation rates. The LYI will seamlessly integrate into and enhance these efforts.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 27, 2022

AGENDA ITEM #10-b:

Launch Years Initiative Grants.

SUBJECT: Acceptance of a Schusterman Family Philanthropies grant for funding to support the Dana Center Launch Years Initiative.

RECOMMENDATION:

It is recommended that the State Regents accept a grant in the amount of \$30,000 from the Charles and Lynn Schusterman Family Philanthropies to support Oklahoma's participation in the Charles A. Dana Center's Launch Year Initiative for FY 2023 through FY2025.

BACKGROUND:

In October 2011, the State Regents adopted a college completion agenda that incorporates Complete College America (CCA) and National Governors Association Complete to Compete, and made college completion a top priority with commitments to state and campus goals, action plans, and measures of progress.

In 2013, the Mathematics Success Group was established with recommendations from the Council on Instruction. The Mathematics Success Group consists of 35 mathematics faculty, department chairs, and teacher educators with 7 from research universities, 11 from comprehensive universities, and 17 from community colleges. Also included is the Secondary Mathematics Director from the State Department of Education. To improve retention and graduation rates of all students, the Mathematics Success Group was charged with developing a sustainable strategic plan with the following goals:

- Goal 1: Improve mathematics preparation of students entering college;
- Goal 2: Reform mathematics remediation to be more effective; and
- Goal 3: Strengthen mathematics preparation for all majors.

Oklahoma has previously affirmed its commitment to state success in mathematics through participation in the Dana Center Mathematics Pathways project. Initially, a state system Math Faculty Conference, held in 2012, provided a forum for conference practitioners to share information about several national mathematics success efforts, including those of the Dana Center. This meeting of minds eventually coalesced with the formation of the Math Success Group and paved the way for development of new statewide math pathways.

Ongoing efforts to implement math pathways, as well as improve high school preparation, college remediation, and course placement, continue to be a priority for the State Regents and our respective post-secondary institutions and are reinforced through our partnerships and student success projects with CCA and the Southern Regional Education Board (SREB).

POLICY ISSUES:

No policy issues are related to this action.

ANALYSIS:

In the past, the Charles and Lynn Schusterman Family Philanthropies (CLSFP) has funded some specific activities related to the Oklahoma Math Success Initiative. The work has progressed from the strategic planning phase to the implementation phase and the CLSFP has offered to fund the implementation work for the Launch Years Initiative (LYI).

Timeline

Year 2022 – 2023 (FY2023)

- Attend All State Kick Off meeting (Austin, TX);
- Attend three virtual Math Alignment Task Force process meetings with Tier cohort members;
- Participate as appropriate in cross-tier, virtual professional learning and technical assistance related to continuous improvement and evidence-based cross-state learnings and other areas of work prioritized as needed, plus communications and policy; and
- Provide progress data based on technical assistance plan.

Year 2023 – 2024 (FY 2024)

- Attend two virtual Math Alignment Task Force process meetings with Tier cohort members;
- Develop technical assistance plans with the state, including all areas of work and identified specific state areas of focus;
- Participate in one individual, in-person technical assistance meeting;
- Participate in one virtual, individual state coaching session with state leads; initiate planning next phase of work;
- Participate as appropriate in cross-tier, virtual professional learning and technical assistance related to continuous improvement and evidenced-based cross-state learnings and other areas of work prioritized as needed, plus communications and policy; and
- Provide progress data based on technical assistance plan.

Year 2024 – 25 (FY2025)

- Participate in one individual state, in-person technical assistance;
- Attend All State Learning Forum (Austin, TX); and
- Submit math pathways data for landscape scan.

Accountability

The Dana Center LYI will begin November 2022 with an All State Kick Off meeting for state teams. Additional in-person and virtual meetings will be held (as noted below). State Regents staff will coordinate the logistics and respond to the project requirements.

Budget for FY2023-FY2025

| | |
|--|----------|
| System-wide in-person meetings to develop all areas of work (x 2) | |
| Refreshments | \$6,000 |
| Stipends for institutional travel | \$12,000 |

| | |
|--|-----------------|
| Team out-of-state travel | |
| Travel expenses | \$12,000 |
| <ul style="list-style-type: none"> • All State Learning Forum - 4 team members twice (4 X \$1,500 X 2 = \$12,000) | |
| Total | \$30,000 |

It is recommended that the State Regents accept a grant for \$30,000 from the CLSFP to support the LYI as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 27, 2022

AGENDA ITEM #11-a:

Oklahoma's Promise.

SUBJECT: Posting of Proposed Permanent Administrative Rule Revisions.

RECOMMENDATION:

It is recommended that the State Regents post proposed permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program (Oklahoma's Promise) and initiate the process for adoption of permanent rule revisions as described below.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, 10th, or 11th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families who meet certain income levels at the time of application to the program.

During the 2022 session, the Legislature passed SB 1673, authored by Senator Adam Pugh and Representative Jadine Nollan. SB 1673 modified the family income limit for students applying to the program, creating three levels of income eligibility based on the number of dependent children in the family. Beginning in the 2022-2023 school year, students are eligible to enroll in the program if the federal adjusted gross income of the student's parent(s) does not exceed:

- \$60,000 per year for parents who have one or two dependent children;
- \$70,000 per year for parents who have three or four dependent children; or
- \$80,000 per year for parents who have five or more dependent children.

The student's family income must also not exceed \$100,000 while the student is enrolled in college.

POLICY ISSUES:

Oklahoma's Promise plays an important role in the efforts of Oklahoma State Regents for Higher Education to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students with limited financial resources to aspire to attend college or postsecondary technical education, prepare themselves for academic success after high school, and to provide them with financial assistance for postsecondary education expenses.

ANALYSIS:

The proposed permanent rule revisions incorporate the statutory change to create three levels of income eligibility based on the number of dependent children in the family. The new income limits became

effective for the 2022-2023 academic year. The change is expected to increase enrollment in the program by about five percent. The first students eligible to enroll under the new limits will graduate high school in 2024. The proposed revisions also remove outdated language, update a citation and reorganize a paragraph for increased clarity.

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS
SUBCHAPTER 23. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM**

610:25-23-2. Eligibility of participants

Eligibility to participate in the program must be established by both the student and his/her parent(s), custodial parent(s), or guardian(s). Students enrolled in the eighth, ninth, tenth, or eleventh grade at a public or private school and whose parents' income meets the financial need criteria are eligible to apply to become a program participant. Students educated by other means who are between the ages of thirteen (13) and sixteen (16) are eligible to apply to become a program participant. Eligibility requirements to participate in the program include the following:

- (1) The student must be a resident of the state of Oklahoma or be enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes; and
- (2) The student's parent(s), custodial parent(s), or guardian(s) must establish financial need.

~~(A) To meet the program's financial need criteria, the income of the student's parent(s) from taxable and nontaxable sources shall not exceed \$50,000 per year at the time the student applies for participation in the program. Beginning in 2017-2018, the federal adjusted gross income of the student's parent(s) shall not exceed \$55,000 per year at the time the student applies for participation in the program. Beginning in 2021-2022, the federal adjusted gross income of the student's parent(s) shall not exceed \$60,000 per year at the time the student applies for participation in the program. A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall not be subject to the determination of financial qualification at the time the student applies for participation in the program. Beginning in the 2022-2023 school year, the federal adjusted gross income of the student's parent(s) shall not exceed the following amounts at the time the student applies for participation in the program:~~

- ~~(i) \$60,000 per year for parents who have one or two dependent children,~~
- ~~(ii) \$70,000 per year for parents who have three or four dependent children, or~~
- ~~(iii) \$80,000 per year for parents who have five or more dependent children.~~

~~(B) A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall not be subject to the determination of financial qualification at the time the student applies for participation in the program.~~

~~(B)(C)~~ Parents of students making application to the program must use one of the following options to establish financial need eligibility:

- (i) Documentation of their most recent calendar (tax) year income. Parents of eleventh-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the eleventh grade if the application is submitted by the required deadline; or
- (ii) Documentation of current yearly income from an officially approved application for free or reduced price school meals or other state or federal means-tested programs as determined by the State Regents. The State Regents may limit use of this option to pilot projects as determined

by the State Regents. If requested by the State Regents, parents may be required to provide additional documentation of income.

(iii) The Oklahoma State Regents for Higher Education shall review the determination of financial need eligibility of the student as set forth in section (2)(A) above if the income from taxable and nontaxable sources of the student's parent(s) includes income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s). If the income of the student's parent(s), excluding income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s), does not exceed the limitations set forth in section (2)(A) above, the student shall be determined to have met the financial need eligibility [70 O.S. § 2605(D)(~~6~~)(7)]

~~(C)~~(D) For students that are subject to court-ordered joint custody arrangements, the OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine which parent(s) shall meet the financial need criteria.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 27, 2022

AGENDA ITEM #11-b:

Oklahoma's Promise.

SUBJECT: FY2024 Official Funding Estimate for the Oklahoma's Promise Scholarship Program.

RECOMMENDATION:

It is recommended that the State Regents provide to the State Board of Equalization a funding estimate of \$67.7 million for the Oklahoma's Promise scholarship program for fiscal year 2024 to be allocated from the General Revenue Fund. It is further recommended that \$6 million of the program's trust fund reserves be designated in FY2024 for the State Regents to consider the consolidation of 20 percent of student mandatory fees into tuition.

BACKGROUND:

Oklahoma's Promise was created by the Oklahoma Legislature in 1992. The program is designed to increase the education attainment level of Oklahoma's population by providing an incentive for more students to aspire for college, prepare themselves academically in high school, and ultimately earn a college degree or other postsecondary credential.

Students must enroll in the program in the 8th, 9th, 10th or 11th grade. Beginning in the 2022-2023 school year, there are three levels of income eligibility based on the number of dependent children in the family. Students are eligible to enroll in the program if the federal adjusted gross income of the student's parent(s) does not exceed:

- \$60,000 per year for parents who have one or two dependent children;
- \$70,000 per year for parents who have three or four dependent children; or
- \$80,000 per year for parents who have five or more dependent children.

To earn the scholarship, students must complete a 17-course college preparatory curriculum, achieve at least a 2.50 GPA in the required core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from substance abuse or delinquent acts. Students completing the requirements are eligible for a scholarship equal to public college tuition. In college, students are subject to an annual family income check at \$100,000. To retain the scholarship in college, students must also meet certain academic and conduct requirements.

During the 2007 session, the Oklahoma Legislature passed SB 820 providing a dedicated funding process to ensure full and stable financial support for the program. The implementation of a dedicated funding process for the Oklahoma's Promise program was a long-standing legislative goal of the State Regents.

By statute, the State Regents must provide a funding estimate to the State Board of Equalization no later than November 1 of each year. The funding estimate is for the fiscal year that begins the following July 1. The seven-member State Board of Equalization is comprised of the Governor, Lieutenant Governor, State Auditor and Inspector, State Treasurer, Attorney General, Superintendent of Public Instruction, and the

President of the Board of Agriculture. The Board is responsible for certifying the total amount of funds that the Legislature can appropriate from the state's General Revenue Fund. The Board also has the responsibility to determine the amount of revenue necessary to fund the Oklahoma's Promise scholarships and subtract that amount from the total funds available for appropriation from the General Revenue Fund.

Following are significant changes made to the program in the past five years:

2017-2018

- Application family income limit increased from \$50,000 to \$55,000 (statutory; first increase since 2000).
- Use of scholarship expanded to include most Career Tech programs (statutory).

2018-2019

- Prohibited scholarship payments for remedial, non-credit courses (statutory).
- Required an annual check of \$100,000 family income limit for Oklahoma's Promise college students rather than the previous one-time check when the student was an incoming freshman (statutory).
- Cap of 129 college credit hours placed on the scholarship beginning with the 2018 high school graduating class (cap mandated by statute; specific 129-hour limit set by State Regents in rules).

2021-2022

- Application family income limit increased from \$55,000 to \$60,000 (statutory).
- Application period expanded to include the 11th grade (statutory; previously grades 8 – 10).

2021-2022

- Application family income limit modified and increased based on the number of dependent children (statutory).
 - \$60,000 per year for parents who have one or two dependent children;
 - \$70,000 per year for parents who have three or four dependent children; or
 - \$80,000 per year for parents who have five or more dependent children.

POLICY ISSUES:

The Oklahoma's Promise program plays an important role in the State Regents' goal to increase the proportion of Oklahoma's population earning a college degree or other postsecondary credential.

ANALYSIS:

Fiscal Year 2023-2024 Funding Estimate

Based on current data and projections, the funding estimate for the Oklahoma's Promise program in 2023-2024 is \$67.7 million, an increase of \$2.9 million or 4.5 percent from the 2022-2023 funding level of \$64.8 million. The number of students expected to receive an Oklahoma's Promise award in 2023-2024 is about 14,900.

Factors taken into consideration to calculate the estimate include:

- Enrollment rates of 8th, 9th, 10th, and 11th grade students in the program.

- The rate at which Oklahoma’s Promise students complete the high school requirements to be eligible for the scholarship.
- High school-to-college-going rates.

Note: COVID-19 appears to have negatively impacted the direct-from-high school-to-college rates of the 2020 and 2021 high school graduating classes of Oklahoma's Promise students. The college-going rate of 2020 high school graduates in 2020-2021 was 68 percent, down 5 percent from the 73 percent rate of 2019 high school graduates in 2019-2020 (the largest single year decline in the history of the program). The 2021 high school graduating class had a similarly lower college-going rate in 2021-22 of 67 percent.

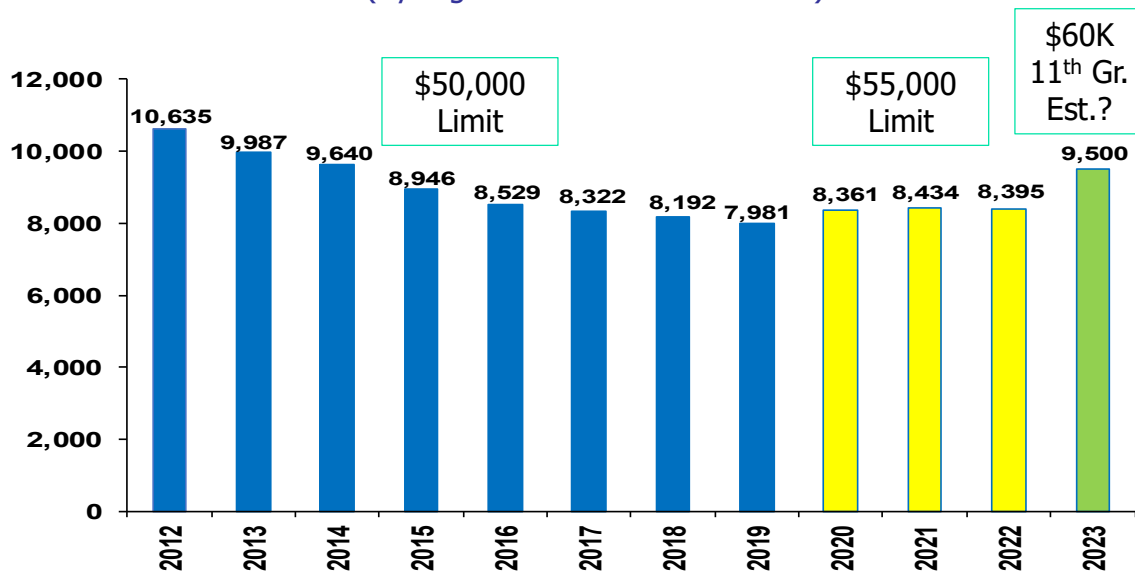
- Student enrollment patterns at colleges in Oklahoma.
- Student persistence/award-retention rates in college.
- The number of college semester credit hours in which students enroll.
- The tuition rates at each institution.
- Estimated tuition increases for 2023-2024.

High School Student Enrollment in Oklahoma's Promise

The number of high school students enrolling in Oklahoma's Promise declined steadily from 2012 to 2019. Enrollment then grew in the high school graduating classes of 2020, 2021 and 2022, reflecting the increase in the application family income limit from \$50,000 to \$55,000. The 2023 graduating class is projected to increase significantly by 1,000 or more students due to two primary changes – a further increase in the application family income limit from \$55,000 to \$60,000 and the expansion of the application period to the 11th grade. An additional increase in enrollment can probably be expected for the 2024 graduating class due to the new higher income limits based on the number of children in the family that went into effect in the 2022-2023 academic year.



OKPromise High School Enrollment (By High School Graduation Year)



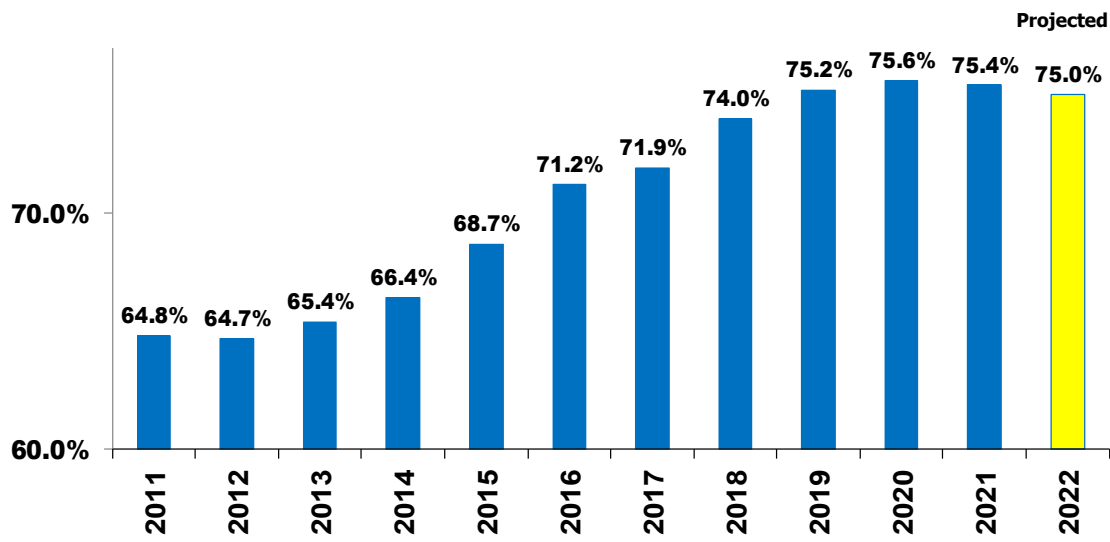
As of 9/22/2022

High School Requirement Completion Rates of Oklahoma's Promise Students

Between 2013 and 2019 the proportion of enrolled students who successfully completed the program's high school requirements to be eligible for the scholarship increased by ten percentage points from 65 percent to 75 percent. Since 2019, the completion rates have remained steady at about 75 percent.



High School Requirement Completion Rates (by grad year)



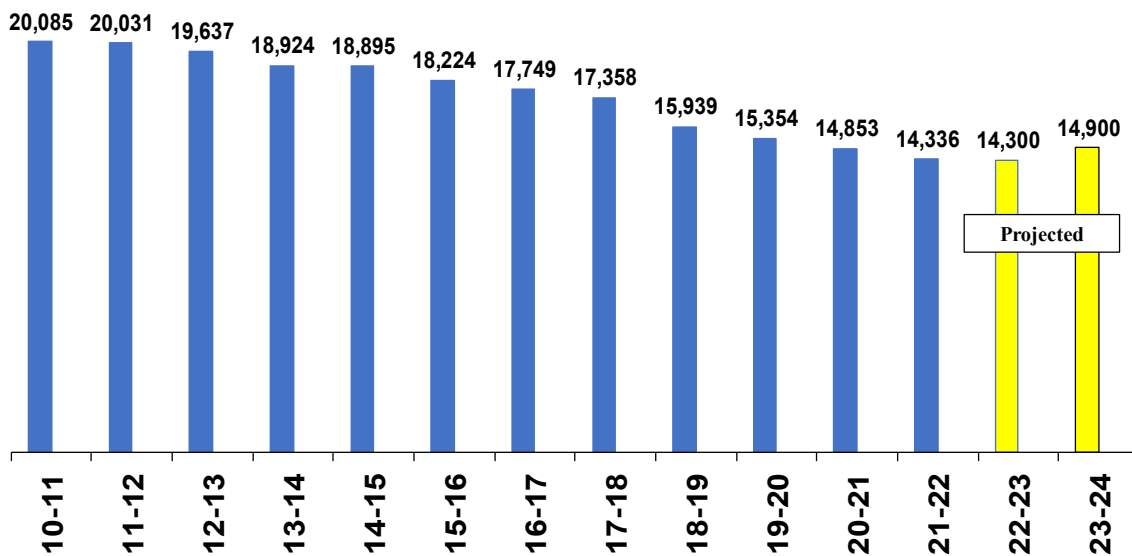
As of 9/22/2022

Projected Scholarship Recipients

The number of scholarship recipients has declined significantly over the past twelve years. Due in large part to the 2017 legislative fiscal reforms, the largest single year drop was in 2018-2019 which saw a reduction of 1,400 or eight percent compared to 2017-2018. Since then, the number of scholarship recipients has continued to decline to about 14,300 in 2021-2022. The projected number of scholarship recipients in 2022-2023 is expected to remain at about 14,300 with an increase in 2023-2024 of about 600 recipients to 14,900.



Scholarship Recipients



As of 10/1/2022

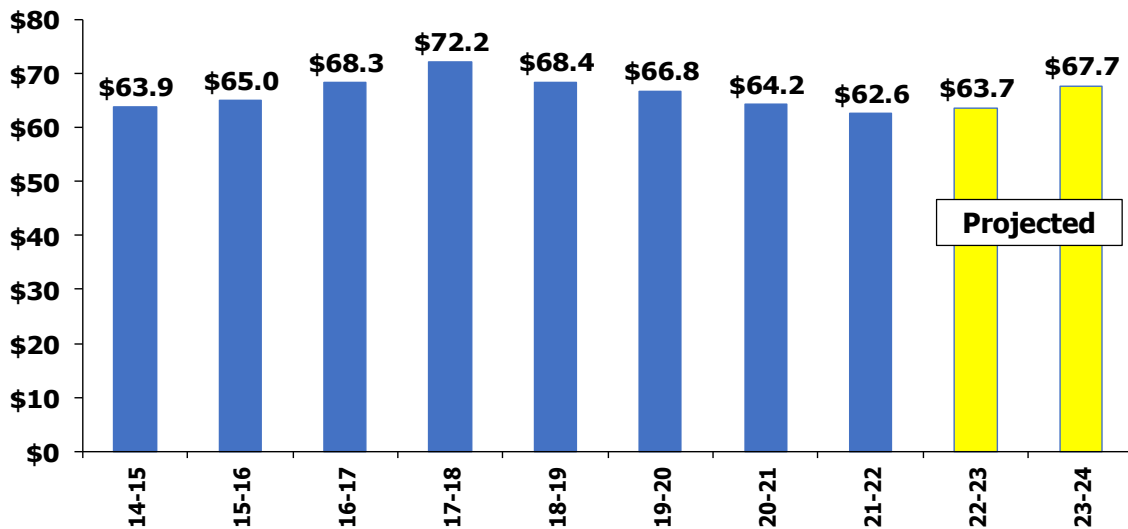
Scholarship Expenditures

From 2017-2018 to 2021-2022, annual scholarship expenditures decreased from \$72.2 million to \$62.6 million, a decline of \$9.6 million or thirteen percent. Two primary factors contributed to the cost savings – (1) the implementation of statutory fiscal reforms approved by the Legislature in 2017, and (2) an increase in the number of state system institutions not raising tuition. Expenditures are projected to increase modestly in 2022-2023 and then increase by about \$4 million 2023-2024.



Scholarship Expenditures

(In \$ millions, by academic year)



As of 9/19/2022

Oklahoma's Promise Award as a Percentage of College Costs

The Oklahoma's Promise award pays the student's actual tuition costs at state system colleges and universities (the award for students attending private colleges is limited to the comparable public college tuition). The award amount does not cover fees, books, supplies, or room and board. The table below provides examples of the proportion of average total college costs covered by the Oklahoma's Promise award for full-time students enrolled at state system colleges in 2022-2023. The award covers about 19% at the research universities, 37% at the regional universities, and 29% at the community colleges.

2022-2023 Average Cost of Attendance
Full-Time Undergraduate Resident (30 Credit Hours)

| Resident Students | Research Universities | Regional Universities | Community Colleges |
|--------------------------------------|-----------------------|-----------------------|--------------------|
| Tuition | \$5,168 | \$5,897 | \$3,460 |
| Mandatory Fees | \$4,109 | \$1,667 | \$1,257 |
| Average Academic Service Fees | \$4,980 | \$724 | \$376 |
| Total of Tuition and Fees | \$14,257 | \$8,288 | \$5,093 |
| Estimated Books & Supplies | \$1,000 | \$1,147 | \$1,332 |
| Average Costs for Commuter | \$15,257 | \$9,435 | \$6,425 |
| Room & Board | \$11,988 | \$6,600 | \$5,693 |
| Average for On-Campus Student | \$27,245 | \$16,034 | \$12,118 |

| | | | |
|---|------------|------------|------------|
| Tuition as % of On-Campus Total Cost | 19% | 37% | 29% |
| Mandatory Fees as % of Total Cost | 15% | 10% | 10% |
| Academic Service Fees as % of Total Cost | 18% | 5% | 3% |

The State Regents define “Mandatory Fees” and “Academic Services Fees” in policy.

Mandatory Fees: Fees required of **all** students for enrollment to the institution. These fees are used to support the mission of the institution, its facilities, and student services. Most mandatory fees are assessed on a per-credit-hour basis. Some common mandatory fees include: library fees, technology fees, student assessment fees, student activity fees, student facility fees, and academic records fees.

Academic Services Fees: Fees assessed to students enrolled in **certain** courses or programs to cover the actual costs of instruction and related academic services such as laboratory supplies, materials, equipment and specialized testing.

Recommendation: Designate \$6 million of the program’s trust fund reserves to consider the consolidation of 20 percent of student mandatory fees into tuition in 2023-2024.

At some Oklahoma public colleges, the cost of fees can be a source of confusion and frustration for parents and students. In some situations, the cost of all fees exceeds the student’s cost of tuition. In addition, Oklahoma’s Promise students attending colleges with higher fee costs are more likely to rely on student loans to cover their cost of education. As shown in the table below, in 2019-2020 at the research universities, about half of Oklahoma’s Promise students depended on student loans averaging nearly \$7,000. The rates of borrowing and the average annual loan amounts were much less at the regional universities and the community colleges.

| Oklahoma's Promise Students | | | | | |
|------------------------------------|-----------------------------|--|---|--------------------|---------------------|
| Loan Data for 2019-2020 | | | | | |
| <u>Institution Tier</u> | <u>OKPromise Recipients</u> | <u>OKPromise Recipients with Loans</u> | <u>% of OKPromise Recipients with Loans</u> | <u>Total Loans</u> | <u>Average Loan</u> |
| Research Universities | 4,532 | 2,219 | 49% | \$15,287,823 | \$6,890 |
| Regional Universities | 5,600 | 1,879 | 34% | \$9,588,925 | \$5,103 |
| Community Colleges | 4,771 | 710 | 15% | \$2,780,096 | \$3,916 |
| State System | 14,259 | 4,808 | 34% | \$27,656,844 | \$5,752 |

To provide an opportunity for the State Regents to consider addressing these concerns in 2023-2024, it is proposed that the State Regents’ FY2024 funding recommendation for Oklahoma’s Promise include designating \$6 million from the program’s reserve funds to possibly cover the initial cost of consolidating the equivalent of 20 percent of student mandatory fees (excluding academic service fees) into institutional tuition rates.

