



OKLAHOMA STATE SYSTEM
OF HIGHER EDUCATION

Improving our future by degrees

Agenda

April 28, 2022

NOTE

This document contains recommendations and reports to the State Regents regarding items on the April 28, 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 April 28, 2022.

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

A G E N D A

Oklahoma State University – Student Union
301 Student Union
4th Floor Student Union Council Room
Stillwater, Oklahoma 74078
Thursday, April 28, 2022 at 10 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 Kayse Shrum of Oklahoma State University. (Oral Presentation)
- 6.1 **State System Institutional Update.** Tulsa Community College.

AWARDS

7. **Council for Online Learning Excellence Awards.** Ratification of the Council for Online Learning Excellence Awards. Page 1.
8. **Newman Civic Fellows.** Presentation of the 2022 Newman Civic Fellows Awards. Page 3.

ACADEMIC

9. **New Programs.**
 - a. Oklahoma State University. Approval to offer the Graduate Certificate in Fashion Merchandising. Page 5.
 - b. Northeastern State University. Approval to offer the Master of Arts in Public Relations, the Certificate in Fundamentals of Accounting, the Certificate in Tax Compliance, the Certificate in Business Basics, the Certificate in Small Business, the Certificate in Project Management, the Certificate in Quality Management, the Certificate in Soft Skills, the

Certificate in Digital Marketing, and the Graduate Certificate in Special Education. Page 19.

10. **Program Deletion.** Approval of an institutional request for a program deletion. Page 47.
11. **Policy.**
 - a. Approval of Early College Programs.
 - (1) Connors State College. Page 49.
 - (2) Murray State College. Page 55.
 - (3) Oklahoma City Community College. Page 61.
 - (4) Tulsa Community College. Page 67.
 - b. Approval of revisions to the Academic Program Approval policy. Page 73.
 - c. Approval of a policy exception request from the University of Oklahoma. Page 91.
 - d. Approval of a policy exception request from Cameron University. Page 95.
 - e. Approval of institutions to exercise flexibility in applying Academic Affairs policies due to impacts of COVID-19. Page 97.
 - f. Approval of revisions to the In-state/Out-of-state Status of Enrolled Students policy. Page 107.
 - g. Posting of revisions to the Concurrent Enrollment policy. Page 119.
12. **ACT Agreement.** Approval of the ACT Agreement for 2022-2023. Page 133.
13. **State Authorization.** Requests to re-authorize out-of-state institutions to operate in Oklahoma. Page 145.
14. **Oklahoma College Savings Plan.** Oklahoma College Savings Plan update for 2021. Page 157.

FISCAL

15. **E&G Allocation.** Allocation of Cigarette and Tobacco Tax Revenue. Page 163.
16. **EPSCoR.** Approval of INBRE matching funds. Page 165.
17. **Grant Acceptance.** Acceptance of a National Science Foundation Campus Cybersecurity Award for OneNet. Page 167.
18. **Contracts and Purchases.** Approval of contracts over \$100,000 for FY2022. Page 169.

19. **Investments.** Approval of new investment managers. Page 171.

EXECUTIVE

20. **Communicators Council Bylaws.** Approval of amendments to the Communicators Council bylaws in section 2.19 of the Policy and Procedures Manual. Page 173.

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 179.
 - b. Academic Nomenclature. Ratification of an institutional request. Page 201.
 - c. High School Courses for College Admission. Ratification of a request to approve high school courses for college admission. Page 203.
 - d. State Authorization Reciprocity Agreement. Ratification of an institutional request for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 205.
 - e. Operations.
 - (1) Ratification of purchases over \$25,000. Page 207.
 - (2) Ratification of a technical assistance grant for the Complete College America Policy-Equity-Practice Initiative. Page 209
 - (3) Deleted Item. Page 213.
 - f. Resolutions:
 - (1) Approval of a resolution honoring an outgoing member. Page 215.
 - (2) Approval of a resolution honoring a retiring staff member. Page 217.

REPORTS

22. **Reports.**
- a. Programs. Current Status Report on Program Requests. Page 219. (Supplement)
 - b. Annual Reports.
 - (1) State Regents' Policy Reporting Requirements Survey. Page 221.

- (2) Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2020-2021. Page 229. (Supplement)
 - (3) Spring 2022 Preliminary Enrollment Survey. Page 237.
- 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 245.
 - a. Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(1) to discuss the Chancellor’s employment and review draft employment agreement for the Chancellor and 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, Thursday, May 26, 2022 at 10 a.m. at Shangri La Resort, 57301 E. OK-125, Afton, OK 74331 and Friday, May 27, 2022 at 9 a.m. at Northeastern Oklahoma A&M College, 200 I St. NE, Miami, OK 74354.**
- 26. **Adjournment.**

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Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #7:

Council for Online Learning Excellence Awards.

SUBJECT: Ratification of the Council for Online Learning Excellence Awards.

RECOMMENDATION:

It is recommended the State Regents ratify the Council for Online Learning Excellence Awards to honor outstanding faculty, staff, institutions, teams, or groups for their work in advancing online learning in Oklahoma.

BACKGROUND:

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

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

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

The recipient of the inaugural **Oklahoma Online Excellence Award for Accessibility** is **Ms. Cristina Colquhoun, Instructional Designer and Online Learning Librarian, Oklahoma State University.**

In her nomination materials, Ms. Colquhoun was praised for her attention to ensuring substantially equivalent ease of use and quality of learning experience for a person with a disability as one without. She incorporates a variety of instructional design techniques which ensure accessibility is considered at the forefront of all projects and not as an element of remediation after-the-fact. Ms. Colquhoun contributes to the development of her peers through regular trainings and publication of her resources with a Creative

Commons license to equip others to re-use and modify her work for their own needs. Reviewers noted the usefulness of Ms. Colquhoun's LibGuide which includes curated examples of such topics as best practices for presenting online.

The recipient of the **Oklahoma Online Excellence Award for Teaching** is **Dr. Abbie Lambert-Vogt, Assistant Professor of Management, University of Central Oklahoma.**

In her nomination materials, Dr. Lambert-Vogt was noted for application of multiple neuroeducation principles in the design of her online courses, including fostering opportunities for experiential learning within and lifelong learning beyond her classroom. As a leader in online education, she coordinated the development of the online Bachelor of Business Administration in Human Resource Management and two graduate-level courses for the online Master of Business Administration program. Dr. Lambert-Vogt also contributes to continuous online teaching excellence at her institution as a peer course quality reviewer.

The recipient of the **Oklahoma Online Excellence Award for Individual Leadership** is **Ms. Melanie Rinehart, Director of Distance Education, Seminole State College.**

In her nomination materials, Ms. Rinehart was noted for her contributions to the distance education programs at Seminole State College, which initially included collaborating with multiple divisions across her campus to ensure online learners have an experience equal to that of traditional learners. She possesses a gift for developing community and support spaces in the online environment, as demonstrated through the creation of learning communities and comprehensive orientations within the college's learning management system. Upon the acceptance of a proposed strategic plan to college leadership coordinated by Ms. Rinehart, Seminole State College established its Online Degree Office to serve students enrolled in fully online degree programs. Ms. Rinehart also leads beyond her institution as co-chair of the statewide Council for Online Learning Excellence's student success committee.

The recipient of the **Oklahoma Online Excellence Award for Team Leadership** is **Oklahoma Teacher Connection, Oklahoma State Regents for Higher Education.**

In their nomination materials, the Oklahoma Teacher Connection team was noted for their extraordinary efforts to provide leadership to higher education institutions, agency partners, and community groups to continue adapting with emerging trends in enhancing educational practices, especially including online education. Colleagues Dr. Goldie Thompson, Dr. Melissa Brevetti, and Ms. Sylvia Bryant support administrators and faculty in teacher education programs in non-traditional ways, many of which have been adopted by institutions across the state, such as grant resources for high school programs to educate college-bound learners on such topics as financing their education. The team's ability to innovate during the COVID-19 pandemic has been an asset, helping them to digitally transform and maintain longstanding programs such as Teach Oklahoma, Lead Oklahoma, and Educators Rising.

The recipient of the **Oklahoma Online Excellence Award for Innovation** is the **IDEA Team, Center for eLearning and Connected Environments, University of Central Oklahoma.**

In their nomination materials, the IDEA Team was noted for its fail faster iterative design method, which has been used on a variety of projects ranging from website development to classroom simulations. The team's projects focus on helping students engage with learning activities otherwise only accessible in the traditional in-person classroom, which has resulted in the development of such tools as digital poster presentations, persuasive speech simulations, interactive essays, and the Forward the Leadership Simulator. The IDEA Team has collaborated with the Lumina Foundation and the National Association of Student Personnel Administrators (NASPA) among others, and publishes all projects with open-source code to make these solutions scalable and deployable for any size of institution or program.

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AGENDA ITEM #8:

Newman Civic Fellows.

SUBJECT: Presentation of the 2022 Newman Civic Fellows Awards.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

National Campus Compact is an organization located in Boston, Massachusetts. It was founded in 1985 by the presidents of Brown, Georgetown, and Stanford universities who were concerned about student disengagement on campus, in the community, and political and civic processes. Campus Compact supports institutions in fulfilling their public purposes by deepening their ability to improve community life and to educate students on civic and social responsibility through such methods as academic service-learning and community engagement. Institutional members pay annual membership dues.

Oklahoma Campus Compact (OKCC) was founded in 2000. The Oklahoma State Regents for Higher Education hosts OKCC through the Academic Affairs Division and contributes staffing, some program funding, travel, facilities and equipment, office supplies, and postage.

The Newman Civic Fellowship honors the late Frank Newman, one of Campus Compact's founders and a tireless advocate for civic engagement in higher education. The one-year fellowship is designed to recognize inspiring college student leaders from Campus Compact member institutions who have demonstrated an investment in finding solutions for challenges facing communities throughout the country through service, research, and advocacy. Newman Civic Fellows make the most of their college experiences to better understand themselves, the root causes of social issues, and effective mechanisms for creating lasting change. Through the fellowship, Campus Compact provides students with training and resources that nurture their assets and passions and help them develop strategies for social change. The year-long program includes virtual learning opportunities and networking as part of a national network of engaged student leaders and an optional in-person convening.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

Newman Civic Fellows are nominated by their institutional president. Four students from Oklahoma are part of the group of students from Campus Compact member institutions across the nation, who have demonstrated an investment in finding solutions for challenges facing communities throughout the country and abroad. Through the one-year fellowship, Campus Compact provides a variety of learning and networking opportunities, including a national conference of Newman Civic Fellows.

The Newman Civic Fellows program is supported by the KPMG Foundation and the Newman's Own Foundation. Added to this support is a monetary scholarship for Oklahoma Newman Civic Fellows from the Oklahoma State Regents for Higher Education as funds are available. For 2022, each Oklahoma Newman Civic Fellow will receive a \$500 monetary scholarship award from OKCC, and be invited to be recognized and commended by the Oklahoma State Regents for Higher Education at a regularly scheduled meeting. Through academic service-learning experiences and other opportunities for community engagement, colleges are developing students' critical public problem-solving skills, a willingness to lead and participate in public processes and debate, the commitment to raise awareness about community challenges, and the ability to inspire people to become part of solutions. The 2022 Oklahoma Newman Civic Fellows are listed below:

2022 Oklahoma Newman Civic Fellows

Cierra Eastep – Oklahoma State University – Oklahoma City
Hanna Burl – Oklahoma State University Institute of Technology
Austin Rankin – Northwestern Oklahoma State University
Cassidy Beck – Rogers State University

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AGENDA ITEM #9-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Graduate Certificate in Fashion Merchandising.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Graduate Certificate in Fashion Merchandising via electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Graduate Certificate in Fashion Merchandising.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 3 students in Fall 2023; and
 - Graduates: a minimum of 2 students in 2023-2024.

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
20	Degree and/or certificate programs added

Program Review

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

91	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
112	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 proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Graduate Certificate in Fashion Merchandising via electronic delivery at their September 10, 2021 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);
- Graduate Certificate in Learning and Motivation (320);
- Certificate in Accounting, Systems, and Auditing (325);
- Bachelor of Science in Engineering Technology in Mechatronics and Robotics (324); and
- Certificate in Family Financial Planning (540).

OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Graduate Certificate in Fashion Merchandising

Program purpose. The proposed graduate certificate will support the educational needs of professionals who need to update and improve their knowledge and skills to advance in their career.

Program rationale and background. The proposed graduate certificate will be comprised of existing courses that are offered under the Merchandising option in the Master of Science in Design, Housing, and Merchandising (051) program, which is collaboratively delivered by peer institutions of the Great Plains Interactive Distance Education Alliance (Great Plains IDEA). While there is a strong demand in society for professionals to work in the field of merchandising, and OSU faculty and administrators believe the proposed graduate certificate may be more appealing to some prospective students who desire knowledge and skills in merchandising but who do not have time or resources to complete a master's degree. The OSU Great Plains IDEA Campus Coordinator receives many inquiries from students interested in upper level merchandising coursework. Additionally, the Department of Design, Housing and Merchandising has an active advisory board which works regularly with the faculty and department head and is in favor of continuing and expanding OSU's participation with Great Plains IDEA Merchandising program. In addition, a second advisory board is being organized to support the proposed graduate certificate.

Employment opportunities. Merchandising professionals can work in a variety of jobs within various sectors of retail (store and corporate), as well as sectors within wholesale and manufacturing. Examples include, retail management, retail buying, visual merchandising, and corporate/division management. Additionally, as e-commerce and catalog sales have increased, merchandising graduates now have opportunities within these divisions of retail enterprises. The National Retail Federation, which is the world's largest retail trade association indicates that in 2020, retail employed 29 million Americans, making

it the largest private sector employer in the economy. This graduate certificate would appeal to individuals already in the retail industry that may not need a master’s degree for promotion but could benefit from courses to update knowledge and improve skills. Additionally, professionals working in the retail industry but whose background is in disciplines other than fashion merchandising would benefit from the proposed graduate 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	3	Fall 2023
Minimum graduates from the program	2	2023-2024

Duplication and impact on existing programs. There are no Graduate Certificate in Fashion Merchandising programs in Oklahoma. A system wide letter of intent was communicated by email on July 22, 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 Graduate Certificate in Fashion Merchandising 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).

Graduate Certificate in Fashion Merchandising

Content Area	Credit Hours
Required Courses	9
Electives	3
Total	12

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

Delivery method and support services. All courses will be delivered online via the course management systems employed by OSU and the Great Plains IDEA partner institution. OSU 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 Graduate Certificate in Fashion Merchandising 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	\$7,080	\$10,620	\$17,700	\$17,700	\$21,240
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 3, 5, 5, and 6 with 6 credit hours of enrollment, and tuition of \$590 credit hour.</i>					
TOTAL	\$7,080	\$10,620	\$17,700	\$17,700	\$21,240

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$400	\$400	\$400	\$400	\$400
<i>Explanation: Amounts will fund .01 FTE for OSU Campus Coordinator.</i>					
Faculty	\$250	\$250	\$500	\$500	\$500
<i>Explanation: Only a small number of OSU certificate students will enroll in a course section taught by an OSU faculty member. Most will enroll in a course a Great Plains IDEA partner institution. Instructor pay for faculty at other institutions are covered by the 12.5 percent of tuition income that OSU will pay to that institution. Total faculty payment is covered by income from the MS and certificate students, with the majority of students being enrolled in the MS program. Faculty expenses are estimated at 1/20 of \$5,000 for years 1 and 2 and 1/10 for years 3 through 5.</i>					
Graduate Assistants	\$3,105	\$3,105	\$6,210	\$6,210	\$6,210
<i>Explanation: Funds will cover .25 FTE for a Graduate Teaching Assistant.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$1,770	\$2,655	\$4,425	\$4,425	\$5,310
<i>Explanation: Semester payment to the Great Plains IDEA Lead Institution which provides services for each campus. All students pay a common tuition. Of this amount, 12.5 percent supports the teaching institution and 12.5 percent supports the Great Plains Alliance central costs.</i>					
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
Travel	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
<i>Explanation: Funds will cover travel expenses to attend the annual Great Plains IDEA Conference and Planning meeting.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$7,025	\$7,910	\$13,035	\$13,035	\$13,920

Attachment

**OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN FASHION MERCHANDISING**

Degree Requirements		Credit Hours
Required Courses		9
DHM 5303	Sociological, Psychological, and Economic Aspects of Consumer Behavior	3
DHM 5623	Professional Advancement	3
DHM 5113	Theories of Creative Process in Design and Merchandising	3
Electives		3
Select one course from the list below		
DHM 5643	Promotional Strategies in Merchandising	3
DHM 6403	Product Design, Development, and Evaluation	3
Total		12

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022**

AGENDA ITEM #9-b:

New Programs.

SUBJECT: Northeastern State University. Approval to offer the Master of Arts in Public Relations, the Certificate in Fundamentals of Accounting, the Certificate in Tax Compliance, the Certificate in Business Basics, the Certificate in Small Business, the Certificate in Project Management, the Certificate in Quality Management, the Certificate in Soft Skills, the Certificate in Digital Marketing, and the Graduate Certificate in Special Education.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's requests to offer the Master of Arts in Public Relations, via electronic delivery, and the following programs in Tahlequah and Broken Arrow, via traditional and electronic delivery: the Certificate in Fundamentals of Accounting, the Certificate in Tax Compliance, the Certificate in Business Basics, the Certificate in Small Business, the Certificate in Project Management, the Certificate in Quality Management, the Certificate in Soft Skills, the Certificate in Digital Marketing, and the Graduate Certificate in Special Education, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Arts in Public Relations.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 6 students in Fall 2026; and
 - Graduates: a minimum of 3 students in 2026-2027.
- **Certificate in Fundamentals of Accounting.** This certificate will be embedded within the Bachelor of Business Administration in Accounting (001) and will be included in the regular program review due in 2029.
- **Certificate in Tax Compliance.** This certificate will be embedded within the Bachelor of Business Administration in Accounting (001) and will be included in the regular program review due in 2029.
- **Certificate in Business Basics.** This certificate will be embedded within the Bachelor of Business Administration in Business Administration (012) and will be included in the regular program review due in 2029.
- **Certificate in Small Business.** This certificate will be embedded within the Bachelor of Business Administration in Entrepreneurship (136) and will be included in the regular program review due in 2029.

- **Certificate in Project Management.** This certificate will be embedded within the Bachelor of Business Administration in Management (054) and will be included in the regular program review due in 2029.
- **Certificate in Quality Management.** This certificate will be embedded within the Bachelor of Business Administration in Management (054) and will be included in the regular program review due in 2029.
- **Certificate in Soft Skills.** This certificate will be embedded within the Bachelor of Business Administration in Management (054) and will be included in the regular program review due in 2029.
- **Certificate in Digital Marketing.** This certificate will be embedded within the Bachelor of Business Administration in Marketing (055) and will be included in the regular program review due in 2029.
- **Graduate Certificate in Special Education.** This certificate will be embedded within the Master of Education in Special Education-Autism Spectrum Disorders (154) and will be included in the regular program review due in 2022.

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

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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 proposals, which were reviewed and approved by institutional officials. NSU's governing board approved delivery of the Master of Arts in Public Relations, the Certificate in Fundamentals of Accounting, the Certificate in Tac Compliance, the Certificate in Business Basics, the Certificate in Small Business, the Certificate in Project Management, the Certificate in Quality Management, the Certificate in Soft Skills, the Certificate in Digital Marketing, and the Graduate Certificate in Special Education at their November 12, 2021 meeting. NSU is currently approved to offer the following degree programs and certificates through electronic delivery:

- Bachelor of Science in Nursing (104);
- Bachelor of Science in Human and Family Science - Early Care Option (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education - Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);
- Master of Education Instructional Leadership (124);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Cyber Security (160);
- Certificate in Geographic Information Systems (163);
- Bachelor of Arts in Creative Writing (162);
- Master of Science in Higher Education Leadership (052);
- Bachelor of General Studies in General Studies (132);
- Master of Science in Library Media and Information Technology (129);
- Graduate Certificate in School Library Media Specialist (140);
- Master of Education in School Administration (103);
- Graduate Certificate in Administrator Education (003);
- Master of Business Administration in Business Administration (056);
- Master of Science in Nursing Education in Nursing (149);
- Bachelor of Business Administration in Hospitality and Tourism (093);
- Bachelor of Science in Health Organizations Administration (004);
- Master of Public Health in Public Health (166);
- Graduate Certificate in Public Health (165);
- Graduate Certificate in Public Health Leadership (167);
- Graduate Certificate in Global Health (168);
- Master of Education in Early Childhood Education (117);
- Certificate in STEM Education (022);
- Bachelor of Science in Criminal Justice (020);
- Bachelor of Science in Homeland Security (156);
- Bachelor of Science in Legal Studies (158);

- Bachelor of Business Administration in International Business Management (126);
- Certificate in Business Analytics (039);
- Certificate in Human Resource Management (064);
- Certificate in International Business (065);
- Graduate Certificate in Data Analytics (067);
- Graduate Certificate in Healthcare Administration Leadership (092);
- Graduate Certificate in Administrative Leadership in Nursing (171);
- Graduate Certificate in Higher Education Administration (119);
- Graduate Certificate in Nursing Education (169);
- Graduate Certificate in Nursing Informatics (170);
- Graduate Certificate in Operations Leadership (118);
- Graduate Certificate in American Indian Leadership (172);
- Graduate Certificate in Classroom Teaching (173);
- Graduate Certificate in Leadership (174);
- Graduate Certificate in Training and Development (175);
- Master of Science in Health and Sport Science (142);
- Certificate in Event Management (179);
- Bachelor of Arts in Geography and Sustainability Studies (036);
- Bachelor of Business Administration in Information Systems (123);
- Certificate in Operations and Supply Chain Management (180);
- Bachelor of Business Administration in Business Administration (012);
- Bachelor of Business Administration in Management (054);
- Bachelor of Business Administration in Marketing (055); and
- Bachelor of Business Administration in Entrepreneurship (136)

NSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Arts in Public Relations

Program purpose. The proposed provides students with knowledge and skills in strategic thinking and problem solving to qualify graduates for a successful career in the public relations and other communication professions.

Program rationale and background. In 2018, NSU contracted with Gray Associates to engage in a complete curriculum evaluation. During the process, the team identified an online Public Relations/Image Management graduate degree as a potentially viable new program. Data from the Gray Associates research show that during the first quarter of 2021, within a 250-mile radius of NSU, there were 30,730 Google searches for Public Relations/Image Management programs. In the 2020-2021 academic year, at NSU, there were a total of 260 majors in related programs, such as marketing, media studies, and communication from which to recruit students for the proposed program. Additionally, there are numerous bachelor’s degree programs in marketing/public relations from which NSU will be able to find prospective students. As evidenced by the Gray Associates’ analysis and number of potential students, NSU is confident the proposed program will be successful in attracting students.

Employment opportunities. The proposed program will prepare students to work as public relations specialists in a large variety of business and industry. Fortune 500 companies, fast-moving start-ups, marketing agencies, non-profit organizations and government agencies have created a high demand for graduates in public relations. The expected growth for public relations specialists, according to the U.S. Bureau of Labor Statistics is 7 percent. In Oklahoma, career opportunities for public relations specialists is expected to increase 3.0 to 7.2 percent statewide and 9.3 percent in northeast Oklahoma. Also, Oklahoma Works in Tulsa has agreed to help NSU promote the program, indicating its belief in the value of the degree from an employer demand perspective. NSU is confident that graduates of the proposed will find employment in the field.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	6	Fall 2026
Minimum graduates from the program	3	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 Master of Arts in Public Relations programs in Oklahoma. A system wide letter of intent was communicated by email on July 16, 2021. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on February 17, 2022. Neither UCO 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 Master of Arts in Public Relations will consist of 30 total credit hours as shown in the following table. Four new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Master of Arts in Public Relations

Content Area	Credit Hours
Required Courses	30
Total	30

Faculty and staff. Existing will teach courses in the proposed program. NSU also indicates an open faculty line that will be filled with a public relations specialist to support the program.

Delivery method and support services. Faculty will utilize several technologies to electronically deliver the program, including Blackboard and Zoom. Blackboard allows students to access course materials, such as presentations and videos, and provides a platform for interactive activities. Web-conferences facilitates synchronous activities, such as live discussion and live lectures. Faculty who teach in online environments complete training in both the technical tools, as well as pedagogical design. Professional development sessions throughout the year offer supplemental training on the latest online teaching techniques. 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 Master of Arts in Public Relations 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	\$7,640	\$7,640	\$7,640	\$7,640	\$7,640
<i>Explanation: The amounts above are a portion of the College of Liberal Arts student fees.</i>					
State Resources Available through Internal Allocation and Reallocation	\$71,545	\$71,545	\$71,545	\$71,545	\$71,545
<i>Explanation: The amounts above are reallocation of faculty and administrative support (.75 FTE of \$88,992).</i>					
Student Tuition	\$10,251	\$15,377	\$20,502	\$25,628	\$30,753
<i>Narrative/Explanation: Tuition was estimated based on \$341.70 tuition and fees per credit hour, enrollment of 2, 3, 4, 5, and 6 students in years 1 through 5, and students completing 15 credit hours per academic year.</i>					
TOTAL	\$89,436	\$94,562	\$99,687	\$104,813	\$109,938

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$4,309	\$4,309	\$4,309	\$4,309	\$4,309
<i>Explanation: Funds will cover a portion of the college administrative staff salary.</i>					
Faculty	\$67,236	\$67,236	\$67,236	\$67,236	\$67,236
<i>Explanation: The amounts above represent and existing unfilled faculty line and a reallocation of faculty load.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000

Explanation: These amounts represent a proportion of the college's equipment/instructional materials budget allocated to the proposed program.

Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$120	\$120	\$120	\$120	\$120

Explanation: The amounts above are budgeted for postage for mailing materials related to the program, including hard copy promotional materials.

Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$155	\$155	\$155	\$155	\$155

Explanation: These funds will be used to print marketing materials for use in recruitment at career fairs.

Telecommunications	\$40	\$40	\$40	\$40	\$40
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Explanation: These amounts are a proportion of the college's telecommunications budget allotted to the proposed program.

Travel	\$1,291	\$1,291	\$1,291	\$1,291	\$1,291
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Explanation: Funds will cover expenses for travel for faculty and staff to professional conferences.

Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$74,151	\$74,151	\$74,151	\$74,151	\$74,151

Certificate in Fundamentals of Accounting Certificate in Tax Compliance

Program purpose. The proposed certificates will provide students with the knowledge and skills needed to apply basic accounting principles.

Program rationale and employment opportunities. Credentials in accounting are very practical for employment in business-related fields. A search on okjobmatch.com returned 5,270 openings for tax preparers and 10,000 accounting job openings within a 100-mile radius of Broken Arrow. Many of these positions list some college or certificate as a requirement. Data from the Oklahoma Employment Security Commission (OESC) indicate a projected growth of 6 percent in accounting and auditing positions within the state between 2018 to 2028. Additionally, OESC data report an 11 percent increase in employment opportunities for tax preparers. Most students pursuing these certificates will be currently employed but desire to increase their skills to advance in their careers. Since these students will likely be working full-time, they will need the flexibility of online learning.

Student demand. The proposed certificates are expected to fulfill student demand within the Bachelor of Business Administration in Accounting (001) program.

Duplication and impact on existing programs. The proposed Certificate in Fundamentals of Accounting may share similar content with the following program:

Certificate in Fundamentals of Accounting

Institution	Existing Program
University of Central Oklahoma	Certificate in Accounting (213)
East Central University	Certificate in Managerial Accounting (509)
Northwestern Oklahoma State University	Certificate in Accounting (068)
Murray State College	Certificate in Accounting (029)
Northeastern Oklahoma A&M College	Certificate in Accounting (087)
Tulsa Community College	Certificate in Accounting (173)

Certificate in Tax Compliance

There are no Certificate in Tax Compliance programs in Oklahoma. 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 certificates. Due to employment demand, approval will not constitute unnecessary duplication.

Curricula. The proposed Certificate in Fundamentals of Accounting 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).

Certificate in Fundamentals of Accounting

Content Area	Credit Hours
Required Courses	15
Total	15

The proposed Certificate in Tax Compliance will consist of 15 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Certificate in Tax Compliance

Content Area	Credit Hours
Required Courses	15
Total	15

Financing and program resource requirements. The proposed Certificate in Fundamentals of Accounting and Certificate in Tax Compliance will be embedded within the Bachelor of Business Administration in Accounting (001) 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.

Certificate in Business Basics

Program purpose. The proposed certificate will provide students with general business knowledge and skills in a variety of areas, such as accounting, management, marketing, and communications.

Program rationale and employment opportunities. The proposed certificate will help students demonstrate professional skills that will make them more competitive in the business work and may serve as a gateway to more advanced courses. Oklahoma Works 2020-2022 Critical Occupations lists general and operations managers as a high need area, with a projection of an additional 1,790 jobs by 2025. This certificate will meet a dual purpose of providing students the ability to enter the workforce with work-ready skills and the ability to apply the courses toward a bachelor’s degree. Additionally, the proposed certificate will serve those students already working full-time that want to advance in their careers.

Student demand. The proposed certificate is expected to fulfill student demand within the Bachelor of Business Administration in Business Administration (012) program.

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

Institution	Existing Program
Oklahoma State University	Certificate in Business Essentials (295)
Northwestern Oklahoma State University	Certificate in Business (078)
Tulsa Community College	Certificate in Business Management (241)
Rose State College	Certificate in General Business (136)

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.

Curriculum. The proposed Certificate in Business Basics 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 D).

Certificate in Business Basics

Content Area	Credit Hours
Required Courses	15
Total	15

Financing and program resource requirements. The proposed Certificate in Business Basics will be embedded within the Bachelor of Business Administration in Business Administration (012) 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.

Certificate in Small Business

Program purpose. The proposed certificate will provide students with the basic skills needed to successfully manage a small business or be an entrepreneur.

Program rationale and employment opportunities. NSU conducted a survey of current undergraduate students in the College of Business and Technology to determine the interest in the proposed certificate. Survey results indicated that 64 percent of respondents answered extremely or moderately interested in pursuing the proposed certificate. Additionally, 87 percent of respondents answered they would definitely or probably pursue the certificate if offered. According to the Small Business Administration, small business accounted for 65 percent of new job creation nationwide since 2020 and created over 16,000 net jobs in Oklahoma. Beyond job creation, small businesses and entrepreneurship plays an important role in Oklahoma's economy by spurring innovation. Additionally, the Oklahoma Department of Commerce had noted numerous federal opportunity zones within NSU's service community. These facts strengthen the need for NSU to provide the proposed certificate as a means to support economic development within its community.

Student demand. The proposed certificate is expected to fulfill student demand within the Bachelor of Business Administration in Entrepreneurship (136) program.

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

Institution	Existing Program
Rose State College	Certificate in Small Business Operations (139)

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.

Curriculum. The proposed Certificate in Small Business will consist of 15 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment E).

Certificate in Small Business

Content Area	Credit Hours
Required Courses	15
Total	15

Financing and program resource requirements. The proposed Certificate in Small Business will be embedded within the Bachelor of Business Administration in Entrepreneurship (136) 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.

**Certificate in Project Management
Certificate in Quality Management
Certificate in Soft Skills**

Program purpose. The proposed certificates will provide students with knowledge and skills needed to be successful in a business environment. The proposed Certificate in Project Management will give students the knowledge and skills needed to work as part of a project team. The proposed Certificate in Quality Management will benefit students preparing for certificate exams such as ASQ’s Six Sigma Yellow Belt, Quality Improvement Associate, and Quality Process Analyst. The proposed Certificate in Soft Skills will be beneficial to any student who wants to demonstrate the ability to work and negotiate as part of a team, to create professional business documents, and to learn how to effectively communication with individuals at all levels of an organization.

Program rationale and employment opportunities. Nationally, the Bureau of Labor Statistics estimates over 1 million positions for project management specialists and business operations specialists. Additionally, the Project Management Institute reported an expected growth of over 213,000 new jobs through 2027, especially in the manufacturing, construction, information services, publishing, finance/insurance, utilities, and oil and gas industries.

Quality is an integral part of many jobs and the need for skilled employees at all levels and across different industries is essential. According to a job search on okjobmatch.com, over 5,400 full-time and part-time job postings included the keyword quality as part of the job description. Of these jobs, nearly half required a bachelor’s degree. The proposed certificate will benefit currently enrolled students, as well as individuals already in the workforce, who want to increase their marketability to obtain these jobs.

The proposed Certificate in Soft Skills was created under the advisement of the the College of Business and Technology advisory board to address the needs of both employers and students. Employer demand for the proposed certificate is high as many employers are indicating that potential employees are not career-ready. Additionally, students have expressed a lack of comfort with the social and interpersonal skills needed to perform successfully in the workplace.

Student demand. The proposed certificates are expected to fulfill student demand within the Bachelor of Business Administration in Management (054) program.

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

Certificate in Project Management

Institution	Existing Program
East Central University	Certificate in Business – Project Management/ Management (504)
Tulsa Community College	Certificate in Project Management (285)

**Certificate in Quality Management
Certificate in Soft Skills**

There are no Certificate in Quality Management or Certificate in Soft Skills programs in Oklahoma.

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 certificates. Due to employment demand, approval will not constitute unnecessary duplication.

Curricula. The proposed Certificate in Project Management will consist of 15 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment F).

Certificate in Project Management

Content Area	Credit Hours
Required Courses	12
Elective	3
Total	15

The proposed Certificate in Quality 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 G).

Certificate in Quality Management

Content Area	Credit Hours
Required Courses	12
Total	12

The proposed Certificate in Soft Skills 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 H).

Certificate in Soft Skills

Content Area	Credit Hours
Required Courses	12
Total	12

Financing and program resource requirements. The proposed Certificate in Project Management, the Certificate in Quality Management, and the Certificate in Soft Skills will be embedded within the Bachelor of Business Administration in Management (054) 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.

Certificate in Digital Marketing

Program purpose. The proposed certificate will teach students to utilize various platforms to develop and measure effective digital marketing strategies.

Program rationale and employment opportunities. According to Oklahoma Works, marketing management, marketing research analysis, and marketing specialists are considered to be critical occupations, especially within the sectors of information, finance, and transportation/distribution. Additionally, across many industries, the need for marketing majors is growing. According to OESC data, statewide, opportunities for marketing managers and market research analysts and specialists are expected to grow as much as 18 percent through 2025. The proposed certificate will benefit both current students enrolled in other disciplines who wish to complement to their current program of study, as well as individuals working full-time who desire to advance in their career or are seeking new career opportunities.

Student demand. The proposed certificate is expected to fulfill student demand within the Bachelor of Business Administration in Marketing (054) program.

Duplication and impact on existing programs. There are no Certificate in Digital Marketing programs in Oklahoma. 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.

Curriculum. The proposed Certificate in Digital Marketing 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 I).

Certificate in Digital Marketing

Content Area	Credit Hours
Required Courses	12
Total	12

Financing and program resource requirements. The proposed Certificate in Digital Marketing will be embedded within the Bachelor of Business Administration in Marketing (054) 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.

Graduate Certificate in Special Education

Program purpose. The proposed certificate will provide educators with the theory, methods, and practice of teaching, behavior management, curricular development, and assessment techniques need to effectively teach students with disabilities.

Program rationale and employment opportunities. According to OESC data, employment for special education teachers is expected to increase approximately 5 percent through 2028. The proposed graduate is designed for those individuals who already certified in other areas and seeking special education certification, those who wish to add additional special education certification areas, or those seeking further professional development in special education. Additionally, the State Department of Education (SDE) issues provisional special education certificates to individuals who completed the SDE required “boot camp” at a participating university. NSU indicates that the proposed graduate certificate meets the requirements for SDE’s boot camp and is confident the proposed certificate will help to alleviate the teacher

shortage by providing the required courses individuals need to obtain provisional certification in special education..

Student demand. The proposed certificate is expected to fulfill student demand within the Master of Education in Special Education-Autism Spectrum Disorders (154) program.

Duplication and impact on existing programs. The proposed Graduate Certificate in Special Education may share similar content with the following program:

Institution	Existing Program
University of Oklahoma	Graduate Certificate in Fundamentals of Special Education (442)
Oklahoma State University	Graduate Certificate in Special Education (268)

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.

Curriculum. The proposed Graduate Certificate in Special Education 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 J).

Graduate Certificate in Special Education

Content Area	Credit Hours
Required Courses	18
Total	18

Financing and program resource requirements. The proposed Graduate Certificate in Special Education will be embedded within the Master of Education in Special Education-Autism Spectrum Disorders (154) 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.

