OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

Improving our future by degrees

Agenda

June 23, 2022

NOTE

This document contains recommendations and reports to the State Regents regarding items on the June 23, 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 June 23, 2022.

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

A G E N D A

655 Research Parkway, Suite 200,
Oklahoma City, Oklahoma
Thursday, June 23, 2022 at 9 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. **State Regent.** Administration of Oath of Office. (Oral Presentation)

AWARDS

7. **Chancellor Hans Brisch Scholarship Program Award.** Approval of a selection for Chancellor's Scholars for 2022. Page 1. (Supplement)

STUDENTS

8. **Student Advisory Board.**

   a. Presentation and acknowledgement of receipt of the 2022 Annual Report of the Student Advisory Board. Page 3.

   b. Recognition of the outgoing Student Advisory members. Page 15.

FISCAL

9. **E&G Budget.**

   a. Approval of FY23 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education center, special programs, and other programs. Page 17.

b. Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 19.

c. Approval of the third year of five-year annually renewable grant commitment to the Oklahoma Historical Society for the Higher Education Archives Project for FY2022. Page 21.

10. **Tuition.**

a. Approval of FY23 Academic Service Fees. Page 23. (Supplement)

b. Approval of FY23 Tuition and Mandatory Fees. Page 25.

11. **EPSCoR.**

a. Approval of NASA Matching Funds. Page 27.

b. Approval of the National Science Foundation Matching Funds. Page 29.

c. Acknowledge receipt of the 2022 Oklahoma EPSCoR Advisory Committee Annual Report. Page 33.

12. **Endowment.** Approval of reconciliation of an endowment account. Page 41.

13. **Capital.** Approval of transmittal of proposed Capital Improvement Projects to the State of Oklahoma Long-Range Capital Planning Commission. Page 43. (Supplement)

14. **Contracts and Purchases.** Approval of contracts over $100,000 for FY2023. Page 45.

ACADEMIC

15. **New Programs.**

a. Oklahoma State University. Approval to offer the Bachelor of Science in Architectural Design Studies. Page 49.

b. Oklahoma State University Center for Health Sciences. Approval to offer the Doctor of Forensic Sciences in Forensic Sciences. Page 63.

c. University of Oklahoma. Approval to offer the Graduate Certificate in Hydrocarbon and the Graduate Certificate in Renewable Energy. Page 73.

d. University of Central Oklahoma. Approval to offer the Master of Education in Curriculum and Instruction, the Master of Science in Finance, and the Graduate Certificate in Teaching and Learning in Pre-K-6th. Page 81.

16. **Program Deletions.** Approval of institutional requests for program deletions. Page 95.

17. **Policy.**

    a.   Approval of revisions to the In-state/Out-of-state Status of Enrolled Students policy. Page 99.

    b.   Oklahoma Panhandle State University. Approval of request for a mission expansion and to offer the Master of Business Administration in Agribusiness. Page 111.

    c.   University of Central Oklahoma. Approval of request for a function change to proceed with an external review of the proposed Doctor of Science in Forensic Science. Page 121.

18. **Intensive English Program.**   Request for extension of approval to offer Intensive English Program. English Language Institute – Oklahoma State University. Page 125.

19. **Temporary Assistance to Needy Families.** Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contracts with the Oklahoma Department of Human Services. Page 127.

20. **Scholars for Excellence in Child Care.**

    a.   Approval of contracts between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education to continue the Scholars for Excellence in Child Care program. Page 129.

    b.   Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Oklahoma Department of Human Services. Page 135.

21. **State Authorization.** Requests to re-authorize private and out-of-state institutions to operate in Oklahoma. Page 137.

22. **Tulsa Reconciliation Education and Scholarship Program.**   Approval of scholarship award amount for 2022-2023. Page 145.

EXECUTIVE

23. **Degrees Conferred.** Acknowledge receipt of the 2020-21 Degrees Conferred in Oklahoma Higher Education. Page147.

24. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 155.

CONSENT DOCKET

25. **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 159.

REPORTS

| | (2) | Tulsa Reconciliation Education and Scholarship Program 2021-2022 Year End Report. Page 219. |

| | (3) | Teacher Education Annual Report on Systemwide Review. Page 221. (Supplement) |

| | (4) | Report on Low Producing Programs. Page 225. |

27. **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.

28. **Proposed Executive Session.** Page 229.

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

    b.   Enter into executive session.

    c.   Open session resumes.

    d.   Vote to exit executive session.

29. **Officers.** Election of State Regents' officers for 2022-23.

30. **Recognition.** Recognition of outgoing Chair Jeff Hickman

31. **Announcement of Next Regular Meeting – the next regular meetings are scheduled to be held on Wednesday, September 7, 2022 at 10:30 a.m. and Thursday, September 8, 2022 at 9 a.m. at the Oklahoma State Regents for Higher Education office in Oklahoma City.**

32. **Adjournment.**

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

AGENDA ITEM #7:

> **Chancellor Hans Brisch Scholarship Program Award.**

SUBJECT: Approval of a selection for Chancellor Hans Brisch Scholarship Program Award for 2022.

RECOMMENDATION:

> **It is recommended that the State Regents approve the individual listed below as Chancellor Hans Brisch Scholarship Program Honoree for 2022 and ratify payment of the scholarship award.**

BACKGROUND:

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

POLICY:

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

Individuals chosen as Chancellor Hans Brisch Scholars bring a vibrant, energetic presence to Oklahoma campuses, adding to the intellectual environment. The Chancellor Hans Brisch Scholarship Program judges evaluated nominees for this year's award and identified the top candidate. It is recommended that the State Regents approve 2022 Chancellor's Scholars recipients as follows:

- **Ariel Luna, Wagoner High School – University of Central Oklahoma.**

Supplement

AGENDA ITEM #8-a:

> **Student Advisory Board.**

SUBJECT: Presentation and acknowledgement of receipt of the 2022 Annual Report of the Student Advisory Board.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the 2022 Annual Report of the Student Advisory Board.**

BACKGROUND:

In 1988, the Oklahoma Legislature enacted House Bill 1801, creating the Student Advisory Board (SAB). The purpose of the Student Advisory Board is to communicate to the Oklahoma State Regents for Higher Education the views and interests of all Oklahoma colleges and university students on issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing students, the Student Advisory Board combines the opinions of students with quality research to develop the best proposals and recommendations for the Oklahoma State System of Higher Education. Seven members are elected annually by delegates to the Oklahoma Student Government Association. Members represent the public tier and independent colleges, and they serve a one-year term (May through April).

The Student Advisory Board policy requires the Student Advisory Board to submit an annual written report of activities to the State Regents.

POLICY ISSUES:

This action is consistent with the State Regents' Student Advisory Board policy.

ANALYSIS:

2021-2022 Student Advisory Board Activities

Monthly Meetings. Beginning in November, 2021, members of the Student Advisory Board met six times in the 2021-2022 academic year, to receive orientation, discuss issues, make campus visits and work plans, and prepare and vote on recommendations.

Oklahoma Student Government Association Events. Student Advisory Board members participated in the Oklahoma Student Government Association's (OSGA) Fall and Spring Congress.

Higher Education Day at the State Capitol. One member of SAB, Audrey Fleschute, attended the 2022 Higher Education Day at the State Capitol.

State Regents Tuition Hearing. SAB Chair, Christian Coleman from the University of Central Oklahoma, vocalized student concerns at the Oklahoma State Regents for Higher Education Virtual Tuition Hearing on April 28, 2021.

Campus Visits. In addition to representing the students in their home institutions, members of the Student Advisory Board had limited networking activities with student leaders from other campuses at the events listed above and virtually.

2021-2022 Student Advisory Board Report

A summary of recommendations from the annual report are listed below. A copy of the report is attached in Attachment A.

- Health & Wellness – Increased resources and focus on student health and wellness on campus.

- Study Abroad – Increased funding and support for student study abroad opportunities.

- Food Insecurity & Homelessness – Increased awareness and access to Supplemental Nutritional Assistance Programs (SNAP) information for college students.

- Tuition Increase – Awareness of student debt and limits on tuition increases for 2022-2023.

- Weapons on Campus – Request to maintain the current statute that allows university and college presidents to make determinations to allow weapons with cause.

- Tribal In-State Tuition Waiver – Allow Native American students from a federally or state-recognized tribal nation to access in-state tuition regardless of residency.

- Civic Engagement Infusion in Curriculum – Request for civic engagement to be infused into the curriculum of general education courses for all students in the first two years of study.

- Tuition Costs - Put in place measures to cease the climbing rates at which college tuition is rising.

- Weapons on Campus - Support the current statutory provisions banning firearms and certain weapons on college campuses, including the exception afforded the college or university's president to exercise discretion in allowing certain persons to carry a weapon.

Attachment

ANNUAL REPORT

of the

Student Advisory Board

to the

Oklahoma State Regents
for Higher Education

June 2022

ANNUAL REPORT

Purpose. The purpose of the Student Advisory Board is to communicate to the State Regents the views and interests of all Oklahoma college and university students on issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing students, the Student Advisory Board shall combine the opinions of students with good, sound research to develop the best proposals and recommendations for The Oklahoma State System of Higher Education.

Creation. The creation of this board is consistent with provisions of House Bill 1801 of the 1988 session of the Oklahoma Legislature. Seven members are elected annually by delegates to the Oklahoma Student Government Association. Members represent public tier and independent colleges, and they serve a one-year term (May through April).

MEMBERS

Christian Coleman, Chair, University of Central Oklahoma

Audrey Fleschute – Oklahoma State University

Naomi Tamez – University of Oklahoma

Celois Moore – Langston University

Grace Minter – Oklahoma Baptist University

Grace Newton – Rose State College

Student Advisory Board

Recommendations and Counsel
to the State Regents
2021-2022

Health & Wellness

Recommendation

The Student Advisory Board recommends that the Oklahoma State Regents for Higher Education refocus efforts to support the physical, mental, and emotional well-being of students in Oklahoma's higher education system. The Student Advisory Board believes the best way to impact our students is by providing ample opportunities for students to visit with counselors and therapists at their respective campuses. Impact can also be felt by assisting in providing adequate workout equipment to our students. Recognizing the importance of student feedback, the Student Advisory Board recommends one element of these standards is for institutions to implement a post-advisement survey for students to complete so that universities learn more about weak spots in how they support students' health and wellness.

Background / Analysis

The Student Advisory Board agrees that all Oklahoma colleges and universities should work to provide support and infrastructure pertaining to the health and wellness of our student bodies and campuses at large. Health and wellness look different from institution to institution, but each university or college should have adequate resources and support for students. If a student is unsupported during hardships while in an academic semester, it can be incredibly easy for them to get off track from their degree plan or for the student to take unnecessary classes, which could result in delayed graduation. If a set of general standards for health and wellness at colleges and universities existed for institutions to accommodate students based on enrollment and infrastructure, students across Oklahoma would benefit from improvements in the quality of equipment and resources. Implementing a post-advisement survey for students would give open and honest feedback, allowing institutions to better understand the effectiveness of their efforts to support students mentally, physically, and emotionally.

Reference:

Dennon, Anne, (April 11, 2021) "Over 9 in 10 College Students Report Mental Health Impacts from COVID-19."https://www.bestcolleges.com/research/college-mental-health-impacts-from-covid-19/

Panchal, Kamal, Cox. (February 10, 2021) "The Implications of COVID-19 for Mental Health and Substance Use." https://www.kff.org/coronavirus-covid-19/issue-brief/the-implications-of-covid-19-for-mental-health-and-substance-use/

Study Abroad

Recommendation

The Student Advisory Board recommends that all colleges and universities in Oklahoma seek to provide access to affordable and immersive study abroad opportunities. The Student Advisory Board recommends that the Oklahoma State Regents for Higher Education encourage all institutions to actively work to develop international partnerships and programs. The goal of this recommendation is to encourage and support students in the Oklahoma higher education system to learn and study abroad.

Background / Analysis

The Student Advisory Board agrees that all Oklahoma colleges and universities should work to provide more access to study abroad opportunities for all of its students. Though there may be expenses and travel costs, preparing Oklahoma's future workforce with an international focus is of great importance in terms of our future. The Student Advisory Board recommends that all colleges and universities should work to increase study abroad opportunities and accessibility.

Reference:

Ecker-Lyster, Meghan and Kardash, Nadzeya (2022) "Study Abroad: Perspectives from Historically Underrepresented Student Populations," *Journal of College Access*: Vol. 7: Iss. 1, Article 8.

Kistyanto, A., Rahman, M.F.W., Adhar Wisandiko, F. and Setyawati, E.E.P. (2022), "Cultural intelligence increase student's innovative behavior in higher education: the mediating role of interpersonal trust", *International Journal of Educational Management*, Vol. 36 No. 4, pp. 419-440.

Food Insecurity & Homelessness

Recommendation

The Student Advisory Board (SAB) recommends that the Oklahoma State Regents for Higher Education addresses food insecurity and homelessness for those students enrolled, those who have immediately left the higher education system, and faculty and staff. SAB recommends that each college and university should make information available on their website regarding students' Supplemental Nutritional Assistance Program (SNAP) eligibility requirements, provide referrals to the state SNAP agency for easier understanding of eligibility requirements and more accessible assistance, as a resource for colleges and state SNAP agencies.

Analysis

Food insecurity is defined as a lack of reliable access to sufficient quantities of affordable, safe, and nutritious food. Food insecurity has the potential to harm college students' ability to achieve their educational and professional goals. Students are paying for tuition, books, and living expenses, and often, the last thing on their full plate is where their next meal will come from. According to 2018, Government Accountability Office (GAO) Report and 2016 Hunger on Campus Report, 30% of college students are food insecure, 56% of food-insecure students are working, 75% of food-insecure students receive financial aid, 43% of food-insecure students have a meal plan, and food-insecure students also report experiencing some type of housing insecurity as well.