Key Points:

- Systemwide, mandatory fees equate to about 43 percent of tuition costs. Compared to the projected FY2024 tuition costs of Oklahoma’s Promise recipients at \$67.7 million, the students’ total related mandatory fee costs would be about \$29.3 million. To reduce mandatory fees by 20 percent in FY2024 and consolidate that revenue into tuition rates, the cost to the Oklahoma’s Promise program would be about \$5.9 million (\$29.3 million X 20 percent = \$5.9 million).
- As of June 30, 2023, the Oklahoma’s Promise trust fund is projected to have a reserve balance of about \$28.5 million; \$6 million would equate to about 21 percent of available reserves.
- If approved by the State Regents, this funding recommendation would not mandate the consolidation of any mandatory fees in 2023-2024. The recommendation provides a potential framework for the State Regents and institutions to consider an incremental approach to address this issue beginning in the 2023-2024 academic year.
- Any mandatory fees consolidated into tuition will become part of the ongoing scholarship costs of Oklahoma’s Promise in future years.
- The consolidation of mandatory fees into tuition does not have an impact in relation to the statutory limits on tuition and fees since the limits apply to combined tuition and mandatory fee levels.
- The recommendation would not require any change in statute or State Regents’ policy.

Potential Benefits of the Consolidation of Mandatory Fees into Tuition

- All students enrolled in state system institutions, not just Oklahoma's Promise students, would benefit from a more simplified, transparent and understandable billing structure for college expenses.
- The proposal would help reduce student debt for Oklahoma's Promise students attending colleges that currently have higher fees. Loan debt can be especially sensitive for Oklahoma's Promise college students whose average family income in 2020-2021 was about \$37,000.
- The proposal would benefit institutions by allowing them to simplify their billing and also enhance the scholarship awards that their Oklahoma's Promise students receive.
- The proposal would complement institution efforts to raise funds to increase student aid and lower student debt – such as Oklahoma State University's recently announced goal to limit student debt to a maximum of \$3,000 per year and the University of Oklahoma's goal to raise \$500 million for scholarships. These new initiatives are in addition to current programs at OSU and OU that provide aid for some non-tuition expenses of Oklahoma's Promise students (Cowboy Covenant and Crimson Commitment).

Sources of Funding and Year End Trust Fund Balances

As shown below, the program’s trust fund had a balance of \$32.8 million at the end of FY2022. The FY2023 funding estimate included \$6 million budgeted from the trust fund balance. However, current estimates for FY2023 project that only about \$4.3 million of the \$6 million budgeted from the trust fund balance will be utilized. For FY2024, it is recommended that \$6 million from the trust fund balance be designated for the purpose of considering the consolidation of 20 percent of mandatory student fees into tuition.

Oklahoma's Promise
Funding Sources / Year End Trust Fund Balances

| Fiscal Year | Funding Estimate | From General Revenue | Budgeted From Trust Fund | June 30 Trust Fund Balance | Balance as % of Funding |
|---|------------------|----------------------|--------------------------|----------------------------|-------------------------|
| FY'2011 actual | \$57,000,000 | \$57,000,000 | | \$15,626,849 | 27.4% |
| FY'2012 actual | \$63,200,000 | \$63,200,000 | | \$20,121,256 | 31.8% |
| FY'2013 actual | \$63,000,000 | \$57,000,000 | \$6,000,000 | \$19,852,259 | 31.5% |
| FY'2014 actual | \$62,700,000 | \$57,000,000 | \$5,700,000 | \$12,400,074 | 19.8% |
| FY'2015 actual | \$61,000,000 | \$57,000,000 | \$4,000,000 | \$4,910,968 | 8.1% |
| FY'2016 actual | \$61,700,000 | \$59,000,000 | \$2,700,000 | \$649,223 | 1.1% |
| FY'2017 actual | \$67,800,000 | \$67,800,000 | \$0 | \$521,449 | 0.8% |
| FY'2018 actual | \$74,300,000 | \$74,300,000 | \$0 | \$2,120,053 | 2.9% |
| FY'2019 actual | \$76,800,000 | \$76,800,000 | \$0 | \$10,867,838 | 14.2% |
| FY'2020 actual | \$77,300,000 | \$77,300,000 | \$0 | \$22,600,628 | 29.2% |
| FY'2021 actual | \$72,400,000 | \$70,000,000 | \$2,400,000 | \$29,066,612 | 40.1% |
| FY'2022 actual | \$69,400,000 | \$65,400,000 | \$4,000,000 | \$32,795,857 | 47.3% |
| FY'2023 estimated | \$64,800,000 | \$58,800,000 | \$6,000,000 | \$28,500,000 | 44.0% |
| Total Budgeted From Trust Fund FY'13 to FY'23 | | | \$30,800,000 | | |
| FY'2024 estimated | \$67,700,000 | \$67,700,000 | \$6,000,000 * | \$22,500,000 | 33.2% |
| FY'2025 estimated | \$77,500,000 | \$77,500,000 | \$6,000,000 * | \$16,500,000 | 21.3% |
| FY'2026 estimated | \$87,000,000 | \$87,000,000 | \$6,000,000 * | \$10,500,000 | 12.1% |

*It is recommended that \$6 million from the program's trust fund reserve be designated to covering the initial cost to consolidate 20% of student mandatory fees into tuition in FY2024. Tuition rates would be adjusted to maintain the revenue of the eliminated fees. The FY2025 and FY2026 estimates show the impact if the practice was repeated in those years.

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AGENDA ITEM #12:

Teacher Education.

SUBJECT: Approval of incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program.

RECOMMENDATION:

It is recommended that the State Regents approve the Teacher Shortage Employment Incentive Program benefit of \$7,617.28 for each teacher eligible in 2023.

BACKGROUND:

Senate Bill 1393, passed in 2000, called for the Oklahoma State Regents for Higher Education to establish a financial incentive program to recruit and retain math and science teachers who commit to teaching in either one or both subjects for five consecutive full years in an Oklahoma public secondary school. House Bill 1499 amended Senate Bill 1393 in 2001 by specifying a formula for the incentive amount. The formula stipulates the award cannot exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education.

Current rules require eligible students to sign a Participation Agreement with their college of education before graduation. After teaching secondary mathematics or science for five consecutive full years at Oklahoma Public Schools, participants return the required documentation to be reviewed for eligibility to receive the Teacher Shortage Employment Incentive Program (TSEIP) incentive payment. The TSEIP incentive amount is paid directly to the employing school district for disbursement to eligible candidates. Recipients must apply the funding towards their eligible education loans. If recipients do not have student loans, they may retain the incentive award amount.

POLICY ISSUES:

Procedures for TSEIP awards are guided by Administrative Procedures Act rules. The State Regents recognized the importance of providing incentives to recruit teachers into teaching shortage areas in the 2002 Teacher Supply and Demand Study, which included among its recommendations that “teachers should be paid salary supplements in high demand subject areas.” The 2015, 2018 and 2021 Teacher Supply and Demand Studies continue to identify major shortages in secondary mathematics and science.

ANALYSIS:

Since 2006, when the first round of eligible recipients was awarded the TSEIP incentive, 479 teachers have received cash incentives for teaching secondary mathematics and/or science in an Oklahoma public school. Since its inception, 1,109 teachers have enrolled in the Teacher Shortage Employment Incentive Program, with on average, less than half meeting the requirements, including teaching in Oklahoma for the five years.

The total disbursement amount to the school district for each eligible participant will be \$8,200. The award amount of \$7,617.28 will be distributed to the teacher with a FICA reimbursement to the school district in the amount of \$582.72.

The FY23 budget allowed for this year’s program incentive amount to remain the same as in FY22; however, this award is still not meeting the obligation intended in the law. As stated in legislation, the incentive award should not exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education. The FY23 award, as a factor of funds available to higher education, is 39 percent of the actual average tuition formula set forth in statute. Based on this calculation, students eligible in 2023 should receive an award of \$21,129. However, with current budget restrictions, in an effort to disburse the incentive amount equitably, the award amount was reduced to \$7,617.28. No supplemental funds are available to augment the award to the average tuition costs as stated above.

Table 1. Teacher Shortage Employment Incentive Program (TSEIP) disaggregated data and yearly distribution.

| TSEIP Year | Total Eligible | | | * Total Payout | Incentive Amount | Employer Share of FICA | Total Incentive |
|--------------|----------------|------------|----------|----------------|------------------|------------------------|-----------------------|
| | Mathematics | Science | Math/Sci | | | | |
| 2006 | 18 | 24 | 0 | 42 | \$10,347.00 | | \$434,574.00 |
| 2007 | 10 | 19 | 0 | 29 | \$11,148.00 | | \$323,292.00 |
| 2008 | 5 | 16 | 0 | 21 | \$12,168.00 | | \$255,528.00 |
| 2009 | 9 | 14 | 0 | 23 | \$13,602.00 | | \$312,846.00 |
| 2010 | 8 | 12 | 1 | 21 | \$13,602.00 | | \$285,642.00 |
| 2011 | 22 | 20 | 0 | 42 | \$14,362.00 | | \$603,204.00 |
| 2012 | 26 | 13 | 0 | 39 | \$15,267.00 | | \$595,413.00 |
| 2013 | 28 | 18 | 0 | 46 | \$16,227.00 | | \$746,442.00 |
| 2014 | 15 | 11 | 0 | 26 | \$16,936.00 | | \$440,336.00 |
| 2015 | 19 | 13 | 0 | 32 | \$17,868.00 | | \$571,776.00 |
| 2016 | 15 | 12 | 0 | 27 | \$14,362.00 | \$1,098.69 | \$417,438.63 |
| 2017 | 13 | 11 | 0 | 24 | \$9,220.00 | \$705.33 | \$238,207.92 |
| 2018 | 13 | 8 | 0 | 21 | \$7,379.13 | \$564.60 | \$166,818.33 |
| 2019 | 15 | 10 | 0 | 25 | \$7,617.28 | \$582.72 | \$205,000.00 |
| 2020 | 21 | 11 | 0 | 32 | \$7,617.28 | \$582.72 | \$262,400.00 |
| 2021 | 15 | 14 | 0 | 29 | \$7,617.28 | \$582.72 | \$237,800.00 |
| * 2022 | 10 | 11 | 0 | 21 | \$7,617.28 | \$582.72 | \$172,200.00 |
| Total | 263 | 236 | 1 | 500 | | | \$6,268,917.88 |

* Year not complete

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AGENDA ITEM #13:

State Authorization.

SUBJECT: Request to re-authorize an out-of-state institution to operate in Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents re-authorize an out-of-state institution to operate with a physical presence in Oklahoma, as described below.

BACKGROUND:

On October 29, 2010, the United States Department of Education (USDE) published final regulations covering a wide range of issues affecting higher education institutions and state agencies. Included was a state authorization regulation that strengthened student consumer protections by requiring higher education institutions to obtain authorization in each state in which they maintain a physical location to maintain eligibility for federal financial aid.

In response, Oklahoma Senate Bill 1157 established the statutory basis for Oklahoma's state authorization process. Enacted as 70 O.S. § 4103 and effective November 1, 2016, the legislation requires private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma 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.

The statute sets the limited scope of the State Regents' policy and procedures to 1) a complaint process, 2) standards for operation, 3) stipulations for a written enrollment agreement between the institution and the student, and 4) reporting requirements. Although State Regents staff conduct a thorough desktop review of institutional materials, current statutory language does not afford the agency broad discretion for in-depth quality and consumer protection reviews. Additionally, 70 O.S. §4103 exempts from state authorization requirements private institutions that participate in the Oklahoma Tuition Equalization Grant program.

Additional federal regulations became effective in 2016 requiring institutions that offer postsecondary education through distance education to students located in a state in which the institution has no physical location to meet any of that state's requirements to legally offer postsecondary education in that state (34 CFR §600. (c) (1) (i)). Oklahoma statute (70 O.S. §4103) makes no distinction between online only and physical presence, requiring only that "all private and out-of-state public institutions...shall be authorized..." (exempting OTEG and SARA participating institutions).

On October 20, 2016, the State Regents approved revisions to the Institutional Accreditation policy (now titled Institutional Accreditation and State Authorization) to meet the functions prescribed in 70 O.S. § 4103.

Currently, 21 out-of-state and private institutions are authorized to operate in Oklahoma with a physical presence:

- Aquinas Institute of Theology
- Asbury Theological Seminary
- ATA College
- Central Oklahoma College
- Columbia College
- Embry Riddle Aeronautical University
- Heavy Equipment Colleges of America
- John Brown University
- Liberty University
- Marian University
- Newman University
- Park University
- Miller-Motte College (FKA Platt College)
- Saint Paul School of Theology
- Southeastern University
- Southwestern Assemblies of God University
- Spartan College of Aeronautics and Technology
- Strayer University
- Tulsa Welding School
- Webster University
- Wichita State University

POLICY ISSUES:

The Institutional Accreditation and State Authorization policy specifies the requirements institutions must meet to qualify for authorization to operate as a degree granting institution with a physical presence in Oklahoma. To request authorization, institutions must submit an application that requires:

- verification of the institution’s accreditation and home state authorization status;
- submission of information on the institution’s ownership, management, financial stability, and physical locations in Oklahoma;
- reporting of data on course and program enrollment, credentials awarded, and federal financial aid; and
- documentation of the institution’s student catalogue, student enrollment agreement and student complaint process.

At this time the OSRHE does not exert regulatory control over out-of-state institutions offering online only distance education in Oklahoma; authorization is required only for private (non-OTEG) and out-of-state institutions that establish a physical presence in the state according to the Institutional Accreditation and State Authorization policy.

ANALYSIS:

Upper Iowa University (UIU) was authorized by the State Regents prior to the November 2016 policy revision, and had been informed at that time by State Regents’ staff that its authorization did not include any renewal or reporting requirements. Recently, staff contacted the institution to ascertain whether it is still operating in Oklahoma with a physical presence and notify them of the change in Oklahoma and OSRHE authorization requirements. In response, the institution submitted an application for re-authorization under current policy.

After reviewing the application and required documentation, State Regents’ staff have determined they meet the authorization requirements of the OSRHE Institutional Accreditation and State Authorization policy. Therefore, it is recommended that the State Regents re-authorize UIU to operate in Oklahoma from the date of approval through the 2023-2024 academic year.

Institutional information and Oklahoma enrollment data are provided in the tables below.

Upper Iowa University (UIU)

Institutional Information

| | |
|---|---|
| Home Location | Fayette, Iowa |
| Institution Type | Private, non-profit |
| Accreditation | Higher Learning Commission |
| Federal Financial Responsibility Composite Score* | 2.53 |
| Heightened Cash Monitoring** | No |
| Oklahoma Location(s) | Fort Sill/Lawton |
| Location Type(s) | Military base/Location leased by institution |
| Activities Conducted | <ul style="list-style-type: none"> • Synchronous instruction at a physical location • Asynchronous instruction at a physical location • Administrative office • Office space for instructional or non-instruction staff • Maintains an institutional mailing address, post office box, street address, or phone number in Oklahoma |

Program and Enrollment, Credentials, and Federal Financial Aid

Summary

| Program Level | Number of Programs Offered | Students Enrolled | Credentials Granted | Students Receiving Federal Financial Aid |
|-----------------------------|----------------------------|-------------------|---------------------|--|
| Associate's Degree Programs | 2 | 19 | 0 | 3 |
| Bachelor's Degree Programs | 6 | 21 | 8 | 4 |
| Total Students | 8 | 40 | 8 | 7 |

Associate's Programs

| Name of Program | Location Offered | Students Enrolled | Credentials Awarded | Students Receiving Federal Financial Aid |
|--|------------------|-------------------|---------------------|--|
| AA in General Business | Fort Sill | 5 | 0 | 0 |
| AA in Liberal Arts | | 12 | 0 | 3 |
| AA in Psychology | | 2 | 0 | 0 |
| Total Associate's Programs Students | | 19 | 0 | 3 |

Bachelor's Programs

| Name of Program | Location Offered | Students Enrolled | Credentials Awarded | Students Receiving Federal Financial Aid |
|----------------------------------|------------------|-------------------|---------------------|--|
| BS in Business Administration | Fort Sill | 8 | 2 | 3 |
| BS in Human Resources Management | | 6 | 4 | 0 |
| BS in Management | | 1 | 0 | 0 |
| BS in Psychology | | 3 | 1 | 0 |
| BS in Public Administration | | 0 | 0 | 0 |

| | | | | |
|---|--------|-----------|----------|----------|
| BS in Social Science | | 3 | 1 | 1 |
| BS in Business Administration | Lawton | 0 | 0 | 0 |
| BS in Human Resources Management | | 0 | 0 | 0 |
| BS in Management | | 0 | 0 | 0 |
| Total Bachelor's Programs Students | | 21 | 8 | 4 |

- * The federal 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.

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AGENDA ITEM #14:

E&G Budget.

SUBJECT: FY2024 Budget Needs Request.

This item will be available at the meeting.

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AGENDA ITEM #15:

Endowment.

SUBJECT: Approval of June 30, 2022, market values, distribution schedules and reports.

RECOMMENDATION:

It is recommended that the State Regents approve a distribution of 4.5 percent of the rolling average of June 30th market values totaling to the amount of \$36.03 million for fiscal year 2022, and \$5.1 million for prior years' carryover-- totaling approximately \$41.13 million-- for institutional expenditure from eligible Endowment Trust Fund accounts and approve the corresponding account reports for the year-ended June 30, 2022.

BACKGROUND:

With the allocation at the May 28, 2022 meeting, the State Regents have allocated a total of approximately \$473.3 million to the Endowment Trust Fund for chairs, professorships and lectureships and from state appropriations since inception of the program in 1988. The last several years' allocations are dedicated to bond debt service with the exception of the one-time transfer in FY2012 of \$146.9 million from the EDGE Trust. The 2008 legislature increased the debt service for endowed chairs bonding authority by \$4,899,645, and in 2021 approved additional bonding authority that resulted in \$161 million to clear the queue of accounts awaiting state matching funds. The current total allocation is \$21.5 million in state appropriations to cover the debt service obligation.

These allocations are to support the establishment of faculty chairs and professorships and for related activities to improve the quality of instruction and research at colleges and universities in the State System. State Regents allocated \$30 million for the Langston University Endowment beginning in 1999 and completed the full commitment with the FY2015 allocation. In addition to state funding, the trust fund contains some private matching funds and unrestricted gifts.

In September 2003, the endowment distribution policy was revised to allow for 4.5 percent of the three-year average market value at June 30 to be available for distribution. This revision became effective with the FY04 distribution. It has been a long-standing practice that our distribution approval has included previous year's carryover funds. This item includes only one-half of those funds for available distribution for FY2022, as the earnings of the trust aren't sufficient to continue this practice at the full amount of the undrawn, cumulative carryover.

POLICY ISSUES:

Investments for the Endowment Trust Fund have been made in compliance with the State Regents' investment policy and relevant State Statutes.

STAFF ANALYSIS:

The market value of the trust fund was \$1.040 billion, as of June 30, 2022. In FY22, the fund posted a reduction of approximately 9.9 percent, in unitized asset value.

The State Regents' current investment policy provides that "the investment committee shall determine the distribution...The distribution will not necessarily be equivalent to actual earnings during the year, but to maintain a distribution rate from year to year that, as a goal, will approximate 4.5 percent of the asset values based on an average of the past three years for the endowment trust fund." The attached distribution schedule reflects the distribution available for each eligible Endowment Trust Fund account and is presented for approval.

OKLAHOMA STATE REGENTS' ENDOWMENT TRUST FUND--2022 DISTRIBUTION SCHEDULE

| | Account | Account Balance 6/30/2022 | Account Balance 6/30/2021 | Account Balance 6/30/2020 | Three-year Average Mrkt. Value | # Qrts | FY22 Available Distribution | FY21 Carryover | Total Available Distribution | Distribution Requested |
|--------|--|--------------------------------------|--------------------------------------|--------------------------------------|---|---------------|--|-----------------------|---|-----------------------------------|
| | University of Oklahoma | | | | | | | | | |
| 760001 | David A. Burr Chair in Letters | 1,264,276.87 | 1,400,732.62 | 1,096,282.66 | 1,253,764.05 | 4 | 56,419.38 | 47,045 | 103,464 | |
| 760002 | Helen Robson Walton Centennial Chair in Marketing Strategy | 1,683,226.71 | 1,326,884.51 | 1,080,649.48 | 1,363,586.90 | 4 | 61,361.41 | (0) | 61,361 | |
| 760003 | Puterbaugh Chair in American Enterprise | 469,804.80 | 520,511.70 | 423,772.63 | 471,363.04 | 4 | 21,211.34 | 10,501 | 31,712 | |
| 760004 | Hitachi Ltd. Chair in Computer Science | 1,053,291.17 | 1,166,974.84 | 913,332.26 | 1,044,532.75 | 4 | 47,003.97 | 39,204 | 86,208 | |
| 760005 | Asahi Glass Company Chair in Chemical Engineering | 901,702.43 | 1,040,897.97 | 847,442.83 | 930,014.41 | 4 | 41,850.65 | - | 41,851 | |
| 760006 | Grayce B. Kerr Centennial Chair - Chemistry and Biochemistry (Public | 860,308.35 | 993,114.43 | 808,541.92 | 887,321.56 | 4 | 39,929.47 | (0) | 39,929 | |
| 760007 | Grayce B. Kerr Centennial Chair - Chemistry and Biochemistry (Privat | 873,200.09 | 1,007,996.28 | 820,657.95 | 900,618.11 | 4 | 40,527.81 | (0) | 40,528 | |
| 760008 | Eberly Family Chair in Geology and Geophysics | 846,179.70 | 976,804.49 | 795,261.45 | 872,748.55 | 4 | 39,273.68 | (0) | 39,274 | |
| 760009 | Eberly Family Chair in Petroleum & Geological Engineering | 981,496.64 | 976,947.11 | 795,377.40 | 917,940.38 | 4 | 41,307.32 | (0) | 41,307 | |
| 760010 | G.T. and Libby Blankenship Chair in the History of Liberty (formerly F | 1,231,444.83 | 1,421,542.30 | 1,157,342.86 | 1,270,110.00 | 4 | 57,154.95 | (0) | 57,155 | |
| 760011 | Henry Bellmon Chair in Public Service | 533,228.45 | 564,235.93 | 459,360.55 | 518,941.64 | 4 | 23,352.37 | (0) | 23,352 | |
| 760012 | Charles and Peggy Stephenson Chair in Petroleum Engineering | 905,238.21 | 1,002,942.26 | 837,389.13 | 915,189.87 | 4 | 41,183.54 | 20,297 | 61,481 | |
| 760013 | Benjamin H. Perkinson Chair in Aerospace & Mechanical Engineering | 164,716.83 | 190,144.12 | 154,805.06 | 169,888.67 | 4 | 7,644.99 | (0) | 7,645 | |
| 760014 | Robert Edwards Lowry Chair in Meteorology | 829,193.05 | 957,195.81 | 779,331.80 | 855,240.22 | 4 | 38,485.81 | (0) | 38,486 | |
| 760015 | Fenclon Boesche Law Dean's Chair | 563,114.57 | 649,999.21 | 538,620.00 | 583,911.26 | 4 | 26,276.01 | (0) | 26,276 | |
| 760016 | John A. & Donnie Brock Chair in Energy Economics and Policy | 1,328,799.46 | 909,538.32 | 740,496.69 | 992,944.82 | 4 | 44,682.52 | (0) | 44,682 | |
| 760017 | Schusterman/Josey Chair in Judaic History | 1,173,226.49 | 1,354,027.88 | 1,102,412.90 | 1,209,904.09 | 4 | 54,445.68 | (0) | 54,446 | |
| 760018 | L. A. Comp Chair in Aerospace and Mechanical Engineering | 1,333,217.26 | 1,539,025.64 | 1,252,991.44 | 1,375,078.11 | 4 | 61,878.52 | (0) | 61,879 | |
| 760019 | William J. Crowe, Jr. Chair in Geopolitics | 1,612,420.16 | 1,861,223.22 | 1,538,141.17 | 1,670,594.85 | 4 | 75,176.77 | (0) | 75,177 | |
| 760020 | Edward Lamb McCollough Chair in Geology and Geophysics | 1,718,072.18 | 1,903,506.90 | 1,549,741.66 | 1,723,773.58 | 4 | 77,569.81 | 38,405 | 115,975 | |
| 760021 | J.C. Penney Company Chair in Business Leadership | 2,849,760.34 | 3,240,822.60 | 2,638,502.35 | 2,909,695.10 | 4 | 130,936.28 | (0) | 130,936 | |
| 760022 | McCasland Chair in Petroleum Engineering | 1,562,697.14 | 1,803,930.12 | 1,468,662.42 | 1,611,763.23 | 4 | 72,529.35 | (0) | 72,529 | |
| 760023 | Gene and Elaine Edwards Family Chair in Law | 592,644.06 | 679,379.91 | 553,277.48 | 608,433.82 | 4 | 27,379.52 | (0) | 27,379 | |
| 760024 | George L. Cross Chair in Botany & Microbiology | 937,346.01 | 1,038,515.50 | 812,793.63 | 929,551.71 | 4 | 41,829.83 | 33,231 | 75,061 | |
| 760025 | Floyd & Martha Norris Chair in Law | 1,281,374.45 | 1,262,296.70 | 987,935.86 | 1,177,202.33 | 4 | 52,974.11 | (0) | 52,974 | |
| 760026 | Paul H. and Doris Eaton Travis Chair in Modern American History | 1,050,352.83 | 1,212,495.50 | 987,148.25 | 1,083,332.19 | 4 | 48,749.95 | (0) | 48,750 | |
| 760027 | Sun Company Chair in Civil Engineering & Environmental Science (fo | 295,648.52 | 341,287.71 | 277,858.01 | 304,931.41 | 4 | 13,721.91 | (0) | 13,722 | |
| 760028 | Rainbolt Chair in Finance (12/14/95) | 691,454.12 | 798,193.67 | 649,845.82 | 713,164.54 | 4 | 32,092.40 | (0) | 32,092 | |
| 760029 | Rath Chair in Strategic Management | 1,281,578.49 | 1,479,608.42 | 1,235,299.29 | 1,332,162.07 | 4 | 59,947.29 | (0) | 59,947 | |
| 760030 | Rath Chair in Accounting | 870,262.76 | 1,004,610.51 | 817,909.44 | 897,594.23 | 4 | 40,391.74 | (0) | 40,392 | |
| 760031 | Charles B. Jr. and Jean Smith Chair in Electrical & Computer Engineering | 747,401.90 | 857,365.10 | 698,020.28 | 767,595.76 | 4 | 34,541.81 | (0) | 34,542 | |
| 760032 | Kenneth E. McAfee Chair in Law | 646,536.18 | 563,313.70 | 458,709.87 | 556,186.58 | 4 | 25,028.40 | 11,365 | 36,394 | |
| 760033 | Carol Elizabeth Young Chair in Honors | 1,144,667.74 | 1,321,368.30 | 1,075,782.17 | 1,180,606.07 | 4 | 53,127.27 | (0) | 53,127 | |
| 760034 | Tilley Chair in Electrical Engineering | 956,714.86 | 754,722.90 | 614,454.57 | 775,297.45 | 4 | 34,888.39 | (0) | 34,888 | |
| 760035 | James G. Harlow, Jr. Chair in Bus. Ethics and Community Service | 726,769.32 | 830,010.86 | 675,749.91 | 744,176.70 | 4 | 33,487.95 | (0) | 33,488 | |
| 760036 | Charles Marion Russell Memorial Chair | 837,732.15 | 952,449.81 | 775,433.13 | 855,205.03 | 4 | 38,484.23 | (0) | 38,484 | |
| 760037 | Michael F. Price Chair #1 | 2,223,639.57 | 2,498,132.89 | 2,033,844.57 | 2,251,872.34 | 4 | 101,334.26 | (0) | 101,334 | |
| 760038 | Bruce Alonzo Goff Chair in Creative Architecture | 539,084.10 | 622,302.31 | 506,644.86 | 556,010.43 | 4 | 25,020.47 | (0) | 25,020 | |
| 760039 | Anadarko (formerly Kerr-McGee) Centennial Professorship of Geology | 507,650.39 | 562,442.04 | 457,920.42 | 509,337.61 | 4 | 22,920.19 | 11,410 | 34,330 | |
| 760040 | Anadarko (formerly Kerr-McGee) Cent Professorship of Petroleum Eng | 805,862.55 | 659,806.36 | 516,397.11 | 660,688.67 | 4 | 29,730.99 | 22,194 | 51,925 | |
| 760041 | Siegfried Centennial Chair of Marketing and Supply Chain Managemen | 943,579.71 | 962,653.78 | 753,420.48 | 886,551.32 | 4 | 39,894.81 | 27,374 | 67,269 | |
| 760042 | McMahon Centennial Professorship of News Communication | 474,648.96 | 547,920.55 | 446,087.29 | 489,552.27 | 4 | 22,029.85 | (0) | 22,030 | |
| 760043 | Earl Sneed Professorship of Law | 388,307.95 | 430,218.75 | 350,261.22 | 389,595.97 | 4 | 17,531.82 | 8,679 | 26,211 | |
| 760044 | Conoco/Dupont Centennial Professorship of Chemical Engineering | 417,441.69 | 481,882.05 | 392,322.31 | 430,548.69 | 4 | 19,374.69 | (0) | 19,375 | |
| 760045 | KPMG Peat Marwick Centennial Professorship of Accounting | 419,615.42 | 484,390.80 | 394,365.33 | 432,790.52 | 4 | 19,475.57 | (0) | 19,476 | |
| 760046 | C.M. Slepcevic Centennial Professorship of Chemical Engineering at | 419,527.80 | 484,290.20 | 394,282.89 | 432,700.30 | 4 | 19,471.51 | (0) | 19,472 | |
| 760047 | OG&E Professorship of Electrical Engineering | 562,197.17 | 527,681.29 | 429,609.55 | 506,496.00 | 4 | 22,792.32 | (0) | 22,792 | |
| 760048 | ATT (formerly SW Bell Foundation) Chair of Engineering (upgraded) | 960,742.66 | 1,109,052.24 | 902,930.34 | 990,908.41 | 4 | 44,590.88 | (0) | 44,591 | |
| 760049 | Lesch Centennial Chair in Mechanical Engineering (upgraded) | 772,417.78 | 917,228.93 | 717,868.75 | 802,505.15 | 4 | 36,112.73 | (0) | 36,113 | |
| 760050 | McCasland Foundation Professorship of American Free Enterprise | 647,805.76 | 580,625.67 | 472,714.00 | 567,048.48 | 4 | 25,517.18 | (0) | 25,517 | |
| 760051 | Joe & Robert E. Klabzuba Chair of Geology and Geophysics (upgrade | 552,949.98 | 612,630.90 | 498,933.90 | 554,838.26 | 4 | 24,967.72 | 12,477 | 37,445 | |
| 760052 | C. E. Page Professorship of Aviation/Aerospace Studies | 409,970.11 | 473,257.05 | 385,300.37 | 422,842.51 | 4 | 19,027.91 | (0) | 19,028 | |
| 760053 | John Saxon Chair in Ancient History (upgraded) | 713,877.54 | 824,101.08 | 670,940.40 | 736,306.34 | 4 | 33,133.79 | (0) | 33,134 | |

