



OKLAHOMA STATE SYSTEM
OF HIGHER EDUCATION

Improving our future by degrees

Agenda

March 24, 2022

NOTE

This document contains recommendations and reports to the State Regents regarding items on the March 24, 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 March 24, 2022.

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

A G E N D A

Northwestern Oklahoma State University
Student Center, Ranger Room
709 Oklahoma Blvd.
Alva, Oklahoma
Thursday, March 24, 2022 at 10:30 a.m.
Chair Jeffrey W. Hickman, 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 Janet Cunningham of Northwestern Oklahoma State University and approval and presentation of a resolution. (Oral Presentation)
- 6.1 **State System Institutions.**
 - a. Update on institutional activities at Northern Oklahoma College. (Oral Presentation)
 - b. Update on institutional activities at Oklahoma Panhandle State University. (Oral Presentation)

ACADEMIC

7. **New Programs.**
 - a. Oklahoma State University. Approval to offer the Certificate in Accounting, Systems, and Auditing, the Bachelor of Science in Engineering Technology in Mechatronics and Robotics, the Certificate in Family Financial Planning at OSU-Tulsa, and the Master of Public Health in Public Health at OSU-Tulsa. Page 1.
 - b. University of Oklahoma. Approval to offer the Graduate Certificate in Construction Management and the Master of Science in Supply Chain Management. Page 29.
 - c. Northeastern State University. Approval to offer the Bachelor of Science in Mechanical Engineering. Page 41.

- d. Southeastern Oklahoma State University. Approval to offer the Graduate Certificate in Educational Leadership - Principal and the Graduate Certificate in Educational Leadership - Superintendent. Page 51.
- 8. **Program Deletions.** Approval of institutional requests for program deletions. Page 61.
- 9. **Policy.**
 - a. Approval of revisions to the Concurrent Enrollment policy. Page 63.
 - b. Approval of revisions to the Professional Programs policy. Page 77.
 - c. Posting of revisions to the Academic Program Approval policy. Page 83.
- 10. **Course Equivalency Project.** Approval of the Course Equivalency Project for the 2022-2023 academic year. Page 101.
- 11. **Prior Learning Assessment.** Approval of the prior learning assessment matrix for technical education. Page 105.
- 12. **State Authorization.** Requests to re-authorize private and out-of-state institutions to operate in Oklahoma. Page 111.

FISCAL

- 13. **Tuition.**
 - a. Posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2023 and posting of institutional requests for changes to academic services fees for Fiscal Year 2023. Page 121. (Supplement)
 - b. Posting of announcement of public hearing on fees and tuition scheduled for April 28, 2022 at 9 a.m. Page 125.
- 14. **Master Lease Program.** Approval of project listing for submission to the Council of Bond Oversight of the 2022 Real Property Master Lease projects. Page 127.
- 15. **Revenue Bonds.** Review and approval of Oklahoma State University's Statement of Essential Facts for a 2022 A General Revenue and Refunding Bonds for transmittal to the Attorney General. Page 131.
- 16. **Endowed Chairs.** Approval of account reconciliations and reallocations requested by Oklahoma State University and the University of Oklahoma. Page 133.
- 17. **Contracts and Purchases.** Approval of contracts over \$100,000 for FY2022. Page 137.
- 18. **Investments.** Approval of new investment managers. Page 139.

EXECUTIVE

19. **Communicators Council Bylaws.** Posting of amendments to the Communicators Council bylaws in section 2.19 of the Policy and Procedures Manual. Page 141.
20. **Administrative Rules.**
 - a. Approval and adoption of proposed Administrative rules for the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service. Page 147.
 - b. Approval and adoption of proposed permanent Administrative rule revisions for Oklahoma's Promise – Oklahoma Higher Learning Access Program. Page 151.
 - c. Approval and adoption of proposed permanent Administrative rule revisions and revocations for the Oklahoma Tuition Aid Grant Program. Page 159.
 - d. Approval and adoption of proposed Administrative rule revisions for Administrative Operations Purchasing Policy. Page 165.

CONSENT DOCKET

21. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
 - a. Program Modifications. Approval of institutional requests. Page 171.
 - b. Suspension. Ratification of institutional request. Page 187.
 - c. Academic Nomenclature. Ratification of institutional request. Page 189.
 - d. Electronic Delivery. Approval of institutional requests.
 - (1) University of Oklahoma. Approval to offer the following existing programs via electronic delivery: Master of Arts in Native American Studies, Master of Education in Instructional Leadership and Academic Curriculum, and Master of Science in Management of Information and Technology. Page 191.
 - (2) Connors State College. Approval to offer the following existing programs via electronic delivery: Associate in Arts in Arts and Letters, Associate in Arts in General Education, and Associate in Arts in Pre-Elementary Education. Page 197.
 - (3) Seminole State College. Approval to offer the existing Associate in Science in Elementary Education via electronic delivery. Page 201.
 - e. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 203.

- f. Operations.
 - (1) Ratification of purchases over \$25,000. Page 205.
 - (2) Personnel. Ratification of appointment for OneNet Executive Director and Higher Education Chief Information Officer and OneNet Senior Director of Operations. Page 207.

REPORTS

- 22. **Reports.**
 - a. Programs. Current Status Report on Program Requests. Page 221. (Supplement)
 - b. Policy Exception Report. Quarterly Policy Exception Report. Page 223.
 - c. Annual Reports. FY2021 System-wide Report on Value of Institutional Supplemental Pension Obligations and Cost of Postemployment Benefits Other Than Pensions. Page 225. (Supplement)
- 23. **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.
- 24. **Proposed Executive Session.** Page 227.
 - 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.

25. **Announcement of Next Regular Meeting – the next regular meetings are scheduled to be held on, Wednesday, April 27, 2022 at 10:30 a.m. and Thursday, April 28, 2022 at 9:00 a.m. for a Tuition Hearing and at 10 a.m. for the Regular Meeting at Oklahoma State University in Stillwater.**

26. ***Adjournment.**

*** *Following adjournment, Regents will have the opportunity to tour and eat lunch on campus, but no public business will be discussed and no action will be taken.***

The Oklahoma State Regents for Higher Education are committed to ensuring that persons with disabilities are able to access the State Regents' public meetings.

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Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #7-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Certificate in Accounting, Systems, and Auditing, the Bachelor of Science in Engineering Technology in Mechatronics and Robotics, the Certificate in Family Financial Planning at OSU-Tulsa, and the Master of Public Health in Public Health at OSU-Tulsa.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Certificate in Accounting, Systems, and Auditing via traditional and electronic delivery at OSU-Stillwater and OSU-Tulsa, the Bachelor of Science in Engineering Technology in Mechatronics and Robotics via traditional and electronic delivery at OSU-Stillwater and OSU-Tulsa, the Certificate in Family Financial Planning via electronic delivery at OSU-Tulsa, and the Master of Public Health in Public Health at OSU-Tulsa with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Accounting, Systems, and Auditing.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 20 students in Fall 2026; and
 - Graduates: a minimum of 5 students in 2026-2027.

- **Bachelor of Science in Engineering Technology in Mechatronics and Robotics.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 13 students in Fall 2026; and
 - Graduates: a minimum of 5 students in 2026-2027.

- **Certificate in Family Financial Planning.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 2 students in Fall 2024; and
 - Graduates: a minimum of 1 student in 2024-2025.

- **Master of Public Health in Public Health.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 14 students in Fall 2026; and
 - Graduates: a minimum of 4 students in 2026-2027.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Oklahoma State University's (OSU) 2021-2022 Academic Plan lists the following institutional priorities and new funding initiatives:

College Arts and Sciences (CAS)

Student retention and degree progression remain academic priorities within the College of Arts and Sciences. Senior college leadership frequently discuss strategies for improving retention and progression including: scholarship funding for economically disadvantaged students, course enrollment management to address bottlenecks, efforts to upgrade and improve academic facilities, and instructional technologies, and methods to improve the quality and effectiveness of instruction and student advising. The CAS Dean's Office has developed a dashboard system useful for making strategic decisions aimed at improving retention and student progression.

Tulsa based programs are a high priority for the coming year. CAS is working closely with the OSU-Tulsa Administration on plans to offer a BS in Psychology, BA in History, and BA/BS in Sociology. Recent approval has been given to offer the BA in Strategic Communication at OSU-Tulsa with an option in Entertainment Media and offering the existing BFA in Graphic Design and BA in Global Studies are under consideration. At the graduate level, approval for Oklahoma's first Professional Science Masters (PSM) in Geology has been requested from OSRHE. This program is intended to serve demand within Tulsa-based energy companies.

College of Education and Human Sciences (CEHS)

The year 2020 brought both excitement and challenge in the newly formed CEHS. The college was formed through the merger of the College of Education, Health and Aviation and the College of Human Sciences, a search for an inaugural dean began, and the COVID-19 pandemic hit. These challenges made progress on planned activities difficult.

The first pressing academic priority for CEHS is to determine the optimal size and arrangement of the undergraduate programs, given the recent merger. Synergies and overlap in current programs within the college will be identified. These data will be shared with the leadership team and the faculty advisory committee for discussion. Using a set of established criteria, these groups will review proposals for the development of new programs or reorganization of current programs into new units, if needed.

The second academic priority for CEHS is to increase enrollment in the online and face-to-face undergraduate and graduate programs, especially for students from underrepresented and marginalized backgrounds. Plans to develop programming that will not only bring students from underrepresented and marginalized groups to the college, but will also increase their opportunity to be involved in leadership development and success initiatives are underway. The collaboration with EAB Research Group and Hanover Research Group will help focus the efforts on the following high growth potential undergraduate majors: Human Development and Family Science, Family and Community Services option, Elementary Education online, Recreation Therapy, Applied Exercise Science, and Public Health. At the graduate level, the focus will be on growth in the following programs: Family Financial Planning; Educational Psychology; Aviation and Space; Dietetics; Special Education; Educational Technology; and Design, Housing and Merchandising. A capacity study will be conducted to determine the optimal size and arrangement of these programs, given the current resources.

The third academic priority for CEHS is comprehensive internationalization. Strategies include increasing student mobility as a means to re-establish and expand academic travel, both international and domestic; developing web-based opportunities for global engagement, such as, COIL projects, international seminars and conferences, and virtual internships; establishing in-person opportunities to facilitate intercultural learning and engagement; and re-establishing an International Programs Advisory Committee, representing all 7 of the college's academic units, to guide these efforts.

College of Engineering, Architecture and Technology (CEAT)

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

Ferguson College of Agriculture (FCA)

FCA's first academic priority is to improve undergraduate student academic success, particularly among first generation college students. Work on this priority includes continuing to evaluate student success across the curriculum to identify courses where significant opportunity gaps exist. FCA teaching workshops and faculty peer coaching programs will be used to encourage faculty use of inclusive and experiential course pedagogy to strengthen student learning. Expansion of student peer tutoring and other academic support collaborations to meet student needs is planned. Also, FCA will continue the college's increased investment in experiential learning opportunities, including department and college-level undergraduate research programs, additional honors add-on courses, service-learning connections, student employment programs, and student organization activities.

Another academic priority of FCA is to increase enrollment in undergraduate and graduate programs where capacity is available. Potential growth programs include horticulture, landscape architecture, plant and soil sciences, food science, international agriculture, environmental science, biosystems engineering, agricultural systems technology, forestry, and agricultural leadership. At the undergraduate level, updates and expansion of the transfer guides with Oklahoma's 2-year institutions is underway, along with an increase in the number of FCA degree programs approved for inclusion in the Academic Common Market (ACM). Graduate program strategies for this priority include development of 3+2 and 4+1 undergraduate to graduate degree agreements, and formalized agreements with international institutions, such as dual degree and bridge programs.

Another important FCA academic priority is updates and maintenance on facilities and equipment to support high-quality instruction. Plans include renovation of the teaching lab space to support the newly approved Agricultural Systems Technology major and review of current animal and plant facilities used in instruction to determine critical needs and opportunities for program efficiency.

Spears School of Business (SSB)

An academic priority in SSB is to improve learner performance by addressing issues of under-performance, reducing DFW and academic-alert rates, and identifying academically at-risk learners early. Initiatives in this area include: undertaking a pre-business admission process that will require that undergraduate learners complete several core classes and earn a GPA threshold before full admittance to business majors and creating the Department of Business Administration to provide academic support early to academically at-risk learners and to offer a highly flexible, personalized business degree.

Another SSB priority is to increase learner knowledge of technology and analytics throughout SSB. Initiatives in this area include adding a required business analytics course for undergraduate majors, revisiting existing technology courses in the undergraduate core to ensure relevance and a smooth transition between the three technology-related courses to optimize learner knowledge and retention, encouraging each discipline to ensure appropriate integration of technology in the upper-division courses and in the graduate programs, and ensuring that faculty technology training is up-to-date.

An additional priority is to oversee the launch of three new centers/institutes to magnify the social impact of SSB. The Center for Financial Health and Wellness will address the problem of financial illiteracy and students graduating with excessive student loans and credit card debt. The Institute for Predictive Medicine, a unit of the Center for Health Systems Innovation, is a collaboration of OSU Center for Health Sciences (OSU-CHS) and the Spears School of Business. The objectives of the institute are to expand OSU's research capacity in data science and artificial intelligence (AI), further develop predictive medicine technologies, develop text-mining technologies to process medical documents, provide data and analytic support for medical studies, contribute to the invention and commercialization of AI health workers, and develop workforce training in health data science and AI. The Spears Center for Social and Business Impact will bring together the departments within the college for a coordinated effort to impact businesses and society by combining the research power with data for good efforts.

School of Global Studies and Partnerships (SGSP)

The SGSP academic priorities continue to focus around obtaining additional financial resources, which will allow additional faculty to be hired and help to retain current faculty and staff. One SGSP priority is more faculty-led study abroad. SGSP faculty will make available at least three short-term study abroad trips for students in spring/summer 2022. These programs will greatly expand study abroad opportunities for students across OSU and will create programs that expose students to regions and nations that are not normally available. Another priority is job placement and career coaching. A career coaching speaker series is planned along with networking events, both virtual and face-to-face, and workshops for the coming year will resume. Another academic goal for SGSP is to revise the international studies minor.

Center for Health Sciences (OSU-CHS)

OSU-CHS is prioritizing the employability of its graduates; collaborating academically with OSU-Tulsa and Stillwater campuses; and enhancing diversity, equity, and inclusion (DEI) efforts in the campus community. To address employment needs of graduates, the graduate programs office recently deployed a professional development arm to better prepare students for the workforce. To address collaborations, conversations with campus leaders are ongoing to help enhance undergraduate pathways toward advanced graduate and medical education. To address DEI efforts, all campus units are partnering with the recently created Office of DEI, which includes an assistant dean and coordinator, for ongoing programming, recruitment, and retention efforts of faculty, staff, and students.

College of Veterinary Medicine (CVM)

Academic priorities in CVM include adopt and execute a revised pre-clinical curriculum, improve the clinical year experience for 4th year students, and institute a required CVM Scholarship of Teaching for new faculty and promote it to existing faculty. Activities that are planned to achieve these priorities include feedback to revised curriculum proposals – April-August 2021 and development and planning of the new curriculum – August 2021-August 2022. An ongoing committee will address concerns and work with faculty and students to improve facilities, IT support, culture, and pedagogy. CVM is working with ITLE to develop programs for the fall 2021 semester.

New Programs:

College Arts and Sciences (CAS)

CAS will propose several new degrees and certificates. The Boone Pickens School of Geology will propose a BS in Environmental Geoscience on the Stillwater campus using a face-to-face format. The Department of Geography will propose a BS in Global Studies to be offered on the Stillwater and Tulsa campuses using face-to-face and online formats. The BA in Global Studies in Tulsa will also be offered face-to-face and online. The Department of Integrative Biology will propose to offer the BS in Biology in Tulsa using the face-to-face format. The Department of Philosophy will propose an undergraduate Certificate in Ethics to be offered on the Stillwater campus using face-to-face and online formats. An undergraduate Certificate in Biblical Studies will be proposed as a face-to-face program on the Stillwater campus. The Department of Plant Biology, Ecology and Evolution will offer an undergraduate Certificate in Biotechnology on both the Stillwater and Tulsa campuses via face-to-face and online delivery. The Gender and Women's Studies Program and Center for African Studies will offer an undergraduate Certificate in Interdisciplinary Diversity Studies using face-to-face and online formats on the Stillwater campus. The Department of History will offer an undergraduate Certificate in Middle East Studies on the Stillwater campus using a face-to-face format.

College of Education and Human Sciences (CEHS)

CEHS proposes to separate the Recreation Management and Recreational Therapy bachelor's degree into two degrees. Once it is a separate degree, Recreational Therapy has an opportunity to focus on preparing students for careers in the allied health fields. Undergraduate certificates are proposed in Fashion Design, Product Development for Apparel, and Public Health. Also proposed are, a PhD in Health and Human Performance and a PhD in Community Health Sciences; these currently exist as emphasis areas within the existing umbrella PhD in Health, Leisure, and Human Performance. Under discussion is an Applied Exercise Science option in Sport and Tactical Training and an MS in Social Work. A graduate certificate in Sport and Tactical Training is being explored.

College of Engineering, Architecture and Technology (CEAT)

New programs to be proposed in CEAT are a Master of Civil Engineering to replace the non-thesis MS Civil Engineering, the minor in Environmental Engineering in the School of Civil and Environmental Engineering, the Mechatronics and Robotics (MERO) Mechanical Engineering Technology (MET) Program, the MERO minor in EET for MAE students, MERO minor in MET for ECE students, Design and Manufacturing minor in MET for MAE students, and Master of Engineering in MSE already submitted for approval and in process.

Ferguson College of Agriculture (FCA)

Undergraduate and graduate certificates in various specialized areas of study are under consideration in FCA, including food safety, extension education, agricultural leadership, agritourism, ag systems management, sustainable ag production, urban horticulture, regenerative horticultural production, precision agriculture management, biosecurity and bioforensics applications in agriculture and the environment, environmental science, plant protection and data science in agriculture. Most certificate programs will not require additional faculty resources.

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

The Biochemistry and Molecular Biology department is evaluating opportunities for a new professional master's degree that would meet the needs of industry and government. The department is also considering an MS and a PhD, in agricultural data science and bioinformatics. The department is looking at grant program opportunities that may support startup of these new degrees.

The Department of Agricultural Education, Communications and Leadership has proposed a Teacher Certification option to the current Master of Agriculture degree program. The department may also develop a graduate certificate to support professional licensure of alternately certified teachers. A Master of Agriculture in Teacher Certification program is also under consideration.

A possible development is a wildlife management degree to focus more on management and less on basic ecology. Oklahoma Department of Wildlife Conservation (ODWC) wants graduates who are more capable to conduct field activities and understand the practical aspects of wildlife management. These are desired skills needed by agencies such as ODWC or Natural Resources Conservation Service (NRCS).

Spears School of Business (SSB)

The degree options, minors, and certificates in varying states of discussion, development, approvals, or completion in SSB are described below.

Collaborative efforts include areas such as: Property and Real Estate Management Certificate, between Hospitality and Tourism Management and Finance; a joint five-year degree between the School of Accounting and the Department of Management Science and Information Systems; development of a Doctor of Business Administration degree, which is a college-wide collaboration; undergraduate and graduate Supply Chain certificates between Management, Marketing, Management Science & Information Systems, and potentially other colleges; and options or certificates in technopreneurship or predictive medicine between Management Science and Information Systems and the Institute for Predictive Medicine.

The School of Accounting is considering an undergraduate certificate, such as Accounting for Corporate Decision Making, a post-baccalaureate certificate focused on learners who do not have an accounting degree, but would like to sit for the CPA exam, a new track in the MS program based on current course offerings, and a BSBA in Accounting at OSU-Tulsa.

The Department of Finance is planning an undergraduate Finance and Investment Banking certificate and a Certified Financial Planner track; a replacement of the undergraduate Commercial Bank Management option with two new options, such as a Financial Analyst option and/or an Investment Banking option; and a degree plan for risk management.

The School of Hospitality and Tourism Management is developing an Event Management minor, a Hospitality Business Management minor, a Travel and Tourism Management Certificate, and a Beverage Management option.

The School of Marketing and International Business is preparing a certificate in International Business.

School of Global Studies and Partnerships (SGSP)

No new programs are under discussion. There are plans to revise the international studies minor for undergraduates by requiring a core course in Global Studies. On-line programs and certificates in Tulsa are under consideration, but due to restrained resources, those priorities are on hold.

Center for Health Sciences (OSU-CHS)

OSU-CHS is committed to enhancing existing degree programs as well as successfully launching new programs currently under review by OSRHE. Recently approved programs included five graduate certificate programs: Forensic Investigative Sciences, Forensic Psychology, Health Care Administration, Health Care Administration in Finance, and Health Care Administration in Global Health. The Master of Science in Physician Assistant Studies (PA) was awarded national accreditation recently; the first cohort of 25 graduate students began in the summer of 2021. Currently proposed programs include an interdisciplinary Graduate Certificate in Neuroscience, which is a collaborative effort among the Stillwater, Tulsa, and CHS campuses to advance the goals of OSU's Brain Initiative. Also, two specialty doctoral programs, a Doctor of Forensic Sciences (DFS) and a Doctor of Healthcare Administration (DHA) are pending OSRHE approval. Other discussions include CHS helping fill gaps in undergraduate curriculum by providing practical experiences for students moving up through health-related programs from TCC and OSU-Tulsa. CHS is currently engaged with collaborative nursing programs with Langston University in Tulsa and Connors State on the Cherokee Nation Campus in Tahlequah. In addition, graduate certificate options in the School of Health Care Administration in Healthcare Compliance and Health Systems Science are being explored. Other programs under discussion include graduate degree programs in Indigenous & Rural Health, Medical Informatics, Criminology, Health Related Clinical Research, Doctorate in Physical Therapy, and a Professional doctoral degree in Athletic Training.

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:

1	Degree and/or certificate programs deleted
18	Degree and/or certificate programs added

Program Review

OSU offers 335 degree and/or certificate programs as follows:

90	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
111	Baccalaureate Degrees
84	Master's Degrees
50	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OSU's faculty developed the proposals, which were reviewed and approved by institutional officials. OSU's governing board approved delivery of the Certificate in Accounting, Systems, and Auditing at OSU-Stillwater and OSU-Tulsa via traditional and electronic delivery at their December 3, 2021 meeting, and the Bachelor of Science in Engineering Technology in Mechatronics and Robotics at OSU-Stillwater and OSU-Tulsa via traditional and electronic delivery, the existing Certificate in Family Financial Planning (540) at OSU-Tulsa, and the existing Master of Public Health in Public Health (500) at OSU-Tulsa at their January 21, 2022 meeting. OSU is currently approved to offer the following degree programs through online delivery:

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Graduate Certificate in Public Health (499);

- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration in Business Administration (035);
- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management (403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Science in Liberal Studies (442);
- Bachelor of Arts in Liberal Studies (443);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (496);
- Master of Science in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- Graduate Certificate in Integrative Design of the Building Envelope (525);
- Bachelor of University Studies in University Studies (025);
- Master of Science in Education Technology (462);
- Master of Science in Education Psychology (068);
- Graduate Certificate in Museum and Curatorial Studies (531);
- Certificate in Interface Excellence (495);
- Graduate Certificate in Program Evaluation (538);
- Graduate Certificate in Workforce and Adult Education (539);
- Bachelor of Science in Early Child Care and Development (537);
- Graduate Certificate in Elementary Mathematics Specialist (548);
- Graduate Certificate in Effective Teaching in Secondary Schools (551);
- Graduate Certificate in Comparative and International Education (554);
- Certificate in Communication Sciences and Disorders (265);
- Bachelor of Science in Computer Science (052);
- Graduate Certificate in K-12 STEM Educator (266);
- Graduate Certificate in Effective Teaching in Elementary Schools (267);
- Master of Science in Dietetics (264);

- Bachelor of Science in Psychology (176);
- Master of Science in Interdisciplinary Studies (155);
- Doctor of Education in Applied Educational Studies (069);
- Graduate Certificate in Environmental Science with Regulatory Certification (272);
- Graduate Certificate in Health Care Administration (276);
- Graduate Certificate in Health Care Administration-Global Health (278);
- Graduate Certificate in Health Care Administration-Finance (277);
- Graduate Certificate in Forensic Arson and Explosives Investigation (275);
- Certificate in Learning and Motivation (280);
- Graduate Certificate in Dietetics (281);
- Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Leadership (458);
- Graduate Certificate in Forensic Psychology (282);
- Graduate Certificate in Aviation/Aerospace Administration (283);
- Graduate Certificate in Forensic Investigative Sciences (284);
- Graduate Certificate in Hidden Student Populations (286);
- Master of Science in Aging Studies (287);
- Bachelor of Science in Elementary Education (074);
- Bachelor of Science in Engineering Technology in Fire Protection and Safety Engineering Technology (079);
- Bachelor of Science in Business Administration in Management Information Systems (452);
- Bachelor of Science in Human Sciences in Nutritional Sciences (097);
- Bachelor of Science in Business Administration in Finance (446);
- Doctor of Philosophy in Health, Leisure and Human Performance (428);
- Certificate in Business Essentials (295);
- Certificate in Business Financial Essentials (296);
- Master of Science in Family and Community Services (304);
- Graduate Certificate in Neuroscience (299);
- Graduate Certificate in Business (298);
- Bachelor of Arts in History (120);
- Bachelor of Science in Sociology (184);
- Bachelor of Arts in Sociology (258);
- Certificate in Food Safety (306);
- Graduate Certificate in Geographic Information Systems (309);
- Certificate in Travel and Tourism Management (308);
- Professional Science Masters in Geoscience (310);
- Bachelor of Science in Business Administration in Accounting (444);
- Bachelor of Professional Studies in Organizational Leadership (315);
- Bachelor of Professional Studies in Public Safety (316);
- Certificate in Property and Real Estate Management (314);
- Graduate Certificate in Facilitating Career Development (312);
- Graduate Certificate in Hospitality and Tourism Analytics (311);
- Master of Engineering in Materials Science and Engineering (313);
- Graduate Certificate in Aging Studies (319);
- Certificate in Public Health (318);
- Master of Arts in Peace, Conflict, and Security Studies (321); and
- Graduate Certificate in Learning and Motivation (320).

OSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Accounting, Systems, and Auditing

Program purpose. The proposed certificate will prepare students pursuing degree programs other than accounting to recognize and apply techniques and practices employed in financial accounting; create financial accounting reports; use financial accounting data for making business decisions; and design and perform appropriate audit procedures.

Program rationale and background. This certificate will appeal to OSU-Stillwater and OSU-Tulsa students in non-accounting degree programs who want to learn key accounting concepts that would be useful in any business environment. The chair of OSU’s School of Accounting Advisory Board is an OSU School of Accounting alum and entrepreneur whose firm provides services in accounting, auditing, and systems. She indicated that her firm would be open to hiring graduates with any type of degree who can read accounting reports, understand the organization’s financial position, and confidently participate in discussions about financial matters.

Employment opportunities. Graduates who earn the proposed certificate in addition to a non-accounting bachelor’s degree will be able to make more meaningful contributions at their work settings and have additional career advancement opportunities. According to the Oklahoma Employment Security Commission (OESC), employment for accountants and auditors is projected to grow 4.54 percent and employment for financial analysts is projected to grow 5.43 percent in the Tulsa metropolitan area between 2018 and 2028. OESC data also indicate that employment for accountants and auditors is projected to grow 6 percent and employment for financial analysts is projected to grow 6.7 percent across Oklahoma between 2018 and 2028. In addition, accountants, auditors, and financial analysts are currently identified as critical occupations by Oklahoma Works. Considering the high demand for accountants, auditors, and financial analysts in Oklahoma, OSU anticipates ongoing demand for the proposed certificate.

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 2026
Minimum graduates from the program	5	2026-2027

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

is sufficiently different from the existing program(s) offered by other institutions or that access to the existing program(s) is sufficiently limited to warrant initiation of a new program offering.

The proposed Certificate in Accounting, Systems, and Auditing may duplicate the following programs:

Institution	Existing Program
East Central University	Certificate in Accounting – Managerial Accounting (509)
Northeastern State University	Certificate in Accounting (066)
Northeastern State University	Certificate in Accounting (087)
Northwestern Oklahoma State University	Certificate in Accounting (068)
University of Central Oklahoma	Certificate in Accounting (213)
Murray State College	Certificate in Accounting (029)
Rose State College	Certificate in Accounting Specialist (303)
Tulsa Community College	Certificate in Accounting (173)

A system wide letter of intent was communicated by email on December 20, 2021. 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 Certificate in Accounting, Systems, and Auditing will consist of 18 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Certificate in Accounting, Systems, and Auditing

Content Area	Credit Hours
Required Courses	15*
Electives	3
Total	18

*Typically, lower-division coursework in the Tulsa metropolitan area should not duplicate that offered by Tulsa Community College (TCC). Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the certificate will be completed at TCC or transferred to OSU from another institution. The coursework required for the proposed certificate is either not offered at TCC or is upper-division and therefore will not duplicate coursework offered by TCC.

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

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

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

Program resource requirements. Program resource requirements for the Certificate in Accounting, Systems, and Auditing are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$27,954	\$55,908	\$83,862	\$111,816	\$111,816
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 5, 10, 15, 20, and 20, 12 credit hours of enrollment, and in-state tuition of \$341.10 and fees of \$124.80 per credit hour.</i>					
TOTAL	\$27,954	\$55,908	\$83,862	\$111,816	\$111,816

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	\$24,920	\$49,840	\$74,760	\$89,000	\$89,000
<i>Explanation: Funds will cover approximately .04667, .09333, .14, and .167 FTE of 6 program faculty members' average salaries of \$89,000.</i>					
Graduate Assistants	\$0	\$0	\$0	\$10,800	\$10,800
<i>Explanation: Funds will cover .5 FTE of one graduate assistant's \$21,600 pay per year to provide tutoring to students and grading support to faculty teaching in the proposed certificate.</i>					
Student Employees	\$0	\$2,800	\$5,600	\$8,400	\$8,400
<i>Explanation: Funds will cover .25 FTE of undergraduate teaching assistants' \$11,200 pay per year. It is anticipated that one teaching assistant will be hired in year two, two teaching assistants in year three, and three teaching assistants in years four and five.</i>					
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	\$1,900	\$2,000	\$2,200	\$2,600	\$2,600
<i>Explanation: Funds will cover programs and activities associated with the proposed certificate and its classes, such as supplies for the major fair, supplies for the ambassadors of the program, promoting the program, etc.</i>					

Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Explanation: Funds will cover costs to print advertising materials for events associated with the proposed certificate.</i>					
Telecommunications	\$0	\$0	\$0	\$	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$27,820	\$55,640	\$83,560	\$111,800	\$111,800

Bachelor of Science in Engineering Technology in Mechatronics and Robotics

Program purpose. The proposed program will engage students in a hands-on, industry-oriented, interdisciplinary curriculum with special emphasis on real-world applications, computer-aided engineering design and analysis, and current technological trends.

Program rationale and background. OSU’s Division of Engineering Technology started offering a mechatronics elective course (EET/MET 3803: Fundamentals of Mechatronics) in Spring 2017. Over the past four and a half years, there were a total of 75 students enrolled in the elective course suggesting a strong potential interest in an interdisciplinary program. Based on the strong interest expressed by students, the Division of Engineering Technology restructured four capstone design courses to include interdisciplinary experiences focused on mechatronics and robotics. In the past four years, 162 students have completed these courses. In addition, the College of Engineering, Architecture and Technology recruitment teams regularly receive queries for a Robotics program during recruitment events. As a result, the following STEM high schools, two-year colleges, and career technology centers will be the targets to recruit students for the proposed program: Oklahoma School of Science and Mathematics; Meridian Technology Center; Francis Tuttle Technology Center; Northern Oklahoma College; Tulsa Community College; Oklahoma City Community College; and OSU Institute of Technology.

The proposed program was discussed during OSU’s Electrical Engineering Technology (EET) and Mechanical Engineering Technology Industrial Advisory Board meetings over the past two years. Both boards have several OSU alumni as members. During the meetings, these alumni indicated that they would have opted for an interdisciplinary Mechatronics and Robotics program if it had been available during their time. For the most part, all members on both boards unanimously expressed strong support for the proposed program. The chairs of both boards, along with an additional member of the EET Industrial Advisory Board, submitted letters of support for the proposed program, which confirmed the significant employer demand for professionals with expertise in mechatronics and robotics.

Employment opportunities. Graduates of the proposed program can expect to find employment in the areas of electrical, mechanical, and computer engineering. With the significant presence of energy, petrochemical, and related industries in the state of Oklahoma, the proposed program will meet immediate employment needs within the state due to the interdisciplinary training it will provide. According to the OESC, employment across Oklahoma for mechanical engineers will grow 6.2 percent, employment for electrical engineers will grow 7.3 percent, and employment for computer hardware engineers will grow 8 percent between 2018 and 2028. Employment in the Tulsa metropolitan area is also projected to grow for mechanical engineers by 7.11 percent and to grow for electrical engineers by 6.28 percent between 2018 and 2028. In addition, mechanical engineer is currently identified as a critical occupation by Oklahoma Works. The high demand for engineers in Oklahoma suggests that there will be ongoing interest in the proposed program.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	13	Fall 2026
Minimum graduates from the program	5	2026-2027

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

There are no Bachelor of Science in Engineering Technology in Mechatronics and Robotics programs in Oklahoma. A system wide letter of intent was communicated by email on December 20, 2021. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in Engineering Technology in Mechatronics and Robotics will consist of 122 total credit hours, as shown in the following table. Three new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Bachelor of Science in Engineering Technology in Mechatronics and Robotics

Content Area	Credit Hours
General Education	41*
College/Departmental Requirements	44
Major Requirements	31
Guided Electives	6
Total	122

*Typically, lower-division coursework in the Tulsa metropolitan area should not duplicate that offered by Tulsa Community College (TCC). Therefore, unless it is a unique course, it is expected that students enrolled at OSU-Tulsa will complete all general education and lower-division course work required in the degree at TCC or transferred to OSU from another institution. The coursework required for the proposed certificate is either not offered at TCC or is upper-division and therefore will not duplicate coursework offered by TCC.

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

Delivery method and support services. All courses will utilize Canvas to maximize flexibility with

student schedules. Online learning will be facilitated using discussion boards, prerecorded lectures, small teams facilitated via Skype, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone or Zoom conferences as needed. The library, classrooms, and equipment at OSU-Stillwater and OSU-Tulsa are adequate for the proposed certificate.

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

Program resource requirements. Program resource requirements for the Bachelor of Science in Engineering Technology in Mechatronics and Robotics 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	\$31,710	\$58,020	\$89,730	\$116,040	\$147,750
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 3, 5, 8, 10, and 13, 30 credit hours of enrollment per year, and in-state tuition of \$180 per credit hour and out-of-state tuition of \$697 per credit hour. Calculations are based on the following assumed numbers of in-state and out-of-state students each year: two in-state and one out-of-state in year 1, with one additional in state and one additional out of state in year 2, two additional in state and one additional out of state in year 3, one additional in state and one additional out of state in year 4, and two additional in state and one additional out of state students in year 5.</i>					
TOTAL	\$31,710	\$58,020	\$89,730	\$116,040	\$147,750

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$14,000	\$16,800	\$20,160	\$24,192	\$29,030
<i>Explanation: Two existing staff with salaries of \$35,000 each will support the program. The amounts above will cover approximately 0.2 FTE of the staff members' salaries in the first year with a yearly increase of 20 percent for years 2-5.</i>					
Faculty	\$14,250	\$33,250	\$61,750	\$80,750	\$104,500
<i>Explanation: Funds will cover approximately .015, .035, .065, .085, and .11 FTE of 10 program faculty members' average salaries of \$95,000.</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	\$1,500	\$3,000	\$4,500	\$6,000	\$7,500
<i>Explanation: Funds will cover approximate costs to print classroom handout and exams, and promotional and marketing materials for the proposed program.</i>					
Telecommunications	\$1,500	\$2,500	\$3,000	\$4,500	\$5,500
<i>Explanation: Funds will cover an increasing portion of the approximate costs for telephone service for 10 existing faculty and two staff members.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$31,250	\$55,550	\$89,410	\$115,442	\$146,530

Certificate in Family Financial Planning (540)

Program purpose. The certificate is designed to build current undergraduate students or working professionals’ literacy in financial counseling, retirement planning, and family financial planning and prepare them to create and deliver financial strategies and solutions for others.

Program rationale and background. The Certificate in Family Financial Planning (540), which enables students to understand the role and effects of family finances, can be paired with many majors at OSU. More specifically, this specialized training could be useful for students pursuing degrees in or related to sociology, psychology, business, counseling and child family services. Additionally, individuals in local financial services industries could complete the certificate and meet the educational requirements for the Certified Financial Planner exam, which is the benchmark for the financial planning industry and increases credibility, employability, and earning potential.

Employment opportunities. According to the OESC, employment for personal financial advisors is projected to grow 7.5 percent across Oklahoma and 6.25 percent in the Tulsa metropolitan area between 2018 and 2028. In addition, personal financial advisor is currently identified as a critical occupation by Oklahoma Works. Considering the high employment demand for personal financial advisors, OSU anticipates ongoing interest in the certificate from students in Tulsa.

Student demand. The certificate 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 2024
Minimum graduates from the program	1	2024-2025

Duplication and impact on existing programs. Consistent with the OSRHE plan for review of academic programs delivered in the immediate Tulsa area by Oklahoma public universities and colleges, this proposal has been reviewed to ensure no unjustifiable program duplication and to ensure that the needs of all Tulsa area students are met. This review is consistent with the Academic Program Approval policy and involves

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

The Certificate in Family Financial Planning (540) may share similar content with the following programs:

Institution	Existing Program
East Central University	Certificate in Business-Personal Financial Planning (510)
University of Central Oklahoma	Certificate in Financial Planning (226)

A system wide letter of intent was communicated by email on December 20, 2021. None of the State System institutions notified State Regents’ staff of a protest to offering the certificate at OSU-Tulsa. Approval will not constitute unnecessary duplication.

Curriculum. The Certificate in Family Financial Planning (540) will consist of 18 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Certificate in Family Financial Planning (540)

Content Area	Credit Hours
Required Courses	18*
Total	18

*Typically, lower-division coursework in the Tulsa metropolitan area should not duplicate that offered by Tulsa Community College (TCC). Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the certificate will be completed at TCC or transferred to OSU from another institution. The coursework required for the proposed certificate is either not offered at TCC or is upper-division and therefore will not duplicate coursework offered by TCC.

Faculty and staff. Adjunct faculty will teach courses for the certificate.

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

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

Program resource requirements. Program resource requirements for the Certificate in Family Financial Planning (540) 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	\$3,214	\$3,214	\$3,214	\$3,214	\$3,214
<i>Narrative/Explanation: Tuition was estimated assuming enrollments of 2 students, 9 credit hours of enrollment, and tuition of \$178.55 per credit hour each year.</i>					
TOTAL	\$3,214	\$3,214	\$3,214	\$3,214	\$3,214

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$3,200	\$3,200	\$3,200	\$3,200	\$3,200
<i>Explanation: Funds will cover salary and benefits for one adjunct faculty member each 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	\$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	\$3,200	\$3,200	\$3,200	\$3,200	\$3,200

Master of Public Health in Public Health (500)

Program purpose. The program is designed to improve the health and wellbeing of rural communities and underserved populations through interdisciplinary education, research, service, and outreach.

Program rationale and background. Demand for the Master of Public Health in Public Health (MPH) (500) program has been strong since the degree was approved in 2014 with 65 students currently enrolled. The curriculum is structured to adhere to the Council on Education in Public Health’s national accreditation standards, as well as to respond to workforce needs. OSU has a large enrollment of students pursuing related undergraduate degree programs, such as the Bachelor of Science in Public Health (116), the Bachelor of Science in Nutritional Sciences (097), and the Bachelor of Science in Psychology (176), that serve as feeders into the MPH program. Additionally, the program is offered as a dual-degree program for OSU students in several other degree programs. The initial dual-degree plans of study were created for veterinary medical and osteopathic medical students.

Employment opportunities. The MPH program will prepare students to work in rural and underserved areas of Oklahoma. OSU has a presence in each of the 77 counties in Oklahoma through the Oklahoma Cooperative Extension Service. The relationship with cooperative extension will enable OSU to identify adults employed in rural and underserved areas who are prepared to enhance their competencies in public health through the MPH. According to OESC data, employment across Oklahoma is projected to grow 10 percent for health educators and 14.4 percent for healthcare social workers between 2018 and 2028. OESC also projects that employment in the Tulsa metropolitan area will grow 9.09 percent for health educators and 14.5 percent for healthcare social workers between 2018 and 2028. OSU is confident that many students will pursue the MPH program in Tulsa considering the high employment demand for public health workers.

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 2026
Minimum graduates from the program	4	2026-2027

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

The Master of Public Health in Public Health (500) may duplicate the following programs:

Institution	Existing Program
University of Oklahoma Health Sciences Center	Master of Public Health in Public Health (006)
Northeastern State University	Master of Public Health in Public Health (166)

A system wide letter of intent was communicated by email on December 20, 2021. None of the State System institutions notified State Regents’ staff of a protest to offering the program at OSU-Tulsa. Due to

employment demand, approval will not constitute unnecessary duplication.

Curriculum. The Master of Public Health in Public Health (500) will consist of 42 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Master of Public Health in Public Health (500)

Content Area	Credit Hours
Required Courses	42
Total	42

Faculty and staff. Existing faculty will teach courses for the program.

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

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

Program resource requirements. Program resource requirements for the Master of Public Health in Public Health (500) are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$27,610	\$38,654	\$49,698	\$60,741	\$77,307
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 5, 7, 9, 11, and 14, 21 credit hours of enrollment, and in-state tuition of \$262.95 per credit hour.</i>					
TOTAL	\$27,610	\$38,654	\$49,698	\$60,741	\$77,307

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	\$26,569	\$26,569	\$26,569	\$26,569	\$26,569
<i>Explanation: Funds will cover a portion (i.e., .25 FTE during the 9-month academic year and 1 month of summer pay) of a faculty member's salary who will serve as the part-time program director.</i>					
Faculty	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000

Explanation: Funds will cover \$7,000 pay for three adjunct faculty each year.

Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,400	\$1,900	\$1,900	\$1,900	\$1,900

Explanation: The amounts shown reflect costs for the purchase of microphones, cameras, and distance learning software.

Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$4,500	\$5,000	\$2,000	\$2,000	\$2,000

Explanation: Each year, an accreditation fee of \$2,000 will be required. The amount in year one, will also cover the cost for two faculty to attend a mandatory workshop. In year two, the costs will include the accreditation fee and accreditation site visit.

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	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500

Explanation: The amounts above reflect costs for three MPH core faculty to travel to and participate in national conferences each year.

Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$58,969	\$58,969	\$58,969	\$58,969	\$58,969

Attachments

**OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN ACCOUNTING, SYSTEMS, AND AUDITING**

Degree Requirements		Credit Hours
Required Courses		15
ACCT 2003	Survey of Accounting	3
ACCT 3004	Foundational Accounting and Data Skills	4
ACCT 3104	Intermediate Accounting I and Data Analysis	4
ACCT 3001	Practicum in Professional Accounting I	1
ACCT 3603	Accounting Information Systems and Data Analytic Tools	3
Electives		3
Select a course from the list below:		
ACCT 4233	Internal Auditing	3
ACCT 4503	External Auditing	3
Total		18

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN ENGINEERING TECHNOLOGY IN MECHATRONICS AND
ROBOTICS**

Program Requirements		Credit Hours
General Education		41
	Typically, lower-division course work in the Tulsa metropolitan area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that students enrolled at OSU-Tulsa will complete all general education and lower-division course work required in the degree at TCC or transferred to OSU from another institution.	
ENGL 1113 or ENGL 1313	Composition I Writing I	3
ENGL 3323	Technical Writing	3
HIST 1103 or HIST 1483 or HIST 1493	Survey of American History American History to 1865 American History Since 1865	3
POLS 1113	American Government	3
MATH 2144	Calculus I	4
MATH 2153	Calculus II	3
STAT 4013	Statistical Methods I	3
	Humanities (courses designated H)	6
PHYS 2014	University Physics I	4
SPCH 2713	Introduction to Speech Communication	3
	Additional General Education (courses designated A, N, L, or S)	3
	Any upper-division courses from the following: Accounting, Astronomy, Biology, Chemistry, Computer Science, Engineering, Engineering Technology, Entrepreneurship and Emerging Enterprise, Finance, Geology, Legal Studies in Business, Management, Marketing, Mathematics, Physics and Statistics	3
College/Departmental Requirements		44
ENGR 1111	Introduction to Engineering	1
ENGR 2421	Engineering Data Acquisition	1
MATH 2163	Calculus III	3
MATH 3263 or EET 3423	Linear Algebra and Differential Equations Applied Analysis	3
EET 2303	Technical Programming	3

EET 1104	Fundamentals of Electricity	4
EET 1244	Circuit Analysis I	4
EET 2544	Pulse and Digital Techniques	4
EET 2633	Solid State Devices and Circuit I	3
MET 1123	Technical Drawing and Basic CAD	3
MET 3223	Geometric Dimensioning and Tolerancing	3
MET 2313	Hydraulic Fluid Power	3
ENSC 2113	Statics	3
ENSC 2123 or MET 3003	Elementary Dynamics or Dynamics	3
ENSC 2143	Strength of Material	3
Major Requirements		31
EET 3373	Programmable Logic Controller Fundamentals	3
EET/MET 3803	Fundamentals of Mechatronics	3
MET 4003	Machine Elements	3
*MERO 4213	Industrial Robots	3
EET 4314	Elements of Control	4
EET/MET 4803	Mechatronics System Design	3
EET 4903	Mechatronics for Autonomous System	3
*MERO 4833	Senior Design I	3
*MERO 4843	Senior Design II	3
IEM 3503	Engineering Economic Analysis	3
Guided Electives		6
Students must take 6 credit hours from approved list of Mechatronics and Robotics (MERO) electives.		
Total		122

* Denotes new course

**OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN FAMILY FINANCIAL PLANNING (540)**

Degree Requirements	Credit Hours
Required Courses	18
Students must complete a minimum of 18 credit hours	
FFP 3803 Fundamentals of Family Financial Planning (optional)	3
FFP 3813 Insurance Planning for Families	3
FFP 3823 Retirement & Employee Benefits Planning for Families	3
FFP 3833 Estate Planning for Families	3
FFP 4813 Tax Planning for Families	3
FFP 4823 Investment Planning for Families	3
FFP 4933 Capstone – Financial Plan Development	3
Total	18

**OKLAHOMA STATE UNIVERSITY
MASTER OF PUBLIC HEALTH IN PUBLIC HEALTH (500)**

Degree Requirements		Credit Hours
Required Courses		42
MPH 5653	Foundations of Public Health & Promotion	3
REMS 5953	Statistical Methods in Education	3
HLTH 5323	General Epidemiology	3
HLTH 5133	Environmental Health	3
MC 5953 or AGCM 5403	Strategic Health Campaigns Public Relations Campaigns in Agricultural Sciences and Natural Resources	3
HCA 5093 or HCA 5053	Leadership Methods and Styles in Healthcare Organizational Leadership and Development in Healthcare	3
HCA 5013	Survey of Health Care Administration	3
MPH 5453	Cultural Issues in Health	3
REMS 5013 or HDFS 5133	Research Design and Methodology Research Methods in HDFS II	3
MPH 5683	Health Behavior Theory and Practice for Public Health	3
HLTH 5973	Designing Public Health Programs	3
HLTH 5983 or REMS 6373/AGED 6223	Implementation and Evaluation of Public Health Programs Program Evaluation	3
MPH 5000 or MPH 5030 and Electives	Master's Thesis Public Health Practicum (3 credit hours) 3 credit hours of electives	6
Total		42

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #7-b:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Graduate Certificate in Construction Management and the Master of Science in Supply Chain Management.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the Graduate Certificate in Construction Management via traditional and electronic delivery, and the Master of Science in Supply Chain Management via electronic delivery with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Graduate Certificate in Construction Management.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 8 students in Fall 2024; and
Graduates: a minimum of 3 students in 2024-2025.
- **Master of Science in Supply Chain Management.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 59 students in Fall 2024; and
Graduates: a minimum of 34 students in 2024-2025.

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) 2021-2022 Academic Plan lists the following institutional priorities and new funding initiatives:

- We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applications for admission. We have been using the Common Application for undergraduates and joined the Coalition Application last year to expand our reach even further. We also have an internally built "OU application" hosted by our CRM product, Slate, if students would prefer to only apply to OU. For graduate admissions, we have been using CollegeNET software as our application platform, but are in the process of transitioning to the OU application in Slate. This will save money and be more user friendly, and we are currently implementing a transition from College-Net to Slate software and in the fourth year of using the College-Net software for processing applications for graduate students. This will create efficiencies in communication, marketing and recruitment of prospective graduate students, save money, and create shared services between undergraduate and graduate admissions.

- We will continue an intense focus on undergraduate retention and graduation rates by 1); utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2); increasing the coordination of undergraduate academic advising across campus, and 3); enhancing course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4 or 5-year timeline to degree completion.
- Several retention analyses are being undertaken at the university, including broad cohort analyses by University College and the Provost's Office.
- We will continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections (or increasing course size); as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors. We have identified a director position in University College (George Bogaski); This process has been steadily improved and has increased in impact – more deans, chairs, and directors are responding to identify needs in order to avert enrollment crises.
- We continue to collect mid-semester grades at the end of the eighth week of the Fall and Spring semesters in order to help students and advisors understand how the students are performing academically. Grades are required of instructors to submit for students in all 1000 level courses, but grading is available in the system for all courses. The following week, University College and other academic advisement/coaching units are provided with a list of students and their mid-semester grades. Appropriate contact and interventions follow. Mid-semester grades are available to all students in ONE.
- We will continue to support undergraduate retention and graduate rates by providing data from the student systems to provide early detection of at-risk students.
- The Office of Admissions and Recruitment (OAR); has implemented a Customer Relationship Management (CRM); system, Slate by Technolutions. Slate has provided greatly enhanced ability to communicate with prospective students and track events and ongoing communication through the point of enrollment. It has also allowed OAR to create its own branded, easy-to-manage-application for admission, which is adaptable by type of student, as well as a post-admission portal so that the tasks that need to be performed after a student is admitted are easily known and can be acted upon. Slate has also become the primary admissions tool for the office, creating additional efficiencies and consistency in making admission decisions.
- The Office of Admissions and Recruitment has engaged with an econometric-centered enrollment management firm that assists with financial aid strategy, revenue optimization, and recruitment and admission strategy for incoming freshmen.
- The Office of Admissions and Recruitment piloted an artificial intelligence web bot, Ivy, to be even more responsive to the needs of prospective students and with the goal of connecting students with their admission counselor earlier on in the process.
- OAR transformed its National Scholars Programs recruitment strategy to be more inclusive of high achieving students who were not quite National Merit level. This has worked to great effect and OU is enrolling more non-National Merit but high achieving students, by a large margin, than ever before.
- Graduation and Persistence Services collaborates with units across campus to bring financial, belonging, and academic resources to support students in persistence and graduation.
- OU Online is expanding online professional graduate programs with an aggressive growth plan.
- Academic Affairs will continue to expand opportunities for internships, undergraduate research, community engagement, and study abroad as part of Pillar 2 of the Lead On Strategic Plan.

APRA Implementation

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

Program Review

OU offers 334 degree and/or certificate programs as follows:

56	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
124	Baccalaureate Degrees
97	Master's Degrees
57	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OU's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Graduate Certificate in Construction Management, and the Master of Science in Supply Chain Management at their December 2, 2021 meeting. OU is currently approved to offer the following degree programs and certificates through electronic delivery:

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

- Master of Arts in Administrative Leadership (373);
- Master in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);
- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (442);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447);
- Exec Master of Business Administration in Energy (451);
- Master of Science in Finance (450);
- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053);
- Master of Social Work in Social Work (211);
- Graduate Certificate in Executive Management in Aerospace/Defense (384);
- Graduate Certificate in Learning Design and Technology (454);
- Certificate in Criminal Investigation and Intelligence Analysis (455);
- Certificate in Restorative Justice (456);
- Exec MBA in Aerospace and Defense (457);
- Master of Human Relations in Human Relations (329);
- Graduate Certificate in Drug Policy Management (460);
- Graduate Certificate in Criminal Justice Administration (461);
- Master of Arts in Human Resource Studies (458);
- Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459);
- Master of Science in Geography and Environmental Sustainability (425);
- Certificate in Business Intelligence and Analytics (462);
- Certificate in Data Science and Analytics (464);
- Master of Business Administration in Business Administration (025);
- Master of Arts in Journalism and Mass Communication (138);
- Graduate Certificate in Geospatial Technologies (418);

- Master of Science in Architecture (397);
- Master of Science in Industrial and Systems Engineering (130);
- Master of Science in Computer Science (132);
- Graduate Certificate in Community Engagement (466);
- Master of Arts in Art and Technology (474); and
- Doctor of Philosophy in Data Science and Analytics (475).

OU 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:

Graduate Certificate in Construction Management

Program purpose. The proposed certificate will enable students to develop basic expertise in construction management.

Program rationale and background. The Executive Director of OU’s Master of Business Administration in Business Administration (MBA) (025) program has deep ties to the construction and real estate industries in Oklahoma and is well aware of the demand for construction management knowledge. In addition, on-going MBA faculty discussions with students and alumni from non-construction backgrounds have indicated a strong desire for pathways to develop expertise related to construction management.

Employment opportunities. The construction industry is facing a huge shortage of skilled workforce. Based on figures published by the Bureau of Labor Statistics, the number of job openings in construction will climb to 11 percent nationally. Similarly, in Oklahoma, data from the Oklahoma Employment Security Commission suggests employment for construction managers will increase 7.3 percent through 2028. These numbers clearly show the need for new hires in the construction industry. Additionally, regional and national construction companies have attested to this trend by attending the Construction Science Career Fair in higher numbers to recruit construction graduates as well as graduates from other disciplines with basic expertise in construction. The proposed certificate will increase graduates’ marketability and will serve as a stepping stone for future professional careers in the construction industry.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	8	Fall 2024
Minimum Graduates from the program	3	2024-2025

Duplication and impact on existing programs. There are no other Graduate Certificate in Construction Management programs in Oklahoma. A systemwide letter of intent was communicated by email on August 2, 2021. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Construction Management will consist of 12 total credit

hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

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

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

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

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

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

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

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$7,576	\$18,940	\$30,305	\$37,881	\$37,881
<i>Explanation and Calculations: Calculations estimated assuming enrollments by year of 2, 5, 8, 10 and 10, tuition of \$289.30 for residents and \$900.10 for non-residents, and each student taking 6 credit hours per year. Based on historic enrollment trends in the Division of Construction Science, a 44 percent and 56 percent enrollment split between residents and nonresidents is estimated.</i>					
TOTAL	\$7,576	\$18,940	\$30,305	\$37,881	\$37,881

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$329	\$822	\$1,315	\$1,643	\$1,643
<i>Explanation: The amounts above represent approximately three percent of the graduate liaison of the Division of Construction Science's salary. The amounts increase due to the estimated increasing number of students who will pursue the proposed certificate each year.</i>					
Faculty	\$1,640	\$4,101	\$6,562	\$8,202	\$8,202
<i>Explanation: The amounts above represent approximately 0.3 percent of six faculty members' salaries that will teach courses in the proposed certificate. The amounts increase due to the estimated increasing number of students who will pursue the proposed certificate each year.</i>					
Graduate Assistants	\$55	\$137	\$220	\$274	\$274
<i>Explanation: The amounts above represent approximately .05 percent of five graduate assistants' wages that will support the proposed certificate. Future year increases are based on projected enrollment increases.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$95	\$238	\$381	\$476	\$476
<i>Explanation: The amounts above are estimated costs of equipment and materials for use in course preparation and delivery and research related to the proposed certificate. Future year increases are based on projected enrollment increases. Costs could include classroom supplies, handouts, data sets, in-class equipment (whiteboards, projectors, etc.), etc.</i>					
Library	\$50	\$125	\$200	\$250	\$250
<i>Explanation: The amounts above are estimated costs of resource books that will be used in course preparation and delivery, and research related to the proposed certificate. Future year increases are based on projected enrollment increases.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$25	\$63	\$100	\$125	\$125
<i>Explanation: The amounts above are estimated costs to print exams, quizzes, and handouts for classes in the proposed certificate. Future year increases are based on projected enrollment increases.</i>					
Telecommunications	\$11	\$28	\$45	\$56	\$56
<i>Explanation: Estimated proportional costs of telecommunications (e.g., office telephone, internet, etc.) allocated to the proposed certificate. Future year increases are based on the projected share of enrollment of this certificate compared to total enrollment in the Division of Construction Science.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$2,205	\$5,514	\$8,823	\$11,026	\$11,026

Master of Science in Supply Chain Management

Program purpose. The proposed program will provide knowledge and skills in analytics, technology, problem-solving, strategic thinking, system-level thinking, ethics, and sustainability that will prepare students for managerial and leadership positions in supply chains.

Program rationale and background. The COVID-19 pandemic in 2020 exposed a need for strong planning skills to build flexible, adaptable, and sustainable supply chains. In addition, before the pandemic, the United States’ trade war with China along with pledges from Apple, GM, Ford, Boeing, Intel and other major corporations to bring manufacturing back to the United States, signaled changes for the supply chain management industry. In light of these factors, OU’s Price College of Business engaged Elsmere Education (EEI) to complete a market opportunity analysis, which examined demand for an online master’s degree in supply chain management. EEI’s data projected that the need for accelerated online degree programs will rise rapidly in the short term due to the shifts and adaptation currently required in supply chains and that professionals capable of helping companies adapt to current and future disruptions of technology in supply chain management will be highly sought after for more advanced and modernized roles. The curriculum for the proposed program is structured to allow working professionals to complete the program in 18 months, while continuing to work. EEI’s research suggested that on average, graduates with this specialized degree should be able to earn over \$20,000 more per year in managerial roles. Additionally, EEI’s research revealed that the number of bachelor’s degrees awarded in supply chain management trended upwards (126 percent) between 2012 and 2020, providing a growing target market for the proposed program.

Employment opportunities. EEI utilized a job analytics tools from EMSI (a labor market analytics firm) to assess the real-time demand for supply chain management professionals with a master’s degree. From June 2018 through June 2019, there were over 13,294 new and replacement supply chain management jobs posted for applicants with a master’s degree or higher in the United States. According to the National Center for O*NET Development, common job titles for supply chain managers include logistics manager, global supply chain director, material requirements planning manager, solution design and analysis manager, and supply chain manager. The U.S. Bureau of Labor Statistics projects that employment for logistics managers will grow 8 percent between 2020 and 2030.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	59	Fall 2024
Minimum Graduates from the program	34	2024-2025

Duplication and impact on existing programs. The proposed Master of Science in Supply Chain Management may share similar content with the following program:

Institution	Existing Program
Oklahoma State University	Master of Science in Industrial Engineering and Management (135) – Supply Chain and Logistics option

A systemwide letter of intent was communicated by email on December 20, 2021. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Science in Supply Chain Management will consist of 32 total credit hours as shown in the following table. Eight new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	4
Guided Electives	28
Total	32

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

Delivery method and support services. Delivery of online course content will be conducted through Canvas, the university's designated learning management system. Canvas will support the posting of organized course content, as well as several additional features that promote instructor-student and student-student interaction. Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, create collaborative working spaces, administer exams and quizzes, receive assignments and give feedback, and provide individual and overall class grades. In addition, Zoom will be used to enable classes to meet using webcams and sound systems. This tool allows for live discussion with the instructor, or students can set up sessions for small group learning or discussion. Zoom also allows recording, so sessions will remain available for students to review if desired. Students can also record their own discussions and send the recordings to the instructor for review.

The library and equipment are adequate for the proposed program.

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

Program resource requirements. Program resource requirements for the Master of Science in Supply Chain Management are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$686,085	\$1,231,381	\$1,260,800	\$1,260,800	\$1,260,800
<i>Explanation and Calculations: Calculations estimated assuming enrollments by year of 20, 39, 59, 59 and 59, tuition of \$985 per credit hour, and each student completing the program in approximately 15 months. OU anticipates a 70 percent retention rate and included this in their calculation for tuition revenue.</i>					

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
TOTAL	\$686,085	\$1,231,381	\$1,260,800	\$1,260,800	\$1,260,800

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: Amount is 0.5 FTE of staff member's salary and benefits that will provide administrative support to faculty and students enrolled in the proposed program.</i>					
Faculty	\$232,642	\$299,733	\$299,733	\$299,733	\$299,733
<i>Explanation: Faculty will be paid \$10,000 per credit hour to teach a three-credit hour course. Amounts also include \$16,000 per year as a stipend for a faculty program coordinator and course development costs to create initial online offerings. One-time course development costs of \$55,860 was added to the first year.</i>					
Graduate Assistants	\$20,000	\$40,000	\$40,000	\$40,000	\$40,000
<i>Explanation: Funds will cover salary for one graduate assistant in year 1 and two graduate assistants in years 2-5 to assist faculty in delivery of content and research for the proposed program.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,000	\$4,000	\$4,000	\$4,000	\$4,000
<i>Explanation: Estimated costs of computers, software, printing paper, copier usage, and other materials to support the proposed program.</i>					
Library	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: Estimated costs of books, periodicals, and other subscriptions that will be utilized by faculty and students in the proposed program.</i>					
Contractual Services	\$168,091	\$301,688	\$308,896	\$308,896	\$308,896
<i>Explanation: Estimated costs of third-party support for student recruitment, marketing coordination, project management, and student retention. The costs are scalable to enrollment. Therefore, as enrollment increases, the costs will increase.</i>					
Other Support Services	\$46,550	\$46,550	\$46,550	\$46,550	\$46,550
<i>Explanation: Support from OU's Office of Digital Learning to help faculty develop and create their online course and maintain the online course. This cost represents 0.5 FTE of the salary/fringe of a position within that office.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$184,392	\$204,880	\$204,880	\$204,880	\$204,880
<i>Explanation: Costs for paid marketing (e.g., Google, LinkedIn, Facebook) to recruit students to the proposed 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	\$684,675	\$928,851	\$936,059	\$936,059	\$936,059

Attachments

**UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN CONSTRUCTION MANAGEMENT**

Degree Requirements	Credit Hours
Required Courses	6
CNS 5003 Construction Fundamentals I	3
CNS 5013 Construction Fundamentals II	3
Guided Electives	6
Choose six credit hours from the list below:	
CNS 5622 Advanced Lean Construction	2
CNS 5632 Advanced Leadership in Construction	2
CNS 5642 Advanced Construction Law	2
CNS 5652 Experiential Learning in Design and Construction	2
CNS 5612 Construction Business Development	2
CNS 5143 Legal Issues in Construction	3
CNS 5213 Design Build Principles	3
CNS 5303 Lean Construction Management	3
CNS 5403 Construction Leadership	3
CNS 5503 Residential Construction	3
CNS 5603 Design + Build Construction	3
CNS 5940 Construction Industry Practicum	3
CNS 5970 Heavy Civil Construction	3
Total	12

**UNIVERSITY OF OKLAHOMA
MASTER OF SCIENCE IN SUPPLY CHAIN MANAGEMENT**

Degree Requirements	Credit Hours
Required Courses	4
*SCM 5302 Introduction to Supply Chain Management	2
*SCM 5602 Capstone in Supply Chain Management	2
Guided Electives	28
Choose courses from the list below:	
ACCT 5202 Financial Accounting	2
ACCT 5212 Managerial Accounting	2
BAD 5122 Quantitative Analysis I	2
FIN 5102 Financial Management	2
*SCM 5402 Logistics Management	2
*SCM 5522 Production/Operations Management	2
BAD 5102 Managerial Economics	2
*SCM 5422 Sourcing and Supply Management	2
MIT 5602 Management Information Systems	2
*SCM 5562 Global Supply Chain Management	2
*SCM 5572 Modeling and Decision Making	2
MKT 5402 Marketing Management	2
MGT 5702 Organizational Behavior	2
*SCM 5582 Current Topics in Supply Chain Management	2
Other courses from list maintained by the Price College of Business.	Varies
Total	32

*Denotes new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #7-c:

New Programs.

SUBJECT: Northeastern State University. Approval to offer the Bachelor of Science in Mechanical Engineering.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's request to offer the Bachelor of Science in Mechanical Engineering in Tahlequah and Broken Arrow, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Science in Mechanical Engineering.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 12 students in Fall 2026; and
 - Graduates: a minimum of 5 students in 2026-2027.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Northeastern State University's (NSU) 2021-2022 Academic Plan lists the following institutional priorities and new funding initiatives:

NSU's institutional priorities are aligned with NSU's strategic plan and strategic goals detailed in that plan.

- Goal 1. Advance a culture of academic excellence and student success
- Goal 2. Secure and sustain the resources necessary to maximize the University's capacity for excellence.
- Goal 3. Support economic development and community stewardship at the local, tribal, and regional levels,
- Goal 4. Honor our heritage as the cultural center of the region.
- Goal 5. Engage in creativity and innovation.
- Goal 6. Ensure institutional effectiveness through continuous improvement.

Goals 1 and 6 relate particularly to NSU's preparation for its 10-year re-accreditation site visit by the Higher Learning Commission on October 18-21, 2021. The institution has reviewed policies, procedures, practices, and student outcomes through the filter of the five *HLC Criteria for Accreditation, Assumed Practices, and Obligations of Membership*. The institution looks forward to feedback from the site visit team. The strategic plan is further operationalized through initiatives and endeavors across each college and academic unit. Their plans for the 2021-22 academic year are summarized below.

The Oklahoma College of Optometry (OCO) seeks to recruit, enroll, retain, and graduate students who are highly qualified and who contribute to the diversity of the profession. To combat a flat applicant pool at the national level and increased competition from the opening of new optometry schools, the college has partnered with the Association of Schools and Colleges of Optometry (ASCO) on recruitment efforts to attract a larger, more qualified, and more diverse pool of applicants to optometric education. These efforts relate to NSU's Strategic Goal 1. In addition to monitoring cohort qualifications and diversity, OCO has prioritized facilities which need replacement as the college is housed in one of the oldest buildings on campus. Another priority is securing alternative sources for funding to ensure programmatic growth. Both priorities relate to Strategic Goal 2. OCO will provide continuing medical education and innovative professional development for optometric professionals, capitalizing on the expertise of faculty and Oklahoma's broad scope of practice. Through these efforts, OCO helps the institution meet Strategic Goal 5. Finally, OCO is finalizing its self-study in preparation for its December 1-3, 2021 accreditation visit by the Accreditation Council on Optometric Education (ACOE). This visit had been postponed last year due to the pandemic (Strategic Goals 1 & 6).

The Graduate College's focus for the 2021-22 academic year will be to continue efforts to increase funding for graduate student engagement and retention. Funds have been set aside for tuition waivers for graduate students as well as monies to support student research and professional development (Strategic Goals 2 & 5). With its endowed scholarship, the Graduate College will fund students from under-represented populations, and in fall 2021, two recipients from Tulsa Public Schools will begin their studies in the Counseling, M.S. – School Counseling option. This K-12 partnership and the community stewardship reflect NSU's commitment to develop its communities and serve its citizens (Strategic Goal 3). The Graduate College also encourages the development of graduate certificates as a micro-credential to meet area employer needs. (Strategic Goal 3). The college is working with NSU Communications and Marketing on a campaign to increase awareness of these certificates.

Priorities for the College of Business and Technology are driven by feedback from employer advisory boards and accreditor requirements. Recent efforts include the achievement of Qualified Academic Program designation for the Environmental Health and Safety Management program. This designation provides graduates with recognition and the ability to apply for more advanced credentials. The college has received a \$100,000 grant from the Oklahoma Office of Work Force Development to expose, teach, train, and prepare high school students and working adults for careers in the logistics and supply chain industry. During the 2021-22 academic year, the College of Business and Technology will offer certificates and programs recently approved for online program delivery. In addition, the programs will submit proposals to offer an interdisciplinary Cyber Security certificate (embedded in the existing Cyber Security baccalaureate program) to address growing business partner requests for individuals skilled in this area. New undergraduate certificates in entrepreneurship, marketing, and management as well as revised curricula in accounting and finance are priorities for the coming year. These programming goals relate to Strategic Goals 1 and 3.

The College of Education outlines multiple priorities related to curriculum and academic programs for the 2021-22 academic year. To increase the number of students in programs serving public schools, the college has implemented strategies to provide support for potential candidates. As mentioned earlier, the Graduate College and COE are collaborating to provide funding for students in high need areas such as school counseling and offering courses at off-campus sites to support "Grow Your Own" teacher preparation initiatives for area districts (Strategic Goal 3). Faculty will continue to update teacher education's clinical plan, develop new opportunities for paid internships for teacher candidates, and continue recruitment efforts through work with K-12 students and district partnerships (Strategic Goal 5). The college has applied for a grant that would support drop-in childcare on the NSUBA campus for low income and single parent students. This effort not only provides immersive learning experiences for teacher candidates, but also supports NSU students and their children. Finally, a market study reveals that offering the Psychology, B.S.

program online should yield additional students, so faculty will propose electronic delivery of the college's largest program in 2021-22 (Strategic Goal 1).

The College of Liberal Arts will build on curriculum revisions completed during the previous year to fully market and implement the updates. In 2021-22, the college will continue to support the Social Work, M.S.W. program as it reaches the final step of its accreditation process. Recruitment strategies are planned for area high schools, community colleges, and four-year institutions who do not offer the M.S.W. degree. Within the Music program, the Jazz and Commercial Music option has been updated to better meet changing industry standards and needs, and the department hopes to offer more ensemble performances and other programming on the NSU-Broken Arrow campus to attract high school musicians in the Tulsa metropolitan area whose music programs are nationally known. With revision to the English, B.A. program and the addition of a Teaching English as a Second Language (TESOL) option, the college can address workforce language issues in eastern Oklahoma. These endeavors align with NSU Strategic Goal 1. During the upcoming year, the college commits to elevating its Cherokee and Native American Heritage programs (Strategic Goals 3, and 4). Faculty are working with Cherokee Nation staff to align learning outcomes required in NSU courses and those in the Cherokee Nation's Master Apprentice Language program with the potential of prior learning assessment credit. Finally, the college anticipates proposing a graduate-level program in public relations during the 2021-22 academic year.

Many programs in the Gregg Wadley College of Science and Health Professions are engaged in specialty accreditation processes. Accreditation self-studies, reviews, and visits are underway for the following: Medical Laboratory Sciences, B.S.M.L.S., Nutritional Sciences, B.S. – Dietetics program, Occupational Therapy, M.S., and the Speech Language Pathology, M.S. (Strategic Goals 1 and 6). The Occupational Therapy program anticipates submitting a program modification related to its accreditation process while several science programs will begin to consolidate the science education degrees as an option connected with the "straight major," rather than stand-alone degrees. During 2021-22, the college will implement its recently approved Freshwater Sciences, B.S. degree which has the support of area naturalists and the Grand River Dam Authority (Strategic Goal 3). The college is investigating revising its existing Applied Physics, B.S. degree to address workforce shortages in engineering fields – perhaps engineering physics or mechanical engineering. A potential new program is a Computer Science, M.S. degree, also under consideration (Strategic Goal 3).

In the coming year, the College of Extended Learning will continue to support the fast-track criminal justice program (8-week courses) which allows working adults the opportunity to progress in their degrees while working shifts required by their law enforcement jobs (Strategic Goals 1 and 3). CEL also houses the institution's non-credit, community offerings as well as the RiverHawks Scholar Program which provides post-secondary transition programming for students with intellectual disabilities (Strategic Goal 3).

NSU's academic support units have identified priorities aligned with the institution's mission and continuous improvement mindset.

- NSU's Libraries are renovating space in Tahlequah to fully implement the Learning Commons concept and facilitate collaboration among teaching faculty, library faculty, Center for Teaching and Learning, and staff. While delayed in 2020-21, construction for this new space is scheduled to begin in June 2021. (Strategic Goal 2). Librarians also plan to finalize a comprehensive information literacy assessment plan and have adopted the Reference Effort Assessment Data (READ scale) to track reference consultations and another system to track electronic database usage (Standard Usage Statistics Harvesting Initiative – SUSHI counter). These efforts provide data for continuous improvement and resource allocations (Strategic Goals 2 and 6). Finally, the library will prioritize efforts to establish formal collaboration among the Research & Instruction Department, NSU's Writing Centers, and NSU's Tutoring Services to support student learning (Strategic Goal 1).

- In the Academic Advising, Testing, and Transfer unit, plans for 2021-22 include conducting a three-year persistence analysis to examine the effectiveness of equity practices, incorporating academic coaching skills, and implementing targeted communication campaigns (Strategic Goals 1 and 6). The group will continue working with departments to communicate course rotation schedules (Strategic Goal 2) and enhance processes in the Transfer Student Services offices beyond initial intake and advising. (Strategic Goal 6). This effort correlates to the Equity Transfer Initiative described in Form A, Degree Completion plan.
- In the previous year, the Center for Teaching and Learning supported academic excellence and student success (Strategic Goal 1) by providing more than 87 professional development workshops spread throughout the year as well as the institution-wide Community and Collaboration Day with a focus on assessment and New Faculty Orientation. Video production improved with specialized space for faculty to create instructional videos and tools such as Adobe Creative Studios and creative software. Those efforts will continue in 2021-22 with the addition of workshops on copyright and a campus-wide accessibility campaign.
- To streamline and consolidate faculty development, the eCampus office will be combined with the Center for Teaching and Learning for the 2021-22 academic year (Strategic Goal 2 and 6). This change reduces administrative costs which can be reallocated for more direct support of faculty as they work to improve both online and face-to-face instruction.
- The Center for Tribal Studies will continue to support student programming that focuses on personal development and academic success. Staff offer a multitude of face-to-face and virtual activities including scholarship workshops such as the Udall Internship, American Indian Education Fund, American Indian Graduate Center, and American Indian Science & Engineering Society. Staff also host or co-host leadership training and guest speakers that address topics such as the recent McGirt ruling, native images and representation, the 19th amendment, and contemporary indigenous art. These activities support the Strategic Goals 1, 3, and 4.
- Despite travel moratoriums and other restrictions cause by COVID-19, the Office of International Programs continues to work with international students through cultural events for existing students and virtual recruitment activities for potential new students. Cultural events included International Education Week, Diwali, Chinese New Year, and India's Holi Festival. International students also participate in NSU activities including Homecoming, the World's Fair, Study Abroad Fair, and International Awareness Day at the Capitol. The presence of international students in NSU courses and on campus enhances the learning experiences for all students and supports Strategic Goal 4.

NSU's branch campuses at Muskogee and Broken Arrow continue to work closely with their host communities and the businesses with those communities. The NSU-Muskogee campus dean oversees the Organizational Leadership program, part of the state's Reach Higher program. Two program faculty have been selected by their peer institutions as lead faculty for courses (Strategic Goal 1). This program has doubled early predictions with 153 students currently enrolled, up from a predicted 76. The availability of online courses helps attract, retain, and graduate students. In Muskogee, healthcare continues to be a vital industry with both tribal and veteran facilities drawing patients to the area. In addition, manufacturing is very important, and programming in Organizational Leadership, Supply Chain Management, and STEM supports those industries (Strategic Goal 3). The Muskogee campus hopes to add a staff member to focus on student services that support the expanding campus enrollment.

NSU-Broken Arrow also has seen increased community interest in technical expertise with STEM graduates increasingly important in the Broken Arrow/Tulsa area. Pre-health majors such as chemistry and cell and molecular biology support students seeking medical and allied health careers. Within the business arena, efforts related to supply chain, entrepreneurship, innovation, technology, computer science, and engineering are needed to meet employer demands (Strategic Goal 3). The higher education market is extremely competitive in the Tulsa metropolitan area, and community members often do not understand the complex rules and regulations impacting program offerings at the Broken Arrow campus and express uncertainty as to why lower division courses are not available or how the impact of non-compete policies for programming in the Tulsa metro impacts the campus. Nevertheless, NSU strives to be a strong partner and community steward in the Tulsa metro through its partnerships with Tulsa Higher Education Consortium (THE Consortium) and other initiatives (Strategic Goal 3).

Across the institution, NSU’s faculty and staff work hard to fulfill its mission, vision, and values, shaping the future of the region and serving the intellectual, cultural, social, and economic needs of the institution’s diverse communities.

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, NSU 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

NSU offers 120 degree and/or certificate programs as follows:

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

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

Program Development Process

NSU's faculty developed the proposal, which was reviewed and approved by institutional officials. NSU's governing board approved delivery of the Bachelor of Science in Mechanical Engineering at their November 12, 2021 meeting. NSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Mechanical Engineering

Program purpose. The proposed program will prepare students to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

Program rationale and background. NSU has received queries about offering an engineering program from multiple sources and in multiple venues. For example, at recruiting events from 2014 to current day (e.g., RiverHawk Jam and RiverHawk Rally for high school seniors, visits to area community colleges), the chair of the Department of Natural Sciences has received requests from students interested in engineering. In addition, over the past several years, many students attending NSU's Student Orientation and Registration summer sessions have asked about engineering programs. Moreover, faculty who teach the Science and Health Professions sections of the freshmen-level UNIV 1003: University Strategies course report students who plan on transferring, because NSU does not offer an engineering degree. Faculty also report that many students in the Bachelor of Science in Applied Physics (159) program indicate they chose to enroll in that major, because it is the most similar program that NSU has to engineering.

According to Oklahoma Education Information System data, Tulsa Community College (TCC) conferred an average of 83.8 Associate in Science in Engineering (007) degrees from 2016-2021 with a headcount average of 877 students in the same time period. NSU will expand its partnership with TCC to include a pathway from the Mechanical Engineering option of their Associate in Science in Engineering (007) program to the proposed program. NSU will also explore articulation agreements with other two-year institutions, which have associate degree programs in engineering (e.g., Northeastern Oklahoma A & M College's Associate in Science in Pre-Engineering (020) program; Carl Albert State College's Associate in Science in Mathematics, Physical Science and Pre-Engineering (029)).

Employment opportunities. Mechanical engineers work in a variety of industries that are critical to Oklahoma's economic health, such as aerospace, energy and power production, research and development, and manufacturing. After completing the program, graduates who want to become Professional Engineers must pass the Fundamentals of Engineering exam, work in the field for at least four years under the supervision of a licensed Professional Engineer, then pass the Principles and Practice of Engineering exam. According to the Oklahoma Employment Security Commission, employment for mechanical engineers is projected to grow across Oklahoma by 6.2 percent and to grow in the Tulsa metropolitan area by 7.11 percent between 2018 and 2028. In addition, mechanical engineer is currently listed as a top critical job in Oklahoma by Oklahoma Works. The high employment demand for mechanical engineers suggests that the proposed program will attract many students to NSU.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	12	Fall 2026
Minimum graduates from the program	5	2026-2027

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

The proposed Bachelor of Science in Mechanical Engineering may duplicate the following programs:

Institution	Existing Program
University of Oklahoma	Bachelor of Science in Mechanical Engineering (158)
Oklahoma State University	Bachelor of Science in Mechanical Engineering (144)
University of Central Oklahoma	Bachelor of Science in Mechanical Engineering (232)

A system wide letter of intent was communicated by email on December 20, 2021. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on January 26, 2022. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to employment demand, approval will not constitute unnecessary duplication to offer the degree in the Tulsa metropolitan area.

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

Bachelor of Science in Mechanical Engineering

Content Area	Credit Hours
General Education	48*
Major Requirements	75
Electives	1
Total	124

*Typically, lower-division coursework in the Tulsa metropolitan area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that students at NSU-Broken Arrow will complete all general education and lower-division course work required in the programs at TCC or transferred to NSU from another institution.

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

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

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. No additional funding is requested from the State Regents to support the program.

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

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$35,000	\$82,907	\$143,237	\$138,071	\$138,071
<i>Explanation: In year 1, funds will be reallocated from the existing College equipment and supplies budget to equip the Strength of Materials lab. In year 2, \$20,000 will be reallocated from the existing College equipment and supplies budget to equip the Thermal Engineering lab and purchase engineering software. The additional funds will be reallocated from vacant salary lines in the College's Academic Affairs budget and will cover a portion of a new assistant professor's salary (prorated amount for teaching 6 credit hours), a portion of a current faculty member's salary (prorated amount for teaching 3 credit hours), and a new Engineering Lab manager's salary. In year 3, \$15,000 will be reallocated from the existing College equipment and supplies budget to equip the Fluid Mechanics and Mechatronics labs. The additional reallocated funds will cover a greater portion of the new assistant professor's salary (prorated amount for teaching 22 credit hours), a greater portion of a current faculty member's salary (prorated amount for teaching 9 credit hours) and the Engineering Lab manager's salary. In years 4 and 5, reallocated funds will cover an increased portion of two faculty members' and an Engineering Lab Manager's salaries.</i>					
Student Tuition	\$25,191	\$51,893	\$80,175	\$110,108	\$113,411
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 3, 6, 9, 12, and 12 and 30 credit hours. A tuition rate of \$279.90 per credit hour was assumed for year 1 and a projected 3 percent annual increase in tuition rate is assumed for years 2-5.</i>					
TOTAL	\$60,191	\$134,800	\$223,412	\$248,179	\$251,482

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	\$35,568	\$35,568	\$35,568	\$35,568
<i>Explanation: Funds will cover the salary for the new Engineering Lab Manager starting in year 2, when intensive build out of the proposed program will begin.</i>					
Faculty	\$0	\$27,339	\$92,669	\$102,503	\$102,503

Explanation: In year 2, funds will cover a portion of a new assistant professor's salary (prorated amount for teaching 6 credit hours) and a portion of a current faculty member's salary (prorated amount for teaching 3 credit hours). In years 3-5, funds will cover an increasing portion of the new assistant professor's salary, and current faculty member's salary.

Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800

Explanation: Funds will cover salary for two students to assist the Engineering Lab Manager and faculty teaching in the proposed program for 9 months each year.

Equipment and Instructional Materials	\$50,000	\$60,000	\$85,000	\$20,000	\$0
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Explanation: Funds from academic fees for lab supplies and equipment will be utilized. Engineering courses will require specific equipment and laboratory facilities, which are not currently available at NSU. The funds listed include equipping: Strength of Materials lab during year 1; Thermal Engineering lab and engineering software during year 2; Fluid Mechanics lab and Mechatronics lab during year 3; and a Digital Logic Design lab during year 4.

Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

Explanation: Funds will cover estimated costs for lab supplies for the material science labs and project labs, such as metal stock, nuts, bolts, and testing materials.

Printing	\$500	\$500	\$500	\$500	\$500
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Explanation: Funds will cover estimated cost to print promotional materials for the proposed program.

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

Explanation: Funds will cover expenses for field trips to businesses where students can talk with mechanical engineers in their workplaces.