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

Delivery method and support services. Faculty will utilize several technologies to electronically deliver the program, including Blackboard and Zoom. Blackboard allows students to access course materials, such as presentations and videos, and provides a platform for interactive activities. Web-conferences facilitates synchronous activities, such as live discussion and live lectures. Faculty who teach in online environments complete training in both the technical tools, as well as pedagogical design. Professional development sessions throughout the year offer supplemental training on the latest online teaching techniques. The libraries, classrooms, and equipment are adequate for the proposed program.

Attachments

**NORTHEASTERN STATE UNIVERSITY
MASTER OF ARTS IN PUBLIC RELATIONS**

Program Requirements	Credit Hours
Major Requirements	30
*COMM 5343 Organizational Culture and Development	3
COMM 5543 Diversity and Professional Communication	3
MS 5103 Applied Research Strategies	3
MS 5363 Non-profit Public Relations	3
MS 5433 Applied Strategies in Advertising	3
MS 5453 Public Relations Strategies	3
MD 5533 Crisis Management	3
*MS 5623 Brand Image and Media	3
*MS 5683 Social Media Practice	3
*MS 5763 Media Ethics	3
Total	30

*Denotes new course

NORTHEASTERN STATE UNIVERSITY
 CERTIFICATE IN FUNDAMENTALS OF ACCOUNTING

Program Requirements		Credit Hours
Required Courses		15
ACCT 2103	Introduction to Financial Accounting	3
ACCT 2203	Introduction to Managerial Accounting	3
ACCT 3303	Intermediate Accounting I	3
ACCT 3313	Accounting Information Systems	3
ACCT 3613	Accounting Analytics	3
Total		15

**NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN TAX COMPLIANCE**

Program Requirements	Credit Hours
Required Courses	15
ACCT 2103 Introduction to Financial Accounting	3
ACCT 3003 Income Tax Accounting	3
ACCT 3013 Payroll and Employee Benefits	3
ACCT 4003 Advanced Income Tax Accounting	3
BLAW 3003 Payroll and Employee Benefits	3
Total	15

**NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN BUSINESS BASICS**

Program Requirements	Credit Hours
Required Courses	15
ACCT 2103 Introduction to Financial Accounting	3
BADM 3253 Management Analysis and Control	3
MGMT 3183 Principles of Management	3
MKT 3213 Principles of Marketing	3
Choose one from the list below	
BLAW 3003 Business Law I	3
IS 3063 Principles of Information Systems	3
IS 3113 Business Communications	3
MGMT 3053 Excel for Business	3
Total	15

**NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN SMALL BUSINESS**

Program Requirements	Credit Hours
Required Courses	15
BADM 3253 Management Analysis and Control	3
MGMT 3323 Creativity, Innovation, and Opportunity	3
MGMT 4283 or Social Entrepreneurship *MGMT 4573 Digital Business	3
MGMT 4543 Small Business Management	3
MKT 4263 Digital Media Marketing	3
Total	15

*Denotes new course

**NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN PROJECT MANAGEMENT**

Program Requirements	Credit Hours
Required Courses	15
MGMT 4143 Project Management	3
MGMT 4323 Quality Management	3
*MGMT 4613 Applied Project Management	3
MGMT 4933 Certification preparation	3
Choose one from the list below	
HTM 3423 Principles of Meeting Management	3
MGMT 4103 Management and Team Skills	3
IS 4353 IT Project Management	3
Total	15

*Denotes new course

**NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN QUALITY MANAGEMENT**

Program Requirements	Credit Hours
Required Courses	12
MGMT 3213 Principles of Operations Management	3
MGMT 4323 Quality Management	3
MGMT 4933 Certificate Preparation	3
SCM 3733 Lean Concepts in Organizations	3
Total	12

**NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN SOFT SKILLS**

Program Requirements	Credit Hours
Required Courses	12
MGMT 4013 Management and Team Skills	3
MGMT 3023 Diversity in a Global Marketplace	3
MGMT 3843 Business Ethics	3
Choose three credit hours from the following	
IS 3113 Business Communication	3
BADM 3351 Professional Development	1
BADM 3361 Career Development	1
BADM 3371 Business Etiquette	3
Total	12

**NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN DIGITAL MARKETING**

Program Requirements	Credit Hours
Required Courses	12
MGMT 4573 Digital Business	3
MKT 4103 Marketing Measurement	3
MKT 4263 Digital Media Marketing	3
MKT 4323 Buyer Behavior	3
Total	12

**NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN SPECIAL EDUCATION**

Program Requirements	Credit Hours
Required Courses	18
*SPED 5203 Evidence-Based Strategies and Curriculum Design for Students with ASD	3
SPED 5263 Assistive Technology Strategies and University Design for Students with ASD	3
SPED 5303 Positive Behavioral Supports for Students with ASD	3
SPED 5323 Response to Intervention and Assessment of Students with ASD	3
SPED 5803 Practicum in ASD	3
SPED 5940 Selected Topics in ASD	3
Total	18

*Denotes new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #10:

Program Deletion.

SUBJECT: Approval of an institutional request for a program deletion.

RECOMMENDATION:

It is recommended that the State Regents approve the following request for a program deletion as described below.

BACKGROUND:

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

- Master of Education in 21st Century Teaching and Learning (412)

POLICY ISSUES:

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

ANALYSIS:

OU requests authorization to delete the Master of Education in 21st Century Teaching and Learning (412) effective immediately. This program was approved at the September 3, 2015 State Regents Meeting. OU reports:

- The program does not meet current workforce needs.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #11-a (1):

Policy.

SUBJECT: Approval of Early College Programs. Connors State College.

RECOMMENDATION:

It is recommended that the State Regents approve the request from Connors State College to institute an Early College High School program, as described below.

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, on May 28, 2021 to add a policy framework for Early College High School Programs, and on March 24, 2022 to add evaluation of and procedures for approval of Early College High School Programs.

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.

State System institutions with approved ECHS pilots have been required to report various metrics to the State Regents annually. Each year, these institutions have reported successful outcomes, from increased high school GPAs to heightened college admissions exam scores. Given the success of these programs, other State System institutions expressed interest in establishing their own ECHS programs. Each ECHS program has typically required an approved exception to the Concurrent Enrollment policy from the State Regents in order to be established. On May 21, 2021, the State Regents approved revisions to the Concurrent Enrollment policy that moved the ECHS establishment process from a case-by-case exception procedure to a process where institutions would design programs using the guidance set forth in the 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.

POLICY ISSUES:

This request is in accordance with the OSRHE Concurrent Enrollment policy.

ANALYSIS:

Connors State College (CSC) requests to institute an ECHS program designed as follows:

Early college programs must be designed with the intent of providing the opportunity to earn a credential beyond high school to traditionally underserved student populations. Students from traditionally privileged populations may benefit as part of an early college program; however, they should not be the primary beneficiaries of such a program. Institutions must clearly demonstrate how the underserved population will be the primary beneficiary of the early college program.

- The targeted student population for the proposed program is Muskogee Public Schools students. The target student population for the proposed program includes underrepresented groups of students enrolled at Muskogee High School (MHS). Examples of the underrepresented groups are first generation college students, English language learners, students of color, students with disabilities, and students from low-income families. CSC intends for each cohort to be reflective of the district's makeup of free or reduced lunch, gender, and ethnic demographics.
- The Early College program between CSC and MHS will have admission criteria and a selection process. All eighth graders at Muskogee Public Schools will be invited to apply to the Early College program. Starting with sixth and seventh graders, Muskogee Public Schools will provide experiences and exposure opportunities to prepare eighth graders to begin thinking about college.
- To be eligible for the Early College program, students must complete the Early College application process. Up to 30 applications will be accepted per year.
- To be eligible to start college courses in the Early College program, students must have a minimum 2.5 grade point average and meet approved minimum course placement requirements. To remain eligible for the Early College program, students must meet eligibility requirements as outlined by the OSRHE.
- A parent orientation will be held prior to student acceptance where students and parents (or guardians/sponsors) will sign the acceptance contract and commitment letter. Parents will be expected to participate in the district's programs to ensure that they effectively support their students throughout Early College.

An early college program must ultimately lead to a meaningful credential students earn in conjunction with their high school diploma. Key benefits to such a program should include an overall decreased cost of degree and decreased time to degree for the targeted population of program participants. Institutions must clearly demonstrate and report detailed explanation of the discrete benefits the student will have gained after completing the early college program.

- Students in the Early College program will receive their high school diploma and an associate's degree without paying for the costs.
- Students in the Early College program will graduate with a two-year degree that can transfer to a four-year university and reduce the time to beginning a career and entering the workforce.
- Students with financial challenges will be afforded the opportunity to complete an associate's degree.
- Students will save time in their academic journey, completing a high school diploma and an associate's degree.

- Students will be exposed to rigorous coursework early in high school, teaching them the self-discipline, time management, and organizational skills needed to be successful in college.

Before implementing an early college program, an institution should build a strong partnership with participating high schools. An institution should also 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. In recognition of developmental and preparation 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. Institutions must provide traditional support systems vital to college success to early college student participants.

- CSC and MHS support the development of the Early College program and are having regular meetings to ensure communication and organization from each campus.
- Classes for the Early College program would be offered at the Muskogee campus of CSC. Virtual options will be available if needed as determined by the district.
- MHS will transport students to CSC via high school buses, and CSC will provide classes and instruction for students in the program.
- MHS and CSC will devote personnel from each institution for the work of the Early College program.
- MHS and CSC will provide information for students and parents, educating the community about the benefits and opportunities of the Early College program and managing parent expectations.
- MHS and CSC will share data and measure students' success and program in the Early College program. MHS will offer any additional support the students may need in completing their coursework.
- MHS will provide financial incentives for their teachers to complete more education for qualification to teach as adjuncts for CSC.
- In following the policy for concurrent enrollment, CSC will utilize the same retention standards for students in the Early College program. High school students concurrently enrolled in college courses at CSC may only continue concurrent enrollment in subsequent semesters if they achieve a semester GPA of 2.0 or above on a 4.0 scale.
- Students in the Early College program will follow processes for completing paperwork and obtaining approval from the high school for the number of courses taken in the Early College program. Forms requiring student signatures, parent/guardian/sponsor signatures, and high school administration signatures would continue to be used to ensure that all parties are aware of classes the students are taking.
- Institutional practices and processes, including add/drop deadlines, withdrawal deadlines, overload, etc., will continue to apply to students in the Early College program.
- The Student Handbook would outline additional policies and procedures for students, including academic probation, grade point average, student conduct, academic integrity, etc.

Student Support Services and Readiness Tools.

CSC:

- CSC will provide a liaison to oversee the college components of the Early College program, providing guidance in the advisement, enrollment, and registration processes.
- CSC will provide tutoring resources, including the Writing Center, Tutor.com, TRiO tutors, and Title III tutors.
- CSC will provide financial aid advising, academic advising, recruitment, graduation, and admission services.

- CSC will provide library resources, including libraries at the Warner and Muskogee campuses, as well as electronic resources, such as films, articles, and online content.
- CSC will support co-curricular and extra-curricular activities for students to support student engagement and connection.
- CSC will utilize software and learning platforms to enhance and support student learning, including Canvas (learning management system), Respondus, VidGrid, Zoom, and Coursera.
- CSC will support workforce development and skills for careers and resumes through issuing digital badges for micro-credentials. Students in the Early College program will receive digital badges for skills and learning demonstrated in the program.
- CSC will support the financial needs of students, providing a food pantry for students, tuition waivers for six hours for juniors, and tuition waivers for eighteen hours for seniors.

MHS:

- MHS will provide academic advisement through academic and Indian Education counselors.
- MHS will provide academic tutoring and will offer study sessions for the Early College students.
- MHS will provide library resources on campus.
- MHS will provide a Chromebook and hot spot to each student, as well as on-campus tech support for any problems or issues that arise.
- MHS will support Early College students being involved in extracurricular activities with their peers to increase connection to MHS.
- MHS will support the needs of students through a cooperative with local health agencies, in-school social workers, clothing closets, or food when necessary.

Institutions must not ask student participants to assume the cost of tuition, and institutions should pursue options to reduce or eliminate cost for student fees and books for participants. 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. If institutions rely on potential supporters and financial partners to finance the ECHS program, detailed written commitments must be in place before the program is launched.

- MHS will secure funds through the district and title funding, as well as any other legally available funds.
- CSC will continue providing tuition waivers in accordance with the concurrent policies of the OSRHE. Also, CSC will issue tuition waivers for an additional twelve hours for students in the Early College program.
- CSC will work to implement open educational resources (OERs) that could be used to help offset book costs for students in some courses where appropriate.

Student Success Measures.

- Preparing students for in-demand occupations in Oklahoma. CSC offers degree and certificate programs that meet in-demand occupations in Oklahoma's five ecosystems.
- Successful completion of the high school diploma and associate degree during the student's participation in the Early College program.
- Under-served students in the Muskogee area will receive an opportunity to pursue a college degree.
- Students who are not exposed to rigorous academics before entering college tend to struggle the first few semesters and may not complete their degrees. One goal of this program is to engage students in a rigorous high school experience, while providing high level support. The intent is to increase the percentage of students who complete a degree program.

Program Success Metrics.

- Metrics will include as many of the following as appropriate:
 - Students' GPA and retention during the Early College program
 - Number of hours completed
 - Number of associate degrees awarded
 - Number of students admitted to the program and number of students who complete the program
 - Number of students who attain employment after the Early College program
 - Number of students who transfer to four-year institutions
 - Number of students who complete a four-year degree
 - Attendance rate

Staff analysis of CSC's proposal found it to be a strong, well-designed program. CSC has developed a solid partnership with MHS which is likely to yield positive results for the Muskogee community. Therefore, State Regents' approval is recommended.

Upon State Regents' approval, CSC's ECHS program will begin in the Fall 2022 semester with a five-year approval, concluding at the end of the Spring 2027 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Spring 2025 semester and a final report will be submitted at the conclusion of the approval period. Based on the reported outcomes in the interim report, the State Regents may renew approval of the program during the 2025-2026 academic year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #11-a (2):

Policy.

SUBJECT: Approval of Early College Programs. Murray State College.

RECOMMENDATION:

It is recommended that the State Regents approve the request from Murray State College to institute an Early College High School program, as described below.

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, on May 28, 2021 to add a policy framework for Early College High School Programs, and on March 24, 2022 to add evaluation of and procedures for approval of Early College High School Programs.

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.

State System institutions with approved ECHS pilots have been required to report various metrics to the State Regents annually. Each year, these institutions have reported successful outcomes, from increased high school GPAs to heightened college admissions exam scores. Given the success of these programs, other State System institutions expressed interest in establishing their own ECHS programs. Each ECHS program has typically required an approved exception to the Concurrent Enrollment policy from the State Regents in order to be established. On May 21, 2021, the State Regents approved revisions to the Concurrent Enrollment policy that moved the ECHS establishment process from a case-by-case exception procedure to a process where institutions would design programs using the guidance set forth in the 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.

POLICY ISSUES:

This request is in accordance with the OSRHE Concurrent Enrollment policy.

ANALYSIS:

Murray State College (MSC) requests to institute an ECHS program designed as follows:

ACE: Accelerated College Experience

K-12 Partners

- Kingston High School
- Madill Public Schools
- Sulphur Public Schools
- Tishomingo Public Schools

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

- The MSC ACE program will be designed for underserved populations, including first-generation college students, economically disadvantaged students, minority students, and English language learners. MSC will coordinate activities with middle schools and high schools to identify, recruit, and enroll populations that are historically underserved in higher education.
- MSC will work with partner high schools to defined underserved populations by identifying:
 - Students who qualify for free and reduced-price lunches;
 - Students whose parents do not speak English in the home;
 - Students who are first-generation college enrollees;
 - The ethnicity of the student.
- Partner high schools will develop a lottery process for admission to the ACE program to ensure equitable access for underserved populations.
- MSC will set admission and placement standards for program entrance to target students who may benefit from the program. These standards may be outside those listed in the OSRHE Concurrent Enrollment policy.

An early college program must ultimately lead to a meaningful credential students earn in conjunction with their high school diploma. Key benefits to such a program should include an overall decreased cost of degree and decreased time to degree for the targeted population of program participants. Institutions must clearly demonstrate and report detailed explanation of the discrete benefits the student will have gained after completing the early college program.

- Classes for the ACE program will be held in both Tishomingo and Ardmore.
- MSC will prioritize students underserved in higher education enrollment and completion. To facilitate this program, MSC will design ACE based on the guiding principles of Equitable Access, Guided Academic Pathways, and Enhanced Student Support.
- Students in the ACE program will choose from four degree pathways:
 - AAS in Business Management;
 - AAS in Computer Information Systems;
 - AAS in Manufacturing Technology;
 - AS in Arts and Sciences.

- ACE is designed to allow for career exploration and awareness so that students may choose their appropriate academic pathway.

Before implementing an early college program, an institution should build a strong partnership with participating high schools. An institution should also 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. In recognition of developmental and preparation 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. Institutions must provide traditional support systems vital to college success to early college student participants.

- MSC will work closely with partner high schools to ensure retention and graduation.
- ACE will establish a leadership team that includes administrators, counselors, academic advisors and ACE facilitators. This team will identify staff members who play a role in program design and governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the program. The leadership team will develop long-term strategic priorities and evaluate the ACE MOU annually.
- A designated staff member will be identified at MSC and each partner high school to ensure student support.

Student Support Services and Readiness Tools.

- ACE will be designed to prepare students in the ninth grade for enrollment in college-level courses that will begin in the tenth grade.
- ACE will be designed to identify potential academic and nonacademic challenges for student participants.
- ACE will include academic support including, but not limited to, academic counseling, academic coaching, tutoring, and career counseling.
- Students will receive direct communication if they are at risk of failing a course. They will receive supports to help them get back on track.
- All ACE students will have access to MSC academic and support facilities, such as libraries, labs, the academic advising center, cultural facilities, and sports facilities.
- Identified ACE students will participate in a specialized student orientation to promote a sense of expectation, team building, and community.
- MSC will utilize assessments to help ACE students identify career interests for individualized graduation paths.

Institutions must not ask student participants to assume the cost of tuition, and institutions should pursue options to reduce or eliminate cost for student fees and books for participants. 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. If institutions rely on potential supporters and financial partners to finance the ECHS program, detailed written commitments must be in place before the program is launched.

- MSC and partner high schools are working together to eliminate costs for ACE students.
- MSC has agreed to provide scholarships for all academic and service fees.
- Partner high schools will cover the costs of tuition.
- Partner high schools will be responsible for the expenses of course materials, including text books.

Student Success Measures.

- ACE students will successfully complete college-level mathematics and writing courses.
- ACE students will complete an associate degree and/or certificate by high school graduation.

Program Success Metrics.

- MSC has developed detailed metrics to assess program success, including:
 - Student Population;
 - Achievement Outcomes;
 - Attainment Outcomes;
 - Oklahoma High School Diploma Completion;
 - Degree Attainment.

Staff analysis of MSC's proposal determined that ACE is a well-designed, robust ECHS program. ACE will meet a need in rural parts of the state that have historically been left out of higher education and MSC has taken great care to get full buy-in from partner school districts. Therefore, State Regents' approval is recommended.

Upon State Regents' approval, MSC's ECHS program will begin in the Fall 2022 semester with a five-year approval, concluding at the end of the Spring 2027 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Spring 2025 semester and a final report will be submitted at the conclusion of the approval period. Based on the reported outcomes in the interim report, the State Regents may renew approval of the program during the 2025-2026 academic year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #11-a (3):

Policy.

SUBJECT: Approval of Early College Programs. Oklahoma City Community College.

RECOMMENDATION:

It is recommended that the State Regents approve the request from Oklahoma City Community College to institute an Early College High School program, as described below.

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.

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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.

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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, on May 28, 2021 to add a policy framework for Early College High School Programs, and on March 24, 2022 to add evaluation of and procedures for approval of Early College High School Programs.

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.

State System institutions with approved ECHS pilots have been required to report various metrics to the State Regents annually. Each year, these institutions have reported successful outcomes, from increased high school GPAs to heightened college admissions exam scores. Given the success of these programs, other State System institutions expressed interest in establishing their own ECHS programs. Each ECHS program has typically required an approved exception to the Concurrent Enrollment policy from the State Regents in order to be established. On May 21, 2021, the State Regents approved revisions to the Concurrent Enrollment policy that moved the ECHS establishment process from a case-by-case exception procedure to a process where institutions would design programs using the guidance set forth in the 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.

POLICY ISSUES:

This request is in accordance with the OSRHE Concurrent Enrollment policy.

ANALYSIS:

OCCC requests to institute an ECHS program designed as follows:

K-12 Partners

- Oklahoma City Public Schools
- Western Heights Public Schools
- Santa Fe South Schools
- Crooked Oak Public Schools
- Moore Public Schools

Early college programs must be designed with the intent of providing the opportunity to earn a credential beyond high school to traditionally underserved student populations. Students from traditionally privileged populations may benefit as part of an early college program; however, they should not be the primary beneficiaries of such a program. Institutions must clearly demonstrate how the underserved population will be the primary beneficiary of the early college program.

- The targeted student population are those freshmen and sophomore high school students, enrolled in a Partner K-12 School District, who are eligible for either Oklahoma's Promise and/or the Free and Reduced Lunch Program. While all eligible students from the partner school districts may participate, funding is set aside for those students identified above as a traditionally underserved population. Academic eligibility for the program will be determined using the current eligibility model of a 19 National ACT sub score or equivalent on the ACT Aspire, Pre-ACT or Residual ACT, an SAT score of 990 or equivalent on the PSAT 10, PSAT/NMSQT or a 3.0 high school grade point average on course pre-requisite requirements.

An early college program must ultimately lead to a meaningful credential students earn in conjunction with their high school diploma. Key benefits to such a program should include an overall decreased cost of degree and decreased time to degree for the targeted population of program participants. Institutions must clearly demonstrate and report detailed explanation of the discrete benefits the student will have gained after completing the early college program.

- The goal of the early college program is for all students to complete at least 50 percent of an associate's degree, or 30 credit hours through a combination of enrollment in college courses during their ninth through twelfth grade years of high school. This reduces the time to associate's and baccalaureate degree completion by one year and the cost is reduced by 50 percent for those who complete an associate's degree and by 25 percent for those who aspire to complete a bachelor's degree.

Before implementing an early college program, an institution should build a strong partnership with participating high schools. An institution should also 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. In recognition of developmental and preparation 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. Institutions must provide traditional support systems vital to college success to early college student participants.

- OCCC recruiters will start the process with prospective students and assist with the admission process and referral to the Early College Program Success Advisor.
- The Success Advisor will work directly with this cohort of students, their parents and appropriate high school teachers and staff. This position will host required parent and student orientation sessions, coordinate student outreach, assist students in following the guided pathway of suggested coursework, process ongoing grade checks and follow-up meetings, and manage required forms to include parent permission and agreement of expectations.

Student Support Services and Readiness Tools.

- In addition to the Success Advisor, students will be connected, as needed, to on-site and virtual personal counseling services and tutoring programs appropriate to the courses being taken. OCCC offers Student Success Advising services such as academic coaching, money coaching, referrals to on-site and off-site resources. OCCC students also enjoy a membership to the Recreation and Fitness Center.
- A weekly coaching model is in place for the Success Advisor to reach out to students on a routine basis. These routine outreach efforts are intentionally designed to meet students' collective and individual needs, ranging from general reminders about administrative withdrawal or enrollment dates to establishing a meeting to discuss identified academic or personal challenges. The Success Advisor will provide routine early alerts to the school counselor, principal or high school designated official and intervene should student performance fall short of established expectations.

Institutions must not ask student participants to assume the cost of tuition, and institutions should pursue options to reduce or eliminate cost for student fees and books for participants. 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. If institutions rely on potential supporters and financial partners to finance the ECHS program, detailed written commitments must be in place before the program is launched.

- While all academically eligible students from the partner school may participate, a portion of costs will be covered for freshmen and sophomore high school students who are eligible for either Oklahoma's Promise and/or the Free and Reduced Lunch Program.
- OCCC will cover the cost of tuition (\$100.84 per credit hour) and fees (\$34.45 per credit hour) for up to six (6) credit hours per academic year for each freshmen student, and twelve (12) credit hours for each sophomore student meeting the academic eligibility requirements and who are eligible for either Oklahoma's Promise and/or the Free and Reduced Lunch Program.
- OCCC will award the cost of in-state tuition and fees:
 - HS Freshman – 6 credit hours (target population)
 - HS Sophomores – 12 credit hours (target population)
- OCCC has set aside funds for the above costs of tuition and fees, as well as the cost of one additional Success Advisor position. The anticipated participation was based on current enrollment of junior and senior concurrent students at OCCC and data gathered from each school or district. Should enrollment exceed the anticipated calculation, tuition waiver funds are also available to cover the cost of in-state tuition and sustain the program financially.

Student Success Measures.

- The addition of freshmen and sophomore high school students from multiple school districts for concurrent high school enrollment is both an equity initiative and means by which to further bolster the efforts to shorten time to degree completion.
- Opened in 2001, Pathways is a four-year, comprehensive high school located on the OCCC campus. Pathways enrolls approximately 200 students annually, 90 percent of whom are

considered socioeconomically disadvantaged, 56 percent are female and 67 percent Hispanic. For the over 20-year history of the program, Oklahoma City Community College has sought permission each year to enroll sophomore high school students concurrently. Currently, approximately 24 percent of the Pathways students begin their college journey as sophomores in high school. Data indicate that sophomore concurrent students have higher grade point averages (3.19) when compared to their junior and senior counterparts (2.87), as well as the student body as a whole (2.71). Additionally, sophomore students average 60.2 credits completed during high school, compared to 54.2 credit hours, the average of all Pathways students. Further, sophomore students have been shown to be both more likely to earn an associate's degree at Oklahoma City Community College and/or to continue their education to a 4-year college in comparison to those students beginning concurrent enrollment as juniors or seniors.

- Expansion of this work to include additional K-12 partners will provide broader access to concurrent enrollment, therefore expanding access to underserved populations and shortening time to degree completion for participants.

Program Success Metrics.

- Success metrics during enrollment:
 - 2.75 college GPA
 - Retention Fall to Fall at or above the student body average
- Success metrics at completion:
 - 2.75 college GPA
 - 30 college credit hours completed

State Regents' approval of OCCC's proposal is recommended.

Upon State Regents' approval, OCCC's ECHS program will begin in the Fall 2022 semester with a five-year approval, concluding at the end of the Spring 2027 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Spring 2025 semester and a final report will be submitted at the conclusion of the approval period. Based on the reported outcomes in the interim report, the State Regents may renew approval of the program during the 2025-2026 academic year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #11-a (4):

Policy.

SUBJECT: Approval of Early College Programs. Tulsa Community College.

RECOMMENDATION:

It is recommended that the State Regents approve the request from Tulsa Community College to institute an Early College High School program, as described below.

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, on May 28, 2021 to add a policy framework for Early College High School Programs, and on March 24, 2022 to add evaluation of and procedures for approval of Early College High School Programs.

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.

State System institutions with approved ECHS pilots have been required to report various metrics to the State Regents annually. Each year, these institutions have reported successful outcomes, from increased high school GPAs to heightened college admissions exam scores. Given the success of these programs, other State System institutions expressed interest in establishing their own ECHS programs. Each ECHS program has typically required an approved exception to the Concurrent Enrollment policy from the State Regents in order to be established. On May 21, 2021, the State Regents approved revisions to the Concurrent Enrollment policy that moved the ECHS establishment process from a case-by-case exception procedure to a process where institutions would design programs using the guidance set forth in the 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.

POLICY ISSUES:

This request is in accordance with the OSRHE Concurrent Enrollment policy.

ANALYSIS:

TCC requests to institute an ECHS program designed as follows:

EDGE: Earn a Degree, Graduate Early

K-12 Partners

- Union Public Schools
 - Union High School
- Tulsa Public Schools
 - McLain High School
 - Memorial High School
- KIPP Tulsa University Prep High School
- Sand Springs Public Schools
 - Charles Page High School

Early college programs must be designed with the intent of providing the opportunity to earn a credential beyond high school to traditionally underserved student populations. Students from traditionally privileged populations may benefit as part of an early college program; however, they should not be the primary beneficiaries of such a program. Institutions must clearly demonstrate how the underserved population will be the primary beneficiary of the early college program.

- EDGE is designed to increase credit hour completion and degree attainment in under-served populations in higher education. 80 percent of each cohort are under-resourced students/families.
- Secondary focus is first-generation college students. TCC currently uses Oklahoma Promise registration as its under-resourced metric, and high schools check federal free lunch eligibility.

An early college program must ultimately lead to a meaningful credential students earn in conjunction with their high school diploma. Key benefits to such a program should include an overall decreased cost of degree and decreased time to degree for the targeted population of program participants. Institutions must clearly demonstrate and report detailed explanation of the discrete benefits the student will have gained after completing the early college program.

- Decreased time to degree: By high school graduation, students will earn an associate degree in liberal arts with 19 credit hours tailored to the students' post-secondary plans including four- year university partner and major.
- TCC is currently developing a STEM degree and associate in applied science degree option for EDGE to meet partner high schools' needs.
- Decreased cost of degree: The degree is free to students with rare exceptions.
- Because EDGE uses Oklahoma's Promise as the under-resourced metric for 80 percent of each cohort, students not only complete their first two year concurrently and free, they transfer to complete bachelor degrees as Oklahoma's Promise scholars, which covers tuition costs.
- TCC's ninth-grade preparation year, Introduction to College high school prep class, and transitions to gateway math and English prepare all ninth-grade students for successful college completion.

Before implementing an early college program, an institution should build a strong partnership with participating high schools. An institution should also 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. In recognition of developmental and preparation 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. Institutions must provide traditional support systems vital to college success to early college student participants.

- TCC Dual Credit Programs offer three additional programs to high school districts. The partnerships have spanned over a decade based on collaboration and have grown annually. This foundation of partnerships is the basis for expanding into an early college program.
- The TCC EDGE Blueprint guides all early college partnerships. TCC provides weekly leadership meetings, counselor and TCC coordinator meetings, and college faculty work with high school teachers. These opportunities build strong relationships through open communication and responsiveness. The program requires district superintendent support, which starts with a letter of intent to begin the required startup year, and each district school boards sign an MOU agreement collaboratively edited annually. EDGE is a partnership: all promotional materials, eighth grade application, parent communications, and support programs are collaboratively reviewed and developed.

Student Support Services and Readiness Tools.

- EDGE requires a full ninth grade preparatory year, which includes advanced English, advanced Science, and an elective developed by TCC faculty, Introduction to College. The preparation of students prior to starting the college courses is vital and all students are in a cohort for at least these three classes. The Introduction to College course is based on David T. Conley and others' research on college-readiness noncognitive areas. TCC faculty provide annual professional development to all high school teachers (and administrators) who teach the class, and the TCC Dual Credit Faculty Chair provides support during the school year.
- TCC coordinators deliver the ENGAGE Student Support Plan beginning with a Bridge Event prior to ninth grade. These monthly events by TCC coordinators correspond with the Introduction to College curriculum and provide applications and college skills. Most importantly, the ENGAGE support events begin the process of connecting the students to the college. All four years of ENGAGE events support high school ICAP goals.
- The second Bridge Event embeds TCC faculties' Accuplacer Reading Workshop prior to tenth grade EDGE enrollment. Again, monthly college engagement events are held in tenth grade. These events include: TCC academic advising, TCC careers staff, TCC faculty and program specialists (Allied Health), university partners, TCC transfer staff, high school administrators, and other college departments that students are learning to seek out for resources. The ENGAGE support concludes with TCC graduation and transfer assistance.
- The TCC ENGAGE Student Support Plan continues in the eleventh and twelfth grade with mandatory advisories, degree audits, career exploration, university events, etc.
- TCC also provides weekly early alerts submitted by professors for students in jeopardy (below 70 percent grade, attendance, conduct), weekly student schedule change reports (drops, adds, section changes, withdraws, and academic withdraws), semester rosters, and EOT grade reports. Spring 2022, TCC added a Dual Credit online enrollment portal for student, and counselors' portal logins for immediate enrollment information.
- TCC has embedded two transition prep classes developed by TCC math and English faculty. These high school taught (1/2 unit) classes prepare students to place into and succeed in ENGL 1113 and MATH 1513. TCC faculty provide annual professional development opportunities the high school teachers.

- The EDGE program incorporates National Alliance for Concurrent Enrollment Partnership (NACEP) standards as well as the OSRHE policy requirement to provide a “collegiate environment” at any off-campus location. Protocols for creating this environment include a syllabus review to ensure all courses enforce the same policies and teach the same student learning outcomes; a review of faculty credentials and an orientation for all faculty who teach EDGE courses; full-time faculty liaisons to support adjuncts who teach EDGE; and an orientation for students and families to explain college expectations and policies (e.g., FERPA, ADA policy, the college academic calendar).
- Partner high schools are also vital to academic support. All high schools agree to provide academic coaching on the high school campus when students are not in either a high school or college course. Students must show TCC grades weekly, and if a student is on the TCC early alert list, additional counseling and coaching is mandatory. Districts also provide transportation to college campuses so that students may use the resources of the college.
- TCC provides weekly early alerts to each participating school. Faculty are expected to return either (1) Starfish or (2) Dual Credit Early Alert reports weekly for the following: grades below 70 percent, attendance issues, technology issues, or classroom issues. The high school counselor contacts the student and diagnoses the challenge. The Director of Dual Credit and the high school administrator may meet with the student if necessary.
- High schools develop a process to check student grades weekly in conjunction with the academic coaching role. If a student’s grade is dropping (but they have not yet fallen into early alerts), the academic coach may contact the TCC Director of Dual Credit for clarification, require additional tutoring or student support resources.
- Additional communication is sent prior to the withdraw deadline in week 12 and every effort is made to have students withdraw to protect college GPA as well as the students’ eligibility to re-enroll at TCC.

Institutions must not ask student participants to assume the cost of tuition, and institutions should pursue options to reduce or eliminate cost for student fees and books for participants. 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. If institutions rely on potential supporters and financial partners to finance the ECHS program, detailed written commitments must be in place before the program is launched.

- TCC has a path to free admission (unweighted high school GPA of 3.0), free placement testing (Accuplacer) or high school GPAs for enrollment. EDGE uses OER books for 46 credit hours and the district provides the required math access code and books for the final “15 hours of tailored courses” if necessary. TCC provides 30 credit hours of waived cost (12 for juniors and 18 for seniors), all faculty, and access to all college student resources (library, testing, tutors).
- As the program has grown, the cost of instruction has increased. TCC has developed a sustainable funding structure of \$125 per credit hour per student. The cost is a break-even point for the college and provides a substantially reduced cost to each school district. The district also provides textbooks when an OER is not available.
- The degree is free to students with very few exceptions. There is no cost for tuition, fees, or books for any course on the degree plan. If a student desires to take courses outside of the degree plan, withdraws or does not make the required grade in a course that is a prerequisite, the student may pay to retake the course. Districts may seek philanthropic funders if desired and in some unique cases may pay for the course to be retaken.
- As evidenced by the continued interest in EDGE and in the successful expansion, TCC has managed resources to ensure the program is sustainable and replicable. TCC is fortunate to have an existing Dual Credit Programs department. EDGE requires additional staff, materials

for the ENGAGE Student Support Plan, mileage expense, promotional materials and Spanish translating services. All EDGE items are included in the existing department's planning budget. Sustainability also requires controlled growth. EDGE is currently limited to 60 students per cohort per campus location.

Student Success Measures.

- The critical issue TCC's program addresses is its community's need for more students, especially under-resourced students, to earn a degree. Therefore, TCC's student success goals are to provide a path for Tulsa-area high school students who possess the desire but not the means to attend college, during or after high school graduation. Data from the pilot indicate that the program is also achieving equitable access to minority students: 72.6 percent of EDGE students identify as students of color (69) versus Caucasian (26).

Program Success Metrics.

- TCC GPA
- Persistence
- Course success rates
- Percentage of under-represented students
- Credit hours earned by high school graduation
- Total credit hours transcribed
- Math and English completion
- Degrees/certificates earned

Staff analysis of TCC's proposal found EDGE to be a continuation of a highly successful existing ECHS program has demonstrated consistent results since its inception. TCC continues to leverage highly valuable partnerships throughout the Tulsa area and serves as a model for ECHS programs statewide. Therefore, State Regents' approval is recommended.