| | | | | | | | | | | |
|--------|--|--------------|--------------|--------------|--------------|---|------------|----|--------|---------|
| 760054 | John F.Y. Stambaugh Centennial Professorship in Accounting | 468,248.22 | 540,535.84 | 440,088.84 | 482,957.63 | 4 | 21,733.09 | \$ | (0) | 21,733 |
| 760055 | Chevron Centennial Professorship of Engineering and Geosciences (6 | 453,054.69 | 501,953.72 | 392,853.82 | 449,287.41 | 4 | 20,217.93 | \$ | 16,867 | 37,085 |
| 760056 | Glenn R. Watson Centennial Chair in Law (upgraded) | 798,818.05 | 917,862.43 | 747,309.93 | 821,330.14 | 4 | 36,959.86 | \$ | 2,057 | 39,017 |
| 760057 | MAPCO Professorship of Environmental Quality | 462,241.86 | 512,132.48 | 400,820.22 | 458,398.19 | 4 | 20,627.92 | \$ | 17,205 | 37,833 |
| 760058 | Floyd .and Irma Calvert Chair in Law and Liberty (upgraded) | 617,796.59 | 483,453.73 | 393,601.66 | 498,283.99 | 4 | 22,422.78 | \$ | 9,753 | 32,176 |
| 760059 | Jeanne Hoffman Smith Professorship of Film & Video Studies | 541,600.48 | 644,158.40 | 504,150.24 | 563,303.04 | 4 | 25,348.64 | \$ | (0) | 25,349 |
| 760060 | Engleman/Livermore Professorship of Community Journalism | 463,135.25 | 463,279.39 | 377,177.41 | 434,530.68 | 4 | 19,553.88 | \$ | 0 | 19,554 |
| 760061 | Dolores K. & Walter Neustadt, Jr. Professorship of Comparative Liter | 406,188.84 | 468,891.94 | 381,746.45 | 418,942.41 | 4 | 18,852.41 | \$ | 0 | 18,852 |
| 760062 | Ruth Verne Davis Reaugh Professorship of Music | 369,840.47 | 426,932.58 | 347,585.52 | 381,452.86 | 4 | 17,165.38 | \$ | (0) | 17,165 |
| 760063 | Welcome D. Pierson & W. Devier Pierson Professorship of Law | 398,517.85 | 454,976.24 | 370,416.90 | 407,970.33 | 4 | 18,358.66 | \$ | (0) | 18,359 |
| 760064 | Coca Cola Professorship of Native American Studies | 283,880.15 | 327,702.66 | 266,797.83 | 292,793.55 | 4 | 13,175.71 | \$ | 0 | 13,176 |
| 760065 | John W., Jr. & Barbara J. Branch Prof. of Accounting (12/15/95) | 378,332.60 | 419,166.74 | 328,060.63 | 375,186.66 | 4 | 16,883.40 | \$ | 11,920 | 28,803 |
| 760066 | Morris R. Pitman Professorship of Engineering | 338,801.22 | 391,101.86 | 318,413.98 | 349,439.02 | 4 | 15,724.76 | \$ | (0) | 15,725 |
| 760067 | Reach for Excellence of Honors Chair (formerly Professorship of Hone | 1,475,111.06 | 1,572,467.26 | 349,263.63 | 1,132,280.65 | 4 | 50,952.63 | \$ | 23,098 | 74,051 |
| 760068 | Reach for Excellence Professorship of Honors #2 | 0.00 | 0.00 | 330,790.56 | 110,263.52 | 4 | 4,961.86 | \$ | 10,354 | 15,316 |
| 760069 | Judge Haskell A. Holloman Professorship of Law | 345,305.39 | 398,610.71 | 324,526.88 | 356,147.66 | 4 | 16,026.64 | \$ | (0) | 16,026 |
| 760070 | Ruby K. Powell Professorship of Marketing | 302,559.05 | 349,159.20 | 284,266.05 | 311,994.77 | 4 | 14,039.76 | \$ | 0 | 14,040 |
| 760071 | Lissa and Cy Wagner Professorship of Geology and Geophysics | 428,758.58 | 352,741.94 | 292,304.26 | 357,934.93 | 4 | 16,107.07 | \$ | (0) | 16,107 |
| 760072 | W.P. Wood Professorship of Management Information Systems | 250,400.00 | 294,102.08 | 230,178.84 | 258,226.97 | 4 | 11,620.21 | \$ | 0 | 11,620 |
| 760073 | Michael F. Price Student Investment Fund Professorship | 275,684.40 | 312,251.63 | 254,218.85 | 280,718.29 | 4 | 12,632.32 | \$ | (0) | 12,632 |
| 760074 | Reach for Excellence Professorship of Honors #3 | 251,040.74 | 289,794.04 | 235,934.96 | 258,923.24 | 4 | 11,651.55 | \$ | (0) | 11,651 |
| 760075 | Hugh Roff Professorship of Law | 349,065.25 | 386,740.51 | 314,862.18 | 350,222.64 | 4 | 15,760.02 | \$ | 7,802 | 23,562 |
| 760076 | Sam A. Wilson Professorship of Chemical Engineering | 343,293.74 | 396,287.90 | 322,636.16 | 354,072.60 | 4 | 15,933.27 | \$ | - | 15,933 |
| 760077 | Reach for Excellence Professorship of Honors #4 | 282,824.31 | 326,483.64 | 265,805.52 | 291,704.49 | 4 | 13,126.70 | \$ | 0 | 13,127 |
| 760078 | Charles E. Foster Chair in Aerospace & Mechanical Engineering (upg | 546,838.38 | 580,719.41 | 472,790.34 | 533,449.38 | 4 | 24,005.22 | \$ | 0 | 24,005 |
| 760079 | Dale Looper Chair in Accounting | 733,622.70 | 860,489.69 | 673,461.81 | 755,858.07 | 4 | 34,013.61 | \$ | 0 | 34,014 |
| 760080 | W. Ross Johnston Chair in Finance | 676,020.08 | 780,376.95 | 635,340.27 | 697,245.77 | 4 | 31,376.06 | \$ | 0 | 31,376 |
| 760081 | Edward L. & Thelma Gaylord Chair of Journalism & Mass Media (upg | 893,257.11 | 952,914.50 | 775,813.26 | 873,994.96 | 4 | 39,329.77 | \$ | 0 | 39,330 |
| 760082 | Martin G. Miller Chair in Petroleum & Geological Engineering | 911,245.51 | 1,052,160.17 | 856,632.48 | 940,012.72 | 4 | 42,300.57 | \$ | (0) | 42,301 |
| 760083 | Case-Hooper Professorship of Zoology | 498,960.62 | 373,258.19 | 303,886.64 | 392,035.15 | 4 | 17,641.58 | \$ | (0) | 17,642 |
| 760084 | Rudolph C. Bambas Professorship of English | 392,102.77 | 452,631.19 | 368,506.43 | 404,413.46 | 4 | 18,198.61 | \$ | (0) | 18,199 |
| 760085 | Glen McLaughlin Chair of Business Ethics | 617,824.47 | 733,652.89 | 574,193.06 | 641,890.14 | 4 | 28,885.06 | \$ | (0) | 28,885 |
| 760086 | John W. and Mary D. Nichols Chair in Dance (upgraded) | 640,344.94 | 739,194.68 | 601,812.56 | 660,450.72 | 4 | 29,720.28 | \$ | 0 | 29,720 |
| 760087 | Reach for Excellence Professorship of Honors #5 | 297,999.76 | 312,291.62 | 254,251.00 | 288,180.79 | 4 | 12,968.14 | \$ | (0) | 12,968 |
| 760088 | Reach for Excellence Professorship of Honors #6 | 0.00 | 0.00 | 262,925.62 | 87,641.87 | 4 | 3,943.88 | \$ | 8,230 | 12,174 |
| 760089 | Reach for Excellence Professorship of Honors #7 | 0.00 | 0.00 | 287,755.15 | 95,918.38 | 4 | 4,316.33 | \$ | 9,331 | 13,647 |
| 760090 | Alumni Professorship of Petroleum and Geological Engineering | 353,259.65 | 308,566.92 | 251,218.25 | 304,348.27 | 4 | 13,695.67 | \$ | 0 | 13,696 |
| 760091 | Mavis C. Pitman Professorship of Music History | 321,024.64 | 370,580.98 | 301,707.26 | 331,104.29 | 4 | 14,899.69 | \$ | - | 14,900 |
| 760092 | Michael F. Price Chair in International Business #1 | 1,175,660.37 | 1,339,841.23 | 1,090,848.86 | 1,202,116.82 | 4 | 54,095.26 | \$ | (0) | 54,095 |
| 760093 | Michael F. Price Professorship of Finance | 328,472.78 | 344,465.02 | 269,595.37 | 314,177.72 | 4 | 14,138.00 | \$ | 9,073 | 23,211 |
| 760094 | Lester Wilkonson Chair of Engineering (upgraded) | 514,048.89 | 593,402.48 | 483,116.22 | 530,189.20 | 4 | 23,858.51 | \$ | 0 | 23,859 |
| 760095 | A. Blaine Inel, Jr., Professorship of Architecture | 268,291.82 | 275,883.63 | 224,609.54 | 256,261.66 | 4 | 11,531.77 | \$ | (0) | 11,532 |
| 760096 | Thomas Sherman Grant and Lizzie Lou Oter Grant Chair in Music | 997,826.10 | 639,247.40 | 520,440.75 | 719,171.42 | 4 | 32,362.71 | \$ | - | 32,363 |
| 760097 | Zarrow Chair in Learning Enrichment | 526,933.41 | 608,275.86 | 495,225.32 | 543,478.20 | 4 | 24,456.52 | \$ | 0 | 24,457 |
| 760098 | Francis W. Winn Chair of Chemical Biological & Materials Engineerin | 744,410.11 | 851,587.06 | 693,316.12 | 763,104.43 | 4 | 34,339.70 | \$ | - | 34,340 |
| 760099 | Francis W. Winn Professorship in Chemical, Biological, and Materials | 263,467.14 | 304,138.48 | 247,613.09 | 271,739.57 | 4 | 12,228.28 | \$ | 0 | 12,228 |
| 760100 | The Mewbourne Chair in Petroleum Engineering #1 | 632,403.28 | 730,027.59 | 594,349.07 | 652,259.98 | 4 | 29,351.70 | \$ | (0) | 29,351 |
| 760101 | Reach for Excellence Professorship of Honors #8 | 340,023.72 | 392,514.71 | 319,629.57 | 350,722.67 | 4 | 15,782.52 | \$ | (0) | 15,782 |
| 760102 | Michael F. Price Chair #2 | 2,463,488.63 | 2,659,665.21 | 2,165,355.77 | 2,429,503.20 | 4 | 109,327.64 | \$ | (0) | 109,328 |
| 760103 | Michael F. Price Chair in International Business #2 | 1,620,330.71 | 1,316,986.89 | 1,072,219.87 | 1,336,512.49 | 4 | 60,143.06 | \$ | 0 | 60,143 |

| | | | | | | | | | | | |
|--------|--|----------------|----------------|----------------|----------------|---|--------------|----|------------|--------------|------|
| 760232 | Druza B. Cable Chair in Elementary Education | 400,606.91 | | | 400,606.91 | 3 | 13,520.48 | \$ | - | 13,520 | |
| 760233 | Haskell & Irene Lemon Chair in Construction Science | 400,606.91 | | | 400,606.91 | 3 | 13,520.48 | \$ | - | 13,520 | |
| 760234 | Chesapeake Energy Professorship of Climate Systems Science | 343,377.35 | | | 343,377.35 | 3 | 11,588.99 | \$ | - | 11,589 | |
| 760235 | Wick Cary Endowed Professorship of Intemational Studies #3 | 286,147.80 | | | 286,147.80 | 3 | 9,657.49 | \$ | - | 9,657 | |
| 760236 | Carl T. Bush Professorship of Theoretical Physics | 286,147.80 | | | 286,147.80 | 3 | 9,657.49 | \$ | - | 9,657 | |
| 760237 | Wick Cary Endowed Professorship #4 | 287,600.19 | | | 287,600.19 | 3 | 9,706.51 | \$ | - | 9,707 | |
| 760238 | Wick Cary Endowed Professorship #5 | 286,147.80 | | | 286,147.80 | 3 | 9,657.49 | \$ | - | 9,657 | |
| 760239 | Wick Cary Endowed Professorship #6 | 286,147.80 | | | 286,147.80 | 3 | 9,657.49 | \$ | - | 9,657 | |
| 760240 | Dick and Shirley O'Shields Professorship in Engineering | 343,379.80 | | | 343,379.80 | 3 | 11,589.07 | \$ | - | 11,589 | |
| 760241 | Paul D. Massad Chair in Strategic Communication | 402,055.42 | | | 402,055.42 | 3 | 13,569.37 | \$ | - | 13,569 | |
| 760242 | Humphreys Dean's Chair for the College of Education | 400,606.91 | | | 400,606.91 | 3 | 13,520.48 | \$ | - | 13,520 | |
| 760243 | Chickasaw Nation Native American Law Chair | 400,606.91 | | | 400,606.91 | 3 | 13,520.48 | \$ | - | 13,520 | |
| 760244 | Gallogly Chair in Engineering #1 | 629,525.15 | | | 629,525.15 | 3 | 21,246.47 | \$ | - | 21,246 | |
| 760245 | Gallogly Chair in Engineering #2 | 629,525.15 | | | 629,525.15 | 3 | 21,246.47 | \$ | - | 21,246 | |
| 760246 | Gallogly Chair in Engineering #3 | 629,525.15 | | | 629,525.15 | 3 | 21,246.47 | \$ | - | 21,246 | |
| 760247 | Gallogly Chair in Engineering #4 | 629,525.15 | | | 629,525.15 | 3 | 21,246.47 | \$ | - | 21,246 | |
| 760248 | Stephenson Chair in Biomedical Engineering #1 | 400,606.91 | | | 400,606.91 | 3 | 13,520.48 | \$ | - | 13,520 | |
| 760249 | Stephenson Chair in Biomedical Engineering #2 | 400,606.91 | | | 400,606.91 | 3 | 13,520.48 | \$ | - | 13,520 | |
| 760250 | Sandra Mackey Chair in Middle East Studies | 400,606.91 | | | 400,606.91 | 3 | 13,520.48 | \$ | - | 13,520 | |
| 760251 | Stephenson Chair in Biomedical Engineering #3 | 400,606.91 | | | 400,606.91 | 3 | 13,520.48 | \$ | - | 13,520 | |
| 760252 | Stephenson Chair in Biomedical Engineering #4 | 400,606.91 | | | 400,606.91 | 3 | 13,520.48 | \$ | - | 13,520 | |
| 760253 | Stephenson Chair in Biomedical Engineering #5 | 400,606.91 | | | 400,606.91 | 3 | 13,520.48 | \$ | - | 13,520 | |
| 760254 | Stephenson Professorship #1 of Biomedical Engineering | 286,147.80 | | | 286,147.80 | 3 | 9,657.49 | \$ | - | 9,657 | |
| 760255 | Stephenson Professorship #2 of Biomedical Engineering | 286,147.80 | | | 286,147.80 | 3 | 9,657.49 | \$ | - | 9,657 | |
| 760256 | Stephenson Professorship #3 of Biomedical Engineering | 286,147.80 | | | 286,147.80 | 3 | 9,657.49 | \$ | - | 9,657 | |
| 760257 | Colin Mackey & Patricia Molina de Mackey Professorship of Middle E | 286,147.80 | | | 286,147.80 | 3 | 9,657.49 | \$ | - | 9,657 | |
| 760258 | C.S. Trosper Endowed Chair in Entrepreneurship | 1,049,987.52 | | | 1,049,987.52 | 3 | 35,437.08 | \$ | - | 35,437 | |
| 760259 | Lloyd and Joyce Austin Professorship in Engineering | 289,581.57 | | | 289,581.57 | 3 | 9,773.38 | \$ | - | 9,773 | |
| 760260 | Farzaneh Family Professorship in Iranian Architecture & Culture | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | \$ | - | 7,726 | |
| 760261 | Farzaneh Family Professorship in Persian Literature, Language & Cult | 286,147.80 | | | 286,147.80 | 3 | 9,657.49 | \$ | - | 9,657 | |
| 760262 | David D. Moffett Professorship of Corporate Finance | 286,441.73 | | | 286,441.73 | 3 | 9,667.41 | \$ | - | 9,667 | |
| 760263 | Rod and Nancy Sanders Endowed Chair in Law & Liberty | 400,606.91 | | | 400,606.91 | 3 | 13,520.48 | \$ | - | 13,520 | |
| 760264 | Michael F. Price Chair in Entrepreneurship | 1,078,519.56 | | | 1,078,519.56 | 3 | 36,400.04 | \$ | - | 36,400 | |
| 760265 | Horizon Foundation Chair in Native American Spirituality and the Env | 515,066.03 | | | 515,066.03 | 3 | 17,383.48 | \$ | - | 17,383 | |
| 760266 | Horizon Foundation Chair in Native American History and Culture | 515,066.03 | | | 515,066.03 | 3 | 17,383.48 | \$ | - | 17,383 | |
| 760267 | Atomic, Molecular and Optical Physics (AMO) Endowed Chair #1 | 515,066.03 | | | 515,066.03 | 3 | 17,383.48 | \$ | - | 17,383 | |
| 760268 | Atomic, Molecular and Optical Physics (AMO) Endowed Chair #2 | 515,066.03 | | | 515,066.03 | 3 | 17,383.48 | \$ | - | 17,383 | |
| 760269 | Condensed Matter Physics Endowed Chair #1 | 515,066.03 | | | 515,066.03 | 3 | 17,383.48 | \$ | - | 17,383 | |
| 760270 | Condensed Matter Physics Endowed Chair #2 | 515,066.03 | | | 515,066.03 | 3 | 17,383.48 | \$ | - | 17,383 | |
| 760271 | Nancy Kay Hall Endowed Chair in Medical Education | 629,525.15 | | | 629,525.15 | 3 | 21,246.47 | \$ | - | 21,246 | |
| 760272 | Adrian Mackey Molina Professorship of Middle Eastern Studies | 290,041.06 | | | 290,041.06 | 3 | 9,788.89 | \$ | - | 9,789 | |
| 760273 | L.R. Brammer, Jr. Presidential Professorship in History | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | \$ | - | 7,726 | |
| 760274 | Ted. S. Webb, Ph.D. Memorial Presidential Professorship in Physics | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | \$ | - | 7,726 | |
| 760275 | Faraneh Family Professorship of Iranian Studies | 331,931.44 | | | 331,931.44 | 3 | 11,202.69 | \$ | - | 11,203 | |
| 760276 | Harold Hamm Chair in Diabetes | 400,606.91 | | | 400,606.91 | 3 | 13,520.48 | \$ | - | 13,520 | |
| 760277 | Cyndy Ellis-Purgason Endowment for Faculty Support in Child Health | 400,606.91 | | | 400,606.91 | 3 | 13,520.48 | \$ | - | 13,520 | |
| 760278 | Oppha & Maurice Merrill Chair in Law | 362,796.95 | | | 362,796.95 | 3 | 12,244.40 | \$ | - | 12,244 | |
| 760279 | Ada Lois Sipuel Fisher Chair in Civil Rights, Race and Justice | 414,012.37 | | | 414,012.37 | 3 | 13,972.92 | \$ | - | 13,973 | |
| 760280 | Charles R. Jones Endowed Chair in Data Science & Analytics | 658,366.10 | | | 658,366.10 | 3 | 22,219.86 | \$ | - | 22,220 | |
| 760281 | Madelaine Pfau Endowed Chair in Enterprise Leadership for Industrial | 629,525.15 | | | 629,525.15 | 3 | 21,246.47 | \$ | - | 21,246 | |
| | Subtotal, OU: | 175,242,970.86 | 162,572,198.67 | 131,967,033.81 | 147,664,194.10 | | 7,549,038.44 | | 782,892.92 | 8,331,931.37 | 0.00 |