Awards and Grants	\$0	\$0	\$0	\$0	\$0
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TOTAL	\$58,300	\$131,207	\$221,537	\$166,371	\$146,371
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Attachment

**NORTHEASTERN STATE UNIVERSITY
BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING**

Program Requirements	Credit Hours
General Education	48
Typically, lower-division coursework in the Tulsa metropolitan area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that students enrolling at NSU-Broken Arrow will complete all general education and lower-division course work required in the program at TCC or transferred to NSU from another institution.	
Major Requirements	75
CS 2163 Computer Science II	3
ENGR 1003 Introduction to Engineering	3
ENGR 3213 Mechanics (Dynamics)	3
*ENGR 3282 Mechanics Laboratory	2
ENGR 3263 Mechanics of Materials	3
ENGR 3813 Fluid Mechanics	3
*ENGR 3852 Fluids Laboratory	2
*ENGR 3913 Computational Methods in Engineering	3
ENGR 3513 Electricity and Magnetism (Circuit Theory)	3
ENGR 4413 Advanced Heat	3
*ENGR 4103 Principles of Mechanical Design	3
*ENGR 4151 Engineering Design I	1
*ENGR 4251 Engineering Design II	1
*ENGR 4553 Design Practicum	3
MATH 2614 Calculus I	4
MATH 2624 Calculus II	4
MATH 2634 Calculus III	4
PHYS 2115 Engineering Physics I	5
PHYS 2215 Engineering Physics II	5
PHYS 3103 Mathematical Methods in Physics	3
PHYS 3213 Modern Physics	3
PHYS 3413 Thermal Physics	3
PHYS 3714 Electronics	4
PHYS 4114 Electrodynamics	4
Elective	1
Select any course.	
Total	124

*Denotes new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #7-d:

New Programs.

SUBJECT: Southeastern Oklahoma State University. Approval to offer the Graduate Certificate in Educational Leadership - Principal and the Graduate Certificate in Educational Leadership - Superintendent.

RECOMMENDATION:

It is recommended that the State Regents approve Southeastern Oklahoma State University's requests to offer the Graduate Certificate in Educational Leadership - Principal and the Graduate Certificate in Educational Leadership - Superintendent via electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Graduate Certificate in Educational Leadership - Principal.** This certificate will be embedded within the Master of Education in Educational Leadership (073) and will be included in the regular program review due in 2024.
- **Graduate Certificate in Educational Leadership - Superintendent.** This certificate will be embedded within the Master of Education in Educational Leadership (073) and will be included in the regular program review due in 2024.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Southeastern Oklahoma State University's (SEOSU) 2021 – 2022 Academic Plan lists the following institutional priorities and new funding initiatives:

- **Regional Accreditation**

The Higher Learning Commission (HLC) conducted a comprehensive evaluation visit for continued accreditation at Southeastern in February 2014. In July 2014, SEOSU was notified that its accreditation was reaffirmed until 2023-2024. SEOSU selected the Open Pathway for the next Reaffirmation of Accreditation Visit. SEOSU submitted the Year-4 Assurance Argument on May 14, 2018 and responded to requests for additional information from the HLC peer review team. In July 2018, SEOSU was notified that its accreditation was re-affirmed and all criteria were met. Going forward the required Quality Initiative plan will be submitted in August 2021. A standard required peer-review visit of our outreach teaching sites is also being scheduled. The 6 qualified peer-reviewers on campus (including the President) will begin meetings to plan writing for our 2023-2024 report.

- **Specialty Accreditation**

Southeastern is committed to academic excellence and several disciplines hold specialty accreditation. Listed below are current activities regarding specialty accreditation:

- **Association to Advance Collegiate Schools of Business (AACSB)**—2017-18 served as the year of record for the last AACSB review of the John Massey School of Business (JMSB), which was set for an on-site review in October 2019. The peer review team and continuous review committee accepted the report without the expected onsite visit. In January 2020, the AACSB Board of Directors ratified SEOSU's extension of AACSB accreditation for five years. The scheduled site visit will occur in Fall 2023. Continuous improvement review reporting is ongoing.
- **National Association of Schools of Music (NASM)**—A team completed a visit for continued accreditation in March 2013. The NASM Commission on Accreditation then continued SEOSU's accreditation in good standing for 10 years. The next visit will be in 2023-2024.
- **Aviation Accreditation Board International (AABI)**—Following the site visit on March 5-8, 2017, AABI continued its accreditation of all four locations (Durant Campus, Tinker Air Force Base, Oklahoma City Community College, and Rose State College) that provide undergraduate aviation programs for five years. SEOSU submitted an interim report to AABI on January 6, 2019 and another on May 30, 2019. After this report was reviewed, it was deemed incomplete such that accreditation was suspended and an invitation to resubmit by June, 2020 was given. With assistance from the President of AABI and after a review of the program and its future needs, SEOSU submitted an updated report on May 29, 2020 to continue accreditation with the Professional Pilot program. A decision was made to not renew the Aviation Management program at this time, but to review and improve this program for future

reaccreditation. The AABI Board met in summer 2020 and the Professional Pilot program was renewed and also retroactively reinstated to full accreditation. The renewal of the next cycle of accreditation has already begun with a self-study due in October 2021 with an accreditation visit to be scheduled for March/April 2022.

- **Council for the Accreditation of Counseling and Related Educational Programs (CACREP)**—In July 2012, SEOSU was notified that the Master of Arts in Clinical Mental Health Counseling (078) was accredited by CACREP for eight years. The next review was set for 2020. There was a decision made in 2020 by the department and the program to not continue with this accreditation due to significant turn over in faculty and changes in the program needs. CACREP practices are being maintained and the program will look to apply again under the new standards in two to three years.
 - **Council for the Accreditation of Educator Preparation (CAEP)**—The School of Education and Behavioral Sciences was granted accreditation for 7 years on October 23, 2017. One area of improvement was identified in the Accreditation Action Report. Mid-cycle reports for the several education programs offered at SEOSU were submitted this Spring 2021 with most resulting in approved with conditions (This year, there is new testing, so the programs are awaiting the results to have data to submit. This was expected by CAEP and planned for by our departments). We do not anticipate issues in continued support of most of our programs in 2023-2024.
- **Initiative with Online Program Manager**

During Fall 2015, SEOSU examined the possibility of collaborating with an online program manager (Academic Partnerships [AP]) to develop digital marketing strategies and identify best practices in online learning for the Master of Business Administration in Business Administration (MBA) (075). During Spring 2016, faculty, staff, and administrators worked with AP to prepare for a Summer 2016 initial offering of the MBA (075). Enrollment has increased significantly in the MBA (075) (SP 16=68 majors; SP 17=239; SP 18=478; SP 19=684, SP 20=781, SP 21=842). In Fall 2016, SEOSU began working with AP on Master of Education programs (MEd). These programs launched in Fall 2017 with similar enrollment success (SP 17= 35 majors; SP 18= 176; SP 19= 465, SP 20= 796, SP 21=949). The Master of Science in Sports Administration (109) and Master of Science in Native American Leadership (112) launched in Spring 2018. The Master of Science in Native American Leadership (112) program has maintained steady enrollment (SP 18=53, SP 19=50, SP 20=45, SP 21=45). The Master of Science in Sports Administration (109) program saw significant growth (SP 18=56 majors; SP 19= 83, SP 20=197, SP 21=293). In Fall 2020, the Master of Early Intervention and Child Development in Early Intervention and Child Development (116) was launched and marketed in this format with 25 students enrolled by Spring 2021. In Fall 2017 and Spring 2018, faculty, staff, and administrators worked with AP to develop undergraduate online programs in Business, Communication, Occupational Safety and Health, and Liberal and Applied Studies. The undergraduate programs launched Fall 2018. By Spring 2020, there were 140 additional students enrolled in those programs. In Fall 2019, Criminal Justice was added to the list of undergraduate programs. There were 18 students enrolled in Spring 2021.
 - **Program Modifications**

As part of the initiative with the online program manager, SEOSU redesigned and modified several graduate programs to better meet the needs of students and become more competitive in the market for online students. Courses for the following programs are offered in an accelerated format (7-weeks) and each program has 6 start dates per year: MBA (075), Master of Education in Educational Leadership (073), Master of Education in Curriculum and Instruction (110), Master of Education in School Counseling (071), Master of Education in Special Education (072), Master of Science in Native American Leadership (112), and Master of Science in Sports Administration (109). Pending final approval, marketing and course offerings with the Music emphasis for the Master of Education in Curriculum and Instruction (110) and embedded certificates in Management, Project Management and

Data Analysis will be forthcoming in the 2021-2022 academic year.

- Similarly, 6 undergraduate programs (Bachelor of Arts in Communication (049), Bachelor of Business Administration in General Business (105), Bachelor of Business Administration in Management (027), Bachelor of Business Administration in Marketing (095), Bachelor of Science in Liberal and Applied Studies (102), and Bachelor of Science in Occupational Safety and Health(058)) have been modified for the accelerated format. These programs were made available to students in Fall 2018. The Bachelor of Arts in Criminal Justice (059) was modified and launched in Fall 2019. In Fall 2020, the Bachelor of Business Administration in Accounting (001) and Bachelor of Science in Recreation Sports Management (041) were offered in a similar format. It is important to note that these programs also will be offered face-to-face on SEOSU’s main campus. In addition to courses in the major, students also will be able to complete all of their general education requirements in course sections redesigned specifically for the accelerated format.
- Additionally, a new emphasis area for the online Bachelor of Science in Liberal and Applied Studies (102) program, Tribal Organizational Leadership, was approved in Fall 2020 and just launched in Spring 2021.

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

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

Program Review

SEOSU offers 52 degree and/or certificate programs as follows:

3	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
36	Baccalaureate Degrees
13	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 SEOSU’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

SEOSU's faculty developed the proposals, which were reviewed and approved by institutional officials. SEOSU's governing board approved delivery of the Graduate Certificate in Educational Leadership - Principal and the Graduate Certificate in Educational Leadership - Superintendent at their November 12, 2021 meeting. SEOSU is currently approved to offer the following degree programs and certificates through electronic delivery:

- Master of Business Administration in Business Administration (075);
- Bachelor of Business Administration in Management (027);
- Bachelor of Arts in Criminal Justice (059);
- Bachelor of Science in Computer Science (052);
- Bachelor of Science in Computer Information Systems (061);
- Bachelor of Science in Elementary Education (016);
- Master of Education in School Administration (073);
- Master of Science in Aerospace Administration and Logistics (079);
- Master of Science in Native American Leadership (112);
- Graduate Certificate in Management (113);
- Bachelor of Science in Health and Human Performance (115);
- Master of Early Intervention and Child Development in Early Intervention and Child Development (116);
- Master of Education in School Counseling (071);
- Bachelor of Science in Occupational Safety and Health (058);
- Bachelor of Business Administration in Marketing (095);
- Bachelor of Science in Liberal and Applied Studies (102);
- Bachelor of Business Administration in General Business (105);
- Master of Science in Sports Administration (109);
- Bachelor of Science in Early Intervention and Child Development (111);
- Bachelor of Arts in Communication (049);
- Master of Education in Special Education (072);
- Master of Science in Occupational Safety & Health (107);
- Master of Education in Curriculum and Instruction (110);
- Master of Music Education in Music Education (114);
- Bachelor of Arts in English (017);
- Bachelor of Science in Recreation Sport Management (041);
- Bachelor of Business Administration in Accounting (001);
- Graduate Certificate in Data Analytics (069); and
- Graduate Certificate in Project Management (080).

SEOSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Graduate Certificate in Educational Leadership - Principal

Graduate Certificate in Educational Leadership - Superintendent

Program purpose. The proposed Graduate Certificate in Educational Leadership – Principal will prepare students to take the Oklahoma Subject Area Test - Principal Comprehensive Assessment. Students must pass the exam to obtain principal certification and campus-level positions in school administration.

The proposed Graduate Certificate in Educational Leadership – Superintendent will prepare students to take the Oklahoma Subject Area Test – Superintendent. Students must pass the exam to obtain district-level positions in school administration.

Program rationale and employment opportunities. Students who have completed any master’s degree program are now eligible by state law to complete a school leadership certification program in order to sit for the subject area exam for principal and superintendent certification. Therefore, SEOSU will promote the proposed Graduate Certificate in Educational Leadership – Principal to students who completed the following degree programs at SEOSU during the 2020-2021 academic year: Master of Education in School Counseling (071) (161 graduates); Master of Education in Special Education (072) (71 graduates); Master of Education in Curriculum and Instruction (110) (120 graduates); and Master of Science in Sports Administration (109) (214 graduates).

During the 2019-2020 academic year, 118 students completed SEOSU’s Master of Education in Educational Leadership (073) program and in the 2020-2021 academic year, 189 students completed the program. In addition, there are currently 15 students enrolled in the Building Level Principal Certification option in the Master of Education in Educational Leadership (073) program. Once all of these students and graduates become certified principals, they will be considered prospective students for the proposed Graduate Certificate in Educational Leadership – Superintendent.

According to the Oklahoma Employment Security Commission, employment for education administrators, elementary and secondary school across Oklahoma is projected to grow 3.6 percent and employment in the Southeast Oklahoma nonmetropolitan area is projected to grow 4.1 percent between 2018 and 2028. The U.S. Bureau of Labor Statistics indicates that employment of elementary, middle, and high school principals is projected to grow 8 percent from 2020 to 2030. SEOSU anticipates strong enrollment in both of the proposed certificates considering the large pool of potential applicants amongst its graduates and ongoing employment demand for school administrators.

Student demand. The proposed certificates are expected to fulfill student demand within the Master of Education in Educational Leadership (073) program.

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

Institution	Existing Program
Northeastern State University	Graduate Certificate in School Administration (003)

A systemwide letter of intent was communicated by email on December 20, 2021. None of the State System institutions notified State Regents’ staff of a protest to the proposed certificate. Due to employment demand, approval will not constitute unnecessary duplication.

Curricula. The proposed Graduate Certificate in Educational Leadership - Principal will consist of 15 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Graduate Certificate in Educational Leadership - Principal

Content Area	Credit Hours
Required Courses	15
Total	15

The proposed Graduate Certificate in Educational Leadership – Superintendent will consist of 15 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Graduate Certificate in Educational Leadership - Superintendent

Content Area	Credit Hours
Required Courses	15
Total	15

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

Delivery method and support services. The courses for the proposed certificates will be delivered 100 percent online and in an asynchronous format. SEOSU uses Blackboard as the sole learning management system. The graduate courses rely heavily on the Harvard case-study method to facilitate learning. SEOSU offers Tutor.com free of charge to students to help in multiple topics. Additionally, technical assistance is available seven days a week from 8:00 am to 1:00 am throughout the academic year except during semester breaks. The library and equipment are adequate for the proposed certificates.

Financing and program resource requirements. The proposed Graduate Certificate in Educational Leadership - Principal and Graduate Certificate in Educational Leadership - Superintendent will be embedded within the Master of Education in Educational Leadership (073) program. Program resource requirements are supported through the main program and the proposed certificates will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificates. No additional funding is requested from the State Regents to support the certificates.

Attachments

ATTACHMENT A

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN EDUCATIONAL LEADERSHIP - PRINCIPAL

Program Requirements	Credit Hours
Required Courses	15
EDAD 5323 Supervision of Instruction	3
EDAD 5373 Public School Law	3
EDAO 5403 School Operations Management	3
EDAD 5483 The School Principal	3
EDAO 5933 Internship for the School Principal	3
Total	15

ATTACHMENT B

**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN EDUCATIONAL LEADERSHIP - SUPERINTENDENT**

Program Requirements	Credit Hours
Required Courses	15
EDAD 5333 School Finance	3
EDAD 5393 The School Superintendent	3
EDAD 5413 Management of School Auxiliary Services	3
EDAD 5553 Special Topics in Education Law	3
EDAD 5953 Internship for School Superintendent	3
Total	15

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #8:

Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

Connors State College (CSC) requests authorization to delete the program below:

- Associate in Science in Physical Science (042)

Oklahoma State University – Oklahoma City (OSU-OKC) requests authorization to delete the program below:

- Certificate in Electronics Engineering Technology (129)

Western Oklahoma State College (WOSC) requests authorization to delete the program below:

- Associate in Applied Science in Applied Technology (015)

POLICY ISSUES:

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

ANALYSIS:

CSC requests authorization to delete the Associate in Science in Physical Science (042) effective beginning the 2022-2023 academic year. This program was approved prior to 2002. CSC reports:

- There has been lack of interest and enrollment in this program.
- There are currently nine students enrolled in the program with an expected graduation date of Spring 2024.
- No courses will be deleted.
- No funds are available for reallocation.

OSU-OKC requests authorization to delete the Certificate in Electronics Engineering Technology (129) effective beginning the 2022-2023 academic year. This program was approved at the October 16, 2014 State Regents meeting. OSU-OKC reports:

- This program was approved for suspension at the September 9, 2021 State Regents’ meeting and OSU-OKC has no plans to reactivate.

- There is currently one student enrolled in the program with an expected graduation date during the 2022-2023 academic year.
- No courses will be deleted.
- No funds are available for reallocation.

WOSC requests authorization to delete the Associate in Applied Science in Applied Technology (015) effective immediately. This program was approved prior to 2002. WOSC reports:

- The deletion of the program is the result of the institution's participation in the Oklahoma State Regents for Higher Education's statewide collaborative pilot program for the Associate in Applied Science in Applied Technology (875).
- There are currently no students enrolled in the program.
- One hundred seventy-eight courses will be deleted.
- No funds are available for reallocation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #9-a:

Policy.

SUBJECT: Approval of revisions to the Concurrent Enrollment policy.

RECOMMENDATION:

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

BACKGROUND:

Concurrent Enrollment Policy

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

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

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

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

In 2017, the Concurrent Enrollment policy was separated from the Institutional Admission and Retention policy into a stand-alone policy. The policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. Overall, the policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and sets annual reporting requirements.

The Concurrent Enrollment policy also includes several changes to the existing concurrent enrollment criteria. Most notably, changes were made to the existing admission and course placement criteria to expand access to concurrent enrollment. Additionally, new off-campus concurrent enrollment standards were established to increase guidance to institutions wishing to offer concurrent enrollment at high schools and other off-campus locations.

In 2020, the policy was revised to include definitions and terminology for the “final composite score” for the ACT exam. The policy was updated on April 15, 2021 to add a section regarding geographic service areas.

Early College Programs

As demand for a college educated workforce has grown, employers have looked to institutions of higher education to produce educated employees, and to do so as efficiently as possible. At the same time, higher education thought leaders have recognized that long-standing equity gaps have hindered many of the most vulnerable students from completing a college degree and, by extension, competing for the well-paying, in-demand jobs typically filled by college graduates. In recent years, evidence has mounted that the more college credits a student completes in high school, the more likely the student will be to complete a degree. This has led to the creation of early college high school (ECHS) programs across the nation, where students begin taking college coursework as early as middle school and often graduate high school with an associate’s degree. The concept has gained momentum nationally with organizations such as Jobs for the Future (JFF) and the Bill and Melinda Gates Foundation supporting ECHS programs. These programs have demonstrated significant success; among other findings, the American Institutes for Research has reported:

- In high school, Early College students performed better on state assessments in English language arts and mathematics than their peers in traditional high schools in their local districts, a 2009 study found. Students earned an average of 23 college credits by the time they graduated, and 88 percent had enrolled in college the fall after graduation. In interviews, alumni of Early Colleges “generally felt their schools had effectively prepared them to manage their time and to be successful in rigorous classes,” and “capable of navigating the college system and comfortable becoming involved in campus life.”
- Early College students were significantly more likely to enroll in college and earn a college degree than students in a comparison group with similar characteristics who were not enrolled in Early Colleges, according to a 2014 study. These findings mirror the findings in the latest impact evaluation, which followed student outcomes for 10 years.
- The 2019 study found that, over 4 years, Early Colleges cost about \$3,800 more per student than traditional high schools. However, the estimated return on that investment was about \$33,709 in increased lifetime earnings for each student. (<https://www.air.org/resource/evidence-effectiveness-early-college-high-schools>).

Over the past decade, Oklahoma State System of Higher Education institutions have also had great success with ECHS programs. Examples include the EXCELerate program partnership between Tulsa Community College (TCC) and Union Public Schools, the partnership between Oklahoma City Community College (OCCC) and Pathways Middle College at Santa Fe South High School, and partnerships between Oklahoma Panhandle State University (OPSU) and its feeder high schools.

POLICY ISSUES:

This item would revise the Concurrent Enrollment policy.

ANALYSIS:

On May 28, 2021, the State Regents approved revisions to the Concurrent Enrollment policy which moved the ECHS establishment process from a case-by-case exception procedure to a process where institutions design programs using the guidance set forth in the Concurrent Enrollment policy. This guidance prioritizes equity in ECHS programs and requires institutions to demonstrate how the proposed program would benefit

the students, the community, and the state. Institutions are still required to request permission from the State Regents to implement ECHS programs. The proposed revisions add procedural information regarding the request process for ECHS programs, as well as establish reporting requirements. A summary of the revisions is included below.

3.10.2 Definitions	<ul style="list-style-type: none"> • Corrects an error in the alphabetical order of the list of policy definitions.
3.10.7 Early College Programs	<ul style="list-style-type: none"> • Changes “high school degree” to “high school diploma.” • Adds a section on evaluation of ECHS programs. • Adds a section on procedures for approval, denial, revocation, nonrenewal, and continuation of approval of ECHS programs.

These revisions were approved by the Council on Instruction on December 9, 2021, and by the Council of Presidents on January 12, 2022.

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

Attachment.

[POLICY EXCERPT]

3.10 Concurrent Enrollment

3.10.1 Purpose

Concurrent enrollment provides eligible high school students with an opportunity to earn college credit. Overall, concurrent enrollment is recognized as a valuable opportunity to advance the State System's commitment to expand access to higher education opportunities, produce favorable student achievement outcomes, and enhance educational efficiency.

This policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. The policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and sets annual reporting requirements.

3.10.2 Definitions

“Concurrent Enrollment” refers to eligible high school juniors and seniors who enroll in college courses and earn dual credit.

“Developmental Education” refers to courses or academic services that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

~~“Early College Programs” are partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.~~

“Dual Credit” is a college course taken by a high school student for which the student is awarded both high school and college credit. See the dual credit section below for more information.

“Early College Programs” are partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.

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

“Non-Academic High School Units” are high school units earned through participating in school sponsored activities or providing clerical support. These units may include, but need not be limited to, credit that is awarded by virtue of serving as an office or library aide or participating in school sponsored teams, clubs, or organizations.

3.10.3 Eligibility Requirements

A. Admission

A junior or senior high school student may be admitted provisionally to a college or university in the State System. Minimum standards for State

System institutions are outlined in the tables below. The ACT score is the final composite score without the writing component as defined in section 3.9.2 of the Institutional Admission and Retention policy and the SAT score is the composite score without the essay component.

A State System institution that wishes to admit a junior or senior high school student, who does not meet one of the applicable criteria detailed below, may submit a request for an exception to allow the student to enroll in a specific course in which the student has demonstrated exceptional ability. An institution shall grant admission to such a student only if the request for an exception is approved by the Chancellor.

1. Students from Accredited High Schools

Students from accredited high schools shall meet one of the criteria listed in the table below. Acceptable exams include:

- a. A national ACT or an acceptable national preparatory ACT instrument that is listed in the Academic Affairs Procedures Handbook;
- b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or
- c. A national SAT or an acceptable national preparatory SAT instrument that is listed in the Academic Affairs Procedures Handbook.

Research Universities	ACT/SAT at 67th percentile	OR	Unweighted High School GPA 3.0 and Class Rank- top 33.3%
Regional Universities	ACT/SAT at 50th percentile	OR	Unweighted High School GPA 3.0 and Class Rank- top 50%
Community Colleges	ACT/SAT at 42nd percentile	OR	Unweighted High School GPA 3.0

2. Home Schooled Students and Students from Unaccredited High Schools

Home schooled students and students from unaccredited high schools shall have completed enough high school coursework to be equivalent to an individual who is classified as a junior or senior at an accredited high school and meet the applicable criterion in the table below. Acceptable exams include:

- a. A national ACT or an acceptable national predictive model ACT instrument that is listed in the Academic Affairs Procedures Handbook;
- b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or

- c. A national SAT or an acceptable national predictive model SAT instrument that is listed in the Academic Affairs Procedures Handbook.

Research Universities	ACT/SAT at 67th percentile
Regional Universities	ACT/SAT at 50th percentile
Community Colleges	ACT/SAT at 42nd percentile

- 3. All students must have a signed form from the high school principal or counselor stating that he/she is eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also have written permission from a parent or legal guardian.

B. Course Placement and Enrollment

1. Curriculum Requirements

At minimum, concurrent students shall demonstrate college readiness in a particular subject area to be eligible to enroll in a college level course in the corresponding subject area. A high school student not demonstrating college readiness in science reasoning, mathematics, or English will not be permitted enrollment in the corresponding college subject area. A student who is unable to demonstrate college readiness in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English). Concurrent enrollment students are prohibited from enrolling in any form of developmental education, including any configuration in which developmental education is embedded within a credit bearing course. A concurrent student shall demonstrate college readiness by:

- a. Attaining the requisite subject score on an acceptable ACT exam;
- b. Attaining the requisite subject score on an acceptable SAT exam; or
- c. Satisfying an entry level assessment and course placement measure that is in accordance with the institution’s State Regents approved assessment plan.

2. Workload

A high school student admitted under the provision set forth below may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of

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

3. Academic Calendar

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

4. Continuing Enrollment

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

3.10.4 Dual Credit

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

3.10.5 Collegiate Experience

Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience

is evidenced by the rigor and learning outcomes of the course, the qualifications of the faculty delivering the course, and the student's readiness for college. The collegiate experience can be present on- and off-campus and may include:

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

3.10.6 Off Campus Concurrent Enrollment

A. Institutional Requirements

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

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

approved tuition waiver reimbursement rate. Consistent with 3.17.4.D.1, institutions may offer approved on-campus concurrent enrollment courses within their geographic service area without separate approval by the State Regents.

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

3. Faculty Qualifications

- a. Faculty teaching off-campus concurrent enrollment courses shall meet the academic requirements for faculty and instructors teaching in the sponsoring higher education institution as required by the Higher Learning Commission.
- b. The appropriate academic administrator at the sponsoring higher education institution shall review credentials and recommend all faculty for approval prior to allowing such individuals to teach an off-campus concurrent enrollment course.

4. Orientation and Professional Development

- a. Before teaching an off-campus concurrent enrollment course, faculty shall participate in an orientation provided by the sponsoring higher education institution.

- b. The sponsoring higher education institution shall provide the faculty teaching the off-campus concurrent enrollment course with professional development opportunities that may include, but need not be limited to: pedagogy, instructional design, course management, and student engagement strategies.

5. Evaluation

- a. A faculty member teaching an off-campus concurrent course shall be evaluated in a manner consistent with the sponsoring higher education institution's guidelines for student evaluation of faculty.
- b. A faculty member teaching an off-campus concurrent enrollment course shall be evaluated in accordance with the sponsoring higher education institution's policy for evaluation of instruction.

6. Memorandum of Understanding

A state system institution shall create a memorandum of understanding (MOU) with each off-campus location it utilizes to offer a concurrent enrollment course. The MOU shall detail the various expectations, obligations, and responsibilities of both the off-campus entity and the sponsoring higher education institution. A senior level administrator from the off-campus entity and sponsoring higher education institution shall sign the MOU and each entity shall retain a copy of it for record keeping purposes.

3.10.7 Early College Programs

A. Institutional Requirements

A higher education institution offering an early college in high school program shall have direct oversight of all aspects of such a program. Therefore, a higher education institution that wishes to engage in early college programs shall meet the following standards.

1. Targeted Admissions Design

- a. Early college programs shall be designed with the intent of providing the opportunity to earn a credential beyond high school to traditionally underserved student populations.
- b. Students from traditionally privileged populations may benefit as part of an early college program, they should not be the primary beneficiaries of such a program.
- c. Institutions must clearly demonstrate the targeted underserved population is receiving the primary benefits of the early college program.

2. Program Design and Benefit to Students

- a. An early college program must ultimately lead to a meaningful credential to students to earn in conjunction

with their high school ~~degree~~ diploma. Key benefits to such a program should include an overall decreased cost of degree and decreased time to degree for targeted population of program participants.

- b. Institutions must clearly demonstrate and report detailed explanations of the discrete benefits the student will have gained after completing the early college program.

3. Student Support

- a. Before implementing an early college program, an institution should build a strong partnership with participating high schools.
- b. Before implementing an early college program, an institution should carefully design support services for students in the program and readiness tools to ensure the student has requisite educational, emotional and maturity skills necessary for success in college level work while in high school.
- c. In recognition of developmental and preparational differences between early college participants and traditional concurrent students, institutions should implement policy and practice to mitigate future negative consequences for students, academically or otherwise, as much as practically possible.
- d. Institutions must provide traditional support systems vital to college success to early college student participants.

4. Cost of Participation

- a. Institutions must not ask student participants to assume the cost of tuition.
- b. Institutions should pursue options to reduce or eliminate cost for student fees and books for participants.
- c. Before implementing an early college program, institutions must provide a comprehensive plan detailing how the program will be financed, including plans to assure access and eliminate any financial burden for student participants.
- d. If institutions rely on potential supporters and financial partners to finance the early college program, firm written commitments must be in place before the program is launched.

5. Evaluation

Approved or renewed programs must submit report on program outcomes as outlined in the State Regents' *Academic Affairs Procedures Handbook*.

- B. Procedures for Approval, Denial, Revocation, Nonrenewal and Continuation of Approval
1. State Regents' approval is required as follows:
 - a. For the addition of any new early college program.
 - b. For any substantial change to an existing early college program.
 - c. For the renewal of any existing program prior to the expiration of approval term of up to five years.
 2. The approval to operate an early college program may be denied, revoked, or non-renewed when an institution fails to meet or comply with any portion of the *Concurrent Enrollment* policy. The following procedures will apply specifically to denial, revocation, or nonrenewal.
 - a. If an approved Early College program is determined to be out of compliance with the *Concurrent Enrollment* policy or with the parameters approved by the State Regents for the program, State Regents' staff will collaborate with the institution to return the program to a state of compliance. Institutions must be given a reasonable opportunity to comply with the *Concurrent Enrollment* policy and approved program parameters before the State Regents take any action regarding a denial, revocation, or non-renewal. If the institution and State Regents' staff are unable to reach consensus on the program's state of compliance, the State Regents may take action to determine the future status of the program.
 - b. State Regents' Action
The State Regents, after considering any reports submitted by the institution, the State Regents' staff report, and any other pertinent information pertaining to the early college program, will take appropriate action on the institution's application. The State Regents' consideration of these matters and action taken thereon will be final.

3.10.8 Reporting

- A. State Regents' staff will use the Unitized Data System (UDS) to annually report the following to the State Regents:
1. Number of all concurrent enrollment credit hours attempted and completed;
 2. Average grade point average of all concurrent enrollment students;
 3. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in off-campus concurrent enrollment courses; and
 4. Average grade point average of concurrent enrollments students who specifically participated in off-campus concurrent enrollment courses.

5. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in an early college program.
 6. Average grade point average of concurrent enrollment students who specifically participated in an early college program.
 7. Number of degrees or certificates awarded to students who specifically participated in an early college program.
 8. Demographic information demonstrating targeted underserved populations benefitting from and being served by an early college program.
- B. To ensure a commitment to meeting the requirements in the off-campus concurrent enrollment section of this policy, institutions that conduct off-campus concurrent enrollment shall annually submit:
1. A copy of each signed off-campus concurrent enrollment MOU; and
 2. A list of all faculty teaching off-campus concurrent enrollment, including the courses taught as well as his/her academic qualifications.

Concurrent Enrollment Policy: Approved May 29, 2017. Revised May 29, 2020 to reference “Final Composite Score.” Revised April 15, 2021 to add section on service areas. Revised May 28, 2021 to include Early College Programs; added Evaluation requirements and Procedures for Approval, Denial, etc. to Early College section XXX XX, 2022.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #9-b:

Policy.

SUBJECT: Approval of revisions to the Professional Programs policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revisions to the Professional Programs policy.

BACKGROUND:

The Oklahoma State Regents for Higher Education's Professional Programs policy includes specific program requirements for admission, curriculum, retention, graduation, and other standards of those programs which require State Regents' oversight, including the University of Oklahoma College of Law (OU-Law). The OU-Law Functions policy was adopted May 1, 1970 and revised October 28, 1974 and June 25, 2009. The OU-Law Admission Standards policy was revised February 12, 1965, January 24, 1972, June 27, 1997, June 25, 2009, and June 25, 2020.

POLICY ISSUES:

The proposed revisions amend the Professional Programs policy.

ANALYSIS:

OU-Law seeks permission to allow qualifying undergraduate students from an accredited 4-year Oklahoma college or university as well as any accredited 4-year college or university eligible for funding under part F of the Higher Education Act, 20 U.S. Code § 1067q to begin the juris doctorate (JD) program before completing their undergraduate degree. Participating students would enroll full time at OU-Law during their final year as an undergraduate and would simultaneously earn credit towards both their bachelor's degree and their JD during that year. OU-Law would work with the respective undergraduate institutions of participating students to ensure that successful completion of their first year at OU-Law would also qualify as the final requirements for their baccalaureate degree.

To qualify for early consideration, applicants would be required to meet the following educational criteria:

1. Have completed 98 hours of undergraduate credit before their first day at OU-Law including:
 - a. at least 30 semester credit hours at the student's undergraduate institution
 - b. at least 15 semester credit hours of upper-division major credit courses at the student's undergraduate institution
 - c. at least 15 of the last 30 semester credit hours before entering OU-Law at the student's undergraduate institution

- d. all other degree requirements for the undergraduate degree except elective hours
2. Have taken the Law School Admission Test (LSAT), or other graduate school admission test of suitable rigor, before the fall semester in which they begin law school.
 3. Have an LSAT score, or a score from another graduate school admission test of suitable rigor, as well as an undergraduate cumulative GPA that is comparable to the median LSAT and GPA score of the most recent class admitted to OU-Law.
 4. Have confirmation that the baccalaureate awarding institution agrees to participate with the stipulations of this policy, if applicable, while meeting all other State Regents' policies for baccalaureate degree requirements.

The requested approval would (1) allow students to graduate with both an undergraduate and juris doctorate degree in six years instead of seven; (2) incentivize Oklahoma undergraduate students to remain in Oklahoma for law school; (3) increase the likelihood of retaining OU undergraduate students as potential candidates to OU-Law; (4) increase the number of applicants for admission to OU-Law; and (5) increase the diversity of student backgrounds and experiences.

A three-member, President-appointed faculty committee would still oversee the admissions process and continue to ensure that all applicants are poised for success and have the capacity to complete the JD program, graduate, and be admitted to the bar in accordance with ABA Standards. In addition, and in accordance with ABA Standards, OU-Law would continue to follow sound admissions policies and practices.

It is recommended that the proposed revisions to the Professional Programs policy be approved. The following table summarizes the proposed revisions.

OSRHE Policy Section	Summary of Proposed Revisions
3.24.13-OU College of Law	<ul style="list-style-type: none"> • Updated subsection B (Admission) to allow admission of undergraduate students before they complete the baccalaureate degree.

Attachment.

[POLICY EXCERPT]**3. ACADEMIC AFFAIRS POLICY****3.24 Professional Programs**

3.24.13 OU College of Law

A. Functions

The authorized functions of the Law Center at the University of Oklahoma shall be as follows:

1. To provide a three-year first-professional program of professional training in law culminating in the awarding of the Juris Doctor degree.
2. To provide advanced graduate and professional degree programs in the Law School designed to produce research scholars and specialists.
3. To provide continuing legal education for members of the bench and the bar through special courses, institutes and seminars, including the publication of appropriate materials in support of this function.
4. To provide nonprofessional legal training degree programs, vocational programs and programs designed for persons already qualified in professions other than the legal profession, which programs, when authorized, may culminate in the awarding of degrees or certificates of achievement.
5. To provide, upon request, service courses in law for institutions in The Oklahoma State System of Higher Education, with academic credit for such service courses to be granted by the requesting institution.
6. To provide a law library which supports the scholarly and instructional activities of the Law Center's faculty, staff, and students and which serves the informational needs of the University, the legal community, and the public.
7. To provide for the publication of legal periodicals such as, but not limited to, the Oklahoma Law Review, the American Indian Law Review, and the Oklahoma Journal of Law and Technology with the proceeds from the sale of such periodicals, together with royalty payments or charges for permission to use copyrighted material there from, to be held by the Law School for its exclusive use.

B. Admission

1. An applicant for admission to the College of Law must have a baccalaureate degree and must have taken the Law School Admission Test (LSAT) or other graduate school admission test of suitable rigor; provided that a limited number of students with

superior undergraduate grades and LSAT scores may be eligible for admission to the Law School after the successful completion of 90 hours of undergraduate study.

To be eligible for admission to the College of Law with advanced standing, applicants must have satisfactorily completed at least one full semester or equivalent of work at an American Bar Association accredited law school.

2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the President of the University upon recommendations of the Dean of the College of Law.
3. Undergraduate College Grade Point Averages and scores on the LSAT or other graduate school admission test of suitable rigor shall be used as the primary factor in the screening and selection of students for admission purposes. Other factors, such as proven leadership ability, real life experiences, and success in college extra curricular activities may be considered.
4. Nonresident freshman enrollment shall be limited so that the number of nonresident students enrolling in the College of Law shall not exceed 15 percent of the total law student enrollment. Upon request of the Oklahoma State Regents for Higher Education or the Chancellor, a report on the number of nonresident students admitted each year with subsequent retention, graduation, and placement information will be provided.
5. Any student who has been admitted to the College of Law to begin his or her study with a given class but who cannot enter because of military service shall be re-admitted at the first enrollment after the expiration of his or her original term of military service upon renewal of his or her application.
6. The Admissions Committee may admit qualifying undergraduate students from an accredited 4-year Oklahoma college or university as well as any accredited 4-year college or university eligible for funding under part F of the Higher Education Act, 20 U.S. Code § 1067q to begin the Juris Doctor program before completing their undergraduate degree. Participating students who successfully complete their first year of law school may concurrently qualify for a baccalaureate degree at their respective college or university if such college or university agrees to participate in and award the baccalaureate degree under these stipulations, while meeting all applicable State Regents' policies. To qualify for early consideration, applicants must meet the following educational criteria:
 - a. Have completed 98 hours of undergraduate credit before the first day of law school including:
 - i. at least 30 semester credit hours at the student's undergraduate institution

- ii. at least 15 semester credit hours of upper-division major credit courses at the student's undergraduate institution
- iii. at least 15 of the last 30 semester credit hours before entering the College of Law at the student's undergraduate institution
- iv. all other degree requirements for the undergraduate degree except elective hours
- b. Have taken the LSAT, or other graduate school admission test of suitable rigor, before the fall semester in which they begin law school.
- c. Have an LSAT score, or a score from another graduate school admission test of suitable rigor, as well as an undergraduate cumulative GPA that is comparable to the median LSAT and GPA score of the most recent class admitted to the College of Law.
- d. Have confirmation that the baccalaureate awarding institution agrees to participate with the stipulations of this policy, if applicable, while meeting all other State Regents' policies for baccalaureate degree requirements.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #9-c:

Policy.

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

RECOMMENDATION:

This item is for posting only.

BACKGROUND:

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

- September 5, 1997 – Revisions included provisions to raise the visibility and importance of integrating technology into program delivery and also provisions for criteria designed to avoid unnecessary duplication.
- January 29, 1999 – Revisions included a new section on program suspension. The revisions were designed to allow an institution to recommend an academic program be placed on suspension, but be reinstated with State Regents' re-approval as was current practice. Additionally, certificates were better defined and eliminated the requirement of course modification reporting.
- June 29, 2006 – Moved some procedural information to the Procedures Handbook.
- February 7, 2008 – Revisions included increased guidance to better inform State System institutions and provide consistent practices relative to comments, questions, protests regarding new programs, and sequence of steps were specified with timelines. These efforts provided appropriate time and process for institutions to voice and resolve issues prior to the consideration of a new program by the State Regents.
- June 21, 2012 – Revisions included the addition of definitions for academic plan, consortial agreement, dual degree program, joint degree program, and reverse transfer. Substantive changes were also added to guide institutions seeking to establish collaborative efforts regarding alternative forms of program delivery. Additionally, language was added which specifies the information required when institutions submit new program requests that are outside of their current approved programmatic function.
- June 29, 2017 – Revisions included the addition of guidance to State System institutions when submitting requests for new program/s and provide guidance in linking academic planning with resource allocation.
- June 27, 2019 – Revisions included non-substantive changes to better represent program level nomenclature and updated language to align with the Functions of Public Institutions policy.
- April 15, 2021 – Revisions included the addition of a definition for pre-requisite and update definition of reverse transfer to better clarify practice.
- May 28, 2021 – Revisions included adding definitions for digital badge, micro-credential, post audit, and provisional approval. Substantive changes were also added to allow for an abbreviated approval

process for certificate programs of 15 or fewer credit hours and added a new section to address criteria required for requesting a micro-credential and digital badge.

Changes in the Administrative Operations policy allowed certificate programs of 15 or fewer credit hours to be approved by the Chancellor and ratified by the State Regents. To streamline the process for requests of certificates of 15 or fewer credit hours and allow institutions to be even more responsive to their industry partners, State Regents' staff determined that a Letter of Intent for these certificate programs was no longer necessary and, on approval, they should be immediately placed on the regular 5-year program review cycle.

The Academic Program Approval draft policy was approved by COI at their February 10, 2022 meeting and by the Council of Presidents at their March 2, 2022 meeting.

POLICY ISSUES:

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

ANALYSIS:

The proposed policy language provides additional guidance for institutions to request certificate programs of 15 or fewer credit hours. The changes to the policy draft are summarized below and a draft policy which includes underscores for added language and strikeouts for the proposed deletions is attached.

3.4.1 – Purpose	No changes.
3.4.2 – Definitions	No changes.
3.4.3. – Instructional Programs and Courses	Non-substantive changes to remove underlining.
3.4.4 – Program Request Procedures	Addition of language to remove the letter of intent requirement for certificate programs of 15 or fewer credit hours and for approved certificates to be immediately placed in the 5-year program review cycle.
3.4.5 – New Program Request Criteria	No changes.
3.4.6 – New Micro-credential Request Criteria	Removed reference to a section of policy that does not exist.

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

[Policy Excerpt]

3. ACADEMIC AFFAIRS POLICY

3.4 Academic Program Approval

3.4.1 Purpose

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

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

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

The primary purposes of this policy are:

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

- D. To make programs reasonably accessible to academically qualified citizens of the state.
- E. To utilize the state's and the institutions' resources effectively and efficiently.
- F. To delineate the procedures to request approval of addition, modification, and deletion of instructional programs.