Upon State Regents' approval, TCC's ECHS program will begin in the Fall 2022 semester with a five-year approval, concluding at the end of the Spring 2027 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Spring 2025 semester and a final report will be submitted at the conclusion of the approval period. Based on the reported outcomes in the interim report, the State Regents may renew approval of the program during the 2025-2026 academic year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #11-b:

Policy.

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

RECOMMENDATION:

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

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 approve these proposed policy revisions.

[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 fewer 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
April 28, 2022

AGENDA ITEM #11-c:

Policy.

SUBJECT: Approval of a policy exception request from the University of Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma’s request for an exception to the Concurrent Enrollment policy, as described below.

BACKGROUND:

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

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

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

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

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

On June 29, 2017, the State Regents approved a pilot program that enabled the University of Oklahoma (OU) to use alternative admission and College Algebra course placement measures for Norman Public Schools (NPS) concurrent seniors.

This pilot employed a two-semester framework to help NPS high school students, who may need additional support, strengthen math skills and subsequently complete College Algebra during their senior year. As such, the students participating in this pilot took: 1) a Fall high school College Algebra Prep course taught by a NPS high school math teacher and 2) a subsequent three credit hour Spring College Algebra course taught by an OU math professor. The purpose of this pilot project was to increase college preparation and learning opportunities for NPS high school students. On April 25, 2019, the State Regents approved an expansion of this pilot to include Crooked Oak High School students.

POLICY ISSUES:

The proposed action is an exception to the Oklahoma State Regents for Higher Education’s Concurrent Enrollment policy.

ANALYSIS:

OU is requesting approval of four exceptions to the State Regents’ (OSRHE) Concurrent Enrollment policy. First, OU requests to employ the following concurrent enrollment admission and course placement criteria for NPS concurrent seniors during the 2022-2023 academic year:

OSRHE Policy	Proposed Exception
Admission: <ul style="list-style-type: none"> • 24 ACT or 1160 SAT OR high school GPA 3.0 and class rank top 33.3 percent Math Course Placement: <ul style="list-style-type: none"> • 19 Math ACT 	Admission: <ul style="list-style-type: none"> • 3.0 high school GPA Math Course Placement: <ul style="list-style-type: none"> • For students with a 3.0 high school GPA: <ul style="list-style-type: none"> ○ 19 Math ACT or 510 Math SAT OR ○ Seniors who have passed Algebra II.

Second, OU requests to seek a concurrent enrollment admission exception for NPS students who plan to enroll in English composition courses. Under this framework, OU faculty will teach two sequential courses for NPS seniors during the 2022-2023 year: English Composition I in the Fall semester and English Composition II in the Spring semester. The requested exception is detailed below:

OSRHE Policy	Proposed Exception
Admission: <ul style="list-style-type: none"> • 24 ACT or 1160 SAT OR high school GPA 3.0 and class rank top 33.3 percent English Course Placement: <ul style="list-style-type: none"> • 19 English ACT 	Admission: <ul style="list-style-type: none"> • 20 ACT or 1020 SAT and high school GPA 3.0 English Course Placement <ul style="list-style-type: none"> • 19 English ACT or 510 Reading and Writing SAT

Third, OU requests to continue a concurrent enrollment pilot at Crooked Oak High School (COHS), a Title I school located in south Oklahoma City, during the 2022-2023 year. The goal of this pilot is to increase college-level learning opportunities for COHS students and to recruit academically talented students who may not typically apply to OU.

The program will offer American Federal Government, Sociology, and Introduction to Biology for non-majors to COHS students. The courses will be taught by OU faculty.

OU proposes to employ the following criteria within this pilot program:

OSRHE Policy	Proposed Exception
<ul style="list-style-type: none"> • Admission: <ul style="list-style-type: none"> ○ 24 ACT/1160 SAT OR High school GPA 3.0 and class rank-top 33.3 percent 	<ul style="list-style-type: none"> • Admission: <ul style="list-style-type: none"> ○ 20 ACT or 1020 SAT and High School GPA 3.0
<ul style="list-style-type: none"> • Sociology/Social Problems/American Federal Government Course Placement: <ul style="list-style-type: none"> ○ 19 Reading ACT/510 Evidence Based Reading and Writing SAT 	<ul style="list-style-type: none"> • Sociology/Social Problems/American Federal Government Course Placement: <ul style="list-style-type: none"> ○ 17 Reading ACT
<ul style="list-style-type: none"> • Introduction to Biology for non-Majors Course Placement: <ul style="list-style-type: none"> ○ 19 Science ACT 	<ul style="list-style-type: none"> • Introduction to Biology for Non-Majors Course Placement: <ul style="list-style-type: none"> ○ 17 Science ACT

Finally, OU requests the following exception for the Sooner Discovery program. Sooner Discovery is a 4-week on-campus college immersion program which serves as a recruiting opportunity for students across the state and out of state, while increasing college preparedness with extra support.

OSRHE Policy	Proposed Exception
<ul style="list-style-type: none"> • Admission: <ul style="list-style-type: none"> ○ 24 ACT/1160 SAT OR High school GPA 3.0 and class rank-top 33.3 percent 	<ul style="list-style-type: none"> • Admission: <ul style="list-style-type: none"> ○ 20 ACT or 1020 SAT and High School GPA 3.0

To ensure there is a commitment to review these concurrent pilots, OU will collect and submit student data outcomes, which will be detailed in a prescribed format, by August 1, 2023. Based on staff analysis, it is recommended the State Regents approve OU’s requests as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #11-d:

Policy.

SUBJECT: Approval of a policy exception request from Cameron University.

RECOMMENDATION:

It is recommended that the State Regents approve Cameron University’s request for an exception to the Concurrent Enrollment policy, as described below.

BACKGROUND:

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

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

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

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

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, on May 28, 2021 to add a policy framework for Early College High School Programs, and on March 24, 2022 to add evaluation of and procedures for approval of Early College High School Programs.

POLICY ISSUES:

The proposed action is an exception to the OSRHE Concurrent Enrollment policy.

ANALYSIS:

Cameron University (CU) requests an exception to the Concurrent Enrollment policy to allow tenth-grade students to enroll at the institution during the 2022-2023 academic year. The Concurrent Enrollment policy currently restricts college coursework to qualified high school juniors and seniors:

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. [OSRHE Policy 3.10.3.A]

CU requests authorization from the State Regents to allow approximately 30 tenth-grade students from Lawton Public Schools (LPS) to enroll during the 2022-2023 academic year. CU plans to offer courses such as Principles of Communication, English Composition I, Audio and Visual Production, and General Psychology to these students. LPS tenth-grade students must meet the “Regional Universities” admission requirements stated in the Concurrent Enrollment policy and must meet minimum course placement requirements, in accordance with CU’s approved Assessment Plan. LPS has converted Tomlinson Middle School into a Life Ready Center as a central location for concurrent instruction, AP courses, and other student enrichment. CU has an MOU with LPS to provide CU faculty at the site to deliver CU concurrent courses. LPS has also agreed to allow other schools outside the district to allow student access, subject to classroom availability. LPS indicates that district high schools have a sufficient college-ready population at the sophomore level to warrant this policy exception request. LPS will cover the costs of course fees and materials for tenth-graders; if no tuition waiver is available for these students, LPS will pay for up to six hours of tuition per student. CU will provide tutoring (face-to-face, synchronously via Zoom, and online), as well as academic advising and testing services.

CU will be required to submit student-level data for each tenth-grader enrolled under the authorization granted by this item after the conclusion of the 2022-2023 academic year. State Regents’ approval is recommended.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #11-e:

Policy.

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

RECOMMENDATION:

It is recommended that the State Regents approve the 2022-2023 COVID-19 Policy Guidance Document, to provide flexibility in Academic Affairs policy as described below.

BACKGROUND:

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

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

As COVID-19 required radical actions to end in-person instructional activities in March 2020, it quickly became apparent that flexibility in application of State Regents’ Academic Affairs policies would be necessary to complete the spring 2020 semester and to prepare for the 2020 summer and fall semesters. Standard operations which supported policy applications were severely disrupted. Both ACT and SAT canceled spring and summer national exam dates for 2020, leaving many students with no way to take one of the college admission exams required under by the State Regents’ Institutional Admission and Retention policy in order to be admitted to a State System institution. Similarly, State System institutions were left without ACT or SAT subject test scores for many students, which the State Regents’ Student Assessment and Remediation policy requires to make initial course placement determinations for first-time students. As State System institutions migrated to exclusively online courses to finish the spring 2020 term, flexibility was required in application of the State Regents’ Distance Education and Traditional Off-Campus Courses and Programs policy, which requires prior approval for academic programs to be offered online. These

examples represent only a few of the areas where flexibility was needed in order for State System institutions to continue to meet the needs of students.

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

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

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

Oklahoma COVID-19 cases and hospitalizations increased dramatically after the emergency declaration in March 2020. In preparation for continued disruption to normal operations of State System institutions, at their September 3, 2020 meeting, the State Regents extended policy flexibility and concomitant reporting for the duration of the 2020-2021 academic year, to ensure State System institutions continued to be appropriately empowered to ensure the pandemic did not impede students' path to degree completion.

At their March 4, 2021 meeting, based on the evolving pandemic, the State Regents approve continued application of policy flexibility and the revision of the guidance document for State System institutions for the duration of the 2021-2022 academic year.

POLICY ISSUES:

This action would provide a policy guidance document to allow institutions to exercise flexibility in applying State Regents' Academic Affairs policies during the COVID-19 pandemic for the 2022-2023 academic year.

ANALYSIS:

Although still in the pandemic phase, COVID-19 is now more controlled with the introduction of vaccines and therapeutics. Most institutions have modified operations to resume relatively normal activities and processes. As operations go back to a new normal cycle, many of the policy flexibilities provided to the institutions will not be necessary for the 2022-2023 academic year.

Based on continued negative impacts of the pandemic on access to some services, it is recommended that the State Regents approve policy flexibilities for institutions in the following areas:

- Teacher Education

- English Proficiency Testing
- Online Biology Labs

Details regarding these policy flexibilities and reporting requirements are found in the attached document.

Attachment

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

PENDING APPROVAL BY THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION ON
APRIL 28, 2022

State Regents Academic Affairs policies specified in Chapter 3 of the Oklahoma State Regents *Policy and Procedures Manual* remain in effect. However, as institutions respond to the needs of students during this pandemic, some modifications to limit negative impacts on students may be necessary.

Effective March 15, 2020 with the Governor's emergency declaration for all 77 counties, and until further notice, higher education institutions in the State System are empowered to comply with the spirit of the Academic Affairs policy manual and Procedures Handbook while allowing appropriate flexibility to ensure mitigation of any negative impacts to students and their academic progression due to the COVID-19 crisis. Any action taken by a State System institution that is not in strict compliance with policy and deviates from the specific guidance provided must 1) be consistent with the spirit of the policy, 2) must not be a blatant circumvention of policy, and 3) must be reported to the State Regents each semester. State Regents staff will provide a template for such reporting and will assist with questions regarding reporting. This guidance may be updated and modified in response to the ongoing issues from the COVID-19 pandemic.

TEACHER EDUCATION

The Office of Educational Quality and Accountability (OEQA), the Oklahoma State Regents for Higher Education (OSRHE) and the State Department of Education (OSDE) are working together to address issues impacting coursework and certification requirements as a result of the COVID-19 pandemic. Some of those provisions, resources and guidance for teacher education programs follow:

IN ADDITION TO THE GUIDANCE BELOW, PLEASE REFER TO THE FOLLOWING AGENCY WEBSITES FOR ADDITIONAL INFORMATION AND RESOURCES:

- <https://www.ok.gov/oeqa/>
- <https://www.okhighered.org/>
- <https://sde.ok.gov/>

ADMISSION TO TEACHER EDUCATION

1. Students should be admitted under the regular admission policy options

available.

2. In the event an admission exception needs to be made for a student who does not meet the minimum admission criteria, it is at the discretion of the Education Preparation Program (EPP) and the Institution of Higher Education (IHE) to determine the criteria under which the student can be admitted conditionally.

STUDENT TEACHING

With P-12 school closures, and with the expectation that the impacted clinical experiences remain as close as possible to the minimum requirements set by the state for initial and advanced certification fields, EPPs can engage in augmented instruction that includes the following options:

1. Arrange temporary placements in other appropriate settings;
2. Provide virtual and online learning opportunities; and/or
3. Implement alternative assignments and instruction.

EPPs will submit their plan for meeting the field experience and student teaching internship requirements to OEQA for approval. (The OEQA office may be contacted to access the Clinical Experience Form.) Any modifications to regular field experiences and student teaching internship requirements for graduation that are approved by OEQA and the EPP/IHE, meets OSRHE approval for this specific coursework requirement.

CERTIFICATION TESTING

Students who are preparing for certification testing or performance assessments:

- Accommodations are available for students whose testing centers have been closed for cleaning due to COVID-19. If necessary, these students can be re-assigned to other testing centers that are available.
- Students who are conducting their student teaching virtually will be able to conduct the PPAT Task 4 assessment virtually.
- Candidates not taking the PPAT have the option of requesting a test fee voucher for the Oklahoma Professional Teaching Examination (OPTE). Qualified candidates must be verified by their EPPs and numbers and names of recipients provided to OEQA.
- If students are unable to complete certification exams due to testing center closures, but have completed all other requirements for certification, the EPP can recommend them for a one-year, non-renewable certificate from the State Department of Education. This will allow candidates a year to complete the certification examination requirements.

FACULTY PROFESSIONAL DEVELOPMENT

Distance/virtual learning activities with P-12 students and faculty can be used by EPP faculty to meet the 10-hour requirement whenever possible. When this is not an option, EPPs must document this in the 2022 Annual State Report that goes to OEQA and the OSRHE.

ALL OTHER REQUIREMENTS

The State Regents' response to institutions will be ongoing and fluid with events surrounding COVID-19 and we will work with OEQA and SDE to address issues pertaining to teacher preparation.

ENGLISH PROFICIENCY TESTING

The following guidance is provided for English Proficiency Requirements for admission through the 2022-2023 academic year.

1. Institutions are allowed to explore online and at-home testing opportunities for currently approved English proficiency assessments.
2. If currently approved tests are unavailable to an institution's target student(s), institutions may utilize Duolingo and PTE Academic assessments.
3. Institutions using alternative assessments must document and report such use to the State Regents monthly on the reporting template provided.
4. Institutions using this alternative assessment will be required to provide data on academic and student success in the year subsequent to admission.
5. More information on ETS Testing is available at: <https://www.ets.org/s/cv/important-update/>

Students are still required to meet the minimum score set by the State Regents. For institutions accepting the Duolingo and/or PTE Academic assessment to determine English proficiency, the following concordance tables are provided.

Undergraduate students must meet the following minimum scores:	
Assessment	Minimum Score
TOEFL ibt	61
IELTS	5.5
PTE Academic	42
Duolingo	85

For undergraduate students OU requires a minimum score of 79 on the ibt TOEFL, a 6.5 on the IELTS, a 58 on the PTE Academic, and a 100 on the Duolingo.

Graduate students must meet the following minimum scores:	
Assessment	Minimum Score
TOEFL ibt	79
IELTS	6.5
PTE Academic	58
Duolingo	100

Students not meeting the above required scores may be eligible for 12 weeks of study at an approved Intensive English Program by meeting the following scores:

Undergraduate students must meet the following minimum scores:	
Assessment	Minimum Score
TOEFL ibt	48
IELTS	5.0
PTE Academic	36
Duolingo	75

Graduate students must meet the following minimum scores:	
Assessment	Minimum Score
TOEFL ibt	61
IELTS	5.5
PTE Academic	42
Duolingo	85

ONLINE BIOLOGY LABS

To mitigate negative impacts on students completing Biology courses, the following guidance is provided:

The “Course Equivalency Project” (CEP) is a faculty-driven process by which State System institutions establish statewide course equivalencies among institutions. “Course Equivalency Project Matrix” is the listing of courses determined to be equivalent through the CEP process. Prior to the COVID-19 pandemic, several **Biology** courses (noted below) on the CEP required at least 75 percent of the lab component to be face-to-face instruction (CEP notation indicates this requirement was added to CEP Biology listings in 09/2011). The CEP process requires courses to identify student learning outcomes (SLOs) developed by discipline faculty groups for each course listed on the CEP. For any course to be listed on the CEP for guaranteed transfer, 100 percent of the SLO’s must be included within the course. Course credit and transfer does not depend on the modality of the course but rather the SLO’s. All State System institutions are approved by the Higher Learning Commission (HLC) for distance education. Consistent with this approval, and guidance provided by HLC and developed by the Council of Regional Accrediting Commissions (C-RAC), institutions have demonstrated that “curricula for the institution's on-line learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.”

As policy guidance for transfer and articulation, all Biology courses with labs listed on the CEP and that appear on student transcripts completed in the 2020-2021, 2021-2022, and 2022-2023 academic years will be accepted for transfer and application to degree requirements, regardless of the modality of instruction for the lab portion of the course. CEP Biology faculty and the Council on Instruction will provide a review and final determination as soon as possible to create a permanent change.

BIOLOGY COURSES THAT PREVIOUSLY REQUIRED FACE-TO-FACE LAB INSTRUCTION:

- BI 102 General Biology (Majors)
- BI 103 General Biology I (Majors)
- BI 104 General Biology II (Majors)
- BI 201 General Botany
- BI 205 Plant Anatomy
- BI 301 Microbiology
- BI 401 Comp Vertebrate Anatomy
- BI 406 Human Anatomy
- BI 425 Human Anatomy and Physiology
- BI 465 Human Physiology
- BI 701 General Zoology
- BI 714 Invertebrate Zoology
- BI 724 General Entomology
- BI 905 Introduction to Cell Biology

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #11-f:

Policy.

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

RECOMMENDATION:

It is recommended the State Regents approve the revisions to the In-State/Out- of- State Status of Enrolled Students policy.

BACKGROUND:

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

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

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

POLICY ISSUES:

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

ANALYSIS:

On November 30, 2021, President Biden approved the Colonel John M. McHugh Tuition Fairness for Survivors Act of 2021. This new federal law added recipients of Chapter 35 VA education benefits to the category of students entitled to in-state tuition. Chapter 35 covers recipients of Marine Gunnery Sergeant John David Fry Scholarship, whom are already afforded in-state status under current policy, and the Survivors’ and Dependents’ Educational Assistance (DEA) program, whom currently do not automatically receive in-state status under current policy.

These revisions align with the recent guidance issued by the U.S. Department of Veterans Affairs. A summary of the proposed changes is provided below.

Policy Section	Summary of Proposed Revisions
3.18.7.B Uniformed Services and Other Military Service/Training-- Discharged or Released from Active Uniformed Service (Regardless of the Home of Record)	<ul style="list-style-type: none"> • Adds recipients of Chapter 35 VA education benefits to the categories of students entitled to in-state status. • Deletes portions of the section made redundant and/or obsolete by the addition of Chapter 35.

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

Attachment.

[POLICY EXCERPT]**3. ACADEMIC AFFAIRS POLICY****3.18 In-state/Out-of-state Status of Enrolled Students****3.18.1 Purpose**

Oklahoma statute 70 O.S., Supp. 2003, §3218.2 authorizes the State Regents to establish tuition and fees charged at public institutions to in-state/out-of-state postsecondary students. This policy statement establishes definitions, principles, criteria, and guidelines to assist institutional officials in the classification of postsecondary students as in-state/out-of-state students. Also, the policy statement should be helpful to prospective students in the determination of their in-state/out-of-state status prior to enrollment or for those out-of-state students seeking to be reclassified as in-state. Determination of in-state status for purposes of attendance at an institution in the state is based primarily on domicile as defined below.

Since 1890, it has been public policy in Oklahoma to provide comprehensive, public higher education opportunities for citizens to improve themselves, to upgrade the knowledge and skills of the Oklahoma work force, and to enhance the quality of life in Oklahoma generally. Therefore, residents of Oklahoma are afforded subsidies covering a portion of their educational costs at state colleges and universities. Out-of-state students are also provided educational subsidies, although at lower levels than those provided for permanent in-state students.

Out-of-state tuition waivers provide Oklahoma institutions the ability to attract and graduate out-of-state students with academic abilities and talents who contribute to the economic development, vitality and diversity of the state's campuses. Additionally, Oklahoma institutions located near the state's borders are especially sensitive to serving demographic areas where population, tax dollars, property ownership, etc., cross state borders frequently. Out-of-state tuition waivers allow institutions to serve the community and surrounding area to the benefit of the institution and its students without detriment to Oklahoma residents.

3.18.2 Definitions

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

“Dependent Person” is one who is under the care, custody, and support of a parent or legal guardian.

“Domicile” is a person's true, fixed, permanent home or habitation. It is the place where he or she intends to remain and to which he or she expects to return. A person can have more than one residence, but only one domicile. Domicile has two components -- residence and the intent to remain. When these two occur, there is domicile.

“Documented foreign national” is a person who was born outside the jurisdiction of the United States (U.S.), is a citizen of a foreign country, and has not become a naturalized U.S. citizen under U.S. law, but has entered the U.S. by way of legal documentation such as a visa.

“Full-Time Professional Practitioner or Worker” is a U.S. Citizen or Lawful Permanent Resident who has come to Oklahoma to practice a profession on a full-time basis, conduct a business full-time, or work on a full-time basis.

“Full-Time Student” is an undergraduate student enrolled in a minimum of 12 credit hours per semester in an academic year or a minimum of six credit hours in a summer session. A full-time graduate student is one enrolled in a minimum of nine credit hours per semester or as required by the institution.

“Home of Record” is the location where the reservist enlisted, reenlisted, or was commissioned into the military.

“Independent person” is one who is responsible for his or her own care, custody, and support.

“In-state” status is a classification for a postsecondary student who has lived continuously in Oklahoma for at least 12 months not primarily as a postsecondary student and has established domicile in Oklahoma or meets requirements associated with in-state status including sections 3.18.4, 3.18.7 and 3.18.9. Students classified upon admission as in-state are eligible to apply for state scholarship and financial aid programs.

“Lawful permanent resident” is a naturalized alien who has been granted official immigration status as a lawful permanent resident of the U.S. This is evidenced by a lawful permanent resident card (also called a “green card”).

“Out-of-state” status means an individual does not meet in-state requirements defined in this policy unless otherwise allowed by exceptions or provisions in policy.

“Out-of-state tuition waiver” is the portion of tuition that is waived in excess of that paid by students classified as in-state. This is referred to as “Nonresident Tuition Waiver” in State Regents’ Fiscal policy.

“Undocumented student” is a person who was born outside the jurisdiction of the U.S., is a citizen of a foreign country, and has not become a naturalized U.S. Citizen under U.S. Law and has entered the U.S. without documentation. Refer to 3.18.6.

“Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard, National Oceanic and Atmospheric Administration, and Public Health Service.

“U.S. Citizen” is a person born in the United States, a U.S. Territory or former U.S. Territory or who has been granted citizenship by the U.S. Government.

3.18.3 Principles

As part of the admissions process, institutions are responsible for determining students’ in-state/out-of-state status consistent with this policy. Administrators interview students, review documentation and are in the best position to determine whether the student may be classified as in-state. Each institution must designate an appropriate administrative official (most often the Admissions Officer) as responsible for administration of this policy. Clarification and additional information including documentation examples and frequently asked questions are in the Academic Affairs Procedures Handbook.

The burden of proof to establish in-state status shall be upon the student. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate administrative official(s) consistent with this policy. Mere assertion by a student such as checking “In-State” on the application for admission is insufficient. The appropriate administrative official must review relevant documents, consider the policy principles and procedures, circumstances, and documentation to determine in-state status. While no set criteria, documentation, or set of circumstances can be used for this purpose, the principles outlined below guide the process.

- A. Attendance at a postsecondary educational institution, albeit a continuous and long-term experience, does not establish in-state status. Therefore, a student neither gains nor loses in-state status solely by such attendance.
- B. Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e. payment of taxes), and all of which are customarily done by some out-of-state students who do not intend to remain in Oklahoma after graduation, but are situational and necessary and/or voluntary (i.e. registering to vote, obtaining a driver's license). Such acts and/or declarations alone are insufficient evidence of intent to remain in Oklahoma beyond the college experience.
- C. An out-of-state student attending an Oklahoma college or university on more than a half-time basis is presumed to be in the state primarily for educational purposes.
- D. An individual is not deemed to have acquired in-state status until he or she has been in the state for at least a year primarily as a permanent resident and not primarily as a student and has established domicile. Likewise, an individual classified as in-state shall not be reclassified as out-of-state until 12 months after leaving Oklahoma to live in another state.
- E. Unless residency has been established in another state, an individual who resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent or legal guardian for two years prior to graduation from high school will be eligible for in-state status and as allowed in 3.18.7 and 3.18.8.
- F. Each spouse in a family shall establish his or her own status on a separate basis. Exceptions include the following: when an out-of-state status individual marries a person with in-state status, the out-of-state individual may be considered in-state after documentation of the marriage and proof of domicile are satisfied without the 12 month domiciliary waiting period, and as provided in sections 3.18.7 or 3.18.8.
- G. Initial classification as out-of-state shall not prejudice the right of a person to be reclassified thereafter for following semesters or terms of enrollment as in-state provided that he or she establish domicile as defined in this policy. Institutions must establish procedures for students to appeal out-of-state status classification.
- H. Institutions may, but are not required, to waive out-of-state tuition (also known as Nonresident Tuition Waiver) in accordance with current State Regents’ Tuition and Fees policy 4.18.5.B that allows any institution in the State System to waive a portion of the out-of-state tuition which

amount shall not exceed the difference between out-of-state tuition and the amount paid by in-state students.

- I. When a student transfers from one institution to another, the institution to which the student transfers is not bound by the in-state/out-of-state classification previously determined and may request documentation to determine the student's in-state/out-of-state status.

3.18.4 Dependent and Independent Persons

- A. The legal residence of a dependent person is the postsecondary student's parents or the residence of the parent who has legal custody or the parent with whom the student habitually resides. If the student is under the care of those other than the parents, the legal residence is that of the student's legal guardian.
- B. In-state/out-of-state classifications of postsecondary students with extenuating circumstances (e.g., divorced parents with joint custody when one parent or legal guardian lives out-of-state and/or claimed as a dependent on a tax return, etc.) may be considered on a case-by-case basis. Guidance for administrative officers charged with classifying students will be provided in the procedures manual.
- C. A dependent person may establish independent person status through circumstances including, marriage, formal court action, abandonment by parents, etc. To qualify, a dependent person must have completely separated from the parental or guardian domicile and prove that such separation is complete and permanent. Additionally, the individual must provide evidence that they are responsible for their housing and living expenses. Mere absence from the parental or guardian domicile is not proof of its complete abandonment. If an applicant can provide adequate and satisfactory evidence of independent status and domicile, they may be granted in-state status.
- D. If an independent person can provide evidence of coming to Oklahoma to establish domicile, the applicant may be granted in-state status at the next enrollment occurring after expiration of 12 months following establishment of domicile in Oklahoma.

3.18.5 Documented Foreign Nationals

Documented foreign nationals may attend as postsecondary students if they have appropriate educational visas. These individuals are eligible for in-state classification if they become lawful permanent residents, have resided in Oklahoma for at least 12 consecutive months, and meet domicile requirements as set forth in this policy.

Documented foreign nationals who are present in the U.S. with visas that allow full-time employment for extraordinary ability in sciences, arts, education, business, athletics, as an executive, manager, or specialist of a treaty nation company operating in the U.S. are eligible for out-of-state tuition waivers as long as they remain in full-time working status. Dependents of these documented foreign nationals who are lawfully present in Oklahoma based on the documented foreign national's visa are also eligible for out-of-state tuition waivers.

3.18.6 Undocumented Students

Pursuant to Title 70, O.S., Section 3242 (2007) (also known as HB1804 of the First Regular Session of the 51st Legislature), an individual who cannot present to the institution valid documentation of United States nationality or an immigration status permitting study at a postsecondary institution but who:

- A. Graduated from a public or private Oklahoma high school;
- B. Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and
- C. Satisfies admission standards for the institution.

Individuals who meet the above requirements are eligible for enrollment and/or out-of-state tuition waivers if that individual:

- 1. Provides the institution with a copy of a true and correct application or petition filed with the United States Citizenship and Immigration Service (USCIS) to legalize the student's immigration status, or
- 2. Files an affidavit with the institution stating that the student will file an application to legalize his or her immigration status at the earliest opportunity the student is eligible to do so, but in no case later than:
 - a. One (1) year after the date on which the student enrolls for study at the institution, or
 - b. If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process, and
- 3. If the student files an affidavit pursuant to subsection B. above, presents to the institution a copy of a true and correct application or petition filed with the USCIS no later than:
 - a. One (1) year after the date on which the student enrolls for study at the institution, or
 - b. If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process, which copy shall be maintained in the institution's records for that student.
- 4. Any student who completes and provides the institution with a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status shall not be disqualified on the basis of the student's immigration status from any scholarships or financial aid provided by this state as long as the student meets the following:

- a. Graduated from a public or private Oklahoma high school;
 - b. Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and
 - c. Satisfies admission standards for the institution.
5. This policy shall not impose any additional conditions to maintain eligibility for an out-of-state tuition waiver at a postsecondary educational institution within The Oklahoma State System of Higher Education on a student who was enrolled in a degree program and first received an out-of-state tuition waiver and/or access to state scholarships at that institution during the 2006-2007 school year or any prior year.

3.18.7 Uniformed Services and Other Military Service/Training

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

A. Active Uniformed Services

The following shall be eligible for in-state status:

- 1. Members of the uniformed services, along with their dependent children and spouse, who provide evidence that they are full-time active duty status of more than thirty (30) days in the uniformed services stationed in Oklahoma or temporarily present through military orders. Further, when members of the armed services are transferred out-of-state, the member, their spouse and dependent children shall continue to be classified as in-state as long as they remain continuously enrolled.
- 2. Regardless of the residency of the student, dependent children or spouse of a person who is currently serving as a member of the active uniformed services of the United States on full-time active duty status of more than thirty (30) days for whom Oklahoma is the home of record.
- 3. A person who files with the institution within the State system at which he/she intends to register a letter of intent to establish residence in the state and who
 - a. is entitled to educational or training assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who is currently serving on active duty; and
 - b. resides in the state while enrolled in the institution, regardless of the student's formal state of residence state or the active service member's home of record.
- 4. Former full-time active uniformed services personnel who remain in Oklahoma after their service may retain their in-state status

without the 12 month requirement if they establish domicile as defined in this policy.

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

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

1. Is a person who:
 - a. was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed service, and
 - b. is pursuing a course of education with educational assistance under Chapters 30, 33, or 35 ~~or 33~~ of Title 38 of the United States Code;
2. Is a person who:
 - a. is entitled to assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed services;
- ~~3. Is a person who:
 - b. is entitled to assistance under Section 3311(b)(9) of Title 38 of the United States Code by virtue of a relationship to a person who died in the line of duty while serving in the active duty uniformed services.~~
3. Is a person who:
 - a. is pursuing a course of education with educational assistance under chapter 31 of Title 38 of the United States Code.

C. Discharged or Released from Active Uniformed Service (Oklahoma Home of Record)

Person, or dependent children or spouse of a person, who was discharged or released from a period of not fewer than ninety (90) days of active uniformed service, less than five (5) years before the date of enrollment in the course(s) concerned and for whom Oklahoma is the home of record.

D. Military Reserve Member on Full-Time Active Duty

Regardless of the residency of the student, dependent children or a spouse of a person who is currently serving as a member of the military reserve on full-time active duty of more than thirty (30) days and for whom Oklahoma is the home of record shall be eligible for in-state status.

E. Reserve Officer Training Corps (ROTC)

A person who is participating in or has received a partial or full scholarship from the Air Force, Army, or the Navy/Marines ROTC shall be eligible for in-state status.

- F. To be eligible for in-state status as provided in 3.18.7.A, 3.18.7.B, 3.18.7.C, 3.18.7.D, and 3.18.7.E and to maintain eligibility, the student shall:
1. Have secured admission to and enrolls full-time or part-time in a program of study; and
 2. Satisfy admission and retention standards.
- G. A student who meets the eligibility requirements for in-state status shall maintain in-state status if the student remains continuously enrolled at an institution within the State System after the student:
1. As described in 3.18.7.A or 3.18.7.D, is discharged or released from active duty service;
 2. As described in 3.18.7.B.1, 3.18.7.B.2 or 3.18.7.C, exceeds the five-year period after being discharged or released from active duty uniformed service;
 3. As described in 3.18.7.B.1 has exhausted education assistance provided under Chapter 30, 31, ~~or 33,~~ or 35 of Title 38 of the United States Code; or
 4. As described in 3.18.7.A.3 or 3.18.7.B.2 has exhausted education assistance provided under Section 3319 of Title 38 of the United States Code.
 5. ~~As described in 3.18.7.B.3 has exhausted education assistance provided under Section 3311(b)(9) of Title 38 of the United State Code.~~

3.18.8 Full-Time Professional Practitioner or Worker

A U.S. citizen or Lawful Permanent Resident who provides evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be immediately classified as in-state status along with the individual's spouse and dependents without the 12 month domiciliary requirement so long as they continue in such full-time employment capacity or until such time that they independently establish in-state status as described in section 3.18.3 of this policy.

A full-time professional practitioner or worker who is temporarily assigned to another location but maintains domicile in Oklahoma shall be considered to have in-state status along with the practitioner's spouse and dependent children.

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

(Approved slight change to the Definitions section of the policy). December 6, 2012 (Approved slight change to the Military Personnel section). September 4, 2014; May 29, 2015, April 20, 2017, January 24, 2019, March 28, 2019, April 15, 2021, April 28, 2022.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #11-g:

Policy.

SUBJECT: Posting of revisions to the Concurrent Enrollment policy.

RECOMMENDATION:

This item is for posting only.

BACKGROUND:

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

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

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

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

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

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

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

areas, on May 28, 2021 to add a policy framework for Early College High School programs and on March 24, 2022 to add evaluation of and procedures for approval of Early College High School Programs.

POLICY ISSUES:

This item would revise the Concurrent Enrollment policy.

ANALYSIS:

Since its inception, the statewide Concurrent Enrollment program has only allowed participation from high school juniors and seniors. In its earliest iteration, concurrent enrollment was restricted by statute to only “exceptional” students. As concurrent enrollment has grown nationally, institutions of higher education and policymakers have expanded access to college coursework for high school students. Oklahoma is now one of 14 states that restricts concurrent enrollment specifically to juniors and seniors. Many other states and the District of Columbia allow high school sophomores to participate in concurrent enrollment, and a sizable group of these states also allow freshmen to enroll.

Over the past several years, State Regents’ staff have noted an increase in the number of policy exception requests from State System institutions to allow high school freshmen and sophomores to participate in concurrent enrollment. As a result, staff facilitated a discussion among the Council on Instruction (COI) regarding whether current limits on concurrent enrollment participation for high school freshmen and sophomores were still appropriate. The COI determined that these limits do not serve the goal of increasing college access, which is the ultimate aim of concurrent enrollment. The COI, in conjunction with State Regents’ staff, developed the policy language attached to this item, which was unanimously approved by the COI.

The overarching result of these changes would be to open concurrent enrollment opportunities to any qualified high school student. The proposed revisions also clarify language in the section dealing with service areas. A summary of revisions is included in the table below.

3.10.1 Purpose	<ul style="list-style-type: none"> • Deletes language specific to high school juniors and seniors. • Adds Early College program framework to Purpose.
3.10.2 Early College Programs	<ul style="list-style-type: none"> • Clarifies that “Concurrent Enrollment” refers to the status of a student and not students, themselves. • Adds language about underserved students to the definition of “Early College Programs.”
3.10.3 Eligibility Requirements	<ul style="list-style-type: none"> • Deletes language specific to high school juniors and seniors. • Clarifies that homeschool students do not need a signed form from a high school principal or counselor. • Adds a section on the State Concurrent Tuition Waiver Program.
3.10.6 Off Campus Concurrent Enrollment	<ul style="list-style-type: none"> • Modifies language to accommodate situations when an institution has a statewide service area or two institutions with approved two-year functions share a service area. • Adds examples of off-campus locations to the section dealing with Memorandums of Understanding.
3.10.7 Early College Programs	<ul style="list-style-type: none"> • Two small additions to clarify meaning.

Attachment.