| | | | | | | | | | |
|--------|--|--------------|--|--|--------------|---|------------|---|------------|
| 010258 | Johnny Pope Chair in Entrepreneurship II, formerly Entrepreneurship I | 3,662,691.78 | | | 3,662,691.78 | 3 | 123,615.85 | - | 123,615.85 |
| 010259 | Mike and Robbie Holder Chair in Entrepreneurship II, formerly Data M | 915,672.95 | | | 915,672.95 | 3 | 30,903.96 | - | 30,903.96 |
| 010260 | Puterbaugh Foundation Chair II, formerly Industrial Economics Chair I | 457,836.47 | | | 457,836.47 | 3 | 15,451.98 | - | 15,451.98 |
| 010261 | Daniel White Jordan Chair II, formerly Entrepreneurship Chair #1 II, fo | 3,662,772.36 | | | 3,662,772.36 | 3 | 123,618.57 | - | 123,618.57 |
| 010262 | Professor Fran Jabara Chair in Business II, formerly Information Assu | 457,836.47 | | | 457,836.47 | 3 | 15,451.98 | - | 15,451.98 |
| 010263 | Ed Keller Endowed Professorship in Finance II, formerly Strategic Ma | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010264 | Norman Stevenson Chair in Entrepreneurship II, formerly Sustainabilit | 3,662,691.78 | | | 3,662,691.78 | 3 | 123,615.85 | - | 123,615.85 |
| 010265 | Chuck and Kim Watson Chair in Business II, formerly Energy Chair II* | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010266 | Construction Management Advisory Board Chair II, formerly Commu | 346,477.82 | | | 346,477.82 | 3 | 11,693.63 | - | 11,693.63 |
| 010267 | Halliburton Professorship in Engineering II, formerly Computer Scienc | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010268 | John Brammer Professorship in Mechanical Engineering II, formerly C | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010269 | Elizabeth Jacques Munroe Professorship in Reading and Literacy Edu | 254,053.46 | | | 254,053.46 | 3 | 8,574.30 | - | 8,574.30 |
| 010270 | Alice Phillips Endowed Professorship in Elementary Education II ** | 234,622.88 | | | 234,622.88 | 3 | 7,918.52 | - | 7,918.52 |
| 010271 | Myron Ledbetter & Bob Lemon Counseling Psych Professorship II** | 276,533.23 | | | 276,533.23 | 3 | 9,333.00 | - | 9,333.00 |
| 010272 | Joan Donaldson Jacques Health Promotion Professorship II** | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010273 | Anderson, Farris & Halligan College Student Development Professors | 248,971.47 | | | 248,971.47 | 3 | 8,402.79 | - | 8,402.79 |
| 010274 | Dr. Jim Puckette Geoscience Education Chair II** | 457,836.47 | | | 457,836.47 | 3 | 15,451.98 | - | 15,451.98 |
| 010275 | OG&E Energy Technology Chair II** | 457,836.47 | | | 457,836.47 | 3 | 15,451.98 | - | 15,451.98 |
| 010276 | Harold Courson Chair in Petroleum Engineering II** | 686,754.71 | | | 686,754.71 | 3 | 23,177.97 | - | 23,177.97 |
| 010277 | SAS Professorship in Marketing Analytics II** | 274,701.88 | | | 274,701.88 | 3 | 9,271.19 | - | 9,271.19 |
| 010278 | Chuck and Kim Watson Chair in Business II | 457,836.47 | | | 457,836.47 | 3 | 15,451.98 | - | 15,451.98 |
| 010279 | OK Farm Credit Professorship in Agriculture Economics II** | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010280 | J.D. (Scotty) Scott Horticulture Research Endowed Professorship II** | 231,023.37 | | | 231,023.37 | 3 | 7,797.04 | - | 7,797.04 |
| 010281 | Iranian & Persian Gulf Studies Chair II | 549,403.77 | | | 549,403.77 | 3 | 18,542.38 | - | 18,542.38 |
| 010282 | Iranian & Persian Gulf Studies Prof. A. II | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010283 | Iranian & Persian Gulf Studies Prof. B II | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010284 | Iranian & Persian Gulf Studies Prof. C II | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010285 | Iranian & Persian Gulf Studies Prof. D II | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010286 | Judy Freeman Johnson Professorship in Accounting II | 286,147.80 | | | 286,147.80 | 3 | 9,657.49 | - | 9,657.49 |
| 010287 | Eastin Center for Talent Development Chair II | 457,836.47 | | | 457,836.47 | 3 | 15,451.98 | - | 15,451.98 |
| 010288 | McLaughlin Family Safety Chair II | 915,672.95 | | | 915,672.95 | 3 | 30,903.96 | - | 30,903.96 |
| 010289 | Centennial Professorship in Architecture & Architectural Engineering | 421,346.91 | | | 421,346.91 | 3 | 14,220.46 | - | 14,220.46 |
| 010290 | Samsco Investment Co. Chair in Petroleum Engineering II, formerly Bi | 915,672.95 | | | 915,672.95 | 3 | 30,903.96 | - | 30,903.96 |
| 010291 | John Hendrix Chair in Engineering II, formerly Nanotechnology Chair | 457,836.47 | | | 457,836.47 | 3 | 15,451.98 | - | 15,451.98 |
| 010292 | Jim & Lynne Williams Professorship in Energy Technologies II, forme | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010293 | Edward Joulain Chair in Engineering II, formerly Engineering Educat | 457,836.47 | | | 457,836.47 | 3 | 15,451.98 | - | 15,451.98 |
| 010294 | Williams Foundation Professorship in Civil Engineering II, formerly Su | 320,485.53 | | | 320,485.53 | 3 | 10,816.39 | - | 10,816.39 |
| 010295 | Decker Dawson Chair in Civil Engineering Fund II (formerly Professor | 578,729.11 | | | 578,729.11 | 3 | 19,532.11 | - | 19,532.11 |
| 010296 | ONEOK Foundation Chair in Finance II, formerly Applied Finance Ch | 915,672.95 | | | 915,672.95 | 3 | 30,903.96 | - | 30,903.96 |
| 010297 | Don & Cathey Humphreys Business Chair in School of Global Studies | 457,836.47 | | | 457,836.47 | 3 | 15,451.98 | - | 15,451.98 |
| 010298 | Don & Cathey Humphreys Human Sciences Chair in Global Studies (fi | 457,836.47 | | | 457,836.47 | 3 | 15,451.98 | - | 15,451.98 |
| 010299 | Don & Cathey Humphreys Education Chair in School of Global Studie | 457,836.47 | | | 457,836.47 | 3 | 15,451.98 | - | 15,451.98 |
| 010300 | Wes and Lou Watkins Endowed Chair in International Trade & Devel | 457,836.47 | | | 457,836.47 | 3 | 15,451.98 | - | 15,451.98 |
| 010301 | Rainbolt Chair of Agriculture Finance II, formerly Agricultural Finance | 458,202.74 | | | 458,202.74 | 3 | 15,464.34 | - | 15,464.34 |
| 010302 | Roger Howell Memorial Professorship in Ag. Education II, formerly Pr | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010303 | Nutrients for Life Foundation Prof. of Soil & Food Crop Nutrition II, fo | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010304 | Cline Family Equine Science Professorship II, formerly Equine Chair II | 228,941.13 | | | 228,941.13 | 3 | 7,726.76 | - | 7,726.76 |
| 010305 | 4-H Centennial Professorship II, formerly Food Safety Chair II** | 229,987.74 | | | 229,987.74 | 3 | 7,762.09 | - | 7,762.09 |
| 010306 | Advance Foods/S.E. Gilliland Professorship in Microbial Food Safety | 264,217.43 | | | 264,217.43 | 3 | 8,917.34 | - | 8,917.34 |
| 010307 | Charles & Linda Shackelford Professorship in Floriculture II, formerly | 229,559.21 | | | 229,559.21 | 3 | 7,747.62 | - | 7,747.62 |
| 010308 | Dillon & Lois Hodges Professorship in Plant & Soil Sciences II, forme | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010309 | Orville and Helen Buchanan Chair in Biosystems & Agri. Engineering | 458,037.92 | | | 458,037.92 | 3 | 15,458.78 | - | 15,458.78 |
| 010310 | George Chiga Animal Science Endowed Professorship II, formerly Ani | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010311 | OK Agricultural Leadership Professorship Fund II formerly Animal Be | 231,527.90 | | | 231,527.90 | 3 | 7,814.07 | - | 7,814.07 |
| 010312 | Howard & Adene Harrington Chair in Animal Science II, formerly Okla | 555,319.01 | | | 555,319.01 | 3 | 18,742.02 | - | 18,742.02 |
| 010313 | Masonic Chair in Gender Studies II, formerly Women's Studies Chair I | 457,836.47 | | | 457,836.47 | 3 | 15,451.98 | - | 15,451.98 |
| 010314 | Wheat Genetics in Agriculture II, formerly Muscle Biology and Muscl | 274,701.88 | | | 274,701.88 | 3 | 9,271.19 | - | 9,271.19 |
| 010315 | Meibergen Family Professorship in Plant Breeding II, formerly Bioinfo | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |
| 010316 | OK Farm Credit Professorship in Agric. Economics II formerly Animal | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 |

| OSU Technical Branch, Okmulgee | | | | | | | | | | | |
|--|--|---------------------|---------------------|---------------------|---------------------|---|-------------------|----|------------------|-------------------|-------------|
| 013001 | First National Bank of Okmulgee Lectureship | 61,550.96 | 68,194.27 | 53,372.21 | 61,039.14 | 4 | 2,746.76 | \$ | 1,983.94 | 4,730.70 | |
| 013002 | Wayne Clark Memorial Lectureship | 50,150.86 | 58,758.09 | 46,365.76 | 51,758.23 | 4 | 2,329.12 | \$ | (0.00) | 2,329.12 | |
| 013003 | Tovota T.Ten Lectureship | 111,484.68 | 126,486.19 | 100,726.90 | 112,899.25 | 4 | 5,080.47 | \$ | 2,483.18 | 7,563.64 | |
| 013004 | C. Mabrey, Jr., Memorial Lectureship | 57,423.23 | 63,621.02 | 49,792.96 | 56,945.74 | 4 | 2,562.56 | \$ | 1,987.48 | 4,550.04 | |
| 013005 | Davis/Walker Lectureship | 51,622.33 | 59,592.85 | 48,520.70 | 53,245.29 | 4 | 2,396.04 | \$ | (0.00) | 2,396.04 | |
| 013006 | Pat Hannigan Lectureship (Private) | 111,177.51 | 123,177.10 | 96,404.49 | 110,253.03 | 4 | 4,961.39 | \$ | 3,953.50 | 8,914.89 | |
| 013007 | Pat Hannigan Lectureship (Public) | 121,559.07 | 134,679.17 | 105,406.58 | 120,548.27 | 4 | 5,424.67 | \$ | 4,324.69 | 9,749.36 | |
| 013008 | Excellence in Hospitality Education | 80,096.66 | 88,741.64 | 69,462.59 | 79,433.63 | 4 | 3,574.51 | \$ | 2,521.91 | 6,096.42 | |
| 013009 | First National Bank of Okmulgee Lectureship #2 | 62,755.46 | 69,528.77 | 54,416.65 | 62,233.63 | 4 | 2,800.51 | \$ | 2,387.23 | 5,187.75 | |
| 013010 | Donald W. Reynolds Lectureship for Visual Communications | 220,894.84 | 244,736.42 | 191,544.05 | 219,058.44 | 4 | 9,857.63 | \$ | 8,790.59 | 18,648.22 | |
| 013011 | Taylor Lectureship in Human Rights (9/6/96) | 64,844.02 | 71,842.75 | 56,227.69 | 64,304.82 | 4 | 2,893.72 | \$ | 2,597.77 | 5,491.49 | |
| 013012 | 1st Nat'l Bank of Okm. Lect. for Telecom. (12/1/95) | 79,184.49 | 87,731.02 | 68,662.64 | 78,526.05 | 4 | 3,533.67 | \$ | 2,868.52 | 6,402.19 | |
| 013013 | 1st Nat'l Bank of Okm. Lect. for Cyber Technology (12/1/95) | 63,581.71 | 70,444.20 | 55,133.11 | 63,053.01 | 4 | 2,837.39 | \$ | 2,281.49 | 5,118.88 | |
| 013014 | 1st Nat'l Bank of Okm. Lect. For Advanced Telecommunicati | 70,928.72 | 78,584.19 | 61,503.88 | 70,338.93 | 4 | 3,165.25 | \$ | 2,665.36 | 5,830.61 | |
| 013015 | 1st Nat'l Bank of Okm. Lect. For Integrated Learning Techno | 70,777.46 | 78,416.60 | 61,372.71 | 70,188.92 | 4 | 3,158.50 | \$ | 2,657.79 | 5,816.29 | |
| 013016 | Fred Jones Lectureship in Automotive Technology | 54,341.86 | 61,211.33 | 48,058.41 | 54,537.20 | 4 | 2,454.17 | \$ | 1,647.83 | 4,102.01 | |
| 013017 | 1st Nat'l Bank of Okm. Lectureship for DWR Technology | 106,145.49 | 117,601.97 | 92,041.12 | 105,262.86 | 4 | 4,736.83 | \$ | 3,980.47 | 8,717.30 | |
| 013018 | First National Bank of Okmulgee Student Success Lectureshi | 76,798.87 | 85,069.65 | 66,579.72 | 76,149.41 | 4 | 3,426.72 | \$ | 2,736.94 | 6,163.66 | |
| 013019 | Donald W. Reynolds Technology Center Lectureship | 112,659.36 | 124,818.89 | 97,689.44 | 111,722.57 | 4 | 5,027.52 | \$ | 4,184.72 | 9,212.24 | |
| 013020 | Caterpillar Dealer Lectureship | 138,544.27 | 115,165.40 | 94,413.97 | 116,041.22 | 4 | 5,221.85 | \$ | 0.00 | 5,221.86 | |
| 013021 | First National Bank of Okmulgee Learner Centered Lect. | 58,159.51 | 64,338.37 | 50,354.39 | 57,617.42 | 4 | 2,592.78 | \$ | 2,244.51 | 4,837.30 | |
| 013022 | Pedorthic Technology Lectureship | 47,520.09 | 56,747.48 | 44,413.39 | 49,560.32 | 4 | 2,230.21 | \$ | 0.00 | 2,230.22 | |
| 013023 | Auto Body Endowed Lectureship | 82,554.80 | 92,294.06 | 77,496.87 | 84,115.25 | 4 | 3,785.19 | \$ | 1,458.78 | 5,243.97 | |
| 013024 | Central & Southwest Lectureship for the Donald W. Reynolds | 44,629.68 | 49,446.65 | 38,699.39 | 44,258.57 | 4 | 1,991.64 | \$ | 1,675.55 | 3,667.19 | |
| 013025 | LC Scott PSO Lectureship in Advanced Technological Educati | 43,815.66 | 48,544.77 | 37,993.54 | 43,451.32 | 4 | 1,955.31 | \$ | 1,643.85 | 3,599.16 | |
| 013026 | Howard Armstrong/Bette Davidson PSO Lectureship in Adv. T | 44,620.72 | 49,436.72 | 38,691.62 | 44,249.69 | 4 | 1,991.24 | \$ | 1,675.04 | 3,666.28 | |
| 013027 | Sabre Lectureship in Information Technology | 42,159.25 | 46,709.57 | 36,557.22 | 41,808.68 | 4 | 1,881.39 | \$ | 1,632.36 | 3,513.75 | |
| 013028 | Scholars Center Lectureship | 36,600.39 | 43,470.80 | 34,022.40 | 38,031.20 | 4 | 1,711.40 | \$ | (0.00) | 1,711.40 | |
| 013029 | College Readiness Center Lectureship | 42,091.26 | 46,634.25 | 37,987.54 | 42,237.68 | 4 | 1,900.70 | \$ | 950.11 | 2,850.81 | |
| 013030 | Leadership Lectureship in Advanced Technology Education | 45,922.52 | 50,879.03 | 39,820.44 | 45,540.66 | 4 | 2,049.33 | \$ | 1,761.51 | 3,810.84 | |
| 013031 | Title III/Information Technology Professorship (Private) | 237,872.13 | 274,646.21 | 229,865.56 | 247,461.30 | 4 | 11,135.76 | \$ | (0.00) | 11,135.76 | |
| 013032 | Mentorship in Advanced Technological Education Lectureship | 44,123.60 | 48,885.94 | 38,260.56 | 43,756.70 | 4 | 1,969.05 | \$ | 1,460.15 | 3,429.20 | |
| 013033 | Citizens Bank & Trust Company of Okmulgee Lectureship | 40,529.01 | 44,903.38 | 35,143.61 | 40,192.00 | 4 | 1,808.64 | \$ | 1,511.63 | 3,320.27 | |
| 013034 | George Kaiser Family Foundation Professorship in Engineering Tech | 1,366,588.03 | 1,577,921.78 | 1,285,123.15 | 1,409,877.65 | 4 | 63,444.49 | \$ | 0.00 | 63,444.50 | |
| 013035 | Don Locke Memorial Lectureship | 45,262.71 | 50,148.00 | 39,248.31 | 44,886.34 | 4 | 2,019.89 | \$ | 1,784.95 | 3,804.84 | |
| 013036 | First National/Citizens Security Professorship II (formerly Bus. Of Me | 241,924.71 | 279,275.96 | 227,381.24 | 249,527.30 | 4 | 11,228.73 | \$ | (0.00) | 11,228.73 | |
| 013037 | First National/Citizens Security Professorship | 244,210.40 | 281,914.54 | 229,529.52 | 251,884.82 | 4 | 11,334.82 | \$ | 0.00 | 11,334.82 | |
| 013038 | George Kaiser Family Foundation Chair in Engineering Tech, OSU IT | 915,672.95 | | | 915,672.95 | 3 | 30,903.96 | \$ | 0.00 | 30,903.96 | |
| Subtotal, OSU Technical Branch, Okmulgee: | | 5,390,779.26 | 5,034,599.02 | 4,038,284.34 | 5,431,669.50 | | 234,123.81 | | 71,851.87 | 305,975.67 | 0.00 |

| | | | | | | | | | | |
|---|--|---------------------|---------------------|---------------------|---------------------|---|-------------------|------------------|-------------------|--|
| Northeastern State University | | | | | | | | | | |
| 485001 | Endowed Chair of Teaching Excellence (Public) | 653,937.27 | 724,517.94 | 600,397.85 | 659,617.69 | 4 | 29,682.80 | 14,593.63 | 44,276.42 | |
| 485002 | Endowed Chair of Teaching Excellence (Private) | 637,277.21 | 706,059.72 | 585,110.83 | 642,815.92 | 4 | 28,926.72 | 14,221.97 | 43,148.69 | |
| 485003 | Southwestern Bell Distinguished Lectureship | 138,342.40 | 153,273.96 | 126,974.88 | 139,590.41 | 4 | 6,278.87 | 3,086.70 | 9,365.57 | |
| 485004 | William Frank Tolbert Chair in Business | 323,159.50 | 358,038.71 | 296,606.34 | 325,934.85 | 4 | 14,667.07 | 7,210.35 | 21,877.42 | |
| 485005 | L. P. Woods Endowed Lectureship for Math | 59,194.81 | 65,583.82 | 54,329.06 | 59,702.56 | 4 | 2,686.62 | 1,320.73 | 4,007.34 | |
| 485006 | Endowed Chair in College of Education | 331,658.18 | 367,454.66 | 304,387.46 | 334,500.10 | 4 | 15,052.50 | 7,399.68 | 22,452.19 | |
| 485007 | Jesse and Marilyn Gailey Professorship in the College of Business | 204,476.40 | 226,545.91 | 187,654.39 | 206,225.57 | 4 | 9,280.15 | 4,561.97 | 13,842.12 | |
| 485008 | Dr. Susan Brackett Endowed Chair in Reading in College of Education | 382,223.52 | 423,477.62 | 350,770.36 | 385,490.50 | 4 | 17,347.07 | 8,527.48 | 25,874.55 | |
| 485009 | Dr. Kirk Boatright Endowed Professorship in College of Optometry | 177,876.58 | 197,075.13 | 163,213.79 | 179,388.50 | 4 | 8,072.48 | 3,968.07 | 12,040.56 | |
| 485010 | Entrepreneurial Lectureship Series in the College of Business | 47,395.72 | 52,511.23 | 43,495.52 | 47,800.82 | 4 | 2,151.04 | 1,057.41 | 3,208.44 | |
| 485011 | The Tom J. and Edna M. Carson Endowed Professorship for Liberal A | 114,459.12 | | | 114,459.12 | 3 | 3,863.00 | - | 3,863.00 | |
| 485012 | Dr. Betsy Brackett Endowed Chair of Science | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 | |
| 485013 | The Gregg Wadley Endowed Chair of Science | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | - | 7,725.99 | |
| 485014 | Speaker William P. Willis and Zelma Bynum Willis Endowed Lectureship on History and American Indian Studies at NSU | 43,476.15 | | | 43,476.15 | 3 | 1,467.32 | - | 1,467.32 | |
| TOTAL, NSU: | | 3,571,313.34 | 3,274,538.69 | 2,712,940.48 | 3,596,778.67 | | 154,927.61 | 65,948.00 | 220,875.60 | |
| Northwestern Oklahoma State University | | | | | | | | | | |
| 505001 | Charles Morton Chair in Education | 439,517.27 | 507,367.73 | 413,092.35 | 453,325.78 | 4 | 20,399.66 | 0.00 | 20,399.66 | |
| 505002 | Pearl Louise Marlatt Walch Alumni Chair in Business | 399,431.70 | 461,092.91 | 375,413.12 | 411,979.24 | 4 | 18,539.07 | 0.00 | 18,539.07 | |
| 505003 | Jake and Jayne Lindsay Lectureship | 292,266.07 | 337,385.21 | 274,696.37 | 301,449.22 | 4 | 13,565.21 | 0.00 | 13,565.21 | |
| 505004 | Bert H. Mackie Chair in Business | 235,877.38 | 272,290.32 | 221,693.62 | 243,287.11 | 4 | 10,947.92 | 0.00 | 10,947.92 | |
| 505005 | Harold G. Hamm Chair in Business | 235,877.56 | 272,290.52 | 221,693.78 | 243,287.29 | 4 | 10,947.93 | 0.00 | 10,947.93 | |
| 505006 | Endowed Chair #1 | 239,525.99 | 276,502.19 | 225,122.85 | 247,050.34 | 4 | 11,117.27 | 0.00 | 11,117.26 | |
| 505007 | Endowed Chair #2 | 239,525.99 | 276,502.19 | 225,122.85 | 247,050.34 | 4 | 11,117.27 | 0.00 | 11,117.26 | |
| 505008 | Endowed Chair #3 | 239,525.99 | 276,502.19 | 225,122.85 | 247,050.34 | 4 | 11,117.27 | 0.00 | 11,117.26 | |
| 505009 | Endowed Chair #4 | 239,525.99 | 276,502.19 | 225,122.85 | 247,050.34 | 4 | 11,117.27 | 0.00 | 11,117.26 | |
| 505010 | Endowed Chair #5 | 270,382.58 | 312,122.85 | 254,126.37 | 278,877.26 | 4 | 12,549.48 | 0.00 | 12,549.47 | |
| 505011 | Endowed Chair #6 | 270,382.58 | 312,122.86 | 254,126.38 | 278,877.27 | 4 | 12,549.48 | 0.00 | 12,549.48 | |
| 505012 | Endowed Chair #7 | 270,382.58 | 312,122.86 | 254,126.38 | 278,877.27 | 4 | 12,549.48 | 0.00 | 12,549.48 | |
| 505013 | Endowed Chair #8 | 270,382.58 | 312,122.86 | 254,126.38 | 278,877.27 | 4 | 12,549.48 | 0.00 | 12,549.48 | |
| 505014 | J.T. and Jaynie Lindsey Endowed Chair | 270,063.95 | 311,754.35 | 253,824.49 | 278,547.60 | 4 | 12,534.64 | 0.00 | 12,534.64 | |
| 505015 | J.T. and Jaynie Lindsey Endowed Professorship | 212,308.72 | 245,083.32 | 199,542.20 | 218,978.08 | 4 | 9,854.01 | 0.00 | 9,854.01 | |
| 505016 | Marvel/Smith Academic Performance Enrichment Lectureship | 55,879.92 | 64,506.24 | 52,519.76 | 57,635.31 | 4 | 2,593.59 | 0.00 | 2,593.59 | |
| 505017 | Dorothy J. Reichenberger Endowed Chair in Music | 279,399.60 | 322,531.17 | 262,598.77 | 288,176.52 | 4 | 12,967.94 | 0.00 | 12,967.95 | |
| 505018 | Dr. Anna B. Fisher Endowed Chair in Biology | 279,399.60 | 322,531.17 | 262,598.77 | 288,176.49 | 4 | 12,967.94 | 0.00 | 12,967.94 | |
| 505019 | William Donald Campbell Family Chair in Agriculture | 279,399.60 | 322,531.17 | 262,598.77 | 288,176.52 | 4 | 12,967.94 | 0.00 | 12,967.95 | |
| 505020 | Grace V. Wisdom Endowed Chair in Visual Arts | 297,798.57 | 343,770.44 | 279,891.38 | 307,153.47 | 4 | 13,821.91 | 0.00 | 13,821.90 | |
| 505021 | Wisdom Family Endowed Chair in Agriculture | 297,798.57 | 343,770.44 | 279,891.38 | 307,153.47 | 4 | 13,821.91 | 0.00 | 13,821.90 | |
| 505022 | The Ryerson Family Chair in Business | 297,798.60 | 343,770.48 | 279,891.38 | 307,153.49 | 4 | 13,821.91 | 0.00 | 13,821.91 | |
| 505023 | The Helen Irene Patterson Lectureship in Music | 112,805.96 | 123,757.41 | 100,760.91 | 112,441.43 | 4 | 5,059.86 | 0.00 | 5,059.87 | |
| 505024 | The Gwendolyn Hollis Anderson Faculty Development Lectureship | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| 505025 | The NWOSU Masonic Institute for Citizenship Studies Lectureship | 91,567.29 | | | 91,567.29 | 3 | 3,090.40 | 0.00 | 3,090.40 | |
| 505026 | The Donovan Reichenberger Theater Chair I | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505027 | The Grace V. Wisdom Endowed Chair in Visual Arts II | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505028 | The Donovan Reichenberger Theater Endowed Chair II | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505029 | The Stock Exchange Bank/Bruce and Sheryl Benbrook Lectureship | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| 505030 | The Ryerson Family Endowed Chair in Business II | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505031 | The J.Louis Bouchard Endowed Professorship in Biology (upgraded t | 229,590.34 | | | 229,590.34 | 3 | 7,748.67 | 0.00 | 7,748.67 | |
| 505032 | The Beisel Family Endowed Chair in Mathematics | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505033 | The Ryerson Family Endowed Chair in Business III | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505034 | The Alice Criswell-Schnitzer Memorial Library Lectureship | 42,232.67 | | | 42,232.67 | 3 | 1,425.35 | 0.00 | 1,425.35 | |

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|--------|---|---------------|--------------|--------------|---------------|---|------------|--------|------------|------|
| 505035 | The Rick and Janet Cunningham Family Endowed Lectureship in Crim | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| 505036 | The Rick and Janet Cunningham Family Endowed Lectureship in Acco | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| 505037 | The Friends of Choral Music Lectureship | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| 505038 | The Douglas P. VanMeter Chair in Accounting | 229,042.77 | | | 229,042.77 | 3 | 7,730.19 | 0.00 | 7,730.19 | |
| 505039 | The Endowment for Academic Enrichment Lectureship | 91,567.29 | | | 91,567.29 | 3 | 3,090.40 | 0.00 | 3,090.40 | |
| 505040 | The Sue Hildreth Fellers Endowed Chair for Vocal Music | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505041 | The Kenneth L. Fellers Endowed Chair for Mathematics | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505042 | Nay Family Lectureship | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| 505043 | Charles Morton Share Trust Doctor of Nursing Practice Chair #1 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505044 | Charles Morton Share Trust Doctor of Nursing Practice Chair #2 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505045 | Charles Morton Share Trust Doctor of Nursing Practice Chair #3 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505046 | Charles Morton Share Trust Doctor of Nursing Practice Chair #4 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505047 | Wisdom Family Endowed Doctor in Nursing Practice Chair #1 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505048 | Wisdom Family Endowed Doctor in Nursing Practice Chair #2 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505049 | Wisdom Family Endowed Doctor in Nursing Practice Chair #3 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505050 | Wisdom Family Endowed Doctor in Nursing Practice Chair #4 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505051 | Wisdom Family Endowed Doctor in Nursing Practice Chair #5 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505052 | Wisdom Family Endowed Doctor in Nursing Practice Chair #6 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505053 | Wisdom Family Endowed Doctor in Nursing Practice Chair #7 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505054 | Wisdom Family Endowed Doctor in Nursing Practice Chair #8 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505055 | Wisdom Family Endowed Doctor in Nursing Practice Chair #9 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505056 | Wisdom Family Endowed Doctor in Nursing Practice Chair #10 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505057 | John and Margaret Barton Lectureship | 27,470.19 | | | 27,470.19 | 3 | 927.12 | 0.00 | 927.12 | |
| 505058 | Dr. Charles and Jane Tucker Computer Science Lectureship | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| 505059 | Charles Morton Share Trust Doctor of Nursing Practice Chair #5 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505060 | Charles Morton Share Trust Doctor of Nursing Practice Chair #6 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505061 | Charles Morton Share Trust Doctor of Nursing Practice Chair #7 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505062 | Charles Morton Share Trust Doctor of Nursing Practice Chair #8 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505063 | The William R. and Billie D. Buckles Computer Science Lectureship | 36,626.92 | | | 36,626.92 | 3 | 1,236.16 | 0.00 | 1,236.16 | |
| 505064 | Charles Morton Share Trust Doctor of Nursing Practice Chair #9 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505065 | Charles Morton Share Trust Doctor of Nursing Practice Chair #10 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505066 | Chad and Kimberly Moore Accounting Lectureship for Academic Enr | 27,470.19 | | | 27,470.19 | 3 | 927.12 | 0.00 | 927.12 | |
| 505067 | Keith Vermillion Literacy Center Lectureship for Academic Enrichmen | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| 505068 | Roy Vayle and Leah Bisel Evans Literacy Center Chair for Academic E | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505069 | Donovan Reichenberger Theater Endowed Chair #3 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505070 | Donovan Reichenberger Theater Endowed Chair #4 | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505071 | Myma Lee Carney Lectureship in Education | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| 505072 | Brown Family Chair in Leadership | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 505073 | Reichenberger Chair in Instrumental Music | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| | TOTAL, NWOSU: | 14,561,153.26 | 6,948,933.04 | 5,657,703.96 | 14,746,527.33 | | 567,564.90 | (0.01) | 567,564.89 | 0.00 |