3.4.2 Definitions

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

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

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

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

“Digital Badge” is a web-based artifact that contains metadata that documents students’ completion of a credential and which can be shared and verified electronically.

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

“Embedded Certificate” is a credit-bearing postsecondary credential comprised of a course of study in which the curriculum required is a subset of a single existing undergraduate or graduate degree and is designed to provide specific

skills and knowledge that can be readily transferred to the workplace and is typically in response to a specific workforce need.

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

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

“Micro-credential” is a short-term, postsecondary credential comprised of a coherent set of measurable non-credit bearing activities or projects, and/or up to 9 hours of credit bearing courses that provide specific career critical skills, competencies, and knowledge that can be readily transferred to the workplace.

“Post Audit” is the process during which provisionally approved degree programs and certificates are reviewed according to the productivity criteria requested by the institution and approved by the State Regents.

“Provisional Approval” is a designation of time given to new academic degree programs or certificates during which the degree program or certificate must meet minimum productivity criteria as requested by the institution and approved by the State Regents.

“Reverse Transfer” is a process in which credit hours earned by students after transfer to another institution may be applied to certificate or degree requirements at a previously attended institution or institutions. State Regents’ policies regarding requirements and standards for awarding an undergraduate certificate or degree shall apply.

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

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

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

3.4.3 Instructional Programs and Courses

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

of courses in a discipline or interdisciplinary grouping other than a student's degree program, and are exempt from this policy.

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

A. Levels of Instructional Programs

1. Level I

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

2. Level II

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

3. Level III

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

4. Level IV

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

of Arts in English might allow options in Literature, Creative Writing, and English Education.

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

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

B. Addition, Modification, and Deletion of Courses

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

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

C. Deletion, Suspension, and Reinstatement of Programs

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

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

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

D. Uniform Course Numbering

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

A course number will consist of four digits as follows:

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

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

3.4.4 Program Request Procedures

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

A. Letter of Intent

1. New Program Requests

To initiate a new degree program, stand-alone certificate or embedded certificate of 16 or more credit hours, the institutional President must submit a "letter of intent" to initiate a new program, and stand-alone or embedded certificates of 16 or more credit hours, to the Chancellor. Certificates of 15 or fewer credit hours do not require a "letter of intent".

Upon receipt of a "letter of intent", the Chancellor will then inform the other state system institutional Presidents of this request and provide the opportunity to request copies of the new program proposal. Institutions will have 45 calendar days from the date of the systemwide "letter of intent" to request a copy of the new program proposal for review. Once received, the requesting institution will have 30 calendar days to submit comments, questions, and protests. The "letter of intent" does not entail a commitment on the part of an institution to establish the program or on the part of the State Regents to approve the program. The "letter of intent" will be active for a period of one year following the receipt of the letter and must be received by the Chancellor at least 30 days prior to the new program proposal. The "letter of intent" must indicate the locations or campuses where the program will be offered and the delivery method. If the institution's program request is not received during the one-year time period following the receipt of the "letter of intent," the "letter of intent" will be declared inactive and a new "letter of intent" must be initiated. After received, program proposals not acted upon by the State Regents within two years will be declared inactive and require a new "letter of

intent” to be initiated.

B. Governing Board Approval

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

C. Submission of a New Program Request

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

Upon the Chancellor’s receipt of ~~the New Program R~~request for ~~e~~Certificates of 15 or ~~F~~fewer ~~C~~credit ~~H~~hours form, State Regents’ staff will review the request as outlined in section 3.4.4.E.4 of this policy.

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

D. Content of the New Program Request Submission

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

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

E. State Regents’ Staff Review of the Program Request

1. The State Regents’ staff will review the institution’s program request and will submit a recommendation for State Regents’ action. The State Regents may take one of four actions:

- a. Disapprove the program; or
- b. Defer the program request until the institution meets specified criteria or provides additional information; or
- c. Provisionally approve the program which will place the program in post-audit status for a specified period of time for the program's operation and include specific enrollment and graduate criteria developed in cooperation with the institution to be met if the program

is to continue beyond the specified date; or

d. Approve the program without qualification.

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

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

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

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

3. Doctorate program requests require an external evaluation. The proposal will be reviewed by a team of out-of-state qualified external evaluators. Team members will be selected from a list of potential evaluators submitted by the two research institutions and, if applicable, the institution requesting the program. Team members will be required to sign a conflict of interest form verifying that the individual team member has no direct or indirect association with the institution proposing the doctoral program. Evaluators will be supplied with the necessary documents needed to conduct a desk review of the proposed program. The team may take one of the following three actions:

- a. Support approval of the program without recommendations; or
- b. Support approval of the program with recommendations; or
- c. Recommend disapproval of the program.

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

4. Upon receipt of Nnew requests for certificates comprised of 15 or fewer credit hours ~~will be reviewed by State Regents' staff~~ will review the proposal and submit one of the following recommendations submitted to the Chancellor for approval as allowed in section 2.8.2 of the *Administrative Operations* policy:

- a. Support final approval of the certificate without recommendations; or
- b. Defer the certificate request until the institution meets specified criteria or provides additional information; or
- c. Recommend disapproval of the certificate.

5. In accordance with the *Academic Program Review* policy 3.5, should an institution's request for a new stand-alone certificate of 15 or fewer credit hours be approved, the certificate will immediately be placed in the 5-year program review cycle. Should an institution's request for a new embedded certificate of 15 or few credit hours be approved, the certificate's review cycle will be aligned with its associated degree program's review cycle.

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

3.4.5 New Degree and Certificate Program Request Criteria

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

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

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

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

3. Community colleges seeking to offer baccalaureate degree(s) or technical branches seeking to offer transfer or baccalaureate degrees must address significant considerations including capacity and infrastructure to increase the level of degree offerings. Particular considerations including accreditation standards, budget, faculty, institutional infrastructure (faculty credentials, library resources, student services, etc.) must be addressed. In addition, there must be evidence the program is outside the capacity and expertise of a regional university within the same service area. There must be a statement and documentation that consortial, joint, or partnerships with regional universities are not feasible.
4. For new program requests outside approved programmatic functions, full and sustained funding resources must be demonstrated and documented.

B. Curriculum

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

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

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

C. Academic Standards

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

D. Faculty

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

E. Support Resources

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

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

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

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

F. Demand for the Program

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

1. Student Demand

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

2. Employer Demand

Evidence of sufficient employer demand, normally in the form of anticipated openings in an appropriate service area in relation to

existing production of graduates for that area should be provided. Such evidence may include employer surveys, current labor market analyses, and future workforce ~~manpower~~ projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

Certificate programs designed to meet specific employer needs should provide evidence of employers' willingness to hire completers of the certificate, as well as any additional incentives provided for students (e.g. tuition reimbursement).

G. Complement Existing Programs

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

H. Unnecessary Duplication

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

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

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

1. Demand for the Program

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

a. Student Demand

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

b. Employer Demand

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

c. Demand for Services or Intellectual Property of the Program

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

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

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

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

I. Cost and Funding of the Proposed Program

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

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

1. Reallocation of Existing Resources

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

2. Tuition and Fees from Students New to the Institution

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

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

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

J. Program Review and Assessment

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

3.4.6 Micro-credential Request Procedures

Institutions have the ability to create and issue micro-credentials for the completion of a specific set of activities and/or courses. Micro-credentials that meet the State Regents' policy definition may be submitted to the State Regents for approval and inclusion on a statewide electronic inventory. Institutions wanting to include a micro-credential on the statewide inventory must adhere to the following process:

A. New Micro-credential Request Process

1. Submit a New Micro-credential request form.
2. Once a request for a new micro-credential is received, State Regents' staff will review the request to ensure all required criteria ~~listed in section~~ are included on the New Micro-credential request form ~~3.4.6.b of this policy, are included in the request.~~ State Regents' staff will take one of the following actions:
 - a. Submit a recommendation to the Chancellor for approval as allowed in section 2.8.2 of the *Administrative Operations* policy; or

- b. Defer the request until the institution has submitted requested criteria or additional information; or
- c. Submit a recommendation to the Chancellor for disapproval of the request.

3.4.7 Digital Badge Request Procedures

Institutions have the ability to create and issue digital badges to represent a student's completion of a micro-credential, certificate or degree. Institutions wanting to create a digital badge to be included on the statewide inventory must adhere to the following process:

A. New Digital Badge Request Process

1. Submit a New Digital Badge request form.
2. Criteria required for requesting a Digital Badge may be found in the *Procedures Handbook*.
3. Once a request for a new Digital Badge is received, State Regents' staff will review the request to ensure all required criteria listed in the *Procedures Handbook* are included in the request. State Regents' staff will take one of the following actions:
 - a. Submit a recommendation to the Chancellor for approval as allowed in section 2.8.2 of the *Administrative Operations* policy; or
 - b. Defer the request until the institution has submitted requested criteria or additional information; or
 - c. Submit a recommendation to the Chancellor for disapproval of the request.

Approved May 31, 1995. Revised September 5, 1997; January 29, 1999 and February 7, 2008. Revised June 21, 2012; June 29, 2017. Revised June 27, 2019, Revised October 22, 2021; Revised Xxxx ##, 2022

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #10:

Course Equivalency Project.

SUBJECT: Approval of the Course Equivalency Project for the 2022-2023 academic year.

RECOMMENDATION:

It is recommended that the State Regents approve the system faculty's 2022-2023 Course Equivalency Project.

BACKGROUND:

During the 1996 legislative year, the State Regents presented Facilitating Student Transfer: A Comprehensive Action Plan to improve student transfer. This multifaceted plan included four parts: 1) creating working faculty transfer curriculum committees; 2) development of a systemwide electronic course transfer guide; 3) emphasizing academic advising; and 4) organizing an evaluation process to monitor transfer students' success. The State Regents submitted a second progress report on student transfer issues to the Legislature in December 1997. Its focus was the Course Equivalency Project (CEP)—the implementation phase of the Comprehensive Action Plan.

The CEP operates on an annual cycle. In Spring, the Council on Instruction (COI) determines which faculty committees will meet in the Fall; often eight to twelve disciplines convene. Presidents nominate faculty to the selected curriculum committees during the Summer. Each Fall, up to 500 faculty members from public and private institutions meet by discipline to update common course descriptions and establish new course equivalencies. Courses can also be added to course equivalency disciplines by public institutions that have no faculty meeting in the Fall, but the additions are subject to faculty review on respective campuses before being entered into the CEP. Chief academic officers update course information in August and December. In the Spring, the COI approves the faculty's course recommendations, and then the State Regents approve the CEP and it is distributed to institutions. Concurrently, the State Regents' web site is updated to include the CEP. The information is accessible at the State Regents' web portal: www.OKCourseTransfer.org.

Currently, all public institutions of higher education as well as several private colleges and universities participate in the CEP. It reinforces student access to the three-tiered higher education system and helps shorten the time it takes students to obtain a degree. To date, over 8,000 courses across fifty disciplines are on the CEP. The CEP received the Governor's Commendation Award in 1999 for demonstrating innovation and efficiency. The CEP is a nationally recognized model; other states contact the State Regents for guidance when developing their own statewide course articulation systems.

CEP: Historical Review		
YEAR	COURSES	DISCIPLINES
1996-97	1,594	16
1997-98	2,875	22
1998-99	3,690	25
1999-00	4,187	30
2000-01	4,399	32
2001-02	4,531	32
2002-03	4,926	32
2003-04	5,343	33
2004-05	6,423	36
2005-06	6,668	39
2006-07	7,030	39
2007-08	7,450	39
2008-09	7,523	39
2009-10	7,634	40
2010-11	7,921	43
2011-12	8,076	43
2012-13	7,957	44
2013-14	8,104	46
2014-15	8,163	47
2015-16	8,188	47
2016-17	8,136	47
2017-18	8,032	48
2018-19	8,104	48
2019-20	8,106	48
2020-21	8,110	48
2021-22	8,121	48
2022-23	8,072	48

Course equivalency is defined as follows: Course “A” is equivalent to course “B” if and only if course "A" satisfies at least 75 percent of the program requirements that course “B” satisfies—serving the same purpose with respect to content delivery, general education, or program degree requirements. Courses contained within a single equivalency group, or common grouping of courses (e.g., American History to the Civil War), are guaranteed to transfer among institutions that sponsor courses in that group. Beginning with academic year 2017-2018, faculty also began adding student learning outcomes to equivalency groups to further ensure equivalency among courses and seamless transfer for students.

POLICY ISSUES:

The State Regents' Undergraduate Transfer and Articulation policy provides standards for the articulation of course work between and among State System institutions. The CEP provides information that facilitates institutions’ compliance with policy guidelines.

ANALYSIS:

The 2022-2023 CEP report articulates over 8,000 courses across forty-eight disciplines. During the COVID-19 pandemic, the process was moved to virtual meetings over Zoom videoconferencing technologies. This transition to remote meetings for academic faculty has streamlined the process and reduced the time required of faculty, both in work product, as well as in travel time away from campus. It

is anticipated that the benefits of the virtual CEP process will outweigh the past in-person meetings and make for a more efficient process well after the pandemic.

In addition, the State Regents' staff have facilitated the development of a searchable database of CEP courses to make the matrices more user-friendly for both students and advisors. The CEP and search feature can be found on the ShowWhatYouKnowOK.org website.

Positive features of the CEP are listed below:

- It establishes content standards and expected learner outcomes through faculty-developed common course descriptions in most general education courses as well as more specialized coursework.
- It facilitates articulation of curriculum development as faculty design new courses to meet articulation guidelines and course content descriptions.
- A tracking system permits registrars to recognize the course changes, deletions, and additions made to the CEP from year to year.
- A course coding identification project allows State Regents' staff to monitor students' use of the courses contained in the course equivalency matrix.
- The State Regents maintain a student transfer hotline (800-583-5883) to help students with transfer problems within the State System.
- Faculty members have the opportunity to share their course syllabi, evaluate learning materials, and discuss emerging trends in their discipline during course articulation meetings.
- The State Regents' Undergraduate Transfer and Articulation policy provides standards for the articulation of liberal arts and sciences course work between and among State System institutions. In the same policy, there is a separate and distinctly different process and standards for articulation of technical course work, especially technical course work originating at an Oklahoma technology center. Information on these programs are available on the ShowWhatYouKnowOK.org website.
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The 2022-2023 faculty CEP document is provided as a supplement to this item. The COI approved the 2022-2023 CEP document February 10, 2022. It is recommended that the State Regents approve the 2022-2023 CEP.

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #11:

Prior Learning Assessment.

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

RECOMMENDATION:

It is recommended that the State Regents approve the addition to the prior learning assessment matrix for technical education, as described below.

BACKGROUND:

In 1988, the State Regents approved the Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges policy. The Oklahoma State Regents for Higher Education (OSRHE) has provided policy structure and oversight for higher education institutions and technology centers to enter into agreements that allow secondary and postsecondary technology center students access to college credit in technical content through approved cooperative agreement programs (CAP) within a cooperative alliance.

The policy expanded educational opportunities and encouraged higher education institutions and technology centers to develop resource-sharing partnerships. These CAPs are formal programmatic agreements between the higher education institution and the technology center that lead to an Associate in Applied Science (AAS) degree or college level certificate, and subsequent employment in occupational and technical fields.

The purpose of cooperative alliances was to create a more student-centered collaboration between higher education institutions and technology centers. The goals of these collaborations were to: 1) increase the number of high school students going to college, 2) increase the number of adults continuing or beginning college, 3) expand access to postsecondary education and 4) efficiently use federal, state and local resources. Cooperative Alliances have been voluntary partnerships between a higher education institution and a technology center that align academic, business and administrative practices for postsecondary educational purposes.

In 2012, the Higher Learning Commission (HLC) received an institutional request to add its technology center partners as additional locations. This request prompted an extensive review of the State Regents' current policy regarding relationships between degree-granting colleges in Oklahoma accredited by the HLC and non-degree-granting technology centers accredited by the Oklahoma Department of Career and Technology Education. Following the review, HLC determined the OSRHE policy governing cooperative alliance agreements with technology centers was not aligned with HLC standards for accreditation and assumed practices, and informed the Chancellor of its concerns. The review and communication from HLC prompted revisions to policy governing cooperative program agreements (CAP) to strengthen higher education's oversight of these programs through control and assessment of academic programs, control and oversight of faculty and their credentials, and increased academic rigor, transparency, and accountability. At their January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual

Arrangements Between Higher Education Institutions and Other Entities and the Credit for Prior Learning policies to ensure alignment with HLC standards. As a result of these accreditation and policy changes, institutional technical faculty members were tasked to review technical assessments utilized for technology center programs.

The Credit for Prior Learning policy sets the principles, definitions, criteria and guidelines to assist institutional officials in validating learning achieved through non-traditional learning environments. Under 3.16.3.C.8 of the policy, use of a system wide inventory of industry, technical, and other assessments associated with technology center programs evaluated for college credit was allowed as an acceptable option for awarding credit at state system institutions. Further, the policy required that this system wide technical assessment inventory be developed through a faculty-driven process of review, and be maintained and updated by the State Regents (3.16.G). Institutional technical assessments may also be developed by qualified faculty and must also be submitted to the State Regents for review and inclusion in the statewide inventory (3.16.L).

Over several months, assessments used at technology centers were reviewed by institutional faculty for college credit. The result of these intensive reviews is a prior learning assessment matrix for technical education. This inventory matrix includes 1) the name of the assessment, 2) the institution that will accept this assessment for college credit, 3) the college course equivalent, and 4) the amount of college credit hours available for successful completion of the assessment. The entire prior learning assessment matrix is included in a supplement. Following the faculty review, the listing for each institution was reviewed by the chief academic officer of the institution, and the entire listing was reviewed and approved by the Council on Instruction at its May 14, 2015, meeting and by the State Regents at their May 29, 2015 meeting.

Since the inventory was last approved at the May 28, 2021 State Regents' meeting, the following institutions submitted the following assessments for addition:

- Oklahoma State University (OSU)
- University of Oklahoma (OU)
- University of Central Oklahoma (UCO)
- Connors State College (CSC)
- Northeastern Oklahoma A&M College (NEOAMC)
- Oklahoma State University – Oklahoma City (OSUOKC)
- Oklahoma Panhandle State University (OPSU)
- Rose State College (RSC)
- Seminole State College (SSC)
- Southeastern Oklahoma State University (SEOSU)
- Western Oklahoma State College (WOSC)

POLICY ISSUES:

This action is consistent with the State Regents' Credit for Prior Learning policy.

ANAYLSIS:

In fall 2020, State Regents staff began researching and working with other states to develop a pilot process to articulate military training to college courses via credit for prior learning. In spring 2021, the State Regents collaborated with institutions, representatives from Army University, and military subject matter experts in the areas of business, criminal justice and health professions. The first Military Transfer Project

meeting was hosted March 26, 2021. An overview of the process utilized for the initial meeting, as well as subsequent meetings, are listed below:

1. Faculty members were nominated to participate in the Military Transfer Project by their Chief Academic Officer.
2. State Regents' staff collected Programs of Instruction (POIs) from the Army military partners and shared these with faculty prior to the meeting.
3. During the initial, large group meeting, military subject matter experts explained how to read a POI.
4. Faculty then met within their respective discipline and worked with the subject matter experts to review the POIs in more detail and ask specific questions.
5. After the meeting, faculty members were allowed time to review their course syllabi and corresponding POIs for possible articulations.
6. Faculty members were encouraged to share their findings via a google sheet so their peers could utilize the information at their campus.
7. Follow-up meetings were scheduled for disciplines that had more questions or needed additional guidance.
8. Signed articulations were collected for the statewide military inventory.

Over 80 faculty members were nominated to participate in collaborative meetings. Efforts to articulate additionally military training POIs will be ongoing and additional articulations are anticipated in the future.

It is recommended that the following additions to the statewide prior learning assessment matrix for technical education be approved.

OSU—AMEDD Senior Leader – Phase II (AR-0702-0043 | V1)

Technical assessment addition

- Add MGMT 3123.
- This change is being made at the request of OSU faculty.

OU—Basic Military Police (AR-1728-0167 | V5)

Technical assessment addition

- Add LSCJ 2283.
- This change is being made at the request of OU faculty.

OU—Military Police ALC (AR-1728-0185 | V2)

Technical assessment addition

- Add LSCJ 2700 (3 credit hours).
- This change is being made at the request of OU faculty.

OU—Military Police SLC (AR-1728-0185 | V4)

Technical assessment addition

- Add LSCJ 2700 (3 credit hours).
- This change is being made at the request of OU faculty.

OU—CID Special Agent ALC – Phase I (AR-1728-0219 | V1) & CID Special Agent ALC – Phase II (AR-1728-0220 | V1)

Technical assessment addition

- Add LSCJ 2283 and LSCJ 2700 (3 credit hours).
- This change is being made at the request of OU faculty.

OU—CID Special Agency SLC – Phase II (AR-1728-0168 | V3)

Technical assessment addition

- Add LSCJ 4700 (9 credit hours).
- This change is being made at the request of OU faculty.

UCO—CID Special Agency ALC – Phase I (AR-1728-0219 | V1)

Technical assessment addition

- Add CJ 4023.
- This change is being made at the request of UCO faculty.

CSC—Basic Leader Course (AR-2201-0603 | V5)

Technical assessment addition

- Add BUSN 2103 and BUSN 2143.
- This change is being made at the request of CSC faculty.

NEOAMC— Basic Leader Course (AR-2201-0603 | V5)

Technical assessment addition

- Add BADM 2113 and MGMT 2213.
- This change is being made at the request of NEOAMC faculty.

OSUOKC— Basic Leader Course (AR-2201-0603 | V5)

Technical assessment addition

- BADM 2113 and MGMT 2103.
- This change is being made at the request of OSUOKC faculty.

OPSU— Basic Leader Course (AR-2201-0603 | V5)

Technical assessment addition

- BADM 3173 and MGMT 3813.
- This change is being made at the request of OPSU faculty.

RSC— Basic Leader Course (AR-2201-0603 | V5)

Technical assessment addition

- Add BA 2503 and MGMT 2103.
- This change is being made at the request of RSC faculty.

SSC— Basic Leader Course (AR-2201-0603 | V5)

Technical assessment addition

- Add BA 2233 and BA 2403.
- This change is being made at the request of SSC faculty.

SEOSU— Basic Leader Course (AR-2201-0603 | V5) & Distributed Leader I (AR-2201-0840 | V1)

Technical assessment addition

- MNGT 3443.
- This change is being made at the request of SEOSU faculty.

WOSC— Basic Leader Course (AR-2201-0603 | V5)

Technical assessment addition

- Add BUSI 2213 and MGMT 2213.

- This change is being made at the request of WOSC faculty.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #12:

State Authorization.

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

RECOMMENDATION:

It is recommended that the State Regents re-authorize private and out-of-state institutions 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. Codified 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.

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 public institutions that establish a physical presence in the state according to the Institutional Accreditation and State Authorization policy.

ANALYSIS:

Currently, 21 out-of-state and private institutions are authorized to operate in Oklahoma with a physical presence through the end of the 2021-2022 academic year:

- American Public University System
- Aquinas Institute of Theology
- Arkansas Colleges of Health Education
- ATA College
- Columbia College
- Embry Riddle Aeronautical University
- Heavy Equipment Colleges of America
- John Brown University
- Liberty University
- Marian University
- Missouri State University
- Newman 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
- Wichita State University

In January 2022, State Regents' staff notified the institutions of the 2022 deadlines to submit an application to request re-authorization for the 2022-2023 academic year. To date, applications from the following institutions have been received:

- Embry Riddle Aeronautical University
- Southeastern University

Additionally, to date, three authorized institutions have provided notice they will not seek re-authorization this year, John Brown University, Arkansas Colleges of Health Education and American Public University System.

After reviewing the applications 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 the institutions to operate in Oklahoma for the 2022-2023 academic year.

Institutional information and a summary of Oklahoma enrollment are provided in the tables below. Detailed program offerings, enrollment, graduation and federal financial aid information is provided in the attachment.

Embry Riddle Aeronautical University (ERAU)

Institutional Information

Home Location	Daytona Beach, Florida
Institution Type	Private Non-Profit
Accreditation	SACS-COC
Federal Financial Responsibility Composite Score*	3.0
Heightened Cash Monitoring**	No
Oklahoma Location(s)	Oklahoma City
Location Type(s)	Property leased by the institution
Activities Conducted	<ul style="list-style-type: none"> • Synchronous instruction • Asynchronous instruction • Administrative office • Office-space for instructional or non-instructional staff • An institutional mailing address, post office box, street address or phone number

Program and Enrollment, Credentials, and Federal Financial Aid Summary

Non-Degree Seeking Students

Program Level	Number of Courses Offered	Students Enrolled	Students that Completed the Course
Non-Degree Seeking	8	15	15
Total	8	15	15

Degree Programs and Students

Program Level	Number of Programs Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Non-Degree Diploma/Certificate Courses	8	0	0	0
Certificate Programs	24	0	2	0
Associate’s Degree Programs	5	8	4	2
Bachelor’s Degree Programs	16	71	10	21
Master’s Degree Programs	23	22	3	2
Doctoral Degree Programs	2	0	0	0
Totals	70	101	17	25

Total Students

Program Level	Students
Non-Degree Seeking	15
Degree Seeking	101
Total	116

Southeastern University (SEU)

Institutional Information

Home Location	Lakeland, Florida
Institution Type	Private Non-Profit
Accreditation	SACS-COC
Federal Financial Responsibility Composite Score*	1.6
Heightened Cash Monitoring**	No
Oklahoma Location(s)	The Gate Church, Oklahoma City The Assembly, Broken Arrow
Location Types	Churches
Activities Conducted	• Synchronous instruction

Program and Enrollment, Credentials, and Federal Financial Aid Summary

Program Level	Number of Programs Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Non-Degree Diploma/Certificate Programs	0	0	0	0
Certificate Programs	0	0	0	0
Associate's Degree Programs	2	1	1	0
Bachelor's Degree Programs	4	5	0	4
Master's Degree Programs	0	0	0	0
Doctoral Degree Programs	0	0	0	0
Totals	6	6	1	4

Attachment

* 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.

ATTACHMENT

The tables below detail the enrollment, credentials, and federal financial aid information provided in the applications.

Embry Riddle Aeronautical University (ERAU)

All programs are offered at ERAU's campus in Oklahoma City.

Non-Degree Seeking Students

Name of Course	Students Enrolled	Students that Completed the Course
ASCI 309 - Aerodynamics	1	1
ASCI 602 - The Air Transportation System	3	3
ASCI 604 - Human Factors in the Aviation/Aerospace Industry	4	4
ASCI 691 - Graduate Capstone Course	1	1
CSCI 109 - Intro to Computers and Applications	2	2
ENGL 123 - English Composition	0	0
RSCH 202 - Intro to Research Methods	1	1
WEAX 201 - Meteorology	3	3
Totals	15	15

Certificate Programs

Name of Certificate Program	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Certificate in Aviation Cybersecurity Management and Policy	0	0	0
Certificate in Aviation Maintenance Technology Part 65	0	2	0
Certificate in Small Unmanned Aircraft Systems Operations and Safety	0	0	0
Certificate in Aeronautics	0	0	0
Certificate in Airworthiness Engineering	0	0	0
Certificate in Aviation Aerospace Sustainability	0	0	0
Certificate in Aviation Cybersecurity Management and Policy	0	0	0
Certificate in Aviation Maintenance	0	0	0
Certificate in Aviation Safety	0	0	0
Certificate in Business Intelligence and Analytics	0	0	0
Certificate in Finance	0	0	0
Certificate in Human Factors	0	0	0
Certificate in Human Resources	0	0	0
Certificate in Information Systems Security	0	0	0
Certificate in Information Technology Management	0	0	0
Certificate in International Business	0	0	0

Name of Certificate Program	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Certificate in Leadership	0	0	0
Certificate in Marketing	0	0	0
Certificate in Occupational Safety Management	0	0	0
Certificate in Project Management	0	0	0
Certificate in Small Unmanned Aircraft Systems (sUAS) Operations	0	0	0
Certificate in Space Operations	0	0	0
Certificate in Systems Engineering	0	0	0
Certificate in Unmanned Systems	0	0	0
Totals	0	2	0

Associate Programs

Name of Associate's Program	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
AS in Aeronautics	4	2	1
AS in Aviation Business Administration	1	1	1
AS in Aviation Maintenance	1	0	0
AS in Engineering Fundamentals	0	0	0
AS in Technical Management	2	1	0
Totals	8	4	2

Bachelor Programs

Name of Bachelor's Program	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
BS in Aeronautics	26	7	4
BS in Aviation Business Administration	3	0	1
BS in Aviation Maintenance	13	1	3
BS in Business Analytics	0	0	0
BS in Communications	1	0	0
BS in Emergency Services	0	0	0
BS in Engineering	5	0	3
BS in Engineering Technology	0	0	0
BS in Homeland Security	0	0	0
BS in Interdisciplinary Studies	0	0	0

Name of Bachelor's Program	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
BS in Leadership	0	0	0
BS in Logistics & Supply Chain Management	5	0	1
BS in Project Management	4	0	2
BS in Safety Management	0	0	0
BS in Technical Management	12	2	6
BS in Unmanned Systems Applications	2	0	1
Totals	71	10	21

Master's Programs

Name of Master's Program	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
MS in Aeronautics	11	2	0
MS in Aerospace Engineering	0	0	0
MS in Aviation & Aerospace Sustainability	0	0	0
MS in Airworthiness Engineering	0	0	0
M in Aviation Maintenance	0	0	0
M in Space Operations	0	0	0
M in Systems Engineering	2	1	1
M in Business Administration & Aviation	0	0	0
MS in Cybersecurity Management & Policy	0	0	0
MS in Aviation Safety	0	0	0
MS in Emergency Services	0	0	0
MS in Engineering Management	1	0	0
MS in Human Factors	3	0	0
MS in Human Security & Resilience	0	0	0
MS in Information Security & Assurance	0	0	0
MS in Leadership	1	0	1
MS in Logistics & Supply Chain Management	0	0	0
MS in Management	1	0	0
MS in Management Information Systems	0	0	0
MS in Occupational Safety Management	0	0	0
MS in Project Management	3	0	0
MS in Unmanned and Autonomous Systems Engineering	0	0	0
MS in Unmanned Systems	0	0	0
Totals	22	3	2

Doctoral Programs

Name of Doctoral Program	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Ph.D. in Aviation	0	0	0
Ph.D. in Aviation Business Administration	0	0	0
Totals	0	0	0

Southeastern University (SEU)

SEU does not offer certificate, master's, or doctoral degree programs at its Oklahoma locations.

Associate Programs

Name of Program	Location Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Associate of Arts in General Education	SEU at the Gate Church	1	1	1
	SEU at the Assembly	0	0	0
Associate in Ministerial Leadership	SEU at the Gate Church	0	0	0
	SEU at the Assembly	0	0	0
Totals		1	1	1

Bachelor Programs

Name of Program	Location Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Bachelor of Science in Ministerial Leadership	SEU at the Gate Church	1	0	1
	SEU at the Assembly	0	0	0
Bachelor of Science in Business & Professional Leadership	SEU at the Gate Church	2	0	2
	SEU at the Assembly	0	0	0
Bachelor of Science in Organizational Leadership	SEU at the Gate Church	2	0	1
	SEU at the Assembly	0	0	0
Bachelor of Science in Digital Media & Design	SEU at the Gate Church	0	0	0
	SEU at the Assembly	0	0	0
Totals		5	0	4

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #13-a:

Tuition.

SUBJECT: Posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2023 and posting of institutional requests for changes to academic services fees for Fiscal Year 2023.

RECOMMENDATION:

It is recommended that the State Regents approve the posting of 1) legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2023; and 2) institutional requests for changes to academic services fees for Fiscal Year 2023, as reported on the attached schedules.

BACKGROUND:

Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees

Article XIII-A of the Constitution of the State of Oklahoma establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education. Among others, specific powers enumerated include the power to prescribe and coordinate student fees and tuition within limits prescribed by the Legislature. The State Regents are authorized to 1) establish resident tuition and mandatory fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for research universities and less than the average rate charged at peer institutions for regional universities and community colleges, 2) establish academic services fees, not to exceed the cost of the actual services provided, and 3) make a reasonable effort to increase need-based financial aid available to students proportionate to any increase in tuition, as well as annually report on tuition and fees.

1) Legislative Tuition and Mandatory Fee Limits

The attached schedule lists “Not to Exceed” amounts for tuition and mandatory fees that are recommended for posting at this time for Fiscal Year 2023, as provided by law, for resident and nonresident tuition and mandatory fees for undergraduate, graduate, and professional programs. The guaranteed tuition rate of undergraduate resident tuition charged to students shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate charged students at the same institution. Institutions and governing boards will submit their requested increases for tuition and mandatory fees for Fiscal Year 2023 in June, after the higher education appropriation is known. It is expected that most institutions will request new rates that are in compliance with and well under the maximum rates.

2) Academic Services Fees

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2023. Institutions assess special fees for instruction and academic services as a condition of enrollment and

as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. The requested changes to academic services fees for Fiscal Year 2023 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held April 28, 2022 for the purpose of receiving views and comments on the requested changes to academic services fees, and the legislative limits for resident and nonresident tuition and mandatory fees. Institutional requests are posted here for discussion purposes. The State Regents will act on proposals at their regular meeting scheduled to be held on Thursday, June 23, 2023. State Regents' staff will subsequently review institutions' published tuition and fee schedules for compliance with State Regents' action.

POLICY ISSUES:

This item is consistent with the State Regents' Policy and Procedures Relating to Tuition and Student Fees.

ANALYSIS:

1) Legislative Tuition and Mandatory Fee Limits

70 O. S. 2004 Supp., Section 3218.8, specifies the legislative limits for resident and nonresident tuition and mandatory fees by tier, i.e., research universities, regional universities, community colleges and for professional programs. Regents' staff compiled a listing of tuition and mandatory fees charged at public institutions in the Big Twelve Conference, at like-type public institutions in surrounding and other states, at public community colleges receiving no local tax funding in surrounding and other states, and for professional programs, as shown in the *FY23 Legislative Peer Limits for Tuition and Mandatory Fees* schedule attached. Peer institutions outside the state also increased their tuition and mandatory fees in FY22. This resulted in Oklahoma's resident rates, relative to those of their respective peers, increasing for research, regional, and community colleges. Research universities' current average tuition and mandatory fee rates are 72.4 percent of the Big 12 Conference average, an increase of 2.6 percentage points from last year; the average for regional universities' resident tuition and mandatory fees increased 1.3 percentage points to 87 percent of the peer average; and the average for community colleges increased 1.0 percentage points to 68.1 percent of their peer average for resident undergraduate tuition and mandatory fees. The State Regents annually monitor and publish the tuition and mandatory fees at peer institutions, at each institution in Oklahoma, and the maximum possible increase for the next academic year.

2) Academic Services Fees

Of the twenty-five public institutions in The State System, eighteen requested changes in academic services fees for Fiscal Year 2023 and six had no requests for changes in these fees. Two institutions, the University of Oklahoma and Murray State College have undertaken fee structure changes to eliminate individual course fees and move to a more simplified structure with fee relating to different colleges within their institutions. Four constituent agencies have submitted requested changes in academic services fees.

The institutions requested 64 changes in Special Instruction Fees, 68 changes in Facility/Equipment Utilization Fees, 25 changes in Testing/Clinical Services Fees, 1,238 changes in Classroom/Laboratory Supply and Material Fees, and 107 changes in various Other Special Fees. A total of 1,502 changes have been requested to academic services fees for Fiscal Year 2022, an increase of 1,279 requests when compared to FY22 requests. The fee requests consist of 149 new fees, 99 modifications to existing fees, and 1,254 deletions of current fees. The complete listing of requests for posting is attached.

This information is being posted for State Regents' review and public comment.

Oklahoma State Regents for Higher Education

FY23 Legislative Peer Limits for Tuition and Mandatory Fees

Undergraduate (30 Credit Hours)	FY23 Peer Limit for Resident Tuition and Mandatory Fees	FY23 Per Credit Hour Rate	FY23 Peer Limit for Nonresident Tuition and Mandatory Fees	FY23 Per Credit Hour Rate		
Research Universities <i>(Includes OSU-OKC; OSU-IT Okmulgee; OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)</i>	\$12,818	\$427.27	\$34,631	\$1,154.37		
Regional Universities	\$8,467	\$282.23	\$18,143	\$604.77		
University of Central Oklahoma	\$8,937	\$297.90	\$22,272	\$742.40		
Univ of Science & Arts of OK	\$11,347	\$378.23	\$25,423	\$847.43		
Community Colleges	\$6,819	\$227.30	\$11,663	\$388.77		
Graduate (24 Credit Hours)						
Research Universities <i>(Includes OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)</i>	\$11,393	\$474.71	\$26,514	\$1,104.75		
Regional Universities	\$8,923	\$371.79	\$15,928	\$663.67		
University of Central Oklahoma	\$10,487	\$436.96	\$21,633	\$901.38		
<p>70 O.S. Section 3218.8, provides that the limits for undergraduate resident tuition and mandatory fees shall be less than the average of resident tuition and mandatory fees at peer institutions for each tier. Guaranteed tuition shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate.</p> <p>Undergraduate nonresident tuition and mandatory fees shall be less than 105 percent (105%) of the average of nonresident tuition and mandatory fees at peer institutions for each tier.</p> <p>70 O. S Section 3218.9, provides that the limits for graduate resident and graduate nonresident tuition and mandatory fees shall be less than the average resident and nonresident tuition and mandatory fees at peer institutions for each tier.</p> <p><u>TIER</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>Research Universities</p> <p>Regional Universities</p> <p>Community Colleges</p> </td> <td style="width: 50%; border: none;"> <p>Big 12 Public Institutions</p> <p>Like-type public institutions in surrounding and other states</p> <p>Like-type public institutions in surrounding and other states</p> </td> </tr> </table> <p><i>At their meeting in June 2022, State Regents will consider FY23 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.</i></p>					<p>Research Universities</p> <p>Regional Universities</p> <p>Community Colleges</p>	<p>Big 12 Public Institutions</p> <p>Like-type public institutions in surrounding and other states</p> <p>Like-type public institutions in surrounding and other states</p>
<p>Research Universities</p> <p>Regional Universities</p> <p>Community Colleges</p>	<p>Big 12 Public Institutions</p> <p>Like-type public institutions in surrounding and other states</p> <p>Like-type public institutions in surrounding and other states</p>					

Oklahoma State Regents for Higher Education
FY23 Legislative Peer Limits for Tuition and Mandatory Fees

Professional Programs	FY23 Peer Limit for Resident Tuition and Mandatory Fees	FY23 Peer Limit for Nonresident Tuition and Mandatory Fees
<i>University of Oklahoma</i>		
College of Law	\$29,127	\$43,131
<i>OU Health Sciences Center</i>		
Doctor of Medicine	\$37,836	\$66,437
Doctor of Dental Science	\$40,062	\$76,490
Physician's Associate	\$20,090	\$35,372
PharmD	\$23,532	\$42,885
Occupational Therapy	\$17,808	\$30,189
Physical Therapy -- Doctoral	\$17,678	\$34,155
Doctor of Audiology	\$16,020	\$33,300
Public Health	\$14,166	\$27,660
Nursing -- Doctor of Nursing Practice	\$13,720	\$26,624
Master of Science in Nursing	\$11,199	\$23,663
<i>Oklahoma State University</i>		
Center for Health Sciences	\$40,161	\$69,931
College of Veterinary Medicine	\$29,092	\$57,470
<i>Northeastern State University</i>		
College of Optometry	\$30,308	\$43,646
<i>Northwestern Oklahoma State University</i>		
Nursing -- Doctor of Nursing Practice	\$19,219	\$29,056
<i>Southwestern Oklahoma State University</i>		
Master of Science in Nursing	\$14,122	\$17,004
PharmD	\$25,627	\$38,297
<i>Langston University</i>		
Physical Therapy -- Doctoral	\$17,678	\$34,155
<p style="text-align: center;">70 O.S. 2004 Supp., Section 3218.9, provides that the limits for professional program resident and nonresident tuition and mandatory fees shall be less than the average of resident and nonresident tuition and mandatory fees for like-type professional programs at public institutions.</p>		
<p style="text-align: center;">At their meeting in June 2021, State Regents will consider FY23 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.</p>		

PUBLIC HEARING NOTICE
TUITION PEER LIMITS AND ACADEMIC SERVICES FEES
Effective Academic Year 2022-2023

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of tuition peer limits and academic services fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held in person at Oklahoma State University and via Zoom Teleconference Call. Instructions to connect to the teleconference:

Topic: Tuition Peer Limits and Academic Service Fees Effective Academic Year 2022-23

When: April 28, 2022, 9 a.m. Central Time (U.S. and Canada)

The following will be presented for comment:

Please click this URL to

join. <https://onenet.zoom.us/j/94336382285?pwd=NC9McVF2TFM5YTM0VjJkNnJQTzNCdz09>

Passcode: 062704

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Webinar ID: 943 3638 2285

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Or an H.323/SIP room system:

H.323:

162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia Sydney)

103.122.167.55 (Australia Melbourne)

149.137.40.110 (Singapore)

64.211.144.160 (Brazil)

149.137.68.253 (Mexico)

69.174.57.160 (Canada Toronto)

65.39.152.160 (Canada Vancouver)

207.226.132.110 (Japan Tokyo)

149.137.24.110 (Japan Osaka)

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- Tuition and mandatory fee limits for undergraduate and graduate programs;
- Tuition and mandatory fee limits for professional programs;
- Academic Service Fee proposals.

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, April 22, 2022 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9116.



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #14:

Master Lease Program.

SUBJECT: Approval of project listing for submission to the Council of Bond Oversight of the 2022 Real Property Master Lease projects.

RECOMMENDATION:

It is recommended that the State Regents authorize the project listing described below for submission to the Council of Bond Oversight the 2022 Real Property Master Lease Series. Projects from twelve entities total approximately \$93 million.