ATTACHMENT

3. ACADEMIC AFFAIRS POLICY

3.10 Concurrent Enrollment

3.10.1 Purpose

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

This policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school ~~juniors and seniors~~ students. 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; creates a framework for Early College Programs; and sets annual reporting requirements.

3.10.2 Definitions

“Concurrent Enrollment” refers to the enrollment status of eligible high school ~~juniors and seniors~~ students 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 targeting underserved students 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.

“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~~ enrolled 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~~ Students from accredited and unaccredited high schools must have a signed form from the high school principal or counselor stating that ~~he/she~~ the student 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 retention 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 retention 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.

5. State Concurrent Enrollment Tuition Waiver Program

a. 70 O.S. § 628.13 provides that concurrently enrolled Oklahoma students are eligible to receive tuition waivers in the following amounts:

- i. Each high school senior who meets the eligibility requirements for concurrent enrollment shall be entitled to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of eighteen (18) credit hours in their senior year.
 - ii. Subject to the high school senior concurrent enrollment program being fully funded, each high school junior who meets the eligibility requirements for concurrent enrollment shall be entitled to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of nine (9) credit hours in their junior year, subject to the availability of funds.
- b. Tuition waivers provided pursuant to this section shall be granted without any limitation on the number of waivers granted in any year other than the amount of funds available for the program and the number of eligible applicants.
 - c. In the event that the State Concurrent Enrollment Tuition Waiver Program is not fully funded for juniors, sophomores, and freshmen, State System institutions may still enroll eligible students from these grades, provided that course expenses can be paid by the institution, the student, or a third party.

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~~ two or more 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~~ an institution

that is not geographically closer, the school district has the option to invite the ~~four-year~~ “preferred” 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~~ “preferred” 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 of the “preferred” institution. This arrangement will be at the ~~four-year~~ “preferred” institution’s discretion, contingent on the “preferred” 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 at the “preferred” institution.

- 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 (i.e. school district, school site, or other site) 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; however, 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 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~~ detailed 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

- C. 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.
- D. 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 March 24, 2022.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #12:

ACT Agreement.

SUBJECT: Approval of the ACT Agreement for 2022-2023.

RECOMMENDATION:

It is recommended that the State Regents approve the 2022-2023 ACT Agreement.

BACKGROUND:

The State Regents have sponsored the OK EPAS (Oklahoma Educational Planning and Assessment System) as a student preparation initiative since 1993. Beginning with four school districts in the 1993 pilot, by 2015 EPAS had grown to include over 98 percent of Oklahoma's public schools, 70 private schools and one Bureau of Indian Affairs school; 98.5 percent of Oklahoma public school eighth graders and 99.8 percent of tenth graders attended a school that participated in EPAS.

Each district voluntarily participates in EPAS, over and above the state's required testing for K-12 education. With ACT's retirement of the EXPLORE and PLAN assessments, EPAS now consists of the PreACT and the ACT. The PreACT assessment is given in the fall of the sophomore year as it provides early monitoring of students' college readiness and continued longitudinal data.

2020-2021 saw a reduction in the number of schools that participated in the PreACT assessment due to the COVID-19 pandemic. 2021-2022 saw a reduction in the number of participating schools which may be attributable to State Department of Education offering the ACT to all sophomores in the state. This may have resulted in a reduction of capacity for schools to offer another standardized test to students in such a brief period.

POLICY ISSUES:

There are no policy issues related to this item.

ANALYSIS:

For the 2022-2023 academic year, it is expected that approximately 37,000 10th grade students in both public and private secondary schools will have the opportunity to take the PreACT assessment at a cost of \$500,000. A copy of the agreement is attached. State Regents' staff have been able to maintain an annual expenditure of under \$500,000 for this program for the past six years while still serving every school that chooses to participate and test all 10th grade students within the site.

Agreement Between

ACT, Inc. and Oklahoma State Regents for Higher Education

This Agreement is executed by and between ACT, Inc., 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243-0168, (hereinafter "ACT") and the Oklahoma State Regents for Higher Education (herein after "OSRHE" or "Customer"), 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma 73104.

RECITALS

OSRHE recognizes, as a matter of social justice, the need to foster, support, and engage in programs founded on the principle of equity of access to ensure that students receive information about college expectations and are provided the necessary interventions to assist them to meet these expectations early and at developmentally appropriate points in time during their pre-collegiate education.

ACT shares OSRHE's belief that assisting students to plan and prepare early for their after-high school education and career objectives increases the likelihood that students will both enroll and perform successfully in the postsecondary education studies that they pursue.

To accomplish OSRHE's vision of maximizing the number of Oklahoma students prepared to succeed in their after-high-school pursuits, OSRHE seeks to implement, in collaboration with ACT, the PreACT™ assessment, solely available through ACT.

TERMS AND CONDITIONS

OSRHE is placing an order for certain PreACT™ Assessments and Services. The following Terms and Conditions, along with the Order Information, Delivery Requirements, the ACT Privacy Policy, and the Exhibits attached hereto and incorporated herein, are terms of a legal agreement (collectively, the "Agreement") between the OSRHE and ACT. The following Exhibits are expressly part of this Agreement:

- Exhibit 1 – General Provisions, Compliance with Laws
- Exhibit 2 - PreACT™ 2022-2023 Description of Services
- Exhibit 3 - PreACT™ 2022-2023 Fee Schedule

Subject to the terms and conditions of this Agreement, ACT agrees to provide OSRHE with the PreACT Assessments and Services.

1. Definitions.

- i. "ACT Materials" means the Assessments, including, without limitation, written or electronic, all testing materials, documentation, manuals, and any other related materials, the Website, including all data and materials available through the Website, as well as any updates or modifications and all intellectual property rights in the ACT Materials.
- ii. "Assessments" means any PreACT booklets, answer documents, and score reports.
- iii. "Authorized Purpose" means administering and interpreting the results of the Assessments for educational purposes.
- iv. "Customer" means the Oklahoma State Regents for Higher Education.
- v. "Delivery Requirements" means the requirements for the delivery of the Assessments including, but not limited to, timelines for administration of the Assessments, as

detailed on the Website.

- vi. "Order Information" means the information provided or selected by Customer when ordering.
- vii. "Participating Locations" means the schools identified by Customer as being eligible to test examinees.
- viii. "Privacy Policy" means ACT's Privacy Policy, as may be amended from time to time at ACT's sole discretion.
- ix. "Services" means ACT's scoring and reporting services for the Assessments.

2. Grant and Scope of License. Subject to the terms and conditions of this Agreement, ACT grants to the Customer and its Participating Locations a limited, non-exclusive, non-transferable right during the term of this Agreement to (a) administer the Assessments for the Products and Services as specified in the Agreement, and (b) use the ACT Materials in connection with the Products and Services as specified in the Agreement.

3. Term. The term of this Agreement will be from July 1, 2022 and shall remain in effect until June 30, 2023, subject to earlier termination as set forth in this Agreement ("Term").

4. Compensation and Payment. During the term of the Agreement, ACT will provide the goods and services identified in Exhibit 2 – 2022-2023 PreACT Description of Services, at the unit prices in each period stated in Exhibit 3 – Fee Schedule.

On or about March 31, 2023, ACT will provide OSRHE with an invoice for the Total Amount. OSRHE shall pay invoices within 45 calendar days from the receipt of such invoices. The "Total Amount" shall mean the total cost of all goods and services provided to OSRHE and shall not exceed \$500,000.

5. Ownership of Materials. ACT owns or has license rights in the Assessments and Services and ACT Material. Unless otherwise expressly stated in this Agreement, Customer shall not, and shall not allow any third party to, copy, duplicate, modify, enhance, reverse engineer, make any addition to, or use the ACT Materials, in whole or in part, in any other works without the prior written approval of an authorized representative of ACT. The ACT Materials are licensed and not sold. Customer shall not sell, otherwise transfer, or disclose the content of the ACT Materials, in whole or in part, to any other person or entity provided, however, that Customer may provide the Assessments for use solely in connection with the Products and Services as specified in the Agreement.

6. Data. The parties acknowledge and agree that ACT may use and disclose the data collected from the administration of the Assessments, as set forth in ACT's Privacy Policy, available at www.act.org/privacy, as amended from time to time. Contracts involving ACT's proprietary programs are subject to ACT's standard data policies and procedures. In this regard, all data bearing personal identification or personal characteristics indicating individual identity collected by ACT shall be retained by ACT as part of the national data-set in a fashion that ensures confidentiality.

7. Confidentiality. Customer agrees that neither it nor its employees shall at any time during or following the Term of this Agreement, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for Customer to use the ACT Materials in connection with the Products and Services as specified in the Agreement. Customer shall protect the ACT Materials in accordance with ACT's policies and procedures. Customer shall not store and must securely destroy any unused Assessments and other ACT Materials in accordance with the Manual. Additionally, Customer shall return any ACT Materials as required by the Manual. Customer shall

immediately notify ACT in writing in the event of any unauthorized use or disclosure of the ACT Materials and assist in remedying such unauthorized use or disclosure, as requested by ACT (which shall not limit other remedies of ACT as provided in this Agreement or by applicable law). In the event of a breach or threatened breach of this section, ACT, in addition to and not in limitation of any of the rights, remedies or damages available to it at law or in equity, shall be entitled to a temporary or permanent injunction to prevent or restrain any such breach by the Customer.

8. Oklahoma Open Records Act. Customer is a governmental entity of the State of Oklahoma, by virtue of which it is subject to the Oklahoma Open Records Act ("ORA"), codified at 51 O.S., § 24.A.1, et seq. The parties agree that any provision of this Agreement that conflicts with the ORA is ineffective. Customer does undertake to protect proprietary information provided by ACT to the full extent permitted by the ORA.

9. Testing Procedures. Customer agrees to administer the Assessments in accordance with all policies and procedures provided by ACT. Customer shall store the ACT Materials at secure location(s) approved by ACT. Customer agrees that applicable ACT Materials will be returned to ACT, in accordance with the PreACT Administration Manual ("Manual") provided to Customer by ACT. Customer may securely retain certain ACT Materials specifically referenced in the Manual and shall securely destroy the ACT Materials as required by the Manual. Customer agrees to fully cooperate with ACT, and cause those individuals involved in the administration of or preparation for the Assessments ("Administration Staff") to fully cooperate with ACT in the event of a test security incident or use of the ACT Materials which conflicts with the requirements of the Manual. Customer acknowledges that failure to maintain the confidentiality of the Assessments will result in damages to ACT and may require ACT to develop a replacement form. Accordingly, if through the fault of Customer or Administration Staff, the security of an Assessment is compromised, Customer agrees to pay ACT the costs of developing a new form in addition to any other remedies under the law. ACT may, in its sole and absolute discretion, cancel scores in cases of testing irregularities, which may include without limitation, use of a compromised test form, falsification by an examinee of his/her identity, impersonation of another examinee (surrogate testing), unusual similarities in the answers of examinees at the same test center, or other indicators that the test scores may not accurately reflect the examinee's level of educational development.

10. Limitation on Damages. ACT'S LIABILITY FOR DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT CUSTOMER HAS PAID ACT FOR THE ASSESSMENTS AND SERVICES UNDER THIS CONTRACT. IN NO EVENT SHALL ACT BE LIABLE TO CUSTOMER FOR SPECIAL, INDIRECT, INCIDENTAL, PUNITIVE, EXEMPLARY, OR CONSEQUENTIAL DAMAGES.

11. Warranty and Limitations. THE ASSESSMENTS AND SERVICES ARE PROVIDED "AS IS" AND ACT EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS, WARRANTIES AND CONDITIONS OF ANY KIND OR NATURE, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY REPRESENTATION OR WARRANTY RELATING TO UNIQUENESS, MERCHANTABILITY, OR FITNESS FOR PURPOSE, AND THOSE ARISING BY STATUTE OR OTHERWISE IN LAW OR FROM A COURSE OF DEALING OR USE OF TRADE. CUSTOMER SHALL HAVE THE SOLE RESPONSIBILITY FOR ASSURING THAT ITS USE OF THE WEBSITE, ASSESSMENTS, OR SERVICES COMPLIES WITH ALL FEDERAL, STATE, AND LOCAL LAWS AND REGULATIONS, AND ALL OTHER CONTRACTS TO WHICH IT IS A PARTY.

BOTH PARTIES WARRANT THAT, TO THE BEST OF THEIR KNOWLEDGE, THEY ARE NOT IN VIOLATION OF ANY FEDERAL, STATE, LOCAL, OR FOREIGN LAW, ORDINANCE OR

REGULATION OR ANY OTHER REQUIREMENT OF ANY COURT, GOVERNMENTAL AGENCY OR AUTHORITY OR ARBITRATION TRIBUNAL, WHICH VIOLATION COULD PRECLUDE PERFORMANCE OF OBLIGATIONS UNDER THIS AGREEMENT.

12. Termination. This Agreement may be terminated with or without cause at any time by either party giving thirty (30) calendar days written notice. Customer shall pay ACT for all ACT Materials delivered and/or Services rendered through the date of termination. Upon the expiration or termination of this Agreement, the obligations which by their nature are intended to survive shall survive, without limitation.

13. Relationship of the Parties. The parties to this Agreement are independent contractors. Nothing in this Agreement is intended to or shall be construed to constitute or establish an agency, employer/employee, partnership, franchise, or fiduciary relationship between the parties; and neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

14. Force Majeure. Neither party shall be responsible for any resulting loss if the fulfillment of any of the terms of this Agreement for any delay or failure to perform, which delay or failure is due to causes or circumstances beyond its control, including, without limitation, national emergencies, fire, flood, inclement weather, epidemics, or catastrophe, acts of God, governmental authorities, or parties not under the control of ACT, insurrection, war, riots, or failure of transportation, communication, or power supply.

15. Assignment; Subcontracts. Neither party may assign nor transfer its obligations or interest in this Agreement without the express written agreement of the other party. Subject to the above restrictions on assignment and transfer, this Agreement shall be binding upon the successors and assigns of the parties hereto. No permitted assignment shall relieve Customer of its obligations prior to the assignment. Any assignment in violation of this Section shall be void. This Agreement shall be binding upon Customer's permitted successors and assigns. ACT may subcontract all or part of its obligations under this Agreement provided that ACT shall remain responsible for any such subcontractor's performance.

16. Entire Agreement; Modifications & Waivers; Severability. The Agreement consists of these Terms and Conditions, the Order Information, Delivery Requirements, the ACT Privacy Policy, and all Exhibits, which, taken together, constitute the entire Agreement between the parties with respect to the Assessments and Services ordered by the Customer and supersedes all other prior agreements and understandings, both written and oral, regarding the Assessments and Services. The terms and conditions contained in this Agreement are the only conditions applying to the delivery of the Assessments and Services. ACT expressly objects to and rejects any different or additional terms included in Customer's request for proposal, quotation, purchase order, acknowledgment form, or other documents that purport to bind the parties.

Modifications in the scope of goods and services and prices may be suggested by either party at any time. Such modifications shall be negotiated, mutually agreed upon and set forth in a written amendment to this Agreement by Customer and ACT. No waiver, consent, modification, or amendment to this Agreement shall be binding unless in writing and signed by both parties. Should any provision of this Agreement be held by a court to be unenforceable, such provision shall be modified by the court and interpreted so as to best accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this Agreement shall remain in full force and effect.

17. Notices. Notices under this Agreement shall be duly made when in writing and will be deemed given to the other party upon delivery to the address set forth below if delivered personally (including by courier) or mailed by registered or certified mail, postage prepaid, or upon confirmation if transmitted by telex, telecopy, or other means of facsimile:

If to ACT:

Curt D. Yedlik
Chief Financial Officer
ACT, Inc.
500 ACT Drive
P.O. Box 168
Iowa City, Iowa 52243-0168

If to OSRHE:

Ms. Annette Long
Director, Student Preparation for College Readiness
Oklahoma State Regents for Higher Education
655 Research Parkway - Suite 200
Oklahoma City, Oklahoma 73104
Mailing Address: P.O. Box 108850 Oklahoma City, OK 73101-8850

18. Representatives. The administration and technical direction of this Agreement will be conducted for the parties by the following designated individuals:

For OSRHE:

Ms. Annette Long
Director, Student Preparation for College Readiness
Oklahoma State Regents for Higher Education 655 Research Parkway - Suite 200
Oklahoma City, OK 73104
Mailing Address: P.O. Box 108850 Oklahoma City, OK 73101-8850

For ACT:

Patricia Ferrel
Lead Program Manager
ACT, Inc.
500 ACT Dr. P.O. Box 168
Iowa City, Iowa 52243-0168

Each party reserves and retains the right, within its sole discretion, to substitute its designated representative. Each party will promptly notify the other in writing of any change in its representatives.

19. Governing Law. This Agreement shall be governed by the laws of the State of Oklahoma.

20. Headings. This section and other headings contained in this Agreement are for reference purposes only and shall not affect the interpretation or meaning of this Agreement.

21. Authorization. Each party represents and warrants (a) that it has the requisite authority to enter into this Agreement; and (b) that the individual(s) entering into this Agreement is (are) authorized to do so. Customer represents and warrants that it owns or controls each identified Participating Location such that it binds each such Participating Location to this Agreement.

The parties hereto represent that the execution and delivery of this Agreement has been duly authorized by all necessary corporate or other action and any other consent or approval for this Agreement to become binding and effective has been obtained.

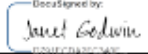
ACT, Inc.

DocuSigned by:


Curt D. Yedlik
Chief Financial Officer
Date: 2/24/2022

Oklahoma State Regents for Higher Education

By: _____
Name: _____
Title: _____
Date: _____

DocuSigned by:


Janet E. Godwin
Chief Executive Officer
Date: 2/25/2022

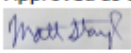
Approved as to Form:


Exhibit 1
General Provisions
Compliance with Laws

1. **Anti-Discrimination.** In connection with the work to be performed hereunder, both parties will adhere to the principle of being an equal opportunity employer. In doing so, the parties agree to comply with all applicable federal, state and local laws regarding employee rights, including any laws prohibiting discrimination.

2. **Liability.** The parties recognize that the activities contemplated by this Agreement could give rise to third party claims against either or both of them. Both parties agree that each will defend at its own expense all third-party claims brought against it, even though such claims may be frivolous or groundless. Both parties also agree that each will be liable, to the extent permitted by Oklahoma law, for third party damages caused by its own infringement, negligence or breach. The parties agree that they will not be liable to each other for any special or consequential damages, arising either directly or indirectly from activities contemplated by this Agreement; nor will either party be liable to the other for liquidated, punitive, or exemplary damages. ACT's liability for damages arising out of or in connection with this Agreement shall not exceed the amount OSRHE has paid ACT during the then current Term.

To the extent any limitation of liability contained herein is construed by a court of competent jurisdiction to be a limitation of liability in violation of Oklahoma law, such limitation of liability shall be void.

3. **Waiver.** Any waiver of a breach of any provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach.

4. **Waiver of Obligations.** At any time, either party may, by written instrument, (i) extend the time for the performance of any of the obligations or other acts of the other party hereto or (ii) except as prohibited by law, waive compliance with any of the agreements or conditions contained herein intended to benefit such party. An extension of time or waiver of any provision of this Agreement is not a waiver of future compliance.

5. **Arbitration.** Subject to the rules of the American Arbitration Association as well as the Federal Rules of Civil Procedure, in the event there arises any dispute as to the interpretation of the provisions of this Agreement, both parties mutually agree to submit the dispute to arbitration, to the extent permitted by the Oklahoma Attorney General, at a mutually agreeable location in Oklahoma before an impartial arbitrator, in accordance with the commercial rules of the American Arbitration Association. Arbitration shall be followed by a written opinion of the arbitrator giving the reasons for the award. The impartial arbitrator shall be selected by joint agreement, but if the parties do not so agree within seven (7) business days of the request for arbitration made by either party, the selection shall be made by the American Arbitration Association. All arbitration costs and expenses, other than attorney fees, shall be shared equally by the parties regardless of the outcome.

Exhibit 2
PreACT®
Oklahoma State Regents of Higher Education
Description of Services
2022-23 School Year

This Description of Services is incorporated into the Agreement for the purchase of PreACT ("Agreement") having an Effective Date of July 1, 2022, by and between ACT, Inc. ("ACT") and Oklahoma State Regents of Higher Education ("Customer"). This Description of Services shall be incorporated into and governed by the terms of the Agreement.

- I. **Background.** ACT, Inc. will support the Customer in administering PreACT assessments to its 10th grade students. Under this Agreement, "PreACT" is used to refer to paper-based assessments that include English, mathematics, reading and science assessments, as well as an Interest Inventory. This Description of Services encompasses a Customer-sponsored PreACT assessment administration and delivery of PreACT data and reports (the "Program").
- II. **Services.** The following Assessments and Services will be provided by ACT to Customer:
 1. Program Oversight. ACT will name a designated staff person to serve as the primary operational contact for Customer. The primary ACT operational contact will coordinate all aspects of program delivery with Customer.
 2. Program Planning Documentation. ACT will provide Customer with a project schedule and other program management documentation, including implementation and timeline details.
 3. Ordering Platform. ACT will provide an online platform for Customer's Designated Test Sites to order paper test materials and indicate their Designated Personnel contact information.
 4. Test Administration Available Dates. Customer may select from a menu of PreACT test administration dates for each school year. The selected test administration dates will be documented in the project schedule.
 5. Test Materials. ACT will ship PreACT paper test materials to the contact and shipping address provided by the Customer in the ordering platform.
 6. Pre-paid Return Shipping Labels. ACT will provide each Designated Test Site with pre-paid return shipping labels for the return of test materials to ACT.
 7. Accommodations. ACT will provide examinees with disabilities and English learners (EL) with available accessibility supports and accommodations, based on decisions by the local educational authorities. Designated Personnel may order accommodated materials through the online ordering platform. The available accessibility supports are listed on ACT's website.
 8. Training. ACT will provide standard online training and/or instructional materials to Designated Personnel.
 9. Communications. ACT will communicate upcoming activities and deadlines related to the assessments directly to Designated Personnel.
 10. Customer Service. ACT will provide toll-free number and email contact information for use in preparation and administration of PreACT, Monday through Friday, from 8:30 a.m. to 5:00 p.m. CST (except ACT holidays).

11. Score Reports. ACT will furnish the following PreACT score reports as part of the Services:
 - a. School Deliverables. ACT will provide the following paper and online reports approximately within 10 business days after ACT receives answer documents that do not require additional investigation.
 - Student Score Reports
 - Student Score Labels
 - Roster Reports (online only)
 - Summary reports (online only)
 - Data File (online only)
 - b. District Deliverables. ACT will provide the following online reports to the District Test Coordinator by the date memorialized in the project schedule.
 - Roster Reports
 - Summary Reports
 - Data File
 - c. Customer Deliverables. ACT will provide the following online reports to the Customer after ACT receives all answer documents from the participating schools. The dates are determined based on the test window chosen by the customer and shall be memorialized in the project schedule.
 - Roster Reports
 - Summary Reports
 - Data File

III. Custom Services. ACT will provide the following Custom Services:

1. Training Webinars. ACT will offer up to two webinars for Oklahoma-only schools/districts about ordering and reporting at no additional cost.
2. Shipment Summary. ACT will provide a list of schools/districts that have ordered test materials on a weekly basis during the testing window at no additional cost.
3. Customer Reports Deliverables. ACT will post electronically the following reports to the Customer after ACT receives all answer documents from the participating schools at no additional cost. The Dates are determined based on the test window chosen by Customer and shall be memorialized in the project schedule.
 - Educator Summary Reports
 - Item-Response Summary
 - Student Data File

IV. Customer Actions and Required Information. Customer shall provide the following information, data, or deliverables ("Customer Required Information") to ACT by the indicated due date. ACT's ability to provide the Assessments and Services is dependent upon timely receipt of the Customer Required Information, data, or deliverables. Customer's failure to meet the due date may result in ACT's inability to provide the Assessments and Services.

1. Selection of Test Administration Dates. By a mutually agreed upon date, Customer must provide ACT with its selected PreACT test administration dates from the menu of dates ACT offers, as identified in the project schedule.

2. Participating Testing Sites. Customer will provide a file to ACT containing eligible participating sites in the ACT-designated file format by the date identified in the project schedule.
3. Materials Orders. Customer will ensure Designated Test Sites order test materials prior to their intended test date within the ACT- approved test window, as identified in the project schedule.

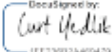
V. Fees and Invoicing.

1. Fee Calculation. ACT will charge Customer the Unit Price per examinee indicated on the in the Fee Schedule included as Exhibit 3 for the total number of answer documents processed for the applicable Assessment at the applicable Unit Price.
2. Invoicing and Payment. ACT will submit an invoice to Customer at the conclusion of testing for all tests administered during the selected test window. Invoicing is determined by the number of answer documents processed for PreACT. If an examinee starts any one of the sub-tests, the entire battery is charged.

By signing below or by the use of electronic signature(s), the parties' authorized representatives hereby indicate their authority to execute, and acceptance of the terms and conditions of this Description of Services, incorporated into the Agreement.

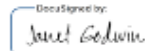
ACT, Inc.

Oklahoma State Regents for Higher Education

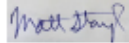
DocuSigned by:


Curt D. Yedlik
Chief Financial Officer
Date: 2/24/2022

By: _____
Name: _____
Title: _____
Date: _____

DocuSigned by:


Janet E. Godwin
Chief Executive Officer
Date: 2/25/2022

Approved as to Form:


**Exhibit 3
Fee Schedule
Oklahoma State Regents for Higher Education
PreACT™
2022-2023 School Year**

The Per Unit Price will be billed as outlined in Exhibit 2 - 2022-2023 PreACT Description of Services.

Description	Grade	Per Unit Price (per processed assessment)
PreACT™	10 th Grade	\$13.50
Custom Services	N/A	No Charge

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #13:

State Authorization.

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

RECOMMENDATION:

It is recommended that the State Regents re-authorize 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. Enacted as 70 O.S. § 4103 and effective November 1, 2016, the legislation requires private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma to be:

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

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

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

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

POLICY ISSUES:

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

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

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

ANALYSIS:

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. At their March 24, 2022 meeting, the State Regents approved Embry Riddle Aeronautical University's and Southeastern University's requests for authorization for the 2022-2023 academic year.

Since March 24, 2022, applications from the following additional institutions have been received:

- Aquinas Institute of Theology
- Central Oklahoma College
- Columbia College
- Park University
- Saint Paul School of Theology
- Southwestern Assemblies of God University
- Spartan College of Aeronautics and Technology
- Strayer University
- Tulsa Welding School
- Webster University
- Wichita State 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 that applicant institutions 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.

Aquinas Institute of Theology

Institutional Information

Home Location	St. Louis, MO
Institution Type	Private Non-Profit
Accreditation	The Association of Theological Schools
Federal Financial Responsibility Composite Score*	2.9
Heightened Cash Monitoring**	No
Oklahoma Location(s)	Catholic Pastoral Center, Oklahoma City
Location Type(s)	Pastoral center for the archdiocese of OKC
Activities Conducted	<ul style="list-style-type: none"> • Synchronous instruction at a physical location • Office space for instructional or non-instruction staff

Program and Enrollment, Credentials, and Federal Financial Aid Summary

Program Level	Number of Programs Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Master’s Degree Programs	1	0	0	0
Totals	1	0	0	0

Central Oklahoma College

Institutional Information

Home Location	Oklahoma City, OK
Parent Company	Central State Beauty Academy, Inc.
Parent Company Location	Oklahoma City, OK
Institution Type	Private For Profit
Accreditation	Accrediting Commission of Career Schools and Colleges
Federal Financial Responsibility Composite Score*	3.0
Heightened Cash Monitoring**	No
Oklahoma Location(s)	Oklahoma City

Location Type(s)	Property leased or owned by the institution
Activities Conducted	<ul style="list-style-type: none"> • Synchronous instruction at a physical location • Administrative office • Office space for instructional or non-instruction staff • Maintains an institutional mailing address, post office box, street address, or phone number in Oklahoma • Supervised field experience

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 Certificate Programs	7	676	260	601
Associate's Degree Programs	2	73	24	70
Totals	9	749	284	671

Columbia College (CC)

Institutional Information

Home Location	Columbia, Missouri
Institution Type	Private Non-Profit
Accreditation	Higher Learning Commission
Federal Financial Responsibility Composite Score*	3.0
Heightened Cash Monitoring**	No
Oklahoma Location(s)	Fort Sill
Location Type(s)	Military Base
Activities Conducted	<ul style="list-style-type: none"> • Synchronous instruction at a physical location • Administrative office • Office space for instructional or non-instruction staff • An institutional mailing address, post office box, street address, or phone number in Oklahoma

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	3	3	3
Total	3	3	3

Degree Programs Offered

	Number of Programs Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid

Associate's Degree Programs	9	48	3	15
Bachelor's Degree Programs	42	68	6	51
Totals	51	116	9	66

Total Students

Program Level	Students
Non-Degree Seeking	3
Degree Seeking	51
Total	54

Park University

Institutional Information

Home Location	Parkville, Missouri
Institution Type	Private Non-Profit
Accreditation	Higher Learning Commission
Federal Financial Responsibility Composite Score*	3.0
Heightened Cash Monitoring**	No
Oklahoma Location(s)	Tinker Air Force Base
Location Types	
Activities Conducted	<ul style="list-style-type: none"> • Synchronous instruction at a physical location • Asynchronous instruction at a physical location • Administrative office • Office space for instructional or non-instruction staff • Maintains an institutional mailing address, post office box, street address, or phone number in Oklahoma

Program and Enrollment, Credentials, and Federal Financial Aid Summary

Program Level	Number of Programs Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Associate's Degree Programs	2	4	2	4
Bachelor's Degree Programs	15	53	7	18
Totals	17	57	9	22

Saint Paul School of Theology

Institutional Information

Home Location	Leewood, KS
Institution Type	Private Non-Profit
Accreditation	Higher Learning Commission
Federal Financial Responsibility Composite Score*	3
Heightened Cash Monitoring**	HCM 1

Oklahoma Location(s)	Oklahoma City
Location Type(s)	Bishop W. Angie Smith Chapel at OCU
Activities Conducted	<ul style="list-style-type: none"> • Synchronous instruction at a physical location • Asynchronous instruction at a physical location • Administrative office • Office space for instructional or non-instruction staff

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	20	0	0
Total	20	0	0

Degree Programs Offered

	Number of Programs Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Certificate Programs	1	0	0	0
Totals	1	0	0	0

Southwestern Assemblies of God University

Institutional Information

Home Location	Waxahachie, TX
Institution Type	Private Non-Profit
Accreditation	Southern Association of Colleges and Schools
Federal Financial Responsibility Composite Score*	2.3
Heightened Cash Monitoring**	No
Oklahoma Location(s)	Broken Arrow, SAGU at Rhema (Rhema Bible Church/College)
Location Type(s)	church
Activities Conducted	<ul style="list-style-type: none"> • Synchronous instruction at a physical location • Short course or seminar of greater than 20 contact hours • Office space for instructional or non-instruction staff • Maintains an institutional mailing address, post office box, street address, or phone number in Oklahoma

Program and Enrollment, Credentials, and Federal Financial Aid Summary

	Number of	Students Enrolled	Credentials Granted	Students Receiving
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	Programs Offered			Federal Financial Aid
Associate's Programs	7	4	0	4
Bachelor's Programs	5	5	0	5
Totals	12	9	0	9

Spartan College of Aeronautics and Technology

Institutional Information

Home Location	Tulsa, Oklahoma
Parent Company	Spartan Education, LLC
Parent Company Location	Chicago, Illinois
Institution Type	Private For Profit
Accreditation	Accrediting Commission for Career Schools and Colleges
Federal Financial Responsibility Composite Score*	0.5
Heightened Cash Monitoring**	HCM 1
Oklahoma Location(s)	Tulsa, Oklahoma
Location Types	Property owned by institution
Activities Conducted	<ul style="list-style-type: none"> • Synchronous instruction at a physical location • Administrative office • Office space for instructional or non-instruction staff • Maintains an institutional mailing address, post office box, street address, or phone number in Oklahoma

Program and Enrollment, Credentials, and Federal Financial Aid Summary

Program Level	Number of Programs Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Non-Degree Diploma/Certificate Programs	3	137	3	134
Associate's Degree Programs	4	534	4	534
Bachelor's Degree Programs	1	11	1	10
Totals	8	682	8	678

Strayer University

Institutional Information

Home Location	Washington, D.C.
Parent Company	Strategic Education, Inc.
Parent Company Location	Herndon, VA
Institution Type	Private For Profit

Accreditation	Middle States Commission on Higher Education
Federal Financial Responsibility Composite Score*	2.1
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"> • Instruction at a physical location • Administrative office • Office space for instructional or non-instruction staff • Maintains an institutional mailing address, post office box, street address, or phone number in Oklahoma • Student support services

Program and Enrollment, Credentials, and Federal Financial Aid Summary

Program Level	Number of Programs Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Diploma Programs	9	2	2	0
Certificate Programs	11	0	0	0
Associate Programs	6	4	0	2
Bachelor's Programs	5	153	0	73
Master's Programs	10	2	0	1
Doctoral Programs	0	0	0	0
Totals	41	161	2	76

Tulsa Welding School

Institutional Information

Home Location	Tulsa, OK
Parent Company	StrataTech Holdings, Inc.
Parent Company Location	Phoenix, AZ
Institution Type	Private For Profit
Accreditation	Accrediting Commission for Career Schools and Colleges
Federal Financial Responsibility Composite Score*	0.2
Heightened Cash Monitoring**	HCM 1
Oklahoma Location(s)	Tulsa
Location Type(s)	Property leased by institution
Activities Conducted	<ul style="list-style-type: none"> • Synchronous instruction at a physical location • Administrative office • Office space for instructional or non-instruction staff • Maintains an institutional mailing address, post office box, street address, or phone number in Oklahoma

Program and Enrollment, Credentials, and Federal Financial Aid Summary

Program Level	Number of Programs Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Diploma Programs	2	1,656	867	1,512
Associate Programs	1	86	45	72
Totals	3	1,742	912	1,584

A number of students enroll in multiple programs simultaneously, so the total number of enrollments will be larger than the total number of students. Although the numbers for enrollments and receipt of federal financial aid are 1,742 and 1,584 respectively, the total number of students is 1,362.

Webster University (WU)

Institutional Information

Home Location	Webster Groves, Missouri
Institution Type	Private Non-Profit
Accreditation	Higher Learning Commission
Federal Financial Responsibility Composite Score*	2.3
Heightened Cash Monitoring**	No
Oklahoma Location(s)	Tinker Air Force Base Fort Sill
Location Types	Military Base
Activities Conducted	Tinker Air Force Base <ul style="list-style-type: none"> • Synchronous instruction at a physical location • Asynchronous instruction at a physical location • Administrative office • Office space for instructional or non-instruction staff • An institutional mailing address, post office box, street address, or phone number in Oklahoma Fort Sill <ul style="list-style-type: none"> • Asynchronous instruction at a physical location • Administrative office • Office space for instructional or non-instruction staff • An institutional mailing address, post office box, street address, or phone number in Oklahoma

Program and Enrollment, Credentials, and Federal Financial Aid Summary

Program Level	Number of Programs Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Master's Degree Programs	4	59	0	4
Totals	4	59	0	4

Wichita State University

Institutional Information

Home Location	Wichita, KS
Institution Type	Public
Accreditation	Higher Learning Commission
Federal Financial Responsibility Composite Score*	n/a
Heightened Cash Monitoring**	n/a
Oklahoma Location(s)	Oklahoma City, Chickasha, Midwest City
Location Type(s)	Career Tech Centers
Activities Conducted	<ul style="list-style-type: none"> • Synchronous instruction at a physical location

Program and Enrollment, Credentials, and Federal Financial Aid Summary

Wichita State University offers concurrent enrollment courses to non-degree seeking students at Oklahoma Career Tech Centers

Non-Degree Seeking Students

Program Level	Number of Courses Offered	Students Enrolled	Students that Completed the Course
Non-Degree Seeking	3	77	76
Total	3	77	76

Supplement available upon request.

- * 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #14:

Oklahoma College Savings Plan.

SUBJECT: Oklahoma College Savings Plan update for 2021.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Oklahoma College Savings Plan 2021 Update.

BACKGROUND:

The Oklahoma College Savings Plan (OCSP) began operation in April 2000. The Board of Trustees that oversees the OCSP is chaired by the State Treasurer. The Chancellor for Higher Education, an ex officio member of the board, currently serves as vice-chair. The State Regents' office also provides staffing support for the OCSP board.