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|--------|--|----------------------|----------------------|----------------------|----------------------|---|---------------------|----|-------------------|---------------------|-------------|
| 100059 | Jane Godlove Endowed Lectureship | 50,360.94 | 60,177.60 | 47,097.97 | 52,545.50 | 4 | 2,364.55 | \$ | 41.94 | 2,406.49 | |
| 100060 | Frances Jo Richardson Endowed Lectureship in Chemistry | 30,398.17 | 35,139.47 | 28,946.90 | 31,494.84 | 4 | 1,417.27 | \$ | 26.01 | 1,443.28 | |
| 100061 | JoAnne Hudson Lectureship in Health Education | 33,711.78 | 37,388.62 | 29,262.18 | 33,454.19 | 4 | 1,505.44 | \$ | 1,184.96 | 2,690.40 | |
| 100062 | Dorothy S.Tobias Endowed Professorship in Chemistry | 313,231.12 | 277,346.05 | 225,904.81 | 272,160.66 | 4 | 12,247.23 | \$ | 2,549.17 | 14,796.40 | |
| 100063 | Gerald Paul and Kay Anne Laursen Lectureship in Mathematical Scier | 32,390.22 | 35,894.78 | 28,093.03 | 32,126.01 | 4 | 1,445.67 | \$ | 1,023.29 | 2,468.96 | |
| 100064 | Charles and Edythe Holmes Endowed Lectureship in English | 35,600.25 | 41,111.65 | 34,216.03 | 36,975.98 | 4 | 1,663.92 | \$ | 32.57 | 1,696.48 | |
| 100065 | The Bhattacharya Endowed Lectureship for Excellence in Research | 35,803.13 | 41,440.74 | 33,708.58 | 36,984.15 | 4 | 1,664.29 | \$ | 1.74 | 1,666.03 | |
| 100066 | BG Charles B. Allen Endowed Lectureship in Military Science & Lead | 38,820.04 | 43,114.27 | 33,743.36 | 38,559.23 | 4 | 1,735.17 | \$ | 1,315.90 | 3,051.06 | |
| 100067 | Dr. William L. and Barbara Seacare Endowed Lectureship in Political Sc | 31,426.71 | 36,539.80 | 29,872.87 | 32,613.13 | 4 | 1,467.59 | \$ | 11.77 | 1,479.36 | |
| 100068 | Odessa Drinnon Lectureship in Pre-Engineering Technology | 22,891.82 | | | 22,891.82 | 3 | 772.60 | \$ | - | 772.60 | |
| 100069 | Ajesh Bhargava Lectureship in Computing Science | 22,891.82 | | | 22,891.82 | 3 | 772.60 | \$ | - | 772.60 | |
| 100070 | Evelyn Parrish Endowed Lectureship in Pre-Engineering Studies | 22,891.82 | | | 22,891.82 | 3 | 772.60 | \$ | - | 772.60 | |
| 100071 | Dr. Gilbert"Gib" Gibson Lectureship in Community Banking | 22,891.82 | | | 22,891.82 | 3 | 772.60 | \$ | - | 772.60 | |
| 100072 | The Frontiers in Chemistry Endowed Lectureship | 23,871.59 | | | 23,871.59 | 3 | 805.67 | \$ | - | 805.67 | |
| 100073 | Dr. Wayne and Cassandra Johnson Endowed Lectureship in Business | 27,470.19 | | | 27,470.19 | 3 | 927.12 | \$ | - | 927.12 | |
| 100074 | The Joyce R. Lentz Professorship in Music | 114,459.12 | | | 114,459.12 | 3 | 3,863.00 | \$ | - | 3,863.00 | |
| 100075 | The Davis Family Endowed Lectureship in Communications | 22,891.82 | | | 22,891.82 | 3 | 772.60 | \$ | - | 772.60 | |
| 100076 | Dr. Theodore and Linda Snider Endowed Lectureship in Chemistry | 23,271.83 | | | 23,271.83 | 3 | 785.42 | \$ | - | 785.42 | |
| 100077 | Southwestern Medical Center Endowed Lectureship in Sports & Exerc | 31,696.02 | | | 31,696.02 | 3 | 1,069.74 | \$ | - | 1,069.74 | |
| 100078 | Holmes, Morris and Newell Endowed Lectureship in Classic Films | 24,256.18 | | | 24,256.18 | 3 | 818.65 | \$ | - | 818.65 | |
| 100079 | Jeanne Lawson Endowed Professorship in Communication | 114,459.12 | | | 114,459.12 | 3 | 3,863.00 | \$ | - | 3,863.00 | |
| 100080 | Robert Hamon Endowed Professorship in Mathematical Sciences | 114,459.12 | | | 114,459.12 | 3 | 3,863.00 | \$ | - | 3,863.00 | |
| 100081 | T.K. Bhattacharya Endowed Chair in Finance | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | \$ | - | 7,725.99 | |
| 100082 | Albert Johnson Sr. and Josephine Johnson Endowed Lectureship in S | 47,614.99 | | | 47,614.99 | 3 | 1,607.01 | \$ | - | 1,607.01 | |
| 100083 | Netherland Family Lectureship in Biology | 23,656.41 | | | 23,656.41 | 3 | 798.40 | \$ | - | 798.40 | |
| 100084 | Francis Peay Endowed Lectureship in Athletic Training | 45,783.65 | | | 45,783.65 | 3 | 1,545.20 | \$ | - | 1,545.20 | |
| | TOTAL, Cameron: | 9,085,293.63 | 9,134,555.28 | 7,336,666.48 | 9,141,755.51 | | 400,867.27 | | 113,173.99 | 514,041.26 | 0.00 |
| | Langston University | | | | | | | | | | |
| 420001 | Endowment | 45,825,362.22 | 52,945,831.32 | 43,136,307.22 | 47,302,500.25 | 4 | 2,128,612.51 | | (0.00) | 2,128,612.51 | |
| 420002 | PSO Lectureship (Public) | 134,675.34 | 149,211.10 | 116,779.99 | 133,555.48 | 4 | 6,010.00 | | 5,528.11 | 11,538.11 | |
| 420003 | PSO Lectureship (Private) | 134,195.20 | 148,679.13 | 116,363.65 | 133,079.33 | 4 | 5,988.57 | | 5,542.24 | 11,530.81 | |
| 420004 | Southwestern Bell Endowed Lectureship | 229,657.77 | 254,445.16 | 217,637.17 | 233,913.37 | 4 | 10,526.10 | | 5,228.64 | 15,754.74 | |
| 420005 | William Henri Hale Lectureship | 131,932.28 | 146,171.98 | 114,401.43 | 130,835.23 | 4 | 5,887.59 | | 5,470.94 | 11,358.52 | |
| 420006 | J. C. Penney Professorship of Business | 233,122.79 | 258,284.17 | 202,145.97 | 231,184.31 | 4 | 10,403.29 | | 9,545.83 | 19,949.12 | |
| 420007 | T. M. Crisp Professorship in Recreation & Good Sportsmanshi | 743,208.82 | 823,424.73 | 644,452.94 | 737,028.83 | 4 | 33,166.30 | | 30,455.64 | 63,621.94 | |
| 420008 | James A. Close Endowed Chair | 714,731.57 | 791,873.88 | 619,759.68 | 708,788.38 | 4 | 31,895.48 | | 29,099.84 | 60,995.32 | |
| 420009 | Lillian Johnson Hemmitt Endowed Chair | 1,810,508.53 | 2,005,920.08 | 1,569,932.31 | 1,795,453.64 | 4 | 80,795.41 | | 71,398.14 | 152,193.55 | |
| 420010 | Delta Sigma Theta Sorority Distinguished Professorship | 347,442.42 | 384,942.53 | 301,275.07 | 344,553.34 | 4 | 15,504.90 | | 13,544.24 | 29,049.14 | |
| | TOTAL, Langston: | 50,304,836.94 | 57,908,784.06 | 47,039,055.43 | 51,750,892.14 | | 2,328,790.15 | | 175,813.61 | 2,504,603.76 | 0.00 |
| | University of Science & Arts of Oklahoma | | | | | | | | | | |
| 150001 | Mary Jo Ragan Professorship of Interdisciplinary Studies | 754,142.98 | 835,539.03 | 716,105.22 | 768,595.74 | 4 | 34,586.81 | | 17191.53 | 51,778.34 | |
| 150002 | Budlow Grigsby Lectureship | 405,729.24 | 449,520.35 | 385,122.70 | 413,457.43 | 4 | 18,605.58 | | 9246.88 | 27,852.47 | |
| 150003 | Jessie Dearing Kinley Chair in Interdisciplinary Studies | 628,593.68 | 696,438.96 | 596,534.55 | 640,522.39 | 4 | 28,823.51 | | 14324.10 | 43,147.60 | |
| 150004 | Dorothy Gilkey Wilcox Professorship in Interdis. Studies | 397,722.69 | 440,649.63 | 377,530.76 | 405,301.03 | 4 | 18,238.55 | | 9064.53 | 27,303.07 | |
| 150005 | Dorothy Cusick Professorship in Interdisc. Studies | 358,126.35 | 396,779.60 | 339,944.71 | 364,950.22 | 4 | 16,422.76 | | 8162.09 | 24,584.85 | |
| 150006 | Professorship in Biology | 312,434.82 | 346,156.49 | 295,515.20 | 318,035.50 | 4 | 14,311.60 | | 7104.59 | 21,416.19 | |
| 150007 | Lectureship Program | 208,712.98 | 231,239.76 | 196,793.51 | 212,248.75 | 4 | 9,551.19 | | 4736.60 | 14,287.80 | |
| 150008 | Bradford Abelson Chair in Religious Reconciliation | 390,374.06 | 432,507.86 | 366,312.43 | 396,398.11 | 4 | 17,837.92 | | 8832.32 | 26,670.23 | |
| | TOTAL, USAO: | 3,455,836.80 | 3,828,831.68 | 3,273,859.07 | 3,519,509.18 | | 158,377.91 | | 78,662.64 | 237,040.55 | |

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|--|--|--------------|--------------|--------------|--------------|---|-----------|-----------|------------|------|
| Carl Albert State College | | | | | | | | | | |
| 108001 | Charles L. Ward Endowed Teaching Lectureship | 57,677.00 | 66,580.74 | 54,208.82 | 59,488.86 | 4 | 2,677.00 | 0.00 | 2,677.00 | |
| 108002 | George Bush Professorship for Teaching Excellence | 41,625.57 | 48,051.42 | 39,122.59 | 42,933.19 | 4 | 1,931.99 | 0.00 | 1,931.99 | |
| 108003 | Hanford Farrell Senior Lectureship | 41,606.67 | 48,029.59 | 39,104.81 | 42,913.69 | 4 | 1,931.12 | 0.00 | 1,931.12 | |
| 108004 | Jack Gedosh Endowed Lectureship | 37,848.19 | 43,690.91 | 35,572.34 | 39,037.14 | 4 | 1,756.67 | 0.00 | 1,756.67 | |
| 108005 | R. L. Winters Endowed Lectureship | 80,838.05 | 93,317.23 | 75,977.18 | 83,377.49 | 4 | 3,751.99 | 0.00 | 3,751.99 | |
| 108006 | Jodi Hoffman Lectureship in Business Technology | 39,006.98 | 39,743.45 | 32,358.39 | 37,036.27 | 4 | 1,666.63 | 0.00 | 1,666.63 | |
| 108007 | F.L. Holton Endowed Lectureship in Business Technology | 67,756.24 | 78,215.95 | 63,682.00 | 69,884.73 | 4 | 3,144.81 | 0.00 | 3,144.81 | |
| 108008 | Macy R. McBee Endowed Lectureship in Natural Science | 31,200.00 | 36,016.43 | 29,323.91 | 32,180.12 | 4 | 1,448.11 | 0.00 | 1,448.11 | |
| 108009 | Julian J. Rothbaum Lectureship in History | 29,324.18 | 33,851.04 | 27,560.90 | 30,245.37 | 4 | 1,361.04 | 0.00 | 1,361.04 | |
| 108010 | Walter White Endowed Lectureship in Early Childhood Educa | 40,542.70 | 46,801.39 | 38,104.83 | 41,816.31 | 4 | 1,881.73 | 0.00 | 1,881.73 | |
| 108011 | Walter White Endowed Lectureship in Excellence | 40,764.35 | 47,057.25 | 38,313.15 | 42,044.92 | 4 | 1,892.02 | 0.00 | 1,892.02 | |
| 108012 | Gerald Ford Lectureship in Academic Excellence | 34,328.00 | 39,627.30 | 32,263.82 | 35,406.37 | 4 | 1,593.29 | 0.00 | 1,593.29 | |
| 108013 | Dave and Beverly McMillen Endowed Lectureship | 94,277.26 | 108,831.09 | 88,608.27 | 97,238.87 | 4 | 4,375.75 | 0.00 | 4,375.75 | |
| 108014 | Jimmy and Pearl Orr Endowed Lectureship | 53,155.26 | 61,360.97 | 49,958.98 | 54,825.07 | 4 | 2,467.13 | 0.00 | 2,467.13 | |
| 108015 | Phillip and Wanda Freeman Endowed Lectureship | 27,292.58 | 31,505.80 | 25,651.45 | 28,149.94 | 4 | 1,266.75 | 0.00 | 1,266.75 | |
| 108016 | Roy and Jeanne Reed Endowed Lectureship in Academic Lead | 58,104.83 | 67,074.62 | 54,610.92 | 59,930.12 | 4 | 2,696.86 | 0.00 | 2,696.86 | |
| 108017 | Victor L. Cary Endowed Lectureship in Arts and Sciences | 29,409.26 | 33,949.25 | 27,640.86 | 30,333.12 | 4 | 1,364.99 | 0.00 | 1,364.99 | |
| 108018 | Oxley Foundation Endowed Lectureship | 30,952.03 | 35,730.17 | 29,090.85 | 31,924.35 | 4 | 1,436.60 | 0.00 | 1,436.60 | |
| 108019 | Dean Worley Endowed Lectureship | 56,327.27 | 65,022.65 | 52,940.24 | 58,096.72 | 4 | 2,614.35 | 0.00 | 2,614.35 | |
| 108020 | Dick LaFevers Endowed Lectureship | 31,170.72 | 35,982.62 | 29,296.39 | 32,149.91 | 4 | 1,446.75 | 0.00 | 1,446.74 | |
| 108021 | J.C. and Linda Holton Endowed Lectureship | 38,880.01 | 34,311.74 | 27,935.99 | 33,709.25 | 4 | 1,516.92 | 0.00 | 1,516.91 | |
| 108022 | Veronica Ann LaFevers Endowed Lectureship | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| 108023 | Delores O'Guin Mitchell Endowed Lectureship | 45,783.65 | | | 45,783.65 | 3 | 1,545.20 | 0.00 | 1,545.20 | |
| 108024 | J.T. Stites Endowed Lectureship | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| 108025 | Albert H. and Patsy (Hicks) Bngance Endowed Lectureship | 27,470.19 | | | 27,470.19 | 3 | 927.12 | 0.00 | 927.12 | |
| 108026 | Jerry and Georgia Hetherington Endowed Lectureship | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| | TOTAL, CASC: | 1,104,016.43 | 1,094,751.61 | 891,326.70 | 982,721.81 | | 49,012.60 | (0.00) | 49,012.59 | 0.00 |
| Eastern Oklahoma State College | | | | | | | | | | |
| 240001 | Julian J. Rothbaum Lectureship | 87,338.82 | 96,765.46 | 75,733.44 | 86,612.57 | 4 | 3,897.57 | 998.31 | 4,895.88 | |
| 240002 | Choctaw Nation Endowed Professorship in Nursing | 217,233.15 | 245,664.56 | 196,593.58 | 219,830.43 | 4 | 9,892.37 | 7,703.47 | 17,595.84 | |
| | TOTAL, EOSC: | 304,571.97 | 342,430.02 | 272,327.01 | 306,443.00 | | 13,789.93 | 8,701.79 | 22,491.72 | |
| Oklahoma City Community College | | | | | | | | | | |
| 633001 | Lectureship | 248,437.27 | 275,251.57 | 215,425.50 | 246,371.45 | 4 | 11,086.72 | 10,194.89 | 21,281.61 | |
| | TOTAL, OCCC: | 248,437.27 | 275,251.57 | 215,425.50 | 246,371.45 | | 11,086.72 | 10,194.89 | 21,281.61 | |
| Rogers State University | | | | | | | | | | |
| 461001 | Herrington Lectureship | 129,017.00 | 142,942.04 | 111,873.52 | 127,944.19 | 4 | 5,757.49 | 5,103.24 | 10,860.73 | |
| 461002 | Maurice Meyer Lectureship in Liberal Arts | 47,281.37 | 52,384.53 | 40,998.73 | 46,888.21 | 4 | 2,109.97 | 1,889.40 | 3,999.36 | |
| 461003 | John W. Norman Endowed Chair in Business Information Tec | 369,607.73 | 425,044.11 | 345,338.01 | 379,996.62 | 4 | 17,099.85 | 1,287.41 | 18,387.26 | |
| 461004 | Greg Knuz Endowed Chair in Communications | 401,278.32 | 460,099.24 | 372,746.38 | 411,374.64 | 4 | 18,511.86 | 3,241.34 | 21,753.20 | |
| 461005 | Sarkey's Endowed Chair | 380,344.15 | 436,915.63 | 354,620.02 | 390,626.60 | 4 | 17,578.20 | 2,368.26 | 19,946.46 | |
| 461006 | Oliver Dewey Mayor Chair | 281,875.62 | 312,298.98 | 254,198.38 | 282,791.00 | 4 | 12,725.59 | 6,338.43 | 19,064.03 | |
| 461007 | Board of Visitors Endowed Chair | 383,094.91 | 440,051.02 | 357,131.23 | 393,425.72 | 4 | 17,704.16 | 3,045.22 | 20,749.38 | |
| 461008 | Grace and Franklin Bensen Foundation Endowed Professorship in Nu | 174,377.29 | 200,949.02 | 163,603.44 | 179,643.25 | 4 | 8,083.95 | 400.78 | 8,484.73 | |
| | TOTAL, Rogers: | 2,166,876.38 | 2,470,684.58 | 2,000,509.70 | 2,212,690.22 | | 99,571.06 | 23,674.09 | 123,245.15 | 0.00 |

| | | | | | | | | | | |
|---------------------------------------|---|----------------|----------------|----------------|----------------|---|---------------|--------------|---------------|------|
| Northern Oklahoma College | | | | | | | | | | |
| 490001 | Joe Lewis Lectureship in Social Science | 27,073.17 | 31,278.99 | 25,573.00 | 27,975.05 | 4 | 1,258.88 | 0.00 | 1,258.88 | |
| 490002 | Sam Leonard Lectureship in Business Administration | 33,694.07 | 38,928.45 | 31,827.03 | 34,816.52 | 4 | 1,566.74 | 0.00 | 1,566.74 | |
| 490003 | Dick Lambert Lectureship in Business | 33,694.07 | 38,928.45 | 31,827.03 | 34,816.52 | 4 | 1,566.74 | 0.00 | 1,566.74 | |
| 490004 | Don Westfall Lectureship in Social Sciences | 33,694.07 | 38,928.45 | 31,827.03 | 34,816.52 | 4 | 1,566.74 | 0.00 | 1,566.74 | |
| 490005 | Carl and Carolyn Renfro Lectureship (Private) | 98,233.56 | 113,494.17 | 92,790.28 | 101,506.00 | 4 | 4,567.77 | 0.00 | 4,567.77 | |
| 490006 | Carl and Carolyn Renfro Lectureship (Public) | 98,233.52 | 113,494.12 | 92,790.25 | 101,505.96 | 4 | 4,567.77 | 0.00 | 4,567.77 | |
| 490007 | Ima Faythe Berglund Mathematics Chair | 282,971.07 | 327,141.80 | 267,810.79 | 292,641.22 | 4 | 13,168.85 | 0.00 | 13,168.85 | |
| 490008 | Ima Faythe Berglund Science Chair | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 490009 | Leora E. Calkins Agriculture and Life Sciences Chair | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 490010 | BF Trust Process Technology Chair | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 490011 | Ima Faythe Berglund Engineering and Physical Science Chair | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| TOTAL, Northern: | | 1,523,266.47 | 702,194.44 | 574,445.40 | 628,077.79 | | 59,167.46 | (0.00) | 59,167.46 | 0.00 |
| Western Oklahoma State College | | | | | | | | | | |
| 041001 | JCMH Health Care Corporation Professorship in Nursing | 137,835.42 | 159,130.68 | 130,101.52 | 142,355.87 | 4 | 6,406.01 | 0.00 | 6,406.02 | |
| 041002 | JCMH Health Care Corporation Prof. in Radiologic Technology | 137,835.45 | 159,130.72 | 130,101.55 | 142,355.91 | 4 | 6,406.02 | 0.00 | 6,406.02 | |
| 041003 | JCMH Health Care Corporation Prof. in Physical Therapy Ass | 137,835.44 | 159,130.70 | 130,101.54 | 142,355.90 | 4 | 6,406.02 | 0.00 | 6,406.02 | |
| 041004 | Jeff and Kim Wilmes Lectureship | 22,956.86 | 26,503.65 | 21,668.76 | 23,709.75 | 4 | 1,066.94 | 0.00 | 1,066.94 | |
| 041005 | Winston and Ethelda Higgs Lectureship in Business | 24,998.95 | 28,861.23 | 23,596.27 | 25,818.82 | 4 | 1,161.85 | 0.00 | 1,161.85 | |
| 041006 | Jack and Jewell Walker Lectureship in Aviation | 31,320.67 | 36,159.64 | 29,563.28 | 32,347.86 | 4 | 1,455.65 | 0.00 | 1,455.65 | |
| 041007 | Doughty Family Lectureship in Business | 26,841.74 | 30,988.73 | 25,335.65 | 27,722.04 | 4 | 1,247.49 | 0.00 | 1,247.49 | |
| 041008 | Great Plains Medical Center Lectureship in Nursing | 260,624.80 | 195,176.51 | 159,571.73 | 205,124.35 | 4 | 9,230.60 | 0.00 | 9,230.60 | |
| 041009 | Chesser Family Lectureship | 29,390.56 | 33,931.34 | 27,741.47 | 30,354.46 | 4 | 1,365.95 | 0.00 | 1,365.95 | |
| 041010 | Russell Kirchoff Lectureship in Agriculture | 27,755.64 | 32,043.83 | 26,198.28 | 28,665.92 | 4 | 1,289.97 | 0.00 | 1,289.96 | |
| 041011 | Eunice Griffin Lectureship in Business | 126,524.02 | | | 126,524.02 | 3 | 4,270.19 | 0.00 | 4,270.18 | |
| 041012 | The Lucille O. Brewer Lectureship in Early Childhood/Childhood Deve | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| 041013 | The Carl and Mildred Shadrick Endowed Chair in Agriculture | 228,918.24 | | | 228,918.24 | 3 | 7,725.99 | 0.00 | 7,725.99 | |
| 041014 | The Duffy Family Lectureship in Music | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| 041015 | The Masonic Fraternity of Oklahoma Lectureship in Student Support | 45,783.65 | | | 45,783.65 | 3 | 1,545.20 | 0.00 | 1,545.20 | |
| 041016 | AgPreference Distinguished Professorship in Math | 114,459.12 | | | 114,459.12 | 3 | 3,863.00 | 0.00 | 3,862.99 | |
| 041017 | Larry Duffy Lectureship in Performing Arts | 45,783.65 | | | 45,783.65 | 3 | 1,545.20 | 0.00 | 1,545.20 | |
| 041018 | Ken and Mary Ann Ferguson Lectureship in On Line Education | 34,337.74 | | | 34,337.74 | 3 | 1,158.90 | 0.00 | 1,158.90 | |
| 041019 | The Randy Cumby Lectureship in Distance Learning | 22,891.82 | | | 22,891.82 | 3 | 772.60 | 0.00 | 772.60 | |
| TOTAL, WOSC: | | 1,501,877.42 | 861,057.01 | 703,980.06 | 1,465,292.75 | | 58,462.75 | - | 58,462.73 | 0.00 |
| Systemwide Totals | | | | | | | | | | |
| | | 833,310,998.03 | 781,973,438.01 | 633,883,375.26 | 800,339,971.66 | | 36,027,897.51 | 5,102,036.60 | 41,129,934.09 | - |

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AGENDA ITEM #16-a:

EPSCoR.

SUBJECT: Approval of Matching Funds for NASA.

RECOMMENDATION:

It is recommended that the State Regents approve EPSCoR matching funds in the amount of \$40,000 to participating institutions for NASA EPSCoR projects.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The State Regents have committed \$200,000 in matching funds for a five-year NASA EPSCoR program for the proposal "*NASA Oklahoma EPSCoR Research Infrastructure Development.*" In September of 2022 the proposal submitted by Oklahoma State University was awarded federal funding in the amount of \$1,000,000 over the five-year period. It is recommended that the State Regents approve the allocation of \$40,000 for the first year of this award.

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AGENDA ITEM #16-b:

EPSCoR.

SUBJECT: Appointment of Members to the Oklahoma EPSCoR Advisory Committee.

RECOMMENDATION:

It is recommended that the State Regents approve the appointment of individuals to the EPSCoR Advisory Committee.

BACKGROUND:

70 O.S. 2001, §3230.1 et seq. establishes the Oklahoma EPSCoR Advisory Committee (Committee) as an advisory committee to the State Regents. The purpose of the Committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director.

Several federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally-sponsored research. Among those federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration and the United States Department of Agriculture.

The purpose of the Committee is, through a consortium of higher education institutions, independent research entities, and industry and state government organizations, to enhance scientific and engineering research, development, and related education at universities in the State of Oklahoma and thereby to enhance the success of Oklahoma researchers in federal award competitions and contribute to sustained economic development within the State.

POLICY ISSUES:

None

ANALYSIS:

The statutes provide that the Regents shall appoint members of the EPSCoR Advisory Committee to include: 1) representatives of the state's universities and colleges; 2) representatives of private research entities located in Oklahoma; 3) representatives of private businesses; 4) residents of Oklahoma whose contribution will enhance the goals of the Committee; and 5) a representative of the Oklahoma Center for the Advancement of Science and Technology. Additional committee members are to be appointed by the Governor, the President Pro Tempore of the Senate and the Speaker of the House of Representatives. The Committee is chaired by the Chancellor.

Chancellor Garrett recommends that the following members be approved for appointment to the EPSCoR Advisory Committee expiring December, 2025

Ms. Tonja L. Norwood, STEM Program Manager
Oklahoma CareerTech

Dr. Jennifer McGrail, Executive Director
Oklahoma Center for the Advancement of Science and Technology (OCAST)

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AGENDA ITEM #17:

Investments.

SUBJECT: Approval of Investment Managers.

RECOMMENDATION:

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

BACKGROUND:

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

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

ANALYSIS:

Mercer is recommending the following managers for the portfolio:

DRA Growth & Income Fund XI - \$10 million. This firm focuses on conservative, value-added real estate investments in the office, retail, multi-family, and industrial sectors. The fund will target properties that offer both a competitive income returns and potential for capital appreciation, seeking to capitalize on inefficiencies in the market. Value-enhancement strategies include targeted capital improvements, leasing and operational plans, proactive asset management, and opportunistic sales. The firm has demonstrated that preservation of capital, downside protection and stability of cash flows underpin their investment approach.

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AGENDA ITEM #18:

Free Speech Committee Policy.

SUBJECT: Approval of State Regents' Policy 2.32, *Oklahoma Free Speech Committee to the Oklahoma State Regents for Higher Education.*

RECOMMENDATION:

It is recommended that the State Regents approve a new policy section, 2.32, establishing the Oklahoma Free Speech Committee to the Oklahoma State Regents for Higher Education, as below described.

BACKGROUND:

Authored by Representative Chad Caldwell, House Bill 3543 was signed into law by Governor Stitt on April 20, 2022, and becomes effective on November 1st. HB 3543 creates the "Oklahoma Free Speech Committee to the Oklahoma State Regents for Higher Education." 70 Okla. Stat. § 3205.11. That statute is completely silent, though, as to composition of the Committee, including the number/qualifications of potential Committee members. The Free Speech Committee will serve in an advisory role only.