Reference:

Suzanna M. Martinez, Edward A. Frongillo, Cindy Leung, and Lorrene Ritchie, "No Food for Thought: Food Insecurity is Related to Poor Mental Health and Lower Academic Performance among Students in California's Public University System," Journal of Health Psychology(June25,2018),http://journals.sagepub.com/doi/abs/10.1177.1359105318783028

Food Insecurity: Better Information Could Help Eligible College Students Access Federal Food Assistance Benefits. (2018, December 21). U.S. Government Accountability Office. Retrieved January 9, 2019, from https://www.gao.gov/products/gao-19-95

<u>Tuition Increase</u>

Recommendation

The Student Advisory Board urges the Oklahoma State Regents for Higher Education to encourage colleges/universities to limit 2022-2023 tuition costs for students.

Background/Analysis

According to an article in the U.S. News & World Report, it states that annual tuition hikes slowed in 2020 as colleges responded to the coronavirus pandemic and its devastating financial effects on families. Debt for individual college students has risen to an all-time high. Student loan debt has quadrupled since 2003 according to the National Bureau of Economic Research. Increasing tuition costs continue to cause students to stop their education before obtaining a degree. With tuition continuously increasing, more students are graduating with a much higher rate of student debt, if they get to graduate at all.

Reference:

Kerr, Emma. (January 21, 2021) "How Colleges Are Adjusting Their 2021-2022 Tuition." https://www.usnews.com/education/best-colleges/paying-for-college/articles/how-colleges-are-adjusting-their-2021-2022-tuition

Kerr, Emma (October 26, 2020) "Tuition Rises at Historically Low Rate Amid Pandemic." https://www.insidehighered.com/news/2020/10/26/pandemic-related-tuition-freezes-help-slow-average-college-sticker-price-increases

Weapons on Campus

Recommendation

The Student Advisory Board continues to support the current statutory provisions banning firearms and certain weapons on college campuses, including the exception afforded the college or university's president to exercise discretion in allowing a certain person to carry a weapon.

Background/Analysis

Everytown Research & Policy states, "policies that force colleges to allow guns on campuses are likely to lead to more shootings, homicides, and suicides, and that they're unlikely to prevent mass shootings on campus." Webster's "Firearms on College Campuses: Research Evidence and Policy Implications", states that policies that force colleges to allow guns on campuses are likely to lead to more shootings, homicides, and suicides and that they are unlikely to prevent mass shootings on campuses. With the increase in mental illness due to the pandemic, students are overwhelmingly anxious and depression has increased. Suicidal rates have gone up significantly. With access to firearms, the risk of students dying by suicide increases even more. Instead of allowing guns on campus, we need to increase mental health professionals. Currently, firearms are not permitted on campus, unless the president of that university or college allows for an exception. The presidents of our universities in Oklahoma have submitted their recommendation for the law to remain as is. While we appreciate the legislators for having campus safety in mind, we recommend that these legislators should investigate procedures on campuses that exhibit low crime rates. We recommend that said legislators then write legislation concerning other methods of safety on our college and university campuses. The Student Advisory Board feels that the current policy in place is adequate. Therefore, we do not believe that Oklahoma should modify its firearm policy.

Reference:

Daniel W. Webster et al., "Firearms on College Campuses: Research Evidence and Policy Implications," Johns Hopkins Bloomberg School of Public Health, October 15, 2016, https://bit.ly/2WmmWNm.

Birnbaum, R. (2013). Ready, fire, aim: The college campus gun fight. Change: The Magazine of Higher Learning, 45(5), 6–14. https://doi.org/10.1080/00091383.2013.812462

Tribal In-State Tuition Waiver

Recommendation

The Student Advisory Board recommends that any student that is eligible to enroll or is currently enrolled as a citizen of a federally or state-recognized tribal nation based in Oklahoma or is able to provide proof of descendancy from a parent or immediate grandparent who is/was an enrolled member of a state or federally recognized tribe based out of Oklahoma shall be eligible for in-state tuition regardless of residency.

Background / Analysis

The Indian Relocation Act of 1956 was a tool of assimilation that sought to remove Native American people from their tribal communities and into cities across the country. Promises of jobs and support were often not kept, yet pan-tribal urban Indigenous communities grew.

According to the Urban Indian Health Institute, when BIA urban relocation efforts started nearly eight percent of American Indians lived in cities. Today, that number is over 70%. While not all of these relocations were part of these relocation efforts, they set into motion a demographic shift with major lasting impacts today.

It is also vital to recognize tribal citizenship as having a unique political status with ties to our state. Individuals connected to tribes based in Oklahoma have a special connection to Oklahoma and we should encourage them to further their education here.

It is important to support tribes and tribal members considering the economic and cultural impact tribes have on the state.

Reference:

Addo, F. R., Baker, D. J., Gándara, D., Zerquera, D., Sattelmeyer, S., Nelson, C. A., Tachine, A. R., Lopez, J. D., Darcus, J. (2021, February 24). Changing the narrative on student borrowers of color: Forging a racially just path forward. Lumina Foundation. https://www.luminafoundation.org/resource/borrowers-of-color/

Arizona Board of Regents. (2017, January 27). Unnecessary tuition cap misses the point. https://www.azregents.edu/insights/unnecessary-tuition-cap-misses-point

Civic Engagement Infusion in Curriculum

Recommendation
The Student Advisory Board recommends that the State Board of Regents encourage civic engagement to be infused into the curriculum of general education courses in a manner that adequately reaches the majority of students across all colleges in their first two (2) years of study.

Background / Analysis
Oklahoma has consistently shown low voter turnout, especially among younger demographics. Encouraging civic engagement in higher education increases the chance of those young adults to continue that engagement after graduation. In towns such as Stillwater, the home of Oklahoma State University, the student body outnumbers Stillwater residents and could have an incredible impact on the city if they were to go out and vote. This statewide position would work with local colleges and towns to increase the relationships between our universities and the citizens who call those towns home. These towns can use the increase in voters to help pass grants and tax changes that better fit the community. Grants could help to build things like fire stations and better rescue shelters for animals. This could help to foster an even stronger bond between our universities and our Oklahoma towns.
Increasing civic engagement can also increase the retention of students after graduation. People are more likely to stay in Oklahoma after graduation if they feel connected to the state and feel their voice is being heard.
Many students do not realize that they can register to vote in Oklahoma as soon as they move to campus (if they are out of state) and in-state students can change their registration to their new residence if they wish.

Reference:
Barnett, R., Parry, G. & Coate, K. (2001) Conceptualizing curriculum change. *Teaching in Higher Education,* 6**,** 435-449.

2021-2022 Student Advisory Board Activities

Monthly Meetings. Beginning in September, 2021, members of the Student Advisory Board met monthly, with the exception of June and July, to receive orientation, discuss issues, make campus visits and work plans, and prepare and vote on recommendations.

Oklahoma Student Government Association Events. Student Advisory Board members participated in the Oklahoma Student Government Association's (OSGA) Presidential Retreat hosted by Rose State College and OSGA.

Higher Education Day at the State Capitol. Members of the Student Advisory Board attended the Higher Education Day at the State Capitol.

State Regents Tuition Hearing. Student Advisory Board Chair from the University of Central Oklahoma vocalized student concerns at the Oklahoma State Regents for Higher Education.

Campus Visits. In addition to representing the students in their home institutions, members of the Student Advisory Board networked with student leaders from other campuses at the events listed above and virtually.

AGENDA ITEM #8-b:

> **Student Advisory Board.**

SUBJECT: Recognition of the outgoing Student Advisory members.

RECOMMENDATION:

> **This is an information item only.**

BACKGROUND:

In 1988, the Oklahoma Legislature enacted House Bill 1801, creating the Student Advisory Board (SAB). The purpose of the Student Advisory Board is to communicate to the Oklahoma State Regents for Higher Education the views and interests of all Oklahoma colleges and university students on issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing students, the Student Advisory Board combines the opinions of students with quality research to develop the best proposals and recommendations for the Oklahoma State System of Higher Education. Seven members are elected annually by delegates to the Oklahoma Student Government Association. Members represent the public tier and independent colleges, and they serve a one-year term (May through April).

In the past, SAB members were installed at the May State Regents meetings and outgoing SAB members were recognized, however, the pandemic has modified this practice for 2021 and 2022.

POLICY ISSUES:

This action is consistent with the State Regents' Student Advisory Board policy.

ANALYSIS:

The SAB usually provides recognition of outgoing members and installation of incoming members, with oath of office, at the May State Regents' meeting in-person. Due to COVID-19 and the unusual strains on students to participate in extracurricular activities, the Oklahoma Student Government Association (OSGA) was not able to elect the full slate of SAB members until this fall. Many of these students are no longer on campus, nor able to travel to a meeting outside of Oklahoma City, so they will not be in attendance for recognition of their service. New SAB members will be installed and take their oath of office at their first meeting which will be held virtually over Zoom in September 2022.

2021-2022 OUTGOING SAB MEMBERS:

Tier	Name	Institution	Classification	Major
Research	Naomi Tamez	OU	Junior	French
Research	Audrey Fleschute	OSU	Sophomore	Political Science Pre-Law
Regional	Christian Coleman	UCO	Senior	International Business, Finance & Financial Management Services
Regional	Celois Moore	LU	Senior	Biology
Community College	Grace Newton	RSC	Sophomore	Criminal Justice
Community College	VACANT			
Private	Grace Minter	OBU	Senior	Global Marketplace Engagement-Political Science

AGENDA ITEM #9-a:

      E&G Budget.

SUBJECT: Approval of FY23 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education center, special programs, and other programs.

This item will be available at the meeting.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

AGENDA ITEM #9-b:

> **E&G Budget.**

SUBJECT: Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products.

RECOMMENDATION:

> **It is recommended that the State Regents approve the allocation of $464,360.25 to Oklahoma State University Center for Health Sciences (OSU CHS) and $464,360.25 to 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 $928,750.50 This amount is sufficient for a transfer of $464,360.25 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 $99,509,053.70.

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	$5,357,330.35

AGENDA ITEM #9-c:

>   **E&G Budget.**

SUBJECT: Approval of the third year of five-year annually renewable grant commitment to the Oklahoma Historical Society for the Higher Education Archives Project for FY2022.

RECOMMENDATION:

>   **It is recommended that the State Regents approve a grant allocation in the amount of $40,000 for year three of a renewable five-year commitment through 2024 to the Oklahoma Historical Society for support of the Higher Education Archives project.**

BACKGROUND:

In FY2003, the State Regents' approved grant funding for a five-year period in support of the development of the Higher Education Archives project of the Oklahoma Historical Society. In FY2010, FY2015, and FY2020 the five-year grant was continued to provide support for and expansion of the Higher Education Archives project.

The project's primary objectives are to develop and establish a history of the Oklahoma State Regents for Higher Education, to enhance a comprehensive computerized database index of all higher education institutions, both public and private, to collect and preserve histories of Oklahoma institutions, and to provide public access to all elements.

POLICY ISSUES:

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

ANALYSIS:

This allocation is recommended as a grant to support the continued development of the higher education archives located at the Oklahoma Historical Society. The archives will include historical documents of the higher education institutions located in the State, both private and public, and highlight biographies of certain individuals who have been major contributors to Oklahoma Higher Education. Additionally, as part of this contract renewal, the Oklahoma Historical Society will:

-   Maintain and add to the on-line and searchable data base for higher education leaders and institutions;
-   Conduct oral histories with current regents for the searchable database;
-   Update the interactive video presentation about regents, historical leaders, and institutions located in the Oklahoma History Center;
-   Curate, design, and install a new museum exhibit about the constitutional amendment; creating the Regents for Higher Education; and

- Provide two free uses of the banquet facilities at the Oklahoma History Center each year.

Funding Source: FY2022 allocation for Grants/Economic Development/OEIS.

AGENDA ITEM #10-a:

> **Tuition.**

SUBJECT: Approval of FY23 Academic Service Fees.

RECOMMENDATION:

> **It is recommended that the State Regents approve all institutional requests for changes to academic service fees for Fiscal Year 2023 as reported in the supplemental schedules.**

BACKGROUND:

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

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

State Regents' policy lists February 1 of each year as the deadline for submission of requests for changes in academic services fees to be charged the following academic year. Institutional requests for changes to academic services fees for Fiscal Year 2023 were posted at the State Regents' meeting held March 24, 2022. A public hearing was held on Friday, April 28, 2022 at the State Regents' meeting in Stillwater, OK for the purpose of receiving views and comments on the requested changes to academic services fees and the legislative limits for resident and nonresident tuition and mandatory fees.

POLICY ISSUES:

This item is consistent with the State Regents' policy and procedures relating to tuition and student fees.

ANALYSIS:

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2023. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution.

Institutions have provided justifications for the requested increases in academic services fees, the total revenue to be collected from the fees, and the use of increased revenues.

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

The institutions requested 64 changes in Special Instruction Fees, 68 changes in Facility/Equipment Utilization Fees, 25 changes in Testing/Clinical Services Fees, 1,238 changes in Classroom/Laboratory Supply and Material Fees, and 107 changes in various Other Special Fees. A total of 1,502 changes have been requested to academic services fees for Fiscal Year 2023, an increase of 1,279 requests when compared to FY22 requests. The fee requests consist of 149 new fees, 99 modifications to existing fees, and 1,254 deletions of current fees. The complete listing of requests for posting is attached.

It is recommended that the State Regents approve these institutional requests for changes to academic services fees for Fiscal Year 2023.

(Supplement)

AGENDA ITEM #10-b:

Tuition.

SUBJECT: Approval of FY23 Tuition and Mandatory Fees.

This item will be available at the meeting.

AGENDA ITEM #11-a:

   EPSCoR.