The OCSP is Oklahoma's "529" plan, a designation based on the IRS code section, which authorizes state "qualified tuition programs." As a "529" plan, earnings on investments in the program are exempt from both federal and state income taxes if used for qualified higher education expenses. The 2017 federal Tax Cuts and Jobs Act authorized withdrawals of up to \$10,000 per year to be used for eligible K-12 tuition expenses beginning January 1, 2018. The 2019 Setting Every Community Up for Retirement (SECURE) Act further authorized withdrawals for apprenticeship expenses and up to \$10,000 per beneficiary for student loan repayments. In addition, Oklahoma provides an annual state income deduction on contributions of up to \$10,000 per taxpayer or \$20,000 for joint-filers.

POLICY ISSUES:

The OCSP is designed to encourage Oklahoma families to save for higher education expenses. An OCSP account can be opened with as little as \$25 with subsequent contributions as small as \$25 or \$15 per pay period. By encouraging savings, students are more likely to have the financial resources to afford college expenses without resorting to excessive student loan debt.

ANALYSIS:

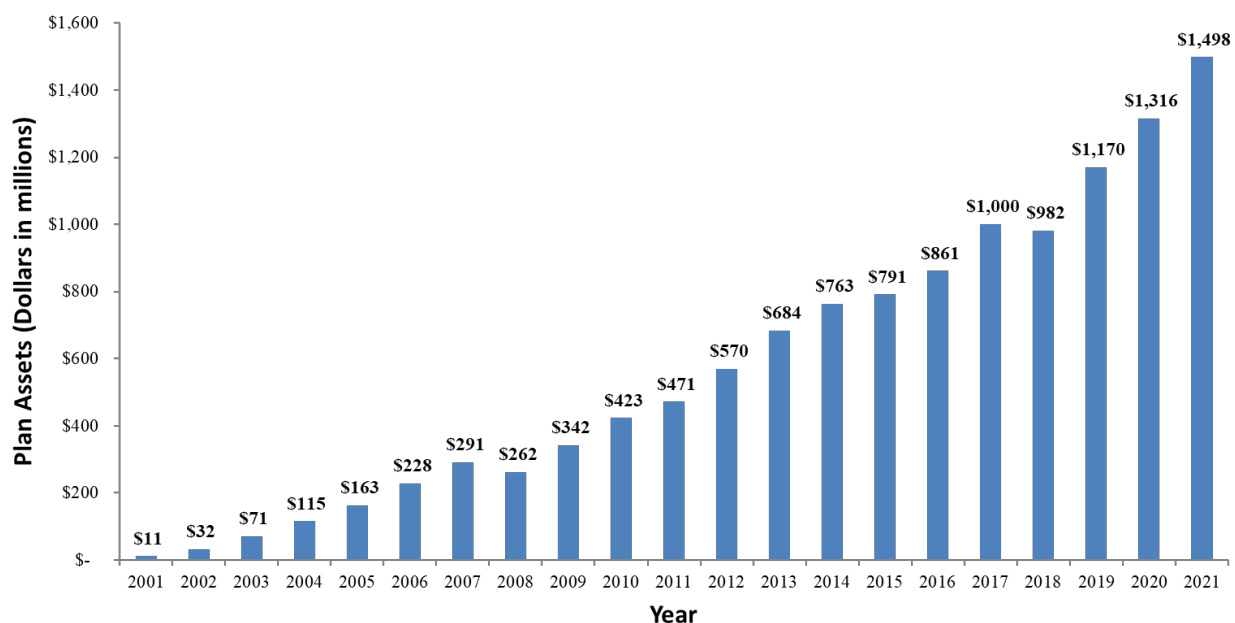
A new contract for program management of the plan began in 2020. After a competitive Request for Proposal (RFP) process, the Board of Trustees awarded a new five-year program management contract to TIAA-CREF Tuition Financing Inc. to continue administering the direct-sold program and a contract to Fidelity Investments to administer the advisor-sold program. The new contracts lowered expenses for participating Oklahoma families and improved investment options.

Account and Asset Growth: The following table shows the program's growth over the past twenty-one years. Following a slight decline in assets in 2018, the program experienced a 19 percent increase in 2019, a 12 percent increase in 2020, and a 14 percent increase in 2021. As of 12/31/21, total assets were nearly \$1.5 billion.

OCSF History of Account and Asset Growth					
	Number of Investment Option Accounts	Annual % Change	Unduplicated Total Accounts	Total Assets	Annual % Change
As of 12/31/01	3,830	160%		\$10,729,693	251%
As of 12/31/02	12,017	213%		\$32,262,626	201%
As of 12/31/03	18,647	55%		\$70,823,971	120%
As of 12/31/04	24,390	31%		\$115,325,223	63%
As of 12/31/05	28,741	18%		\$163,146,757	41%
As of 12/31/06	32,735	14%		\$228,073,626	40%
As of 12/31/07	38,123	16%		\$290,897,749	28%
As of 12/31/08	41,744	9%		\$262,026,337	-10%
As of 12/31/09	44,466	7%		\$342,305,879	31%
As of 12/31/10	47,326	6%		\$422,735,335	23%
As of 12/31/11	51,088	8%		\$470,891,493	11%
As of 12/31/12	54,915	7%	*45,170	\$570,296,748	21%
As of 12/31/13	58,869	7%	*48,453	\$684,331,826	20%
As of 12/31/14	62,974	7%	*51,830	\$762,694,816	11%
As of 12/31/15	66,549	6%	*54,637	\$791,295,519	4%
As of 12/31/16	70,741	6%	*56,948	\$861,154,764	9%
As of 12/31/17	75,377	7%	*59,688	\$1,000,310,064	16%
As of 12/31/18	80,772	7%	*64,911	\$982,341,603	-2%
As of 12/31/19	85,397	6%	*67,898	\$1,170,364,579	19%
As of 12/31/20	85,449	<1%	*70,760	\$1,316,245,335	12%
As of 12/31/21	92,905	9%	*75,619	\$1,498,129,897	14%

*Beginning with 2012, the program administrator began providing the number of total unduplicated accounts irrespective of the number of investment options within each account.

The program's total asset values increased significantly in 2021 from \$1.3 billion to approximately \$1.5 billion, an increase of \$182 million or 14 percent.



Allocation of Investments: Most account owners choose an enrollment year investment option that automatically adjusts the types of investments for the account as the student gets closer to college enrollment. The following table shows the distribution of accounts and assets among the investment options as of December 31, 2021.

Portfolio	Number of Investment Option Accounts	% of Total	Total Assets	% of Total
Enrollment Year Options	46,583	50.14%	\$747,619,456	49.90%
Global Equity Index Option	7,452	8.02%	\$153,486,894	10.25%
Guaranteed Option	7,953	8.56%	\$85,432,187	5.70%
Balanced Option	5,030	5.41%	\$64,047,302	4.28%
Diversified Equity Option	4,958	5.34%	\$63,154,942	4.22%
Fixed Income Option	1,870	2.01%	\$15,202,657	1.01%
U.S. Equity Index Option	7,314	7.87%	\$129,973,626	8.68%
Subtotal Direct-Sold Accounts	81,160	87.36%	\$1,258,917,064	84.03%
Advisor-Sold Accounts	11,745	12.64%	\$239,212,833	15.97%
Total - All Accounts	92,905	100.00%	\$1,498,129,897	100.00%

Qualified Withdrawals for College Expenses: Since 2001, Oklahoma families have withdrawn nearly \$790 million to pay for college expenses. In 2021, total withdrawals exceeded \$100 million for the first time.

OCSP History of Qualified Withdrawals for College Expenses

Year	Qualified Withdrawals	Unique Beneficiaries Per Year
FY2001	\$ (17,461)	3
FY2002	\$ (267,664)	92
FY2003	\$ (1,618,848)	417
FY2004	\$ (3,136,835)	854
FY2005	\$ (6,562,560)	1,418
FY2006	\$ (11,534,223)	2,103
FY2007	\$ (16,737,652)	2,607
FY2008	\$ (20,513,720)	3,047
FY2009	\$ (23,619,575)	3,454
FY2010	\$ (27,863,243)	3,943
FY2011	\$ (31,799,282)	4,239
FY2012	\$ (35,672,585)	4,603
FY2013	\$ (41,578,157)	5,018
FY2014	\$ (46,393,229)	5,431
FY2015	\$ (52,262,552)	5,901
FY2016	\$ (57,121,259)	6,408
FY2017	\$ (62,679,670)	6,806
FY2018	\$ (77,433,407)	9,480
FY2019	\$ (85,608,114)	9,077
FY2020	\$ (85,898,998)	9,164
FY2021	\$ (100,939,495)	9,816
Total	\$ (789,258,529)	*34,914

*Total number of unique beneficiaries for all years.

2021 Investment Performance:

Direct-Sold Program –The direct-sold program has enrollment year options, three equity options, a balanced option, a fixed income option, and a guaranteed option. Investment returns for the enrollment year options in the direct-sold program for 2021 were strong, ranging from +4.4 percent to +16.3 percent, depending on the enrollment year and the risk level of the option chosen.

<u>Enrollment Year Options</u>	<u>2021 Performance</u>
In School Enrollment Option:	+4.4%
2022/2023 Enrollment Option:	+6.9%
2024/2025 Enrollment Option:	+8.3%
2026/2027 Enrollment Option:	+9.9%
2028/2029 Enrollment Option:	+11.1%
2030/2031 Enrollment Option:	+12.4%
2032/2033 Enrollment Option:	+14.0%
2034/2035 Enrollment Option:	+15.5%
2036/2037 Enrollment Option:	+16.3%

<u>Equity, Balanced, Fixed and Guaranteed Options</u>	<u>2021 Performance</u>
Diversified Equity Option:	+18.9%
Global Equity Index Option:	+19.6%
U.S. Equity Index Option	+25.3%
Balanced Option:	+11.2%
Fixed Income Option:	+0.0%
Guaranteed Option:	+1.7%

Advisor-Sold Program – The advisor-sold program administered by Fidelity Investments has a total of twenty-seven investment options, including eight enrollment year portfolios, two static portfolios, and seventeen individual fund options.

<u>Enrollment Year Option Portfolios</u>	<u>2021 Performance</u>
OK 529 College Portfolio	+16.01%
OK 529 Portfolio 2022	+14.92%
OK 529 Portfolio 2025	+12.25%
OK 529 Portfolio 2028	+10.01%
OK 529 Portfolio 2031	+7.48%
OK 529 Portfolio 2034	+5.21%
OK 529 Portfolio 2037	+2.86%
OK 529 Portfolio 2039	+1.93%

<u>Static Portfolios</u>	<u>2021 Performance</u>
OK 529 Aggressive Growth Portfolio	+17.12%
OK 529 Moderate Growth Portfolio	+11.69%

<u>Individual Funds</u>	<u>2021 Performance</u>
OK 529 Asset Manager 60% Portfolio	+11.42%
OK 529 Diversified International Portfolio	+12.60%
OK 529 Dividend Growth Portfolio	+27.35%
OK 529 Equity Growth Portfolio	+22.44%
OK 529 Equity Income Portfolio	+21.81%
OK 529 Growth Opportunities Portfolio	+11.26%
OK 529 High Income Portfolio	+4.31%
OK 529 Inflation-Protected Bond Portfolio	+5.51%
OK 529 Limited Term Bond Portfolio	-1.59%
OK 529 New Insights Portfolio	+24.12%
OK 529 Small Cap Portfolio	+31.05%
OK 529 Stock Selector Mid Cap Portfolio	+22.68%
OK 529 Strategic Dividend & Income Portfolio	+18.42%
OK 529 Strategic Income Portfolio	+3.54%
OK 529 Total Bond Portfolio	-0.49%
OK 529 Value Strategies Portfolio	+32.71%
OK 529 Money Market Portfolio	+0.00%

Program Costs for Participants:

Direct-Sold Program – There are no enrollment fees or commissions assessed on contributions in the direct-sold program. The annual administrative fee to participants is based on a management fee assessed for TIAA-CREF's administrative services plus the underlying mutual fund fees (excluding the Guaranteed Option, which has no administrative fee). Total annual fees for participants range from 0.30% to 0.57%, depending on the investment option.

Advisor-Sold Program – Investments in the advisor-sold program are purchased as either Class A, Class C shares, Class P shares or Class I shares. Class A shares have a maximum initial sales charge of 3.50%, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 0.40% to 1.35%. Class C shares have a 1.00% contingent deferred sales charge, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 1.25% to 2.10%. Class P shares (available to Workplace 529 plan participants only) have no sales charge, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 1.00% to 1.85%. Class I shares have no sales charge, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from .25% to 1.10%.

National Rating: SavingforCollege.com, an independent and authoritative website on state college savings plans, gives the OCSP direct-sold program a high rating of 4/5.0 for Oklahoma residents and nonresidents.

Meeting of the
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April 28, 2022

AGENDA ITEM #15:

E&G Allocation.

SUBJECT: Allocation of Cigarette and Tobacco Tax Revenue.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$1,122,216.09 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,122,216.09 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

The Oklahoma Legislature passed House Bill No. 2660 in May 2004, designating a portion of the revenue collected from taxes on the sale of cigarettes and tobacco products to be allocated for specific purposes at OUHSC and OSU CHS. This revenue will be deposited into dedicated funds, the “Comprehensive Cancer Center Debt Service Revolving Fund,” at the Health Sciences Center and the “Oklahoma State University College of Osteopathic Medicine Revolving Fund,” at OSU CHS. The bill stated that the revenue collected shall be evenly deposited into accounts designated at these entities, for the purpose of servicing the debt obligations incurred to construct a nationally designated comprehensive cancer center at the OU Health Sciences Center and for the purpose of servicing debt obligations for construction of a building dedicated to telemedicine, for the purchase of telemedicine equipment and to provide uninsured/indigent care in Tulsa County through the OSU College of Osteopathic Medicine. In 2007, the Oklahoma Legislature updated the purpose for use of the “Comprehensive Cancer Center Debt Service Revolving Fund” to include Cancer Center operations. The State Regents approved the first allocation of these funds in the meeting of May 27, 2005.

POLICY ISSUES:

The recommendation is consistent with Regents’ policy and approved budget principles.

ANALYSIS:

The fund currently has on deposit \$2,244,432.18 This amount is sufficient for a transfer of \$1,122,216.90 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$99,044,693.45.

A five-year history of allocations by fiscal year is included below:

5-Year History of Allocations	Amount to Each Entity
FY2018 Total	\$6,185,257.93
FY 2019 Total	\$5,170,195.74
FY 2020 Total	\$5,455,784.70
FY 2021 Total	\$5,062,359.40
FY 2022 Y-T-D	\$4,892,970.10

Meeting of the
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April 28, 2022

AGENDA ITEM #16:

EPSCoR.

SUBJECT: Approval of INBRE matching funds.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation of \$250,000 to participating universities for the Oklahoma IDeA Network of Biomedical Research Excellence (OK-INBRE) grant award from the National Institutes of Health (NIH).

BACKGROUND:

The Institutional Development Award (IDeA) is a congressionally mandated program that builds research capacity in states that historically have had low levels of NIH funding. It supports competitive basic, clinical, and translational research, faculty development, and infrastructure improvements. The program aims to strengthen an institution's ability to support biomedical research, enhance the competitiveness of investigators in securing research funding, and enable clinical and translational research that addresses the needs of medically underserved communities. The NIH IDeA program is similar in many respects to the National Science Foundation's EPSCoR program. The OK-INBRE program, which began in 2001, seeks to further enhance the statewide research infrastructure and biomedical research capacity in Oklahoma by: i) building on our established multi-disciplinary research network with a scientific focus to strengthen Oklahoma's' biomedical research expertise and infrastructure, ii) increasing the research base and capacity by providing support to faculty, postdoctoral fellows and graduate students, iii) providing research opportunities for students from primarily undergraduate institutions, community colleges, and minority serving institutions to serve as a "pipeline" for these students to continue in health research careers, and iv) enhancing the science and technology knowledge of the state's workforce. The OK-INBRE program also supports interdisciplinary science curriculum development to enhance educational opportunities for students at regional universities and community colleges.

The OK-INBRE program funds research, educational and training programs for faculty and students at ten universities and colleges throughout Oklahoma: University of Central Oklahoma, Northeastern State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, Langston University, Oklahoma City Community College, Tulsa Community College, College of the Muscogee Nation, and Redlands Community College.

POLICY ISSUES:

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

ANALYSIS:

In 2018, The University of Oklahoma Health Sciences Center successfully competed for and was awarded a five-year \$18 million grant from the National Institutes of Health (NIH) to continue the OK-INBRE

program for an additional five years through the year 2024, bringing the total federal award to \$80 million. The State Regents committed \$250,000 per year for OK-INBRE program activities upon funding by the NIH. The State Regents have provided support for the OK-INBRE program since 2003, which has greatly expanded the OK-INBRE network to allow for the inclusion of five additional regional universities that can participate in OK-INBRE program activities that otherwise would not have been able to do so, including East Central University, Northwestern Oklahoma State University, Rogers State University, Oklahoma Panhandle State University, and the University of Science and Arts of Oklahoma. Through State Regents' support, research and scholarly endeavors at all of Oklahoma's primarily undergraduate universities are enhanced, science curriculum and STEM education offered to undergraduate students is improved, and more students are exposed to STEM careers, which expands the biomedical research pipeline in the state of Oklahoma.

The committed funds will support OK-INBRE activities for the following initiatives for institutions both within and outside of the OK-INBRE network: i) support of one-year research and equipment grants led by faculty at the regional universities and community colleges, which have been selected through rigorous peer-review by a panel of biomedical research experts from throughout the state; ii) support for undergraduate students to engage in experiential research activities through summer research training and mentoring programs; iii) support for recruiting new science, technology, engineering and math (STEM) faculty with active research programs; iv) support for development of research grant proposals and interdisciplinary curriculum development; v) support for faculty career development and presentation of research findings. It is recommended that the State Regents approve the allocation of \$250,000 for the fourth year of this OK-INBRE award cycle.

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AGENDA ITEM #17:

Grant Acceptance.

SUBJECT: Acceptance of a National Science Foundation Campus Cybersecurity Award for OneNet.

RECOMMENDATION:

It is recommended that the State Regents accept the National Science Foundation (NSF) Campus Cyberinfrastructure (CC*) Award #2126285 in the amount of \$414,595.

BACKGROUND:

Administered by NSF's Office of Advanced Cyberinfrastructure, the CC* grant program invests in campus-level cyberinfrastructure improvements for science applications and research projects. Previous NSF awards connected 17 Oklahoma colleges and universities to OneNet's OneOklahoma Friction Free Network (OFFN). This award specifically targets smaller institutions and will expand the OFFN network to two additional Oklahoma campuses.

POLICY ISSUES:

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

ANALYSIS:

The Oklahoma State Regents for Higher Education and OneNet have been awarded a two-year NSF Campus CyberInfrastructure award beginning September 15, 2021 in the amount of \$414,595. The projects in this grant are fully funded by NSF.

Under the terms of this two-year grant cycle, Cameron University's Fires Innovation Science and Technology Accelerator (CU-FISTA) campus and Oklahoma City University (OCU) will be connected to the OneOklahoma Friction Free Network, managed and maintained by OneNet. OFFN is a 10 and 100 Gbps research network that provides higher education institutions with a dedicated route to internet and research networks that is much faster than traditional internet highways. This alternate pathway allows researchers to transmit data at higher speeds.

The project will extend advanced cyberinfrastructure tools and services to the two campuses and support a wide range of scientific disciplines, including engineering, economics, machine learning, game design and animation. The grant award also will fund optical fiber builds to both campuses, providing CU-FISTA with a 100 Gbps connection and OCU with a 10 Gbps connection to OneNet and the OFFN network.

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AGENDA ITEM #18:

Contracts and Purchases.

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

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

OneNet

- 1) Vendor to be determined in the amount of \$400,000 for Juniper Network equipment to upgrade OneNet Core and Hubsite Networks. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 2) Oklahoma State Office of Management and Enterprise Services (OMES) in the amount of \$106,892 for Cyber Liability insurance covering security or system failures to other incidents such as ransomware and vendor security failures. This is a renewal policy and is secured through coordination with the OMES risk management office. Funded by OneNet user fees. (Funded from 718-OneNet).

CORE

- 1) SAS in the amount of \$1,659,346. A change order is needed from \$285,408 approved at the State Regents' meeting on September 9, 2021, in order to accelerate the development of a consolidated data mart and streamlined data intake process for the OSRHE's six Unitized

Data System record types and Degree Program Inventory (DPI). The contract addendum will shorten project completion time from approximately 4-5 years to 10 months. UDS and DPI data from the 2010-11 academic year to current, consisting of over 27 million historical records, will be transferred into a single data mart, resulting in the ability to analyze data within a single technology platform, allowing for more rigorous data analysis and graphical representations through the use of visual analytics. Additionally, completion of the consolidated data mart will enhance the OSRHE's capabilities to provide self-service dashboard features to both internal and external stakeholders and improve the OSRHE's ability to quickly analyze data that can be used to inform policy decisions in a timely manner. Funding for the accelerated SAS project will come from the System Innovation and Efficiency Fund. (Funded from 210-Core).

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AGENDA ITEM #19:

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:

Mercer Hammond, investment consultants for the fund, has suggested new manager recommendations for consideration. These managers will continue to diversify our fund portfolio and meet the objectives of realignment to the policy asset class targets. The funding will be provided by re-allocation of current assets within the portfolio and cash assets on hand.

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

ANALYSIS:

Mercer is recommending the following managers for the portfolio:

The Column Group, Fund V -- \$5,000,000. This is an early life-science fund with the firm seeking capital to make early-stage U.S. venture capital investments in companies that build around new scientific breakthroughs. The strategy involves a portfolio construction of companies that are platform companies that focus on drug research for large market disease areas such as cancer, inflammation, infectious disease, metabolic disorders/cardiovascular disease and central nervous disorders.

Ponoi Capital, Fund III -- \$5,000,000. This venture capital fund will target later-stage, follow-on investments in the fastest growing, breakout portfolio companies from the firm's early-stage investments. The fund will invest primarily in drug discovery, vaccines, gene therapy and similar life science companies.

Sona Asset Management -- \$3,000,000. The Sona Credit Long/Short Master Fund is a European-focused, fundamentally driven, long/short credit hedge fund whose objective is to generate positive, uncorrelated returns in all market environments with a keen focus on downside protection. The investment approach is to invest across the full breadth of the liquid credit spectrum, from performing to distressed credit.

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AGENDA ITEM #20:

Communicators Council Bylaws.

SUBJECT: Approval 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 approve 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.

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AGENDA ITEM #21-a:

Program Modifications.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)

- 14 degree program requirement changes
- 2 degree program name changes
- 2 degree program option name changes
- 2 degree program option additions

University of Oklahoma Health Sciences Center (OUHSC)

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

Northeastern State University (NSU)

- 15 degree program requirement changes
- 1 degree program name change
- 4 degree program option additions

Southwestern Oklahoma State University (SWOSU)

- 5 degree program requirement changes

University of Central Oklahoma (UCO)

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

Oklahoma State University Institute of Technology (OSUIT)

- 6 degree program requirement changes
- 2 degree program option deletions
- 1 degree program option name change

POLICY ISSUES:

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

OU – Doctor of Philosophy in Learning Sciences (056)

Degree program name change, degree program option name change, and degree program requirement changes.

Change program name to Science of Psychology, Data, and Research in Education.

For the Learning Sciences option:

Change option name to Science of Psychology, Data, and Research in Education.

Remove EIPT 5023, EIPT 5533, EIPT 6101, EIPT 6143, 6 credit hours of quantitative or qualitative research methods, 6-9 credit hours of seminar/independent study, and a minimum of 15 credit hours of specialization courses.

Add EIPT 6033, EIPT 6063, EIPT 6073, EIPT 6083, EIPT 6103, EIPT 6153, and EIPT 6223.

Add Electives/Additional Coursework needed to complete a total of 90 credit hours for the degree, as approved by faculty advisor.

The proposed changes are the result of programmatic restructuring into two separate degrees to better recruit and serve students.

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.

OU – Master of Education in Learning Sciences (055)

Degree program name change, degree program option name change, and degree program requirement changes.

Change program name to Science of Psychology, Data, and Research in Education.

For the Learning Sciences option:

Change option name to Science of Psychology, Data, and Research in Education.

Remove EIPT 5533 and EIPT 5970/EIPT 5920.

Add EIPT 5023, EIPT 6023, EIPT 5033, and EIPT 5203.

Change credit hours required for Electives from 21-24 to 12.

Add 6 credit hours of EIPT 5980 as an alternative to EIPT 5980.

The proposed changes are the result of removing instruction design courses from the program and updating the curriculum to better serve students.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OU – Bachelor of Arts in French (084)

Degree program requirement changes.

Remove FR 2133/FR 2263, and FR 3083.

Add FR 2253 and FR 3753/FR3723/FR 3623.

Remove Major Support Requirements.

The proposed changes better meet student needs and remove barriers to graduation.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OU – Bachelor of Arts in International and Area Studies (018)

Degree program requirement changes

Remove 6 credit hours of Additional Core IV Arts and Humanities.

Remove Research and Writing Skills requirement.

The proposed changes increase flexibility for students.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OU – Bachelor of Arts in Journalism (137)

Degree program requirement changes

For the Public Relations option:

Add JMC 3453.

Add JMC 4423 to Required Courses and remove JMC 3433.

The proposed changes update the curriculum to reflect changes in the industry and accreditation 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.

OU – Bachelor of Arts in Spanish (215)

Degree program requirement change

Remove elementary knowledge in an additional modern or classical foreign language requirement.

The proposed change aligns the curricular requirements with other programs in the Department of Modern Languages, Literatures, and Linguistics and follows national trends in the discipline.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OU – Bachelor of Arts in Women’s and Gender Studies (320)

Degree program requirement changes

Change Major requirements to:

Require: WGS 1003, LGBT 1003, and WGS 3123/WGS 3233/WGS 3263.

Required 12 credit hours of WGS Core Electives.

Require 3 credit hours of upper division Interdisciplinary Elective.

Require WGS 4233, WGS 4003, and WGS 4123/WGS 3273.

The proposed changes provide students with more structure and coherence to the program of study and align the curriculum with national trends.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OU – Bachelor of Fine Arts in Drama (33)

Degree program requirement changes

For the Theatre Design Emphasis:

Remove DRAM 2423 from Required Courses.

Add DRAM 2423 to the Scenic Design Track and Lighting Design Track.

Add DRAM 2053 to the Costume Design Track.

Remove DRAM 4272 and MTHR 1501 from the Sound Design Track and add DRAM 2423 and DRAM 3443.

The proposed changes update the curriculum to better prepare students for employment. One new course will be added and no courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OU – Bachelor of Science in Professional Studies (237)

Degree program requirement change

For the Aviation option:

Remove SCM 3523 and add SCM 3113 for the Aviation: Non-Flying Track.

The proposed change will provide students with better preparation for additional SCM courses.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OU – Master of Architecture in Architecture (012)

Degree program requirement change

Add RCPL/GEOG 5003 as an alternative to ARCH 5143.

The proposed changes provide more flexibility to better serve students.

No new courses will be added and one course will be deleted.

Total credit hours for the degree will change from 30 to 30-34.

No funds are requested from the State Regents.

OU – Executive Master of Business Administration in Energy (451)

Degree program requirement change

Remove EMBA 5091, EMBA 5021, EMBA 5232, EMBA 5271, EMBA 5141, EMBA 5242, EMBA 5182, EMBA 5191, and EMBA 5212.

Add EMBA 5291, EMBA 5341, EMBA 5412, EMBA 5421, and 8 credit hours of Electives.

The proposed changes are the result of changes in the energy industry.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OU – Master of Education in Professional Counseling (248)

Degree program requirement changes

For the Clinical Professional Counseling option:

Remove EDPC 5443 and add EDPC 5653 and EDPC 5913.

Change credit hours required for Electives from 12 to 15.

The proposed changes align the curriculum with accreditation requirements.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OU – Master of Music in Organ (173)

Degree program requirement changes.

For the Organ Technology concentration:

Remove MUTE 5423.

Add MUTE 5471 and MUTE 5472.

The proposed changes will better serve 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.

OU – Master of Science in Interior Design (383)

Degree program requirement changes

For the First Professional option:

Change credit hours required for ID 5940 from 6 to 3.

Add 3 credit hours of Research Elective.

Remove ID 5980 as an alternative for ID 5950.

The proposed changes update the curriculum to better serve students who do not have a background in interior design.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OU – Master of Science in Management of Information Technology (341)

Degree program option additions

Add options:

Business Analytics.

Management of Information Technology.

The proposed option will allow the department to better meet the needs of students and employers.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OUHSC – Bachelor of Science in Medical Imaging and Radiation Sciences (043)

Degree program requirement changes

Add PHYS 1114 as an alternative course to PHYS 2414.

Remove ENGL 1913/ENGL 3153.

Add MIRS 4963.

The proposed changes provide students with more options for physics content and adds a capstone course.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OUHSC – Bachelor of Science in Nursing (026)

Degree program requirement changes

For all tracks:

Remove 3 credit hours of Sociology and 3 credit hours of Nutrition as prerequisite courses for admission.

For the Traditional BSN and Accelerated BSN track:

Remove NURS 3024, NURS 3062, NURS 3126/NURS 3816, NURS 3134, NURS 4026, NURS 4043, NURS 4062, NURS 4143, NURS 4152, and NURS 4142.

Add NURS 3023, NURS 3073, NURS 3114, NURS 3054, NURS 4054, NURS 4144, NURS 4063, NURS 4123, NURS 4163, and NURS 4213.

For the RN to BSN track:

Remove NURS 3062, NURS 4043, NURS 4026, NURS 4044, NURS 4143, NURS 4062, NURS 4152, NURS 4126, and NURS 4143.

Add NURS 3073, NURS 3054, NURS 4084, NURS 4154, NURS 4063, NURS 4163, NURS 4224, and NURS 4233.

For the LPN to BSN track:

Remove NURS 3062, NURS 4043, NURS 4026, NURS 4044, NURS 4143, NURS 4062, NURS 4152, NURS 4246, and NURS 4134.

Add NURS 3073, NURS 3054, NURS 4215, NURS 4243, NURS 4063, NURS 4163, NURS 4244, and NURS 4253.

The proposed changes are due to updates to the American Association of Colleges of Nursing Essentials in Nursing to provide a concept-based curriculum.

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

Total credit hours for the degree will change from 127 to 121.

No funds are requested from the State Regents.

OUHSC – Doctor of Nursing Practice in Nursing Practice (090)

Degree program option addition

Add option Psychiatric Mental Health Nurse Practitioner.

The proposed option will address the high need for mental health practitioners in Oklahoma.

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

Total credit hours for the degree will change from 72 to 72-76.

No funds are requested from the State Regents.

OUHSC – Master of Occupational Therapy in Occupational Therapy-MOT (028)

Degree designation change, degree program name change and degree program requirement changes

Change degree designation to Doctor of Occupational Therapy.

Change degree program name to Occupational Therapy-OTD.

Remove OCTH 8002, OCTH 7133, OCTH 7113, OCTH 7192, OCTH 7532, OCTH 8393, OCTH 7322, OCTH 7413, OCTH 7443, OCTH 8332, OCTH 8352, OCTH 7232, OCTH 7632, OCTH 8372, OCTH 7712, OCTH 7723, OCTH 7812, and OCTH 7823.

Add OCTH 7003, OCTH 7013, OCTH 7022, OCTH 7042, OCTH 7053, OCTH 7063, OCTH 7082, OCTH 7091, OCTH 7103, OCTH 7112, OCTH 7133, OCTH 7142, OCTH 7151, AHS 8415, OCTH 8052, OCTH 8062, OCTH 8072, OCTH8123, OCTH 8112, OCTH 9006, OCTH 9011, and OCTH 9076.

The proposed changes align the degree to accreditation standards related to content requirements and degree designation.

Fifteen new courses will be added and ten courses will be deleted.

Total credit hours for the degree will change from 80 to 99.

No funds are requested from the State Regents.

OUHSC – Professional Post Master Certificate in Nursing (068)

Degree designation change, degree program option addition, and degree program requirement changes.

Change degree designation to Post Graduate Certificate.

The proposed change aligns with nomenclature used by the Commission of Collegiate Nursing Education.

Add option Psychiatric Mental Health Nurse Practitioner.

The proposed option will address the high need for mental health practitioners in Oklahoma.

Remove NURS 5843 and NURS 5803.

Add NURS 7012 and NURS 7062.

The proposed changes align the curriculum with the Commission of Collegiate Nursing Education accreditation standards.

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

OUHSC – Doctor of Medicine in Medicine (023)

Degree program requirement changes

Add a 3-year MD pathway to the Tulsa School of Community Medicine track.

The proposed changes are designed to increase the number of primary care physicians in Oklahoma.

Two new courses will be added and 3 courses will be deleted.

Total credit hours for the degree will change from 4,945.5 clock hours to 4,083.5 - 4,945.5 clock hours.

No funds are requested from the State Regents.

NSU – Bachelor of Arts in Education in Social Studies Education (080)

Degree program requirement changes

Add SOSC 3101.

Change credit hours for Political Science Advanced Electives from 6 to 3.

The proposed changes will better prepare students to enter and persist in the program.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

NSU – Bachelor of Science in Nutritional Sciences (153)

Degree program requirement changes

Remove NUTR 3201, NUTR 3563, NUTR 3583, NUTR 3653, NUTR 4243, NUTR 4263, and NUTR 4283 from the Nutritional Science Core and add BIOL 3224, BIOL 3314, CHEM 3123, CHEM 3131, and CHEM 4214.

For the Dietetics option:

Add NUTR 3201, NUTR 3563, NUTR 3583, NUTR 4243, NUTR 4263, NUTR 4283, and NUTR 4801.

Remove NUTR 3955 and add NUTR 3954.

Change grade point average (GPA) requirement in all college work from 2.5 to 3.0.

Require students to maintain an overall GPA of 3.0 to remain in the Dietetics program.

The proposed changes better align courses with options available within the degree and will better serve students.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

NSU – Bachelor of Science in Speech Language Pathology (087)

Degree program requirement change

Change credit hours required for Major Electives from 15 to 18.

The proposed change will better prepare students for graduate school.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

NSU – Bachelor of Science in Nursing (104)

Degree program requirement changes

Remove NURS 3102, NURS 3204, NURS 4102, NURS 4115, NURS 4214, and NURS 4294.

Add NURS 3103, NURS 3223, NURS 4103, NURS 4113, NURS 4213, NURS 4953, and NURS 4973.

The proposed changes update the curriculum to offer uniform credit hour courses to better maintain the quality of teaching and learning and are in alignment with core competencies endorsed by the American Association of Colleges of Nurses.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

NSU – Graduate Certificate in Reading Specialist (074)

Certificate program requirement changes

Change credit hours required for READ 5480 from 4 to 3.

Change credit hours required for READ 5510 from 2 to 3.

Remove READ 5572 and add READ 5573.

The proposed changes better align course credit hours with course workload.

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

Total credit hours for the certificate will change from 20 to 21.

No funds are requested from the State Regents.

NSU – Graduate Certificate in School Library Media Specialist (140)

Certificate program requirement change

Remove admission requirement of holding a standard Oklahoma teacher's license/certificate or having passed the Oklahoma General Education Test and the Oklahoma Professional Teaching Examination.

The proposed change is the result of online delivery approval and increase in students from other states pursuing the certificate.

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

Total credit hours for the certificate will not change.

No funds are requested from the State Regents.

NSU – Master of Education in Reading (075)

Degree program requirement changes

Change credit hours required for READ 5480 from 4 to 3.

Change credit hours required for READ 5510 from 2 to 3.

The proposed changes better align course credit hours with course workload.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

NSU – Master of Education in Special Education-Autism Spectrum Disorders (154)

Degree program requirement changes

Remove SPED 4263/SLP 5343.

Add SPED 5263.

The proposed change better serves students.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

NSU – Master of Science in Accounting and Financial Analysis (130)

Degree program requirement changes

Remove Graduate Management Admission Test (GMAT) requirement.

Require students to have an undergraduate GPA of 3.25 or higher for admission into the program.

Allow alternative admission for students with less than a 3.25 GPA but with a GMAT score of 450 or higher.

The proposed changes remove an admission barrier as there is no evidence of correlation between admission test scores and academic success in 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.