The statutorily defined duties of the Free Speech Committee include the following:

1. To "[r]eview the free speech policies of Oklahoma public universities." 70 O.S. § 3205.12(1). The Committee will review the free speech policies of the institutions comprising the Oklahoma State System of Higher Education and make any recommendations directly to the institutions for improvements. 70 O.S. § 3205.12(4).
2. To "develop a process of collecting complaints of free speech violations on public university campuses and advise complainants of their rights." 70 O.S. § 3205.13.
3. To "[r]eview any free speech complaints filed with the Committee." 70 O.S. § 3205.12(2).
4. To "[r]eview university training on free speech for improvements." 70 O.S. § 3205.12(3). The Committee will review the free speech training provided by the institutions comprising the Oklahoma State System of Higher Education and make any recommendations directly to the institutions for improvements. 70 O.S. § 3205.12(4).
5. To "develop a First Amendment training or approve of an outside First Amendment training that shall be required for all college deans, heads of departments, and individuals responsible for establishing university free speech policies or handling free speech complaints. The Committee shall either revise or reapprove the training every two (2) years. The training will be required every two (2) years, or upon hire or promotion to one of the positions described by this section." 70 O.S. § 3205.14.

POLICY ISSUES:

The proposed new policy, The Oklahoma Free Speech Committee to the Oklahoma State Regents for Higher Education, will be added to the State Regents' *Policy and Procedures Manual* at section 2.32.

ANALYSIS:

The proposed new policy section, 2.32, The Oklahoma Free Speech Committee to the Oklahoma State Regents for Higher Education, is attached.

Committee members appointed by the Chair of the OSRHE (per paragraph (C)(1) of the attached policy) include the following:

- (1) Andy Lester, attorney/partner at Spencer Fane LLP;
- (2) Chad Caldwell, Oklahoma House of Representatives District 40;
- (3) Valerie Couch, Professor/Dean Emeritus at Oklahoma City University School of Law;
- (4) Kay Floyd, Oklahoma State Senate District 45;
- (5) Dr. Raul Font, President of Latino Community Development Agency;
- (6) Dr. Rick Hall, adjunct faculty member at University of Oklahoma;
- (7) Mariana Pitts, multilingual attorney with Stump & Associates;
- (8) Tesia Zientek, Education Director of Citizen Pottawatomie Nation; and
- (9) Standing Regent appointed by the Chair of the OSRHE (per paragraph (C)(2) of the attached policy).

The Committee Chair appointed by the Chair of the OSRHE (per paragraph (C)(3) of the attached policy) is Andy Lester.

Under paragraph (E)(2) of the attached policy, the Committee should convene an organizational meeting no later than November 30, 2022, at which time the Committee may, among other initial undertakings, discuss, consider and adopt procedures to carry out the Committee's duties and responsibilities set forth both above and in paragraph (D) of the policy.

**The Oklahoma Free Speech Committee
to the Oklahoma State Regents for Higher Education**

A. Statutory Authority of Committee

There is hereby created the Oklahoma Free Speech Committee to the Oklahoma State Regents for Higher Education (the “Committee”). 70 O.S. § 3205.11. The Committee shall be advisory in nature and shall, among other duties and responsibilities, provide recommendations regarding free speech policies, training, and complaints. 70 O.S. § 3205.12.

B. Committee Preamble

The Oklahoma State System of Higher Education is committed to free and open inquiry in all matters. Oklahoma’s public colleges and universities support the right of members of an institution’s community to have the broadest possible latitude to speak, to write, to listen, to challenge, and to learn. Except insofar as limitations on that freedom are necessary to the functioning of an institution of higher education, the Oklahoma State System of Higher Education fully respects and supports the freedom of all members of a college or university community to discuss any topic that presents itself.

Without a vibrant commitment to free and open inquiry, an institution of higher education ceases to fulfil its mission. This is especially true of a public institution of higher education. For over 200 years, the First Amendment to the Constitution of the United States has protected against abridgements of the right of freedom of speech. Moreover, since statehood, Article 2, Section 22, of the Oklahoma Constitution has provided that: “Every person may freely speak, write, or publish his sentiments on all subjects, being responsible for the abuse of that right; and no law shall be passed to restrain or abridge the liberty of speech or of the press.” Commitment to the principle of freedom of expression lies at the very core of the Oklahoma State System of Higher Education.

Of course, the ideas of different members of a college or university community will often and quite naturally conflict. But it is not the proper role of a college or university to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Oklahoma’s colleges and universities greatly value civility. All members of a college or university community share in the responsibility to maintain a climate of mutual respect. Concerns about civility and mutual respect, however, can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of a college or university community.

The freedom to debate and to discuss the merits of competing ideas does not mean that individuals may say whatever they wish, wherever or whenever they wish. A college or university may restrict expression that violates the law, that falsely defames an individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise incompatible with the functioning of the institution. In addition, a college or university may reasonably regulate the time, place, and manner of expression, to ensure that it does not disrupt the ordinary activities of the institution. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the commitment of the Oklahoma State System of Higher Education to a completely free and open discussion of ideas.

A fundamental commitment of the Oklahoma State System of Higher Education is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even most members of a college or university community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of a college or university community, not for the institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting ideas they oppose. Indeed, fostering the ability of members of a college or university community to engage in debate and deliberation in an effective and responsible manner is an essential part of an institution’s educational mission.

As a corollary to the commitment to protect and to promote free expression, members of a college or university community must also act in conformity with the principle of free expression. Although

members of the community are free to criticize and to contest the views expressed on campus, and to criticize and to contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, each college or university has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

The colleges and universities of the Oklahoma State System of Higher Education shall adopt such policies and procedures as they deem necessary and appropriate to implement this standard.

C. Committee Membership

1. Nominations may be solicited by or submitted to the Chair of the Oklahoma State Regents for Higher Education (OSRHE), who initially selects eight public members for 3-year terms, and thereafter fills any positions that become vacant in order to cover the remainder of any incomplete term or to begin a new 3-year term.

2. In addition to the eight public members, there shall be one standing Regent appointed by the Chair of the OSRHE on an annual basis.

3. The Chair of the OSRHE will also annually appoint a Chair of the Committee.

4. The Chair of the Committee, as well as its members, all serve at the pleasure of the Chair of the OSRHE.

D. Duties and Responsibilities of the Committee

1. To “[r]eview the free speech policies of Oklahoma public universities.” 70 O.S. § 3205.12(1). The Committee will review the free speech policies of the institutions comprising the Oklahoma State System of Higher Education and make any recommendations directly to the institutions for improvements. 70 O.S. § 3205.12(4).

2. To “develop a process of collecting complaints of free speech violations on public university campuses and advise complainants of their rights. Universities shall publish contact information on how to report free speech concerns to the Oklahoma Free Speech Committee on its website.” 70 O.S. § 3205.13.

3. To “[r]eview any free speech complaints filed with the Committee.” 70 O.S. § 3205.12(2). The Committee will review complaints filed with the Committee and make any recommendations directly to the institution. While not required, potential complainants are encouraged to first take advantage of the internal grievance process of their respective institution before filing any complaint with the Committee.

4. To “[r]eview university training on free speech for improvements.” 70 O.S. § 3205.12(3). The Committee will review the free speech training provided by the institutions comprising the Oklahoma State System of Higher Education and make any recommendations directly to the institutions for improvements. 70 O.S. § 3205.12(4).

5. To “develop a First Amendment training or approve of an outside First Amendment training that shall be required for all college deans, heads of departments, and individuals responsible for establishing university free speech policies or handling free speech complaints. The Committee shall either revise or reapprove the training every two (2) years. The training will be required every two (2) years, or upon hire or promotion to one of the positions described by this section.” 70 O.S. § 3205.14.

E. Meetings of the Committee

1. The presence of five (5) members of the Committee shall constitute a quorum.

2. The Committee should convene an organizational meeting no later than November 30, 2022, at which time the Committee may, among other initial undertakings, discuss, consider and adopt procedures to carry out the Committee’s duties and responsibilities set forth above in paragraph (D).

3. Though not required, given the public nature of its business the Committee should adhere to the Open Meetings Act (25 O.S. § 301 et seq.) to the extent practical.

F. Travel Reimbursement of Committee Members

Members of the Committee shall not receive compensation for serving on the Committee, but may receive travel reimbursement as follows:

1. Legislative members for the Committee may be reimbursed for their necessary travel expenses incurred in the performance of their duties in accordance with 74 O.S. § 456 from the legislative body in which they serve;

2. State agency employees who are members of the Committee shall be reimbursed for travel expenses incurred in the performance of their duties by their respective agencies in accordance with the State Travel Reimbursement Act (74 O.S. § 500.1 et seq.); and

3. All other Committee members may be reimbursed for travel expenses incurred in the performance of their duties by the OSRHE in accordance with the State Travel Reimbursement Act.

G. Administrative Support

OSRHE staff will provide administrative support to the Committee as needed and as available.

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AGENDA ITEM #18.1:

2023 Legislative Agenda.

SUBJECT: Approval of the State Regents' 2023 Legislative Agenda.

RECOMMENDATION:

It is recommended that the State Regents approve the 2023 Legislative Agenda, as described below.

BACKGROUND:

The Legislative Agenda is developed as a guideline to frame issues of interest to the Oklahoma state system of higher education that could be addressed by the Oklahoma Legislature.

POLICY ISSUES:

This action is consistent with State Regents' policy.

ANALYSIS:

The 2023 Legislative Agenda sets forward the following list of issues of interest to the Oklahoma state system of higher education, which may be brought before the Oklahoma Legislature during the 2023 Legislative Session.

- **Workforce development incentive programs.** Higher education continues to build strong connections between academic programs and high-growth, high-demand occupations and industries, including micro-credentials to equip learners to fill critical workforce needs. STEM bachelor's degree production has increased 47% over the last 10 years, and has increased 29% at all degree levels. Our public colleges and universities will create more pathways to degree completion in key fields, including engineering, nursing and computer science. Collaborating with the CareerTech system, state system institutions will work to better align the nursing student corridor from Licensed Practical Nurse (LPN) to Registered Nurse (RN) to Bachelor of Science in Nursing (BSN).
- **Strategic planning.** The State Regents are completing a comprehensive strategic planning process for the state system of higher education. Public higher education will engage the Legislature to advance recommendations to strengthen the student pipeline, enhance student success, expand workforce development and streamline system operations.
- **Expand the teacher education pipeline.** The Oklahoma Future Teacher Scholarship and Employment Incentive Program ("Inspired to Teach"), approved during the 2022 legislative session, is designed to draw high-quality, effective educators for our public schools through scholarship funds and targeted incentives to help our state meet the critical need for more teachers.

We propose statutory revisions for program administration, including establishing a pathway for home school graduates to enroll in accredited teacher education programs.

- **Concurrent Enrollment Task Force.** The concurrent enrollment program strengthens student preparation, reduces family college costs and decreases the time required to complete a degree. The state system of higher education will work in partnership with the Concurrent Enrollment Task Force to advance recommendations focused on access to concurrent enrollment, concurrent course options, and additional investment in the program.
- **Universal FAFSA Completion.** States across the country have reported increases in student enrollment when Free Application for Federal Student Aid (FAFSA) completion is required. Public higher education recommends universal FAFSA completion for Oklahoma high school seniors with a waiver option to address student needs, when warranted.
- **Oklahoma's Promise.** The Oklahoma's Promise scholarship program has been named by the Southern Regional Education Board as a top promise scholarship program in the nation. Goals for the 2023 legislative session include streamlining high school course requirements for scholarship eligibility; an adjustable income limit to increase flexibility for eligible students and families; and an appeal process to assist students facing unique circumstances.

(Supplement)

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AGENDA ITEM #19-a (1):

Programs.

SUBJECT: Program Modifications. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Central Oklahoma (UCO)
1 degree program requirement change

University of Science and Arts of Oklahoma (USAO)
1 degree program requirement change
1 degree program option name change

Northeastern Oklahoma A&M College (NEOAMC)
7 degree program requirement changes
2 degree program option deletions

POLICY ISSUES:

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

UCO – Bachelor of Science in Chemistry (025)

Degree program requirement changes

- For the Environmental Chemistry option:
 - Change BIO 1225 to BIO 1224.
 - Change Major Requirement credit hours from 77 to 76.
 - Change Major Common Core credit hours from 53 to 52.
- The proposed changes will align the program with departmental changes.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

USAO – Bachelor of Arts in English (009)

Degree program requirement changes and degree program option name change.

- For the Interdisciplinary Writing option:
 - Change the option name to Creative Writing.

- Delete ENGL 4203, ENGL 4303, and ENGL 4403.
- The proposed changes will mitigate confusion and provide flexibility to students.
- No new courses will be added and 3 courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC – Associate in Arts in Art & Design (004)

Degree program requirement changes and degree program option deletions

- For the Graphic Design option:
 - Delete program option Graphic Design.
 - There is currently 1 student enrolled in this option with an expected graduation during the 2023-2024 academic year.
 - Student will be allowed to complete their degree requirements under the Graphic Design option.
- For the Art option:
 - Delete program option Art.
 - There are currently 9 students enrolled in this option.
 - Students will be allowed to complete their degree requirements under the Art option with an expected graduation during the 2023-2024 academic year.
- Require all students to complete ART 1943, ART 2443, ART 1933, and ART 1000, and ART 2113.
- Remove ART 2561, MCOM 1113, and MIS 2133.
- Add MTKG 2123, ART 2263, and 6 credit hours of Approved Major Electives.
- The proposed changes will simplify the Art & Design program while better serving students through the ability to offer more consistent course rotations.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are available for reallocation.

NEOAMC – Associate in Science in Agriculture (002)

Degree program requirement changes

- Remove MCAG 1413.
- Add HORT 1013.
- The proposed changes will better align the program with transfer institutions.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC – Associate in Applied Science in Physical Therapist Assistant (107)

Degree program requirement changes

- Remove PHYS 1025 and PHTA 2442.
- Add PHYS 1024, PHTA 2321, and PHTA 2432.
- The proposed changes will better align with current industry trends.
- Three new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC – Associate in Science in Business Administration (008)

Degree program requirement changes

- For the Business Administration general track and the Management Information Systems option:
 - Change General Education Science credit hours from 7 to 7-8.
 - Change General Education Requirement credit hours from 38 to 37-38.
 - Change Major Additional Electives credit hours from 9 to 9-10.
 - Change Program Requirement credit hours from 22 to 22-23.
- For the Pre-Accounting option:
 - Change General Education Science credit hours from 7 to 7-8.
 - Change General Education Requirement credit hours from 38 to 37-38.
 - Change Major Additional Electives credit hours from 7 to 7-8.
 - Change Program Requirement credit hours from 22 to 22-23.
- The proposed changes will provide flexibility for current and transfer students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC – Associate in Science in Physical Education (040)

Degree program requirement changes and degree program option deletion

- For the Pre-Athletic Training option:
 - Delete program option Pre-Athletic Training.
 - There are currently no students enrolled in this option.
- Move HHP 1713 and HHP 2602 from Required Major Courses to Major Directed Electives.
- Add HHP 1123 to Required Major Courses.
- Remove HHP 1152, HHP 1142, and HHP 2692.
- Add OIS 1113, HHP 2213, and HHP 2733 to Major Directed Electives.
- The proposed changes will provide flexibility to students.
- No new courses will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are available for reallocation and no funds are requested from the State Regents.

NEOAMC – Associate in Science in Sports Management (122)

Degree program requirement changes

- Change General Education Science credit hours from 7 to 7-8.
- Change General Education credit hours from 38 to 37-38.
- Change credit hours required for Major Electives from 13 to 12-13.
- Change Program Requirement credit hours from 22 to 22-23.
- The proposed changes will provide flexibility to current students and transfer students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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AGENDA ITEM #19-a (2):

Programs.

SUBJECT: Program Suspension. Ratification of institutional request.

RECOMMENDATION:

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

BACKGROUND:

University of Science and Arts of Oklahoma (USAO) requested authorization to suspend the programs listed below:

- Bachelor of Arts in Multidisciplinary Studies (041)
- Bachelor of Arts in Political Science (019)
- Bachelor of Arts in Public Policy (040)

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:

USAO requested authorization to suspend the Bachelor of Arts in Multidisciplinary Studies (041).

- USAO 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 next academic year.
- USAO will reinstate or delete the program by October 31, 2025.

USAO requested authorization to suspend the Bachelor of Arts in Political Science (019).

- USAO 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 next academic year.
- USAO will reinstate or delete the program by October 31, 2025.

USAO requested authorization to suspend the Bachelor of Arts in Public Policy (040).

- USAO reports low enrollment and suspension of the program will give them time to determine the future of the program.
- This suspension is effective immediately.

- USAO will reinstate or delete the program by October 31, 2025.

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

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AGENDA ITEM #19-b:

Certificates of 15 or Fewer Credit Hours.

SUBJECT: Ratification of institutional request.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional request to offer the following certificate of 15 or fewer credit hours, via electronic delivery, as described below.

BACKGROUND:

Oklahoma City Community College (OCCC)

- Certificate in Speech-Language Pathology Assistant Clinical Experience

POLICY ISSUES:

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

ANALYSIS:

OCCC requested authorization to offer the Certificate in Speech-Language Pathology Assistant Clinical Experience.

- The proposed embedded certificate will allow students with a bachelor's degree in Communication Sciences and Disorders to complete 2 semesters of coursework and clinical experience training to meet Oklahoma Speech-Language Pathology Assistant (SLPA) licensure requirements, meet qualifications to take the SLPA teacher certification exam, and meet qualifications to take the American Speech-Language-Hearing Association SLPA certification exam.
- The certificate will be embedded within the Associate in Applied Science in Speech-Language Pathology Assistant (164) program.
- The certificate will consist of 15 total credit hours as detailed in the attachment (Attachment A).
- No new courses will be added.
- No funds are requested from the State Regents.

Delivery method and support services. The Associate in Applied Science in Speech-Language Pathology Assistant program is currently offered in an electronic format. Given this certificate is embedded in this program, delivery of the Certificate in Speech-Language Pathology Assistant Clinical Experience will also be offered in an electronic format through Moodle.

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

Attachment

ATTACHMENT A

OKLAHOMA CITY COMMUNITY COLLEGE
CERTIFICATE IN SPEECH-LANGUAGE PATHOLOGY ASSISTANT CLINICAL
EXPERIENCE

| Program Requirements | Credit Hours |
|--|---------------------|
| Required Courses | 15 |
| SLPA 1033 Professional Issues for Speech-Language Pathology Assistants | 3 |
| SLPA 1073 School Issues for the Speech-Language Pathology Assistants | 3 |
| SLPA 1083 Instructional Procedures in Communication Sciences and Disorders | 3 |
| SLPA 2033 Clinical Experience I | 3 |
| SLPA 2063 Clinical Experience II | 3 |
| Total | 15 |

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AGENDA ITEM #19-c:

Micro-credentials.

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional requests to offer the micro-credentials, as described below.

BACKGROUND:

Rose State College (RSC) requested to offer the following micro-credential:

- sUAS Mapping

Tulsa Community College (TCC) requested to offer the following micro-credentials:

- Job Keeping
- Job Readiness
- Job Seeking

POLICY ISSUES:

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

ANALYSIS:

RSC requested authorization to offer a micro-credential in small unmanned aircraft systems (sUAS) Mapping to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. RSC reports that this micro-credential will provide skills-focused professional development and experiential learning activities necessary for safe, legal operation of drones. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

TCC requested authorization to offer a micro-credential in Job Keeping to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. TCC reports that completing the micro-credential will help provide students with the foundational skills to retain employment. A digital badge, hosted by TCC, will also be awarded for this micro-credential.

TCC requested authorization to offer a micro-credential in Job Readiness to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. TCC reports that completing the micro-credential will prepare students in foundational skills that are in demand by employers. A digital badge, hosted by TCC, will also be awarded for this micro-credential.

TCC requested authorization to offer a micro-credential in Job Seeking to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. TCC reports that completing the micro-credential will provide students with foundational skills to search for employment. A digital badge, hosted by TCC, will also be awarded for this micro-credential.

Authorization was granted by the Chancellor for the above requests. State Regents’ ratification is requested.

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AGENDA ITEM #19-d:

Reconciliations.

SUBJECT: Ratification of institutional request.

RECOMMENDATION:

It is recommended that the State Regents approve the request for degree program inventory reconciliation as described below.

BACKGROUND:

Southeastern Oklahoma State University (SEOSU) requested degree program modifications for the Bachelor of Arts in Theatre (060) to reconcile institutional practice with the official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

SEOSU requested modifications to the Bachelor of Arts in Theatre (060), which were approved at the September 8, 2022 State Regents' meeting. Specifically, the item indicated that the credit hours for the Acting and Directing option would change from 40 credit hours to 42. SEOSU notified State Regents' staff to clarify that the modification needs to apply to the Arts Administration option rather than the Acting and Directing option. This action will correct this error and reconcile institutional practice with the official degree program inventory.

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AGENDA ITEM #19-e (1):

Academic Nomenclature.

SUBJECT: Ratification of the University of Oklahoma's request for an organizational modification.

RECOMMENDATION:

It is recommended that the State Regents approve the academic nomenclature change as described below.

BACKGROUND:

The University of Oklahoma (OU) requested authorization for a realignment of the two Graduate Colleges for the Norman and Tulsa campuses into one Graduate College. The University of Oklahoma Board of Regents approved the request at their September 15, 2022 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:

OU requested a realignment of the two Graduate Colleges for the Norman and Tulsa campuses into one Graduate College. The new entity will be called "OU Graduate College." This change will have no impact on the OU Health Sciences Center Graduate College. The proposed new alignment seeks to consolidate the leadership of graduate education under the Dean of the Graduate College in Norman. The current Dean of the Graduate College in Tulsa will no longer serve as Dean but will continue to serve as Interim President of OU-Tulsa. As a result of this transition, there will be no loss or reduction in staff in Tulsa. No new funds are requested from the State Regents.

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

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AGENDA ITEM #19-e (2):

Academic Nomenclature.

SUBJECT: Southeastern Oklahoma State University. Ratification of a request to establish a new department

RECOMMENDATION:

It is recommended that the State Regents approve the academic nomenclature change as described below.

BACKGROUND:

Southeastern Oklahoma State University (SEOSU) requested authorization to establish the new Department of Nursing and Allied Health. SEOSU's governing board approved the request at their September 15, 2022 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:

SEOSU requested to add the new Department of Nursing and Allied Health under the College of Arts and Sciences. It is understood that the new Department of Nursing and Allied Health will offer programs in Health Administration, Health Science, RN-BSN, and an MSN in Nursing Leadership. Additionally, SEOSU anticipates establishing a partnership with Eastern Oklahoma State College for a Bachelor of Respiratory Care and continue the nursing partnership with Murray State College. SEOSU reports the resources for establishing the new department will come from workforce funds, master lease funds, and tuition revenue. No new funds are requested from the State Regents.

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

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AGENDA ITEM #19-f:

High School Courses for College Admission.

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

RECOMMENDATION:

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

BACKGROUND:

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

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 in 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 October 27, 2022, State Regents' staff received a request from the Oklahoma Department of Career and Technology Education to approve high school courses for college admission. The table below lists the courses as well as the college admission subject area in which they are categorized:

| Course | Subject Area |
|-----------------------------|---------------------|
| Applied Science of Aircraft | Computer Technology |
| Aviation Electricity | Computer Technology |
| Aviation 2 | Computer Technology |
| Aviation 3 | Computer Technology |

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.

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AGENDA ITEM #19-g:

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests for annual renewal of 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:

In 2010, the US Department of Education published new regulations that require postsecondary institutions to obtain authorization from each state in which they operate for their students in those states to be eligible for federal financial aid, including instruction by distance education. As a result of this, states instituted laws, regulations and procedures of varying rigor and complexity through which out-of-state institutions could obtain authorization to operate within their boundaries, creating often significant barriers for institutions to offer distance education to out-of-state students.

In response, the four regional education compacts—the Southern Regional Education Board (SREB), the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), and the Western Interstate Commission for Higher Education (WICHE) – worked together to forge their existing individual regional reciprocity agreements into a single agreement that could cover all states in all the compacts. This process culminated in the establishment of the State Authorization Reciprocity Agreement in 2015.

The State Authorization Reciprocity Agreement (SARA) is an agreement among the regional compacts and their member states through which participating institutions may offer distance education to students located in other member states without having to obtain separate, individual authorization from each state in which a student is located. Only institutions located in member states can participate. Currently, 49 states (California is the only non-member state), the District of Columbia, and the US territories of Puerto Rico and the US Virgin Islands are members. States are approved for membership through their respective regional compacts and must renew their approval every two years. Only degree-granting institutions may participate in SARA; they may be public, private non-profit, and private for-profit.

The State Regents approved Oklahoma’s first application to join SARA at their May 29, 2015 meeting. The Southern Regional Education Board approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 9, 2021.

Among its other activities, the National Council for State Authorization Reciprocity Agreements (NC-SARA) requires extensive student data reporting from participating institutions which it posts on its website. According to this source, in Fall 2020, Oklahoma public and private institutions enrolled a total of

7,780 out-of-state students in distance education programs, nearly 4 times the total of 1,991 reported in 2015. Additionally, NC-SARA provides extensive, invaluable support and professional development to member states and institutions in understanding and implementing ongoing changes to federal regulations governing the offering of distance education across state lines.

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.”

ANALYSIS:

Prior to September 8, 2022, State Regents' staff received SARA renewal applications from the institutions listed below:

Cameron University;
East Central University;
Northwestern Oklahoma State University;
Oklahoma Panhandle State University;
Oklahoma State University Institute of Technology;
Carl Albert State College;
Redlands Community College;
Oklahoma City Community College; and
Eastern Oklahoma State College.

As a result of meeting the SARA eligibility requirements, these institutions were approved for annual renewal of their participation in SARA. State Regents' ratification is requested.

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AGENDA ITEM #19-h (1):

Operations.

SUBJECT: Ratification of purchases over \$25,000.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between August 5, 2022 and September 25, 2022.

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 August 5, 2022 and September 25, 2022, there are 44 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Dell Marketing in the amount of \$66,727.47 for 3 Dell PowerEdge R740 servers to support IT needs (Funded from 210-Core).
- 2) Dahill Office Technology Corporation in the amount of \$61,903.20 for FY23 Black and White and Color Copiers for Central Services. (Funded from 210-Core).

OneNet

- 3) Dell Marketing in the amount of \$33,780.65 for equipment, cables and optics required to implement science DMZ's at Cameron University FISTA campus and Oklahoma City University as part of the NSF funded "Extended Small Institution Multiple Organizations Regional One Oklahoma Friction Free Network project. (Funded from 718-OneNet).
- 4) Dell Marketing in the amount of \$43,738.78 for equipment, cables and optics required to implement science DMZ's at Cameron University FISTA campus and Oklahoma City University as part of the NSF funded "Extended Small Institution Multiple Organizations Regional One Oklahoma Friction Free Network project. (Funded from 718-OneNet).

- 5) Vance Country Ford in the amount of \$90,136.80 for two 2023 Ford Transit T-150 Cargo Vans to replace trucks #80 and #81 that have been sent to surplus due to end of useful life. Cost recovered through OneNet user fees. (718-OneNet).
- 6) Pinnacle Business Solutions in the amount of \$63,797.14 for hardware needed for storage expansion of the enterprise flash storage in the Oklahoma City Datacenter by 36TB raw and approximately 21.3TB usable. Costs recovered through OneNet user fees. (718-OneNet).