SUBJECT: Approval of NASA Matching Funds.

RECOMMENDATION:

   It is recommended that the State Regents approve EPSCoR matching funds in the amount of $163,000 to participating institutions for NASA EPSCoR projects.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The State Regents have committed $150,000 in matching funds for a three-year NASA EPSCoR program for the proposal "*Robust and High-Data-Rate Hybrid RF/Optical Communications for Lunar Missions.*" In July 2020, the proposal submitted by Oklahoma State University was awarded federal funding in the amount of $750,000 over the three-year period. It is recommended that the State Regents approve the allocation of $50,000 for the third year of this award.

AGENDA ITEM #11-b:

        EPSCoR.

SUBJECT: Approval of the National Science Foundation Matching Funds.

RECOMMENDATION:

> **It is recommended that the State Regents approve an agreement with Oklahoma State University to serve as the fiscal agent for matching funds for the National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement Award (RII) and an allocation of $800,000 for this program for FY 2023.**

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

Oklahoma has been awarded a five-year NSF EPSCoR Research Infrastructure Improvement award beginning July 1, 2020 in the amount of $20 million. The grant application provides a matching commitment of $800,000 per year from the Oklahoma State Regents of Higher Education.

The award continues infrastructure improvements for the Science and Technology centers, encourages the success of minorities and women as professionals in science and engineering and promotes university-private sector partnerships.

Other areas of special focus include:

- the creation of a stable base of R&D funding for Oklahoma higher education;
- the recruitment and retention of high quality science and engineering faculty; and
- the enhancement of the public visibility of the state's research and graduate programs.

The Research Infrastructure Improvement award focuses on the theme of climate research. The award, "Socially Sustainable Solutions for Water, Carbon, and Infrastructure Resilience in Oklahoma" will facilitate research and learning opportunities for college faculty, college students and K-12 students. The NSF award is a multi-institutional collaborative project that includes researchers from Oklahoma State

University, The Samuel Roberts Noble Foundation, the University of Oklahoma and the University of Tulsa.

The attached agreement formalizes Oklahoma State University's role as the fiscal agent for the new award.

Agreement Between the
Oklahoma State Regents for Higher Education
and
Oklahoma State University
Pertaining to
Experimental Program to Stimulate Competitive Research

This agreement is between the Oklahoma State Regents for Higher Education (OSRHE), the party of the first part, and Oklahoma State University (OSU), the party of the second part, executed this 23rd day of June 2022.

WHEREAS the Oklahoma EPSCoR Advisory Committee, together with Oklahoma State University, the University of Oklahoma, the Samuel Roberts Noble Foundation, initiated a Research Infrastructure Improvement Plan proposal under the Experimental Program to Stimulate Competitive Research (EPSCoR) of the National Science Foundation;

WHEREAS the National Science Foundation has made an award of monies based on scientific merit for the Oklahoma EPSCoR proposal;

WHEREAS the Oklahoma State Regents for Higher Education have allocated monies for EPSCoR sufficient to provide matching funds for this project; said allocated monies will be distributed by OSRHE for this program pursuant to the constitutional authority vested in OSRHE, the coordinating board of control for higher education;

WHEREAS the expanding number of Oklahoma EPSCoR programs and activities have likewise achieved a degree of statewide and national visibility;

THEREFORE, the parties agree that:

1)   The OSRHE, as the coordinating board of control for higher education, shall allocate a sum of monies up to $800,000 for the period of July 1, 2022 through June 30, 2023. Said monies represent the matching monies to the National Science Foundation grant to the Oklahoma EPSCoR Program and to institutional monies allocated to the purposes of the project.

2)   OSU will act as the fiscal agent for this program for the term referenced above and shall distribute monies as appropriate to the other program participants including the University of Oklahoma and the Samuel Roberts Noble Foundation, subject to the following provisions:

   a.   The Principal Investigator (PI) shall have final budget authority for all expenditures of State Regents matching funds.

   b.   OSU shall provide monthly reports in a timely manner of all expenditures on the award to the PI.

   c.   OSU shall request prior approval from the PI for any State Regents matching funds expenditure that differs from those listed in the budget submitted to NSF.

   d.   A no-cost extension may be requested for any unspent funds at the end of this agreement.

e. OSU shall provide an annual report in a format to be determined jointly by the OSRHE and OSU, accounting for all monies expended under the terms of the agreement.

3) This agreement shall be subject to continuing approval by the National Science Foundation of the scientific and technical merits of the program.

4) OSU further agrees that by accepting said funds it will abide by the terms and provisions of the National Science Foundation grant.

THE PARTIES HAVE READ THE TERMS AND PROVISIONS OF THIS AGREEMENT AND HEREBY GIVE THEIR VOLUNTARY CONSENT TO THAT AGREEMENT.

Oklahoma State University   Oklahoma State Regents for Higher Education

By: _____   By: _____
    Vice President for Research   Chancellor

Date:_____   Date: _____

AGENDA ITEM #11-c:

EPSCoR.

SUBJECT: Acknowledge receipt of the 2022 Oklahoma EPSCoR Advisory Committee Annual Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2022 Oklahoma EPSCoR Advisory Committee Annual Report.

BACKGROUND:

In July 2000, the Oklahoma Established Program to Stimulate Competitive Research (EPSCoR) Advisory Committee was codified by statute as an advisory committee to the State Regents. The Committee is chaired by the Chancellor. The purpose of the Committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director. In accordance with Title 70 O.S. 2001 § 3230.4, the Oklahoma EPSCoR Advisory Committee has submitted their annual report, which includes information concerning their activities for the preceding year.

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

During 2021, Oklahoma participated in Federal EPSCoR or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, Defense Department, United States Department of Agriculture, and the Department of Energy. The attached report provides detailed information on Oklahoma's participation in each of these programs.

Annual Report of EPSCoR-IDeA Activities - 2022
Submitted to Oklahoma State Regents for Higher Education
By the Oklahoma EPSCoR Advisory Committee

Oklahoma's EPSCoR-IDeA Program remains very active in 2021-2022, directly participating in Federal EPSCoR-IDeA or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, Defense Department and the Department of Energy.

We have outstanding leaders for the various programs, including Dr. Darren Akins (NIH/IDeA), Dr. Andrew Arena (NASA EPSCoR) and Dr. Kevin Wagner (NSF EPSCoR), who continue to operate at a very high level across Oklahoma and nationally. Dr. Raymond Huhnke had retired from the NSF EPSCoR program at the end of 2020, leaving behind an outstanding record of accomplishment. With the EPSCoR Advisory Committee's approval, Dr. Kevin Wagner took over the lead on NSF EPSCoR and has continued to administer the program with great success.

NATIONAL SCIENCE FOUNDATION

The National Science Foundation (NSF) Research Infrastructure Improvement Award (RII) Track-1 is the largest of the NSF EPSCoR awards and very significant to our efforts to build competitive infrastructure. The most current five-year program, "Socially Sustainable Solutions for Water, Carbon & Infrastructure Resilience in Oklahoma (S3OK)," is led by Dr. Kevin Wagner from OSU as PI, and Drs. Carol L. Silva and Hank Jenkins-Smith, both from OU, as co-PIs.

As part of this project, which is in the second of the five-year effort, Oklahoma NSF EPSCoR researchers are innovating a new, interdisciplinary, inter- institutional approach to develop and test science-based solutions for complex problems at the intersection of land use, water availability and infrastructure. Researchers are investigating:
- How Oklahoma's seasonal and sub-seasonal weather patterns are likely to shift over time and what those implications might be;
- terrestrial water and carbon dynamics as they relate to climate change and land management;
- water reuse and sustainability; and
- infrastructure implications for these topics.

The social dynamics framework team is integrating the science team's perspectives with those of opinion leaders and citizens across the state to find solutions in the overlapping areas being investigated.

Oklahoma's active participation in the NSF RII Track-1 effort continues to have a significant impact on research capacity building, education and outreach, and economic growth in the state. Since 2001, this program has generated $470 million in new research funds for Oklahoma. This total does not include RII or State funds.

The RII program involves active participation from multiple partners to broaden the impact state-wide. Some of the network partners for the current RII Track-1 program include, Cameron University, College of the Muscogee Nation, East Central University, i2E, Langston University, Noble Research Institute, OK Career Tech/Pontotoc Tech Center, OK 4-H, OK Museum Network, OK State Regents for Higher Education, Oklahoma State University, Peoria Tribe, Science Museum OK, Southwestern OSU, The University of Oklahoma, and The University of Tulsa. Over 50 institutions have been served via via OneOklahoma Cyber, which has facilitated over $400 million in external funding.

As, part of the capacity building focus, the RII program integrates research and education offering research opportunities for college faculty, undergraduate and graduate students, in addition to educational outreach initiatives aimed at K-12 public schools. Events such as the Annual Oklahoma Research Day, Research Day at the Capitol, Women in Science Conferences and other grant writing workshops receive support. The EPSCoR staff developed many of these initiatives in partnership with other NSF grants and State programs that also seek to enhance Oklahoma's R&D competitiveness and serve to support the broadening of participation of underrepresented minorities. Oklahoma NSF EPSCoR outreach and education programs have served over 132,000 Oklahomans since 2013, including more than 41,000 underrepresented minorities and 76,000 women. More than 70,000 K-12 students and teachers have benefited from Oklahoma EPSCoR STEM education, outreach, and training programs (2013-present), including an innovative statewide Girl Scouts STEM initiative. By training a skilled and diverse STEM workforce, we are ensuring that the State's emerging tech-based businesses and research labs will have a high-quality applicant pool to draw from for years to come. EPSCoR support has added more than 29 new faculty positions to Oklahoma universities, including 5 faculty positions at Tribal colleges. These programs and positions would not have been possible without EPSCoR funding.

Finally, EPSCoR has been at the forefront of Oklahoma's new, emerging technologies; the State's nanotechnology industry was underpinned by EPSCoR research. Since 2001, 120 new technologies have been produced, along with 34 patents, 9 copyrights, and 9 marketed products. In addition, 38 new companies have been established.

Example Research Highlight: Predicting & Preparing for Cold Air Outbreaks

OK NSF EPSCoR researchers are investigating the development of cold air outbreaks (CAOs) in the Great Plains region. The team's goal is to provide emergency managers and the public with important lead- time to prepare for these large- scale, extreme cold events. Our researchers are examining how CAOs form and evolve, while also studying the potential for their predictability. Through the team's work, harmful socioeconomic, environmental, and infrastructural impacts, such as widespread power outages, may be mitigated.
Researchers are looking at additional atmospheric variables that could yield signals to enhance predictability potential, and also developing a suite of numerical weather models to further assess prediction capabilities.

NATIONAL INSTITUTES OF HEALTH

The National Institutes of Health (NIH) administers three programmatic activities under its Institutional Development Award (IDeA) Program. The IDeA program is an NIH award program similar to the NSF EPSCoR program. Under the Centers of Biomedical Research Excellence (CoBRE) grant program, Oklahoma has had 15 awards since 2000 valued at over $297 million over the lifetime of the awards (10 current awards total $189.7 million). Under the Clinical and Translational Research (OSCTR) program, Oklahoma has 1 current award (limit) with total value of $40.5 million over its lifetime. Under the IDeA Network of Biomedical Research Excellence (OK-INBRE), Oklahoma has 1 current award (limit) with total value of $84.5 million over its lifetime. The INBRE and OSCTR grants continue through 2024.

15 Oklahoma Centers of Biomedical Research Excellence (CoBRE)
(Disease-specific research centers)
OUHSC: Oklahoma Center for Microbial Pathogenesis and Immunity, 2020–2025 $12,420,325
OUHSC: Cellular and Molecular Geroscience COBRE, 2019–2023 $ 8,593,680
LIBR: Neuroscience-based Mental Health Assessment and Predication, 2017–2022 $11,989,205
OSUCHS: The Center for Integrative Research on Childhood Adversity, 2016–2022 $11,352,236
OSU: Oklahoma Center for Respiratory and Infectious Diseases, 2013–2023 $20,995,071

OMRF: Expanding Excellence in Developmental Biology in Oklahoma, 2013–2023 $25,811,740
OUHSC: Mentoring Translational Cancer Research in Oklahoma, 2012–2023 $21,425,175
OU: Oklahoma COBRE in Structural Biology, 2012–2022 $20,190,904
OUHSC: Mentoring Diabetes Research in Oklahoma, 2007–2022 $28,213,104
OMRF: Molecular Mechanisms and Genetics of Autoimmunity, 2004–2020 $31,155,096
OUHSC: Biofilm Formation and Metabolism on Dental Surfaces, 2003–2012 $ 9,700,000
OMRF: Interdisciplinary Research in Vascular Biology, 2003–2021 $28,751,761
OUHSC: Mentoring Vision Research, 2002–2013 $23,800,000
OUHSC: Functional Genomic/Proteomic Analysis of Bacterial Host Interaction, 2000–2010 $20,963,855
OMRF: Science in a Culture of Mentoring, 2000–2017 $21,734,216

IDeA - Clinical and Translational Research (IDeA-CTR)
(Multi-institution and agency collaboration–1 award per IDeA state)
OUHSC: Oklahoma Shared Clinical and Translational Resources (OSCTR), 2013–2023 $40,532,460

IDeA Network of Biomedical Research Excellence (INBRE)
(Statewide research capacity and infrastructure improvement–1 award per IDeA state)
OUHSC: Oklahoma IDeA Network of Biomedical Research Excellence, 2001–2024 $84,654,618

The CoBRE programs, as well as the INBRE and OSCTR programs, generate, complement, and enrich Oklahoma's research strengths by leveraging NIH investment in personnel, equipment, core facilities and student programs to solve health problems, build research capacity, and build a better student pipeline for the next generation of physicians, healthcare workers, and scientists. Clinical and translational research supported by the OSCTR program seeks to reduce health disparities in underserved and understudied populations. This infrastructure is critical to having the capacity to address the needs of the citizens of Oklahoma, especially when faced with a public health emergency such as the COVID-19 pandemic.