NSU – Master of Science in Occupational Therapy (151)

Degree program requirement changes

Change admission requirements:

Add: All pre-requisites must be earned from a regionally accredited college or university. A single course cannot satisfy more than one pre-requisite. Applicants may apply with outstanding pre-requisites courses as long as a clear and reasonable plan is communicated to complete those courses. There may be additional undergraduate course requirements which serve as pre-requisite to the courses below, depending on the institution.

Remove 8 hours of Human Anatomy and Physiology.

Add 4 hours of Human Anatomy with Lab.

Add 4 hours of Human Physiology with Lab.

Remove 4 hours of Physics I.

Remove OCTH 5042, OCTH 5115, OCTH 5123, OCTH 5153, OCTH 5245, OCTH 5343, OCTH 5353, and OCTH 5882.

Add OCTH 5043, OCTH 5114, OCTH 5244, OCTH 5262, OCTH 5362, OCTH 5372, OCTH 5752, OCTH 5771, and OCTH 5881.

The proposed changes update the admission requirements to be consistent with other universities and update the curriculum to align with accreditation standards.

Five new courses will be added and four courses will be deleted.

Total credit hours for the degree will change from 81 to 76.

No funds are requested from the State Regents.

NSU – Master of Science in Nursing (149)

Degree program requirement changes

Add NURS 5011.

Remove NURS 5993 and add NURS 5992.

Change admission criteria:

Remove NURS 3053 and NURS 4115 as pre-requisites.

Add NURS 4113 and NURS 4213 as prerequisites.

Remove Admission to Candidacy section.

The proposed changes update the curriculum to better prepare students for graduate course work and removes redundancy in admission criteria.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

NSU – Certificate in American Chemical Society (178)

Certificate program requirement changes

Remove CHEM 4524.

Add CHEM 4523 and CHEM 4531.

Add PHYS 1214 as an alternative to PHYS 2215.

Two new courses will be added and no courses will be deleted.
Total credit hours for the certificate will change from 56 to 55-56.
No funds are requested from the State Regents.

NSU – Bachelor of Science in Applied Physics (159)

Degree program name change, degree program option addition, degree program requirement changes

Change program name to Physics.

Remove PHYS 2115 from General Education.

Designate BIOL 1011, BIOL 1013, CHEM 1123, and CHEM 1131 as preferred General Education biological and physical science courses.

Remove 57 credit hours of Required Courses and 6 credit hours of Electives.

Create Physics Core to include the following courses: CS 2163, MATH 2614, MATH 2624, PHYS 2115, PHYS 2215, PHYS 3213, PHYS 3613, PHYS 3714, and PHYS 4503.

Add options:

Applied Physics.

Physics Education.

The proposed changes are due to the approval of the Bachelor of Science in Mechanical Engineering (185) and will create a core of physics courses to better serve 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.

NSU – Bachelor of Science in Integrative Biology (115)

Degree program requirement changes and degree program option addition

Add option:

Biology Education.

Remove BIOL 3464 and BIOL 4214 from Core.

For the Fish and Wildlife and Organismic options:

Add BIOL 3464 and BIOL 4214.

The proposed changes and option addition will better prepare students for employment in different areas of biology.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

NSU – Bachelor of Science in Chemistry (014)

Degree program requirement changes and degree program option addition

Add option:

Chemistry Education.

Remove CHEM 4412, CHEM 4911, and MATH 3513 from Core and add CHEM 4214.

For the Biochemistry option:

Remove CHEM 4214.

Add CHEM 4412, CHEM 4911, CHEM 4531/CHEM 4531.

Remove CHEM 4524 as an alternative to CHEM 4313.

Add CHEM 4523 or CHEM 4623 as alternatives to CHEM 4313.

For the Environmental option:

Remove CHEM 4524.

Add CHEM 4313/CHEM 4523/CHEM 4623, CHEM 4412, CHEM 4911, CHEM 4313/CHEM 4523.

Change credit hours for Electives from 9 to 6.

For the Professional option:

Remove CHEM 4214, CHEM 4524, and CHEM 4624.

Add CHEM 4412, CHEM 4523, CHEM 4531, CHEM 4623, CHEM 4631, and CHEM 4911.

The proposed changes will better prepare students for their careers.

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.

SWOSU – Bachelor of Arts in Education in Art Education (008)

Degree program requirement changes

Remove ART 2133, ART 4253, ART 4651, and ART 4452.

Add ART 2153, ART 4754, and ART 3232.

The proposed changes update the curriculum to better serve students.

Three new courses will be added and four courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

SWOSU – Bachelor of Fine Arts in Graphic Design (007)

Degree program requirement changes

Remove ART 1661, ART 2002, ART 3012, ART 4002, and ART.

Add ART 1663, ART 3324, and ART 4174.

The proposed changes update the curriculum to align with program learning objectives and to provide skill sets that graphic design majors need.

Two new courses will be added and four courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Organizational Leadership (775)

Degree program requirement changes

Remove ORGL 4223 and ORGL 4993.

Add ORGL 4213 and ORGL 4313.

Change credit hours for Required Courses from 27-30 to 30.

Change credit hours for Area of Focus from 12-15 to 15.

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

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

SWOSU – Bachelor of Music in Music (037)

Degree program requirement changes

For the Performance-Piano/Organ option:

Add MUSIC 4xx3 and MUSIC 3xx0.

Change credit hours required for Electives from 10 to 7.

For the Performance-Voice option:

Add MUSIC 4xx3 and MUSIC 3xx0.

Add 3 credit hours of Chamber Choir or Opera Workshop.

Change credit hours required for Electives from 11 to 5.

For the Performance-Orchestral Instrument option:

Remove 4 credit hours of Orchestral Instrument classes.

Add MUSIC 4xx2 as an alternative course to MUSIC 4222/MUSIC 4012.

Add MUSIC 4xx3, MUSIC 3xx0, and 3 credit hours of Chamber Ensemble.

Change credit hours required for Electives from 13 to 11.

For the Elective Studies in Business option:

Remove MUSIC 2831, MUSIC 2841, MUSIC 4402 and MUSIC 4602/MUSIC 4452 and MUSCI 4502, MUSIC 4950, MUSIC 1411, MUSIC 1511, MUSIC 1611, MUSIC 1711, and MUSIC 1911.

Add MUSIC 4xx3, MUSIC 3xx3, MUSIC 4xx3, and ENTRP 1123.

Add 6 credit hours from: MUSIC 2831, MUSIC 2841, MUSIC 4402, MUSIC 4602, MUSIC 4452, MUSIC 4502, MUSIC 1411, MUSIC 1511, MUSIC 1611, MUSIC 1711, MUSIC 1911, MUSIC 3101, MUSIC 3151, MUSIC 3553, or MUSIC 4812.

Add 6 credit hours from: MRKTG 3243, MRKTG 3443, ENTRP 3113, ENTRP 3423, or MNGMT 3223.

Change credit hours required for Electives from 2 to 4.

The proposed changes allow students to complete arts entrepreneurship and junior recital courses, as well as streamline 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.

SWOSU – Master of Education in Education (065)

Degree program requirement changes

For the Art option:

Change credit hours for Art courses from 26-27.

Change admission criteria to:

24 credit hours of completed undergraduate courses in Art; or

Have a teaching degree or certificate in art; and

Approval of art portfolio by art department faculty committee.

The proposed changes will allow students without an undergraduate degree in Art the opportunity to pursue the program.

No new courses will be added and one course will be deleted.

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

No funds are requested from the State Regents.

UCO – Bachelor of Arts in Applied Liberal Arts (154)

Degree program requirement change

Add ALA 4751.

The proposed change adds a capstone experience to the curricular requirements.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

UCO – Bachelor of Arts in Arts Administration (212)

Degree program requirement changes

Change credit hours required for Area of Emphasis from 38 to 38-39.

For the Dance Emphasis:

Change credit hours required for Performance Courses from 24 to 12.

Change credit hours required for Core Courses from 14 to 24.

Remove DANC 2332, DANC 2593, DANC 3101, and DANC 4442

Add DANC 2272, DANC 2593, DANC 3572, DANC 3773, and THRT 2133.

Add 3 credit hours of DANC elective.

Require 4 credit hours of DANC 3990 from different areas.

The proposed changes will better prepare students for their career.

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.

UCO – Bachelor of Art in Education in Dance Education (191)

Degree program requirement changes

Change Dance Technique requirement to 6 credit hours at any level of Ballet, 4 credit hours at any level in both Modern and Jazz technique, and two credit hours at any level in Tap Dance. Remove DANC 3101, DANC 3432, DANC 3443, DANC 4442, HLTH 3223, TESL 4113, and PTE 4172.

Add DANC 3433, DANC 3443, DANC 4443, DANC 2223, TESL 4232, DANC 3572, and DANC 3772.

Remove Portfolio Development requirement.

The proposed changes update the curriculum to provide a better balance between theory and technique 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.

UCO – Bachelor of Business Administration in Information Systems and Operations Management (176)

Degree program requirement changes.

For the Management Information Systems option:

Remove ISOM 3363 and ISOM 4263 from Required Courses and add ISOM 3343 and ISOM 4333, and ISOM 4363.

Change credit hours for Electives from 9 to 6.

The proposed changes reflect recommendations from the Association for Information Systems.

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.

UCO – Bachelor of Fine Arts in Dance (173)

Degree program requirement changes

Change Performance requirement to:

Students must complete 12 credit hours in each selected area of Modern, Ballet, and Jazz Technique and Theory for a total of 36 credit hours and must obtain instructor permission for each level. Levels can be repeated and count toward the 36 hours.

Remove DANC 3101, DANC 3432, HLTH 3223, DANC 2592, DANC 3442, DANC 4442, and Portfolio Development.

Add DANC 3433, DANC 1452, DANC 2223, DANC 2593, DANC 3772, DANC 3443, DANC 4443, DANC 2272, and DANC 4900 (1 credit hour).

The proposed changes update the curriculum to provide a better balance between theory and technique requirements.

Four 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.

UCO – Bachelor of Science in Accounting (001)

Degree program requirement change

Remove LS 4143/LS 4223.

The proposed change reflects upcoming changes to the Certified Public Accountant exam.

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.

UCO – Bachelor of Science in Biology (005)

Degree program requirement changes

Remove BIO 1225.

Add BIO 1224.

Change credit hour requirement for Upper Division Biology Electives from 16 to 17.

The proposed changes better align the introductory biology course sequence with institutions in Oklahoma to better facilitate student transfer.

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.

UCO – Bachelor of Science in Computer Science (027)

Degree program requirement changes

Remove CMSC 4323.

Add CMSC 4083.

The proposed changes provide students with better content in cybersecurity and is more suitable to the degree program.

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.

UCO – Bachelor of Science in Forensic Science (101)

Degree program requirement changes and degree program option name change

For the Forensic Science option:

Change option name to Forensic Investigations.

Require 8-9 credit hours of Support Courses to be selected from: BIO 1114 (equivalent or higher), CHEM 1014 (equivalent or higher), or PHY 1003 (equivalent or higher).

Remove STAT 2103/STAT 2113/PSY 2753/PSY 3713/SOC 4043/CJ 4043/ECON 2173.

Add FRSC 4143 and FRSC 4153.

Require STAT 2103 or equivalent or higher course with a prefix from CJ, ECON, MATH, POL, PSY, SOC, STAT, or other subject area that has statistics in the course title.

The proposed name change aligns with new tracks available for accreditation through the Forensic Science Education Programs Accreditation Commission.

For the Chemistry option:

Require 8-9 credit hours of Support Courses to be selected from: BIO 1114 (equivalent or higher), CHEM 1014 (equivalent or higher), or PHY 1003 (equivalent or higher).

Add FRSC 4713.

Remove BIO 1204, BIO 1225, BIO 1225L, and STAT 2103.

Require STAT 2103 or equivalent or higher course with a prefix from CJ, ECON, MATH, POL, PSY, SOC, STAT, or other subject area that has statistics in the course title.

For the Molecular Biology option:

Add CHEM 3403 and BIO 3303.

Add STAT 2103 or equivalent or higher course with a prefix from CJ, ECON, MATH, POL, PSY, SOC, STAT, or other subject area that has statistics in the course title.

For the Digital Forensics option:

Require 8-9 credit hours of Support Courses to be selected from: BIO 1114 (equivalent or higher), CHEM 1014 (equivalent or higher), or PHY 1003 (equivalent or higher).

Remove CMSC 4323 as an alternative to ISOM 3343.

Remove CJ 4523.

Add STAT 2103 or equivalent or higher course with a prefix from CJ, ECON, MATH, POL, PSY, SOC, STAT, or other subject area that has statistics in the course title.

Remove the following requirements:

At least 2 courses with lab from: PHY 1114, PHY 1114L, PHY 1214, PHY 1214L, CHEM 1103, CHEM 1112, CHEM 1223, CHEM 1232, BIO 1114, and BIO 1211.

Complete CMSC 3413/CMSC 4303/CMSC 4373, and CMSC 4153 as part of the additional degree requirement.

The proposed changes better prepare students for a career in forensic science.

One new course will be added and two courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

UCO – Bachelor of Science in Organizational Leadership (775)

Degree program requirement changes.

Remove ORGL 4223 and ORGL 4993.

Add ORGL 4213 and ORGL 4313.

Change credit hours for Required Courses from 27-30 to 30.

Change credit hours required for Area of Focus from 12-15 to 12.

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

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

UCO – Bachelor of Science in Human Development and Family Sciences (180)

Degree program requirement changes, degree program option name change and degree program option deletion

Delete the Gerontology option.

The proposed deletion is due to lack of interest in the discipline.

There are currently 5 students enrolled with an expected graduation date in the 2027-2028 academic year.

For the Marriage and Family option:

Change option name to Family and Lifespan Development.

Remove FMCD 3423 and FMCD 4433 as alternatives to FMCD 2453.

For the Child Development option:

Remove FMCD 4433 and FMCD 2453 as alternatives to FMCD 3423.

The proposed curricular changes better prepare students for employment in their chosen specialty.

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.

UCO – Bachelor of Science in Kinesiology (133)

Degree program requirement change

For the Exercise/Fitness Management option:

Change credit hours required for KINS 4950 from 4 to 6.

The proposed change aligns the number of credit hours required for the internship with peer programs.

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.

UCO – Bachelor of Science in Occupational Safety (148)

Degree program requirement changes

Remove SFTY 4643.

Add 3 credit hours of any 3000/4000 level SFTY course from approved list.

The proposed changes better meet the 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.

UCO – Bachelor of Science in Public Health (108)

Degree program requirement changes

Change credit hours required for HLTH 4950 from 4 to 6.

Change Admission Requirement to:

Students must complete or be currently enrolled in 9 hours of courses with the HLTH prefix in order to apply to the Public Health program. Of these 9 hours, Introduction to Public Health must be included. Students apply to the Public Health program by completing the application link provided during the admission process. Online applications must be submitted on or before the last Friday of September for spring admission. Online applications must be submitted on or before the second Friday of February for fall admission.

Following application completion, students will complete an interview process. Students will be notified within 8 to 10 weeks after the filing date as to the status of the application.

The curricular change aligns the program with other majors within the department.

The proposed admission requirement updates the process to be eliminate unforeseen barriers.

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.

UCO – Bachelor of Science in Speech-Language Pathology (083)

Degree program requirement changes

Remove SLP 4703 and add SLP 4252.

Remove PTE 1010.

The proposed changes are the result of a self-study to better align the curriculum with accreditation standards.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

UCO – Bachelor of Science in Software Engineering (211)

Degree program requirement changes

Add CMSC 4083.

Remove CMSC 4323.

Change Elective requirement to select 9 hours from 3 application areas and add a Cybersecurity area.

The proposed changes provide an additional area of software engineering to better prepare students for employment and to better facilitate transfer into the program from a community college.

Eight 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.

UCO – Bachelor of Science in Education in Early Childhood Education (094)

Degree program requirement changes

Remove PTE 4172 and add PTE 4412.

The proposed changes add a course that is specifically designed to teach students assessment theories and pedagogy for young children.

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.

UCO – Bachelor of Science in Education in Science Education (026)

Degree program requirement changes

For the Science Education-Biology option:

Remove BIO 1225 and add BIO 1224.

Change credit hours required for 3000/4000 Electives in Biology from 15 to 16.

For the Science Education-Biology option:

Remove BIO 1225 and add BIO 1224.

The proposed changes are the result of changes in the credit hours required for a course.

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.

UCO – Certificate in Accounting (213)

Degree program requirement changes

Remove LS 4143/LS 4223 and 3 credit hours of 3000/4000 level non-accounting business course.

Add 6 credit hours from the following: FIN 3563, ISOM 3323, BCOM 3143, MGMT 3103, MRKT 3013, ISOM 3263, or ISOM 3313.

The proposed changes will better prepare students for the Certified Public Accountant exam.

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.

UCO – Master of Education in Adult Education (156)

Degree program option name change

For the Student Personnel option:

Change option name to Higher Education Leadership.

The proposed change provides a better description of the breadth of the option.

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.

UCO – Graduate Certificate in Student Personnel-Program Management (224)

Degree program name change

Change program name to Higher Education Leadership-Program Management.

The proposed change provides a better description of the breadth of the certificate.

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.

UCO – Master of Business Administration in Business Administration (008)

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

Add options:

Sales Leadership.

Managing Analytics.

The proposed options provide additional opportunities for students to focus on areas of interest.

Delete option:

Energy Systems.

The proposed deletion is due to a lack of enrollment in the option.

There are currently no students enrolled.

Remove MBA 5243 and add MBA 5242.

The proposed change is the result of a change in credit hours required for course content.

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

Total credit hours for the degree will change from 35 to 34.

No funds are requested from the State Regents.

UCO – Master of Education in Early Childhood Education (157)

Degree program requirement changes

Add CIED 5151.

Change credit hours required for Electives from 4 to 3.

Remove PTE 4172 as an admission requirement.

The proposed changes update the program to remove an unnecessary barrier to admission and to add an orientation course.

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.

UCO – Master of Science in Computer Science (233)

Degree program requirement change

Add CMSC 5063 as an alternative to CMSC 5023.

The proposed change provides students with more options in course selection.

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.

UCO – Master of Science in Family and Child Studies (181)

Degree program requirement changes

For the Family Science option:

Add FMCD 5653 as an alternative to ESFR 5013.

Add 4 credit hours of FMCD 5990 as an alternative to FMCD 5793.

The proposed changes add a thesis option for students who want research experience.

For the Marriage and Family Therapy option:

Add FMCD 5653 as an alternative to ESRF 5013.
Remove PSY 5263 as an alternative to FMCD 5363.
The proposed changes ensure students are taking courses that meet professional accreditation requirements.

For the Infant and Child Specialist option:
Add FMCD 5653 as an alternative to ESRF 5013.
Remove ESRF 5403.
Add FMCD 5793 as an alternative to FMCD 5990.
Remove FMCD 5950 as an alternative to FMCD 5990.
The proposed changes 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.

UCO – Master of Science in Forensic Science (179)

Degree program requirement changes

For all options:
Remove FRSC 5363.
Add FRSC 5143 to Required Courses.
The proposed changes address standards required for forensic science accreditation.
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.

UCO – Bachelor of Fine Arts in Design (182)

Degree program requirement changes

Remove DES 4652 and add DES 4681.
Change credit hours required for Design Electives from 2 to 3.
The proposed changes update the curriculum to add skill sets and competencies needed for current professional practice.
One new course will be added and two courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

UCO – Bachelor of Science in Chemistry (025)

Degree program requirement changes

For the Health Sciences option:
Remove BIO 1225.
Add BIO 1224.
The proposed change is due to the reduction of credit hours required to teach course content.
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.

OSUIT – Associate in Applied Science in Culinary Arts (046)

Degree program option deletions and degree program requirement changes

Delete options:
Food Studies.
There are currently 47 students enrolled in the option.
Baking and Pastry.
There are currently 26 students enrolled in the option.

Remove CUA 1102, CUA 1151, CUA 1162, CUA 1294, CUA 1375, CUA 2315, CUA 2416, CUA 2552, CUA 2702, CUA 2712, CUA 2805, and CUA 2809.
Add CUA 1373, CUA 2103, CUA 2123, CUA 2314, CUA 2474, CUA 2563, and CUA 2806.
Remove CUA 1135, CUA 1145, CUA 1415, and CUA 2623.
Add CUA 1136, CUA 1146, CUA 1416, and CUA 2621.
Add 6 credit hours of Approved Program Electives.
Remove ENGL 1113 and ENGL 1213/SPCH 1113 or ENGL 1033 and ENGL 2033/SPCH 1113/SPCH 2313.
Add 6 credit hours of Approved Communication courses.
Remove PHIL 1213.
Add 3 credit hour course with H, I, or D designation.
Remove MATH 1513/MATH 2003.
Add 3 credit hour course with A designation.
Remove GTE 1111 and an alternative to ORIE 1011.
Require a grade of C or better in all required and elective courses.
The proposed deletions will better serve students and are expected to positively impact student outcomes and completion rates.
Four new courses will be added and no courses will be deleted.
Total credit hours for the degree will change from 90 to 73.
No funds are requested from the State Regents.

OSUIT – Associate in Applied Science in Engineering Technologies (080)

Degree program requirement changes

For all options:

Remove ENGL 1113, ENGL 1213, PHIL 1213, ETDE 2223, and SPCH 2313.

Add 6 credit hours of Communications.

Add CS 1013, ETD 1012, ETDE 1373, and ETDE 2113.

Add 3 credit hour course with H, I, or D designation.

For the Electrical/Electronics Technologies option:

Remove ETD 1101, ETDE 1002, ETDE 1373, ETDE 2113, and ETDE 2812.

Add ETDE 1003, ETDE 2223, and ETDE 2808.

For the Electromechanical Technologies option:

Remove 7 credit hours of approved Electives.

For the Instrumentation Technology option:

Remove ETDE 1002, ETDE 1373, ETDE 2113, ETDE 2123, MATH 2144, MATH 2153, and PHYS 1214.

Add ETDE 1003, ETDE 2133, ETDE 2223, and MATH 2713.

Add 3 credit hours of approved Technical Elective

The proposed changes are the result of a comprehensive program review and will better serve students and positively impact student outcomes and completion rates.

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

Total credit hours for the degree will change from 75 to 73.

No funds are requested from the State Regents.

OSUIT – Associate in Applied Science in Information Technologies (012)

Degree program requirement changes

Remove ITD 1203, ENGL 1113, ENGL 1213, SPED 1113/SPCH 2313, PHIL 1213, and 3 credit hours of Humanities Elective.

Add 6 credit hours of Communications and 6 credit hours of courses with H, I, or D designation.

The proposed changes are the result of a comprehensive program review and will better serve students and positively impact student outcomes and completion rates.

No new courses will be added and no courses will be deleted.
Total credit hours for the degree will change from 75 to 73.
No funds are requested from the State Regents.

OSUIT – Associate in Science in Information Technologies (092)

Degree program requirement changes

Remove ITD 1203, ENGL 1113, ENGL 1213, PHIL 1213 and SPCH 1113/SPCH 2313.
Add ITD 1403.

Add 9 credit hours of Communications.

Add 3 credit hour course with H, I, or D designation.

The proposed changes are the result of a comprehensive program review and will better serve students and positively impact student outcomes and completion rates.

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.

OSUIT – Bachelor of Technology in Instrumentation Engineering Technology (095)

Degree program requirement changes

Add ETD 1012, ETD 2411, ETDE 1003, 3 credit hours of 1000/2000 level Technical Elective, and 3 credit hours of 3000/4000 Technical Elective.

Remove ETDE 1002, ENGL 1113, ENGL 1213, ENGL 3323, SPCH 2313, HUM 1013, PHIL 1213, MATH 2144, MATH 2153, PHYS 1214, PSYC 1113, and ETD 2411.

Add CS 1013, 6 credit hours of Communications, 6 credit hours of courses with H, I, or D designation, MATH 2713, and 3 credit hour course with S designation.

The proposed changes are the result of a comprehensive program review and will better serve students and positively impact student outcomes and completion rates.

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

Total credit hours for the degree will change from 128 to 126.

No funds are requested from the State Regents.

OSUIT – Bachelor of Technology in Information Technologies (094)

Degree program requirement change and degree program option name change

For all options:

Remove ENGL 1113, ENGL 1213, ENGL 3323, SPCH 2313, PHIL 1213, and 3 credit hours of Humanities.

Add 6 credit hour course with H, I, or D designation.

Remove ITD 1203 and add ITD 1403.

For the IT Enterprise Management option:

Change option name to Cyber Incident Response.

The proposed name better aligns with the curriculum content.

Remove ITD 2413, ITD 3163, ITD 3613, ITD 3673, and 6 credit hours of 3000/4000 level Technical Electives.

Add ITD 3543, ITD 3643, ITD 3653, ITD 4203, ITD 4223, and 3 credit hours of 1000/2000 level Technical Electives.

For the Software Development option:

Remove 3 credit hours of Technical Elective.

Add ITD 1203.

The proposed changes are the result of a comprehensive program review and will better serve students and positively impact student outcomes and completion rates.

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.

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AGENDA ITEM #21-b:

Academic Nomenclature.

SUBJECT: Ratification of an institutional request.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved academic nomenclature changes as described below.

BACKGROUND:

The University of Oklahoma (OU) requested authorization to establish the School of Biological Sciences within the Dodge Family College of Arts and Sciences. OU's governing board approved the request at their March 9, 2022 meeting.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Approval of Changes in Academic Structure and Nomenclature policy.

ANALYSIS:

OU requested approval to establish the School of Biological Sciences within the Dodge Family College of Arts and Sciences. The research mission of the School of Biological Sciences will be facilitated by the reorganization of the existing biological science departmental structures and graduate program. The recommendation to establish the new School of Biological Sciences was made following an external review team recommendation and will result in better facilitation of the teaching and learning and research mission of the biological sciences at OU. 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.

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AGENDA ITEM #21-c:

High School Courses for College Admission.

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

RECOMMENDATION:

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

BACKGROUND:

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

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

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

POLICY ISSUES:

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

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

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

ANALYSIS:

Prior to April 28, 2022, State Regents’ staff received a request from the Oklahoma Department of Career and Technology Education to approve high school courses for college admission. The table below details the courses as well as the college admission subject area in which the courses are categorized:

Course	Subject Area
Architecture Design	Computer Technology
Mechanical Design Engineering	Computer Technology
Advanced Mechanical Design Engineering	Computer Technology
Engineering Essentials	Computer Technology
Advanced Biotechnology II	Laboratory Science
Crime Scene Investigation	Laboratory Science

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

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AGENDA ITEM #21-d:

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of an institutional request for annual renewal of participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify an institutional request 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."

ANALYSIS:

Prior to April 28, 2022, State Regents' staff received a SARA renewal application from Northern Oklahoma College.

As a result of meeting the SARA eligibility requirements, this institution was approved for annual renewal of its participation in SARA. State Regents' ratification is requested.

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AGENDA ITEM #21-e (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 February 26, 2022 and March 28, 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 February 26, 2022 and March 28, 2022, there are 4 purchases in excess of \$25,000 but not in excess of \$100,000.

OneNet

- 1) Clifford Power Systems in the amount of \$34,492.00 for annual generator maintenance and load bank testing for the OneNet and OCAN Cummins generators, which provide emergency power if the commercial power supply is interrupted. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 2) Copper River Information Technology in the amount of \$98,511.55 for new active node hardware for service delivery at the University of Tulsa. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 3) Presidio Holdings Incorporated in the amount of \$39,596.76 for the purchase of Juniper equipment to facilitate network connectivity for the OneOklahoma Friction Free Network (OFFN). Costs recovered through National Science Foundation OFFN5 grant. (Funded from 718-OneNet).
- 4) Copper River Information Technology in the amount of \$86,800.41 for Adva hardware to replace spares used to turn up new services on optical network. Costs for recovered through OneNet user fees. (Funded from 718-OneNet).

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AGENDA ITEM #21-e (2):

Grants.

SUBJECT: Ratification of a technical assistance grant for the Complete College America Policy-Equity-Practice Initiative.

RECOMMENDATION:

It is recommended that the State Regents ratify the technical assistance to support ongoing Complete College America initiatives for a three-year period funded through Complete College America.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) joined the Complete College America (CCA) Alliance of States in 2011. Improving student success and completion through the implementation of equity-focused, evidence-based strategies has been at the center of the various CCA strategies implemented across the state system of higher education over the last decade.

CCA has been impressed by OSRHE's continued work on the implementation of CCA's strategies. Oklahoma has been awarded a highly competitive national technical grant to support the ongoing work that State System institutions have successfully implemented over the last decade. CCA has pledged three years of technical assistance to support project activities outlined in Oklahoma's application. Oklahoma's CCA Leadership Team has identified specific student success and completion focused strategies that will be impacted by participating in this initiative. Through continued collaboration, OSRHE and CCA will engage a select number of institutions to participate in the Policy, Equity, and Practice Initiative (PEP Initiative) to improve student success and completion strategies through the implementation of equity-focused, evidence-based strategies.

POLICY ISSUES:

No policy issues are related to this action.

ANALYSIS:

College completion initiatives in Oklahoma must involve strategies to reach both the emerging workforce matriculating through the common education pipeline and the current workforce that is dominated by individuals that have some college or postsecondary training but have no earned degree or credential. Since joining CCA, Oklahoma has been committed to increasing the number of degrees and certificates to a level of 50,900 by 2023. By implementing CCA's key strategies over the last decade, Oklahoma's colleges and universities are on track to reaching this essential goal.

With support from the Ascendium Education Group in partnership with CCA a request for proposals for the PEP Initiative was released in November 2021. Aside from establishing a national network of state

higher education agency professionals working on college completion issues and a national convening dedicated to sharing best practices, this project also included three years of customized state support related to improving college completion efforts. Oklahoma was one of three states selected for this assistance through a competitive process.

Goals of Project Participation

Increasing the number of degrees and certificates is increasingly becoming part of the higher education strategy in Oklahoma from multiple perspectives. Oklahoma's Task Force on the Future of Higher Education College Degree Completion subcommittee recommended included accelerating and scaling proven degree completion strategies and strengthening student support services. These recommendations will be explored through Oklahoma's participating in the CCA PEP initiative.

If accepted, 12-15 institutions will be selected to participate in the CCA PEP project. The cohort will focus on CCA's Purpose First + Dual Enrollment strategies and adopt key performance indicators for student success and college transformation utilizing the Postsecondary Data Partnership and other data metrics. A full description of CCA's PEP Initiative is provided in the final Memorandum of Understanding (MOU).

State Regents' acceptance is recommended.

Attachment

ATTACHMENT

COMPLETE COLLEGE AMERICA

Memorandum of Understanding

Policy, Equity, and Practice (PEP) Initiative

The State of Oklahoma, acting by and through the Oklahoma State Regents for Higher Education ("Oklahoma") and **Complete College America** desire to enter into an agreement in which the parties will work together to complete a project as outlined in this Memorandum of Understanding (MOU) from February 15, 2022 – August 1, 2024.

This Memorandum of Understanding identifies the commitment of Oklahoma to partner and collaborate with Complete College America, a nonprofit organization dedicated to working with states to significantly increase the number of Americans with quality career certificates or college degrees and to close institutional performance gaps for minoritized populations.

Oklahoma agrees to partner with Complete College America as part of its **Policy, Equity, and Perspective (PEP) Initiative**. This initiative is designed to support states plus a select number of their colleges and universities to dramatically improve student success through the implementation of equity-focused, evidence-based strategies to improve college completion that are supported by targeted policies based on the CCA pillars of student success. By the end of this project Oklahoma will have:

- Adopted or modified one to three equity focused policies that support student success and college completion
- Implemented at scale three to five Complete College America equity and completion focused strategies across 12-15 participating colleges and universities
- Adopted key performance indicators for student success and college transformation utilizing the Postsecondary Data Partnership and other data metrics

To support the efforts of Oklahoma, Complete College America will:

- Lead virtual and in-person statewide convenings with state and campus leadership as well as practitioners
- Support state level policy adoption through policy audits, recommendations, equity policy framework trainings, data to support policy, expert testimony, and sample policy language, as appropriate
- Design and deliver statewide technical assistance for selected CCA student success strategies and equity workshops
- Assign a CCA coach to support campus implementation of selected CCA strategies of focus
- Facilitate institutional, state, and cross-state connections and resources through CCA University
- Support adoption of the Postsecondary Data Partnership through case making workshops, onboarding, technical assistance, and practitioner engagement activities, as appropriate
- Enable participation in CCA national meetings such as CCA Annual Convening and Policy Institutes
- Provide communications around participation and progress in the PEP initiative
- Share learnings from the PEP initiative through publications, presentations, and other national channels
- Evaluate outcomes of PEP initiative

Over the course of the PEP initiative, CCA and Oklahoma will:

Year One

- Selection of 12-15 colleges and universities to participate in the PEP initiative
- Kickoff webinars with state and campus executive leadership and policy makers + kickoff webinars with campus practitioners
- Identification of state-level PEP project leads who will connect with CCA and coordinate statewide policy efforts, technical assistance, and data work
- Designation of campus PEP project lead and project team to plan and implement selected CCA success strategies
- Introductory webinars to the Postsecondary Data Partnership and establishment of tracking + reporting data including baseline metrics for state-level completion goals and leading indicators of student and campus success
- Selection of policy areas of focus and specific target policies for adoption
- Finalize CCA equity + completion strategies of focus and design statewide technical assistance
- Onboarding to CCA University to facilitate resource-sharing and discussion among and across institutions and states

Years Two and Three

- Statewide professional development and technical assistance with content experts to implement student success reforms based on CCA strategies
- Campus support on implementation of CCA strategies and regular campus team meetings to monitor and support progress
- Data capacity technical assistance for Postsecondary Data Partnership and collection of key project metrics

Throughout Years One, Two, and Three

- Facilitated meetings with state leadership teams participating in the PEP Initiative and state- and campus-level workshops
- Participation in CCA Annual Convening and Policy Institutes
- Sharing of success stories through presentations and publications of participation in the PEP initiative

This MOU is effective as of the date of signing and valid from February 15, 2022 – August 1, 2024 unless superseded by a formal contract or terminated pursuant to the termination procedure.

Yolanda Watson Spiva
Complete College America, President

Allison Garrett
SHEEO Print Name


Rachel Bates
Project Lead Print Name



CCA President Signature


Allison Garrett (Feb 17, 2022 20:20 CST)

SHEEO Signature



Project Lead Signature

3/1/2022


Date

Feb 17, 2022

Date

Feb 15, 2022

Date

Approved as to Form:


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AGENDA ITEM #21-e (3):

Deleted Item.

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AGENDA ITEM #21-f (1):

Resolutions.

SUBJECT: Approval of a resolution honoring an outgoing member.

This item will be available at the meeting.

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AGENDA ITEM #21-f (2):

Resolutions.

SUBJECT: Approval of a resolution honoring a retiring staff member.

This item will be available at the meeting.

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AGENDA ITEM #22-a:

Programs.

SUBJECT: Current Status Report on Program Requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 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.

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AGENDA ITEM #22-b (1):

Annual Report.

SUBJECT: State Regents' Policy Reporting Requirements Survey.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Policy Reporting Requirements Survey for 2020-2021.

BACKGROUND:

As a measure of accountability for both the State System institutions and the State Regents, most State Regents' policies require data collection and reporting. Among these policies are the following:

- Academic Forgiveness Provisions (3.12.6)
- Special Admission (3.9.6)
- Retention Standards (3.9.8)
- International Student Admission and Admission of Non-native Speakers of English (3.9.5)
- High School Curricular Requirements (3.20.4)

Since the data requested are not available through other sources such as the Unitized Data System (UDS), one survey was designed to minimize reporting demands on institutions for these five policies. This is the eighteenth year of data collection.

POLICY ISSUES:

Academic Forgiveness Provisions

A student may request an academic reprieve or academic renewal from State System institutions consistent with State Regents' policy. The explanation of grades section of the transcript will note the courses and semester(s) reprieved or renewed. Institutions granting academic reprieves or renewals must submit an annual report to the State Regents.

Special Admission

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in up to nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. The president or his/her designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made only for non-degree-seeking students who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

Retention Standards

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases and require that the suspended student document any

extraordinary personal circumstances that contributed to his/her academic deficiencies. Suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their GPA to the designated level. Students suspended a second time from the same institution cannot return to the suspending school until they have demonstrated, by attending another institution, the ability to succeed academically by raising their GPA to the retention standards.