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AGENDA ITEM #19-h (2):

Operations.

SUBJECT: Ratification of personnel appointments.

RECOMMENDATION:

It is recommended that the State Regents ratify the personnel changes as noted below.

BACKGROUND/POLICY ISSUES:

State Regents' personnel policy (2.8.2) requires Regents' approval or ratification of decisions relating to director-level and above personnel.

ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.

It is recommended that the State Regents' ratify the following personnel actions regarding State Regents Staff:

Director of Special Programs. It is recommended that the State Regents ratify a title change and market-based compensation adjustment for Ms. Gina McPherson based on an expansion in scope and level of responsibility associated with directing the management and oversight of the statewide Temporary Assistance to Needy Families (TANF) training and employment programs and the Scholars for Excellence in Child Care programs. These programs continue to grow and reflect multi-million dollar contracts with the Oklahoma Department of Human Services, impact most Oklahoma higher education institutions, and require increasing direction and management under Ms. McPherson's leadership. In addition to providing program oversight and management, Ms. McPherson supervises four full-time staff. As a result of this program growth, it is recommended that Ms. McPherson's title be changed from Special Programs Manager to Director of Special Programs and she be paid an annual salary of \$78,281, which aligns with a market analysis conducted for similar positions utilizing 2022 CompAnalyst data. Ms. McPherson has been employed with the State Regents since 2004, holding positions of increasing responsibility. She holds a Bachelor of Science in Family Relations and Child Development from Oklahoma State University and a Master of Arts in Administrative Leadership from the University of Oklahoma. A copy of the revised job description and Ms. McPherson's resume are attached. The Director of Special Programs performs work under the Assistant Vice Chancellor for Teacher Preparation and Special Programs.



JOB DESCRIPTION

Director of Special Programs

FLSA: Exempt

Position #100091

Grade 11

Cost Center: STUDEN 13500

Worker's Comp Code: 8810

ESSENTIAL FUNCTION

Directing the management and oversight for the statewide Temporary Assistance to Needy Families (TANF) training and employment programs and the Scholars for Excellence in Child Care (Scholars) programs. Coordinating with these programs that are federally funded through contracts with the Oklahoma Department of Human Services (OKDHS). Directing the allocation of funding to the institutions to carry out the programs and directing all agency staff for the programs.

RESPONSIBILITIES AND DUTIES

- Negotiate annual contracts w/OKDHS for funding of Scholars and TANF programs.
- Provide leadership and direction for the TANF and Scholars program located at the community colleges and for the OSRHE Scholars program scholarship staff.
- Responsibilities to prepare and manage the annual operating budget and contract objectives for Scholars program.
- Approve community colleges annual operating budgets and program operations for TANF and Scholars programs to determine institutional allocations from the contracts with OKDHS.
- Provide direction, oversight and day to day operating guidelines for community college TANF and Scholars program.
- Coordinate with community college administrators to remedy performance problems with community college TANF or Scholars program staff.
- Conduct program site reviews of community college TANF programs to ensure compliance with OKDHS and federal regulations, specific program requirements, goals and objectives.
- Administrative direction to ensure goals and objectives of Scholars program are being met.
- Direct the development and dissemination of monthly, quarterly, annual and other required and requested reports to OKDHS.
- Develop and implement statewide reporting mechanisms for reporting TANF program information both financial and participant based.
- Recommend hiring, firing, advancement, promotion or other changes in scholars program scholarship staff and other assigned employees; and recommend non-renewal of institutional Scholars and/or TANF programs.

Revised September 29, 2022

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- Serve on various conference-planning committees related to TANF programs and committees related to early childhood education.
- Direct the development, testing, change requests, and updates for the statewide Scholars program database.
- Direct the development and administration of special projects.
- Provide updates to Vice Chancellor for Student Services and Academic Affairs.
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

Master's degree in management or related field. Required skills include excellent written and oral communication skills, problem solving, organizational and analytical skills, customer service skills, and computer skills in word processing, spreadsheets, and database software. Must be able to work independently. Five (5) years of supervisory experience required. In-state travel and occasional out-of-state travel required.

PREFERRED QUALIFICATIONS

Experience in overseeing grant programs is desired.

PHYSICAL REQUIREMENTS

Ability to sit and stand for extended periods of time. Exhibit manual dexterity and hand-eye coordination to operate a computer, keyboard, photocopier, telephone, calculator and other office equipment. Ability to see and read a computer screen and printed material with or without vision aids. Ability to hear and understand speech at normal levels, with or without aids. Ability to communicate clearly. Physical ability to lift up to 25 pounds, to bend, stoop, climb stairs, walk and reach. Must use the proper manual handling equipment including but not limited to dollies, carts and lift team members. Duties are normally performed in an office environment with a moderate noise level.

SUPERVISION

The employee performs work under the supervision of the Assistant Vice Chancellor of Teacher Preparation and Special Programs.

Revised September 29, 2022

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Gina McPherson

PROFESSIONAL EXPERIENCE:

2016-Present **Special Programs Manager** Oklahoma State Regents for Higher Education

- Negotiate annual contracts w/OKDHS for funding of Scholar sand TANF programs.
- Provide leadership and direction for the TANF and Scholars program located at the community colleges.
- Supervise OSRHE program scholarship staff
- Prepare annual operating budget and contract objectives for Scholars program.
- Approve community colleges annual operating budgets and program operations for TANF and Scholars programs.
- Provide oversight and day to day operating guidelines for community college TANF and Scholars program.
- Coordinate with community college administrators to remedy performance problems with community college TANF or Scholars program staff.
- Conduct program site reviews of community college TANF programs to ensure compliance with OKDHS and federal regulations, specific program requirements, goals and objectives.
- Administrative direction to ensure goals and objectives of Scholars program are being met.
- Coordinate and furnish monthly, quarterly, annual and other required and requested reports to OKDHS.
- Develop and implement statewide reporting mechanisms for reporting TANF program information both financial and participant based.
- Recommend hiring, firing, advancement, promotion or other changes in scholars program scholarship staff and other assigned employees; and recommend non-renewal of institutional Scholars and/or TANF programs.
- Serve on various conference-planning committees related to TANF programs and committees related to early childhood education.
- Development and administration of special projects.
- Provide updates to Assistant Vice Chancellor Teacher Preparation and Special Programs

2006-2016 **Scholarship Administrator** Scholars for Excellence in Child Care Program
Oklahoma State Regents for Higher Education

- Assist with the administration of the Bachelor's Pilot Program with participating universities
- Maintain professional relationships with the financial aid office staff at participating universities
- Assist with development and administration of the statewide technology center Early Education: Pathway to Your National Credential scholarship
- Maintain professional relationships with adult education coordinators at technology centers

- Prepare quarterly and annual program reports for the Department of Human Services
 - Assist with annual budget
 - Review and process payments for technology center; and participating universities; tuition invoices
 - Collect data for reporting and evaluation of the Early Education: Pathway to Your National Credential scholarship participants
 - Provide academic and career counseling to technology and Bachelor's Pilot program participants
 - Provide Child Development Associate (CDA) career advisement to program participants
 - Present at conferences and workshops statewide
 - Act as liaison to OU's Center for Early Childhood Professional Development
 - Supervise scholarship specialist
- 2010-2012 **Adjunct Professor Rose State College**
- Instructor for Special Topics course FSCD 2091 and FSCD 2092 CDA Preparation from Spring 2010 through Spring 2012
 - Provide instruction and guidance to students pursuing the National CDA Credential
- 2004-2006 **Scholarship Specialist** Scholars for Excellence in Child Care Program
Oklahoma State Regents for Higher Education
- Provide academic and career counseling to program participants
 - Provide CDA career advisement to program participants
 - Assist participants with the CDA Assessment application
 - Maintain a professional relationship with the Council for Professional Recognition
 - Maintain professional relationships with technology center participants
 - Assist participants with the tuition application
 - Process payments for release time
 - Process payments for educational stipends
- 2000-2004 University of Oklahoma, College of Continuing Education Center for Early Childhood Professional Development, T.E.A.C.H. Early Childhood®
OKLAHOMA, Moore, OK *Formerly Sponsored by Early Childhood Association of Oklahoma* Program Specialist I / T.E.A.C.H. Counselor
- Provide academic and career counseling to program participants
 - Maintain a client caseload of 400+
 - Maintain effective and professional relationships with program participants throughout Oklahoma
 - Maintain assertive and customer-oriented relationships with participating two-year colleges and technology centers
 - Maintain professional relationships with Scholar Coordinators
 - Assist in database management
 - Assist coordinator with collection of data and development of projects

- Assist center directors, teachers, and family child care home providers with application process
- Review applications and award scholarships
- Present at conferences and workshops statewide

LEADERSHIP EXPERIENCE:

- 2020-Present
 - President: Career and Technical Education and Equity Council (CTEEC)
- 2016-Present
 - Committee Member for Oklahoma Workforce Association Conference Committee
- 2016-Present
 - Designee for Chancellor: Oklahoma Partnership for School Readiness Board
- 2016-Present
 - Member of Governor's Council for: Interagency Coordinating Council for Early Childhood Intervention
- 2016-2018
 - President: Oklahoma Association for Career and Employment Professionals (OACEP)
- 2007-2016
 - Chair of Statewide Curriculum Committee
- 2012
 - Advisory Assistance: Early Education: Pathway to CDA Curriculum (second edition) Oklahoma Early Education Professional Development Committee for Oklahoma Department of Human Services
- 2014
 - Advisory Assistance: Early Education: Pathway to Your National Credential Curriculum (third edition)

EDUCATION:

- December 2018 Master of Arts Administrative Leadership
University of Oklahoma, Norman, OK
- May 1999 Bachelor of Science Oklahoma State University,
Stillwater, OK
Major: Family Relations and Child Development
Emphasis: Individual, Family, and Community Services

Meeting of the
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AGENDA ITEM #19-i:

Non-Academic Degrees.

SUBJECT: Ratification of a request from Oklahoma State University to award a posthumous degree.

RECOMMENDATION:

It is recommended that the State Regents ratify Oklahoma State University's request to award a posthumous degree.

STAFF ANALYSIS:

A request has been made from Oklahoma State University to award a Bachelor of Science in Mechanical Engineering degree posthumously to Mr. Jesse "Brian" Tabor.

The Oklahoma State Regents for Higher Education's 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. Tabor had completed 221 credit hours and maintained an overall GPA of 3.247. 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

Oklahoma State University

have admitted

Jesse Brian Tabor

to the degree of

Bachelor of Science in Mechanical Engineering

Awarded Posthumously

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 State University at Stillwater, Oklahoma on the

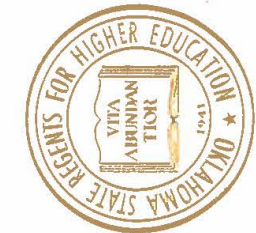
seventeenth day of December, two thousand twenty-two

For the Regents

M. J. Coffey
Chairman

Dennis Cooy
Secretary

William D. Harvett
Chairman

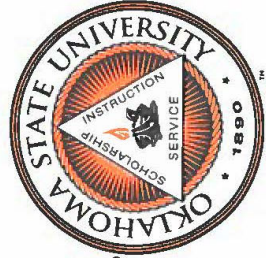


For the University

James Reed
Chairman, Board of Regents

Hayden Burn, D.
President of the University

J. Skalsky
Dean of Division



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
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AGENDA ITEM #20-a:

Programs.

SUBJECT: Current Status Report on program requests.

RECOMMENDATION:

It is recommended that the State Regents acknowledge the receipt of the Current Status Report on program requests.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2022 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 (2022-2023).

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. Approved New Certificates of 15 or Fewer Credit Hours
7. Requested Degree Program Deletions
8. Approved Degree Program Deletions
9. Requested Degree Program Name Changes
10. Approved Degree Program Name Changes
11. Requested Degree Designation Changes
12. Approved Degree Designation Changes
13. Cooperative Agreements
14. Suspended Programs
15. Reinstated Programs
16. Inventory Reconciliations
17. Net Reduction Table

Supplement available upon request.

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AGENDA ITEM #20-b:

Annual Report.

SUBJECT: Acknowledge Receipt of the Fall Preliminary Enrollment Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge the receipt of the Fall 2022 Preliminary Enrollment Survey.

BACKGROUND:

Since 1941, enrollment data has been collected and reported by the Oklahoma State Regents for Higher Education from state system institutions. Since its implementation in 1981, the Unitized Data System (UDS) has been used to collect enrollment data from Oklahoma's public colleges and universities at the end of each semester and to report unduplicated official enrollments. While official enrollment data is reported to the National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS), the original enrollment survey developed in 1941 continues to collect preliminary enrollment information that can be reviewed and analyzed closer to the beginning of each semester rather than after the semester has concluded.

POLICY ISSUES:

This activity is consistent with the State Regents' reporting responsibilities.

FINDINGS:

Fall 2022 Preliminary Enrollment – Headcount Enrollment (Table 1)

The total number of students (headcount) attending Oklahoma colleges and universities increased by 472 students (0.3%) from the Fall 2021 semester (176,449 students) to the Fall 2022 semester (176,921 students).

Public Colleges and Universities

Preliminary headcount enrollment at Oklahoma public colleges and universities decreased by 180 students (-0.1%) from the Fall 2021 semester (158,898 students) to the Fall 2022 semester (158,718 students).

- Research Universities: Preliminary headcount enrollment at the research universities increased by 1,196 students (2.1%) from the Fall 2021 semester (57,126 students) to the Fall 2022 semester (58,322 students).
- Liberal Arts University: Preliminary headcount enrollment at the public liberal arts university decreased by 22 students (-2.6%) from the Fall 2021 semester (847 students) to the Fall 2022 semester (825 students).

- Regional Universities: Preliminary headcount enrollment at the regional universities decreased by 1,297 students (-2.9%) from the Fall 2021 semester (45,192 students) to the Fall 2022 semester (43,895 students).
- Community Colleges: Preliminary headcount enrollment at the community colleges decreased by 57 students (-0.1%) from the Fall 2021 semester (55,733 students) to the Fall 2022 semester (55,676 students).

Private Colleges and Universities

Of those reporting, preliminary headcount enrollment at Oklahoma private colleges and universities increased by 652 students (3.7%) from the Fall 2021 semester (17,551 students) to the Fall 2022 semester (18,203 students).

Fall 2022 Preliminary Enrollment – Full-Time Equivalent (FTE) Enrollment (Table 2)

The number of FTE students attending Oklahoma colleges and universities decreased by 391 students (-0.3%) from the Fall 2021 semester (133,594 students) to the Fall 2022 semester (133,203 students).

Public Colleges and Universities

Preliminary FTE enrollment at Oklahoma public colleges and universities decreased by 653 students (-0.6%) from the Fall 2021 semester (118,566 students) to the Fall 2022 semester (117,912 students).

- Research Universities: Preliminary FTE enrollment at the research universities increased by 1,022 students (2.1%) from the Fall 2021 semester (49,747 students) to the Fall 2022 semester (50,768 students).
- Liberal Arts University: Preliminary FTE enrollment at the liberal arts university decreased by 5 students (-0.7%) from the Fall 2021 semester (768 students) to the Fall 2022 semester (763 students).
- Regional Universities: Preliminary FTE enrollment at the regional universities decreased by 1,177 students (-3.4%) from the Fall 2021 semester (34,988 students) to the Fall 2022 semester (33,811 students).
- Community Colleges: Preliminary FTE enrollment at the community colleges decreased by 493 students (-1.5%) from the Fall 2021 semester (33,063 students) to the Fall 2022 semester (32,570 students).

Private Colleges and Universities

Of those reporting, preliminary FTE enrollment at Oklahoma private colleges and universities increased by 262 students (1.7%) from the Fall 2021 semester (15,029 students) to the Fall 2022 semester (15,291 students).

Fall 2022 Preliminary Enrollment – First-Time Entering Enrollment (Table 3)

The number of first-time entering students attending Oklahoma colleges and universities increased by 971 students (3.2%) from the Fall 2021 semester (29,903 students) to the Fall 2022 semester (30,874 students).

Public Colleges and Universities

Preliminary first-time entering enrollment at Oklahoma public colleges and universities increased by 830 students (3.0%) from the Fall 2021 semester (27,288 students) to the Fall 2022 semester (28,118 students).

- Research Universities: Preliminary first-time entering enrollment at the research universities increased by 477 students (5.4%) from the Fall 2021 semester (8,849 students) to the Fall 2022 semester (9,326 students).

- Liberal Arts University: Preliminary first-time entering enrollment at the liberal arts university remained constant with a 0.0% change from the Fall 2021 semester (248 students) to the Fall 2022 semester (248 students).
- Regional Universities: Preliminary first-time entering enrollment at the regional universities decreased by 36 students (-0.6%) from the Fall 2021 semester (5,976 students) to the Fall 2022 semester (5,940 students).
- Community Colleges: Preliminary first-time entering enrollment at community colleges increased by 389 students (3.2%) from the Fall 2021 semester (12,215 students) to the Fall 2022 semester (12,604) students.

Private Colleges and Universities

Of those reporting, preliminary first-time entering enrollment at Oklahoma private colleges and universities increased by 141 students (5.4%) from the Fall 2021 semester (2,615 students) to the Fall 2022 semester (2,756 students).

Fall 2022 Preliminary Enrollment – Concurrent Headcount Enrollment and Hours (Table 4)

Table 4 shows that concurrent headcount enrollment at Oklahoma public colleges and universities increased by 1,480 students (12.1%) from the Fall 2021 semester (12,233 students) to the Fall 2022 semester (13,713 students).

Table 4 also shows that the total number of credit hours attempted by concurrently enrolled students at Oklahoma public colleges and universities increased by 6,162 credit hours (9.1%) from the Fall 2021 semester (67,647 credit hours) to the Fall 2022 semester (73,809 credit hours).

Fall 2022 Preliminary Enrollment – Average Concurrent Hours (Table 5)

Table 5 shows that the average number of credit hours per concurrently enrolled student decreased by 0.2 credit hours (-4.1%) from the Fall 2021 semester (5.68 average number of credit hours) to the Fall 2022 semester (5.45 average number of credit hours).

Table 1. Fall 2022 Preliminary Headcount Enrollment

| Institution | Code | Headcount | | 1-Year Change | |
|------------------------------------|------|----------------|----------------|---------------|--------------|
| | | Fall 2021 | Fall 2022 | (N) | (%) |
| Oklahoma State University (OSU) | 111 | 24,244 | 24,945 | 701 | 2.9% |
| OSU Center for Health Sciences | 161 | 1,329 | 1,499 | 170 | 12.8% |
| OSU School of Veterinary Medicine | 163 | 416 | 414 | -2 | -0.5% |
| University of Oklahoma (OU) | 110 | 26,853 | 27,124 | 271 | 1.0% |
| OU Health Sciences Center | 160 | 3,238 | 3,388 | 150 | 4.6% |
| OU Law Center | 162 | 1,046 | 952 | -94 | -9.0% |
| Research Total | | 57,126 | 58,322 | 1,196 | 2.1% |
| University of Science & Arts of OK | 132 | 847 | 825 | -22 | -2.6% |
| Liberal Arts Total | | 847 | 825 | -22 | -2.6% |
| Cameron University | 130 | 3,451 | 3,389 | -62 | -1.8% |
| East Central University | 121 | 3,300 | 3,345 | 45 | 1.4% |
| Langston University | 131 | 1,960 | 1,903 | -57 | -2.9% |
| Northeastern State University | 122 | 7,006 | 6,631 | -375 | -5.4% |
| NW Oklahoma State University | 123 | 1,789 | 1,849 | 60 | 3.4% |
| OK Panhandle State University | 133 | 1,264 | 1,228 | -36 | -2.8% |
| Rogers State University | 145 | 3,193 | 3,177 | -16 | -0.5% |
| SE Oklahoma State University | 124 | 5,328 | 5,376 | 48 | 0.9% |
| SW Oklahoma State University | 125 | 4,651 | 4,747 | 96 | 2.1% |
| University of Central Oklahoma | 120 | 13,250 | 12,250 | -1,000 | -7.5% |
| Regional Total | | 45,192 | 43,895 | -1,297 | -2.9% |
| Carl Albert State College | 242 | 1,798 | 1,893 | 95 | 5.3% |
| Connors State College | 140 | 1,877 | 1,752 | -125 | -6.7% |
| Eastern Oklahoma State College | 141 | 1,357 | 1,227 | -130 | -9.6% |
| Murray State College | 142 | 2,128 | 2,238 | 110 | 5.2% |
| NE Oklahoma A&M College | 143 | 1,736 | 1,673 | -63 | -3.6% |
| Northern Oklahoma College | 144 | 3,106 | 3,262 | 156 | 5.0% |
| Oklahoma City Community College | 246 | 11,346 | 11,368 | 22 | 0.2% |
| OSU – Oklahoma City | 150 | 4,456 | 4,340 | -116 | -2.6% |
| OSUIT – Okmulgee | 151 | 2,295 | 2,364 | 69 | 3.0% |
| Redlands Community College | 241 | 1,808 | 1,701 | -107 | -5.9% |
| Rose State College | 245 | 6,848 | 6,842 | -6 | -0.1% |
| Seminole State College | 244 | 1,514 | 1,546 | 32 | 2.1% |
| Tulsa Community College | 146 | 14,213 | 14,179 | -34 | -0.2% |
| Western Oklahoma State College | 240 | 1,251 | 1,291 | 40 | 3.2% |
| Community Total | | 55,733 | 55,676 | -57 | -0.1% |
| Public Total | | 158,898 | 158,718 | -180 | -0.1% |
| Mid-America Christian University | 337 | 2,034 | 2,103 | 69 | 3.4% |
| Oklahoma Baptist University | 330 | 1,510 | 1,399 | -111 | -7.4% |
| Oklahoma Christian University | 331 | 2,142 | 2,607 | 465 | 21.7% |

| | | | | | |
|-----------------------------------|-----|----------------|----------------|------------|-------------|
| Oklahoma City University | 321 | 2,550 | 2,550 | 0 | 0.0% |
| Oral Roberts University | 332 | 4,753 | 5,051 | 298 | 6.3% |
| Randall University | 342 | 295 | 272 | -23 | -7.8% |
| Southwestern Christian University | 343 | 458 | 425 | -33 | -7.2% |
| The University of Tulsa | 310 | 3,809 | 3,796 | -13 | -0.3% |
| Private Total | | 17,551 | 18,203 | 652 | 3.7% |
| Grand Total | | 176,449 | 176,921 | 472 | 0.3% |

Source: Oklahoma State Regents for Higher Education, Unitized Data System, September 2022.

Table 2. Fall 2022 Preliminary Full-Time Equivalency (FTE) Enrollment

| Institution | Code | Full-Time Equivalency | | 1-Year Change | |
|------------------------------------|------|-----------------------|---------------|---------------|--------------|
| | | Fall 2021 | Fall 2022 | (N) | (%) |
| Oklahoma State University (OSU) | 111 | 20,563 | 21,148 | 585 | 2.8% |
| OSU Center for Health Sciences | 161 | 1,587 | 1,499 | -88 | -5.6% |
| OSU School of Veterinary Medicine | 163 | 648 | 646 | -2 | -0.3% |
| University of Oklahoma (OU) | 110 | 22,351 | 22,814 | 463 | 2.1% |
| OU Health Sciences Center | 160 | 3,628 | 3,747 | 119 | 3.3% |
| OU Law Center | 162 | 970 | 915 | -55 | -5.7% |
| Research Total | | 49,747 | 50,768 | 1,022 | 2.1% |
| University of Science & Arts of OK | 132 | 768 | 763 | -5 | -0.7% |
| Liberal Arts Total | | 768 | 763 | -5 | -0.7% |
| Cameron University | 130 | 2,540 | 2,440 | -100 | -3.9% |
| East Central University | 121 | 2,595 | 2,671 | 76 | 2.9% |
| Langston University | 131 | 1,857 | 1,880 | 23 | 1.3% |
| Northeastern State University | 122 | 5,361 | 5,110 | -251 | -4.7% |
| NW Oklahoma State University | 123 | 1,431 | 1,479 | 49 | 3.4% |
| OK Panhandle State University | 133 | 1,100 | 1,045 | -55 | -5.0% |
| Rogers State University | 145 | 2,367 | 2,205 | -162 | -6.8% |
| SE Oklahoma State University | 124 | 3,676 | 3,674 | -2 | -0.1% |
| SW Oklahoma State University | 125 | 3,901 | 3,917 | 16 | 0.4% |
| University of Central Oklahoma | 120 | 10,160 | 9,389 | -771 | -7.6% |
| Regional Total | | 34,988 | 33,811 | -1,177 | -3.4% |
| Carl Albert State College | 242 | 1,228 | 1,337 | 109 | 8.8% |
| Connors State College | 140 | 1,316 | 1,238 | -78 | -5.9% |
| Eastern Oklahoma State College | 141 | 915 | 849 | -65 | -7.1% |
| Murray State College | 142 | 1,340 | 1,365 | 25 | 1.9% |
| NE Oklahoma A&M College | 143 | 1,386 | 1,315 | -71 | -5.1% |
| Northern Oklahoma College | 144 | 1,774 | 1,874 | 100 | 5.6% |
| Oklahoma City Community College | 246 | 6,314 | 6,116 | -198 | -3.1% |
| OSU – Oklahoma City | 150 | 2,415 | 2,340 | -75 | -3.1% |
| OSUIT – Okmulgee | 151 | 1,691 | 1,704 | 13 | 0.8% |
| Redlands Community College | 241 | 917 | 896 | -20 | -2.2% |
| Rose State College | 245 | 3,708 | 3,567 | -141 | -3.8% |
| Seminole State College | 244 | 1,055 | 1,039 | -16 | -1.6% |
| Tulsa Community College | 146 | 8,241 | 8,149 | -92 | -1.1% |
| Western Oklahoma State College | 240 | 764 | 781 | 17 | 2.2% |

| | | | | | |
|-----------------------------------|-----|----------------|----------------|-------------|--------------|
| Community Total | | 33,063 | 32,570 | -493 | -1.5% |
| Public Total | | 118,566 | 117,912 | -653 | -0.6% |
| Mid-America Christian University | 337 | 1,592 | 1,673 | 81 | 5.1% |
| Oklahoma Baptist University | 330 | 1,413 | 1,296 | -117 | -8.3% |
| Oklahoma Christian University | 331 | 1,869 | 2,187 | 318 | 17.0% |
| Oklahoma City University | 321 | 2,512 | 2,508 | -4 | -0.2% |
| Oral Roberts University | 332 | 3,448 | 3,495 | 47 | 1.4% |
| Randall University | 342 | 257 | 221 | -36 | -14.1% |
| Southwestern Christian University | 343 | 398 | 375 | -23 | -5.8% |
| The University of Tulsa | 310 | 3,540 | 3,536 | -3 | -0.1% |
| Private Total | | 15,029 | 15,291 | 262 | 1.7% |
| Grand Total | | 133,594 | 133,203 | -391 | -0.3% |

Source: Oklahoma State Regents for Higher Education, Unitized Data System, September 2022.