Leveraging OSCTR Infrastructure and Expertise for COVID-19 Response (provided by Dr. Timothy VanWagoner, Administrative Director of the OSCTR)

The primary mission of the OSCTR is to address the most important health needs of Oklahomans; therefore, this past year we mobilized OSCTR infrastructure to provide leadership and crucial infrastructure during the evolving COVID-19 pandemic. This began by negotiating the sharing of equipment and personnel between OMRF, OUHSC, OU Health and the FAA center in OKC to facilitate the development of a novel SARS-CoV-2 testing method using microfluidic RT-qPCR technology (reagent sparing approach, Fluidigm), robotics and clinical/laboratory informatics to enable a high-throughput screening pipeline compatible with NP swabs and salivary samples. This protocol has been deployed at multiple institutions and Fluidigm received a Rapid Acceleration of Diagnostics (RADx) award from NIH to further develop and implement the methodology.

To ensure that primary care providers throughout the state have accurate, current information about COVID-19, we connected one of our OSCTR Master Mentors, who is Chief of Infectious Diseases at OUHSC, with the team at Oklahoma State University (OSCTR partner institution) to provide weekly updates through their telehealth ECHO program. The co-Director of the Oklahoma Primary Healthcare Improvement Cooperative, which developed from the OSCTR CEO Core, also provided a weekly forum for clinicians associated our past dissemination and implementation efforts. We also utilized our Research to Practice to Research Exchange, an online, curated repository of published data developed by OPHIC, to provide community clinicians access to important and timely information relevant to COVID-19 and primary care. OSCTR personnel also serve on the COVID-19 Response Task Force for OUHSC and OU Health, as well as on the Governor's Vaccination Advisory Committee. Through infrastructure provided by the OSCTR partnered with funding from philanthropic sources, we were able to serve our local healthcare

worker communities to monitor SARS-CoV-2 seroprevalence as the pandemic was beginning to grow in the state. Over a 12-week period, we were able to see a steadily growing increase in seroprevalence, as well as disparities that mirror the overall population.

The OSCTR continues to work with a former pilot recipient and another junior investigator to establish, staff and manage the Oklahoma COVID-19 Registry and Repository, which provides biospecimens and associated clinical data to a host of pilot and future projects from CTR investigators. We also collaborated with other IDeA-CTRs in participating in the National COVID Cohort Collaborative (N3C) and have successfully submitted clinical data from OU Health for N3C. Several of our BERD and Clinical Core investigators serve on the oversight and rural health domain committees for this effort and are active participants in analyzing data and drafting initial publications on the effect of COVID on our rural communities. We also collaborated with our CTR colleagues to help develop proposals to address Post-Acute COVID Sequelae, which will be aided by our existing biorepository collections at OUHSC and OMRF that were initiated at the start of this pandemic. Our OSCTR PI presented at the NIAID PACS workshop with preliminary data from our cohorts and is serving on the CDC PACS Advisory Committee. Based upon some of this early work with COVID19 patients, the OSCTR was poised to help our investigators and scholars who were involved in COVID care to participate in COVID research. Our local investigators participated in the NIAID-funded Immunophenotyping Assessment in a COVID-19 Cohort (IMPACC), ACTIV-1, ACTIV-2 and ACTIV-4 NIH-funded trials, as a site in an NIH-funded investigator-initiated trial of convalescent plasma in severe COVID19, and in numerous other clinical trials and clinical research.

The OSCTR assisted the Cherokee Nation to secure and operationalize a supplemental grant through the NIH Rapid Acceleration of Diagnostics for Underserved Populations (RADx-UP) award program for a community driven program to develop an evidence-based, culturally informed approach to increase testing and contact tracing, and to reduce the intermediate and long-term effects of COVID within the Cherokee Health System catchment area. This also includes the development of biorepository capacity for the Cherokee Nation that will have long-term benefits for their ability to conduct clinically oriented research in future years.

In a second RADx-UP project, the OSCTR developed the Community-engaged Approaches to Testing in Community- and Healthcare settings for Underserved Populations (CATCH-UP) to also increase testing and to better understand the barriers to testing and socioeconomic effects of the pandemic from both community perspectives and within the healthcare community. As of 3/17/2021, 34 practices were enrolled for participation in CATCH-UP and initiated COVID-19 testing of their patients, supported by our Oklahoma Primary Healthcare Improvement Cooperative (OPHIC) infrastructure. The OSCTR also is collaborating with our partners to organize, publicize, and staff more than 250 community testing events to increase testing in underserved rural and minority communities.

These are some of the impacts of NIH/IDeA in Oklahoma in the past year. Long term impacts continue to be: fundamental discovery research leading to new diagnostics, treatment protocols, biotechnology; building an education pipeline to develop new healthcare providers for next generation and to enhance best practices in rural communities; workforce development through thousands of teacher and student interactions, biotechnology program development, healthcare worker training for tribal groups; and improvement of health and healthcare for all citizens across the state including underserved and underrepresented populations.

Oklahoma is also well supported through other EPSCoR funds through other federal agencies, including NASA, DOE, and DoD. The table below provides an overview of currently active awards.

Program	Award	Type of Award	Amount
NSF	EPSCoR	Research Infrastructure Track-1	$20 million
NSF	EPSCoR	Research Infrastructure Track-2 (2 Awards)	$9.5 million
NSF	EPSCoR	Research Infrastructure Track-4 (8 Awards)	$1.7 million
NASA	EPSCoR	Research Infrastructure (3 Awards)	$1.9 million
DOE	EPSCoR	Research Infrastructure	$0.8 million
DoD	DEPSCoR	Research	$0.6 million
NIH	IDeA	COBRE (9 Awards)	$94 million
NIH	IDeA	OSCTR	$20 million
NIH	IDeA	INBRE	$19 million
		Total current funding	**$167.5 million**

FUTURE OUTLOOK

The areas of research represented by the grants and projects in the Oklahoma EPSCoR-IDeA portfolio are closely aligned with the Oklahoma Strategic Plan for Science and Innovation, as well as with U.S. national needs and priorities. Multiple areas of science and engineering reflect current or emerging strengths of the research enterprise in Oklahoma including, new energy technologies, advanced materials, understanding weather and climate, water resource management, infrastructure resilience, and social science. These will continue to support Oklahoma priorities in aerospace, energy, health and life sciences, and biotechnology. We expect continued excellence in outreach and education efforts. With respect to the EPSCoR and IDeA programs, we continue to be one of the most successful among the EPSCoR-IDeA states.

The budget outlook for EPSCoR-IDeA at the Federal level continues to be stable. The Congress continues steady support for R&D programs in general, and several new bills are being introduced that would significantly increase that support. The current aggregate funding for all EPSCoR and IDeA programs is $729.6 million (FY21 enacted total). However, it should be kept in mind that aggregate funding for EPSCoR-IDeA programs across all Federal agencies amounts to less than 1 percent of the nondefense R&D budget. Our own Oklahoma Congressional delegation have been excellent supporters and we meet with them annually to discuss the program impacts and accomplishments. There is strong support for EPSCoR-IDeA, as well as for NIH, NSF and the other research and development programs in Congress and we hope to maintain level or increased funding in the programs.

There continues to be significant conversation at the federal level to enhance support for the EPSCoR program. In 2021, Congress weighed a major expansion as part of the 2021 U.S. Innovation and Competition Act - S.1260, with a Senate proposal to increase EPSCoR allocation to 20 percent (from current ~2%). In 2022, EPSCoR funding has been discussed through the United States Innovation and Competition Act (USICA), with a 20 percent set-aside provision for EPSCoR, as proposed by the Senate. The companion House bill, America Creating Opportunities for Manufacturing, Pre-Eminence in Technology, and Economic Strength (America COMPETES) Act, has no specific provision for EPSCoR, but recognized the need for geographically diversified research capacity building in the nation. The Oklahoma congressional delegation and senators continued to provide support for support and expansion

of both EPSCoR and IDeA programs, and have been instrumental in supporting Oklahoma's needs through these programs.

Finally, NSF has been examining the impact and future of the NSF EPSCoR program. This is currently ongoing a visioning process by the "Committee on the Future of NSF EPSCoR," with a report expected in 2022. It is expected that NSF's evaluation of the EPSCoR program will be instrumental in guiding the future of EPSCoR for other federal funding agencies too.

We continue to review and evaluate ways to maximize the potential impact of EPSCoR programs on our State. With the continued support of the State Regents, Oklahoma EPSCoR-IDeA is poised to continue as one of the key components of Oklahoma's research and development portfolio, enhancing both economic development and educational opportunities for our students.

AGENDA ITEM #12:

> **Endowment.**

SUBJECT: Approval of reconciliation of an endowment account.

RECOMMENDATION:

> **It is recommended that the State Regents approve the reallocation and renaming of an account within the portfolio as requested by the University of Oklahoma.**

BACKGROUND:

The State Regents' Policy for Administering the Regents' Endowment Fund Program provides that:

> Endowed chairs and distinguished professorships should be established in academic areas that will contribute to the enhancement of the overall cultural, business, scientific or economic development of Oklahoma.

> Endowed chairs and professorships must be established in areas for which the institution has ongoing, approved academic programs.

> An institution may apply for an endowed chair, professorship or other related project upon meeting the requirements for establishing an account. Matching funds must originate from monies contributed to the institution from sources specifically designated by the donor for the purpose specified in the endowment fund policy.

POLICY ISSUES:

This recommended action follows State Regents' policy.

ANALYSIS:

Reallocation and Renaming of an Existing Account:

The University of Oklahoma has requested the following changes to an existing, approved endowment account based upon discussions with and review of agreements with the University of Oklahoma Foundation.

The addition and deletion will modify an account name and purpose that was originally approved on March 31, 2006. The State Regents are asked to approve the changes which will result in the University of Oklahoma Foundation filing to obtain court approval on behalf of numerous original donors to modify the use of the funds. The current purpose of the account has become obsolete and the College of Medicine believes the donor's intent and needs of the College will be best served by repurposing the endowment account.

This action will then be contingent upon final court approval and notification by the University of Oklahoma of that action.

University of Oklahoma Health Sciences Center:
Deletion of the current account:
Harris Family Foundation Professorship of Surgery Library Science
Addition under new name and purpose:
Harris Foundation Professorship of Surgery

AGENDA ITEM #13:

> **Capital.**

SUBJECT: Approval of transmittal of proposed Capital Improvement Projects to the State of Oklahoma Long-Range Capital Planning Commission.

RECOMMENDATION:

> **It is recommended that the State Regents authorize the transmittal of proposed institutional capital improvement plans for the eight (8) fiscal years 2024-2031 to the State of Oklahoma Long-Range Capital Planning Commission. The institutional capital improvement plans are presented in the supplement to this agenda.**

BACKGROUND:

The State of Oklahoma Long-Range Capital Planning Commission was created during the 1992 legislative session (62 O.S., Section 901) and revised in 2014. Its purpose was to establish a capital planning process that would result in an annually updated state capital improvement plan addressing all agency and institutional needs covering the next eight years. The statute provides that the Oklahoma State Regents for Higher Education shall cooperate with the Commission by collecting from each institution and entity in The Oklahoma State System of Higher Education a detailed list of all capital projects anticipated for the next eight years. Institutional listings identify projects that will require funding from state appropriations, as well as projects that will be self-funded by the institution from sources such as Section 13 and New College funds, revenue bond proceeds, auxiliary enterprise revenues and Section 13 Offset.

POLICY ISSUES:

None.

ANALYSIS:

Based on the information submitted by institutions and agencies, the Commission, submits prior to each legislative session, a state capital improvement plan to the Governor and legislative leadership that contains two sections. The first section includes projects identified by institutions and agencies that the Commission recommends for funding from state appropriations. The second section includes all self-funded projects that were identified by institutions and agencies.

The Commission's approach for development of a state capital improvement plan focuses on projects for which state appropriations are required. The Commission's evaluation process has, in prior years, placed a high priority on projects relating to telecommunications and technology, asset preservation, health and safety, and renovation of facilities.

A total of 739 capital projects are identified by State System institutions for submission to the Commission. These projects are summarized by institution in the supplement provided at this meeting and total approximately $4.02 billion for the eight-year period.

Supplement

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 23, 2022

AGENDA ITEM #14:

Contracts and Purchases.

SUBJECT: Approval of contracts over $100,000 for FY2023.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2023 purchases for amounts that are in excess of $100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over $100,000

Core
1) XAP in the amount of $295,194.00 for FY23. The current contract with XAP Corporation for the Student Information Portal, OKcollegestart.org, under RFP B1214 will expire on June 30, 2022. To continue to provide the portal's comprehensive information and services for the students and educators of Oklahoma, the Oklahoma State Regents for Higher Education and XAP Corporation have agreed to enter into a new agreement for the continuation of the Student Information Portal services. The contract is a fixed cost contract for up to five years at the current rate of $295,194.00 per year. In addition, the Oklahoma State Regents for Higher Education will discontinue the transcript exchange service at the state-level in response to a continued decline in district/school utilization resulting from implementation of the State Department of Education's transcript service for K-12 schools, but will allow XAP Corporation to offer individual districts/schools the option to add this service at their own cost. (Funded from 701-OCAP).

2) Ellucian in the amount of $160,435.00 for FY23 maintenance, support and upgrades of the Banner software system. Banner is the agency accounting and human resource system. (Funded from 210-Core).

3) SAS in the amount of $136,678.33 for FY23 maintenance, support and upgrades of the visual analytics cloud-based business intelligence program with dashboard and scorecard capabilities, online analytical processing, query and reporting writing, data mining and predictive analytics, and data warehousing system for the Strategic Planning and Analysis department. (Funded 210-Core).