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of \$50,000 up to a maximum of \$10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases. In May 2005, the legislature expanded the authorization to include financing of the acquisition of or improvements to real property. This group of projects was submitted for legislative review as required by statute on February 7, 2022.

In May 2013, the Oklahoma Development Finance Authority requested a validation of the program from the Oklahoma Supreme Court. An initial hearing was held before the Court on June 27, 2013, and the Court rendered a validation that upholds the program as constitutional on September 24, 2013.

The State Regents' office works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the Council of Bond Oversight for approval. The institutional governing boards will have given prior approval of all projects submitted under this program before the bonds are issued.

POLICY ISSUES:

The recommendation is consistent State Regents' policy.

ANALYSIS:

The Master Lease Purchase Program provides the State System entities a method of financing major personal and real property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring equipment and new or renovated construction projects by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease Purchase Agreement. The institution's fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The 2022 series for real property includes 12 system entities with an estimated total of approximately \$93 million in projects. The following table summarizes this series of project totals by institution with project descriptions provide by each institution following. Each of the listed projects was submitted for legislative review as required by statute and were considered approved due to no specific action taken. No bonds for refunding projects will be issued if the minimum threshold for savings is not achieved.

Institution	Total Amount to be Financed
Northeastern Oklahoma A&M College	\$1,850,000
Northeastern State University	8,000,000
Northern Oklahoma College	210,000
Northwestern Oklahoma State University	5,500,000
Redlands Community College	6,600,000
Rogers State University	12,000,000
Rose State College	6,170,000
Seminole State College	1,200,000
Southeastern Oklahoma State University	5,450,000
OSU Center for Health Sciences	20,000,000
OSU Oklahoma City	9,750,000
University of Oklahoma	16,365,000
Total	\$93,095,000

Northeastern Oklahoma A&M College – Advanced Refunding 2013B	\$1,850,000
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This project will refinance the Master Lease 2013A bonds. Potential savings would be achieved from lower rates with a projected savings of \$282,000 NPV over the remaining life of the bonds. The term of the refunded bonds will not exceed the term or the original bonds.

Northeastern State University – Oklahoma Optometry Complex	\$8,000,000
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The proposed 101,500 square-foot complex will feature state-of-the-art equipment, up-to-date classroom technology, and specialized clinics for low vision, vision therapy, vision rehabilitation, primary care and contact lenses, as well as surgical suite for Oklahoma optometry's expanded scope of practice. The total estimated construction cost of the new complex is approximately \$33.3 million. The debt service would utilize an existing facility fee.

Northern Oklahoma College – Process Technology Building Renovation	\$210,000
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Renovation of 1,800 sq. ft. of space in the Process Technology (PTEC) Building to develop a new classroom/laboratory to support renewable energy and precision agriculture instruction with NASNTI-CSPP grant funding.

Northwestern Oklahoma State University – Renovation of South Hall	\$5,500,000
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This project would renovate the female resident hall constructed in 1967. The project would remove built-in desks/closets, update bathrooms, enhance HVAC systems, upgrade lighting and improve the aesthetics of public spaces in the building.

Redlands Community College – Phase II, Facelift Renovation	\$4,000,000
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This project will give an updated and vibrant look to Redlands Community College. Upgrades will include exterior fascia and soffit repairs on all buildings; remodel and updated bathrooms in Ray Porter and Learning Resources Center; create covered walkways to each building; create a "tower" sign at the gym entrance; add additional lighting in parking lots; create additional restrooms in Ray Porter Conference Center; replace all flooring in the conference center; correct the drainage at Royse Ranch; baseball facility upgrades and total parking lot replacements for math campus. Debt service will be covered by utilization of Section 13 Offset funding.

Redlands Community College - Land Purchase	\$2,600,000
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This project would fund the purchase of 10 acres of land directly adjacent to the south of our current baseball facility. This land will be used to house a softball field, soccer field, support buildings, locker rooms, public restrooms, parking lots, and future expansion. Debt service will be covered by utilization of Section 13 Offset funding.

Rogers State University – STEM Building	\$12,000,000
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The University needs a new, state-of-the-art science building to support STEM studies. This project would include a 52,000 sq. foot building with classrooms, laboratories, offices and required common spaces. The University is actively seeking private partnerships to help fund the project and the project will be started when adequate funding is available. Existing student facility fees will be used to pay the debt service.

Rose State College – Purchase Campus Housing Facilities, Phase II	\$6,170,000
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On February 11, 2019 the College entered into a 35-year term lease-purchase agreement with a third-party developer to finance, build and furnish an on-campus housing facility called Residential Project Phase II within The Village at Rose State, an on-campus residential development. At the end of the 35-year term ownership of the housing facilities would revert to the College. The project included the construction of one three story building with two- and three-bedroom apartments capable of housing three, four or six residents per apartment. The facility, which opened in August, 2020, has 90 rentable beds in 2-bedroom and 3-bedroom pod-apartment configurations. Since opening, the facility has maintained a high level of occupancy through all semesters. The current lease-purchase agreement provides a purchase schedule allowing the College to purchase the remainder of the 35-year lease agreement. Projected savings expected from the use of the Master Lease program would be \$5.1 million compared to the life of the current lease. Lower bond interest rates or shorter bond maturity length would increase these projected savings. Debt service will be paid using rental revenue.

Seminole State College – Advanced Refunding of 2013B Master Lease Bonds	\$1,200,000
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This project will refund and restructure the current outstanding principal of the 2013B Master Lease project for purposes of projected savings.

Southeastern Oklahoma State University- Rodeo/Ag. Exposition and Student Recreation Center	\$2,500,000
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This project will consist of the construction of a rodeo facility and improvements to Crooked Smith Walking Train and intramural field. The rodeo arena will be an estimated 135 feet X 225 feet and consist of viewing stands able to hold over 500 spectators. In addition, the construction will include lighting, chutes, and animal stalls. It will also include 3200 sq. ft. building that will house a classroom, restrooms, office space, storage and concession area. Improvements to the university intramural athletic space will include a support building and playing field upgrades. The trail portion of the project will include improved pedestrian access from the university to the rodeo facility, intramural field, and intercollegiate softball complex. Funds for debt service will include gifts, auxiliary income and revolving funds.

Southeastern Oklahoma State University – Advanced Refunding of 2013B Bonds	\$2,950,000
This project will refinance the Master Lease 2013B Student Union bonds. Potential savings would be achieved from lower rates with a projected savings of \$85,000 NPV over the remaining life of the bonds. The term of the refunded bonds will not exceed the term or the original bonds.	
OSU – CHS – Advanced Refunding 2015B Medical Building	\$20,000,000
This project is an advanced refunding for savings of the 2015B Master Lease Real Property bonds. The term of the refunded bonds will not exceed the term or the original bonds.	
OSU Oklahoma City – Advanced Refunding 2015B Allied Health Building	\$9,750,000
This project is an advanced refunding for savings of the 2015B Master Lease Real Property bonds. The term of the refunded bonds will not exceed the term or the original bonds.	
University of Oklahoma – Athletics Facility LED Video Board & Ribbon Boards	\$9,815,000
This project involves the integration of in-venue LED displays to provide critical service to several athletic areas. The displays would include the East and West Fascia of Gaylord Family-Oklahoma Memorial Stadium; the Lloyd Noble Center; the Headington Family Tennis Center; and the Everest Indoor Training Center. Athletic revenue will be used for debt service requirements.	
University of Oklahoma–Gaylord Family-Oklahoma Memorial Stadium Owen Field Replacement	\$1,900,000
This project would replace and reconstruct the playing field assembly to address the aging subsurface drainage and piping systems and the rootzone. Athletic revenue will be used for debt service requirements.	
University of Oklahoma -- John Jacobs Track Infield Replacement	\$900,000
This project would replace and reconstruct the subgrade subsidence drain line locations and remediate all existing lateral drain lines. Athletic revenue will be used for debt service requirements.	
University of Oklahoma -- Gaylord Family -Oklahoma Memorial Stadium Owen Field and Practice Field Lighting Improvements	\$3,700,000
The project would involve the replacement of the existing lighting system with new LED, energy efficient lighting system and expanded lighting systems to the practice field. Athletic revenue will be used for debt service requirements.	

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #15:

Revenue Bonds.

SUBJECT: Review and approval of Oklahoma State University’s Statement of Essential Facts for a 2022 A General Revenue and Refunding Bonds for transmittal to the Attorney General.

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statement of Essential Facts for Oklahoma State University’s General Obligation and Revenue Refunding Bonds, Series 2022A in an amount approximately \$53,186,000 (tax-exempt) is substantially accurate.

BACKGROUND:

For revenue bonds issued pursuant to Title 70, O.S., Supp. 2005, Sections 3305(n) and 3980.1 *et seq.*, a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers and requires that the State Regents examine the Statement of Essential Facts and, if found to be substantially accurate, certify such to the Attorney General of Oklahoma. This series represents the tenth series to be issued under the “General Obligation” legislation for Oklahoma State University.

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2022A will be used (1) to construct, renovate and/or equip certain facilities on the Stillwater Campus, (2) acquire previous leased assets from ODFA Bonds and refund associated ODFA Bonds, (3) refund General Revenue Bonds Series 2013A, and (4) to pay costs of issuance.

The bonds to be issued as fully registered bonds will be payable each March 1 and September 1 each of the years 2022 through 2052, with interest payments commencing on September 1, 2022, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. These bonds are being issued on parity with the following general obligation bond issuances: 2010B, 2013A, 2016A, 2017A, 2018A, 2018B, 2019A, 2019B, 2020A, 2020B, 2020C, 2021A and 2021B. These bonds are the nineteenth and issued under the University’s General Bond Obligation authorization.

The University has pledged, as security for the bonds, the General Revenues of the University Financing System. The pledged revenues exclude appropriated revenues from tax receipts and restricted revenues that are inconsistent with the purpose of paying bonds. No reserve requirement will be established with respect to these series of bonds. The pledged revenues as anticipated by the University’s Board will provide sufficient revenue to pay principal of and interest on the Bonds.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the projects has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt service requirements. Oklahoma State University maintains compliance with their Board of Regents' "Debt Policy," and will support the bonds by an achievable financial plan that will include servicing the debt, meeting new or increased operating costs, and maintaining an acceptable debt service coverage ratio.

Projects that will be included in the Series 2022A financing as new money and refunding General Revenue Bond projects include the following for \$53.19 million:

1. Series 2013A (Refunding), General Revenue Refunding Bonds, Colvin Recreation Center Renovation, \$10.04 million
2. Series 2015A (Refunding), Master Lease Real Property, Athletics Facilities Renovations, \$17.99 million
3. 2022 a new capital project New Frontiers Building for the Division of Agricultural Sciences and Natural Resources, on Stillwater Campus, \$25.16 million

The net present value savings anticipated to be generated from this issuance is approximately \$931,901, or 3.63 percent of refunded principal.

A copy of the Preliminary Official Statement is available for review. Final approval is contingent upon the approval by the Board of Regents for Oklahoma A&M Colleges rescheduled to March 25, 2022.

Financial data was provided by Oklahoma State University and reviewed by Mr. Mike Newman, Financial Consultant to the University and Mitchell Emig, Director of Administration and Finance Business Operations, and internally reviewed by Sheri Mauck, Interim Vice Chancellor for Budget and Finance.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #16:

Endowed Chairs.

SUBJECT: Approval of account reconciliations and reallocations requested by Oklahoma State University and the University of Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents approve the reconciliations and reallocations of accounts within the portfolio as requested by the University of Oklahoma and Oklahoma State University.

BACKGROUND:

During the 2020 legislative session, the Fifty-seventh Oklahoma State Legislature passed House Bill No. 2750, codified as 70 O.S. §4019, which increased the bonding authorization for the Oklahoma State Regents Endowed Chairs Trust Fund and authorized the Oklahoma Capitol Improvement Authority (OCIA) to secure up to \$164 million in bond proceeds to be used for the state matching portion for the State Regents' Endowed Chairs Program. Although the legislature expanded the bonding authorization sufficient debt service funding wasn't appropriated.

In May 2021 the State Regents provided an allocation from additional appropriations provided by the legislature of \$10.4 million to the endowed chairs program to cover the required debt service for a new bond issuance. On September 8, 2021, the OCIA adopted a bond resolution for the sale of the bonds and Use of Proceeds Agreement for the Oklahoma State System for Higher Education's endowed chairs program.

The State Regents entered into an agreement with the OCIA for use of the bond proceeds to fund the match of private gifts that have already been made to the program. The OCIA accepted the proposed agreement at their meeting on September 8, 2021. The Council of Bond Oversight granted approval for the endowed chairs bond issuance at its September 30, 2021, meeting. At the October meeting of the State Regents new accounts were designated for matching funds for the use of the bond proceeds. This action is requested by our two research institutions to align their requested accounts to State Regents' action.

POLICY ISSUES:

This recommended action follows State Regents' policy.

ANALYSIS:

Ratification of Reallocation of Existing Accounts:

The University of Oklahoma and Oklahoma State University have requested the following changes to their existing, approved endowment accounts based upon discussion with and review of agreements with the donors. The additions and deletions will modify certain accounts that were originally submitted for approval in the October 2021 meeting as new accounts. The State Regents are asked to ratify these changes which will result in reallocation and adjustments to certain accounts as noted and approve the use of unallocated interest affiliated with the net differences:

University of Oklahoma:

	Addition/Deletion
David C. Steed Chair in Accounting	\$266,645
Chesapeake Energy Professorship in Climate Systems Science	\$63,000
James Roy Maxey Chair in Geology	\$1,000
Wick Cary Endowed Professorship of International Studies (#1)	\$500
Wick Cary Endowed Professorship of International Studies (#2)	\$500
Wick Cary Endowed Professorship of International Studies (#3)	\$500
Wick Cary Endowed Professorship at The Center for America's Constitutional Heritage (#2)	\$500
Wick Cary Professorship in Fine Arts	\$500
Wick Cary Professorship in the Honors College (#1)	\$500
Wick Cary Professorship in the Honors College (#2)	\$500
Wick Cary Professorship for the Director at The Institute for Quality Communities	\$500
CHF Bobby Murcer Family Endowed Research Chair in Pediatric Hematology/Oncology	(\$25)
CHF Patricia Price Browne Endowed Distinguished Research Chair in Pediatrics	(\$2,500)
William J. Welch Professorship of Bibliography	(\$50,000)
Ruth and Paul Jonas Endowed Research Chair in Pediatric Endocrinology/Diabetes	(\$51,048)
Reach for Excellence Chair in Honors	(\$89,145)
Julian Rothbaum Chair in Community Health Research	(\$200,000)

Oklahoma State University:

Alternative Energy Systems Professorship II**	(\$253,154)
Bill and Billie Dean Buckles Innovation in Technology Professorship (reallocation from Alternative Energy Systems II)	(\$250,000)
OK Farm Credit Professorship in Agric. Economics II formerly Animal Biochemistry and Molecular Biology Professorship II**	(\$250,000)
Increase to the Helm Professorship in Business	(\$125,000)
Increase to the Helm Professorship in Business	\$12,500
Increase to the Krull/Ewing Professorship in Parasitology	(\$64,077)
Increase for the Houston-Traux-Wentz Endowed Professorship in English	(\$6,580)
Increase to the Caterpillar Dealer Lectureship	(\$3,125)
Increase to the Houston Truax-Wentz Endowed Professorship in English	(\$2,520)

Increase/Reallocation from Alternative Energy II AJ & Susan Jacques Prof Special Education II	(\$2,000)
Increase to the J.D. (Scotty) Scot Horticulture Research Professorship II	(\$1,552)
Increase to the Houston-Truax-Wentz Endowed Professorship in English	(\$1,460)
Increase for the Oklahoma Agriculture Leadership Professorship	(\$1,420)
Increase to the Houston Truax-Wentz Endowed Professorship in English	(\$1,260)
Increase to the Earl & Carolyn Glimp Professorship for Electrical & Computer Engineering	(\$1,000)
Increase to the Houston Truax-Wentz Endowed Professorship in English II	(\$840)
Increase to the Dale Janes Professorship in Fire Protection & Safety II	(\$500)
Increase to the Laurence & Georgia Dressor Professorship/Rural Soc II	(\$400)
Increase to the Laurence & Georgia Dressor Professorship/Rural Tech II	(\$400)
Increase to the Integris Bass Baptist Center Prof. Family Medicine	(\$396)
Increase to the Temple Grandin Professorship in Animal Behavior	\$ (256)
Increase to the Oklahoma Agricultural Leadership Professorship	(\$250)
Increase for he J.D. Scott Horticulture Research Endowed Professorship	(150)
Increase to the Charles & Linda Shackelford Professorship in Horticulture II	(\$100)
Increase/Reallocation from Alternative Energy II Burns & Ann Hargis Endowed Professorship II	(\$100)
Increase to the Charles Lanphere Prof. in Hotel & Restaurant Administration	(\$50)
Increase to the Daniel White Jordan II, formerly Entrepreneurship Chair #1 II	(\$50)
Increase to the June Jacobs Chair in Vet Med.	(\$48)
Increase to the Ann & Burns Hargis Endowed Professorship	(\$20)
Increase to the Charles and Linda Shackelford Prof in Floriculture	(\$20)
Increase to the Lanny Chasteen Chair in Accounting	(\$20)
Increase to the Temple Grandin Professorship in Animal Behavior	(\$20)
Increase to the Margaret Brock Endowed Lectureship	(\$18)
Increase to the FNB-Okmulgee Leaner-Centered Lectureship	(\$13)
Increase to the Margaret Brock Endowed Lectureship	(\$13)
Increase to the Margaret Brock Endowed Lectureship	(\$3)
Chuck and Kim Watson Chair in Business II	\$500,000
Decker Dawson Civil Engineering Chair	\$345,507
Ramona Ware Emmons Paul Endowed Prof/Early Childhood II	\$252,312
Ramona Ware Emmons Paul Endowed Prof/Early Childhood	\$250,578
Audrey Oaks Professorship Fund II	\$250,000
Edward E. Bartlett Professorship of Pedagogy in Integrative Biology	\$250,000
Increase to Krull/Ewing Professorship in Parasitology	\$33,660
Increase to Caterpillar Dealer Lectureship	\$12,500
Increase AJ & Susan Jacques Prof Special Education II	\$1,750
Increase to Houston, Truax, Wentz Professorship in English	\$1,645
Increase to Houston, Truax, Wentz Professorship in English	\$630
Increase to Oklahoma Agric Leadership Professorship	\$355
Increase to Houston, Truax, Wentz Professorship in English	\$315
Increase to Houston, Truax, Wentz Professorship in English	\$315
Increase to Houston, Truax, Wentz Professorship in English	\$260
AJ & Susan Jacques Chair/Spec Ed II	\$250

Increase to Earl & Carolyn Glimp Professorship for Elec & Computer Engineering	\$250
Increase to Lanphere Professorship	\$200
Increase to Houston, Truax, Wentz Professorship in English	\$105
Increase to Margaret Brock Lectureship	\$70
Increase to Oklahoma Agric Leadership Professorship	\$63
Increase to FNB-Okmulgee Learner-Centered Lectureship	\$50
Increase to Margaret Brock Lectureship	\$50
Increase to J. D. (Scotty) Scott Horticulture Research Prof.	\$38
Increase to Burns & Ann Hargis Endowed Professorship	\$25
Increase to Lanny Chasteen Chair in Accounting	\$25
Increase to Oklahoma Agric Leadership Professorship	\$25
Increase to Shackelford Prof. in Floriculture	\$25
Increase to Temple Grandin Prof. in Animal Behavior	\$25
Increase to Jack & June Jacobs Chair in Vet Med	\$12
Increase to Margaret Brock Lectureship	\$10

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #17:

Contracts and Purchases.

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

RECOMMENDATION:

It is recommended that the State Regents approve FY2022 purchases for amounts that are in excess of \$100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

SECC

- 1) New World in the amount of \$513,794 to for the Scholars for Excellence in Child Care program to build a customized, web-based database to collect and report required data to the Oklahoma Department of Human Services for grant continuation and funding. This project is fully funded by the Oklahoma Department of Human Services. (Funded from 210-SECC).

OCAN

- 2) Anixter in the amount of \$250,000.00 for the purchase of fiber optic cable to support Oklahoma Community Anchor Network (OCAN) operations in repair, expansion, and relocation of the OCAN fiber network. Costs will be recovered through OCAN user fees. (Funded from 720-OCAN).

OCAP

- 3) Educational Credit Management Corporation in the amount of \$800,000. A change order is needed from the \$2,413,744.00 approved by the State Regents at their meeting on September 9, 2021, due to an increase in the Oklahoma College Assistance Program's (OCAP) projected portfolio management fee for FY22 resulting from recently received federal guidance that allows transfers

from OCAP's federal fund to OCAP's operating fund as reimbursement for lost revenue associated with the student loan moratorium, which was further extended to May 1, 2022, and increased fees resulting from higher-than-estimated claims and delinquencies. The total amount of the current purchase order will now be \$3,213,774.00.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #18:

Investments.

SUBJECT: Approval of new investment managers.

RECOMMENDATION:

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

BACKGROUND:

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

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

ANALYSIS:

Mercer is recommending the following managers for the portfolio:

Abacus Multi-Family Fund VI -- \$10,000,000 This fund will focus on select markets in the United States to acquire or develop multi-family properties with the intention of achieving above market yields via property improvements or favorable development opportunities.

Noble Hospitality V – \$7,000,000 Noble Investment Group has over the last twenty-five years built valuable partnerships with leading hotel brands and relationships with a broad network of owner-operators throughout the United States. These relationships have led to investment opportunities that are not readily available to the open market and will provide Noble a meaningful advantage to execute the Funds' strategy. This fund will target value-add investments in select-service and extended stay hotels in what research designates as high-growth markets throughout the U.S.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #19:

Communicators Council Bylaws.

SUBJECT: Posting of amendments to the Communicators Council bylaws in section 2.19 of the Policy and Procedures Manual.

RECOMMENDATION:

It is recommended that the State Regents post amendments to the Communicators Council bylaws in section 2.19 of the Policy and Procedures Manual.

BACKGROUND:

The Communicators Council, a statewide panel of chief public relations professionals from Oklahoma colleges, universities, and technical branches, serves as a key advisory council to the Chancellor, Regents' staff and other state officials. Through the council, higher education public relations officers meet to discuss matters of common interest and collaborate to communicate the benefits Oklahoma and Oklahomans receive from the state's investment in its higher education system.

POLICY ISSUES:

The recent revisions reflect the dissolution of a council committee.

ANALYSIS:

The Communicators Council recently updated its bylaws to reflect the dissolution of a standing committee, the Campus E-Clips Editorial Board. The committee was originally created to produce Campus E-Clips, an online newsletter designed to share key news stories from public higher education campuses.

Based on feedback from council members, the Campus E-Clips newsletter was restructured to feature direct weblinks to campus news stories. Under the revised structure, an editorial committee is no longer necessary.

Attachment

COMMUNICATORS COUNCIL BYLAWS
(last updated: ~~October 2015~~ January 2022)

Purpose

The Communicators Council, a statewide panel of chief public relations professionals from Oklahoma colleges, universities, technical branches and university centers, serves as a key advisory council to the Chancellor, Oklahoma State Regents for Higher Education staff and other state officials. The council serves as a forum where higher education public relations professionals meet to discuss matters of common interest and implement strategies designed to communicate the benefits Oklahoma and Oklahomans receive from the state's investment in its higher education system.

The council shall develop and implement strategies that convey the value, quality, efficiency, diversity and unity of the state system of higher education. Strategies should express the benefits of higher education to Oklahoma and Oklahomans; the quality of higher education programs and services; the system's efficient use of resources; and the benefits of diversity (multiculturalism, nontraditional students and diverse institutions).

Membership

The Communicators Council shall be comprised of chief public relations professionals or official institutional designees from colleges, universities, technical branches and university centers in the state system of higher education and the State Regents Associate Vice Chancellor for Communications.

Voting privileges and quorum

Members shall have equal standing for purposes of voting. No voting privileges may be transferred to another council member or to an assigned delegate should the institution's official representative be unable to attend a council meeting. However, the Associate Vice Chancellor for Communications may transfer his or her voting privileges to an assigned delegate should the Associate Vice Chancellor be unable to attend.

The Associate Vice Chancellor for Communications for the State Regents will serve as a voting member of the council.

Guests are welcome, but discussion of issues before the council will be limited to council members.

A quorum shall consist of the voting members present.

Meetings

The Executive Committee will present an annual calendar of meeting dates at each September meeting for approval by the full council. Meetings will be held in the State Regents Conference Room, 655 Research Parkway, Oklahoma City.

When deemed necessary and appropriate, the council may hold meetings at other locations as recommended by the chair and approved by the council.

Officers of the council

Officers of the council shall consist of a chair and vice chair, who shall serve for one academic year (July through June).

Duties of the chair include presiding at Executive Committee meetings and full council meetings; appointing members to ad hoc committees as necessary; and, in concert with the State Regents' staff, preparing agendas for council meetings. The chair, or a representative appointed by the chair, will serve as the council's representative at various meetings and functions.

In the chair's absence, the vice chair shall preside at council meetings.

Election of officers

The position of chair and the position of vice chair will alternate between the tiers so that the chair and vice chair for any one year are not from the same tier. The position of vice chair and the position of past chair shall be from the same tier.

The vice chair will automatically assume the office of chair the following year.

For purposes of electing the vice chair and representation on Executive Committee, the research universities, regional universities and health sciences centers will be considered as the four-year tier, and the community colleges, technical branches and university centers will be considered as the two-year tier.

The tier whose term it is to have a member serve as vice chair shall designate one less member to the Executive Committee.

The chair shall appoint a Nominating Committee in April. The committee will present a nominee for the position of vice-chair and a slate of six nominees for the Executive Committee to the full council for a vote in June. The Nominating Committee shall be comprised of two members from each tier, with the chair of the council as the fifth member of the Nominating Committee.

Elections will be held during the June council meeting, and officers will assume their positions at the July meeting.

Vacancies of offices

Should the chair be unable to serve a full term, the vice chair will assume the position of chair for the remainder of the term. Should the vice chair be unable to serve a full term or should both positions become vacant, the council shall use the nominating procedure outlined in "Election of officers" to replace the officer(s). Should an Executive Committee member be unable to serve a full term, the chair shall appoint a new member to the committee from the respective tier.

Executive Committee

The Executive Committee provides leadership for the Communicators Council. Executive Committee members also serve as liaisons to standing and ad-hoc committees.

The Executive Committee is composed of nine voting members:

- four members from the four-year tier;
- four members from the two-year tier; and
- the chair of the council, who votes only to break ties.

The vice chair and the past chair will be two of the voting members of the Executive Committee. The Associate Vice Chancellor for Communications for the State Regents will serve as an ex-officio member (non-voting) of the Executive Committee.

Voting members of the Executive Committee shall be selected as outlined in "Election of officers."

A quorum of five Executive Committee members shall be required to vote on issues to be presented to the full council.

Committees

The council may form or dissolve standing committees by a two-thirds vote of the members who are present. Ad-hoc committees may be formed by the chair of the council and must be approved by the full council. Committees shall announce a chair upon formation.

Council members may volunteer for committees at any time by informing a committee chair. Members may serve on more than one committee.

Committees will present projects to the full council for approval. Proposed projects must support focus area strategies outlined in the council workplan.

Standing committee responsibilities are as follows:

Campus E-Clips Editorial Board

~~The Campus E-Clips Editorial Board produces and distributes an online newsletter that conveys the value and impact of higher education statewide to legislators, the media and various other audiences.~~

Member Orientation/Mentoring Committee

The Member Orientation/Mentoring Committee will consider the viability of and conceptualize a potential framework for a member orientation program and/or a peer mentoring program and will recommend a plan of action for council consideration.

Workplan

The Communicators Council shall approve a plan of work, which shall remain active until outlined goals are achieved.

Parliamentary procedure

The generally accepted rules of parliamentary procedure for small legislative bodies shall govern in the deliberation of the council and, unless specifically altered in these procedures, the latest edition of Roberts Rules of Order shall be the controlling guide in such practice.

Amendments

Any member of the council may propose changes to these bylaws. Proposed changes shall be presented to the council one meeting prior to the scheduled vote. Changes become effective when approved by a two-thirds vote of council members in attendance provided those members constitute a quorum.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #20-a:

Administrative Rules.

SUBJECT: Approval and adoption of proposed Administrative rules for the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service.

RECOMMENDATION:

It is recommended that the State Regents approve and adopt the proposed administrative rules for the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service.

BACKGROUND:

Chancellor Glen D. Johnson served as the 8th chancellor of the Oklahoma State Regents for Higher Education from January 2007 through November 2021. To honor Chancellor Johnson's commitment to improving college access, maintaining college affordability, and increasing the number of college graduates in Oklahoma to meet the state's current and future workforce needs, the State Regents recently established the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service.

POLICY ISSUES:

Revisions to the State Regents' *Policy and Procedures Manual* that create a new section of policy regarding the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service were approved by the State Regents on October 21, 2021. The State Regents must now approve and adopt the proposed administrative rules in order to move forward with creating the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service.

ANALYSIS:

Chancellor Glen D. Johnson retired from his role as the chief executive officer for the Oklahoma State System of Higher Education on November 7, 2021, after 14.5 years of service to the State Regents. To honor Chancellor Johnson's commitment to improving college access, maintaining college affordability, and increasing the number of college graduates in Oklahoma to meet the state's current and future workforce needs, the State Regents are establishing the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service. The State Regents have committed \$100,000 in one-time funds from the FY22 appropriation to start the scholarship fund and private funds are being contributed to grow the fund's corpus. The scholarship will be awarded each year to outstanding college students attending one of Oklahoma's public colleges or universities who demonstrate strong leadership potential, a significant commitment to community engagement activities, and interest in pursuing a career in public service. The proposed permanent rules outline the purpose of the scholarship, eligibility requirements, the award process, and fiscal aspects for administering the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service.

The proposed permanent rules were posted at the State Regents' meeting on December 10, 2021. Notice of Rulemaking Intent was published in the Oklahoma Register on February 15, 2022. No public comments or requests for hearing have been received.

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS**

**SUBCHAPTER 37. CHANCELLOR GLEN D. JOHNSON SCHOLARSHIP IN LEADERSHIP
AND PUBLIC SERVICE [NEW]**

610:25-37-1. Purpose [NEW]

The Chancellor Glen D. Johnson Scholarship in Leadership and Public Service honors Chancellor Johnson's commitment to increasing the number of college graduates in Oklahoma to meet the state's current and future workforce needs in today's knowledge-based, global economy. The scholarship is awarded each year to outstanding college students attending one of Oklahoma's public colleges or universities who demonstrate strong leadership potential, a significant commitment to community engagement activities, and interest in pursuing a career in public service.

610: 25-37-2. Eligibility Requirements [NEW]

Recipients of the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service shall meet the following eligibility requirements:

- (1) Oklahoma resident.
- (2) Enrolled full-time (minimum of 12 credit hours per semester) at a public institution within the Oklahoma State System of Higher Education.
- (3) In good academic standing with a minimum GPA of 3.0 at the time of nomination.
- (4) Completed at least 30 hours of college coursework/credits and will be classified as a sophomore, junior, or senior for the academic year in which the scholarship will be received.

610:25-37-3. Award Process [NEW]

- (1) **Number of Scholarships Awarded Annually.** Each year, a total of six scholarships will be awarded through the Chancellor Glen D. Johnson Scholarship in Leadership and Public Services as follows:
 - (A) Two (2) scholarships to students attending Oklahoma's public two-year colleges;
 - (B) Two (2) scholarships to students attending Oklahoma's public regional universities (including the University of Science and Arts of Oklahoma); and
 - (C) Two (2) scholarships to students attending Oklahoma's public research universities.
- (2) **Selection Process.** Recipients of the award will be selected from nominations received from Oklahoma's state system institutions.
- (3) **Call for Nominations.** A call for nominations and application materials will be sent to institutions no later than November 30th each year. Nominations must be received by the Oklahoma State Regents for Higher Education by February 28th each year.
- (4) **Institutional Submissions.**
 - (A) Two-year community colleges and regional universities may submit only 1 nomination each year. Nominations must be submitted by the institution's president.
 - (B) Oklahoma State University and the University of Oklahoma may submit up to 2 nominations each for the 2 scholarships to be awarded to the research institutions.
- (5) **Evaluation Criteria.** Recipients will be selected from the nominations received from Presidents by a committee appointed by the State Regents based on the following criteria:
 - (A) Leadership experience;
 - (B) Demonstrated interest in public service, community engagement and civic participation;
 - (C) A short essay on the importance and value of public service; and
 - (D) A letter of recommendation from an individual who can attest to the student's leadership potential and commitment to public service (e.g., professor, dean, advisor, president, community leader, etc.).

610.25-37-4. Fiscal Aspects of the Program [NEW]

- (1) **Fund Establishment.** The State Regents are allocating one-time funds in the amount of \$100,000 to establish the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service fund.
- (2) **Donations.** Private donations to the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service will be added to the fund's corpus.
- (3) **Award Amount.** Each year, the scholarship award amount will be determined by the State Regents based on prior year's investment earnings from the Chancellor Glen D. Johnson Scholarship fund.
- (4) **Disbursement.** Funds made available to the student as part of the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service will be paid directly to the student's institution on behalf of the student. Disbursement of funds will occur the first week of August, prior to the start of the fall semester.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #20-b:

Administrative Rules.

SUBJECT: Approval and adoption of proposed permanent Administrative rule revisions for Oklahoma’s Promise – Oklahoma Higher Learning Access Program.

RECOMMENDATION:

It is recommended that the State Regents approve and adopt proposed permanent rule revisions for the Oklahoma’s Promise – Oklahoma Higher Learning Access Program (Oklahoma’s Promise) 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 with an income of \$60,000 or less at the time of application to the program. The student’s family income must also not exceed \$100,000 while the student is enrolled in college.

During the 2021 legislative session, the State Regents recommended legislation to expand the application period to the 11th grade. Legislation to make this change, SB 132 by Sen. David Bullard and Rep. Rhonda Baker, passed the Senate and House on unanimous votes.

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, prepare themselves for academic success in college, and to provide them with financial assistance for college expenses.

ANALYSIS:

The proposed permanent rule revisions address the three following items:

1. Incorporating the statutory change to extend the application period to the 11th grade.
2. Modifying the program's high school curricular requirements to reflect changes in the college admission curricular requirements recently approved by the State Regents.
3. Deleting an obsolete reference to cooperative agreements between a public career technology center and an institution of The Oklahoma State System of Higher Education.

The proposed revisions were posted at the State Regents' meeting on October 21, 2021. Notice of Rulemaking Intent was published in the Oklahoma Register on February 15, 2022. No public comments or requests for hearing have been received.

**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 [AMENDED]

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, ~~or tenth grade~~, 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 ~~fifteen (15)~~ 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.
 - (B) 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 ~~tenth grade~~ eleventh grade applicants may use the calendar (tax) year income that coincides with the spring semester of the ~~tenth grade~~ 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)]

(C) 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.

610:25-23-4. Program requirements [AMENDED]

(a) Students shall agree to abide by the following provisions throughout the remainder of their school years or educational program:

- (1) Attend school regularly and to do homework regularly, meaning the student was in attendance at least eighty percent (80%) of each school year, excluding absences excused by the school;
- (2) Refrain from substance abuse, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined by 63 O.S. § 2-101(8);
- (3) Refrain from commission of crimes or delinquent acts, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law;
- (4) Have school work and school records reviewed by mentors designated pursuant to the program;
- (5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
- (6) Participate in program activities. [70 O.S. § 2605]

(b) The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:

- (1) Assist the student in achieving compliance with the agreements;
- (2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
- (3) Provide information requested by the OSRHE or the State Board of Education; and
- (4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]

(c) Students must complete the following 17-unit core curriculum with a minimum 2.50 grade-point-average (GPA) on a 4.00 grading scale, by the time they graduate from high school. For the purpose of calculating the required core curriculum GPA, core courses in English, lab science, mathematics, history and citizenship skills, foreign or non-English language, computer technology, or "additional" subject areas must be transcribed with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. If the required one unit, year, or set of competencies in fine arts (music, art, or drama) or speech is fulfilled on a pass/fail or competency basis, the course(s) will be accepted and excluded from the required core curriculum GPA calculation. The Chancellor may approve exceptions to the grading policy for pass/fail courses for extraordinary circumstances.

- (1) Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);
- (2) Three units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);
- (3) Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability [must have completed geometry and Algebra II], calculus, Advanced Placement Statistics);
- (4) Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture):
- (5) Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);

- (6) One additional unit, or year, of subjects listed above, or any Advanced Placement course, psychology, sociology, or any concurrent liberal arts and sciences course at a State System institution that is not being used to fulfill any curricular requirement previously listed. any Advanced Placement course except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);
- (7) One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.
- (d) The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular requirements.
- (e) Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.
- (f) Strict parameters regulate the substitution of applied courses (OSRHE policy on Institutional Admission and Retention).
- (g) Exceptions to the required core curriculum will be considered according to the following:
- (1) Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:
 - (A) Core curriculum requirements which are also required for regular college admission (OSRHE policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.
 - (B) Any other core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.
 - (2) Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.
 - (3) Any other requests for exceptions to the core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any core curriculum requirements omitted in high school or other educational program.
- (h) Students must attain a minimum 2.50 cumulative GPA on a 4.00 grading scale for all work attempted in grades nine through twelve.
- (i) Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT test score. Only ACT scores reported by ACT for tests-administered prior to the student's high school graduation will be considered. Beginning September 1, 2020, all test scores reported by ACT, including "superscores" as defined by ACT, will be considered. Scores from ACT residual tests will not be considered except under extraordinary circumstances as determined and approved by the Chancellor. SAT test scores will be considered in a manner comparable to ACT test scores.

610:25-23-7. Payment of awards; policies and limitations [AMENDED]

- (a) Eligible students enrolled at an institution in The Oklahoma State System of Higher Education shall have an award equivalent to their undergraduate resident nonguaranteed tuition paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Trust Fund [70 O.S. § 3953.1];
- (b) Eligible students enrolled in a duly accredited private Oklahoma institution of higher education [70 O.S. § 4103] shall have awards paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund in an amount equivalent to the average undergraduate resident nonguaranteed tuition if the student were enrolled in a comparable institution of The Oklahoma State System of Higher Education. Comparability of institutions shall be determined by the OSRHE;

- (c) Eligible students enrolled in a postsecondary career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education ~~through a cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education~~ shall have an award equivalent to tuition paid, not exceeding the average amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education, to the school or institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund;
- (d) Funds shall be transferred by the OSRHE from the Oklahoma Higher Learning Access Trust Fund to the institution in which the student is enrolled. No funds shall be paid directly to the student;
- (e) Payment will not be allowed for courses taken in excess of those required for a baccalaureate degree;
- (f) Beginning with students graduating high school in 2017-2018 and thereafter, payment will be limited to 129 semester credit hours, or the equivalent, except as provided in the following. Students enrolled in a baccalaureate degree program that requires in excess of 129 semester credit hours or the equivalent, may receive payment for the number of semester credit hours required by the degree program. Students without a baccalaureate degree who are enrolled in a first professional degree program that does not require completion of a baccalaureate degree and that requires in excess of 129 semester credit hours or the equivalent, may receive payment for the number of semester credit hours required by the degree program up to a maximum of 150 semester credit hours or the equivalent. The Chancellor may approve exceptions to the limit for extraordinary or hardship circumstances including, but not limited to, sickness and injury.
- (g) Students will be eligible for the benefits outlined in this policy for five (5) years from the first date of postsecondary enrollment. The Oklahoma State Regents for Higher Education may award the Oklahoma Higher Learning Access Program benefits for courses of postsecondary units taken more than five (5) years after the student's first semester of postsecondary enrollment only in hardship circumstances; provided, however, no Oklahoma Higher Learning Access Program participant may receive benefits beyond a cumulative time period of five (5) years [70 O.S. § 2604]. Hardship circumstances may include, but are not limited to, sickness, injury, required military service, or service required by the student's religious or cultural traditions;
- (h) There will be no limit to the number of awards other than the amount of funds available or the number of eligible students. If sufficient funds are not available to provide awards for all eligible applicants, the OSRHE shall make awards on the basis of need;
- (i) Students who have previously received awards shall have priority over students applying for initial awards;
- (j) The Oklahoma State Regents for Higher Education shall take into consideration other grants and scholarships received by an eligible applicant when making awards [70 O.S. § 2604]. Award recipients may not receive financial aid in excess of his/her cost of attendance as determined by the institution in which the student is enrolled. The cost of attendance determined by the institution shall be consistent with regulations for federal Title IV student financial aid programs. If necessary, an award shall be reduced by an amount which makes the student's total financial aid equivalent to the student's identified cost of attendance.
- (k) Beginning with the 2018-2019 academic year, an award shall not include payment for non-credit remedial courses.
- (l) If a student withdraws from a class in which he or she has received an award from the Oklahoma Higher Learning Access Program, the awarded funds shall be returned to the Oklahoma Higher Learning Access Program. This provision shall only apply to awarded funds when the student withdraws prior to the end of the add/drop period for the session in which the student is enrolled.

610:25-23-8. Administrative responsibilities [AMENDED]

The Oklahoma Higher Learning Access Act established administrative roles and responsibilities for the Oklahoma State Regents for Higher Education (OSRHE) and the State Board of Education.

(1) Every public school district shall designate at least one contact person at each Oklahoma public school site in which eighth, ninth- ~~or tenth-grade~~, tenth- or eleventh-grade classes are taught. When requested by the OSRHE, the State Board of Education shall assist the OSRHE to ensure the designation of contact persons. Private schools shall also designate at least one school official as a contact person. For students who are educated by other means, a parent or guardian or other person approved by the OSRHE shall be designated as the contact person. [70 O.S. § 2605]

(A) The contact person shall be responsible for processing student applications for the program according to the rules and regulations established by the OSRHE.

(B) The contact person shall maintain the agreements, which shall be executed on forms provided by the OSRHE.