Table 3. Fall 2022 Preliminary First-Time Entering Enrollment

| Institution | Code | First-Time Entering | | 1-Year Change | |
|------------------------------------|------|---------------------|--------------|---------------|--------------|
| | | Fall 2021 | Fall 2022 | (N) | (%) |
| Oklahoma State University (OSU) | 111 | 4,267 | 4,643 | 376 | 8.8% |
| University of Oklahoma (OU) | 110 | 4,582 | 4,683 | 101 | 2.2% |
| Research Total | | 8,849 | 9,326 | 477 | 5.4% |
| University of Science & Arts of OK | 132 | 248 | 248 | 0 | 0.0% |
| Liberal Arts Total | | 248 | 248 | 0 | 0.0% |
| Cameron University | 130 | 505 | 483 | -22 | -4.4% |
| East Central University | 121 | 424 | 455 | 31 | 7.3% |
| Langston University | 131 | 574 | 550 | -24 | -4.2% |
| Northeastern State University | 122 | 700 | 696 | -4 | -0.6% |
| NW Oklahoma State University | 123 | 279 | 337 | 58 | 20.8% |
| OK Panhandle State University | 133 | 266 | 257 | -9 | -3.4% |
| Rogers State University | 145 | 490 | 530 | 40 | 8.2% |
| SE Oklahoma State University | 124 | 351 | 405 | 54 | 15.4% |
| SW Oklahoma State University | 125 | 659 | 689 | 30 | 4.6% |
| University of Central Oklahoma | 120 | 1,728 | 1,538 | -190 | -11.0% |
| Regional Total | | 5,976 | 5,940 | -36 | -0.6% |
| Carl Albert State College | 242 | 435 | 467 | 32 | 7.4% |
| Connors State College | 140 | 416 | 497 | 81 | 19.5% |
| Eastern Oklahoma State College | 141 | 249 | 242 | -7 | -2.8% |
| Murray State College | 142 | 402 | 373 | -29 | -7.2% |
| NE Oklahoma A&M College | 143 | 541 | 586 | 45 | 8.3% |
| Northern Oklahoma College | 144 | 540 | 802 | 262 | 48.5% |
| Oklahoma City Community College | 246 | 3,357 | 3,324 | -33 | -1.0% |
| OSU – Oklahoma City | 150 | 673 | 730 | 57 | 8.5% |
| OSUIT – Okmulgee | 151 | 570 | 629 | 59 | 10.4% |
| Redlands Community College | 241 | 288 | 268 | -20 | -6.9% |
| Rose State College | 245 | 1,216 | 1,080 | -136 | -11.2% |
| Seminole State College | 244 | 312 | 301 | -11 | -3.5% |
| Tulsa Community College | 146 | 2,958 | 3,032 | 74 | 2.5% |
| Western Oklahoma State College | 240 | 258 | 273 | 15 | 5.8% |

| | | | | | |
|-----------------------------------|-----|---------------|---------------|------------|-------------|
| Community Total | | 12,215 | 12,604 | 389 | 3.2% |
| Public Total | | 27,288 | 28,118 | 830 | 3.0% |
| Mid-America Christian University | 337 | 128 | 168 | 40 | 31.3% |
| Oklahoma Baptist University | 330 | 302 | 368 | 66 | 21.9% |
| Oklahoma Christian University | 331 | 417 | 375 | -42 | -10.1% |
| Oklahoma City University | 321 | 264 | 299 | 35 | 13.3% |
| Oral Roberts University | 332 | 750 | 720 | -30 | -4.0% |
| Randall University | 342 | 37 | 45 | 8 | 21.6% |
| Southwestern Christian University | 343 | 110 | 119 | 9 | 8.2% |
| The University of Tulsa | 310 | 607 | 662 | 55 | 9.1% |
| Private Total | | 2,615 | 2,756 | 141 | 5.4% |
| Grand Total | | 29,903 | 30,874 | 971 | 3.2% |

Source: Oklahoma State Regents for Higher Education, Unitized Data System, September 2022.

Table 4. Fall 2022 Preliminary Concurrent Headcount Enrollment and Hours

| Institution | Code | Concurrent Headcount | | 1-Year Change | | Concurrent Hours | | 1-Year Change | |
|------------------------------------|------|----------------------|---------------|---------------|---------------|------------------|---------------|---------------|---------------|
| | | Fall 2021 | Fall 2022 | (N) | (%) | Fall 2021 | Fall 2022 | (N) | (%) |
| Oklahoma State University (OSU) | 111 | 286 | 322 | 36 | 12.6% | 1,442 | 1,657 | 215 | 14.9% |
| University of Oklahoma (OU) | 110 | 153 | 154 | 1 | 0.7% | 710 | 757 | 47 | 6.6% |
| Research Total | | 439 | 476 | 37 | 8.4% | 2,152 | 2,414 | 262 | 12.2% |
| University of Science & Arts of OK | 132 | 4 | 3 | -1 | -25.0% | 24 | 17 | -7 | -29.2% |
| Liberal Arts Total | | 4 | 3 | -1 | -25.0% | 24 | 17 | -7 | -29.2% |
| Cameron University | 130 | 351 | 473 | 122 | 34.8% | 1,868 | 2,577 | 709 | 38.0% |
| East Central University | 121 | 140 | 141 | 1 | 0.7% | 625 | 683 | 58 | 9.3% |
| Langston University | 131 | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% |
| Northeastern State University | 122 | 189 | 229 | 40 | 21.2% | 961 | 1,232 | 271 | 28.2% |
| NW Oklahoma State University | 123 | 181 | 213 | 32 | 17.7% | 817 | 1,004 | 187 | 22.9% |
| OK Panhandle State University | 133 | 99 | 105 | 6 | 6.1% | 540 | 629 | 89 | 16.5% |
| Rogers State University | 145 | 437 | 529 | 92 | 21.1% | 2,045 | 2,388 | 343 | 16.8% |
| SE Oklahoma State University | 124 | 177 | 164 | -13 | -7.3% | 904 | 902 | -2 | -0.2% |
| SW Oklahoma State University | 125 | 205 | 338 | 133 | 64.9% | 1,032 | 1,756 | 724 | 70.2% |
| University of Central Oklahoma | 120 | 371 | 349 | -22 | -5.9% | 1,953 | 1,916 | -37 | -1.9% |
| Regional Total | | 2,150 | 2,541 | 391 | 18.2% | 10,745 | 13,087 | 2,342 | 21.8% |
| Carl Albert State College | 242 | 428 | 438 | 10 | 2.3% | 3,218 | 2,362 | -856 | -26.6% |
| Connors State College | 140 | 386 | 331 | -55 | -14.2% | 2,020 | 1,883 | -137 | -6.8% |
| Eastern Oklahoma State College | 141 | 319 | 279 | -40 | -12.5% | 1,575 | 1,301 | -274 | -17.4% |
| Murray State College | 142 | 683 | 766 | 83 | 12.2% | 3,454 | 3,948 | 494 | 14.3% |
| NE Oklahoma A&M College | 143 | 228 | 184 | -44 | -19.3% | 1,240 | 974 | -266 | -21.5% |
| Northern Oklahoma College | 144 | 344 | 436 | 92 | 26.7% | 1,774 | 2,315 | 541 | 30.5% |
| Oklahoma City Community College | 246 | 1,678 | 1,987 | 309 | 18.4% | 10,404 | 11,531 | 1,127 | 10.8% |
| OSU – Oklahoma City | 150 | 698 | 721 | 23 | 3.3% | 3,777 | 3,703 | -74 | -2.0% |
| OSUIT – Okmulgee | 151 | 297 | 323 | 26 | 8.8% | 1,755 | 1,838 | 83 | 4.7% |
| Redlands Community College | 241 | 961 | 846 | -115 | -12.0% | 4,840 | 4,050 | -790 | -16.3% |
| Rose State College | 245 | 786 | 1,087 | 301 | 38.3% | 3,920 | 5,067 | 1,147 | 29.3% |
| Seminole State College | 244 | 360 | 415 | 55 | 15.3% | 2,216 | 2,375 | 159 | 7.2% |
| Tulsa Community College | 146 | 2,133 | 2,479 | 346 | 16.2% | 12,671 | 14,601 | 1,930 | 15.2% |
| Western Oklahoma State College | 240 | 339 | 401 | 62 | 18.3% | 1,862 | 2,343 | 481 | 25.8% |
| Community Total | | 9,640 | 10,693 | 1,053 | 10.9% | 54,726 | 58,291 | 3,565 | 6.5% |
| Public Total | | 12,233 | 13,713 | 1,480 | 12.1% | 67,647 | 73,809 | 6,162 | 9.1% |

Source: Oklahoma State Regents for Higher Education, Unitized Data System, September 2022.

Table 5. Fall 2022 Average Concurrent Hours

| Average Concurrent Hours | | 1-Year Change | |
|--------------------------|-----------|---------------|------|
| Fall 2021 | Fall 2022 | (N) | (%) |
| 5.68 | 5.45 | -0.2 | -4.1 |

Source: Oklahoma State Regents for Higher Education, Unitized Data System, September 2022.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 27, 2022

AGENDA ITEM #22:

Proposed Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; and (2) Black Emergency Response Team, et al. v. O'Connor, et al., Case No. CIV-21-1022 in the United States District Court for the Western District of Oklahoma; if the board, with the 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

655 Research Parkway, Oklahoma City

MINUTES

Eight Hundred and Twenty-Third Meeting



September 8, 2022

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

Minutes of the Eight Hundred and Twenty-Third Meeting
September 8, 2022

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

**Minutes of the Eight Hundred and Twenty-Third Meeting
of the
Oklahoma State Regents for Higher Education
September 8, 2022**

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a special meeting at 9:00 a.m. on Thursday, September 8, 2022 in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on September 28, 2021. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Michael C. Turpen called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Courtney Warmington, Dustin Hillliary, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven W. Taylor.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor moved, seconded by Regent Parker, to approve the minutes of the Special State Regents' meeting on July 6, 2022. Voting for the motion were Regents Sherry, Warmington, Hillliary, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Turpen reflected on discussions about state funds, tuition revenue, and gifts and grants during the Committee-of-the-Whole meeting on September 7. He stated that he is proud that Oklahoma is one of the most affordable states in the country, and that he is especially proud of the work that Regent Warmington is doing to lead the Strategic Planning Committee. He thanked all of the institution representatives who have been working on

those meetings. Chair Turpen then commented on Election Day and stated that we need friendships across the aisle and less divisiveness. He concluded by thanking everyone for their service and stated that they need to keep up the good work.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Allison D. Garrett began by echoing Chair Turpen's remarks about the Strategic Planning Committee and subcommittees and thanked the staff who have been working on these meetings. She commented on the declining college-going rates, new jobs that will require a degree, and jobs that are being replaced by technology that do not require a degree. She stated that all of these factors only increase the need for a college degree. She also highlighted record incoming classes at the research institutions. Chancellor Garrett then reflected on Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke's upcoming retirement and her work in higher education and for the State Regents' office.

6. **NEW PROGRAMS.**

- a. Regent Casey moved, seconded by Regent Hickman, to approve a request from Oklahoma State University to offer the Bachelor of Science in Environmental Geoscience and the Certificate in Professional Spanish. Voting for the motion were Regents Warmington, Hilliary, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.
- b. Regent Casey moved, seconded by Regent Holloway, to approve a request from Southeastern Oklahoma State University to offer the Master of Arts in Organizational Management and Leadership. Voting for the motion were Regents Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

- c. Regent Casey moved, seconded by Regent Parker, to approve a request from Connors State College to offer the Certificate in Horticulture, Certificate in Agriculture, Certificate in Agriculture Business Management, Certificate in Specialized Agriculture Production, Certificate in Small Business Management, Certificate in Athletic Coaching in Secondary Education, and the Certificate in Personal Health. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Hilliary. Voting against the motion were none.
7. **PROGRAM DELETIONS.** Regent Casey moved, seconded by Regent Taylor, to approve a request from the University of Central Oklahoma to delete the Master of Education in Elementary Education, and a request from Tulsa Community College to delete the Certificate in Healthcare Specialist/Paramedic. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, and Parker. Voting against the motion were none.
8. **ACADEMIC PLANS.** Regent Casey moved, seconded by Regent Parker, to acknowledge receipt of the 2022-2023 academic plans submitted by institutions. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, Parker, and Holloway. Voting against the motion were none.
9. **DEGREE COMPLETION PLANS.** Regent Casey moved, seconded by Regent Parker, to acknowledge receipt of the 2022-2023 institutional degree completion plans submitted by institutions. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, Parker, Holloway, and Casey. Voting against the motion were none.
10. **TEACHER EDUCATION.**

- a. Regent Casey moved, seconded by Regent Taylor, to acknowledge receipt of the Teacher Education Program Admission Study. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Hilliary, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.
 - b. Regent Casey moved, seconded by Regent Parker, to approve the proposed OTC Pre-Collegiate and Collegiate Program expenditures in the amount of \$151,496.86. Voting for the motion were Regents Taylor, Sherry, Warmington, Hilliary, Parker, Holloway, Casey, Hickman, and Turpen. Voting against the motion were none.
11. **ACADEMIC SCHOLARS PROGRAM.** Regent Casey moved, seconded by Regent Sherry, to approve the number of authorized freshmen Institutional Nominees for each institution for 2023-2024 and increase the scholarship award amounts as proposed. Voting for the motion were Regents Sherry, Warmington, Hilliary, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
12. **REGIONAL UNIVERSITY BACCALAUREATE SCHOLARSHIP PROGRAM.** Regent Casey moved, seconded by Regent Holloway, to authorize 15 freshmen scholarship slots for each institution participating in the Regional University Baccalaureate Scholarship program for Fall 2023 and increase the scholarship award amount by \$500. Voting for the motion were Regents Warmington, Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.
13. **STATE AUTHORIZATION.** Regent Casey moved, seconded by Regent Parker, to re-authorize an out-of-state institution, Asbury Theological Seminary, to operate with a physical presence in Oklahoma. Voting for the motion were Regents Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

14. **GRANT FUNDS.** Regent Casey moved, seconded by Regent Sherry, to accept \$15,000 in grant funds from the State Higher Education Executive Officers Association to participate ***. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Hilliary. Voting against the motion were none.

15. **EMERGENCY RULES ADOPTION AND REVISIONS.**

a. Regent Casey moved, seconded by Regent Sherry, to make a finding of an emergency and adopt the proposed emergency rules pursuant to 70 O.S. § 253 of the Oklahoma Administrative Procedures Act for the Oklahoma Future Teacher Scholarship and Employment Incentive Program in order to comply with 70 O.S. § 698.1; and approval to initiate permanent rulemaking process. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, and Parker. Voting against the motion were none.

b. Regent Casey moved, seconded by Regent Holloway, to make a finding of an emergency and adopt the proposed emergency rules pursuant to 75 O.S. § 253 of the Oklahoma Administrative Procedures Act for the Oklahoma National Guard Educational Assistance Program in order to comply with 70 O.S. § 3231; and approval to initiate permanent rulemaking process. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, Parker, and Holloway. Voting against the motion were none.

16. **E&G BUDGET.**

a. Regent Hickman moved, seconded by Regent Parker, to approve the allocation of \$1,223,755.84 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,223,755.84 to the University of Oklahoma Health Sciences Center (OUHSC) from

revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

The current accumulated allocation to each institution, including this allocation, totals to \$100,732,809.54. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, Parker, Holloway, and Casey. Voting against the motion were none.

- b. Regent Hickman moved, seconded by Regent Sherry, to approve a one-time capital grant in the amount not to exceed \$1,033,240 to the University of Oklahoma for the Sam Noble Museum capital project. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Hilliary, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.

17. **CONTRACTS AND PURCHASES.**

- a. Regent Hickman moved, seconded by Regent Parker, to approve FY-2023 purchases for amounts that are in excess of \$100,000. Voting for the motion were Regents Taylor, Sherry. Warmington, Parker, Holloway, Casey, Hickman, and Turpen. Regent Hilliary abstained from the vote. Voting against the motion were none.
- b. Regent Hickman moved, seconded by Regent Taylor, to ratify the agreement with the Oklahoma Board of Career and Technology Education for FY2023. The services provided by Oklahoma colleges and universities relate to the operation of Tech Prep programs, Carl D. Perkins programs and teacher in-service/professional development for Career Tech teachers, and Adult Education and Family Literacy programs. Voting for the motion were Regents Sherry, Warmington, Hilliary, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

18. **INVESTMENTS.** Regent Taylor moved, seconded by Regent Parker, to approve the recommendation to commit \$7,000,0000 to Sona Asset Management, \$10,000,000 to H.I.G.

Middle Market LBO, Fund IV, and \$10,000,000 to Clayton, Dubilier and Rice, Fund XII. Voting for the motion were Regents Warmington, Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.

19. **EMPLOYMENT OUTCOMES REPORT.** Regent Holloway moved, seconded by Regent Hickman, to acknowledge receipt of the 2021 Employment Outcomes Report. Voting for the motion were Regents Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.
20. **STATE REGENTS' MEETINGS.** Regent Holloway moved, seconded by Regent Taylor, to approve the proposed 2023 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Hilliary. Voting against the motion were none.
21. **COMMENDATIONS.** Regent Taylor moved, seconded by Regent Parker, to recognize State Regents' staff for service and recognitions on state and national projects. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, and Parker. Voting against the motion were none.
22. **CONSENT DOCKET.** Regent Parker moved, seconded by Regent Holloway, to approve/ratify the following routine request which are consistent with State Regents' policies and procedures or previous actions:
 - a. Program Modifications. Approval of institutional requests.
 - b. Certificate. Certificates of 15 or Fewer Credit Hours.
 - (1) University of Oklahoma. Ratification of institutional request to offer a certificate

- of 15 or fewer credit hours.
 - (2) Oklahoma State University Center for Health Sciences. Ratification of institutional request to offer a certificate of 15 or fewer credit hours.
- c. Micro-credentials. Ratification of institutional requests.
- d. Reconciliations. Ratification of institutional request.
- e. Academic Nomenclature. Ratification of institutional request.
- f. High School Courses for College Admission. Ratification of requests to approve high school courses for college admission.
- g. Electronic Delivery.
 - (1) University of Oklahoma. Approval to offer the following existing program via electronic delivery: Graduate Certificate in Applied Statistics and Graduate Certificate in Data Analysis.
 - (2) Cameron University. Approval to offer the following existing programs via electronic delivery: Bachelor of Science in Psychology, Master of Education in Education, and Master of Science in Educational Leadership.
- h. State Authorization Reciprocity Agreement.
 - (1) Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.
 - (2) Ratification of an institutional request to begin participation in the State Authorization Reciprocity Agreement.
- i. Operations.
 - (1) Ratification of purchases over \$25,000.
 - (2) Personnel. Ratification of personnel appointments.
 - (3) Personnel. Approval of agency compensation plan.
- j. Non-Academic Degrees. Ratification of a request from the University of Oklahoma to award a posthumous degree.

k. Resolution. Approval of a resolution honoring a retiring staff member.

Voting for the motion were Regents Casey, Hickman, Turpen, Sherry, Warmington, Parker, and Holloway. Regent Hilliary abstained from Agenda Item #22-i (1): Ratification of purchases over \$25,000. Regent Taylor abstained from items pertaining to AT&T items in Agenda Item #22-i (1): Ratification of purchases over \$25,000. Voting against the motion were none.

23. **REPORTS.** Regent Taylor moved, seconded by Regent Sherry, to acknowledge receipt of the following reports:

a. Programs. Current Status Report on Program Requests. (Supplement).

b. Annual Reports.

(1) Annual Report on Program Requests. (Supplement)

(2) Academic Policy Exception Quarterly Report.

(3) Tuition and Fees Rate Book, FY2023. (Supplement)

(4) Student Cost Survey, FY2023. (Supplement)

(5) Cash Reserve Report for FY2023. (Supplement)

(6) Faculty Salary Report FY2022. (Supplement)

(7) Concurrent Enrollment Annual Report, 2020-2021. (Supplement)

Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, Parker, Holloway, and Casey. Voting against the motion were none.

24. **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.
25. **PROPOSED EXECUTIVE SESSION.** Mr. Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, advised State Regents that an executive session was not needed.
26. **NEW BUSINESS.**
27. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Turpen announced that the next regular meetings are scheduled to be held on Wednesday, October 26, 2022 at 10:30 a.m. and Thursday, October 27, 2022 at 9 a.m. at the University of Oklahoma in Norman.
28. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Michael C. Turpen, Chair

Dennis Casey, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Suite 200 Oklahoma City

**MINUTES OF THE
COMMITTEE-OF-THE-WHOLE**

Wednesday, September 7, 2022

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:30 a.m. on Wednesday, September 7, 2022 in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the special meeting was filed with the Secretary of State on September 28, 2021. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Jack Sherry, Courtney Warmington, Dustin Hilliary, Ann Holloway, Dennis Casey, Michael C. Turpen, and Steven Taylor. Regent Turpen called the meeting to order. Regent Jeffrey Hickman joined the meeting in progress at 11:15 a.m.
3. **INVESTMENTS.** Mercer representatives Ms. Beth Johnson, Mr. Tim Westrich, and Mr. Anthony Brown were present in-person. Mr. Brown began by commenting on the market, noting the bond market index was down about 10 percent for the first half of the year and that it has been driven by inflation. He stated that it is an extraordinarily uncertain environment and that they are unsure of what it will take to get inflation down. He stated that consumption of goods is above where it was before COVID and that supply chains are stretched because demand is so high, which is contributing to the inflation. Mr. Brown added that the other uncertainty is what will happen with wages and that the concern is that inflation will not come back down. He stated that we could be in a mild recession later in the year and that if it brings inflation down, equity markets will be okay and it will help bring interest rates down, but if inflation stays high, there could be a lot more volatility with stocks and bonds. He discussed the historic examples of similar markets.

Ms. Johnson began by discussing the market performance and stated that the portfolio on a one-year number is positive almost a percentage point and that the diversified portfolio is paying off. She noted that the key takeaway from the June performance is that the portfolio was roughly flat and lost no money. She stated that she will provide a comparison of how the State Regents' portfolio has performed compared to peers in February and she added that there will be a recommendation for an asset allocation change in October.

Mr. Westrich discussed Mercer's recommendation to invest \$7,000,000 to the Sona Credit Long/Short Master Fund. He also discussed their recommendation to commit \$10,000,000 to H.I.G. Middle Market LBO, Fund IV and their recommendation to commit \$10,000,000 to Clayton, Dubilier and Rice Fund XII.

4. **STATE SYSTEM INSTITUTIONS.**
 - a. **Southwestern Oklahoma State University.** President Diana Lovell provided an update on activities at Southwestern Oklahoma State University. She commented on a recent donor gift and money received from the legislature and their plans to build a new pharmacy and rural health center. She stated that their nursing and allied health programs will benefit

the most from this. She commented on SWOSU's dedication to meet workforce demands and their dedication to their engineering and cybersecurity programs. She discussed partnerships with Integris, Rose State College, concurrent enrollment with local public schools, and their sponsored Ukrainian student. President Lovell also commented on SWOSU's e-sports arena. She also discussed some of the challenges that SWOSU is facing, stating that they have a strong desire to have pay raises but are unable to due to the current financial climate.

- b. **Rose State College.** President Jeanie Webb began by discussing recent awards and accolades that Rose State College has received, including: being named a Workforce Excellence for Aerospace and Cybersecurity, being named the top three for technical and workforce development, being a top three undergraduate school, and being the top online college for community colleges in Oklahoma. She also discussed their work to be the Center for Academic Excellence for Cyber Defense. President Webb discussed Rose State College's work with concurrent enrollment and their Diversity Center. She also discussed their STEM programs, their recent partnerships with SWOSU and Boeing, and what Rose State College is doing to meet workforce needs. She commented on articulation agreements that Rose State has.
5. **TULSA HIGHER EDUCATION CONSORTIUM.** Dr. Laura Latta, Executive Director of the Tulsa Higher Education Consortium, stated that the Tulsa Higher Education Consortium is a collaboration of higher education institutions in the Tulsa area. She discussed the value of collaboration and how collaboration can lead to innovation. She added that this consortia is unique in that it also includes business and industry organizations. She provided the history of the consortium. She stated that their mission is to advance student learning, to improve student success and degree completion, to achieve equity in higher education outcomes, and to meet workforce needs and discussed how they are achieving these goals. Dr. Latta also discussed their business partnerships and some of the benefits and incentives that businesses offer students. She also commented on their communities of practice and some of the events that they have coming up. Dr. Latta discussed their funding structure, stating that they are funded through the Schusterman Family Foundation, member dues, and other grants.
6. **GRANTS.** Grants Coordinator Ms. Christine Fisher began by discussing various federal grants, private foundation grants, and future grant plans. She added that an Executive Order from 2019 stating that grant applications over \$50,000 require Cabinet Secretary approval and grant applications \$100,000 require both the Cabinet Secretary and the Budget Secretary to approve the grant application. She noted that if the Regents are serving as a pass-through entity and the money is coming through the agency to be disbursed to other institutions, approval is not needed. It was mentioned that the State Regents' office could become a home for some shared grant writing services for institutions. Vice Chancellor for Budget and Finance Mr. Mark Tygret provided an overview of the E&G Budget Part 2 structure for the current year, stating that it is just short of \$650 million.
7. **ADULT DEGREE COMPLETION.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke provided a brief overview of the Reach Higher Adult Degree Completion program. She discussed the FlexFinish and DirectComplete options and partnerships with businesses, which institutions participated in Reach Higher, and some of the funders. She also discussed plans for the Reach Higher Finish Line Scholarship.
8. **STRATEGIC PLAN.** Regent Courtney Warmington provided an update on the Strategic Planning Committee and the meetings that have taken place. She discussed the work of the four

subcommittees – student pipeline, student success, workforce development, and system operations. Regent Warmington stated that the committees will continue to work through the fall and the goal is for each subcommittee to come up with three to five recommendations to present to the full Strategic Planning Committee, and then the Strategic Planning Committee will present to the Regents at the December meeting. Chancellor Garrett discussed some of the recommendations from the Task Force on the Future of Higher Education and the work that has been done to accomplish those recommendations. She highlighted work in data analytics and SAS, marketing, concurrent enrollment expansion, promoting adult degree completion, military-affiliated students and the military course equivalent matrix, and the expansion of open educational resources.

9. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Mr. Mark Tygret provided the budget report and revenue update. He began by discussing the general revenue fund and the year-end 22. He stated that in FY21, reserves and savings were built up to about \$1.7 billion and that the rainy day fund is the highest it has ever been at over \$1 billion. Mr. Tygret added that we are 17 percent over the estimate.
10. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Dr. Jarrett Jobe began by stating that ARPA request hearings have ramped up and that institutions who will be receiving funds should expect to receive them in October. He added that some institutions have requests that are still being considered. He provided an update on interim studies, discussing some of the studies that higher education has been invited to participate in. Dr. Jobe stated that the theme of workforce and collaboration is important and that higher education needs to focus on this to be successful at the capitol. He discussed the legislative agenda and the possibility of moving it up and decoupling it from the budget request and making it more focused on policy requests so that there is a clear articulation between these requests. There was a discussion about the timing of the legislative agenda moving forward.
11. **PROPOSED EXECUTIVE SESSION.**
 - e. Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; and (2) Black Emergency Response Team, et al. v. O'Connor, et al., Case No. CIV-21-1022 in the United States District Court for the Western District of Oklahoma; if the board, with the 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. Regent Holloway moved, seconded by Regent Taylor, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents Sherry, Warmington, Hilliary, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
 - f. Enter into executive session.
 - g. Open session resumes.
 - h. Vote to exit executive session. Regent Taylor moved, seconded by Regent Hickman, to exit executive session. Voting for the motion were Regents Warmington, Hilliary, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.

12. **“BEST OF HIGHER EDUCATION.”** Regents received the September 2022 update on institutional activities via e-mail on Tuesday, September 6, 2022.
13. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.
14. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

Michael C. Turpen, Chair

Dennis Casey, Secretary