4) The University of Missouri Great Plains Network in the amount of $181,445.00 for FY23 annual membership fees that provide Internet2 connectivity. The Great Plains Network is a consortium of universities in the Midwest, partnering to connect its members to the national research and education infrastructure, including Internet2, and to facilitate the use of advanced cyber infrastructure across the network. OneNet is a member of the Great Plains Network and leverages the consortium for the benefit of Oklahoma research institutions by reducing internet related costs. (Funded from 210-Core).

5) Krush Digital Media in the amount of $104,000.00 for a statewide media campaign, including execution of marketing strategy and development of creative assets, for UpskillOK, the state system micro-credentials initiative. (Funded from 210-Core).

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

OCAP
7) Educational Credit Management Corporation, in the amount of $1,185,902.00 for FY23 for use of an integrated software system and services for administering student loans for the Oklahoma College Assistance Program (OCAP), as well as providing federally required Federal Family Education Loan Program (FFELP) default aversion services performed on behalf of OCAP (Funded from 701-OCAP).

Endowed Chairs Program
8) Mercer in the amount of $637,000.00 for FY23 investment consulting services on the Endowed Chairs, Academic Scholars and Retirement Trust Funds. (Funded from 707-Endowed Chairs Program).

OneNet
9) Dobson Technologies in the amount of $100,000.00 for FY23 fiber optic cable construction projects to connect Muscogee Nation College and Oklahoma State University Institute of Technology campuses in Okmulgee, Oklahoma as part of the OneNet Friction Free Network (OFFN). Costs are recovered through the National Science Foundation OFFN6 grant. (Funded from 718-OneNet).

10) Copper River in the amount of $115,000.00 for FY23 Adva Optical equipment at Oklahoma State University Institute of Technology campus as part of the OneNet Friction Free Network

(OFFN). (Costs are recovered through National Science Foundation OFFN6 grant.) (Funded from 718-OneNet).

11) Dobson Technologies in the amount of $450,000.00 for FY23 fiber optic cable construction to connect Rogers State University Claremore hub to the state fiber network as part of the OneNet Friction Free Network (OFFN). (Costs are recovered through National Science Foundation OFFN6 grant.) (Funded from 718-OneNet).

12) Copper River in the amount of $115,000.00 for FY23 Adva Optical equipment at Rogers State University Claremore Hub as part of the OneNet Friction Free Network (OFFN). (Costs are recovered through National Science Foundation OFFN6 grant.) (Funded from 718-OneNet).

13) Hilliary Erate & Universal Services in the amount of $300,000.00 for FY23 circuits to provide service to OneNet customers. These costs are associated with current OneNet customers, which OneNet invoices on an annual or monthly basis. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).

Multiple Funds

14) University of Oklahoma Health Sciences Center (OUHSC) in the amount of $822,992.00 for FY23 lease of office space located at 655 Research Parkway Oklahoma City, Oklahoma. (Funded from 210-Core, 701-OCAP and 718-OneNet).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 23, 2022

AGENDA ITEM #15-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Science in Architectural Design Studies.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's request to offer the Bachelor of Science in Architectural Design Studies, with options in Design Management and Leadership, Design Thinking and Communication, and Design, Culture, and Urban Studies, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Bachelor of Science in Architectural Design Studies.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 12 students in Fall 2026; and
>   Graduates: a minimum of 5 students in 2026-2027.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. 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
21	Degree and/or certificate programs added

Program Review

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

92	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 Bachelor of Science in Architectural Design Studies at their March 25, 2022 meeting. OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Bachelor of Science in Architectural Design Studies

Program purpose. The proposed program will provide students with an understanding of the issues central to the design fields and will offer multiple pathways into employment.

Program rationale and background. The proposed program will add breadth to the existing programs within the School of Architecture and will serve new student populations that the school has previously been unable to attract or retain. Many students are interested in pursuing architecture as a major with the goal of contributing to humanity through the creation of the built environment. However, many of these students change majors or leave due to the exceptional technical demand and higher math skills required of a professional degree in architecture and architectural engineering. This new program will provide these students a pathway to access new careers within the profession in a parallel fashion to the more standard architecture degree. The proposed degree plan was presented to the School of Architecture Advisory Board and received overwhelming majority support. Subsequent conversations with academic advisors and students who have left the School of Architecture indicate there would be an interest in the proposed degree.

Employment opportunities. Graduates with this degree could contribute to facilities management efforts in a variety of business and industry, including aerospace/defense and healthcare operations. As documented in the Oklahoma Works 2020-2022 Critical Occupations data, this degree program will prepare students to pursue careers in high need areas of architectural and engineering managers. Additionally, in the 2020 national survey conducted by The American Institute of Architects, 14 percent of employees in today's architecture workforce participate as unlicensed professionals. These employees serve important roles in a wide array of activities needed in the building design industry. Furthermore, graduates of this program will be ready to contribute to emerging fields that benefit from visualization training, design thinking, public policy/governance, and entrepreneurial endeavors.

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

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

Duplication and impact on existing programs. There are no Bachelor of Science in Architectural Design Studies programs in Oklahoma. A system wide letter of intent was communicated by email on January 31, 2022. The University of Oklahoma (OU) requested a copy of the proposal, which was sent April 11, 2022. Neither OU nor any other State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The Bachelor of Science in Architectural Design Studies will consist of 124 total credit hours, as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	41
College/Departmental Requirements	28
Major Requirements	16
Option	39
Total	**124**

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

Delivery method and support services. All courses will be delivered in a traditional format. The library, classrooms, and equipment are adequate for the proposed program.

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

Program resource requirements. Program resource requirements for the Bachelor of Science in Architectural Design Studies are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$21,960	$18,300	$12,200	$6,100	$6,100
Explanation: The department will allocate part of the annual budget to support the proposed program for the first five years.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$10,232	$25,580	$35,812	$51,160	$61,392
Narrative/Explanation: The amounts above were calculated based on in-state block tuition of $5,116 per semester. OSU anticipates students will complete 15-18 credit hours per semester with an enrollment of 2, 5, 7, 10, and 12 students in years 1 through 5.					
TOTAL	**$32,192**	**$43,880**	**$48,012**	**$57,260**	**$67,492**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$28,800	$28,800	$28,800	$28,800	$43,200
Explanation: Four core faculty at .10 FTE are needed to teach the proposed program. Average faculty salary					

is $72,000. In year 5, the load will increase to .15 FTE.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$960	$960	$1,920	$2,880	$2,880

Explanation: The department anticipates 1 to 3 additional undergraduate student employees may be employed at 1/8 time to assist faculty.

Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$29,760**	**$29,760**	**$30,720**	**$31,680**	**$46,080**

Attachment

OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN ARCHITECTURAL DESIGN STUDIES

Program Requirements		Credit Hours
General Education		**41**
ENGL 1113 or ENGL 1313	Composition I Critical Analysis and Writing I	3
ENGL 1213 or ENGL 1413 or ENGL 3323	Composition II Critical Analysis and Writing II Technical Writing	3
HIST 1103 or HIST 1483 or HIST 1493	Survey of American History American History to 1865 American History since 1865	3
POLS 1113	American Government	3
MATH 1813 or MATH 2144	Pre-Calculus Calculus I	3
ARCH 2283 or ARCH 2003	History and Theory of Architecture II Architecture and Society	3
ARCH 4374	International Field Study	4
PHYS 1114 or PHYS 2014	College Physics I University Physics I	4
	Select 3 credit hours of courses designated N	3
SPCH 2713	Introduction to Speech	3
	Select 6 credit hours of courses designated S	6
	Select 3 credit hours of courses designated A, H, S, D, I, N	3
College/Departmental Requirements		**28**
ARCH 1112	Introduction to Architecture	2
ARCH 1216	Architectural Design Studio I	6
ARCH 2116	Architectural Design Studio II	6
ARCH 2216	Architectural Design Studio III	6
ARCH 2264	Building Systems	3
ARCH 2252	Design Communication I: Visual and Graphic Acuity	2
ARCH 2183	History and Theory and Architecture I	3
Major Requirements		**16**
ARCH 4203	Experimental Design Lab	3
*ARCH XXX3	Design Methods	3
ARCH 4991	Professional Development for Architects and Architectural Engineers	1
	Select 9 credit hours from the following	

ARCH 3100	Special Topics in Architecture	Varies
ARCH 3083	History and Theory of Renaissance and Baroque Architecture	3
ARCH 3173	History and Theory of American Architecture	3
ARCH 3273	History and Theory of Medieval Architecture	3
ARCH 3353	Advanced Graphics	3
ARCH 3373	Design and Diversity in Urban Centers	3
ARCH 3473	History and Theory of Structures	3
ARCH 4100	Special Topics in Architecture	Varies
ARCH 4173	History and Theory of Skyscrapers	3
ARCH 4233	Sustainable Design in Architecture	3
ARCH 4273	History and Theory of Islamic Architecture	3
ARCH 5093	Real Estate Development	3
ARCH 5493	Entrepreneurship and Architecture	3
Options		**39**
	Select one option from below	
	Design Management and Leadership	
ARCH 5093	Real Estate Development	3
ARCH 5493	Entrepreneurship and Architecture	3
ARCH 5193	Management of Architectural Practice	3
ACCT 2003	Survey of Accounting	3
ECON 2003	Principles of Microeconomics	3
EEE 2023	Introduction to Entrepreneurship	3
ENGL or BCOM	Writing Course	3
	Controlled Upper Division Electives from ARCH, ENGL, EEE, MGMT, MKTG, PHIL, or SPCH	15
	Design, Culture, and Urban Studies	
ARCH 4183	History and Theory of Cities	3
ARCH 3373	Design and Diversity in Urban Centers	3
ANTH 3353	Cultural Anthropology	3
POLS 2313	Social Justice Politics	3
SOC 3423	Urban Sociology	3
EEE 2023	Introduction to Entrepreneurship	3
GEOG 3123 or GEOG 3173	Urban Geography Cultural Geography	3
ENGL or BCOM	Writing Course	3

	Controlled Upper Division Electives from ARCH, ANTH, EEE, GEOG, HIST, MC, or POLS	15
	Design Thinking and Communication	
ARCH 3353	Advanced Graphics	3
ART 2283	Studio Art Digital Imaging	3
ART 3643	History of Graphic Design	3
MC 2003	Mass Media Style and Structure	3
SPCH 3733	Elements of Persuasion	3
CS 1113 or CS 1013	Computer Science	3
ENGL or BCOM	Writing Course	3
	Controlled Upper Division Electives from ARCH, ART, CS, DHM, EEE, LA, MC, SPCH, or SC	
Total		**124**

*Denotes new course

AGENDA ITEM #15-b:

> **New Programs.**

SUBJECT: Oklahoma State University Center for Health Sciences. Approval to offer the Doctor of Forensic Sciences in Forensic Sciences.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University Center for Health Sciences' request to offer the Doctor of Forensic Sciences in Forensic Sciences via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Doctor of Forensic Sciences in Forensic Sciences.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 10 students in Fall 2027; and
>   Graduates: a minimum of 5 students in 2027-2028.

BACKGROUND:

Academic Plan

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

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.

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-CHS has taken the following program actions in response to APRA:

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

Program Review

OSU-CHS offers 10 degree and/or certificate programs as follows:

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

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OSU-CHS'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-CHS's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU-CHS's governing board approved delivery of the Doctor of Forensic Sciences in Forensic Sciences at their October 23, 2020 meeting. OSU-CHS is currently approved to offer 5 degree programs through online delivery. OSU-CHS 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:

Doctor of Forensic Sciences in Forensic Sciences

Program purpose. The proposed program is designed specifically for forensic science practitioners to improve their knowledge base, tactics, techniques, and procedures.

Program rationale and background. The field of forensic science has experienced considerable change over the past three decades. As a result, the field has witnessed heightened awareness by crime laboratories of the benefits of a workforce that possesses advanced degrees. In the 1980s, a bachelor's degree was the norm among forensic practitioners, but in recent years, the master's degree has become the preferred credential and doctorate degrees in related disciplines are becoming more plentiful. OSU-CHS has a master's degree in forensic science and currently offers a Doctor of Philosophy in Forensic Sciences (009), which is a traditional, research-based doctoral program. However; OSU-CHS reports that many of the current law enforcement, military, and fire fighter graduates have requested to continue their education in a professional doctoral program, which provides advanced knowledge in the field, but does not require research. The proposed program will be the first professional doctorate of its kind in the field of forensic science.

Employment opportunities. The expansion of the forensic sciences employment sector has created an urgency for a pool of more highly educated professionals who are prepared to deal with the leadership challenges this discipline presents. The changing criteria in forensic science standards now prefer leadership positions within the system to possess higher levels of degree preparation, thus increasing the demand for graduate programs in forensic sciences. Graduates of the proposed program can find employment in local, state, and national government agencies, testing, medical, and diagnostic laboratories, and academia. According to the Bureau of Labor Statistics, career opportunities for forensic scientists are expected to grow 16 percent through 2030.

Student demand. The proposed program is expected to meet the enrollment and graduate 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	10	Fall 2027
Minimum Graduates from the program	5	2027-2028

Duplication and impact on existing programs. There are no Doctor of Forensic Sciences in Forensic Sciences programs in Oklahoma. A system wide letter of intent was communicated by email on October 21, 2020. The University of Oklahoma (OU) and the University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent December 21, 2020 and November 30, 2020; respectively. OU did not submit a protest of the proposed program.

UCO submitted a letter of protest citing the following areas of concern:
1) Strength of OSU-CHS's current doctoral program;
2) Academic rigor;

3) Faculty expertise; and
4) Equipment and facilities.