(C) The local contact person shall:

(i) monitor the student's compliance with the terms of the agreement;

(ii) document transfer out of state, death, and other conditions; and

(iii) report on circumstances of noncompliance to the OSRHE.

(D) Compliance or noncompliance with the program requirements for attending school regularly [610:25-23-4(a)(1)], refraining from substance abuse [610:25-23-4(a)(2)], and refraining from criminal or delinquent acts [610:25-23-4(a)(3)] shall be reported to the OSRHE by the local school district.

(E) The local district contact person shall report program participants who transfer into or out of the district to the OSRHE and identify the local education agency (LEA) and site from which or to which the student transferred.

(F) Beginning in April of the student's year of graduation, the local contact person shall gather from the program participants and his/her records, information which substantiates whether or not the program requirements have been met.

(G) The student's program verification form should be completed, signed, dated, and forwarded to the OSRHE as soon after the student's graduation as possible.

(2) The local school district where an Oklahoma Higher Learning Access Program student is attending when the student begins participation in the program and any subsequent school district where the student attends shall forward information regarding the student's participation in the program to a school to which the student transfers upon the school's request for the student's records. [70 O.S. § 2605]

(3) The Oklahoma State Regents for Higher Education shall:

(A) designate personnel to coordinate tracking of program records for the years when students participating in the program are still in the public schools, provide staff development for contact persons in the public schools, and provide liaison with the State Board of Education and local organizations and individuals participating in the program [70 O.S. § 2605];

(B) coordinate and develop policies and procedures to implement the Oklahoma Higher Learning Access Act;

(C) coordinate the publication and distribution of program awareness information and materials;

(i) Each school year, every fifth- through ~~ninth-grade~~ eleventh-grade student in the public and private schools of Oklahoma and students educated by other means who are in the equivalent of the fifth through ~~ninth~~ eleventh grade shall be apprised, together with his/her parents, custodial parent, or guardian, of the student's opportunity for access to higher learning under the Oklahoma Higher Learning Access Program [70 O.S. § 2605];

(ii) The OSRHE and the State Board of Education shall develop, promote, and coordinate a public awareness program to be utilized in making students and parents aware of the program [70 O.S. § 2605];

(D) coordinate the provision of technical assistance to local school districts and individual participants;

(E) administer the Oklahoma Higher Learning Access Trust Fund;

(F) process applications submitted directly to the OSRHE;

- (G) determine final eligibility for the program award.

610:25-23-9. "Heroes Promise" [AMENDED]

HB 1343 of the 2011 Oklahoma legislative session amended the Oklahoma Higher Learning Access Act to authorize certain persons to participate in the Oklahoma Higher Learning Access Program and to qualify for the program benefits. This category of program participation shall be referred to as the "Heroes Promise" program. Except as otherwise provided in this section, the administrative rules of the Oklahoma Higher Learning Access Program shall apply to participants in the Heroes Promise program.

- (1) Eligibility: A student shall be eligible to participate in the Heroes Promise program if the student meets the following criteria:

- (A) The student is a child of any person killed after January 1, 2000, in the line of duty in any branch of the United States Armed Forces or who died after January 1, 2000, as a result of an injury sustained while in the line of duty in any branch of the United States Armed Forces and the person who was killed or died filed an individual or joint Oklahoma income tax return for the tax year prior to the year during which the person was killed or died.

- (B) The student is a resident of Oklahoma or is 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.

- (C) The student executes an agreement to participate in the program.

- (2) Application and Enrollment:

- (A) Eligible students enrolled in a public or private school in the eighth-, ninth-, or tenth-grade, tenth-, or eleventh-grade and eligible students educated by other means between the ages of thirteen (13) and ~~sixteen (16)~~ seventeen (17) may apply to participate in the program.

- (B) Eligible students who have completed the ~~tenth~~ eleventh grade or who have reached age ~~sixteen (16)~~ seventeen (17) shall be given the opportunity to apply to participate in the program prior to reaching the age of twenty-one (21).

- (C) An eligible student shall not be required to establish financial need as described in 610:25-23-2(2).

- (D) To apply, the student and/or their parent, custodial parent, or guardian shall submit appropriate documentation of eligibility including, but not limited to:

- (i) A copy of an individual or joint Oklahoma income tax return filed by the parent of the student for the tax year prior to the year during which the parent was killed or died.

- (ii) Documentation of the parent's death after January 1, 2000 while in the line of duty or as a result of injury sustained while in the line of duty in any branch of the United States Armed Forces.

- (iii) Documentation that the student is a resident of Oklahoma or is 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.

- (3) Exemption from Oklahoma Higher Learning Access Program Requirements: Students eligible for the Heroes Promise program shall not be subject to the program requirements contained in 610:25-23-4 (Program requirements).

- (4) Securing Program Benefits: An eligible student may qualify for a Heroes Promise award which includes payment of an amount equivalent to resident tuition or other tuition pursuant to Section 2604 of Title 70 of the Oklahoma Statutes for the first semester or other academic unit of postsecondary enrollment if the student meets the following criteria:

- (A) The student has satisfied admission standards as determined by the Oklahoma State Regents for Higher Education for first-time-entering students for the appropriate type of institution, or, if attending a private institution, has satisfied admission standards as determined by the private institution. No student participating in the Heroes Promise program shall be admitted into an institution of higher education by special admission standards.

(B) The student has secured admission to, and, prior to reaching the age of twenty-one (21), has enrolled in an institution which is a member of The Oklahoma State System of Higher Education, a postsecondary career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes. The Oklahoma State Regents for Higher Education may award the Heroes Promise benefit for a student's first semester or other academic unit of postsecondary enrollment taken after the student turns twenty-one (21) years of age if the student is a member of the Armed Forces of the United States, the Reserve Corps of the Armed Forces of the United States, or the Oklahoma National Guard, and is ordered to active duty or active duty for special work or training and due to the duty commitment the student is unable to enroll before the student reaches twenty-one (21) years of age. The period of the extension shall be the length of the term of duty.

(C) Except as otherwise provided in this section, students eligible for the Heroes Promise award benefits shall not be subject to the provisions of 610:25-23-5 (Securing Program benefits).

(D) Except as otherwise provided in this section, the payment of Heroes Promise award benefits shall be subject to the provisions of 610:25-23-7 (Payment of awards; policies and limitations).

(E) A student that qualifies for the Oklahoma Higher Learning Access Program benefit based on both their Heroes Promise eligibility and completion of the regular program requirements shall only receive a single program benefit.

(5) Retaining Eligibility in Postsecondary Education: To retain eligibility for the Heroes Promise award while pursuing a program of higher learning at an eligible Oklahoma institution, the student must maintain compliance with the provisions of 610:25-23-6 (Retaining eligibility in postsecondary education).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #20-c:

Administrative Rules.

SUBJECT: Approval and adoption of proposed permanent Administrative rule revisions and revocations for Oklahoma Tuition Aid Grant Program.

RECOMMENDATION:

It is recommended that the State Regents approve and adopt proposed permanent rule revisions and revocations for the Oklahoma Tuition Aid Grant Program as described below.

BACKGROUND:

The Oklahoma Tuition Aid Grant (OTAG) program was created in 1971. OTAG provides grant assistance to resident students with the least financial resources. During the 2021 legislative session, the State Regents requested amendments to the OTAG statutes in HB 1821 to create greater flexibility and focus in the awarding of the OTAG grants. The goal of the changes is to enhance student retention and graduation rates through more effective allocation of the awards at the institution level. HB 1821 passed with near unanimous votes in both the House and Senate.

Until now, the OTAG grant has been awarded directly by the State Regents to lower-income students primarily on a "first-come, first-served" basis without regard to other financial aid the student is receiving (federal Pell Grants, Oklahoma's Promise, Academic Scholars Program, Regional Baccalaureate Scholarship, tuition waivers, foundation scholarships, other scholarships, etc.). To increase student retention and graduation rates, the new changes will allow OTAG awardees to be selected by the institution based on the student's overall financial need and other priority factors. These changes will become effective for the 2022-2023 academic year.

POLICY ISSUES:

The proposed rule changes are intended to support the State Regents' goals of increasing student retention and graduation rates while meeting the employment needs of the state economy. The changes allow institutions to consider the following factors when awarding the grants: unmet financial need, continuous enrollment, nearness to completion of a degree or certificate, state employment needs, and eligibility for other state or institutional student financial aid.

ANALYSIS:

The proposed rule changes address the following items:

- Incorporating statutory changes authorized by HB 1821.
 - Allowing greater flexibility in the awarding of the grants.
 - Removing restrictions on the State Regents' authority to set maximum award amounts.
 - Identifying priority factors that may be used in awarding the grants.

- Deleting obsolete language referring to federal legislation and programs that are no longer in effect.
- Deleting text citing the state legislative history of the program (this information is readily available and kept current on the Oklahoma Legislature's website).

The proposed revisions were posted at the State Regents' meeting on October 21, 2021. Notice of Rulemaking Intent was published in the Oklahoma Register on February 15, 2022. No public comments or requests for hearing have been received.

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS
SUBCHAPTER 7. OKLAHOMA TUITION AID GRANT PROGRAM**

610:25-7-1. Program purpose [AMENDED]

(a) The purpose of the Oklahoma Tuition Aid Grant Program is to provide need-based grant assistance to eligible Oklahoma resident students and to serve the state's most needy students in a fair and equitable fashion using funds made available pursuant to the Oklahoma Higher Education Tuition Aid Act ~~and in conjunction with the Leveraging Educational Assistance Partnership Program administered by the U.S. Department of Education.~~

(b) The Oklahoma Tuition Aid Grant Program was established to assist Oklahoma college students with demonstrated financial need to meet the cost of attendance at postsecondary institutions in Oklahoma through reimbursement of a portion of their costs of attendance. ~~Congress amended the Higher Education Act of 1965 to provide incentive grants to states for the implementation or expansion of state grant programs. Accordingly, the purpose of the Leveraging Educational Assistance Partnership Program (LEAP) is to provide matching funds to encourage operation of state grant programs to improve student access and choice in higher education. States pay all administrative costs and match federal allotment dollars from non-federal resources. Funds not used by one state may be reallocated to others in proportion to their higher education enrollments.~~

610:25-7-2. Legislative authority [REVOKED]

~~(a) Federal. Leveraging Educational Assistance Partnership Program is authorized under Title IV, Part A, Subpart 3 of the Higher Education Act of 1965, as added by P.L. 92-318, and amended by P.L. 94-482, P.L. 95-43, P.L. 95-566, P.L. 95-96, P.L. 96-374, P.L. 97-35, and P.L. 105-244.~~

~~(b) State. The 1971 Oklahoma Legislature enacted Senate Bill No. 191 authorizing the establishment of a Tuition Aid Grant Program to be administered by the Oklahoma State Regents for Higher Education. Senate Bill No. 400 of the 1982 Legislature amended O.S. 1981, Title 70, Sections 626.1 through 626.10 related to tuition aid grants. Senate Bill No. 770 of the 1990 Legislature amended O.S. 1981, Title 70, Section 626.2 related to tuition aid grants and Section 626.7 related to student eligibility qualifications and amount of grant. House Bill No. 1075 of the 1995 Legislature amended O.S. 1991, Title 70, Section 626.6 related to student eligibility qualifications. Senate Bill No. 196 of the 1999 Legislature amended O.S. 1991, Title 70, Sections 626.4 and 626.7 related to student eligibility requirements and the awarding of grants.~~

610:25-7-6. Eligibility; amount of grant; application procedures and deadlines; disbursement of funds [AMENDED]

(a) *A college tuition aid grant shall may be awarded annually to each eligible, qualified full-time or part-time undergraduate or graduate student enrolled in a curriculum leading to a degree or certificate in an institution of collegiate grade or postsecondary institution providing a program of training to prepare students for employment in a recognized occupation in Oklahoma approved or accredited by the Oklahoma State Regents for Higher Education or appropriate postsecondary agency in accordance with the following [70 O.S., § 626.7]:*

(1) Eligibility.

(A) Each full-time or part-time resident student's financial eligibility will be based on their Expected Family Contribution (EFC) calculated for federal Title IV student financial aid eligibility. A resident student is one who meets the current Policy on Residence Status of Enrolled Students in the Oklahoma State System of Higher Education. ~~Full time and part time status will be defined in accordance with the current definition for full time or half time enrollment status for federal Title IV student financial aid eligibility.~~

(B) *The Oklahoma State Regents for Higher Education shall determine by rules and regulations the maximum number of semesters a student may be eligible for grants. [70 O.S., § 626.7] An*

otherwise eligible undergraduate student can continue to receive awards as long as they are eligible for funding from the federal Pell grant program. Graduate students can receive a maximum of eight full-time disbursements.

(C) *No student shall be eligible for grants unless he maintains such minimum standards of academic performance as are required by the institution in which the student is enrolled.* [70 O.S., § 626.7] The minimum standards of academic performance shall be those required by the institution for federal Title IV financial aid recipients.

(D) Students who are incarcerated are not eligible to receive tuition aid grants. Incarceration will be defined in accordance with the current definition for federal Pell grant eligibility.

(E) Students must be enrolled in a postsecondary institution eligible to participate in the federal Title IV student financial aid programs.

(F) Students must meet all general eligibility requirements for recipients of federal Title IV student financial aid. The school of attendance will report each student's completed application status through a reporting system provided by the Oklahoma State Regents for Higher Education.

(G) *In the event a student for any reason ceases to continue to be enrolled during the course of an academic year, the student shall cease to be eligible for tuition aid.* [70 O.S., § 626.7]

(2) Amount of grant.

(A) *The amount of tuition aid grant to any student under this act [70 O.S., § 626.1 et seq.] for any semester shall represent a percentage not greater than seventy-five percent (75%) of the ~~previous year's~~ tuition and enrollment fees normally charged to residents of the State of Oklahoma by the institution of attendance.* [70 O.S., § 626.7] ~~The tuition and enrollment fees used in calculating the award will be based on standards as follows: full time undergraduate—30 credit hours per academic year; part time undergraduate and graduate—12 credit hours per academic year; full time graduate—18 credit hours per academic year; full time career technology—at least 900 clock hours; and part time career technology—at least 450 clock hours. If the Oklahoma State Regents for Higher Education determine that funds are available to offer awards for summer enrollments, institutions will be notified. At the time of the notification, summer award amounts will be announced.~~

(B) *The percentage of aid awarded shall be based on a need analysis system that is consistent with federal student financial aid regulations.* [70 O.S., § 626.7] ~~The percentage of aid awarded shall be based on the student's Expected Family Contribution (EFC) calculated for federal Title IV student financial aid eligibility. The Oklahoma State Regents for Higher Education will issue an annual award payment schedule identifying the maximum eligible EFC and identifying the percentage of aid to be awarded according to EFC ranges.~~

(C) *The Oklahoma State Regents for Higher Education shall determine by rules the annual maximum award based on an annual assessment of funds availability. ~~The State Regents shall not increase the annual maximum award amount unless funding is sufficient to serve at least the same number of students as the previous academic year.~~* [70 O.S., § 626.7]

(D) The minimum amount of grant to be awarded is \$200 per academic year or \$100 per semester or other enrollment period.

(E) The award must be included in the student's financial aid package managed by the institution. If the inclusion of the tuition aid grant award results in the student receiving more financial assistance than is needed to meet their cost of education as determined by the institution, the institution will resolve the over-award in accordance with federal Title IV student financial aid regulations. The institution may reduce or revoke the award if necessary to resolve the over-award.

(3) *Application procedures and deadlines. The Oklahoma State Regents for Higher Education may adopt rules and regulations, prescribe and provide appropriate forms for application and employ such persons, contract for such services and make such additional expenditures as may be necessary or appropriate for effectuating the provisions of this act.* [70 O.S., § 626.7]

(A) Students will apply for tuition aid grant award consideration by completing the federal student financial aid application. A separate application may be provided for students eligible for state

financial aid under 70 O.S., § 3242. The Oklahoma State Regents for Higher Education will receive application data from the federal Title IV student financial aid application system for those students who indicate their legal state of residence is Oklahoma. Applications with at least one eligible Oklahoma institution selected by the student will be processed for tuition aid grant award consideration.

(B) ~~If necessary, the~~ The application receipt deadline will be reflected in the application document provided annually by the federal Title IV student financial aid application system.

(4) Disbursement of funds.

(A) Funds will be disbursed to students after the institution confirms enrollment status and eligibility in each ~~the fall and spring semesters~~ semester or other enrollment period. ~~For standard fall and spring semester enrollment, one half of the award will be disbursed in the fall semester, and one half of the award will be disbursed in the spring semester. For non-standard enrollment, disbursements will be made consistent with federal Pell Grant regulations.~~

(B) Funds for eligible students will be delivered to the institution for disbursement to students in accordance with the institution's student financial aid disbursement policies.

(b) The Oklahoma State Regents for Higher Education are hereby authorized to determine priorities for participation in this tuition aid program ~~by full-time, part-time, undergraduate and graduate students~~ based on factors including, but not limited to, full-time or part-time enrollment status, undergraduate or graduate enrollment status, unmet financial need, continuous enrollment, nearness to completion of a degree or certificate, state employment needs, eligibility for other state or institutional student financial aid and available state funding. [70 O.S., § 626.8]

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #20-d:

Administrative Rules.

SUBJECT: Approval and adoption of proposed Administrative rule revisions for Administrative Operations Purchasing Policy.

RECOMMENDATION:

It is recommended that the State Regents approve and adopt permanent rule revisions for Administrative Operations – Purchasing.

BACKGROUND:

The Purchasing Department of the Oklahoma State Regents for Higher Education (OSRHE) is responsible for the acquisition of all goods, equipment and services for the operation of OSRHE, authorized by 70 O.S. § 3206. OSRHE is exempt from all provisions of the Oklahoma Central Purchasing Act by 74 O.S. § 85.3A. All acquisitions of OSRHE are made pursuant to the State Regents' approved Purchasing Policy and in accordance with the permanent rules as defined in the Administrative Procedures Act.

POLICY ISSUES:

The proposed rules changes set forth and clarify the necessary instructions and guidelines for vendors or other interested parties regarding the purchasing processes for OSRHE. Purposes of the rules are:

- To establish consistent purchasing practices and procedures for operations of OSRHE;
- To achieve economies and efficiencies and make the most effective use of public funds;
- To encourage competition and ensure fair and equitable treatment among vendors; and
- To insure the quality and integrity of the purchasing process.

ANALYSIS:

As an outcome of the financial viability reviews and work with Huron, an area of opportunity for improved efficiencies in combined purchasing power became evident. The proposed changes to the State Regents' Purchasing Policy will allow for competitive bidding and economy-of-scale to be achieved in shared purchasing models for the state system as a whole. These proposed rule changes expand the consortium model beyond the existing rules for OneNet to allow for general contracting powers through OSRHE on behalf of the State System.

The amendments to the Administrative Operations – Purchasing rules include edits, clarification of terminology and the following proposed changes to modernize the rules, including but not limited to:

1. Addition of a new section to authorize State System consortium purchasing opportunities to provide efficiency and savings for our public colleges and universities. - **610:1-11-21**

The proposed new section of the policy will provide specific authorization for the Oklahoma State Regents for Higher Education to conduct competitive solicitations on behalf of the State System with the purpose of achieving efficiencies and savings.

2. Changing the requirements for purchases of \$5,000 or less - **610:1-11-12**

The revised rule will increase the threshold to \$5,000 from \$2,500 for competitive bid requirements. This increase will adjust the minimum dollar threshold for conducting competitive bids and will account for general price increases since the adoption of the original rules in 2003 and the inflation in the purchasing power of the dollar that has increased 48.7% for the period 2003 - 2021.

3. Changing the requirements for purchases between \$5,001 and \$25,000. - **610:1-11-13**

The rule change will allow informal bids to be solicited for purchases greater than \$5,000. The rule maintains an informal bid process from three (3) vendors with a minimum of two (2) price quotations being received to allow for the consideration of “no-bid” responses.

4. Several clerical updates in language to provide consistency and update references as necessary.

The proposed changes include minor updates to clean-up the language for consistency and to provide updated references to the Office of Management and Enterprise Services, removing references to the Department of Central Services, now a division of OMES. Also, the changes include the necessary renumbering requirements to add the proposed consortium section and to reference renumbered state statutes.

The proposed revisions were posted at the State Regents' meeting on October 21, 2021. Notice of Rulemaking Intent was published in the Oklahoma Register on February 15, 2022. No public comments or requests for hearing have been received.

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 1. ADMINISTRATIVE OPERATIONS
SUBCHAPTER 11. PURCHASING**

610:1-11-3. Definitions [AMENDED]

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

"Acquisition" means all type of purchases and rental necessary to perform the duties assigned to the Oklahoma State Regents for Higher Education, whether bought or leased by contract or otherwise, and includes every means by which the Oklahoma State Regents for Higher Education obtains any materials, supplies, service or equipment.

"Award" means when the Authority, Chief Executive Officer, department, Purchasing Director, or other person authorized to make the acquisition, agree on a suitable vendor for a competitive bid and the Purchasing Director, or designee, notifies the successful vendor.

"Bidders list" means a list of individuals or business entities that desire notification of solicitations for specified commodity codes.

"Chancellor" means the Chief Executive Officer at the Oklahoma State Regents for Higher Education.

"Commodity Code" means a group of like products or services.

"Competitive Bidding" means a process of acquisition wherein bidders submit bids to the Purchasing Director pursuant to terms, conditions and other requirements of a solicitation.

"Days" means calendar days unless otherwise specified.

"Department" means a department within the Oklahoma State Regents for Higher Education

"EEOC" means Equal Employment Opportunity Commission.

"Emergency acquisition" means an acquisition made by the Purchasing Director without seeking competitive bids to relieve an unforeseen condition believed to endanger human life or safety or pose imminent danger to significant property.

"Equipment" means all personal property acquired for the Oklahoma State Regents for Higher Education's use which is in the nature of a tool, device, or machine and shall be deemed to include all personal property used or consumed by The Oklahoma State Regents for Higher Education and is not included within the category of materials and supplies.

"Fiscal Year" means the period of time from July 1 of a calendar year through June 30 of the succeeding calendar year.

"Goods" means products, material, supplies and includes all property except real property acquired by the Oklahoma State Regents for Higher Education for its use or consumption, except equipment.

"Invitation to Bid" or **"ITB"** means a document issued which describes the goods or services for which offers are being solicited.

"Professional Services" means services which are predominantly advisory or intellectual in character, or involve support rather than supplying equipment, supplies or other merchandise. Professional services include those services requiring special, usually advanced education or skill.

"Purchasing" means the Purchasing Department of the Oklahoma State Regents for Higher Education.

"Purchasing Director" means the Purchasing Director of the Oklahoma State Regents for Higher Education.

"Request for proposal or RFP" means a type of solicitation the Purchasing Director sends to suppliers requesting submission of proposal for acquisitions.

"Request for quotation or RFQ" means a simplified written or oral solicitation the Purchasing Director sends to suppliers requesting submission of a quote.

"Services" means labor rendered by a person to another as distinguished from providing tangible goods. It shall include any type of personal or professional service, employment or undertaking except the employment of regular officers and employees by a state agency or such extra seasonal help as is authorized by law and is regularly use.

"Solicitation" means a request or invitation by the Purchasing Director for a supplier to submit a priced offer to sell acquisitions to the state. A solicitation may be an invitation to bid, request for proposal or request for quotation.

"State Regents" means the Oklahoma State Regents for Higher Education.

"Vendor registration" means a process a supplier uses to register with the Purchasing Division to receive solicitations for specified commodities for a specified period of time.

610:1-11-12. Purchases ~~\$2,500~~ \$5,000 or less [AMENDED]

Purchases ~~\$2,500~~\$5,000 or less are not subject to competitive bidding and may be made from vendors capable of providing the required good(s) or services(s) in a quality and timely manner.

610:1-11-13. Purchases between ~~\$2,501~~ \$5,001 and \$25,000 [AMENDED]

Purchases between ~~\$2,501~~ \$5,001 and \$25,000 may be made on the basis of an informal bid process. Purchases made on this basis require price solicitations from a minimum of three (3) vendors, with a minimum of two (2) price quotations being received. All price quotations must be supported by documentation of emailed solicitations and responses, telephone solicitations or facsimile transmission from the vendors.

610:1-11-14. Purchases in excess of \$25,000 [AMENDED]

Purchases in excess of \$25,000 must be reported to the Budget & Audit Committee. These purchases shall be made on the basis of one of the following processes:

- (1) Formal Solicitation process.
- (2) Alternatives to the formal bid process. Purchases may be made from purchase orders or purchase contracts or at a price equivalent to purchase order or purchase contracts that have been awarded to a vendor(s) on the basis of competitive bids by any of the following entities:

(A) ~~Oklahoma Department of Central Services~~ The Office of Management and Enterprise Services;

(B) Colleges, universities, and other entities within the state system;

(C) General Services Administration; and

(D) ~~Educational~~ Purchasing consortia.

610:1-11-20. Purchasing Authority for OneNet Statewide contracts [AMENDED]

(a) ~~The Department of Central Services~~ The Office of Management and Enterprise Services shall recognize as a statewide contract an unencumbered contract consummated in behalf of the telecommunications network known as OneNet by the Oklahoma State Regents for Higher Education or any other state entity assigned responsibility for OneNet; ~~provided, said recognition shall require recommendation by the Information Services Division of the Office of State Finance.~~ The ~~Department of Central Services~~ Office of Management and Enterprise Services shall not subject purchases pursuant to said contracts to any quantity limit. ~~[74 O.S., §85.9E. A.]~~[62 O.S. §34.20.1.A]

(b) The Oklahoma State Regents for Higher Education and any other state entity assigned responsibility for OneNet are authorized to negotiate for education or government discounts from published price listings and to make contracts at such prices subject to adjustment for price increases nationally published. ~~[74 O.S., §85.9E. C.]~~[62 O.S., §34.20.1 C]

610:1-11-23. Higher Education Purchasing Consortium [NEW]

The Oklahoma State Regents for Higher Education shall have the authority to issue competitive solicitations on behalf of the Oklahoma State System of Higher Education including institutions, centers, or other

constituent agencies of The Oklahoma State Regents for Higher Education in an effort to obtain the maximum value and savings for the Oklahoma State System of Higher Education.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #21-a:

Programs.

SUBJECT: Program Modifications. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU)

- 36 degree program requirement changes
- 2 degree program name changes
- 3 degree program option deletions
- 5 degree program option additions

Oklahoma State University Center for Health Sciences (OSU-CHS)

- 3 degree program requirement changes

University of Oklahoma College of Law (OU-LAW)

- 1 degree program requirement change

Connors State College (CSC)

- 2 degree program requirement changes
- 1 degree program name change

Oklahoma State University – Oklahoma City (OSU-OKC)

- 1 degree program requirement change

Tulsa Community College (TCC)

- 1 degree program requirement change

POLICY ISSUES:

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

OSU – Bachelor of Fine Arts in Acting (288)

Degree program requirement changes

Change graduation criteria:

Change minimum GPA requirement for major courses from 2.5 to 3.0.

Add TH 4382.

Change credit hours for Dance Electives from 4 to 2.
The proposed changes will better align the curriculum and graduation requirements with similar programs at peer institutions.
One new course will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

**OSU – Doctor of Philosophy in Counseling Psychology (552)
Doctor of Philosophy in Psychology (178)**

Degree program requirement changes

Change admission criteria:

Remove requirement to submit Graduate Record Examination (GRE) scores.
The proposed change will remove a barrier to program admission.
No new courses will be added and no courses will be deleted.
Total credit hours for the degrees will not change.
No funds are requested from the State Regents.

OSU - Doctor of Philosophy in Educational Psychology (070)

Degree program option deletion

Delete option:

Counseling Psychology.

- There are no students enrolled in the option.

The proposed option deletion is due to creation of the Doctor of Philosophy in Counseling Psychology (552) standalone degree program.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

OSU - Doctor of Philosophy in Curriculum Studies (553)

Degree program requirement changes

Remove CIED 6043 and add CIED 6153.

The proposed changes will align the curriculum with external reviewers' recommendations.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

OSU – Doctor of Philosophy in Education (435)

Degree program requirement changes

For the Language, Literacy, and Culture option:

Change admission criteria:

- Remove requirement to submit GRE scores.

The proposed change will remove a barrier to program admission.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

OSU – Master of Science in Engineering Technology (519)

Degree program requirement changes

For the Fire Safety and Explosion Protection option:

Require 9 credit hours from the following courses: FSEP 5033, FSEP 5113, FSEP 5143, and FSEP 5043.

For the Non-Thesis pathway:

Remove FSEP 5990.

Change credit hours for Electives from 12 to 15.

The proposed changes will provide students with more flexibility.

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

Total credit hours for the degree will change from 30-32 to 30-33.

No funds are requested from the State Regents.

OSU – Master of Science in Mechanical and Aerospace Engineering (145)

Degree program requirement change

Remove Creative Component pathway.

The proposed change is due to creation of the Master of Engineering in Mechanical and Aerospace Engineering (269) degree program, which encompasses the same requirements as the pathway being deleted.

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

Total credit hours for the degree will change from 30-35 to 30.

No funds are requested from the State Regents.

OSU – Doctor of Philosophy in Mechanical and Aerospace Engineering (146)

Degree program requirement changes

For students with a Master's degree:

Change credit hours for 5000 and 6000-level coursework beyond the Master's degree from 24 to 24-30.

Change credit hours for MAE 6000 from 29 to 24-30.

Remove requirement to complete 6 credit hours of Technical electives.

Change credit hours for MAE 6010 from 1 to 6.

Add 90-credit hour degree completion pathway for students with a Bachelor's degree.

For the Unmanned Aerial Systems option:

Add MAE 6010 (6 credit hours).

Change credit hours for MAE electives from 9-15 to 9.

Change credit hours for MAE 6000 from 24-30 to 24.

The proposed changes will add more emphasis on research within the curriculum and enhance the program's ability to recruit high-performing undergraduate students.

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

Total credit hours for the degree will change from 60 to 60-90.

No funds are requested from the State Regents.

OSU – Bachelor of Science in Geophysics (289)

Degree program requirement changes

Remove GEOL 4103 and add GEOL 2103.

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

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – Master of Arts in Teaching in Teaching (511)

Degree program option deletions

Delete options:

Secondary English.

Secondary Social Studies.

There are no students enrolled in the options.

The proposed option deletions are due to lack of student interest.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

OSU - Bachelor of Science in Agricultural Sciences and Natural Resources in Horticulture (128)

Degree program requirement changes

For all options:

Remove PBIO 1404.

Add HORT 3084.

Add combination of BIOL 1113 and BIOL 1111 and PBIO 1404 as alternatives for BIOL 1114.

Add HORT 3833 as an alternative to HORT 3153.

Change credit hours for College/Departmental Requirements from 40 to 36.

For the Horticultural Business option:

Remove MATH 1583/STAT 2023.

Add MATH 1483/MATH 1513

Add 5 credit hours of electives from HORT or the Ferguson College of Agriculture.

Change credit hours for HORT 2010 from 3 to 1.

Remove 15 credit hours of Emphasis Area.

Add 15 credit hours of electives with 9 credit hours of upper-division AGEC courses or courses from the Spears School of Business.

Change credit hours for General Education from 41 to 40.

Change credit hours for Major Requirements from 39 to 44.

For the Horticultural Food Safety option:

Remove MATH 1583/STAT 2023.

Add MATH 1483/MATH 1513.

Add 2 credit hours of electives from HORT.

Change credit hours for HORT 2010 from 3 to 1.

Require HORT 3713.

Change credit hours for General Education from 41 to 40.

Change credit hours for Major Requirements from 39 to 44.

For the Horticultural Science option:

Remove MATH 1583/STAT 2023 and HORT 4953.

Add MATH 1483/MATH 1513 and HORT 4963.

Remove requirement to complete 9 credit hours of upper-division electives with BIOC, ENTO, HORT, NREM, PBIO, PLNT, PLP, or SOIL prefixes.

Add requirement to complete 12 credit hours of Ferguson College of Agriculture electives with at least 6 credit hours of upper-division courses.

Change credit hours for electives with HORT prefix from 12 to 15 and require 9 credit hours to be upper-division courses.

Change credit hours for General Education from 41 to 40.

Change credit hours for Major Requirements from 38 to 44.

For the Public Horticulture option:

Remove MATH 1583/STAT 2013/STAT 2023.

Add MATH 1483/MATH 1513.

Remove requirement to complete 9 credit hours of upper-division electives with HORT prefix.

Add requirement to complete 15 credit hours of electives with HORT prefix with at least 6 credit hours from upper-division courses.

Remove requirement to complete 6 credit hours of electives with NREM prefix.

Add 5 credit hours of electives from Ferguson College of Agriculture or with a PBIO prefix.

Change 6 credit hours from LSB/MKT/MGMT to 6 credit hours of upper-division courses from AGEC/LSB/MKTB/MGMT.

Change credit hours for General Education from 41 to 40.

Change credit hours for Major Requirements from 39 to 44.

For the Turf Management option:

Remove MATH 1583/STAT 2023.

Add MATH 1483/MATH 1513

Add 4 credit hours of electives with MGMT prefix or from Ferguson College of Agriculture.

Add HORT 3613 as an alternative to HORT 4773.

Remove 6 credit hours of SOIL electives.

Add 3 credit hours to be selected from: SOIL 3433, SOIL 4483, SOIL 4683, and SOIL 4893.

Add 3 credit hours to be selected from: SOIL 4213, SOIL 4363, and SOIL 4463.

Remove 9 credit hours from BIOC 2344, CHEM 3013, LSB 3213, or HORT/MGMT/ PLNT.

Add 6 credit hours from the Ferguson College of Agriculture, PBIO, or MGMT.

Change credit hours for General Education from 41 to 40.

Change credit hours for Major Requirements from 40 to 44.

For the Urban Horticulture option:

Remove MATH 1583/STAT 2023.

Add MATH 1483/MATH 1513.

Add 9 credit hours of electives with HORT prefix with at least 3 credit hours of upper-division.

Change 15 credit hours from NREM/HORT/PLNT/SOIL to 12 credit hours (3 credit hours must be upper-division) from Ferguson College of Agriculture

Change credit hours for electives with LSB, MKTG, MGMT, EEE, AGEC or ACCT prefixes from 9 to 8.

Change credit hours for General Education from 41 to 40.

Change credit hours for Major Requirements from 39 to 44.

For the Landscape Management option:

Remove MATH 1583/STAT 2023.

Remove 3 credit hour course with SPAN prefix.

Add MATH 1483/MATH 1513

Add ENTO 3421, MGMT 3013, and MKTG 3213.

Change credit hours for courses with A, H, N, or S designation from 7 to 9.

Add AGEC 3323, AGEC 3423, and AGEC 3713 as alternatives to LSB 3213.

Change credit hours for Major Requirements from 40 to 44.

The proposed changes will better meet the academic needs of students and provide them with more flexibility.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – Bachelor of Landscape Architecture in Landscape Architecture (226)

Degree program requirement changes

Add combination of BIOL 1113 and BIOL 1111 as an alternative for BIOL 1114.

Add SOIL 1113, LA 2413, LA 4433, and LA 3683.

Remove CHEM 1314/CHEM 1215, SOIL 2124, ART 1103, AST 2313, LA 4425, LA 3112, LA 3862, and 3 credit hours of general electives.

Add AGCM 3103 as an alternative for BCOM 1113 and ENGL 3323.

Require 2 of the following courses: LA 3525, LA 4515, or LA 3020 (5 credit hours).

Change credit hours for LA 3010 from 2 to 1.

Require 9 credit hours of guided electives.

Remove requirement to complete 11 credit hour Emphasis Area.

Change credit hours for General Education from 42 to 40.
Change credit hours for College/Departmental Requirements from 10 to 7.
Change credit hours for Major Requirements from 95 to 79.
The proposed changes will enable students to finish the degree program in 4 years rather than 5 years and better align the curriculum with similar programs at peer institutions.
Two new courses will be added and 2 courses will be deleted.
Total credit hours for the degree will change from 150 to 126.
No funds are requested from the State Regents.

OSU – Bachelor of Fine Arts in Musical Theatre (294)

Degree program requirement changes

Change admission criteria:

Require audition.

Change graduation criteria:

Change minimum overall GPA from 2.0 to 2.5.

Change minimum GPA requirement for major courses from 2.5 to 3.0.

Require an annual performance jury.

Remove TH 3923, TH 3933, TH 1321, TH 3533, and TH 3853.

Add MUSI 3572, TH 3943, TH 2320 (2 credit hours), TH 3320 (2 credit hours), and TH 3503.

Change credit hours for College/Departmental electives from 3 to 4.

The proposed changes will better align the admissions requirements, graduation requirements, and curriculum with similar programs at peer institutions and enhance the academic rigor of the program.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – Master of Science in Nutritional Sciences (098)

Degree program option addition

Add option:

Dietetics Practice.

The proposed option will create a non-research focused pathway for students that is comparable to options available in similar programs at peer institutions.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – Bachelor of Science in Plant Biology (031)

Degree program requirement changes

For the main degree program and the Ecology and Evolutionary Biology option:

Add MATH 1813 as an alternative to MATH 1613.

Add PBIO 2403.

Change credit hours for Major Requirements from 45 to 48.

Change credit hours for general electives from 21 to 18.

For the Cell Biology and Molecular Genetics option:

Add PBIO 2403 and PBIO 4654.

Change credit hours for Major Requirements from 45 to 52.

Change credit hours for general electives from 21 to 14.

For the Pre-Pharmacy option:

Remove BIOL 3034.

Add PBIO 2403 and PBIO 4654.

Change credit hours for Major Requirements from 56 to 59.
Change credit hours for general electives from 10 to 7.
For the Pre-Forensics option:
Add PBIO 2403.
Change credit hours for Major Requirements from 49 to 52.
Change credit hours for general electives from 17 to 14.
The proposed changes will provide students with more flexibility and additional preparation for upper-division coursework.
One new course will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Education (007)

Degree program option deletions

Delete options:

Agricultural Communications.

- There are 6 students enrolled in this option with an expected graduation date during the 2023-2024 academic year.

Agricultural Business.

- There are 5 students enrolled in this option with an expected graduation date during the 2023-2024 academic year.

Economics and Horticultural Sciences.

- There are 5 students enrolled in this option with an expected graduation date during the 2023-2024 academic year.

Natural Resources.

- There are 2 students enrolled in this option with an expected graduation date during the 2023-2024 academic year.

The proposed option deletions are due to lack of student interest.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – Bachelor of Fine Arts in Art (233)

Degree program requirement changes

For the Studio option:

Remove ART 4053.

Change credit hours for ART 4280 from 6 to 9 for the Primary Media focus.

Change credit hours for ART 4280 from 3 to 6 for the Secondary Media focus.

The proposed changes will remove a barrier to students' progression through the degree program.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – Bachelor of Science in Aerospace Engineering (424)

Degree program requirement changes

Remove ENGR 2421, ENSC 2141, and ENSC 3231.

Require 3 credit hours of laboratory courses.

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

Change credit hours for Major Requirements from 52 to 51.

Change graduation criteria:

Remove requirement to obtain minimum technical GPA of 2.0.
The proposed changes will ease students' ability to transfer from community colleges, provide them with more flexibility, and clarify graduation requirements.
Three new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

OSU – Bachelor of Science in Political Science (407)

Degree program option addition

Add option:

Public Policy.

The proposed option will expand students' career options.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

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

Degree program name change

Change program name to Recreation and Athletic Management.

The proposed name change will better reflect the curriculum, focus, and industry of the degree program.

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

OSU – Bachelor of Science in Chemical Engineering (041)

Degree program requirement changes

For all options:

Remove ENSC 2143 and ENSC 2213.

Add ENGR 2421, ENSC 3231, and CHE 2023.

Require STAT 4033 or STAT 4073.

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

Change credit hours for General Education from 43 to 40.

For the Chemical option:

Change credit hours for College/Departmental Requirements from 36 to 32.

Change credit hours for Major Requirements from 42 to 45.

For the Biomedical/Biochemical option:

Add combination of BIOL 1111 and BIOL 1113 as an alternative for BIOL 1114.

Change credit hours for College/Departmental Requirements from 40 to 36.

Change credit hours for Major Requirements from 42 to 45.

For the Pre-Medical option:

Add combination of BIOL 1111 and BIOL 1113 as an alternative for BIOL 1114.

Change credit hours for College/Departmental Requirements from 41 to 37.

Change credit hours for Major Requirements from 45 to 48.

The proposed changes will align the curriculum with other programs in the College of Engineering, Architecture, and Technology and with recommendations from program alumni, employers, and current students.

One new course will be added and no courses will be deleted.
Total credit hours for the degree will change from 130-135 to 126-131.
No funds are requested from the State Regents.

OSU – Bachelor of Science in Civil Engineering (047)

Degree program requirement changes

For all options:

Add combination of BIOL 1111 and BIOL 1113 as an alternative for BIOL 1114.

Add CHEM 1314 as an alternative for CHEM 1414.

Add CHEM 1515 as an alternative for the combination of PHYS 2114 and CIVE 2081.

The proposed changes will ease students' ability to transfer into the program.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – Bachelor of Science in Computer Science (052)

Degree program requirement changes

Add CS 4243 and CS 4983.

Change credit hours for General Electives from 13 to 10.

Change credit hours for Guided Electives from 9 to 6.

The proposed changes will better prepare students for employment.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – Bachelor of Science in Economics (063)

Degree program option additions and degree program requirement changes

Add options:

Pre-Medical.

Pre-Dental.

Pre-Veterinary.

Remove Pre-Law emphasis.

The proposed options will prepare students to apply for professional schools.

The proposed curricular change will better meet the academic needs of students.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – Bachelor of Science in Elementary Education (074)

Degree program requirement changes

Change admission criteria:

Add the following minimum GPA requirements for transfer students and students seeking readmission or reinstatement to the program: 2.00 for students who have completed less than 31 credit hours; 2.25 for students who have completed 31-45 credit hours; 2.50 for students who have completed more than 45 credit hours.