International Student Admission and Admission of Non-native Speakers of English (ESL)

ESL students seeking enrollment at a State System college or university must present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. First-time undergraduate or graduate students must meet one of the standards described in the Institutional Admission and Retention policy (3.9.5), subsection A. Undergraduate transfer students must meet the provisions of the Undergraduate Transfer and Articulation policy (3.11.3), subsection C. Exceptions may be made if the applicant demonstrates proficiency in English by some other means prior to admission. Such exceptions must be appropriately documented and reported.

Student Demonstration of Competencies

The State Regents' policy requires students to successfully remediate basic academic skills deficiencies within the first 24 college-level hours attempted or have all subsequent enrollments restricted to deficiency removal courses until the deficiencies are removed. The president or his/her designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24 hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

ANALYSIS:

A comprehensive survey was conducted to gather data regarding exceptions to the above-mentioned policies. Results were tabulated and are reported by institutional tier: research, regional, liberal arts, and community college. The University of Science and Arts of Oklahoma was split from the regional tier to form a new liberal arts tier beginning with the 2013-14 report. Due to these tier changes, comparison of regional university data after 2013-2014 to prior years is limited. Information was gathered for the academic year from all State System institutions.

Academic Forgiveness Provisions

Circumstances may justify students being able to recover from academic problems in ways which do not forever jeopardize their academic standing. The policy recognizes there may be extraordinary situations in which a student has done poorly in up to two semesters due to extenuating circumstances, which, in the judgment of the appropriate institutional officials, warrants excluding grades from those semesters in calculating the student's GPA. Students must meet specified criteria to be considered for an academic reprieve. Specifically, to request an academic reprieve, three years must have elapsed between the time the grades being requested reprieved were earned and the reprieve request. Prior to the request, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in a minimum of 12 hours of course work excluding activity or performance courses.

An additional provision allows a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover without penalty and have a fresh start. Under academic renewal, which is optional for all State System institutions, course work taken prior to a date specified by the institution is not counted in the student's GPA. An institution's academic renewal policy must follow these guidelines: 1) At least five years must have elapsed between the last semester being renewed and the

renewal request; 2) Prior to requesting academic renewal, the student must have earned a GPA of 2.0 or higher with no grade lower than a “C” in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses; 3) The request must be for all courses completed before the date specified in the request for renewal; 4) The student must petition for consideration of academic renewal according to institutional policy; and 5) All courses remain on the student’s transcript, but are not calculated in the student’s GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

The student may not receive more than one academic reprieve or renewal during his/her academic career, and only one option (reprieve or renewal) can be used.

Number of Grade Reprives by Tier 2011-12 to 2020-21

	11-12		12-13		13-14		14-15		15-16		16-17		17-18		18-19		19-20		20-21	
	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant
Research	41	40	50	49	54	51	63	59	42	41	42	42	50	50	49	46	63	59	34	31
Regional	243	195	239	190	239	200	172	141	179	146	136	95	213	150	130	101	143	108	74	65
Liberal Arts	*	*	*	*	5	5	5	5	7	7	7	7	3	3	0	0	6	6	2	2
Community	396	321	350	259	298	235	321	248	319	241	343	271	268	178	345	260	298	243	216	163
Total	680	556	639	498	596	491	561	453	547	435	528	415	534	381	524	407	510	416	326	261

* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

- The number of requests for academic reprives averaged 545 per year for the past ten years. In 2020-21, there were 326 requests.
- Of the reprieve requests made in 2020-21, 66 percent were at community colleges, 23 percent were at regional universities, 10 percent were at research universities, and 1 percent was at the liberal arts university.
- System wide in 2020-21, 80 percent of reprieve requests were granted.
- Over the last ten years, the percent of approved reprives has ranged from 82 percent in 2013-14 to 71 percent in 2017-18. The ten-year average is 79 percent.
- By tier, community colleges granted the lowest percentage of academic reprives, 75 percent, down from 82 percent in 2019-20. Regional universities granted 88 percent, up from 76 percent in 2019-20. Research universities granted 91 percent of requested reprives, which was down from 94 percent in 2019-20. The liberal arts tier granted all reprieve requests in both 2019-20 and 2020-21.

Number of Academic Renewals Requested and Granted 2011-12 to 2020-21

	2011-2012		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT
RESEARCH	2	2	6	6	4	2	3	3	2	2	1	1	4	4	1	1	0	0	6	5
REGIONAL	3	2	10	6	6	5	5	4	2	2	1	1	6	5	6	5	0	0	6	4
LIB ARTS	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNITY	50	38	58	43	54	39	48	39	42	28	39	24	46	23	58	33	58	36	91	45
TOTAL	55	42	74	55	64	46	56	46	46	32	41	26	56	32	65	39	58	36	103	54
% APPROVED	76.4%		74.3%		71.9%		82.1%		69.6%		63.4%		57.1%		60.0%		62.1%		52.4%	

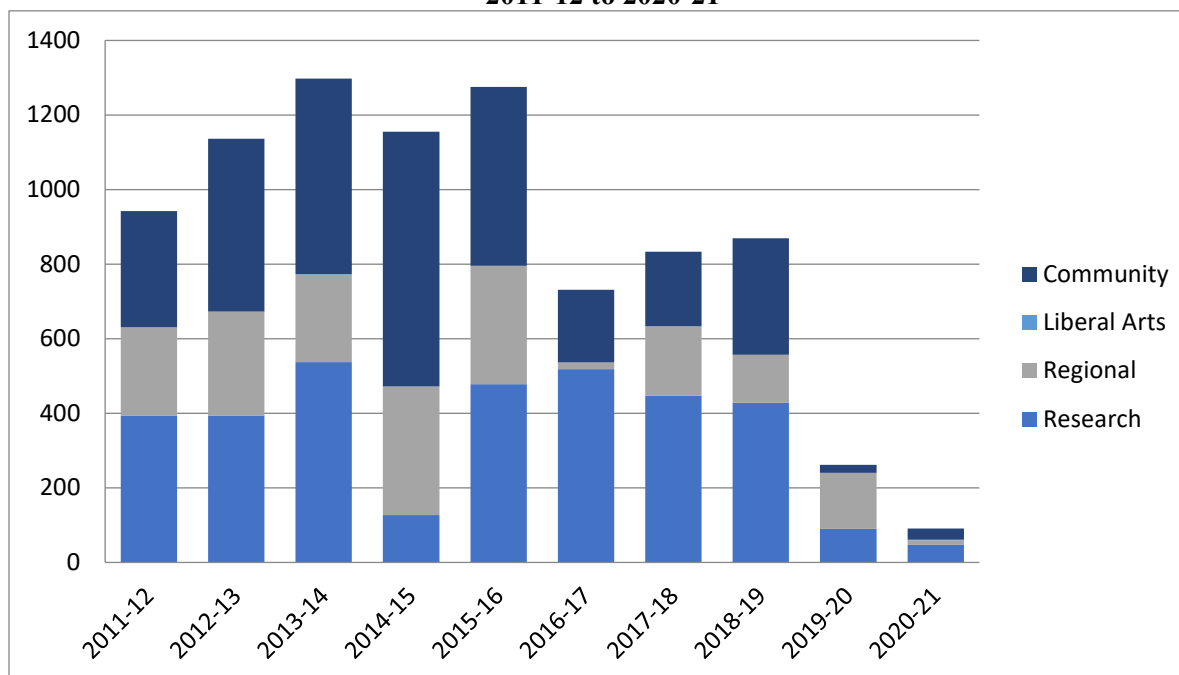
* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year.

- In 2020-21, 103 renewals were requested; 54, or 52 percent of them, were granted.
- Since 2011-12, the average percentage rate of renewals granted is 67 percent.

Special Admission

This policy provision allows institutional flexibility to meet individual student goals for specific personal enrichment or job-related courses with appropriate academic control.

**Comparison of Non-Degree Seeking Students
Enrolled in More than 9 Credits by Tier
2011-12 to 2020-21**



* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

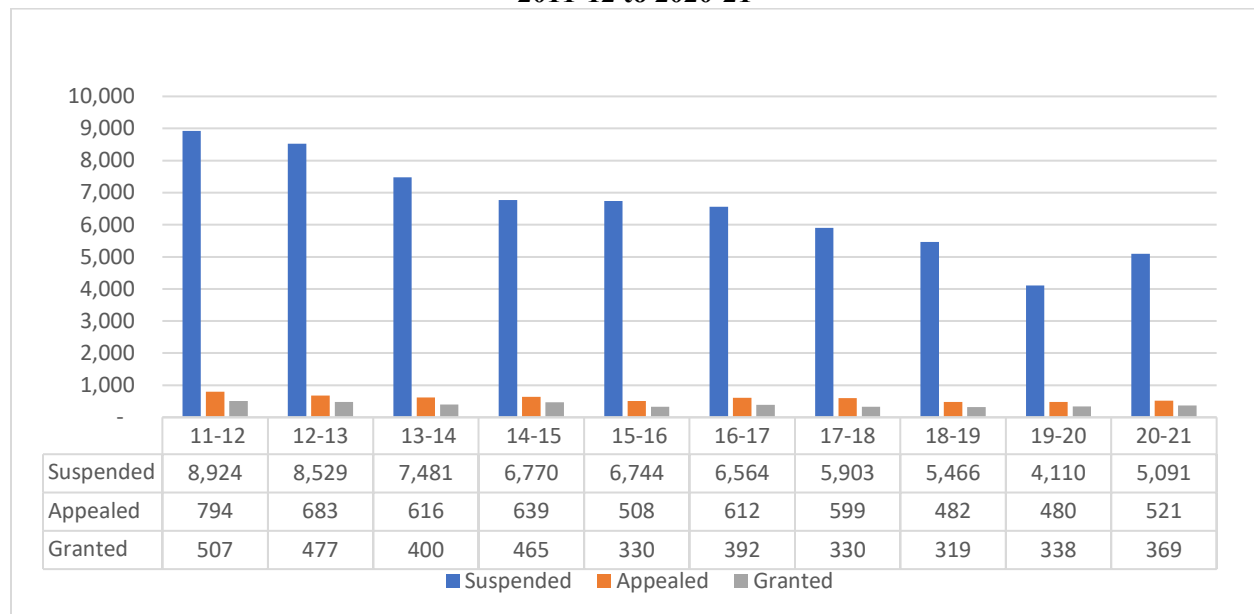
- In 2020-21, State System institutions reported a total of 91 students enrolled as non-degree seeking with more than nine credits, down from 262 students in 2019-20.
- Research universities reported 52 percent of the exceptions; regional universities, 13 percent; liberal arts, 2 percent; and community colleges, 33 percent.
- Over the last ten years, the number of individuals enrolled as non-degree seeking students has ranged from a low of 91 in 2020-21 to a high of 1,298 in 2013-14.
- Since 2010-11, the number of non-degree seeking students enrolled in more than nine hours has averaged 859. The ten-year average of non-degree seeking students by tier is as follows: research, 346; regional, 191; and community college, 322. The liberal arts tier is in its sixth year; therefore, it does not have a ten-year average.
- The large reduction in this number for academic year 2020-21 is likely attributable to policy flexibility measures afforded to institutions by the State Regents. Many students who would have been coded as non-degree seeking were allowed to be classified as regularly-admitted students due to the difficulty in obtaining academic records for admission caused by the Covid-19 pandemic.

Explanations for exceptions included courses for personal enrichment, courses needed for a job, clerical and advisor errors, and continuing education courses. Exchange students and those seeking degrees at other institutions were granted exceptions, as were those meeting admission and retention standards.

Retention Standards

Institutions have the discretion to establish an academic suspension appeals procedure. By State Regents' policy, suspended students requesting appeals must document extraordinary personal circumstances that contributed to their academic deficiencies. Such events must be highly unusual and appeal decisions should be made only following the thoughtful deliberation of an appropriate committee that may include faculty, students, and administrators.

**Total Suspensions, Appeals, and Granted Appeals
2011-12 to 2020-21**



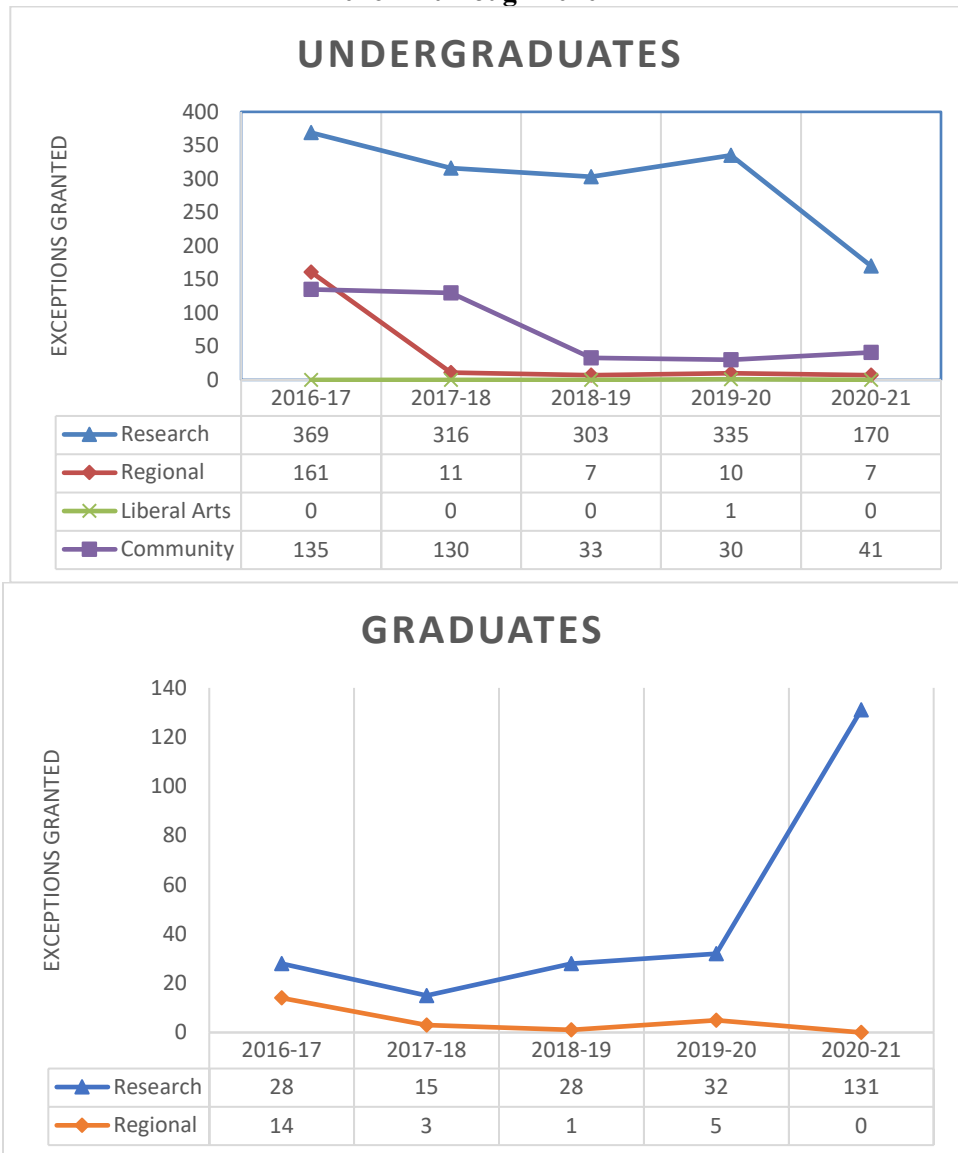
- From 2019-20 to 2020-21, the number of suspensions increased 24 percent, from 4,110 to 5,091. The number of suspensions appealed increased by 9 percent, from 480 to 521.
- Over the last ten years, the average percentage of approved suspension appeals was 66 percent. In 2020-21, 70 percent of suspension appeals were approved, which remained constant from 2019-20.
- In 2020-21, the public liberal arts university granted the highest percentage of suspension appeals at 100 percent, which was a 33 percent increase from 2019-20. Regional universities granted 54 percent of suspension appeals, community colleges granted 86 percent of appealed suspensions, and research universities granted 77 percent of suspension appeals.

As previously noted, a student must document extraordinary circumstances that contributed to his/her suspension. Thus, a high percentage of the approved appeals are granted to students who provided evidence that there were circumstances beyond their control which contributed to their academic difficulties.

English Proficiency for Non-Native Speakers

The majority of exceptions to the minimum standardized test (Test of English as a Foreign Language, TOEFL, or International English Language Testing System, IELTS, Examination) score admission requirement were granted for students who presented evidence of proficiency through interviews or other examination, graduated from English-speaking high schools, were participating in exchange programs with foreign institutions which certified the students' proficiency, or had previous successful work at other colleges or universities.

**Number of English Proficiency Exceptions by Tier
2016-17 through 2020-21**



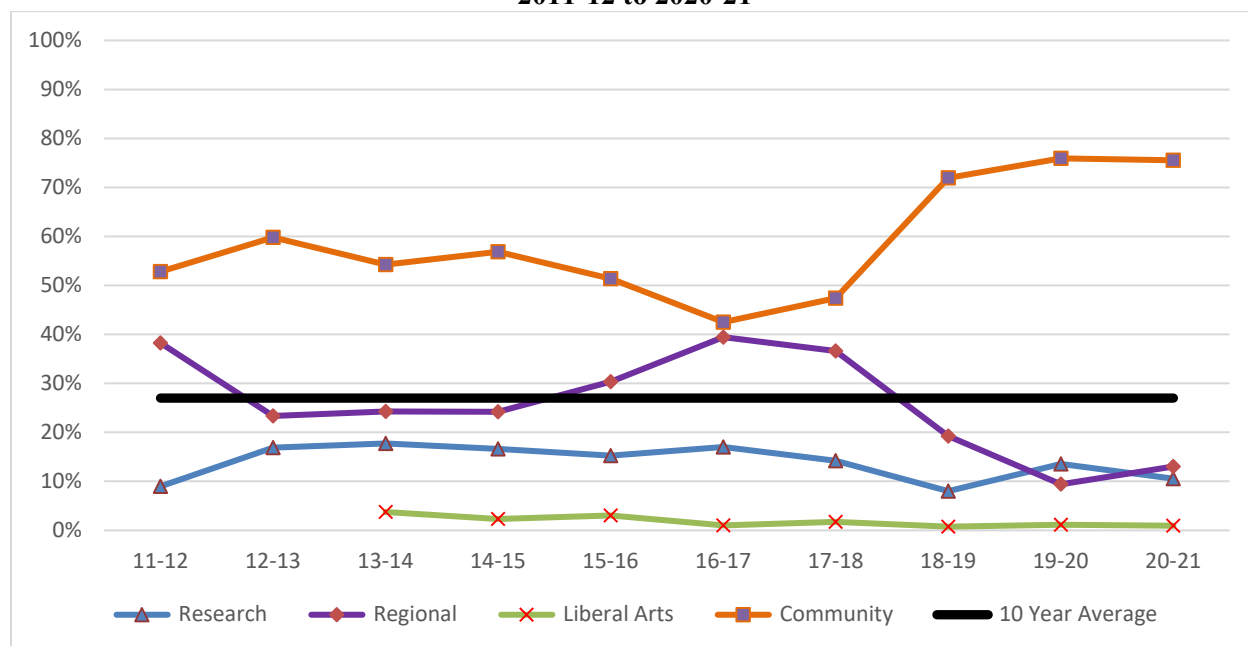
- The system wide number of undergraduate English Proficiency exceptions decreased 42 percent from 376 in 2019-20 to 218 in 2020-21. From 2019-20 to 2020-21, research universities reported a decrease of 49 percent, 335 to 170, regional universities decreased 30 percent, 10 to 7, liberal arts tier decreased from 1 to 0, and community colleges increased 37 percent, 30 to 41.
- Graduate exceptions at research universities increased by 309 percent, from 32 in 2019-20 to 131 in 2020-21 and decreased by 100 percent at the regional tier, from 5 in 2019-20 to 0 in 2020-21.
- The significant increase in the number of graduate students granted this exception at the research tier is likely due to the difficulty many international students had in taking an English proficiency exam due to the Covid-19 pandemic.

Student Demonstration of Competencies

Generally, students were given exceptions if they were making satisfactory progress toward removing

deficiencies, had transferred with deficiencies, or were making satisfactory progress in other college level work. Additional reasons cited were advisor or clerical errors, schedule conflicts, and enrollment in Associate in Applied Science programs.

Remediation and Removal of High School Curricular Deficiencies – Exceptions from Credit Hour Limit 2011-12 to 2020-21



* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	10YR AVG
Research	210	406	393	419	341	383	291	284	423	439	359
Regional	894	561	538	609	679	887	749	683	294	543	644
Liberal Arts	N/A	N/A	83	58	68	23	36	27	35	39	46
Community	1,235	1,438	1,201	1,430	1,151	956	969	2,551	2,372	3,150	1,645
Total	2,339	2,405	2,215	2,516	2,239	2,249	2,045	3,545	3,124	4,171	2,685

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	10 YR AVG
Research	9%	17%	18%	17%	15%	17%	14%	8%	14%	11%	14%
Regional	38%	23%	24%	24%	30%	39%	37%	19%	9%	13%	26%
Liberal Arts			4%	2%	3%	1%	2%	1%	1%	1%	2%
Community	53%	60%	54%	57%	51%	43%	47%	72%	76%	76%	59%
10 Year Average	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%	26%

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #22-b (2):

Annual Report.

SUBJECT: Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2020-2021.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2020-2021.

BACKGROUND:

The report, *Financing Current Operating Costs of Higher Education in Oklahoma*, first published by the State Regents in 1963, was the culmination of a detailed study of the financial operations of Oklahoma's state, private and municipal colleges and universities. This landmark study involved analyses of current operating income and expenditures, future financial needs, instructional salary costs, budget building procedures, student costs, and student assistance programs.

One of the recommendations of the report was: "...that the State Regents continue to compile, analyze, and disseminate educational financial data...in order that up-to-date and reliable information will be available for continuous long-range planning."

In keeping with this recommendation, income and expenditure data from state-supported colleges and universities has been gathered, analyzed and published for every fiscal year since 1963 following the same general pattern of earlier years.

This publication reports the income and expenditures for FY2021 with comparisons to FY2020 and FY2018.

POLICY ISSUES:

This report is consistent with the State Regents policy.

ANALYSIS:

This Income and Expenditure Report for FY2021 details institutions' total income and expenditures for Educational and General Part I, Auxiliary Enterprises, Student Aid, Sponsored Research and Other Sponsored Programs, Hospitals and Clinics and Agency Special Activities. The following tables summarize data from this report.

Twenty-Five Colleges and Universities:

Total Educational and General Part I Income: FY2021 Compared to FY2020				
25 Colleges and Universities				
Income:	FY2021	FY2020	\$ Change	% Chg
Tuition and Student Fees	1,213,748,498	1,221,628,483	-7,879,985	-0.6%
State Appropriations	477,467,305	498,346,414	-20,879,109	-4.2%
Federal Stimulus	170,836,078	23,073,196	147,762,882	640.4%
Gifts and Grants	109,961,056	90,577,737	19,383,319	21.4%
Other Sources	112,183,044	173,348,406	-61,165,362	-35.3%
Total Income	2,084,195,981	2,006,974,236	77,221,745	3.8%

Columns May Not Add Due to Rounding

Total Educational and General Part I Expenditures: FY2021 Compared to FY2020				
25 Colleges and Universities				
Expenditures	FY2021	FY2020	\$ Change	% Chg
Instruction	753,094,965	794,911,659	-41,816,694	-5.3%
Research	82,376,560	88,495,925	-6,119,365	-6.9%
Public Service	42,969,985	33,545,354	9,424,631	28.1%
Academic Support	222,654,899	240,244,894	-17,589,995	-7.3%
Student Services	137,810,851	133,488,367	4,322,484	3.2%
Institutional Support	178,474,895	165,344,646	13,130,249	7.9%
Physical Plant	227,621,653	228,106,651	-484,998	-0.2%
Scholarships	373,475,285	296,237,991	77,237,294	26.1%
Total	2,018,479,093	1,980,375,487	38,103,606	1.9%

Columns May Not Add Due to Rounding

For the fiscal year ending on June 30, 2021, Educational and General – Part I income for the twenty-five colleges and universities were reported at \$2,084,195,981, an increase of \$77.2 million (3.8 percent) over fiscal year 2019-2020. In FY2021, total income was comprised of \$1,213,748,498 (58.2 percent) from tuition and student fees, \$477,467,305 (22.9 percent) in state appropriations, \$170,836,078 (8.2 percent) in Federal Stimulus CARES Funds, \$109,961,056 (5.3 percent) in gifts and grants, and \$112,183,044 (5.4 percent) from other income sources.

From FY2020 to FY2021, tuition and student fees decreased \$7.8 million (-0.6 percent). State appropriations decreased \$20.8 million (-4.2 percent), Federal Stimulus increase \$147.7 million (640.4 percent), gifts and grants increased \$19.3 million (21.4 percent), and other sources decreased 61.1 million (-35.5 percent).

For the fiscal year ending on June 30, 2021, Educational and General Part I expenditures for the twenty-five institutions were reported at \$2,018,479,093, an increase of \$38.1 million (1.9 percent) over fiscal year 2019-2020. In FY2021, total expenditures were comprised of \$753.0 million (37.3 percent) for instruction, \$82.3 million (4.1 percent) for research, \$42.9 million (2.1 percent) for public service, \$222.6 million (11.0 percent) for academic support, \$137.8 million (6.8 percent) for student services, \$178.4 million (8.8 percent) for institutional support, \$227.6 million (11.3 percent) for physical plant, and \$373.4 million (18.5 percent) for scholarships.

From FY2020 to FY2021, expenditures for instruction decreased \$41.8 million (-5.3 percent), research decreased \$6.1 million (-6.9 percent), public service increased \$9.4 million (28.1 percent), academic support decreased \$17.5 million (-7.3 percent), student services increased \$4.3 million (3.2 percent), institutional support increased \$13.1 million (8.8 percent), physical plant decreased \$484,998 (-0.2 percent) and scholarships increased \$77.2 million (26.1 percent).

Total Educational and General Part I Expenditures: FY2021 Compared to FY2020				
25 Colleges and Universities				
<i>Expenditures</i>	<i>FY2021</i>	<i>FY2020</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Teaching Salaries</i>	413,198,488	422,920,231	(9,721,743)	-2.3%
<i>Professional Salaries</i>	284,797,040	301,132,719	(16,335,679)	-5.4%
<i>Other Salaries & Wages</i>	165,858,793	172,515,293	(6,656,500)	-3.9%
<i>Fringe Benefits</i>	306,144,684	309,886,966	(3,742,282)	-1.2%
<i>Sub-Total</i>	1,169,999,004	1,206,455,209	(36,456,205)	-3.0%
<i>Professional Services</i>	60,570,710	40,277,008	20,293,702	50.4%
<i>Travel</i>	4,213,767	17,916,585	(13,702,818)	-76.5%
<i>Utilities</i>	73,423,217	62,003,820	11,419,397	18.4%
<i>Supplies & Other Operating Expenses</i>	202,466,033	224,448,660	(21,982,627)	-9.8%
<i>Property, Furniture & Equipment</i>	34,559,119	57,054,267	(22,495,148)	-39.4%
<i>Library Books & Periodicals</i>	21,133,501	24,239,026	(3,105,525)	-12.8%
<i>Scholarships & Other Assistance</i>	380,881,739	301,566,536	79,315,203	26.3%
<i>Transfers & Other Disbursements</i>	71,232,003	46,414,376	24,817,627	53.5%
<i>Sub-Total</i>	848,480,089	773,920,278	74,559,811	9.6%
<i>Total</i>	2,018,479,093	1,980,375,487	38,103,606	1.9%
<i>Columns May Not Add Due to Rounding</i>				

For FY2021, salaries and fringe benefits totaled \$1,169,999,004, a decrease of \$36,456,205 (-3.0 percent) over FY2020. Other operating costs total \$848,480,089, an increase of \$74,103,606 (9.6 percent) over FY2020.

- Teaching salaries total \$413,198,488, a decrease of \$9.7 million (-2.3 percent) over FY2020.
- Professional Salaries total \$284,797,040, a decrease of \$16.3 million (-5.4 percent) over FY2020.
- Other Salaries and Wages total \$165,858,793, a decrease of \$6.6 million (-3.9 percent) over FY2020.
- Fringe Benefits total \$306,144,684, a decrease of \$3.7 million (-1.2 percent) over FY2020.
- Professional Services total \$60,570,710, an increase of \$20.2 million (50.4 percent) from FY2020.
- Travel expenditures total \$4,213,767, a decrease of \$13.7 million (-76.5 percent) over FY2020.
- Utilities total \$73,423,217, an increase of \$11.4 million (18.4 percent) over FY2020.
- Supplies and Other Operating Expenses total \$202,466,033, a decrease of \$21.9 million (-9.8 percent) from FY2020.
- Property, Furniture & Equipment total \$34,559,119 a decrease of \$22.4 million (-39.4 percent) over FY2020.
- Library Books and Periodicals total \$21,133,501 a decrease of \$3.1 million (-12.8 percent) from FY2020.
- Scholarships and Other Assistance total \$380,881,739, an increase of \$79.3 million (26.3 percent) over FY2020.

- Transfers and Other Disbursements total \$71,232,003, an increase of \$24.8 million (53.5 percent) over FY2020.

Ten Constituent Agencies:

<i>Total Educational and General Part I Income: FY2021 Compared to FY2020</i>				
<i>10 Constituent Agencies</i>				
<i>Income:</i>	<i>FY2021</i>	<i>FY2020</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Tuition and Student Fees</i>	179,942,932	172,520,433	7,422,499	4.3%
<i>State Appropriations</i>	174,413,009	182,635,122	-8,222,113	-4.5%
<i>Federal Stimulus</i>	25,713,832	14,681,256	11,032,576	75.1%
<i>Gifts and Grants</i>	24,001,661	23,868,202	133,459	0.6%
<i>Other Sources</i>	81,811,869	74,464,922	7,346,947	9.9%
<i>Total Income</i>	485,883,303	468,169,935	17,713,368	3.8%
<i>Columns May Not Add Due to Rounding</i>				

<i>Total Educational and General Part I Expenditures: FY2021 Compared to FY2020</i>				
<i>10 Constituent Agencies</i>				
<i>Expenditures</i>	<i>FY2021</i>	<i>FY2020</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	193,830,044	197,150,490	-3,320,446	-1.7%
<i>Research</i>	47,702,545	46,815,182	887,363	1.9%
<i>Public Service</i>	57,533,181	53,697,831	3,835,350	7.1%
<i>Academic Support</i>	47,816,236	49,516,103	-1,699,867	-3.4%
<i>Sub-Total</i>	346,882,006	347,179,606	-297,600	-0.1%
<i>Student Services</i>	14,927,031	15,684,260	-757,229	-4.8%
<i>Institutional Support</i>	44,951,091	49,314,212	-4,363,121	-8.8%
<i>Physical Plant</i>	52,030,385	51,204,155	826,230	1.6%
<i>Scholarships</i>	24,987,084	17,119,375	7,867,709	46.0%
<i>Sub-Total</i>	136,895,591	133,322,002	3,573,589	2.7%
<i>Total</i>	483,777,597	480,501,608	3,275,989	0.7%

For the fiscal year ending on June 30, 2020, Educational and General – Part I income for the ten constituent agencies were reported at \$485,883,303, an increase of \$17.7 million (3.8 percent) over FY2020.

In FY2021, total income was comprised of \$179,942,932 (37.0 percent) from tuition and student fees, \$174,413,009 (35.9 percent) in state appropriations, \$25,713,832 (5.3 percent) in federal appropriations, \$24,001,661 (4.9 percent) in gifts and grants, and \$81,811,869 (9.9 percent) from other income sources.

From FY2020 to FY2021, tuition and student fees increased \$7.4 million (4.3 percent). State appropriations decreased \$8.2 million (-4.5 percent), federal appropriations increased \$11.0 million (75.1 percent), gifts and grants increased \$133,459 (0.6 percent) and other sources increased \$7.3 million (9.9 percent).

For the fiscal year ending on June 30, 2021, Educational and General Part I expenditures for the ten constituent agencies were reported at \$483,777,597, an increase of \$3.2 million (0.7 percent) over fiscal year 2019-2020. In FY2021, total expenditures were comprised of \$193.8 million (40.1 percent) for instruction, \$47.7 million (9.9 percent) for research, \$57.5 million (7.1 percent) for public service, \$47.8 million (9.9 percent) for academic support, \$14.9 million (3.1 percent) for student services, \$44.9 million

(9.3 percent) for institutional support, \$52.0 million (10.8 percent) for physical plant, and \$24.9 million (5.2 percent) for scholarships.

Total Educational and General Part I Expenditures: FY2021 Compared to FY2020				
10 Constituent Agencies				
<i>Expenditures</i>	<i>FY2021</i>	<i>FY2020</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Teaching Salaries</i>	91,887,958	94,563,319	(2,675,361)	-2.8%
<i>Professional Salaries</i>	107,274,662	104,239,227	3,035,435	2.9%
<i>Other Salaries & Wages</i>	46,145,369	50,476,458	(4,331,089)	-8.6%
<i>Fringe Benefits</i>	85,536,263	86,161,649	(625,386)	-0.7%
<i>Sub-Total</i>	330,844,252	335,440,653	(4,596,401)	-1.4%
<i>Professional Services</i>	11,125,070	7,576,168	3,548,902	46.8%
<i>Travel</i>	992,931	3,627,410	(2,634,479)	-72.6%
<i>Utilities</i>	13,819,733	13,636,203	183,530	1.3%
<i>Supplies & Other Operating Expenses</i>	68,335,960	68,928,586	(592,626)	-0.9%
<i>Property, Furniture & Equipment</i>	9,616,063	8,425,201	1,190,862	14.1%
<i>Library Books & Periodicals</i>	6,320,710	6,304,028	16,682	0.3%
<i>Scholarships & Other Assistance</i>	25,299,857	17,526,119	7,773,738	44.4%
<i>Transfers & Other Disbursements</i>	17,423,021	19,037,240	(1,614,219)	-8.5%
<i>Sub-Total</i>	152,933,345	145,060,955	7,872,390	5.4%
<i>Total</i>	483,777,597	480,501,608	3,275,989	0.7%

For FY2021, salaries and fringe benefits totaled \$330,844,252, a decrease of \$4.5 million (-1.4 percent) from FY2020. Other operating costs total \$152,933,345, an increase of \$7.8 million (5.4 percent) over FY2020.

- Teaching salaries total \$91,887,958, a decrease of \$2.6 million (-2.8 percent) from FY2020.
- Professional Salaries total \$107,274,662, an increase of \$3.0 million (2.9 percent) over FY2020.
- Other Salaries and Wages total \$46,165,369, a decrease of \$4.3 million (-8.6 percent) over FY2020.
- Fringe Benefits total \$85,536,263, a decrease of \$625,386 (-0.7 percent) over FY2020.
- Professional Services total \$11,125,070, an increase of \$3.5 million (46.8 percent) over FY2020.
- Travel expenditures total \$992,931 a decrease of \$2.6 million (-72.6 percent) over FY2020.
- Utilities total \$13,819,733 an increase of \$183,530 (1.3 percent) from FY2020.
- Supplies and Other Operating Expenses total \$68,335,960, a decrease of \$592,626 (-0.9 percent) from FY2020.
- Property, Furniture & Equipment total \$9,616,063, an increase of \$1.1 million (14.1 percent) over FY2020.
- Library Books and Periodicals total \$6,320,710, an increase of \$16,682 (0.3 percent) from FY2020.
- Scholarships and Other Assistance total \$25,299,857, an increase of \$7.7 million (44.4 percent) over FY2020.
- Transfers and Other Disbursements total \$17,423,021, a decrease of \$1.6 million (-8.5 percent) over FY2020.
- Total FY2021 expenditures total \$483,777,597, an increase of \$3.2 million (0.7 percent) over FY2020.