These concerns were communicated to OSU-CHS for review. OSU-CHS responded to UCO's concerns noting that:
1) Enrollment in the Doctor of Philosophy (PhD) in Forensic Sciences (009) is strong, with 64 students currently enrolled, and the proposed professional doctorate will not impact enrollment in the current program.
2) The proposed professional doctorate will not impact the curriculum for the traditional PhD, which was designed to meet the needs of students who desire to pursue a research-oriented degree. The proposed Doctor of Forensic Sciences in Forensic Sciences is a broad-based curriculum that will allow students to complete a capstone component in a targeted area of interest. Additionally, a number of sister institutions across the country have asked to replicate the proposed curriculum, testifying to the appropriateness and contribution to the field.
3) In addition to full-time faculty, OSU-CHS has a cadre of highly qualified adjunct professionals from the FBI, ATF, DEA, U.S Attorney's Office, and the military
4) OSU-CHS has made significant investments in facilities and equipment in support of the overall Forensic Sciences program. A $40 million Forensic Sciences and Research building was constructed, as well as an explosives range, which has served as a host site to a prestigious training and competitive exercise for the military and government. Additionally, the School of Forensic Sciences recently acquired 330 acres of land that will provide research and development activities for the program.

OSU-CHS's response was communicated to UCO for review.

A hearing was facilitated by Chancellor Johnson on October 18, 2021, which included leadership from UCO, OSU-Stillwater, and OSU-CHS, along with State Regents' staff, for both parties to provide testimony and any additional information prior to final consideration of the protest. At this hearing, the following additional points were made by the parties:

UCO:
1. The protest against the OSU-CHS program proposal is not based on competition (duplication), but deficiencies in the proposed program.
2. The proposed program would not meet programmatic accreditation standards. [NOTE: FEPAC does not currently provide accreditation standards for doctoral programs, but UCO indicates such development is in process.]

OSU:
1. OSU-CHS has 85 students in the current Doctor of Philosophy in Forensic Sciences (009) program and is engaged in training and research contracts with the ATF, FBI, CIA, DEA, National Counterterrorism Center, Secret Service, Highway Patrol, and the military. OSU faculty provide technical investigative support to the Tulsa County Sheriff's Cold Case Unit.
2. The OSU-CHS program would not be duplicative of UCO's contemplated program and serves a different student population.
3. OSU-CHS's proposed program is appropriate in design and rigor for the target audience of advanced investigators, and there are no FEPAC accreditation standards for doctoral programs.

Based on all written documentation and verbal testimony of each party, State Regents' staff determined that OSU-CHS demonstrated it meets all criteria required in State Regents' policy, that OSU-CHS is currently functioned to offer professional doctorate degrees and that both institutions have indicated strong student and employment demand in the growing field of forensic sciences. At their December 10, 2021 meeting,

the State Regents approved the recommendation to move forward with the new program review process for OSU-CHS to offer the Doctor of Forensic Sciences in Forensic Sciences.

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

For these reasons, two external reviewers, Professor Charles Doarn and Mr. David Gouldthorpe, conducted a paper review (i.e., no site visit) of the proposed degree program. Professor Doarn is the Founding Director of the University of Cincinnati Space Research Institute for Discovery and Exploration and currently has faculty appointments at George Mason University, The George Washington University School of Medicine and Health Sciences, the University of Cincinnati, and Wright State University School of Medicine. He has served as Principal Investigator, Co-Principal Investigator, and Co-Investigator on numerous research projects through the University of Cincinnati and Virginia Commonwealth University. Professor Doarn has also served on several doctoral dissertation and master's thesis committees. Mr. David Gouldthorpe is currently the Forensic Laboratory Manager for the Las Vegas Metropolitan Police Department. He has had extensive experience as a forensic scientist and criminalist. Additionally, Mr. Gouldthorpe received a Certificate in Crime and Intelligence Analysis. Throughout his career, Mr. Gouldthorpe has also received additional training in criminal investigation and forensic science related areas. Mr. Gouldthorpe also has experience providing testimony in court proceedings. He is currently a member of the American Society for Testing and Materials, Organization of Scientific Area Committees, Clandestine Laboratory Investigating Chemists, and Southwestern Association of Forensic Scientists; and has numerous publications and presentations.

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

The team's overall evaluation can be summarized as follows:

Both Professor Doarn and Mr. Gouldthorpe strongly support proceeding to establish the Doctor of Forensic Sciences in Forensic Sciences at the OSU-CHS and believe graduates will have excellent contributions to the field. Reasons for this recommendation include: 1) clearly defined goals for the program; 2) effective learning environment; and 3) highly qualified faculty.

In summary, the team declared support to establish the program at OSU-CHS, with the following recommendations:
1) Consider adding coursework in cadaveric work, anatomical sampling, imaging, field examination, and tools for mishap investigation;
2) Consider the costs for marketing the program, resources, office/lab space supplies, licensing of software, and other technologies.

OSU-CHS responded satisfactorily to these recommendations; specifically stating:
1) A portion of the 330 acres of land owned by OSU-CHS for the Forensic Science program is dedicated for a cadaver farm to provide both instructional and research opportunities for students.
2) Much of the costs for the proposed program are covered by allocation from the centralized marketing department, as well as the general Forensic Sciences departmental budget; and

Curriculum. The proposed Doctor of Forensic Sciences in Forensic Sciences program will consist of 60 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	15
Guided Electives	45
Total	**60**

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

Delivery method and support services. Coursework will be delivered online using Canvas. Learning will be facilitated using prerecorded lectures, video integration for lectures, video conferencing for synchronous class meetings and group work, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone conferences as needed. In addition, OSU-CHS provides a wide variety of software licenses free of charge to ensure that each student has the technology needed to have the highest quality learning experience. These software licenses range from the Microsoft Office Suite programs to the most sophisticated statistical data analysis software.

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

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques.

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

Program resource requirements. Program resource requirements for the Doctor of Forensic Sciences in Forensic Sciences 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	$170,500	$159,700	$143,500	$143,500	$143,500
Explanation: The amounts above are an allocation of tuition surplus from existing forensic science programs.					
Student Tuition	$27,000	$37,800	$54,000	$54,000	$54,000

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Explanation/Calculations: Tuition was calculated assuming enrollment of 5, 7, 10, 10, and 10 students in years 1 through 5, each student taking 15 credit hours per year, and resident graduate tuition of $360 per credit hour.					
TOTAL	**$197,500**	**$197,500**	**$197,500**	**$197,500**	**$197,500**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$45,000	$45,000	$45,000	$45,000	$45,000
Explanation: The amount above is the salary for one admission staff member who will support the proposed program.					
Faculty	$150,000	$150,000	$150,000	$150,000	$150,000
Explanation: The amount above will be the salary for a new faculty member for the proposed program.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500
Explanation: The amount above will be the travel allotment given to the new faculty member to attend and/or participate in professional conferences.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$197,500**	**$197,500**	**$197,500**	**$197,500**	**$197,500**

Attachment

OKLAHOMA STATE UNIVERSITY CENTER FOR HEALTH SCIENCES
DOCTOR OF FORENSIC SCIENCES IN FORENSIC SCIENCES

Degree Requirements		Credit Hours
Program Core		**15**
FRNS 5013	Survey of Forensic Sciences	3
FRNS 5653	Law and Expert Evidence	3
FRNS 5743	Seminar in Forensic Psychology	3
*FRNS 6800	Critical Readings in Forensic Sciences	3
*FRNS 6990	Advanced Special Topics in Forensic Sciences	3
Guided Electives		**45**
	Select 45 credits from the list below in alignment with chosen pathway	
FRNS 5023	Questioned Document Examination	3
FRNS 5033	Theory and Practice of Forensic Handwriting Examination	3
FRNS 5043	Technical Aspects of Forensic Document Examination	3
FRNS 5053	The Historical Aspects of Forensic Document Examination	3
FRNS 5063	Ethical Research and Scientific Writing	3
FRNS 5073	Quality Assurance in Forensic Science	3
FRNS 5083	Ethics in Forensic Leadership	3
FRNS 5090	Internship in Forensic Sciences	1-3
FRNS 5093	Scientific Writing and Presentation Skills	3
FRNS 5103	The Chemistry of Pyrotechnics	3
FRNS 5113	The Chemistry of Explosives	3
FRNS 5123	Fire Dynamics in Forensic Investigations	3
FRNS 5133	Ordnance Identification and Recognition	3
FRNS 5143	Methods in Fire and Explosion Investigation NFPA 921/1033	3
FRNS 5153	Explosives Research, Testing, and Evaluation Methods	3
FRNS 5163	Advanced Fire Dynamics	3
FRNS 5173	Advanced Explosion Investigation	3
FRNS 5183	Computer Fire Modelling	3
FRNS 5193	Advanced Computer Fire Modeling	3
FRNS 5213	Molecular Biology for the Forensic Scientist	3
FRNS 5242	Population Genetics for the Forensic Scientists	2
FRNS 5282	Methods in Forensic Sciences	2

FRNS 5323	Forensic Microbiology	3
FRNS 5413	Forensic Pathology and Medicine	3
FRNS 5422	Forensic Osteology and Anthropology	2
FRNS 5423	Blast Injuries and Effects	3
FRNS 5433	Advanced Blast Injuries and Effects	3
FRNS 5513	Forensic Bioscience	3
FRNS 5523	Forensic Toxicology	3
FRNS 5533	Drug Toxicity	3
FRNS 5543	Advanced Forensic Toxicology	3
FRNS 5613	Criminalistics and Evidence Analysis	3
FRNS 5622	Advanced Criminalistics	2
FRNS 5663	Destructive Devices/Explosives: Law and Regulations	3
FRNS 5673	Intelligence for Forensic Investigators	3
FRNS 5713	Forensic Psychology	3
FRNS 5733	Forensic Victimology	3
FRNS 5753	Criminal Profiling	3
FRNS 5803	Circuit Exploitation of Destructive Devices	3
FRNS 5813	Building Construction and Fire/Explosion Forensic Examination	3
FRNS 5823	Forensic Examination of Fire Protection Systems	3
FRNS 5833	Identification of Destructive Device Fusing Systems	3
FRNS 5843	Advanced Destructive Device Circuit Exploitation	3
FRNS 5853	Electrical Theory and Failure Analysis in Forensic Fire Investigations	3
FRNS 5863	Advanced Electrical Theory and Failure Analysis in Forensic Fire Investigations	3
FRNS 5873	Firearms and Toolmarks	3
FRNS 5913	Forensic Accounting and Fraud Investigation	3
FRNS 5943	Forensic Management and Organizational Development	3
FRNS 5960	Forensic Problem Solving through Applied Research	1-3
FRNS 5963	Forensic Statistics	3
FRNS 5970	Directed Readings in Forensic Sciences	1-3
FRNS 5980	Non-Thesis Creative Component in Forensic Sciences	1-3
FRNS 5990	Special Topics in Forensic Sciences	1-15
FRNS 6083	Advanced Forensic Statistics	3
FRNS 6713	Applied Forensic Theory	3
FRNS 6723	Mixed Methods Forensic Sciences	3

FRNS 5733	Juvenile Issues Forensic Sciences	3
Total		**60**

*Denotes a new course

AGENDA ITEM #15-c:

> **New Programs.**

SUBJECT: University of Oklahoma. Approval to offer the Graduate Certificate in Hydrocarbon and the Graduate Certificate in Renewable Energy.

RECOMMENDATION:

> **It is recommended that the State Regents approve the University of Oklahoma's requests to offer, via traditional and electronic delivery, the Graduate Certificate in Renewable Energy and the Graduate Certificate in Hydrocarbon, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Graduate Certificate in Renewable Energy**. This certificate will be embedded within the Executive Master of Business Administration in Energy (451) and will be included in the post-audit review due in 2024.
>
> - **Graduate Certificate in Hydrocarbon**. This certificate will be embedded within the Executive Master of Business Administration in Energy (451) and will be included in the post-audit review due in 2024.

BACKGROUND:

Academic Plan

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

- We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applications for admission. We have been using the Common Application for undergraduates and joined the Coalition Application last year to expand our reach even further. We also have an internally built "OU application" hosted by our CRM product, Slate, if students would prefer to only apply to OU. For graduate admissions, we have been using CollegeNET software as our application platform, but are in the process of transitioning to the OU application in Slate. This will save money and be more user friendly, and we are currently implementing a transition from College-Net to Slate software and in the fourth year of using the College-Net software for processing applications for graduate students. This will create efficiencies in communication, marketing and recruitment of prospective graduate students, save money, and create shared services between undergraduate and graduate admissions.
- We will continue an intense focus on undergraduate retention and graduation rates by 1); utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose

profiles suggest they will profit from aggressive intervention, 2); increasing the coordination of undergraduate academic advising across campus, and 3); enhancing course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4 or 5-year timeline to degree completion.

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

APRA Implementation
In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA); initiative, which was based on the principle that institutional officials would prioritize their programs and

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

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

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

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

Program Review

OU offers 336 degree and/or certificate programs as follows:

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

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

Program Development Process

OU's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Graduate Certificate in Renewable Energy and Graduate Certificate in Hydrocarbon at their March 9, 2022 meeting. OU is currently approved to offer 67 degree and certificate programs through electronic delivery. OU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Graduate Certificate in Renewable Energy
Graduate Certificate in Hydrocarbon

Program purpose. The proposed graduate certificates will provide students with specific skills and knowledge relevant to today's rapidly developing renewable and hydrocarbon-based energy industries.

Program rationale and employment opportunities. As a consequence of the rapid changes in the energy industry toward renewables, on-going discussions with the Executive Master of Business Administration (EMBA) in Energy (451) students and alumni with hydrocarbon-based energy backgrounds have indicated a strong desire for pathways to develop expertise related to renewable energy.