The proposed change will better ensure that students will be prepared to meet the minimum GPA requirements for graduation, student teaching, and certification.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – Bachelor of Science in Secondary Education (182)

Degree program requirement changes

For the Social Studies option:

Add CIED 4133.

Change credit hours for College/Departmental Electives from 10 to 7.
The proposed changes will better prepare students to meet the needs of K-12 English Language Learners.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU - Certificate in Sales and Service Excellence (495)

Degree program requirement changes

Add MKTG 3873 as an alternative for MKTG 4773.

The proposed change will provide students with more flexibility.

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

Total credit hours for the certificate will not change.

No funds are requested from the State Regents.

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

Degree program requirement changes

Change admission criteria:

Beginning in the 2022-2023 academic year, students must complete the following courses: ACCT 2003, ECON 2003, EEE 2023, MSIS 2103 or BADM 2233, and MKTG 3213 or MGMT 3013 with a C or higher, and earn a minimum 2.7 overall GPA before enrolling in upper division coursework.

Beginning in the 2023-2024 academic year, students must complete the following requirements to apply for the program: earn a C or higher in ACCT 2003, ECON 2003, EEE 2023, MSIS 2103 or BADM 2233, and MKTG 3213 or MGMT 3013; complete ENGL 1113, ENGL 1213, and a 3 credit hour course with a MATH or STAT prefix and A designation; earn 45 credit hours if an incoming freshman or 12 credit hours at OSU if a transfer student; and earn a minimum 2.7 overall GPA.

The proposed changes will align the program's admission requirements with similar programs at peer institutions and adhere to recommendations from the program's alumni advisory board and industry partners.

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

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

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

Degree program requirement changes

Change admission criteria:

Beginning in the 2022-2023 academic year, students must complete the following courses: ACCT 2003, ECON 2003, EEE 2023, MSIS 2103 or BADM 2233, and MKTG 3213 or MGMT 3013 with a C or higher, and earn a minimum 2.7 overall GPA before enrolling in upper division coursework.

Beginning in the 2023-2024 academic year, students must complete the following requirements to apply for the program: earn a C or higher in ACCT 2003, ECON 2003, EEE 2023, MSIS 2103 or BADM 2233, and MKTG 3213 or MGMT 3013; complete ENGL 1113, ENGL 1213, and MATH 1483, MATH 1513, or MATH 1813; earn 45 credit hours if an incoming freshman or 12 credit hours at OSU if a transfer student; and earn a minimum 2.7 overall GPA.

Change graduation requirement:

Change overall minimum GPA from 2.0 to 2.5.

The proposed changes will align the program's admission and graduation requirements with similar programs at peer institutions and adhere to recommendations from the program's alumni advisory board and industry partners.

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

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

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

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

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

Bachelor of Science in Business Administration in Management (449)

Bachelor of Science in Business Administration in Marketing (451)

Degree program requirement changes

Change admission criteria:

Beginning in the 2022-2023 academic year, students must complete the following courses: ACCT 2003, ECON 2003, EEE 2023, MSIS 2103 or BADM 2233, and MKTG 3213 or MGMT 3013 with a C or higher, and earn a minimum 2.7 overall GPA before enrolling in upper division coursework.

Beginning in the 2023-2024 academic year, students must complete the following requirements to apply for the program: earn a C or higher in ACCT 2003, ECON 2003, EEE 2023, MSIS 2103 or BADM 2233, and MKTG 3213 or MGMT 3013; complete ENGL 1113, ENGL 1213, and a 3 credit hour course with a MATH or STAT prefix and A designation; earn 45 credit hours if an incoming freshman or 12 credit hours at OSU if a transfer student; and earn a minimum 2.7 overall GPA.

Change graduation requirement:

Change overall minimum GPA from 2.0 to 2.5.

The proposed changes will align the programs' admission and graduation requirements with similar programs at peer institutions and adhere to recommendations from the programs' alumni advisory boards and industry partners.

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

Total credit hours for the degrees will not change.

No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in Finance (446)

Degree program option addition and degree program requirement changes

Add option:

Financial Analyst.

Change admission criteria:

Beginning in the 2022-2023 academic year, students must complete the following courses: ACCT 2003, ECON 2003, EEE 2023, MSIS 2103 or BADM 2233, and MKTG 3213 or MGMT 3013 with a C or higher, and earn a minimum 2.7 overall GPA before enrolling in upper division coursework.

Beginning in the 2023-2024 academic year, students must complete the following requirements to apply for the program: earn a C or higher in ACCT 2003, ECON 2003, EEE 2023, MSIS 2103 or BADM 2233, and MKTG 3213 or MGMT 3013; complete ENGL 1113, ENGL 1213, and a 3 credit hour course with a MATH or STAT prefix and A designation; earn 45 credit hours if an incoming freshman or 12 credit hours at OSU if a transfer student; and earn a minimum 2.7 overall GPA.

Change graduation requirement:

Change overall minimum GPA from 2.0 to 2.5.

The proposed option addition will expand students' career options.
The proposed admission and graduation criteria changes will align the program's admission and graduation requirements with similar programs at peer institutions and adhere to recommendations from the program's alumni advisory board and industry partners.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

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

Degree program requirement changes

Remove BCOM 3113/BCOM 3443/ENGL 3323 and BCOM 3223/SPCH 3723.

Require 39 credit hours of upper-division electives with the following prefixes: ACCT, BADM, BCOM, ECON, EEE, FIN, HTM, LSB, MGMT, MKTG, MSIS.

For the Pre-Law option:

Remove BCOM 3113/BCOM 3443/ENGL 3323, BCOM 3223/SPCH 3723, and 3 + 3 Law program.

Require 33 credit hours of upper-division electives with the following prefixes: ACCT, BADM, BCOM, ECON, EEE, FIN, HTM, LSB, MGMT, MKTG, MSIS.

The proposed changes will provide students with more flexibility.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

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

Degree program requirement changes

Change admission criteria:

Beginning in the 2022-2023 academic year, students must complete the following courses: ACCT 2003, ECON 2003, EEE 2023, MSIS 2103 or BADM 2233, and MKTG 3213 or MGMT 3013 with a C or higher, and earn a minimum 2.7 overall GPA before enrolling in upper division coursework.

Beginning in the 2023-2024 academic year, students must complete the following requirements to apply for the program: earn a C or higher in ACCT 2003, ECON 2003, EEE 2023, MSIS 2103 or BADM 2233, and MKTG 3213 or MGMT 3013; complete ENGL 1113, ENGL 1213, and a 3 credit hour course with a MATH or STAT prefix and A designation; earn 45 credit hours if an incoming freshman or 12 credit hours at OSU if a transfer student; and earn a minimum 2.7 overall GPA.

Change graduation requirement:

Change overall minimum GPA from 2.0 to 2.5.

For the Information Assurance option:

Add MSIS 4233.

Change credit hours for MSIS guided electives from 9 to 6.

The proposed admission and graduation criteria changes will align the program's admission and graduation requirements with similar programs at peer institutions and adhere to recommendations from the program's alumni advisory board and industry partners.

The proposed curricular change will better meet the academic needs of students.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – Master of Science in Educational Leadership Studies (437)

Degree program option addition and degree program requirement changes

Add option:

Workforce and Adult Education.

For the School Administration option:

Remove EDLE 5883 and add EDLE 5800.

Change admission criteria:

Remove requirement to submit Miller Analogies Test scores.

For the Higher Education option:

Remove HESA 5213, HESA 5953, HESA 6243, HESA 6583, and HESA 5903.

Add HESA 5720.

Change credit hours for Required Courses from 30 to 18.

Change credit hours for Electives from 6 to 6-18.

The proposed option will expand students' career options.

The proposed curricular changes will better meet the academic needs of students, provide them with more flexibility, and better prepare them for employment.

The proposed admission criteria change will remove a barrier to program admission.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – Doctor of Philosophy in Agricultural Education (009)

Degree program name change and degree program requirement changes

Change program name to Agricultural Education, Communications, and Leadership.

Add AECL 5101 and AECL 5203.

Change credit hours for Required Courses from 15 to 19.

Change credit hours for Specialization from 15 to 11.

Change admission criteria:

Applicants interested in agricultural teacher education must have a minimum of 3 years professional experience as a school-based agricultural education teacher.

The proposed name change will better reflect the curriculum and focus of the program.

The proposed curricular changes will better meet the academic needs of students.

The proposed admission criteria change will better ensure that applicants are adequately prepared for the program.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – Bachelor of Science in Mechanical Engineering (144)

Degree program requirement changes

For the Pre-Medical option:

Add combination of BIOL 1113 and BIOL 1111 as an alternative for BIOL 1114.

Change graduation criteria:

Remove requirement to obtain minimum technical GPA of 2.0.

The proposed changes will ease students' ability to transfer into the program and clarify graduation requirements.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU-CHS – Master of Athletic Training in Athletic Training (007)

Degree program requirement changes

Remove BIOM 5020, MAT 5313, MAT 5483, and BIOM 5000.

Add MAT 5122, MAT 5315, MAT 5481, and MAT 5000.

The proposed changes will remove courses that are no longer being taught and better meet the academic needs of students.

No new courses will be added and 2 courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

**OSU-CHS – Master of Science in Biomedical Sciences (005)
Master of Science in Physician Assistant Studies (012)**

Degree program requirement changes

Change admission criteria:

Remove requirement to submit GRE scores.

The proposed change will remove a barrier to program admission.

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

Total credit hours for the degrees will not change.

No funds are requested from the State Regents.

OU-LAW – Juris Doctor in Law (148)

Degree program requirement changes

Add the following admission criteria:

The Admissions Committee may admit qualifying undergraduate students from an accredited four-year Oklahoma college or university as well as any accredited 4-year college or university eligible for funding under part F of the Higher Education Act, 20 U.S. Code § 1067q to begin the juris doctorate (JD) program before completing their undergraduate degree. Participating students who successfully complete their first year of law school will concurrently qualify for the baccalaureate degree at their respective university if such university agrees to participate in and award the baccalaureate degree under these stipulations, while meeting all applicable State Regents' policies. To qualify for early consideration, applicants must meet the following educational criteria:

- Have completed 98 hours of undergraduate credit before the first day of law school including:
 - At least 30 semester credit hours at the student's undergraduate institution.
 - At least 15 semester credit hours of upper-division major credit courses at the student's undergraduate institution.
 - At least 15 of the last 30 semester credit hours before entering the College of Law at the student's undergraduate institution.
 - All other degree requirements for the undergraduate degree except elective hours.
- Have taken the Law School Admission Test (LSAT), or other graduate school admission test of suitable rigor, before the fall semester in which they begin law school.
- Have an LSAT score, or a score from another graduate school admission test of suitable rigor, as well as an undergraduate cumulative GPA that is comparable to the median LSAT and GPA score of the most recent class admitted to the College of Law.
- Have confirmation that the baccalaureate awarding institution agrees to participate with the stipulations of this policy, if applicable, while meeting all other State Regents' policies for baccalaureate degree requirements.

The proposed changes will enable qualifying undergraduate students to begin the program before completing their undergraduate degree.

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.

CSC – Associate in Science in Agriculture (001)

Degree program requirement changes

Change credit hours for Sciences from 6-9 to 7-10.

Change credit hours for Additional General Education from 4-7 to 0-3.

Change credit hours for Program Requirements from 26 to 24.

Change credit hours for College Orientation from 1-2 to 1.

Change credit hours for Core Courses from 15-25 to 15-23.

Change credit hours for Guided Electives from 0-10 to 0-8.

The proposed changes will enable students to finish the degree program more quickly and better meet their academic needs.

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

Total credit hours for the degree will change from 63 to 61.

No funds are requested from the State Regents.

CSC - Associate in Science in Mathematics (020)

Degree program name change and degree program requirement changes

Change program name to Mathematics, Physical Science, and Engineering.

Add AGRI 1111 as an alternative for EDUC 1111.

Require PHYS 1114 and PHSY 1214 or PHYS 2014 and PHYS 2234.

Require MATH 1613, MATH 2214, MATH 2234, and 1 additional 3 credit hour MATH course.

Change credit hours for General Education from 27 to 38.

Change credit hours for Program Requirements from 34 to 23.

Change credit hours for Core Courses from 16-17 to 11.

Change credit hours for Program Electives from 9-10 to 11.

The proposed name change will clarify the focus of the degree program.

The proposed curricular changes will provide students with more flexibility.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OSU – OKC – Certificate in Crime Victim/Survivor Services (118)

Degree program requirement changes

Change graduation criteria:

Require students to earn a minimum grade of ‘C’ or better in all CVSS courses.

The proposed change will align the graduation requirements with the certificate’s host associate degree program, the Associate in Applied Science in Crime Victim/Survivor Services (077).

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

Total credit hours for the certificate will not change.

No funds are requested from the State Regents.

TCC – Certificate in World Languages (171)

Degree program requirement changes

For the French option:

Change credit hours for Core Requirements from 18 to 15.

Remove FREN 1313 and FREN 1413.

Require FREN 2513 or FREN 2523.

Change credit hours for Controlled Electives from 7 to 10.

For the Spanish Translating Skills option:

Remove SPAN 1313 and SPAN 1413.

Add SPAN 2143 and SPAN 2513.

Require SPAN 2523.

For the Spanish Interpreting Skills option:

Remove SPAN 1313 and SPAN 1413.

Add SPAN 2543.

Require SPAN 2113, SPAN 2463, and SPAN 2473.

Change credit hours for Controlled Electives from 1-3 to 3.

For the Spanish option:

Change credit hours for Core Requirements from 18 to 15.

Remove SPAN 1313 and SPAN 1413.

Add SPAN 2143.

Require SPAN 2513 or SPAN 2523.

Change credit hours for Controlled Electives from 7 to 10.

The proposed changes will better align the curriculum with related associate degree programs at the institution.

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

Total credit hours for the certificate will not change.

No funds are requested from the State Regents.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #21-b:

Suspension.

SUBJECT: Ratification of institutional request.

RECOMMENDATION:

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

BACKGROUND:

Western Oklahoma State College (WOSC) requested authorization to suspend the program listed below:

- Associate in Applied Science in Aviation (003)

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:

WOSC requested authorization to suspend the Associate in Applied Science in Aviation (003).

- WOSC 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.
- WOSC will reinstate or delete the program by March 31, 2023.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #21-c:

Academic Nomenclature.

SUBJECT: Ratification of institutional request.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved academic nomenclature changes as described below.

BACKGROUND:

Tulsa Community College (TCC) requested authorization to separate the existing School of Liberal Arts and Communication to form the new School of Liberal Arts and Public Service and the new School of Communication, English, and World Languages and to separate the existing School of Science and Mathematics to form the new School of Mathematics and Engineering and the new School of Science and Aeronautics. TCC's governing board delegates responsibility of internal administration to the president, therefore the structural changes requested do not require governing board approval.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Approval of Changes in Academic Structure and Nomenclature policy.

ANALYSIS:

TCC requested approval to form the new School of Liberal Arts and Public Service and the new School of Communication, English, and World Languages by separating the existing School of Liberal Arts and Communication. Additionally, TCC requested to form the new School of Mathematics and Engineering and the new School of Science and Aeronautics by separating the existing School of Science and Mathematics. These changes represent a realignment of current programs at TCC and no new or additional programs are being added.

TCC anticipates that having the four distinct, smaller schools will enhance program awareness, better serve students by making it easier for them to find resources associated with their programs, allow school-embedded academic advisors to collaborate more effectively with specific program faculty, grant faculty greater access to deans responsible for their programs, and enable faculty to connect more easily with Prospective Student Services to recruit students for their programs. No additional funding is requested from the State Regents for these changes.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #21-d (1):

Electronic Delivery.

SUBJECT: University of Oklahoma. Approval to offer the following existing programs via electronic delivery: Master of Arts in Native American Studies, Master of Education in Instructional Leadership and Academic Curriculum, and Master of Science in Management of Information and Technology.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the existing Master of Arts in Native American Studies, Master of Education in Instructional Leadership and Academic Curriculum, and Master of Science in Management of Information and Technology via electronic delivery.

BACKGROUND:

The University of Oklahoma (OU) is currently approved to offer the following degree programs via electronic delivery:

- Master of Science in Civil Engineering (038);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master of Prevention Science in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);

- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);
- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (442);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447);
- Exec Master of Business Administration in Energy (451);
- Master of Science in Finance (450);
- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053);
- Master of Social Work in Social Work (211);
- Graduate Certificate in Executive Management in Aerospace/Defense (384);
- Graduate Certificate in Learning Design and Technology (454);
- Certificate in Criminal Investigation and Intelligence Analysis (455);
- Certificate in Restorative Justice (456);
- Executive Master of Business Administration in Aerospace and Defense (457);
- Master of Human Relations in Human Relations (329);
- Master of Arts in Human Resource Studies (458);
- Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459);
- Graduate Certificate in Drug Policy Management (460);
- Graduate Certificate in Criminal Justice Administration (461);
- Master of Science in Geography and Environmental Sustainability (425);
- Certificate in Business Intelligence and Analytics (462);
- Master of Business Administration in Business Administration (025);
- Certificate in Data Science and Analytics (464);
- Master of Arts in Journalism and Mass Communication (138);
- Graduate Certificate in Geospatial Technologies (418);
- Master of Science in Architecture (397);
- Master of Science in Industrial and Systems Engineering (130);
- Master of Science in Computer Science (132);
- Graduate Certificate in Community Engagement (466);
- Master of Arts in Art and Technology (474); and
- Doctor of Philosophy in Data Science and Analytics (475).

OU's governing board approved offering the existing Master of Arts in Native American Studies (351), Master of Education in Instructional Leadership and Academic Curriculum (063), and Master of Science in Management of Information and Technology (341) online at their December 2, 2021 meeting. OU requests authorization to offer these existing programs via online delivery, as outlined below.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

OU satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

Master of Arts in Native American Studies (351)

Demand. Program faculty receive calls on a weekly basis from potential students who want to know if the Master of Arts in Native American Studies (351) program is delivered online. During these calls, the prospective students often indicate the need to be able to continue to work and go to school and an inability to move to Norman for two years to complete the program. Some current students have also expressed a desire to continue to work and provide for their family while in the program. Many of the program's current and prospective students work for tribal governments or agencies in the state and cannot leave these positions. Unfortunately, a few students have left the program to complete similar Master's programs that are available online at other institutions.

Many graduates from the Master of Arts in Native American Studies (351) program teach American Indian Studies and other related fields in secondary schools. Other graduates work for cultural institutions, tribal service groups, and education or governmental departments focused on Native American issues, and some have pursued doctoral studies. Oklahoma's 39 Tribal Nations combined represent the third largest employer in the state. Additionally, all state agencies, including public schools, health systems, and the tourism industry, intersect directly with Tribal Nations. According to the Oklahoma Department of Commerce, the Citizen Potawatomi Nation and Chickasaw Nation employ over 3,000 people in the Central region of Oklahoma, home to OU's main campus and OU Health Sciences Center. Culturally-informed professionals are always needed to work for or with the Tribal Nations, Bureau of Indian Affairs (which has offices throughout Oklahoma), and other businesses and organizations that serve Native Americans and/or educate communities about Native American culture. As a result, OU anticipates that offering the program online will better ensure ongoing enrollment and greater retention.

Master of Education in Instructional Leadership and Academic Curriculum (063)

The majority of the students enrolled in the Master of Education in Instructional Leadership and Academic Curriculum (063) program are working adults in the K-12 system who take classes during the evening. Teachers pursue graduate degrees both for professional development and to increase their compensation. Studies show that 88 percent of the largest school districts in the U.S. offer increased compensation to teachers who earn a master's degree. It is estimated that this pay increase yields between \$2,760 for early-career educators and up to an average of \$7,358 per year for more experienced teachers. According to the U.S. Bureau of Labor Statistics, employment of kindergarten and elementary school teachers is projected to grow 7 percent, employment of middle school teachers is projected to grow 7 percent, and employment of high school teachers is projected to grow 8 percent from 2020 to 2030. By providing the Master of Education in Instructional Leadership and Academic Curriculum (063) online, OU

will enable professionals across the state to access a pathway to potential higher pay without having to travel outside of their current school district.

Master of Science in Management of Information and Technology (341)

The total number of graduates from the Master of Science in Management of Information and Technology (341) in recent years does not appear to be sufficient to meet job market demand. In addition, this program serves as an alternative option to applicants who initially inquire about OU's graduate programs in computer science or data science, but either are not qualified due to pre-requisites or do not wish or need to take additional programming courses. Offering this program online will allow OU to provide additional working professionals who desire to build their technical and analytical skills and business process knowledge the opportunity to obtain raises and/or promotions while remaining in their positions.

There are a significant number of OU's peer institutions who provide programs similar to the Master of Science in Management of Information and Technology (341), but less than a third of the institutions offer their programs in an online modality. For example, in July 2020, 102 students enrolled in the University of Colorado at Boulder's (CU Boulder) 10-month online Master of Science in Business Analytics program. The success of CU Boulder's program suggests that there is a high demand for advanced education in this field and that OU's online offering of the Master of Science in Management of Information and Technology (341) will attract a large applicant pool.

Business analysis can be descriptive (analyzing historical data to look for trends and patterns), predictive (utilize statistical models to forecast future outcomes), or prescriptive (utilize testing and models to determine the best choice given various scenarios). Due to the wide variety of industries that business analysts might work in, Elsmere Education conducted a job posting analysis for OU using the keyword "business analyst", and excluded unrelated job titles like "product managers," "first-line supervisors," etc. This analysis revealed a widespread need for business analysts. There were 2.29 million unique business analyst job postings in 2019 with job titles like "analytics manager" or "senior analyst" with an average salary of \$70,000. Twenty-three percent or about 522,000 of those positions posted in 2019 mentioned or required a master's degree, and posted an average salary of \$84,400.

Delivery method. Several technology methods will be used to electronically deliver the programs. These methods include Canvas, Zoom, and related recording technologies. Canvas allows students to access posted voiced PowerPoint presentations and videos, submit assignments online, receive feedback on graded work, and contact each other. Canvas will also host course documents and interactive activities that will be utilized during asynchronous sessions. Zoom will allow classes to meet using webcams and sound systems, providing an opportunity for live discussion with the instructor. Students can also set up sessions for small group learning or discussion. Zoom allows recording, so sessions will remain available for students to review if desired. Online students will also have full access to the library through electronic search engines, online assistance, and interlibrary loan services. These students may also utilize the online writing center services by submitting assignment drafts for review.

Funding. Online delivery of the programs will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree programs through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on December 20, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve OU's request to offer the existing degree programs through online delivery, as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #21-d (2):

Electronic Delivery.

SUBJECT: Connors State College. Approval to offer the following existing programs via electronic delivery: Associate in Arts in Arts and Letters, Associate in Arts in General Education, and Associate in Arts in Pre-Elementary Education.

RECOMMENDATION:

It is recommended that the State Regents approve Connors State College's requests to offer the following existing programs via electronic delivery: Associate in Arts in Arts and Letters, Associate in Arts in General Education, and Associate in Arts in Pre-Elementary Education.

BACKGROUND:

Connors State College (CSC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Science in Business Administration (005);
- Associate in Arts in History (017);
- Associate in Arts in Political Science/Pre-Law (041);
- Associate in Arts in Psychology (046);
- Associate in Arts in Sociology (038);
- Associate in Arts in Child Development (086);
- Certificate in Child Development (076); and
- Certificate in Child Development (090).

CSC's governing board approved offering the existing Associate in Arts in Arts and Letters (002), the existing Associate in Arts in General Education (050), and the existing Associate in Arts in Pre-Elementary Education (043) online at their October 22, 2021 meeting. CSC requests authorization to offer these existing programs via electronic delivery, as outlined below.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

CSC satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

Associate in Arts in Arts and Letters (002)
Associate in Arts in General Education (050)
Associate in Arts in Pre-Elementary Education (043)

Demand. Concurrent students continue to be a growing population at CSC. Concurrent students choosing online sections attend home school or one of the 19 traditional high schools in CSC’s service area. Many high school counselors and students request online coursework so that students can take CSC courses if they live far away from the institution and/or there is no bus route from their area to provide transportation. Out of 398 students who are currently enrolled in concurrent courses, 277 have chosen online courses.

Overall, online courses at CSC continue to have significant numbers of students enrolled, while on-campus courses have declining enrollment. In Fall 2021, out of 129 online sections, 34 sections had waitlists of students trying to obtain a seat, and 44 sections were entirely full. In comparison, out of 92 on-campus sections at CSC’s Muskogee campus in Fall 2021, only 2 classes had waitlists, and only 2 sections were entirely full. Out of 120 on-campus sections at CSC’s Warner campus, 5 classes had waitlists while only 13 sections were entirely full.

The Associate in Arts in Arts and Letters (002) program provides instruction in English and humanities courses. Most students in the program transfer to a university to earn a bachelor’s degree, which will enable them to teach at the secondary level. The Green Country Workforce Development Board currently identifies secondary school teachers as an in-demand occupation. In addition, the Central Oklahoma Workforce Innovation Board identifies secondary education teachers as an in-demand occupation with projected growth of 10 percent from 2021 to 2031. Moreover, Oklahoma Works lists teachers and instructors as top critical occupations in Oklahoma.

The numbers of majors and graduates in the Associate in Arts in General Education (050) program have been high for the past few years:

Academic Year	Enrollment	Graduates
2018 – 2019	1492	135
2019 – 2020	1487	134
2020 – 2021	1343	143
2021 – 2022	1234	106

The customizable degree has pipelines into many different disciplines. As a result, graduates can pursue many different jobs. For instance, students could complete business courses that would prepare them to become general and operations managers, accountants and auditors, or financial analysts. Alternatively, students could take courses in math and science that would prepare them for positions in engineering or other STEM fields. In addition, students could take courses needed to pursue positions in medical fields or education. The Green Country Workforce Development Board identifies dozens of potential positions that graduates of this program may pursue as in-demand occupations.

Students who obtain the Associate in Arts in Pre-Elementary Education (043) may become preschool and elementary school teachers. According to the Oklahoma Employment Security Commission, employment for preschool teachers is projected to grow 9.1 percent between 2018 and 2028. In addition, Oklahoma Works and the Green Country Workforce Development Board currently identify preschool teachers, except special education, as an in-demand, critical occupation in Oklahoma.

Delivery method. 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. Moreover, CSC is utilizing Credly to award digital badges for micro-credentials.

Funding. Online delivery of the programs will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree programs through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on December 20, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Due to employment demand, approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve CSC's requests to offer the existing degree programs through online delivery, as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #21-d (3):

Electronic Delivery.

SUBJECT: Seminole State College. Approval to offer the existing Associate in Science in Elementary Education via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Seminole State College's request to offer the existing Associate in Science in Elementary Education via electronic delivery.

BACKGROUND:

Seminole State College (SSC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Certificate in Early College (232);
- Associate in Applied Science in Business Operations (114);
- Associate in Arts in Childhood Development (228);
- Associate in Science in Computer Science (226);
- Associate in Arts in Liberal Studies (205);
- Associate in Science in Psychology (202);
- Associate in Arts in Social Sciences (215);
- Associate in Science in Business (203);
- Associate in Science in Criminal Justice (225);
- Associate in Applied Science in Applied Technology (875);
- Associate in Applied Science in Nursing (110); and
- Associate in Science in Health Sciences (207)

SSC's governing board approved offering the existing Associate in Science in Elementary Education (204) online at their December 9, 2021 meeting. SSC requests authorization to offer the existing program via electronic delivery, as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the

name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

SSC satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

Associate in Science in Elementary Education (204)

Demand. The Associate in Science in Elementary Education (204) program has 45 declared majors and 7 graduates each year. Most students who complete the program transfer to East Central University or the University of Central Oklahoma. Fifteen of students in the Associate in Science in Elementary Education (204) program are only enrolled in online courses. These students along with others have expressed interest in completing the degree online. The target audience for online delivery of the degree program outside current students will be individuals who currently work as teachers' aids or in other support staff positions in elementary schools across Oklahoma.

According to the Oklahoma State Regents for Higher Education Workforce and Development Profile, graduates in elementary education are in high demand in SSC's service area. In addition, the Central Oklahoma Workforce Innovation Board (COWIB) lists elementary education teachers as a high demand occupation. More specifically, COWIB data indicate that employment for elementary school teachers is projected to grow 8 percent from 2021 to 2031. Moreover, according to the U.S. Bureau of Labor Statistics, employment of kindergarten and elementary school teachers is projected to grow 7 percent from 2020 to 2030 nationally. Considering the steady enrollment in the Associate in Science in Elementary Education (204) program and high demand for elementary school teachers, SSC anticipates ongoing interest in online delivery of the program.

Delivery method. The Desire2Learn Brightspace learning management system will be used for asynchronous learning. The major features that facilitate learning include announcements, discussion board, service desk, and tutorials. Zoom, Microsoft Teams, and GoTo Meeting will be used for synchronous learning.

Funding. Online delivery of the program will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree program through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on December 20, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment demand, approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve SSC's request to offer the existing degree program through online delivery, as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #21-e:

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:

On May 29, 2015, the State Regents approved Oklahoma's participation in the State Authorization Reciprocity Agreement (SARA). The Southern Regional Education Board approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 9, 2021.

As the state portal entity, the State Regents are responsible for the initial approval and ongoing oversight of SARA activities which are performed by Oklahoma public and private institutions. Based on the extended time periods between State Regents' meetings during certain points of the year, relying on State Regents' approval to permit eligible institutions to participate in SARA would delay the timeframe in which institutional participation in SARA is approved or renewed. Therefore, on September 3, 2015, the State Regents approved a revision to the Administrative Operations policy that delegates authority to the Chancellor to approve eligible institutions to participate in SARA, pending State Regents' ratification.

POLICY ISSUES:

This action is consistent with the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy, specifically section 3.16.9, which states the eligibility requirements for SARA as follows:

"To be eligible for SARA participation, a public or private institution shall have its principal campus or central administrative unit domiciled in Oklahoma and be a degree-granting institution that is accredited by an agency recognized by the USDE. Additionally, a private institution shall have the minimum requisite USDE issued financial responsibility index score, on the most recent year's review, to participate in the SARA. Private institutions which do not attain the required requisite financial responsibility score on the most recent year's financial review, but receive a score within the range which NC-SARA permits states to grant provisional acceptance, may seek conditional approval."

STAFF ANALYSIS:

Prior to March 24, 2022, State Regents' staff received a SARA renewal application from the institutions listed below:

- Northeastern State University;
- Langston University;
- Rose State College;
- Seminole State College;
- The University of Tulsa;
- Oklahoma Baptist University; and
- Family of Faith Christian University.

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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #21-f (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 January 4, 2022 and February 16, 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 January 4, 2022, and February 16, 2022, there are 2 purchases in excess of \$25,000 but not in excess of \$100,000.

OneNet

- 1) University of Arkansas in the amount of \$48,000.00 for a 25 Gbps Internet2 (I2) research circuit through the Dallas MUS-IX (Midsouth U.S. Internet Exchange) partnership. MUS-IX is a unique network interchange and partnership between the state research and education networks in Oklahoma (OneNet), Texas (LEARN), Arkansas (ARE-ON), and Louisiana (LONI). Through the MUS-IX partnership, the 25 Gbps circuit will provide additional access to Internet2 as well as provide backup for our current 100 Gbps Internet2 connection in Tulsa. Cost will be recovered through One Net user fees. (Funded from 718-OneNet).

Multiple Funds

- 2) Office and Management & Enterprise Services in the amount of \$88,673.75 for FY22 Insurance Premiums for Risk Management Property Insurance coverage. (Funded from 210-Core, 701-ADMIN, 718-OneNet).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #21-f (2):

Operations.

SUBJECT: Ratification of appointment for OneNet Executive Director and Higher Education Chief Information Officer and OneNet Senior Director of Operations.

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' approve the following personnel actions regarding State Regents Staff:

OneNet Executive Director and Higher Education Chief Information Officer. It is recommended that the State Regents ratify the appointment of John Hennessey as OneNet Executive Director and Higher Education Chief Information Officer. The OneNet Executive Director and Higher Education Chief Information Officer is responsible for the overall direction and administration of OneNet as well as facilitating system-wide IT cost savings through coordinated operations and shared services.

Mr. Hennessey holds a Bachelor of Science in Computer Science from The Pennsylvania State University and a Master of Library & Information Studies with a concentration in Information Technology from The University of Oklahoma. Prior to his selection as OneNet Executive Director and Higher Education Chief Information Officer, Mr. Hennessey served as OneNet's Chief Technology Officer since March 2021. Additionally, Mr. Hennessey has significant experience in IT operations and management, having served as IT Operations manager for the Chickasaw Nation, Director of Library Technology Platforms for The University of Oklahoma and Manager of IT Security & Infrastructure at The Pennsylvania State University. Mr. Hennessey holds a certification in Ex Libris Alma Administration and has provided leadership on numerous technology-related state and regional committees.

Mr. Hennessey assumed the position of OneNet Executive Director on February 14, 2022 at a salary of \$176,300, which aligns with the average salary for similar positions based on a compensation market analysis conducted utilizing 2022 Compensation Analyst data and adjusted for geographic location. No state appropriations will be used to fund this position.

The OneNet Executive Director and Higher Education Chief Information Officer reports directly to Chancellor Garrett. A copy of the job description and Mr. Hennessey's resume are attached.

OneNet Senior Director of Operations. It is recommended that the State Regents' ratify a title change and market-based compensation adjustment for Sonja Wall based on the assumption of additional duties in her current role as OneNet Senior Director of Operations. Currently, Ms. Wall provides management and oversight of daily operations for OneNet and OCAN to ensure project objectives are met effectively. An analysis of OneNet's current organizational needs following the retirement of Von Royal as Executive Director in December 2021 revealed an opportunity for additional focus on strategic planning to further strengthen OneNet's current business model. Ms. Wall will assume responsibility for assisting OneNet's new Executive Director, John Hennessey, in developing OneNet's overall strategic and operational direction. Additionally, Ms. Wall will assist in representing OneNet with multiple stakeholders, including the state's key policymakers. For assuming these additional duties, Ms. Wall's title will be changed from Senior Director of OneNet and OCAN Services to Senior Director of Operations and her compensation will be adjusted from \$103,000 to \$123,600, effective March 24, 2022. A compensation market analysis utilizing 2022 *Compensation Analyst* data and adjusted for geographic location shows the median salary for similar positions is \$141,500. Funding for the compensation adjustment will come from existing OneNet vacancies and no state appropriations will be used to fund this position. Ms. Wall has been with OneNet since 2012.

The OneNet Senior Director of Operations reports to the OneNet Executive Director and Higher Education Chief Information Officer. A copy of Ms. Wall's revised job description and resume are attached.

OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees



JOB DESCRIPTION

Executive Director of OneNet and Higher Education Chief Information Officer (CIO)

OneNet

FLSA: Exempt

Position #100328

Grade 18

Cost Center: 17400 ONENET

Worker's Comp Code: 8742

ESSENTIAL FUNCTION

Serve as executive director responsible for overall direction and administration of OneNet, a statewide telecommunications wide-area network that serves higher education institutions, K-12 schools, career technology centers, hospitals, public libraries, and governmental agencies, and as the Higher Education Chief Information Officer (CIO) responsible for facilitating system-wide IT cost savings through coordinated operations and shared services.

RESPONSIBILITIES AND DUTIES

- Responsible for oversight and general administration of OneNet, a division of the Oklahoma State Regents for Higher Education.
- Develop and recommend to the Chancellor long-range plans for OneNet.
- Develop and maintain the statewide OneNet network and relationships with last-mile service providers, including contract negotiations as required.
- Ensure that network technology and network development are aligned with national and international developments in telecommunications technology and applications.
- Develop and maintain customer support for OneNet's short-term and long-term goals.
- Serve as the spokesperson for OneNet to communicate with stakeholders and customers on service and policy issues.
- Represent OneNet at national and state conferences as well as hearings before the Oklahoma State Legislature, as required.
- Ensure compliance with applicable State Regents' policies and federal/state rules, regulations and statutes.
- Responsible for recommending hiring, firing, advancement, promotion or other changes to assigned employee(s) status.
- Responsible for interagency communications related to OneNet functions and partnerships.
- Coordinate with the State Regents' Council on Information Technology (CoIT) regarding IT operations, network and security-related systems at each state system college and university.
- Coordinate the collection and dissemination of information among various stakeholders to maximize cost savings.

Revised December 2021

The Oklahoma State Regents for Higher Education is an Equal Opportunity Employer.

- Coordinate and leverage economies of scale through purchasing consortia, shared services and best practices.
- Provide system reports to the Chancellor detailing all designated initiatives and cost-savings.
- Coordinate cost-saving initiatives with the Chief Information Officers of higher education institutions.
- Perform other related duties as assigned.

MINIMUM QUALIFICATIONS

Bachelor's degree in telecommunications management, information management, or a related field of study, and ten (10) years professional experience including experience in evaluating, selecting, and implementing information systems, services, and related technologies; or the equivalent combination of education and / or experience. Must have at least five (5) years' experience in a supervisory or administrative capacity; or an equivalent combination of education and work-related experience.

Must have knowledge of information systems and telecommunication networks, data processing hardware and software, security and control methods and systems, planning techniques, and the principles of business and public administration. Must be able to direct the work of others, coordinate activities and resources within or between units, sections or divisions, communicate effectively and establish and maintain effective working relationships with others. Strong written, verbal, and presentation skills are required. Some travel required.

PREFERRED QUALIFICATIONS

Master's Degree in Management of Information Technology or another STEM-related field. Experience with state government or higher education budgeting processes is preferred.

PHYSICAL REQUIREMENTS

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

SUPERVISION

The employee performs work under the supervision of the Chancellor in coordination with the Vice Chancellor for Budget & Finance and Vice Chancellor for Administration.

Revised December 2021

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JOHN HENNESSEY

EDUCATION

The University of Oklahoma
Master of Library & Information Studies (MLIS)
Concentration in Information Technology
12/2015

The Pennsylvania State University
Bachelor of Science (BS)
Concentration in Computer Science
08/1997

WORK EXPERIENCE

Chief Technology Officer, Oklahoma State Regents for Higher Education & OneNet **Oklahoma City, OK**
3/2021-present

Responsible for assisting the executive director with the strategic and operational direction of OneNet, a statewide research and education network that meets the mission critical needs of Oklahoma's education, research, health care, and public service communities. CTO has oversight responsibility for all aspects of the organization from technical operations to administration. Leads team of over 40 employees.

- Lead engagements and build relationships with state higher education institutions, other state networks, regional networks, and Internet2.
- Represent the enterprise at technical forums, committees and other appropriate activities.
- Act as a technical conscience for OneNet.
- Direct the establishment of OneNet's technical vision and lead all aspects of OneNet's technology strategy, and communicate this strategy to OneNet staff and OSRHE leadership.
- Select and conduct research and case studies on leading-edge technologies that are consistent with the vision of OneNet.
- Expand the current knowledge of technology landscape, opportunities and threats for the OneNet organization.
- Assess programmatic needs, including short-term and long-term program viability and revenue potential, to assure a balance of financial resources for OneNet's technological developments.
- Identify grant opportunities for OneNet and its users and provide technical expertise and assistance in developing and writing grant materials.

Key Accomplishments:

- Led the review and analysis of OK House of Representatives 2021 Interim Study on broadband assets.
- Designed and implemented improvements to OneNet incident reporting process.
- Implemented regular technology reports to OneNet staff covering topics such as Starlink and 5G.
- Led engagements with many of our state, regional, and national partners.
- Presented at multiple conferences and meetings including GPN annual meeting, OKSTE, and others.
- Contributed as Senior Personnel on NSF CC* federal grant proposal entitled CaRE-MORE-OFFN, to fund expansion of Oklahoma Friction Free Network(OFFN) Science DMZ.

IT Operations Manager, the Chickasaw Nation **Norman, OK**
8/2019-2/2021

Directly responsible for the delivery of IT support and operations to the Northern Region of the Chickasaw Nation, supporting thousands of employees and millions of yearly visitors to our facilities. Oversight responsibility extends to over 30 sites and includes gaming, health, tourism, and retail properties. Manage a multi-location team of 13 employees.

- Lead the IT Client Services Northern Region team in support of our properties.

- Provide oversight and scheduling of 24x7 IT support operations, including critical and high incidents.
- Evaluate IT products and services for production use.
- Partner with other Chickasaw Nation IT Leaders to provide guidance to senior leadership in decision making and budgeting.
- Work with data specialists on designing dashboards and other views into our ticketing and other data.
- Execute all trainings, certifications, appraisals, bonus reviews, etc. for my team.

Key Accomplishments:

- Led implementation efforts of a new enterprise communication tool, allowing for increased team collaboration through chats, video meetings, online document collaboration, etc.
- Team reorganization – consolidation of two support units, standardizing processes, procedures and duties.
- Providing consistent servant leadership to a team that had been going through challenges under prior management.

Director, Library Technology Platforms, The University of Oklahoma

Norman, OK

12/2013 – 8/2019

Directly responsible for IT security, infrastructure, DevOps and IT services for a staff of 285 employees and 1.5 million yearly visitors. Manage a team of 6 employees.

- Lead on-premise infrastructure (Windows Server, Linux, VMware).
- Lead IT Security operations – including management of security controls, vulnerability scans, incident responses risk assessments, security questionnaire reviews, security awareness training, etc.
- Lead the OU Libraries IT services team utilizing ITIL knowledge.
- Subscription and Contract Manager - responsible for managing IT vendor relationships and SasS subscriptions; reviewing contracts and MOUs.
- Lead IT audits, compliance reviews and device management.
- Lead with OU Libraries Finance department, working closely on financial approvals and audits of IT expenditures, calculating project billing, IT cost projections and cost savings research and recommendations.
- Member of Campus IT Leaders organization comprised of IT leadership from across campus.