Summary - Twenty-Five Colleges and Universities and the Ten Constituent Agencies:

Total Income for the 25 College and Universities and the 10 Constituent Agencies				
FY2021 Compared to FY2020				
Income	FY2021	FY2020	\$ Change	% Chg
<i>E&G Part I</i>	2,570,079,284	2,475,144,171	94,935,113	3.8%
<i>Sponsored Research</i>	506,047,274	561,618,168	-55,570,894	-9.9%
<i>Student Aid</i>	352,990,189	371,472,363	-18,482,174	-5.0%
<i>Auxiliary Services</i>	703,600,775	732,744,129	-29,143,354	-4.0%
<i>Hospitals and Clinics</i>	900,586,064	863,164,591	37,421,473	4.3%
<i>Agency Special</i>	248,928,375	102,061,740	146,866,635	143.9%
Total	5,282,231,961	5,106,205,162	176,026,799	3.4%

Total Expenditures for the 25 College and Universities and the 10 Constituent Agencies				
FY2021 Compared to FY2020				
Expenditures	FY2021	FY2020	\$ Change	% Chg
<i>E&G Part I</i>	2,502,256,690	2,460,877,095	41,379,595	1.7%
<i>Sponsored Research</i>	506,047,274	561,618,168	-55,570,894	-9.9%
<i>Student Aid</i>	421,124,736	441,096,557	-19,971,821	-4.5%
<i>Auxiliary Enterprises</i>	629,077,887	605,677,509	23,400,378	3.9%
<i>Hospitals and Clinics</i>	724,521,945	778,475,810	-53,953,865	-6.9%
<i>Agency Special</i>	247,008,364	87,746,778	159,261,586	181.5%
Total	5,030,036,897	4,935,491,917	94,544,980	1.9%

For the fiscal year ending on June 30, 2021, the total operating income for the twenty-five colleges and universities and ten constituent agencies totaled \$5,282,231,961, an increase of \$176.0 million (143.9 percent) over fiscal year 2019-2020. Income made in fiscal year 2020-2021 include \$2.5 billion (48.7 percent) for Educational and General Part I, \$506.0 million (9.6 percent) for Sponsored Research and Other Sponsored Programs, \$352.9 million (6.7 percent) for Student Aid, \$703.6 million (13.3 percent) for Auxiliary Enterprises, \$900.5 million (17.0 percent) for Hospitals and Clinics and \$248.9 million (4.7 percent) for Agency Special.

From fiscal year 2019-2020 to fiscal year 2020-2021, total income increased by 176,026,799 (3.4 percent). Income for Educational and General Part I increased \$94.9 million (3.8 percent), Sponsored Research and Other Sponsored Programs decreased \$55.5 million (-9.9 percent), Student Aid decreased \$18.4 million (-5.0 percent), Auxiliary Enterprises decreased \$29.1 million (-4.0 percent), Hospitals and Clinics increased \$37.4 million (4.3 percent) and Agency Special increased \$146.8 million (143.9 percent).

For the fiscal year ending on June 30, 2021, the total operating expenditures for the twenty-five colleges and universities and ten constituent agencies totaled \$5,030,036,897, an increase of \$94.5 million (1.9 percent) over fiscal year 2019-2020. Expenditures made in fiscal year 2020-2021 include \$2.5 billion (49.7 percent) for Educational and General Part I, \$506.0 million (10.1 percent) for Sponsored Research and Other Sponsored Programs, \$421.1 million (8.4 percent) for Student Aid, \$629.0 million (12.5 percent) for Auxiliary Enterprises, \$724.5 million (14.4 percent) for Hospitals and Clinics and \$247.0 million (4.9 percent) for Agency Special.

From fiscal year 2019-2020 to fiscal year 2020-2021, total expenditures increased by \$94,544,980 (1.9 percent). Expenditures for Educational and General Part I increased \$41.3 million (1.7 percent), Sponsored Research and Other Sponsored Programs decreased \$55.5 million (-9.9 percent), Student Aid decreased \$19.9 million (-4.5 percent), Auxiliary Enterprises increased \$23.4 million (3.9percent), Hospitals and Clinics decreased \$53.9 million (-6.9 percent) and Agency Special increased \$159.2 million (181.5 percent).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #22-b (3):

Preliminary Enrollment Report.

SUBJECT: Spring 2022 Preliminary Enrollment Survey.

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

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

FINDINGS:

Spring 2022 Preliminary Headcount Enrollment – Table 1

- Preliminary spring headcount enrollment at Oklahoma public colleges and universities decreased by 1,094 students (0.7%) from the spring 2021 semester (146,089) to the spring 2022 semester (144,995).
 - Preliminary spring headcount enrollment increased 1.6 percent at the research universities (874 students) and 10.4 percent at the public liberal arts university (71 students).
 - Preliminary spring headcount enrollment decreased 3.2 percent at the regional universities (1,375 students) and 1.3 percent at community colleges (664 students).
- Preliminary spring headcount enrollment at reporting private institutions increased by 529 students (3.2%), from 16,495 in Spring 2021 to 17,024 in Spring 2022.

Spring 2022 Preliminary Full-Time Equivalent Enrollment – Table 2

- Preliminary spring FTE enrollment at public institutions decreased 1.1 percent, from 108,651 in spring 2021 to 107,476 in spring 2022.

- Preliminary spring FTE enrollment increased 2.7 percent at the research universities (1,214 FTE students) and 9.3 percent at the public liberal arts university (58 FTE students).
- Preliminary spring headcount enrollment decreased 4.1 percent at the regional universities (1,350 FTE students) and 3.7 percent at community colleges (1,097 FTE students).
- Preliminary spring FTE enrollment at private institutions totals 10,787 students from 5 institutions reporting data for both Spring 2021 and Spring 2022 semesters, representing an 8.3 percent increase (823 students).
 - Three private institutions (The University of Tulsa, Randall University, and Southwestern Christian University) did not submit data for Spring 2021 FTE enrollment. These institutions ARE NOT included in Total Private, Grand Total, Absolute Change, or Percent Change figures included in Table 2.
 - Spring 2022 preliminary FTE enrollment at private institutions totals 14,752 with these institutions included.
 - Spring 2022 preliminary FTE enrollment at public and reporting private institutions totals 122,228 with these institutions included.

Spring 2022 Preliminary First-Time Entering Student Enrollment – Table 3

- The number of first-time entering students at public institutions decreased 0.7 percent from 5,050 in spring 2021 to 5,014 in spring 2022.
- Preliminary spring first-time entering student enrollment increased 32.9 percent at the research universities (237 to 315), 190.0 percent at the public liberal arts university (20 to 58), and 57.7 percent at the regional universities (428 to 675). Spring first-time entering student enrollment decreased 9.1 percent at the community colleges (4,365 to 3,966).
 - Preliminary spring first-time entering enrollment increased 32.9 percent at the research universities (78 students), 190.0 percent at the public liberal arts university (38 students), and 57.7 percent at the regional universities (247 students).
 - Preliminary spring first-time entering enrollment decreased 9.1 percent at the community colleges (399 students).
- Preliminary spring first-time entering enrollment at private institutions totals 94 students from 5 institutions reporting data for both Spring 2021 and Spring 2022 semesters, representing a 19.0 percent decrease (22 students).
 - Three private institutions (The University of Tulsa, Randall University, and Southwestern Christian University) did not submit data for Spring 2021 first-time entering enrollment. These institutions ARE NOT included in Total Private, Grand Total, Absolute Change, or Percent Change figures included in Table 3.
 - Spring 2022 preliminary first-time entering enrollment at private institutions totals 125 with these institutions included.
 - Spring 2022 preliminary FTE enrollment at public and reporting private institutions totals 5,139 with these institutions included.

Spring 2022 Preliminary Concurrent Student Enrollment – Table 4 and Table 5

- Concurrent headcount enrollment at Oklahoma public institutions increased 7.8 percent, from 11,310 in spring 2021 to 12,187 in spring 2022 (877 additional students).

- The number of concurrent semester credit hours generated increased 7.9 percent, from 61,510 in spring 2021 to 66,385 in spring 2022 (4,875 additional credit hours).
- The average number of credit hours per concurrent student increased marginally from 5.56 in spring 2021 to 5.57 in spring 2022 (0.2% increase).

Table 1: Spring 2022 Preliminary Headcount Enrollment

INSTITUTION	HEADCOUNT ENROLLMENT		CHANGE	
	Spring 2021	Spring 2022	Absolute Change	Percent Change
University of Oklahoma	25,155	25,622	467	1.9%
Oklahoma State University	22,257	22,500	243	1.1%
University of Oklahoma - Health Sciences Center	3,072	3,122	50	1.6%
Oklahoma State University - Center for Health Sciences	1,194	1,284	90	7.5%
University of Oklahoma - Law Center	976	988	12	1.2%
Oklahoma State University - School of Veterinary Medicine	403	415	12	3.0%
Research Universities	53,057	53,931	874	1.6%
University of Science and Arts of Oklahoma	685	756	71	10.4%
Liberal Arts University	685	756	71	10.4%
Cameron University	3,289	3,134	-155	-4.7%
East Central University	3,203	3,012	-191	-6.0%
Langston University	1,645	1,686	41	2.5%
Northeastern State University	6,540	6,247	-293	-4.5%
Northwestern Oklahoma State University	1,711	1,709	-2	-0.1%
Oklahoma Panhandle State University	1,124	1,133	9	0.8%
Southeastern Oklahoma State University	5,010	5,095	85	1.7%
Southwestern Oklahoma State University	4,376	4,386	10	0.2%
Rogers State University	3,026	2,901	-125	-4.1%
University of Central Oklahoma	12,569	11,815	-754	-6.0%
Regional Universities	42,493	41,118	-1,375	-3.2%
Carl Albert State College	1,617	1,646	29	1.8%
Connors State College	1,647	1,548	-99	-6.0%
Eastern Oklahoma State College	1,146	1,084	-62	-5.4%
Murray State College	1,933	1,958	25	1.3%
Northeastern Oklahoma A&M College	1,544	1,465	-79	-5.1%
Northern Oklahoma College	2,561	2,771	210	8.2%
Oklahoma City Community College	10,177	9,750	-427	-4.2%
Oklahoma State University - Oklahoma City	4,209	3,986	-223	-5.3%
OSU Institute of Technology - Okmulgee	1,981	2,013	32	1.6%
Redlands Community College	1,654	1,632	-22	-1.3%
Rose State College	5,607	5,731	124	2.2%
Seminole State College	1,196	1,322	126	10.5%
Tulsa Community College	13,455	13,131	-324	-2.4%
Western Oklahoma State College	1,127	1,153	26	2.3%
Community Colleges	49,854	49,190	-664	-1.3%
Public Institutions	146,089	144,995	-1,094	-0.7%
The University of Tulsa	4,113	3,700	-413	-10.0%
Oklahoma City University	2,585	2,455	-130	-5.0%
Oklahoma Baptist University	1,692	1,347	-345	-20.4%
Oklahoma Christian University	1,983	2,455	472	23.8%
Oral Roberts University	3,954	4,629	675	17.1%
Mid-America Christian University	1,452	1,789	337	23.2%
Randall University	299	247	-52	-17.4%
Southwestern Christian University	417	402	-15	-3.6%
Private Institutions	16,495	17,024	529	3.2%
Grand Total	162,584	162,019	-565	-0.3%

Table 2: Spring 2022 Preliminary Full-Time Equivalent Enrollment

INSTITUTION	FTE ENROLLMENT		CHANGE	
	Spring 2021	Spring 2022	Absolute Change	Percent Change
University of Oklahoma	20,342	20,922	580	2.9%
Oklahoma State University	18,854	19,155	301	1.6%
University of Oklahoma - Health Sciences Center	3,449	3,572	124	3.6%
Oklahoma State University Center for Health Sciences	1,438	1,572	134	9.3%
University of Oklahoma - Law Center	870	909	39	4.5%
Oklahoma State University School of Veterinary Medicine	658	694	36	5.5%
Research Universities	45,611	46,825	1,214	2.7%
University of Science and Arts of Oklahoma	621	679	58	9.3%
Liberal Arts University	621	679	58	9.3%
Cameron University	2,405	2,231	-174	-7.2%
East Central University	2,590	2,440	-150	-5.8%
Langston University	1,570	1,620	50	3.2%
Northeastern State University	4,982	4,713	-270	-5.4%
Northwestern Oklahoma State University	1,349	1,325	-24	-1.7%
Oklahoma Panhandle State University	942	943	1	0.1%
Rogers State University	2,261	3,481	1,220	54.0%
Southeastern Oklahoma State University	3,512	3,614	102	2.9%
Southwestern Oklahoma State University	3,648	2,137	-1,512	-41.4%
University of Central Oklahoma	9,545	8,950	-594	-6.2%
Regional Universities	32,804	31,454	-1,350	-4.1%
Carl Albert State College	1,053	1,090	37	3.5%
Connors State College	1,196	1,079	-117	-9.8%
Eastern Oklahoma State College	761	731	-30	-3.9%
Murray State College	1,185	1,189	4	0.3%
Northeastern Oklahoma A&M College	1,208	1,131	-77	-6.4%
Northern Oklahoma College	1,634	1,602	-32	-2.0%
Oklahoma City Community College	5,628	5,276	-351	-6.2%
Oklahoma State University - Oklahoma City	2,288	2,107	-181	-7.9%
OSU Institute of Technology - Okmulgee	1,484	1,489	5	0.3%
Redlands Community College	852	812	-40	-4.7%
Rose State College	3,215	3,124	-91	-2.8%
Seminole State College	856	902	46	5.4%
Tulsa Community College	7,566	7,318	-248	-3.3%
Western Oklahoma State College	688	668	-20	-3.0%
Community Colleges	29,615	28,518	-1,097	-3.7%
Public Institutions	108,651	107,476	-1,175	-1.1%
The University of Tulsa	N/A*	3,391	0	0.0%
Oklahoma City University	2,441	2,403	-38	-1.5%
Oklahoma Baptist University	1,463	1,252	-211	-14.4%
Oklahoma Christian University	1,621	2,403	783	48.3%
Oral Roberts University	3,170	3,343	173	5.4%
Mid-America Christian University	1,269	1,385	116	9.2%
Randall University	N/A*	215	0	0.0%
Southwestern Christian University	N/A*	358	0	0.0%
Private Institutions	9,964	10,787	823	8.3%
Grand Total	118,615	118,263	-352	-0.3%

*N/A indicates that the school did not submit data for that time period. These institutions are not included in Total Private, Grand Total, Absolute Change, or Percent Change figures. Spring 2022 preliminary FTE enrollment at private institutions totals 14,752 with these institutions included. Spring 2022 preliminary FTE enrollment at public and reporting private institutions totals 122,228 with these institutions included.

Table 3: Spring 2022 Preliminary First-Time Entering Enrollment

INSTITUTION	FIRST-TIME ENROLLMENT		CHANGE	
	Spring 2021	Spring 2022	Absolute Change	Percent Change
University of Oklahoma	134	199	65	48.5%
Oklahoma State University	103	116	13	12.6%
University of Oklahoma - Health Sciences Center	0	0	0	0.0%
Oklahoma State University Center for Health Sciences	0	0	0	0.0%
University of Oklahoma - Law Center	0	0	0	0.0%
Oklahoma State University School of Veterinary Medicine	0	0	0	0.0%
Research Universities	237	315	78	32.9%
University of Science and Arts of Oklahoma	20	58	38	190.0%
Liberal Arts University	20	58	38	190.0%
Cameron University	98	97	-1	-1.0%
East Central University	32	205	173	540.6%
Langston University	26	26	0	0.0%
Northeastern State University	37	34	-3	-8.1%
Northwestern Oklahoma State University	4	16	12	300.0%
Oklahoma Panhandle State University	43	44	1	2.3%
Rogers State University	36	38	2	5.6%
Southeastern Oklahoma State University	27	45	18	66.7%
Southwestern Oklahoma State University	31	62	31	100.0%
University of Central Oklahoma	94	108	14	14.9%
Regional Universities	428	675	247	57.7%
Carl Albert State College	100	30	-70	-70.0%
Connors State College	95	105	10	10.5%
Eastern Oklahoma State College	83	731	648	780.7%
Murray State College	54	41	-13	-24.1%
Northeastern Oklahoma A&M College	112	113	1	0.9%
Northern Oklahoma College	81	36	-45	-55.6%
Oklahoma City Community College	1,169	1,109	-60	-5.1%
Oklahoma State University - Oklahoma City	1,090	661	-429	-39.4%
OSU Institute of Technology - Okmulgee	51	67	16	31.4%
Redlands Community College	37	42	5	13.5%
Rose State College	740	217	-523	-70.7%
Seminole State College	34	57	23	67.6%
Tulsa Community College	677	713	36	5.3%
Western Oklahoma State College	42	44	2	4.8%
Community Colleges	4,365	3,966	-399	-9.1%
Public Institutions	5,050	5,014	-36	-0.7%
The University of Tulsa	N/A*	15	0	0.0%
Oklahoma City University	6	3	-3	-50.0%
Oklahoma Baptist University	6	1	-5	-83.3%
Oklahoma Christian University	14	3	-11	-78.6%
Oral Roberts University	60	46	-14	-23.3%
Mid-America Christian University	30	41	11	36.7%
Randall University	N/A*	2	0	0.0%
Southwestern Christian University	N/A*	14	0	0.0%
Private Institutions	116	94	-22	-19.0%
Grand Total	5,166	5,108	-58	-1.1%

*N/A indicates that the school did not submit data for that time period. These institutions ARE NOT included in Total Private, Grand Total, Absolute Change, or Percent Change figures. Spring 2022 preliminary first-time entering enrollment at private institutions totals 125 with these institutions included. Spring 2022 preliminary first-time entering enrollment at public and reporting private institutions totals 5,139 with these institutions included.

Table 4: Spring 2022 Preliminary Concurrent Student Enrollment

INSTITUTION	CONCURRENT ENROLLMENT		CHANGE		CONCURRENT CREDIT HOURS		CHANGE	
	Spring 2021	Spring 2022	Absolute Change	Percent Change	Spring 2021	Spring 2022	Absolute Change	Percent Change
University of Oklahoma	196	148	-48	-24.5%	1,080	683	-397	-36.8%
Oklahoma State University	393	273	-120	-30.5%	1,954	1,449	-505	-25.8%
Research Universities	589	421	-168	-28.5%	3,034	2,132	-902	-29.7%
University of Science and Arts of Oklahoma	4	1	-3	-75.0%	25	1	-24	-96.0%
Liberal Arts University	4	1	-3	-75.0%	25	1	-24	-96.0%
Cameron University	297	346	49	16.5%	1,566	1,760	194	12.4%
East Central University	114	108	-6	-5.3%	596	449	-147	-24.7%
Langston University	2	0	-2	-100.0%	30	0	-30	-100.0%
Northeastern State University	201	194	-7	-3.5%	976	999	23	2.4%
Northwestern Oklahoma State University	165	196	31	18.8%	773	853	80	10.3%
Oklahoma Panhandle State University	93	93	0	0.0%	567	607	40	7.1%
Rogers State University	369	158	-211	-57.2%	1,717	806	-911	-53.1%
Southeastern Oklahoma State University	165	308	143	86.7%	1,002	1,476	474	47.3%
Southwestern Oklahoma State University	228	419	191	83.8%	1,087	2,022	935	86.0%
University of Central Oklahoma	505	353	-152	-30.1%	2,425	1,841	-584	-24.1%
Regional Universities	2,139	2,175	36	1.7%	10,739	10,813	74	0.7%
Carl Albert State College	410	450	40	9.8%	2,164	3,407	1,243	57.4%
Connors State College	281	331	50	17.8%	1,481	1,797	316	21.3%
Eastern Oklahoma State College	256	267	11	4.3%	1,190	1,319	129	10.8%
Murray State College	668	689	21	3.1%	3,416	3,467	51	1.5%
Northeastern Oklahoma A&M College	224	214	-10	-4.5%	1,258	1,203	-55	-4.4%
Northern Oklahoma College	217	376	159	73.3%	1,104	1,977	873	79.1%
Oklahoma City Community College	1,484	1,650	166	11.2%	9,252	10,106	854	9.2%
Oklahoma State University - Oklahoma City	643	655	12	1.9%	3,621	3,317	-304	-8.4%
OSU Institute of Technology - Okmulgee	201	246	45	22.4%	1,136	1,366	230	20.2%
Redlands Community College	835	901	66	7.9%	4,163	4,448	285	6.8%
Rose State College	618	762	144	23.3%	3,495	3,907	412	11.8%
Seminole State College	274	342	68	24.8%	1,660	2,104	444	26.7%
Tulsa Community College	2,160	2,363	203	9.4%	12,143	13,348	1,205	9.9%
Western Oklahoma State College	307	344	37	12.1%	1,629	1,673	44	2.7%
Community Colleges	8,578	9,590	1,012	11.8%	47,712	53,439	5,727	12.0%
Public Institutions	11,310	12,187	877	7.8%	61,510	66,385	4,875	7.9%

Table 5: Spring 2022 Preliminary Concurrent Student Enrollment

AVERAGE NUMBER OF CREDIT HOURS FOR CONCURRENT STUDENTS			
Spring 2021	Spring 2022	Absolute Change	Percent Change
5.56	5.57	0.01	0.2%

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 28, 2022

AGENDA ITEM #24:

Proposed Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(1) to discuss the Chancellor's employment and review draft employment agreement for the Chancellor and 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

Northwestern Oklahoma State University – Student Union, Ranger Room

MINUTES

Eight Hundred and Nineteenth Meeting



March 24, 2022

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Northwestern Oklahoma State University – Student Center, Ranger Room

Minutes of the Eight Hundred and Nineteenth Meeting
March 24, 2022

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Northwestern Oklahoma State University – Student Center, Ranger Room

**Minutes of the Eight Hundred and Nineteenth Meeting
of the
Oklahoma State Regents for Higher Education
March 24, 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 10:30 a.m. on Thursday, March 24, 2022 in the Ranger Room of the Student Union at Northwestern Oklahoma State University in Alva, Oklahoma. Notice of the special meeting had been filed with the Secretary of State on March 14, 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, Jay Helm, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven W. Taylor.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor moved, seconded by Regent Holloway, to approve the minutes of the State Regents' meeting on February 9, 2022. Voting for the motion were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Hickman began by stating that it was nice to be able to welcome everyone to Alva, where he had grown up. He thanked State Regents staff for helping put on the meetings on the road and also thanked Northwestern Oklahoma State University for

hosting.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Allison D. Garrett also thanked Northwestern Oklahoma State President Janet Cunningham and her staff for hosting the meetings at their campuses. She introduced State Regents to Mr. John Hennessey, OneNet Executive Director and Higher Education Chief Information Officer, and Ms. Sonja Wall, Senior Director of Operations. Chancellor Garrett then spoke about on-ramps to channel more people into higher education and the work of the Concurrent Enrollment Task Force. She also discussed on-ramps for adult education such as Complete College America, the decline in international students, and upcoming work with the tribes.

6. **PRESIDENT’S WELCOME.** Regent Turpen moved, seconded by Regent Parker, to approve a resolution for Northwestern Oklahoma State University President Cunningham. Voting for the motion were Regents Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none. State Regents presented President Cunningham with the resolution. President Cunningham welcomed State Regents to the Northwestern Oklahoma State University Alva campus and provided remarks on some of Northwestern’s programs such as teacher education and social work, their fundraising efforts and the endowed chairs program, and their rodeo team.

- 6.1 **STATE SYSTEM INSTITUTIONS.**
 - a. Northern Oklahoma College President Clark Harris began by introducing himself and discussing his background in education. He then presented on some of Northern Oklahoma College’s recent recognitions and accomplishments and highlighted their performing arts program. President Harris also mentioned Northern Oklahoma College’s other campuses

and highlighted some their facilities, discussing some remodeling projects. He also highlighted Northern's program partnership with Oklahoma State University and discussed their budget.

- b. Oklahoma Panhandle State University Interim President Ryan Blanton began by discussing his background and some of Oklahoma Panhandle State's recent recognitions and accomplishments. He noted their increase in enrollment, particularly among the Hispanic population, and noted that Oklahoma Panhandle State is the only public Hispanic serving institution in the state. President Blanton also discussed some recent grants that have been awarded to the institution, programs and scholarships they are developing, their partnership with career tech, and facility improvement projects.

7. **NEW PROGRAMS.**

- a. Regent Casey moved, seconded by Regent Parker, to approve a request Oklahoma State University 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. Voting for the motion were Regents Helm, Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.
- b. Regent Casey moved, seconded by Regent Parker, to approve a request from University of Oklahoma to offer the Graduate Certificate in Construction Management and the Master of Science in Supply Chain Management. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Helm. Voting against the motion were none.
- c. Regent Casey moved, seconded by Regent Turpen, to approve a request from Northeastern State University to offer the Bachelor of Science in Mechanical

Engineering. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Helm, and Parker. Regent Helm abstained from the vote. Voting against the motion were none.

- d. Regent Casey moved, seconded by Regent Parker, to approve a request from Southeastern Oklahoma State University to offer the Graduate Certificate in Educational Leadership – Principal and the Graduate Certificate in Educational Leadership – Superintendent. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Parker, and Holloway. Voting against the motion were none.

8. **PROGRAM DELETIONS.** Regent Casey moved, seconded by Regent Turpen, to approve a request from Connors State College to delete the Associate in Science in Physical Science, a request from Oklahoma State University – Oklahoma City to delete the Certificate in Electronics Engineering Technology, and a request from Western Oklahoma State College to delete the Associate in Applied Science in Applied Technology. Voting for the motion Regents Hickman, Turpen, Taylor, Sherry, Warmington, Helm, Parker, Holloway, and Casey. Voting against the motion were none.

9. **POLICY.**

- a. Regent Casey moved, seconded by Regent Parker, to approve the proposed revisions to the Concurrent Enrollment policy. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Helm, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.
- b. Regent Casey moved, seconded by Regent Holloway to approve the proposed revisions to the Professional Programs policy. Voting for the motion were Regents Taylor, Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Turpen. Voting against the motion were none.

- c. Posting of revisions to the Academic Program Approval policy. This item is for posting only.

- 10. **COURSE EQUIVALENCY PROJECT.** Regent Casey moved, seconded by Regent Turpen, to approve the system faculty's 2022-2023 Course Equivalency Project. Voting for the motion were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

- 11. **PRIOR LEARNING ASSESSMENT.** Regent Turpen moved, seconded by Regent Helm, to approve the prior learning assessment matrix for technical education. Voting for the motion were Regents Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.

- 12. **STATE AUTHORIZATION.** Regent Turpen moved, seconded by Regent Parker, to re-authorize private and out-of-state institutions to operate with a physical presence in Oklahoma. Voting for the motion were Regents Helm, Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

- 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. This item is for posting only.
 - b. Posting of announcement of public hearing on fees and tuition scheduled for April 28, 2022 at 9:00 a.m. This item is for posting only.

14. **MASTER LEASE PROGRAM.** Regent Helm moved, seconded by Regent Turpen, to approve authorize for submission to the Council of Bond Oversight the 2022 Real Property Master Lease Series. The total projects from twelve entities amount to approximately \$93 million. Voting for the motion via roll call were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Helm. Voting against the motion were none.

15. **REVENUE BONDS.** Regent Helm moved, seconded by Regent Parker, to certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the Oklahoma State University's General Obligation and Revenue Refunding Bonds, Series 2022A in an amount of approximately \$53,186,000 (tax-exempt) is substantially accurate. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Helm, and Parker. Voting against the motion were none.

16. **ENDOWED CHAIRS.** Regent Turpen moved, seconded by Regent Holloway, to approve the reallocations of accounts within the portfolio as requested by the University of Oklahoma and Oklahoma State University. Voting for the motion were Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Parker, and Holloway. Regent Helm abstained from the vote. Voting against the motion were none.

17. **CONTRACTS AND PURCHASES.** Regent Helm moved, seconded by Regent Turpen, to approve FY2022 purchases for amounts that are in excess of \$100,000. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Helm, Parker, Holloway, and Casey. Voting against the motion were none.

18. **INVESTMENTS.** Regent Taylor moved, seconded by Regent Parker, to approve the

recommendation is to commit \$10,000,000 to Abacus Multi-Family Fund VI. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Helm, Parker, Holloway, Casey, and Hickman. Voting against the motion were none. Regent Taylor moved, seconded by Regent Parker, to approve the recommendation to commit \$7,000,000 to Noble Hospitality V. Voting for the motion were Regents Taylor, Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Turpen. Voting against the motion were none.

19. **COMMUNICATORS COUNCIL BYLAWS.** Posting of amendments to the Communicators Council bylaws in section 2.19 of the Policy and Procedures Manual. This item is for posting only.

20. **ADMINISTRATIVE RULES.**

- a. Regent Turpen moved, seconded by Regent Casey, to approve and adopt the proposed administrative rules for the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service. Voting for the motion were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen and Taylor. Voting against the motion were none.
- b. Regent Turpen moved, seconded by Regent Sherry, to approve and adopt proposed permanent administrative rule revisions for Oklahoma's Promise – Oklahoma Higher Learning Access Program. Voting for the motion were Regents Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.
- c. Regent Turpen moved, seconded by Regent Parker, to approve proposed permanent administrative rules revisions and revocations for the Oklahoma Tuition Aid Grant Program. Voting for the motion were Regents Helm, Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.
- d. Regent Turpen moved, seconded by Regent Holloway, to approve and adopt permanent

rule revisions for Administrative Operation – Purchasing. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Helm. Voting against the motion were none.

21. **CONSENT DOCKET.** Regent Parker moved, seconded by Regent Helm, 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. Suspension. Ratification of institutional request.
 - c. Academic Nomenclature. Ratification of institutional request.
 - 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 the Master of Science in Management of Information and Technology.
 - (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.
 - (3) Seminole State College. Approval to offer the existing Associate in Science in Elementary Education 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 OneNet Executive Director and Higher Education Chief Information Officer and OneNet Senior Director of Operations.

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

22. **REPORTS.** Regent Helm moved, seconded by Regent Turpen, to acknowledge receipt of the following reports:

- a. Programs. Current Status Report on Program Requests. (Supplement).
- b. Quarterly Policy Exception Report.
- c. Annual Reports. FY2021 System-wide Report on Value of Institutional Supplemental Pension Obligations and Cost of Postemployment Benefits Other Than Pensions.

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

23. **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.

24. **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.
25. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Hickman announced that the next regular meetings are scheduled to be held Wednesday, April 27, 2022 at 10:30 a.m. and Thursday, April 28, 2022 at 9:00 a.m. at Oklahoma State University in Stillwater.
26. **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
Northwestern Oklahoma State University – Enid Campus, Boardroom

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, March 23, 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 1:30 p.m. on Wednesday, March 23, 2022 in the Boardroom at Northwestern Oklahoma State University – Enid Campus in Enid, Oklahoma. Notice of the special meeting was filed with the Secretary of State on March 14, 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, Jay Helm, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven Taylor. Regent Hickman called the meeting to order.
3. **WELCOME.** Northwestern Oklahoma State University President Janet Cunningham welcomed State Regents to the Northwestern Oklahoma State University – Enid Campus and introduced her administrative team. She then highlighted the collaborative partnerships taking place on the campus both with local public schools and Northern Oklahoma College.
4. **WORKFORCE DEVELOPMENT.**
 - a. **Update on Northwestern Oklahoma State University’s Doctor of Nursing Practice program.** President Janet Cunningham began by providing a brief history of Northwestern Oklahoma State University’s Doctor of Nursing Practice program, stating that this program was starting with private funds and that the donations had now been matched. She highlighted the success of the programs graduates, noting that 100 percent of graduates passed the certification test to be family nurse practitioners. She noted that the majority of the program is online with a brief in-person requirement, and that their faculty are also remote. Chancellor Garrett added that she also discussed how automation is impacting workforce
 - b. **Update on Oklahoma Business Roundtable Executive Briefing.** Chancellor Allison D. Garrett began by summarizing the discussions and information from the Business Roundtable briefing that she attended on March 10. She shared recent national and local data, noting that only 15 percent of Oklahoma high school students are college ready in all four areas of the ACT and also sharing information about the relationship between average income in a state and educational attainment. Regarding the production of STEM degrees, Chancellor Garrett stated that although this degree production has grown, it is still not enough to meet demand and there is hope that the legislature will invest more in higher education to produce even more STEM degrees. Chancellor Garrett stated that she also spoke with the Business Roundtable about the different business services that are available on campuses. She concluded by mentioning a survey that went out to businesses in the state regarding whether they are providing any sort of tuition benefit or higher education benefit and that a website is being created to highlight those businesses that are offering such benefits and that this is a great opportunity to partner with businesses to assure their pipeline.

- c. **Update on State Regents' micro-credentials initiative.** Dr. Debbie Blanke, Senior Vice Chancellor for Academic and Student Affairs, began by stating as they are discussing business cooperatives and meeting workforce needs, micro-credentials are one way in which Oklahomans can upscale their skills and higher education can help meet those workforce needs. She then explained the definitions of micro-credentials and digital badges and then discussed the proposed policy changes. Dr. Blanke stated that they will create an inventory so that businesses, students, and employers will be able to see what credentials are available and where they are offered. She then discussed the technology elements that they are piloting with the micro-credentials, such as Credly and Coursera. Dr. Blanke spoke about the kickoff event with institutions that took place in February, noting that Secretary of Commerce Scott Mueller and Executive Director of Workforce Development Don Morris were present and spoke about the value of micro-credentials and digital badging and how it is breaking down the skills gap. She then stated that they are providing funding to institutions so that they can have scholarships for students and that they are also working on open educational resources for the credentials because they do not want a lot of additional costs.
5. **STATE SYSTEM INSTITUTIONS.** Redlands Community College President Jack Bryant began by thanking Regents for the opportunity to speak. He first spoke about the scholarships that Redlands is able to provide through its Veterans Community College Foundation that have been generated from their relationships with the local community. President Bryant stated that if approved through the master lease program, Redlands will have the ability to build two new athletic fields and that they are wanting to start playing women's softball. He discussed how the Redlands Board of Regents has been adamant about keeping tuition down and stated that they have been able to help keep student costs down by faculty using open educational resources instead of having students purchase textbooks. He then discussed data around the student population at Redlands, the results of their year-end audit, and their foundation and gifts and scholarships. President Bryant also discussed their acquisition of land and what they plan to do with it. He concluded by highlighting Redlands' numerous partnerships, including partnerships with other institutions, their partnership with Canadian Valley Career Tech, and some of the local organizations and activities that Redlands participates in.
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 stated that it was another good report for the February collections, noting that the total February collections were 27.6 percent above the estimate, representing \$95.8 million. She noted that for the first eight months of the fiscal year, the collections were 21.6 percent above the estimates or \$904.6 million. Ms. Mauck stated that the individual income tax and corporate taxes posted a net gain of 172.8 percent or \$88.8 million, sales tax was up 5.9 percent above the estimate or \$9.9 million, and gross production collections were up 20.3 percent above the estimate or \$12.12 million. She added that regarding CARES money, institutions have reported spending \$456.9 million through January 28 and that \$206.6 million of that or 45 percent was been for student grants and scholarships and \$158.4 million or 37.7 of that was for reimbursements to institutions.
7. **LEGISLATIVE UPDATE.** This item was taken after the update from Redlands Community College President Jack Bryant. Vice Chancellor for Governmental Relations Dr. Jarett Jobe started by highlighting the recent final legislative tour at Southwestern Oklahoma State University and noting the upcoming Senate leadership dinner on April 5. He mentioned Oklahoma's Promise Day that is scheduled for April 20, and stated that the focus will be on student narratives. Dr. Jobe then highlighted a few legislative items that he stated they are following, including Senate Bill 1627,

which focuses on workforce development, and a couple of bills that deal with Oklahoma's Promise. He also discussed Senate Bill 1418 that expands National Guard support to cover fees and additional charges outside of the traditional tuition. He also talked about a bill that they are actively trying to amend or move to another session so they can give better advice and counsel to Career Tech as it creates a diploma nursing program that may institutions are not supportive of creating such a program. He concluded by stating that Chancellor Garrett will have a meeting with the new superintendent of career tech to have a broader conversation.

8. **TASK FORCE REPORTS.**

- a. **State Regents' Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Angela Caddell stated that at the last Task Force meeting they brought in a representative from the Oklahoma Highway Safety Office to speak about traffic education programs that are available to the campuses. She stated that the next Task Force meeting is on April 6 and that they will look into a campus case study on incident management. Ms. Caddell also mentioned that it is their goal to have another round of crisis intervention training for campus law enforcement personnel, and that she hopes that this will become regularly scheduled trainings as there is a lot of turnover at that level so they need to ensure that they are offering this training regularly.

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 Holloway moved, seconded by Regent Helm, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents Jack Sherry, Courtney Warmington, Jay Helm, Jody Parker, Ann Holloway, Dennis Casey, 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 Parker moved, seconded by Regent Holloway to exit executive session. Voting for the motion were Regents Jack Sherry, Courtney Warmington, Jay Helm, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven Taylor. Voting against the motion were none.

10. **"BEST OF HIGHER EDUCATION."** Regents received the March 2022 update on institutional activities via e-mail on March 24, 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