Despite the developing transition and increased inclusion of renewable resources to the global energy mix, demand for hydrocarbon-based energy continues to grow worldwide. Feedback from the EMBA in Energy (451) students and alumni have indicated the importance of a balance between the two to best serve society's energy needs going forward.

Energy is one of the five driver ecosystems within Oklahoma and within that ecosystem, General and Operations Managers are listed as one of Oklahoma's 100 critical occupations. Offering the proposed graduate certificates will allow OU to provide these students the opportunity to gain knowledge in these fields to further their professional careers and better position them as leaders in this transitioning industry.

Student demand. The proposed graduate certificates are expected to fulfill student demand within the Executive Master of Business Administration in Energy (451) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Renewable Energy or Graduate Certificate in Hydrocarbon programs offered 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 graduate certificates. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Renewable Energy and Graduate Certificate in Hydrocarbon will consist of 16 total credit hours as shown in the following table. No new courses will be added and the curricula are detailed in the attachments (Attachments A and B).

<div align="center">

Graduate Certificate in Renewable Energy
Graduate Certificate in Hydrocarbon

</div>

Content Area	Credit Hours
Required Courses	8
Guided Electives	8
Total	**16**

Delivery method and support services. The proposed programs will be delivered online using Canvas. OU faculty will utilize several features available through Canvas that will facilitate online learning, such as course curriculum uploads and updates, class announcements and communication, uploading lecture slides and presentation notes, and access to relevant audio-visual supporting materials. Additionally, Canvas includes an alert system that notifies students of upcoming quizzes and assignments, as well as discussion posts made in subscribed threads. The library, classroom, and lab space are adequate for the degree program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the

technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. OU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported, and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

Financing and program resource requirements. The proposed Graduate Certificate in Renewable Energy and Graduate Certificate in Hydrocarbon will be embedded within the Executive Master of Business Administration in Energy (451) program. Program resource requirements are supported through the main program and the proposed graduate certificates will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the graduate certificates. No additional funding is requested from the State Regents to support the graduate certificates.

Attachment

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN RENEWABLE ENERGY

Degree Requirements		Credit Hours
Required Courses		**8**
EMBA 5022	Introduction to Energy Accounting	2
EMBA 5031	Organizational Behavior	1
EMBA 5052	Financial Markets and Securities	2
EMBA 5222	Corporate Energy Finance	2
EMBA 5131	Renewable Energy Resources	2
Guided Electives		**8**
	Choose 8 credit hours approved by the graduate liaison	
Total		**16**

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN HYDROCARBON

Degree Requirements		Credit Hours
Required Courses		**8**
EMBA 5062	Quantitative Methods and Models	2
EMBA 5142	Derivatives and Energy Trading	2
EMBA 5112	Data, Analytics, and Decision-Making	2
EMBA 5251	Electric Utility Fundamentals	1
EMBA 5421	ESG and Sustainability	1
Guided Electives		**8**
Choose 8 credit hours approved by the graduate liaison		
Total		**16**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 23, 2022

AGENDA ITEM #15-d:

New Programs.

SUBJECT: University of Central Oklahoma. Approval to offer the Master of Education in Curriculum and Instruction, the Master of Science in Finance, and the Graduate Certificate in Teaching and Learning in Pre-K-6th.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's requests to offer the Master of Education in Curriculum and Instruction, with an option in Teaching and Learning in PreK-6, via traditional delivery, the Master of Science in Finance, via traditional and electronic delivery, and the Graduate Certificate in Teaching and Learning in Pre-K-6, via traditional delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Education in Curriculum and Instruction.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 30 students in Fall 2026; and
  Graduates: a minimum of 7 students in 2026-2027.

- **Master of Science in Finance.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 36 students in Fall 2026; and
  Graduates: a minimum of 25 students in 2026-2027.

- **Graduate Certificate in Teaching and Learning in PreK-6**. This certificate will be embedded within the proposed Master of Education in Curriculum and Instruction and will be included in the post-audit review due in 2027.

BACKGROUND:

Academic Plan

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

Academic Affairs Plans for AY 2021-2022 was presented to the *President's Cabinet* in spring 2021. Budgets are approved by the President with input from the President's Cabinet. UCO has provided more learning spaces and improvements to the physical environment over the past 10 years. All priorities listed, including facilities, are managed through a tiered-system of shared governance and budget priority

discussions. The **Four Pillars** and **Strategic Goal(s)** connected to these activities can be found in **Appendix A**.

1. Beginning in summer 2021, Academic Affairs will continue the comprehensive strategic analysis, development and planning process to optimize academic program strengths and address risks, weaknesses, opportunities, and threats. The framework for these efforts will build on the same model that was used during spring 2021, in which 18 faculty lines were eliminated through a ranking system stemming from hundreds of hours of discussions with deans, chairs, and faculty senate executive team. Data from the university *Alignment and Allocation* tool will be used in addition to market data from Burning Glass and other related platforms. The goal of this effort is to develop a compelling and effective academic strategy for the future and align available resources to support the strategy.

2. Continue to invest in executing, growing and expanding the metropolitan mission of the university. This includes the newly completed renovation of One Santa Fe Plaza that provides classroom and laboratory space for students and faculty. In addition, it is used for faculty and staff offices for those who work downtown and for academic program spaces. In addition, the UCO Connected Campus initiative continues to expand access to high-quality and affordable education opportunities through online degree offerings. Currently, the university is implementing the Online Learning Strategy approved by the President Cabinet in June 2020.

3. Faculty compensation remains an issue in hiring and retaining faculty in certain fields. Approximately 6 million dollars will be required to bring all faculty salaries to 92% of CUPA. While this goal seems unattainable in light of additional budget cuts in FY'23, Academic Affairs is committed to fair and transparent compensation of faculty.

4. Restore and increase Tuition Waivers and graduate assistant stipends to recruit and retain talented students.

Facilities- This includes Academic and non-academic facilities.

- **Human Environmental Sciences Food Labs**: In April 2021, construction began on the renovation of two food laboratories located in the HES Building. One of the labs is home to UCO Central Station, a student run food service facility, and the other is a teaching lab. Work will upgrade outdated facilities and equipment and is scheduled to be complete in January of 2022.
- **Major Repairs and Maintenance:** Multiple projects, including: the replacement of Liberal Arts, Coyner Health Services, and Math & Computer Science roofs, replacement of the Chambers Library and Math and Computer Science generators, the upgrade of Howell Hall electrical service, ice storm damage removal, as well as multiple smaller projects, have been completed or are currently underway.
- **Covid-19 Response:** As a response to the pandemic, work related to making the campus a safer environment included: installation of barriers and hand sanitizing stations, seating allocation calculations and guidelines, placement of directional and awareness signage, upgrades to building air filtration, and procurement and distribution of Personal Protective Equipment. Additionally, the university set up a vaccination and testing site on campus, with the vaccination administration being coordinated by the UCO School of Nursing.

Academic Affairs operational priorities:

- Mandatory Cost Items (added to the mandatory cost request)
- To address the increases in accreditation costs, retention, and transformative learning initiatives, a $0.25 increase to "other special instruction" of the academic service fee was requested and approved by the president. We are waiting for a decision by OSRHE.
- Other proposed increases in academic service fees to bolster fee accounts that directly impact students and operations included (assessed per credit hour):
  - College of Education and Professional Studies- $0.40
  - College of Liberal Arts- $2.50
  - College of Mathematics and Science- $2.00
- Development of the 2021-2022 Academic Affairs budget including a comprehensive and collaborative process across the division to manage an annual projected budget reduction of $4,187,711 (6% of Academic Affairs budget). Data for open positions, facilities, and operations were analyzed by each college and college-specific reports were developed to create an environmental scan of the budget landscape. College reports and presentations were then shared with several working groups comprised of college, faculty, and Academic Affairs leaders to prioritize budget decisions and assess risk in a collaborative process. The budget reduction package was shared with and reviewed by the working groups to validate the comprehensive data, analysis, and decisions. The budget reduction proposal was presented to the President's Cabinet, which resulted in reducing the loss of faculty positions to include positions categorized as low or moderate risk. This resulted in the final reduction of 18 faculty positions and 3 staff positions and an overall reduction of $3,533,931.
- Part of the budget reduction plan included converting temporary lecturer positions to continuing lines. This cost was addressed through the colleges and the Center for eLearning and Connected Environments budget plans.
- TL Scholars. The Transformative Learning Scholars Program is a faculty development initiative designed to promote student engagement in high impact practices while simultaneously developing opportunities to increase external funding. The pilot project began in fall 2014 with each college invited to recommend two to three faculty members. Scholars were provided funds for reassignment, travel, and undergraduate research assistant wages in exchange for developing and submitting a student-centered grant proposal to an external funding agency annually. There are currently 11 Scholars in the program, encompassing all of the academic colleges.
- In fall 2014, UCO created an **Office of High Impact Practices (OHIP)** to promote High-Impact practices such as undergraduate research and global studies. This office oversees the Research, Creative, and Scholarly Activity Grant Program (RCSA), a program initiated in 2007 that awards 150 to 160 grants to student working with faculty mentors per year. OHIP administers the Student Presentation Travel Grants, which awards funding for student travel to present at academic conferences. The office averages 40 travel awards per year. OHIP also manages the Undergraduate Research Abroad Grant Program, which awards 1 or 2 grants a year funding teams of faculty and students conducting research outside the US. In addition to the grant programs, the office coordinates participation in regional and national student conferences including Oklahoma Research Day. For reference, 222 UCO faculty and students attended this one-day virtual event in 2021. The office also supported the travel of 100 UCO students and faculty to the National Conference on Undergraduate Research (NCUR). OHIP has been working on collaborative projects with the Centre for Global Competency, College of Liberal Arts, and New Plains Student Publishing in the Department of English.
- **RCSA Grants/Student Travel**. Four of the five colleges have funds to assist students in presenting research and creative achievement at professional conferences. A faculty mentor sponsors each student.

- **STLR.** The Student Transformative Learning Record (STLR) was launched in 2014 to track student progress, assess beyond-disciplinary learning outcomes, and collect artifacts of student engagement with Transformative Learning practices. STLR continues to benefit students: Fall 2015 through Fall 2020 cohorts of first-time, full-time students' retention and academic achievement correlate strongly to STLR engagement, with the near elimination of the achievement and retention gaps between targeted student populations (1st-generation, low-income, underrepresented) and non-targeted populations. UCO has continued its STLR scale-up, with over 70% of full-time faculty trained in STLR by Sept. 30, 2020. STLR student projects continuing through Sept. 30, 2020, again show impressive benefits to students occurring from their STLR project work with faculty and staff outside of the classroom: one example is the Hispanic Success Initiative (HSI), which has produced fall-to-fall retention among HSI students at 90% compared to the national average of around 50%. (Inclusion of Dr. Melissa Peet's Integrative Knowledge Portfolio Process as part of STLR activity for HSI, the Black Male Initiative, LGBQT+ Success Initiative, Native American Success Initiative, and GEARUP, has created a strong synergy that continues to amplify STLR results.) Continuing expansion of STLR at other institutions now includes Universidade Presbiteriana Mackenzie, a 37,000-student, highly regarded institution in São Paulo, Brazil, among other additions to a growing list in the U.S., Canada, and abroad. Two recently released higher education press books feature STLR prominently: *Transformative Learning Language and Teaching* (Cambridge University Press) and *Pursuing Quality, Access, and Affordability: A Field Guide to Improving Higher Education* (Stylus Publishing). STLR has attracted support from the US Department of Education, the Gates/Educause Breakthrough Models Incubator, the Lumina Foundation Comprehensive Student Record project, the Lumina EEQ initiative, and the Lumina Experiential Learning initiative.

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

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

Program Review

UCO offers 137 degree and/or certificate programs as follows:

12	Certificates
0	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees

73	Baccalaureate Degrees
49	Master's Degrees
0	Doctoral Degrees
0	First Professional Degree

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

Program Development Process

UCO's faculty developed the proposals, which were reviewed and approved by institutional officials. UCO's governing board approved delivery of the Master of Education in Curriculum and Instruction, the Master of Science in Finance, and the Graduate Certificate in Teaching and Learning in Pre-K-6 at their March 7, 2022 meeting. UCO is currently approved to offer 20 degree and certificate programs through electronic delivery. UCO requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Education in Curriculum and Instruction

Program purpose. The proposed program is designed for individuals who want to change careers and enter the teaching profession, specifically at the early childhood and elementary level, and will provide students with foundational knowledge and pedagogical skills needed to be an effective teacher.

Program rationale and background. With record numbers of emergency certified teachers in Oklahoma, many of whom have little or no experience working with children, and with nationwide trends showing fewer students entering comprehensive teacher-preparation pathways, the proposed program can meet a growing and constant need to ensure teachers have the tools necessary to be effective in the classroom. Currently, students changing careers and entering the teaching profession will complete a variety of courses that are not specifically designed for them. UCO indicates they have an average of 20 students each semester who enroll in courses that are intended for teachers who have completed a teacher-preparation program. The proposed program is designed for those students who hold a bachelor's degree in a non-education field who are able to obtain an Oklahoma teaching certificate.

Employment opportunities. While completion of the proposed program does not guarantee a graduate will obtain a teaching certificate, the course work will prepare them for two of the required certification tests for Oklahoma teachers: the Oklahoma Subject Area Test for Elementary or the Oklahoma Subject Area Test for Early Childhood and the Praxis Performance Assessment for Teacher. Graduates who are able to obtain certification will be prepared to teach in early childhood PreK-3rd grades and elementary 1st-8th grade. According to Oklahoma Employment Security Commission data, employment for kindergarten and elementary teachers is expected to increase 3 percent through 2028.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	30	Fall 2026
Minimum graduates from the program	7	2026-2027

Duplication and impact on existing programs. The proposed Master of Education in Curriculum and Instruction may share similar content with the following programs:

Institution	Existing Program
University of Oklahoma	Master of Education in Instructional Leadership and Academic Curriculum (063)
Northwestern Oklahoma State University	Master of Education in Curriculum and Instruction (083)
Southeastern Oklahoma State University	Master of Education in Curriculum and Instruction (110)

A system wide letter of intent was communicated by email on December 20, 2021. None of the State System institution notified State Regents' staff of a protest to the proposed program. Due to the specific curricular focus of UCO's program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Education in Curriculum and Instruction will consist of 33 total credit hours as shown in the following table. Ten new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	15
Major	18
Total	**33**

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

Delivery method and support services. The proposed Master of Education in Curriculum and Instruction will be offered in a traditional format. 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 Education in Curriculum and Instruction are shown in the following table.