Key Accomplishments:

- Improved security awareness of our employees. Coordinated an organization wide phishing awareness exercise to educate our employees on the types of attacks that they could encounter.
- Identified nearly \$400K in savings over 5 years through switching storage providers.
- Under my leadership, our Infrastructure team migrated much of our server infrastructure (50+ instances) to AWS Cloud while implementing DevOps operational automation tools.

IT Analyst, The University of Oklahoma

Norman, OK

08/2007 – 12/2013

Principal IT Architect for organization. Responsible for the design and administration of Library datacenter including physical and virtual servers, power, storage, firewalls and private data network. Secondary role of escalation point for IT helpdesk.

- Led management of Library servers, private data network, SAN, firewalls, Active Directory and Group Policy.
- In supervisory role over helpdesk personnel, implemented workflow changes to offer a more consistent experience for the users.
- Worked tier-3 escalations for IT helpdesk.

Key Accomplishments:

- Led major security project to move all OU Libraries' computers behind network firewalls.
- Designed a fully redundant power distribution solution for the library's servers and storage to protect from outages.
- Designed OU Libraries SAN with redundant storage arrays and facilities.

Manager, IT Security & Infrastructure, The Pennsylvania State University

University Park, PA

12/2004 – 07/2007

07/1997 – 12/2004 (Network Support Specialist)

Directly responsible for the IT security and network infrastructure of college, supporting over 2000 network devices spread across 19 buildings. Managed a team of 2 employees.

- Drove PCI compliance efforts, including isolating credit card transaction processing data from the administrative and academic networks.
- Managed all security tools and hardware including firewalls, switches, IDS, IPS, VPN server, etc.
- Drafted college’s security policies governing use of computer and network resources, backup procedures and user accounts.
- Principal R&D lead within the college’s IT group.
- Performed tier-2 and tier-3 responsibilities for IT helpdesk

Key Accomplishments:

- Designed and led a total redesign of the entire network & security infrastructure of the college. This included about a quarter million dollars of networking and security gear spanning 19 buildings.
- Designed and deployed college’s first wireless network.

KEY ACCOMPLISHMENTS

Government Relations & Other Advocacy

Led the review and analysis of OK House of Representatives 2021 Interim Study on broadband assets. This was an important component of OneNet’s efforts to inform legislators prior to the start of the legislative session.

Presented at multiple conferences and meeting such as GPN Annual Meeting, OKSTE conference, & New Presidents Orientation, in part to foster awareness of OneNet.

Technology & Infrastructure

Implemented regular technology reports to OneNet staff covering topics such as Starlink and 5G.

Led engagements with many of our state, regional, and national partners in part to discuss infrastructure collaboration opportunities.

Budget & Funding Opportunities

Worked closely with OneNet Business Director and Senior Directors on FY22 budget planning.

Contributed as Senior Personnel on National Science Foundation (NSF) CC* federal grant proposal entitled CaRE-MORE-OFFN. If approved, this would be the 3rd OneNet led and 6th overall OFFN Science DMZ build that has been funded.

SKILLS

<p><u>Security</u> Cisco Firewall Management, VPN Management, UTM, IDS, IPS, Wireshark, Recon, SEIM</p>	<p><u>Datacenter and Device Management</u> Active Directory, KACE, Jamf Pro, Group policy, Zabbix, Orion, Grafana, Storage Management, Network Management, SCCM, InTune</p>	<p><u>Design and Planning</u> Infrastructure Design, Windows Architecture, Data Analysis, SaaS Admin & Integration, Agile Toolsets, Kanban, Jira, Github, Visio, Power BI</p>
<p><u>Platforms</u> Windows, VMware ESXi, Linux, MacOS, iOS, Android, Cisco IOS, Cisco ASA IOS, AWS, Exchange, MS 365/Teams, Slack, Cognos, SQL, Oracle dB, D2L, Onbase, Blackboard LMS, ServiceNow, Cisco Finesse, MPLS, SD-WAN</p>	<p><u>Administrative</u> Project Management, Contract Management, IT Operations, Disaster Recovery, Team Leadership, Technical Leadership, Contractor Management, Auditing, Billing, Cost Projections, Subscription Management, KPIs, SLA’s, MOU’s, Compliance Regulations (PCI, GDPR, HIPPA), Cost Savings Research, IT Policy Creation</p>	<p><u>Visionary</u> Business Intelligence, Business Strategy, Agile/Scrum, Strategic Planning, DevOps, COBIT</p>

CERTIFICATIONS

Ex Libris Alma Administration

HONORS & AWARDS

Oklahoma State Regents for Higher Education Board Commendation - 2021

OU Libraries Extra Mile Award - 2017

Collaborative Spirit Award: Library Service Platform Implementation Team – 2015

PROFESSIONAL SERVICE

InnoTech Oklahoma conference, panel speaker on The First 48: When Ransomware Strikes, 2021

MOKA Ellucian User Group conference, presentation on data stewardship, 2021

Great Plains Network Technical Advisory Committee (NTAC), 2021 – present

Great Plains Network Program Committee (NPC), 2021 – present

Great Plains Executive Committee (EC), 2021 – present

Great Plains Research Platform (RP), 2021 – present

GPN 2021 Annual Meeting – State of the State Networks Panel, 2021

OneOklahoma Cyberinfrastructure Initiative (OneOCII), 2012 - 2014, 2021 – present

Midsouth U.S. Internet Exchange (MUS-IX) Principals, 2021 – present

Council on Information Technology (CoIT), 2021 – present

CoIT Executive Committee, 2021 – present

Council for Online Learning Excellence (COLE), 2021 – present

COLE Advanced Technology Committee, 2021 – present

Oklahoma State Broadband Task Force, 2021 – present

OK Digital Inclusion Alliance, 2021 – present

Quilt Quarterly CEO Roundtable, 2021 – present

Oklahoma Friction Free Network (OFFN), 2021 – present

Information Security Planning Oversight Committee (ISPOC), 2021 – present

OneNet Strategic Planning Initiative, 2021-2022

Chickasaw Nation IT Leadership, 2019 – 2021

University Libraries Infrastructure Working Group, Spring 2018 – 2019

University Libraries Management Council, 2016 – 2019

INTERFACE Advisory Council, 2016

OU Librarians panel speaker, Summer 2015

University Libraries Search Committees & Interviews, Spring 2013 – 2019

Institutional Repository Committee (Guest Presenter), Summer 2013

OU Campus IT Leaders, 2007 – 2019

VOLUNTEER SERVICE

Chickasaw Nation Annual Festival volunteer, 2019

All Saints Catholic School volunteer, 2017 - present

Knights of Columbus Council #12108 (3rd degree member), 2016 – present

OU Administrative Staff Week volunteer, 2016 – 2019

ONGOING EDUCATIONAL ENRICHMENT

- The Quilt Virtual Fall Meeting – 2021
 - Learn and share with other research and education (R&E) representatives in order to collectively advance networking efforts.
- Essential Principles of Leadership (CN) – 2020
 - Courses include 360 Degree Leader, Change Management, DiSC for Leaders, Presentation 101
- RNT Cyber Ethics Conference – 10/2018
 - Covering Privacy, Cyber Security Advances, Critical Infrastructure, Incident Response

- Project Management – 06/2018
 - Project management training with University Libraries-specific activities.
- Power BI Training – 10/2017
 - Learned how to Shape Data, Build a Data Model, Visualize Data and share the results using the Power BI Service.
- INTERFACE Conference OKC – 05/2016
 - Covering IT Infrastructure, BC/DR, IT Security, and Enterprise Communications. Included presentations, panel discussions and exhibitors covering a variety of topics, as well as the latest innovations and best practices.



JOB DESCRIPTION

Senior Director of Operations

OneNet

FLSA: Exempt

Position #100239

Grade 14

Cost Center: TELCOM 15100

Worker's Comp Code: 8810

ESSENTIAL FUNCTION

Provides management and oversight of daily operations for OneNet and OCAN to ensure effective project objectives are met; assists in all vendor negotiations for OneNet and OCAN; facilitates the management and administration of OneNet and OCAN contracts with customers, vendors, state agencies, and partners; leads business and financial planning to facilitate the expansion and sustainability of OCAN; performs related duties as required.

RESPONSIBILITIES AND DUTIES

- Oversight and management of the OneNet Director for Business Operations.
- Oversight and management of the OneNet Director for Communications and Strategic Planning.
- Assist the Executive Director with the strategic and operational direction of OneNet.
- Assist the Executive Director in representing OneNet at hearings before the Oklahoma State Legislature, as required.
- Provide supervision and oversight for all staff members in the OneNet Communications department.
- Provide supervision and oversight for all staff members in the OneNet Business Department.
- Perform extensive analysis of workflow and procedures in Business and Communications Departments and draft plan for efficiencies and improvements.
- Develop and implement monthly departmental staff meetings to improve internal communications and provide seamless and detailed updates to Executive Director.
- Develop and maintain strong collaborative relationships with OneNet and OCAN stakeholders.
- Manage internal relationships to ensure effective communication and timely resolution of critical business issues.
- Conduct regular business, financial, operational, and management meetings and reviews.
- Provide management and oversight for the administration of new and existing OneNet and OCAN legal agreements and contracts.
- Provide recommendations for the hiring, firing, advancement, promotion or other changes in assigned employee(s) status.
- Provide oversight and assistance in OneNet and OCAN vendor relationships, including but not limited to vendor negotiations, establishing new vendors and maintaining current vendors.
- Lead all municipal and tribal projects and initiatives for OneNet and OCAN.
- Assist in the annual review and development of rate models for OneNet and OCAN.
- Provide oversight and assistance in current and potential grant opportunities for OneNet and OCAN.

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- Provide oversight and management for current and potential State Agency projects and initiatives for OneNet and OCAN.
- Develop and implement strategies and processes that enhance network operations to include cost savings and quality of service.
- Lead the creation and implementation of programs to assess and promote optimum network performance and development.
- Draft and review all contracts, agreements, and negotiation documents for OneNet and OCAN.
- Supervise and review all aspects of required federal and state financial reporting and audits.
- Assist in development and review of annual budgetary process.
- Prepare and deliver OCAN updates and presentations to numerous governmental, municipal, tribal, and industry groups upon request.
- Assist in mediation and dispute resolution for OneNet and OCAN customers, vendors, and partners.
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

The job requires a detail-oriented self-starter with superb follow-up skills. The qualified candidate will possess a bachelor's degree in business or equivalent combination of post-secondary education and work-related experience from which comparable knowledge and abilities can be acquired. Some in- and out-of-state travel required.

Must be able to focus under pressure and handle multiple priorities in a rapidly changing environment. Must be independent and proactive with proven ability to execute on multiple tasks simultaneously. Must be able to communicate and document complex processes in a clear and concise manner. Must be able to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from managers, vendors and customers required. Ability to draft and coordinate review of complex legal agreements and contracts required. Must possess excellent interpersonal, and communication skills, with high degree of attention to detail. Must be able to plan and lead negotiations. Must be able to define problems, collect data, establish facts and draw valid conclusions. Must be able to work with mathematical concepts such as probability and statistical inference and to apply concepts to practical situations. Knowledge and experience with Oklahoma state procurement procedures required. Must have strong organizational and time management skills. Proficiency in standard desktop applications, Microsoft Office and Microsoft Project required.

PREFERRED QUALIFICATIONS

N/a.

PHYSICAL REQUIREMENTS

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

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SUPERVISION

The employee performs work under the supervision of the OneNet Executive Director.

SONJA WALL

Experience

Oklahoma State Regents for Higher Education ***Senior Director of OneNet and OCAN Services***

Oklahoma City, OK
January 2012 – Current

- Provides management and oversight for the general administrative and business functions of OneNet and OCAN.
- Provides supervision and oversight for all staff members in the OneNet Communications Department, the OneNet Business Department, and the OneNet and OCAN Services Department.
- Represents OneNet and OCAN and delivers presentations to numerous governmental, municipal, tribal, and industry groups upon request.
- Manages all mediation and dispute resolution for OneNet and OCAN customers, vendors, and partners.
- Provides oversight and management for the day-to-day operations and maintenance of the +1100 miles of OCAN infrastructure.
- Performs extensive analysis of OneNet departmental workflow and procedures and provides recommendations for efficiencies and improvements.
- Leads business and financial planning to facilitate the expansion and sustainability of OneNet and OCAN.
- Develops and maintains strong collaborative relationships with OneNet and OCAN stakeholders.
- Provides oversight and assistance in the facilitation of OneNet and OCAN vendor relationships, including but not limited to vendor contract negotiations, establishing new vendors, and maintaining current vendors.
- Provides management and oversight for the administration of all OneNet and OCAN legal agreements and contracts.
- Leads all municipal and tribal projects and initiatives for OneNet and OCAN.
- Provides oversight and management for current and potential State Agency projects and initiatives for OneNet and OCAN.
- Supervises all federal and state financial reporting and audits for OneNet and OCAN.

State of Oklahoma ***Oklahoma State Broadband Coordinator***

Oklahoma City, OK
August 2019 – Current

- Updates and maintains the state broadband plan.
- Provides oversight and management for approval processes by state agencies to access state fiber assets.
- Manages the Oklahoma State Agency Broadband Task Force which coordinates state agency broadband infrastructure projects.
- Leads the Oklahoma State Broadband Advisory Council which is comprised of representatives from the telecommunications industry, state agencies, tribal governments, municipalities, and other stakeholders as deemed necessary.
- Leads the Oklahoma Digital Inclusion Alliance which is tasked with bridging the digital divide in Oklahoma.
- Coordinates efforts for mapping broadband coverage and analyzes data on broadband availability and capacity.
- Provides coordination between service providers and public and private entities to facilitate partnerships that enhance broadband expansion.
- Provides technical assistance and broadband planning guidance to communities and organizations for broadband initiatives.

- Researches and coordinates opportunities to fund projects in unserved and underserved communities.
- Makes recommendations to establish potential funding to be appropriated by the state for broadband expansion.

Additional Relevant Experience

- Worked for the Secretary of State from 2010 – 2012
- Primary duties included but were not limited to:
 - Serving as the American Recovery and Reinvestment Act Assistant to the Secretary of State
 - Tracking all ARRA funds that were dispersed to Oklahoma
 - Creating the task force that researched and applied for funding to construct the Oklahoma Community Anchor Network (OCAN)
 - Serving as the Project Manager for the \$74 million-dollar OCAN project
- Worked in the Oklahoma State Senate from 1999 – 2010
- Worked for the Minority Whip and for the Senate Pro Tempore
- Primary duties included but were not limited to:
 - Constituent outreach and mediation
 - Drafting and reviewing legislation
 - Tracking legislation and committee work
 - Serving as liaison between legislators, lobbyists, and constituents
 - Arranging and attending fund-raising events
 - Attending political events and serving as representative of the state senate

Education and Professional Achievements

Hammond Area Vocational School
 Hammond, Louisiana
 Business Management 1985

Progressive Women’s Leadership Program
 Certification 2016

- Served as Chair of the Oklahoma Broadband Initiative Advisory Board (2009 – 2012)
- Established and served on the Oklahoma Native American Technology Council (2009 – 2018)
- Served on the Tribal Affinity Board for the National Telecommunications and Information Administration (NTIA) (2012 – 2017)
- Serves on the State Broadband Leaders Network for NTIA (2019 – Present)
- Serves on the Adoption Rate Subcommittee for the Oklahoma Rural Broadband Expansion Council (ORBEC) (2020 – Present)
- Serves on the Geographic Boundaries Subcommittee for ORBEC (2020 – Present)
- Serves on the Grant Rules Subcommittee for REBEC (2020 – Present)
- Served as a Merit Reviewer for NTIA’s Tribal Broadband Connectivity Program which is awarding \$1B in grant funding for tribal broadband projects (October/November 2021)
- Serves on the Board of Directors for the Telehealth Alliance of Oklahoma (Present)
- Serves as panelist and/or delivers presentations for numerous events and conferences including but not limited to the following organizations:
 - National Telecommunications and Information Administration
 - United States Department of Agriculture – Rural Utility Services
 - Federal Reserve Bank of Kansas City
 - National Tribal Broadband Summit
 - Oklahoma Digital Government Summit
 - Oklahoma Rural Broadband Association
 - Oklahoma Association of Electric Cooperatives
 - Oklahoma Rural Broadband Expansion Council
 - Oklahoma Cable and Internet Association

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #22-a:

Programs.

SUBJECT: Current Status Report on Program Requests.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Current Status Report on Program Requests.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2021 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 (2021-2022).

The current status report contains the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Electronic Delivery for Existing Program Requests Under Review
4. Approved New Program Requests
5. Approved Electronic Media Requests
6. Requested Degree Program Deletions
7. Approved Degree Program Deletions
8. Requested Degree Program Name Changes
9. Approved Degree Program Name Changes
10. Requested Degree Designation Changes
11. Approved Degree Designation Changes
12. Cooperative Agreements
13. Suspended Programs
14. Reinstated Programs
15. Inventory Reconciliations
16. Net Reduction Table

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #22-b:

Policy Exception Report.

SUBJECT: Policy Exception Report. Quarterly Policy Exception Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Quarterly Policy Exception Report.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 80th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Three exceptions to OSRHE academic policies were granted by the Chancellor since the December 2021 report.

ANALYSIS:

Rose State College (RSC)

An exception was granted to the OSRHE's Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, that allowed RSC to permit a tenth-grade student to participate in concurrent enrollment during the 2021-2022 academic year. The exception was approved based on the student's exemplary academic record and strong recommendation from his high school principal and the RSC president, with the understanding that RSC will closely monitor the student's progress to ensure success in the higher education environment.

Oklahoma State University (OSU)

An exception was granted to the Undergraduate Degree Requirements policy, which states that "Baccalaureate degrees shall be based upon a minimum of 60 hours, excluding physical education activity courses, at a baccalaureate degree-granting institution, 40 hours of which must be upper-division course work excluding physical education activity courses," to allow OSU to award a student a baccalaureate degree after having completed only 39 hours of upper-division coursework. The exception was approved based on an academic advising oversight, the fact that the student had completed all other degree requirements, and recommendation of the president.

An exception was granted to the In-state/Out-of-state Status of Enrolled Students policy, which states that documented foreign nationals “are eligible for in-state classification if they become lawful permanent residents, have resided in Oklahoma for at least 12 consecutive months, and meet domicile requirements...” to allow OSU to classify two documented foreign national students as in-state. The exception was approved based on the students having been permanently resettled to Oklahoma from Afghanistan by the U.S. government in cooperation with Catholic Charities of Eastern Oklahoma as part of Operation Allies Welcome, their having satisfactorily demonstrated that they did not come to Oklahoma specifically for the purpose of attending college, and recommendation of the president.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #22-c:

Annual Reports.

SUBJECT: FY2021 System-wide Report on Value of Institutional Supplemental Pension Obligations and Cost of Postemployment Benefits Other Than Pensions

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt the FY2021 System-wide Report on the Value of Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions.

BACKGROUND:

Oklahoma statutes (70 O.S. 2011, Section 17-116.7) require that State System institutions having supplemental pension and postemployment benefit plans disclose certain information relating to these plans in their audited annual financial reports. A copy of the report has been provided to each State Regent.

POLICY ISSUES: None.

ANALYSIS:

INSTITUTIONAL AUTHORITY

The enabling statutes for governing boards of institutions in The Oklahoma State System of Higher Education elaborate powers and duties that are similar in nature and includes the authority to:

1. Employ and fix compensation of such personnel as deemed necessary...,
2. Direct the disposition of all moneys appropriated by the legislature..., and
3. Establish and maintain plans for ...retirement of employees... and for payment of deferred compensation for such employees.

This latter provision establishes authority to create supplemental retirement plans in addition to the retirement plan of the Oklahoma Teacher's Retirement System (OTRS).

STATUS OF INSTITUTIONAL SUPPLEMENTAL DEFINED BENEFIT PLANS

The GASB Statement No. 74 became effective with the June 2017 reporting period and remains effective in the current year reporting period. The statement applies primarily to the general purpose external financial report of state and local government OPEB plans. For OPEB plans that do not issue stand-alone financial statements, additional disclosures are required by the new standard in the sponsoring government's statements.

As of June 30, 2021, 15 of the 26 system institutions (including the OUHSC) have supplemental retirement plans. Although provisions of these supplemental plans may vary among institutions, they typically involve a formula ensuring an employee upon retirement a "minimum retirement benefit" based on the employee's current or highest compensation together with years of service. The institution's obligation under these plans usually involves paying the difference between the calculated "minimum retirement benefit" and the benefits that the employee will receive from OTRS, Social Security, or a defined contribution retirement plan, such as TIAA-CREF. The value of institutional obligations reported as of June 30, 2021, is summarized in *Attachment I* of the report.

The value of obligations reported is based on actuarial valuations prepared by each institution using a number of assumptions. Values are real, therefore, only to the extent that the assumptions prove valid. Actuarial assumptions used by the institutions for FY2021 were developed in accordance with State Regents' policy and were updated to incorporate current market practices and rates. Following are highlights of the information reported by institutions.

1. Institutions reporting supplemental pension obligations as of June 30, 2021, included 10 of 13 universities and constituents and two of 13 two-year colleges.
2. The present value of future pension obligations as of June 30, 2021, for those institutions reporting amounted a net of \$35,762,935. The reflected increase is in large part to the required GASB format or changes in assumptions. An assets-held-in-trust model is used by the Regional University System on behalf of its institutions. Seven (7) institutions are reporting as assets held in trust, nine (9) reporting pay-as-you-go obligations, and ten (10) institutions reported no obligations.

POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

A new GASB Statement No. 75 became effective with the June 2018 reporting period. Thus, this year's report continues to reflect the impact to the institutions for the adoption of the new standards to their financial statements. The result of the new accounting pronouncement was that institutions are now required to report the liability for the post-employment benefits for defined benefit plans administered through a trust, cost-sharing plans administered through a trust, and OPEB plans not provided through a trust. The Statement also requires governments to present more extensive note disclosures and required supplementary information about their OPEB liabilities. Some governments are responsible to make contributions directly to the OPEB plan or make OPEB benefit payments directly as the benefit comes due to the employee. The notable changes include the reporting of the Total OPEB Liability on the Statement of Net Position, replacing the former disclosure of the Actuarial Accrued Liability (AAL.) The new Statement replaced the Statement 45 used in previous years and results in significant changes in the amount liabilities noted in the financial statements since moving to *total* liabilities rather than just the amount of current year's accrued liability shown in the previous disclosures.

Post-employment benefits liabilities other than pensions were reported by 23 institutions in FY 2021 and amounted to \$354,473,012. These costs covered medical and/or life insurance premiums for retirees and the future liability for currently covered employees. The figures are summarized in *Attachment II* of the report. Twenty-one institutions reported FY2021 liabilities for medical and/or life insurance for retirees amounting to \$354,467,012, or 99.9% of the total expenses. One institution reports a cost life insurance only. One institution, the University of Oklahoma, accounted for approximately 50.4% of the total systemwide postemployment benefit costs, while the University of Oklahoma Health Sciences accounted for another 38.9%. These institutions are reporting the total unfunded liability associated with their current post-employment obligations.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 24, 2022

AGENDA ITEM #24:

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 Eighteenth Meeting



February 9, 2022

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

Minutes of the Eight Hundred and Eighteenth Meeting
February 9, 2022

CONTENTS

Announcement of Filing of Meeting and Posting of the Agenda	20016
Call to Order	20016
Minutes of Previous Meetings	20016
Comments from the Chair	20016
Comments from the Chancellor	20017
Higher Education Distinguished Service Award	20017
Secretary of Education	20017
New Programs	20018
Program Deletions	20018
Policy	20019
Student Assessment	20019
E&G Budget.....	20019
EPSCoR	20019
Contracts and Purchases	20020
Investments	20020
Oklahoma's Promise.....	20020
Agency Seal	20020
Consent Docket.....	20020
Reports	20022
Report of the Committees	20022
Proposed Executive Session	20022
Announcement of Next Regular Meeting	20023
Adjournment	20023

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

**Minutes of the Eight Hundred and Eighteenth Meeting
of the
Oklahoma State Regents for Higher Education
February 9, 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 Wednesday, February 9, 2022 in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the special meeting had been filed with the Secretary of State on February 2, 2022. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Jeffrey W. Hickman called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Courtney Warmington, Jody Parker, Ann Holloway, Jeff Hickman, Michael C. Turpen, and Steven W. Taylor.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor made a motion, seconded by Regent Turpen, to approve the minutes of the State Regents' meeting on December 10, 2021. Voting for the motion were Regents Sherry, Warmington, Parker, Holloway, Hickman, Turpen, and Taylor. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Hickman highlighted Higher Education Day on Tuesday, February 15th and he encouraged all board members to attend if available. He also encouraged Regents to attend legislative tours that are in their area. Chair Hickman briefly discussed Governor Stitt's State-of-the-State address and what higher education can do to assist students and partners in the state. He also highlighted workforce issues that had been discussed at
20016

the Committee-of-the-Whole meeting. Chair Hickman stated that the world is changing and that higher education's financial landscape has changed and that the board recognizes the need to look at their funding, noting that it is important to keep access points for students open.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Allison D. Garrett began by thanking institution presidents who were present at the meeting for their important involvement in the legislative session. Additionally, she thanked those who have participated in legislative tour events. Chancellor Garrett concluded her remarks by thanking Secretary of Education Ryan Walters for his presence at the meeting.

6. **HIGHER EDUCATION DISTINGUISHED SERVICE AWARD.** Chancellor Allison D. Garrett and the State Regents presented Senator Bill Coleman (Ponca City) with the 2021 Distinguished Service Award for his support during the 2021 legislative session and thanked him for his service. Senator Coleman provided remarks.

- 6.1 **SECRETARY OF EDUCATION.** Secretary of Education Ryan Walters presented on higher education's role in making Oklahoma a "Top 10" state. He discussed the measurable data point that was used to compare to other states and explained why this metric was chosen for tracking, noting that if the State Regents feel there is another measurable data point that can be tracked and used for comparison, they are happy to look at that as well. Secretary Walters stated that they would love to have conversations and find solutions that fund institutions based on some of the workforce shortage areas and in accordance with the expense of the programs themselves so that the institutions are not taking a financial hit when they decide to help the state out by trying to help the state out by addressing these workforce needs. He stated that the state has great higher education institutions but stressed the need to keep the workforce in the state. He stated that from the Governor's office perspective, they would be very happy to partner with higher education to

financially incentivize the universities to scale those programs up and meet the needs of workforce. He concluded by stating that he truly believes that higher education institutions can be a driver of workforce development in the state.

7. **NEW PROGRAMS.**

- a. Regent Sherry made a motion, seconded by Regent Holloway, to approve a request Oklahoma State University to offer the Certificate in Fashion Design and the Certificate in Product Development for Apparel. Voting for the motion were Regents Warmington, Parker, Holloway, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.
- b. Regent Parker made a motion, seconded by Regent Turpen, to approve a request from Southeastern Oklahoma State University to offer the Graduate Certificate in Data Analytics and the Graduate Certificate in Project Management. Voting for the motion were Regents Parker, Holloway, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.
- c. Regent Sherry made a motion, seconded by Regent Holloway, to approve a request from Tulsa Community College to offer the Certificate in Secure Infrastructure Specialist. Voting for the motion were Regents Holloway, Hickman, Turpen, Taylor, Sherry, Warmington, and Parker. Voting against the motion were none.

8. **PROGRAM DELETIONS.** Regent Sherry made a motion, seconded by Regent Parker, to approve a request from the University of Oklahoma to delete the Master of Science in Telecommunications Engineering and the Certificate in The Business of Healthcare, and a request from Tulsa Community College to delete the Certificate in Interpreter Education and the Certificate in Pharmacy Technology. Voting for the motion Regents Hickman, Turpen, Taylor, Sherry, Warmington, Parker, and Holloway. Voting against the motion were none.

9. **POLICY.**
- a. Posting of revisions to the Concurrent Enrollment policy. This item is for posting only.
 - b. Regent Sherry made a motion, seconded by Regent Turpen, to approve Rogers State University's request for an exception to the Concurrent Enrollment policy. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Parker, Holloway, and Hickman. Voting against the motion were none.
10. **STUDENT ASSESSMENT.** Regent Sherry made a motion, seconded by Regent Holloway, to approve the Student Assessment Plans as required by the Student Assessment and Remediation policy. Voting for the motion were Regents Taylor, Sherry, Warmington, Parker, Holloway, Hickman, and Turpen. Voting against the motion were none.
11. **E&G BUDGET.** Regent Taylor made a motion, seconded by Regent Parker, to approve the allocation of \$933,222.39 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$933,222.39 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from taxes placed on the sale of cigarettes and tobacco products. The total accumulated allocation to each institution, including this allocation, totals to \$97,922,477.36. Voting for the motion via roll call were Regents Sherry, Warmington, Parker, Holloway, Hickman, Turpen, and Taylor. Voting against the motion were none.
12. **EPSCoR.** Regent Taylor made a motion, seconded by Regent Holloway, to ratify the payment of annual EPSCoR/IDeA Coalition Dues in the amount of \$37,500 for the calendar year 2022. Voting for the motion were Regents Warmington, Parker, Holloway, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.

13. **CONTRACTS AND PURCHASES.** Regent Taylor made a motion, seconded by Regent Holloway, to approve FY2022 purchases for amounts that are in excess of \$100,000. Voting for the motion were Regents Parker, Holloway, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.
14. **INVESTMENTS.** Regent Taylor made a motion, seconded by Regent Turpen, to approve new investments managers and allocation of funds for the endowment trust fund. The recommendation is to commit \$10,000,000 to JMI Equity Fund XI and \$10,000,000 to H/2 Special Opportunities V. Voting for the motion were Regents Holloway, Hickman, Turpen, Taylor, Sherry, Warmington, and Parker. Voting against the motion were none.
15. **OKLAHOMA'S PROMISE.** Regent Taylor made a motion, seconded by Regent Parker, to acknowledge receipt of the 2020-2021 Oklahoma's Promise Year-End Report. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Parker, and Holloway. Voting against the motion were none.
16. **AGENCY SEAL.** Regent Parker made a motion, seconded by Regent Taylor, to adopt the amended official seal of the Oklahoma State Regents for Higher Education. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Parker, Holloway, and Hickman. Voting against the motion were none.
17. **CONSENT DOCKET.** Regent Parker made a motion, seconded by Regent Taylor, to approve/ratify the following routine requests which are consistent with State Regents' policies and procedures or previous actions:
 - a. Programs. Modifications. Approval of institutional requests.
 - b. Suspensions. Ratification of institutional requests.

- c. Reconciliations. Approval of institutional requests.
- d. Electronic Delivery. Approval of institutional requests.
 - (1) Northeastern State University. Approval to offer the following existing programs via electronic delivery: Bachelor of Business Administration in Business Administration, the Bachelor of Business Administration in Management, the Bachelor of Business Administration in Marketing, and the Bachelor of Business Administration in Entrepreneurship.
 - (2) Rogers State University. Approval to offer the existing Associate in Arts in Elementary Education via electronic delivery.
 - (3) University of Central Oklahoma. Approval to offer the existing Certificate in Leadership via electronic delivery.
 - (4) Connors State College. Approval to offer the following existing programs via electronic delivery: Associate in Arts in History, the Associate in Arts in Political Science / Pre-Law, the Associate in Arts in Psychology, the Associate in Arts in Sociology, the Associate in Arts in Child Development, the Certificate in Child Development, and the Certificate in Child Development.
 - (5) Seminole State College. Approval to offer the existing Associate in Science in Health Sciences via electronic delivery.
- e. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.
- f. Operations.
 - (1) Ratification of purchases over \$25,000.
 - (2) Personnel. Ratification of appointment for Vice Chancellor for Governmental Relations.
- g. Non-Academic Degrees.

- (1) University of Oklahoma. Ratification of a request from the University of Oklahoma to award a posthumous degree.
- (2) University of Oklahoma. Ratification of requests from the University of Oklahoma to award honorary degrees.
- (3) Oklahoma State University. Ratification of requests from Oklahoma State University to award honorary degrees.

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

18. **REPORTS.** Regent Parker made a motion, seconded by Regent Holloway, to acknowledge receipt of the following reports: Programs. Current Status Report on Program Requests. (Supplement). Voting for the motion were Regents Sherry, Warmington, Parker, Holloway, Hickman, and Taylor.
19. **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.
20. **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.

21. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Hickman announced that the next regular meetings are scheduled to be held Wednesday, March 23, 2022 at 10:30 a.m. and Thursday, March 24, 2022 at 9:00 a.m. at Northwestern Oklahoma State University.
22. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Jeffrey W. Hickman, Chair

Steven W. Taylor, Secretary

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

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Tuesday, February 8, 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 4:30 p.m. on Tuesday, February 8, 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 February 2, 2022. 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, Jody Parker, Ann Holloway, Jeff Hickman, Michael C. Turpen, and Steven Taylor. Regent Hickman called the meeting to order.
3. **MERCER.** Ms. Beth Johnson, Mr. Tim Westrich and Mr. David McMillan, representatives from Mercer, participated in the in-person Committee-of-the-Whole meeting. Mr. Westrich began by commenting on the markets, commenting on the return that was seen in 2021 due to the S&P being up 28.7 percent for the year, non-U.S. developed countries being up 11 percent, and emerging markets and fixed income being down. He stated that markets inside the U.S. did very well but that outside equity markets did not do as well. Mr. Westrich noted that a number of big drivers came from the private market side, with private equity up 54 percent for the year, and illiquid real assets were up 35 percent, and U.S. equity and opportunistic fixed income that was up almost 15 percent for the year.

Ms. Johnson briefly discussed a closed manager, stating that they had the option to take it in cash or in kind. She stated that their recommendation was to take it as cash and that this will be coming into the portfolio and they will be deploying this along with the new bond assets. Ms. Johnson and Mr. Westrich then directed the State Regents to the two new investment manager recommendations, JMI Equity and H/2, and discussed those two recommendations and investments. Ms. Johnson then discussed the deployment of some of the capital from the bond proceeds at the end of January.

Mr. McMillan then provided an update on the global opportunistic and hedge fund portfolios. He stated that in the global opportunistic portfolio, they are trying to beat the equity mark. He then provided an overview of the hedge fund portfolio, stating that their goal is to protect the capital and protect assets.

4. **WORKFORCE DEVELOPMENT.**
 - a. **Oklahoma's Skills Gap.** Mr. Don Morris, Executive Director of Oklahoma Works, presented on the current projected workforce needs of the state. He began by discussing critical occupations, noting that registered nurses has been eclipsed by heavy and tractor-trailer/CDL drivers as the highest occupation currently needed. He also discussed general and operations managers as a critical occupation. Mr. Morris then discussed some of the most critical occupation needs of the state and the education requirements for those occupations.

He then discussed four strategies that they are looking at implementing for 2022. He stated that they are looking at gaps that people are falling through, and they want to start by expanding workforce accessibility through four mobile workforce units that they could use to travel around the state to support other workforce units or take to workforce fairs. Mr. Morris stated that the second key strategy is to continue to enhance workforce services to business through hardwire workforce communications with economic leadership, continued momentum with apprenticeship program expansion, and communicating business services. He discussed the importance of connecting state and local workforce boards to build relationships through quarterly and monthly calls and input and expertise sharing. The final strategy that was discussed was a new workforce management system by improving data sharing capabilities and reporting and analysis.

- B. State System Workforce Development Initiatives.** Status update on FY22 targeted higher education workforce development initiatives. Chancellor Garrett began by stating that there are many things that are going on in Oklahoma with respect to higher ed, including the low cost of attendance, low debt, and increasing STEM and health degree production, but that there are still some significant hurdles to meeting workforce demands. She noted the low ACT scores with Oklahoma averaging 18, making it the fifth lowest in the country. She highlighted low student retention, the low rate of baccalaureate degree production, and other metrics that make it difficult to recruit businesses to the state. Chancellor Garrett highlighted the correlation of income levels with bachelor degree attainment, noting that wealthier populations have higher bachelor degree attainment.

She then discussed data that shows that only 15 percent of high school graduates are college-ready in all four areas of the ACT, with only 10 percent of high school graduates prepared to pursue a STEM field. She noted several factors leading to the shortage of nurses, highlighting faculty issues and clinical opportunities. Chancellor Garrett also mentioned the issue of qualified applicants not being admitted into nursing programs and this could possibly be due to timing issues, faculty shortages, and shortages of clinical opportunities, but that there was not great systemwide data on this problem. She then discussed the initial \$12.9 million that was allocated to Phase I of the targeted workforce initiatives that looks at STEM programming specifically, noting that money was allocated to the large engineering schools and that all other institutions received some funding for STEM for capacity building. Chancellor Garrett stated that they have submitted a systemwide request for ARPA funding for Nursing and Allied Health. She stated that one focus of this request is ramping up nursing faculty production. She concluded her remarks by discussing the teacher shortage issue, noting that the funding that is being spent this year is to increase recruiting of teacher ed candidates.

5. STATE SYSTEM INSTITUTIONS.

- a. **Cameron University.** Update on institutional activities at Cameron University. President John McArthur began by thanking the State Regents for the opportunity to present to them. He stated that currently about one-third of Cameron students are choosing to take courses online, one-third are choosing in-person courses, and one-third are doing a hybrid mix. He noted that the absence of students on campus has allowed Cameron to work on some much needed construction projects. He then discussed projects that have been accomplished through philanthropy or successful grants, such as adding an atrium to their library, renovating their library, adding some items to their campus in Duncan, and a makeover of their agriculture facilities. He stated that thanks to a multi-year federal grant, Cameron has been able to hire eight new employees to serve as academic success coaches, financial

literacy report, and internship finders and minders. President McArthur stated that Cameron has made enormous progress on retention and graduation rates. He also discussed the military community in Lawton and its impact at Cameron University.

- b. **Rogers State University.** Update on institutional activities at Rogers State University. President Larry Rice began thanking the State Regents for the opportunity to present on Rogers State University. He stated that about half of their students take courses online and the other half are face-to-face and that half of their entire student population is non-traditional. He discussed some of the lessons that they learned during COVID, such as delivering content through RSU TV. President Rice then discussed the history and development of Rogers State University. He also discussed Rogers State University's partnership with Pryor Public Schools and how this has increased their concurrent enrollment. He reminded State Regents that Rogers State University is the only state-supported four-year school in the Tulsa metro and he described the student life for traditional students on-campus. He then spoke about their STEM-related programs and stated that they are hopeful that in the coming months they will be able to submit proposals for engineering programs. He discussed Rogers State University's opportunity to offer on-ground classes inside the city limits of Tulsa and their collaborations with Tulsa Community College, OU-Tulsa, and OU.
6. **BUDGET REPORT AND REVENUE UPDATE.** Interim Vice Chancellor for Budget and Finance Sheri Mauck provided State Regents with a budget and revenue update. She began by stating that the report covers the period through December 31, 2021. She stated that the December collections were up 27.9 percent above the estimate, or \$168.4 million, and for the first six-months they are up 19.4 percent above the estimates. She added that general revenue collections are up \$609 million through December and these were driven by individual income tax collections and corporate taxes. She stated that sales tax collections were \$27.6 million above the estimate and gross production collections were up \$80.6 million above the estimates and this was driven by higher oil prices. She stated that at the December Board of Equalization meeting the December estimate for total certified and authorized recurring revenue was projected to be \$9.1 billion and that is an increase of \$700 million from what was actually authorized for expenditure, and that the February meeting is when the final estimates will take place. She stated that the institutions have reported spending \$441.2 million of CARES Act money through December 31, 2021, with 46.8 percent going toward student grants and scholarships and 34.7 percent for reimbursements for lost revenue to the institutions. Ms. Mauck concluded by stating that they had received the Governor's budget book.
7. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Dr. Jarett Jobe, began by thanking his fellow OSRHE staff for their support as he started this position. He highlighted the upcoming Higher Education Day at the Capitol and stressed the importance of having the students at the center of these days. He then mentioned some discussions that had been had regarding the budget and the importance of working with the legislature to move the needle and get additional funds. Dr. Jobe stated that it is important to stress to the legislature that higher education is an important piece of workforce development. He stated that there are several bills regarding concurrent enrollment, Oklahoma's Promise, and weapons on campus. Dr. Jobe stressed the importance of strategizing and engaging governing boards, community leaders and business leaders.
8. **TASK FORCE REPORTS.**

- a. **State Regents' Online Education Task Force.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke stated that work continued with the Online Task Force on proctoring grants, virtual reality, training faculty and Quality Matters, where they are teaching faculty how to create high-quality online courses. She stated that the Task Force has done what it needs to do and so they are recommending to the State Regents that they sunset the Online Education Task Force and establish a consistent regular reporting at the April and October Committee-of-the-Whole meetings. It was decided that Dr. Blanke, Chancellor Garrett and Regent Sherry would work on creating a formal recommendation for Regents to vote on it if need be.
- b. **State Regents' Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Angela Caddell shared results from a survey that was sent out to participants from the Campus Safety and Security Summit in November. She stated that 100 percent of the participants surveyed stated that the information presented at the summit was timely and relevant. She highlighted which sessions of the format were the most well-attended. She noted that 70 percent of those surveyed stated that they enjoyed the virtual format and felt that it allowed more people to participate. Ms. Caddell stated that they are looking at scheduling more crisis intervention training this year. She stated that she has invited a representative from the Oklahoma Highway Safety Office to their next Task Force meeting.

9. **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 Turpen made a motion, seconded by Regent Parker, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents Jack Sherry, Courtney Warmington, Jody Parker, Ann Holloway, Jeff Hickman, Michael C. Turpen, and Steven Taylor. Voting against the motion were none.
- f. Enter into executive session.
- g. Open session resumes.
- h. Vote to exit executive session. Regent Holloway made a motion, seconded by Regent Parker, to exit executive session. Voting on the motion were Regents Jack Sherry, Courtney Warmington, Jody Parker, Ann Holloway, Jeff Hickman, Michael C. Turpen, and Steven Taylor. Voting against the motion were none.

10. **“BEST OF HIGHER EDUCATION.”** Regents received the February 2022 update on institutional activities via e-mail on February 8, 2022.

11. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.

12. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

Jeffrey W. Hickman, Chair

Steven W. Taylor, Secretary