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

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
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	$36,000	$36,000	$36,000	$36,000	$36,000
Explanation: The amounts above reflect a percentage of the faculty salary used in the current Master of Education in Elementary Education (059), which will be replaced by the proposed program.					
Student Tuition	$38,534	$77,068	$88,925	$88,925	$88,925
Explanation: Tuition was calculated based on $329.25 and students completing 9 credit hours per year and headcount of 13, 26, 30,30, and 30.					
TOTAL	**$74,534**	**$113,068**	**$124,925**	**$124,925**	**$124,925**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$36,000	$36,000	$67,320	$82,980	$82,980
Explanation: Half of a faculty member's teaching load will be needed to support the proposed program during the first two years. During the third year, 5/6 of a faculty member's teaching load will be needed. Starting in year three, an adjunct will be hired to teach the courses normally taught in years 1 and 2.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$200	$202	$204	$206	$208
Explanation: These amounts are budgeted for instructional materials. A one percent increase is calculated to address the increase in student enrollment each year.					
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$36,200**	**$36,202**	**$67,524**	**$83,186**	**$83,188**

Master of Science in Finance

Program purpose. The proposed program is designed to provide students with a theoretical understanding of the principles used to analyze financial data for financial planning and investment decision making.

Program rationale and background. A survey of UCO's undergraduate business students majoring in accounting, economics, finance, and information systems and operations management were surveyed. Of the 161 responses, 85 percent indicated they would likely pursue a master's degree and 49 percent indicated they would pursue a master's degree in finance. Additionally, the program will offer course work that will prepare students to sit for the Certified Financial Planner (CFP) and Chartered Financial Analyst (CFA) exams. While taking and passing the CFP exam provides a significant advantage to entering the field of financial planning, it is not a requirement. However, taking and passing the first of three CFA exams is required to enter the occupation of Financial Analyst.

Employment opportunities. The demand for a master's degree in finance is strong. Typical occupations for these graduates will be in the investment securities and financial planning industries and include occupations such as Financial Analyst, Budget Analyst, Investment Analyst, and Wealth Advisor. According to Oklahoma Employment Security Commission data, career opportunities for these jobs are expected to increase as much as 14 percent through 2028. Additionally, Financial Analysts and Financial Managers are listed on Oklahoma's 2020-2022 Critical Occupation list.

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	36	Fall 2026
Minimum graduates from the program	25	2026-2027

Duplication and impact on existing programs. There are no Master of Science in Finance programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 20, 2021. None of the State System institution notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Science in Finance will consist of 32 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Program Core	20
Capstone/Thesis	3
Electives	9
Total	**32**

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

Delivery method and support services. The proposed Master of Science in Finance will be offered in a

hybrid format. Most courses will be offered as Interactive Video Education (IVE) courses. These will be taught face-to-face and at the same time using existing cameras and audio equipment to offer the course in IVE format. Students will be required to attend class sessions synchronously face-to-face or virtually. The two foundation courses will be offered in a self-paced online course format, allowing students to complete the foundation requirements before their first complete semester. Other courses will be offered in an electronic format using Desire2Learn. The library, 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 Science in Finance are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
6. 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	$226,741	$264,531	$340,112	$377,902	$453,483
Narrative/Explanation: Based on tuition of $503.87 per credit hour for College of Business graduate courses, the amounts above were calculated projecting full-time students will take 12 credit hours per semester and part-time students will take 6 credit hours per semester. The calculations use headcounts of 18, 21, 27, 30, and 37 for years 1 through 5.					
TOTAL	**$226,741**	**$264,531**	**$340,112**	**$377,902**	**$453,483**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$48,000	$50,000	50,000	$50,000	$50,000
Explanation: The amounts above are budgeted for a full-time advisor.					
Faculty	$178,000	$178,000	$208,250	$208,250	$208,250
Explanation: Faculty expenses are estimated based on salaries of current faculty in finance and economics. The College of Business anticipates teaching 14 sections yeas year.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0

Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$226,000**	**$228,000**	**$258,250**	**$258,250**	**$258,250**

Graduate Certificate in Teaching and Learning in PreK-6

Program purpose. The course work and experiences within the embedded certificate will be directly tied to the skills and knowledge needed to teach in an early childhood or elementary classroom.

Program rationale and employment opportunities. In early childhood and elementary education, the emergency certification route is a temporary certification, with these emergency certified teachers being required to complete course work specific to teaching. Over the past 3 years, UCO has offered a sequence of seminar courses for two different cohorts of career changers who were interested in teaching. These two cohorts were successful in that there were approximately 15 students in each cohort and feedback from the students was positive. Additionally, some of the cohort participants enrolled in a master's degree at UCO. Given the success of the two cohorts and the high need for qualified teachers in Oklahoma, UCO is confident this program will fill a need.

Student demand. The proposed graduate certificate is expected to fulfill student demand within the proposed Master of Education in Curriculum and Instruction program.

Duplication and impact on existing programs. The proposed Graduate Certificate in Teaching and Learning in PreK-6 may share similar content with the following program:

Institution	Existing Program
Oklahoma State University	Graduate Certificate in Effective Teaching in Elementary Schools (267)

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 graduate certificate. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Teaching and Learning in PreK-6 will consist of 18 total credit hours as shown in the following table. Five new courses will be added and the curriculum is detailed in the attachments (Attachment C).

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

Delivery method and support services. The proposed Graduate Certificate in Teaching and Learning in PreK-6 will be offered in a traditional format. The libraries, classrooms, and equipment are adequate for the proposed program.

Financing and program resource requirements. The proposed Graduate Certificate in Teaching and Learning in PreK-6 will be embedded within the proposed Master of Education in Curriculum and Instruction program. Program resource requirements are supported through the main program and the proposed graduate certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the graduate certificate. No additional funding is requested from the State Regents to support the graduate certificate.

Attachments

UNIVERSITY OF CENTRAL OKLAHOMA
MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

7. Program Requirements		Credit Hours
Program Core		**15**
*CIED 5151	Introduction to Graduate Studies in Curriculum and Instruction	1
*CIED 5213	Curriculum Inquiry	3
*CIED 5253 or ESFR 5013	Teachers as Researchers Foundations of Educational Research	3
*CIED 5333	Critical Issues in Education	3
TESL 5212	Cultural and Linguistic Diversity in Schools	2
*CIED 5373	Curriculum Design Theories	3
Major Requirements		**18**
*CIED 5423	Reading Pedagogy for Pre-Kindergarten to Grade 6	3
*CIED 5353	Math Pedagogy for Pre-Kindergarten to Grade 6	3
*CIED 5383	Pedagogical Theories, Practices, and Child Development	3
*CIED 5403	Instructional Design and Assessment	3
*CIED 5433	Classroom Interaction and Discussion	3
TESL 5253	Principles and Methods of Teaching English Learners	3
Total		**33**

*Denotes new course

UNIVERSITY OF CENTRAL OKLAHOMA
MASTER OF SCIENCE IN FINANCE

Program Requirements		Credit Hours
Program Core		**20**
MBA 5272 or *ACCT 5xx2	Managerial Statistics Foundations of Accounting OR Any graduate business course approved by the Director	2
FIN 5333	Corporate Finance	3
FIN 5233	Investments	3
FIN 5353	Derivatives and Risk Management	3
FIN 5413	Advanced Financial Modeling	3
FIN 5223	Advanced International Finance	3
FIN 5243	Advanced Financial Institutions	3
Capstone		**3**
FIN 5273 or FIN 5433	Portfolio Management Advanced Case Studies in Financial Planning	3
Electives		**9**
FIN 5583	Fixed Income Analysis	3
FIN 5553	Advanced Financial Statement Analysis	3
FIN 5283	Quantitative Investment Analysis	3
FIN 5453	Fundamentals of Financial Planning	3
FIN 5423	Risk, Insurance, and Employee Benefits	3
ECON 5503	Macroeconomics Analysis	3
MBA 5042	Managerial Economics or Any graduate business course approved by advisor	3
Total		**32**

*Denotes new course

UNIVERSITY OF CENTRAL OKLAHOMA
GRADUATE CERTIFICATE IN TEACHING AND LEARNING IN PreK-6

8.	Program Requirements		Credit Hours
Program Core			**18**
*CIED 5423	Reading Pedagogy for Pre-Kindergarten to Grade 6		3
*CIED 5353	Math Pedagogy for Pre-Kindergarten to Grade 6		3
*CIED 5383	Pedagogical Theories, Practices, and Child Development		3
*CIED 5403	Instructional Design and Assessment		3
*CIED 5433	Classroom Interaction and Discussion		3
TESL 5253	Principles and Methods of Teaching English Learners		3
Total			**18**

*Denotes new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 23, 2022

AGENDA ITEM #16:

> **Program Deletions.**

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

East Central University (ECU) requests authorization to delete the programs below:
- Bachelor of Science in Human Development, Hospitality, and Food Science (024)
- Certificate in Event Planning (512)
- Certificate in Hospitality and Tourism (511)
- Certificate in Business – Personal Financial Planning (510)

Redlands Community College (RCC) requests authorization to delete the programs below:
- Certificate in Criminal Justice – Corrections (108)
- Certificate in School Age Children (102)

Rose State College (RSC) requests authorization to delete the programs below:
- Certificate in Aerospace Technology (151)
- Certificate in Electronics Technology (093)
- Certificate in Manufacturing Technology (147)
- Certificate in Mechanical Technology (148)
- Certificate in Quality Assurance Technology (149)
- Certificate in Women's Studies (133)

POLICY ISSUES:

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

ANALYSIS:

ECU requests authorization to delete the Bachelor of Science in Human Development, Hospitality, and Food Science (024) beginning the 2022-2023 academic year. This program was approved at the January 29, 1999 State Regents Meeting. ECU reports:
- There has been lack of interest and enrollment in this program.
- There are currently 32 students enrolled in the program with an expected graduation date during the 2022-2023 academic year.

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- 23 courses will be deleted.
- Funds will be reallocated to the Department of Education.

ECU requests authorization to delete the Certificate in Event Planning (512) beginning the 2022-2023 academic year. This program was approved at the December 6, 2018 State Regents Meeting. ECU reports:
- There has been lack of interest and enrollment in this program.
- There are currently 21 students enrolled in the program with an expected graduation date during the 2022-2023 academic year.
- Nine courses will be deleted.
- Funds will be reallocated to the Department of Education.

ECU requests authorization to delete the Certificate in Hospitality and Tourism (511) beginning the 2022-2023 academic year. This program was approved at the December 6, 2018 State Regents Meeting. ECU reports:
- There has been lack of interest and enrollment in this program.
- There are currently 21 students enrolled in the program with an expected graduation date during the 2022-2023 academic year.
- Ten courses will be deleted.
- Funds will be reallocated to the Department of Education.

ECU requests authorization to delete the Certificate in Business – Personal Financial Planning (510) beginning the 2022-2023 academic year. This program was approved at the May 26, 2017 State Regents Meeting. ECU reports:
- There has been lack of interest and enrollment in this program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

RCC requests authorization to delete the Certificate in Criminal Justice – Corrections (108) beginning the 2022-2023 academic year. This program was approved at the June 30, 2016 State Regents Meeting. RCC reports:
- There has been lack of interest and enrollment in this program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

RCC requests authorization to delete the Certificate in School Age Children (102) beginning the 2022-2023 academic year. This program was approved at the March 6, 2014 State Regents Meeting. RCC reports:
- There has been lack of interest and enrollment in this program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

RSC requests authorization to delete the Certificate in Aerospace Technology (151) effective immediately. This program was approved at the April 22, 2020 State Regents Meeting. RSC reports:
- There has been lack of interest and enrollment in this program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

RSC requests authorization to delete the Certificate in Electronics Technology (093) effective immediately. This program was approved at the February 27, 2020 State Regents Meeting. RSC reports:
- There has been lack of interest and enrollment in this program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

RSC requests authorization to delete the Certificate in Manufacturing Technology (147) effective immediately. This program was approved at the February 27, 2020 State Regents Meeting. RSC reports:
- There has been lack of interest and enrollment in this program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

RSC requests authorization to delete the Certificate in Mechanical Technology (148) effective immediately. This program was approved at the February 27, 2020 State Regents Meeting. RSC reports:
- There has been lack of interest and enrollment in this program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

RSC requests authorization to delete the Certificate in Quality Assurance Technology (149) effective immediately. This program was approved at the February 27, 2020 State Regents Meeting. RSC reports:
- There has been lack of interest and enrollment in this program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

RSC requests authorization to delete the Certificate in Women's Studies (133) effective immediately. This program was approved at the June 26, 2014 State Regents Meeting. RSC reports:
- This is an embedded certificate within the Associate of Arts in Social Sciences (112) but the option was deleted during the 2014-2015 academic year.
- 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
June 23, 2022

AGENDA ITEM #17-a:

       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.
- April 28, 2022 – Revised section 3.18.7.B.1 to align with the Colonel John M. McHugh Tuition Fairness for Survivors Act of 2021, adding recipients of Chapter 35 VA Education benefits to the list of those entitled to in-state status.

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:

During the 2022 legislative session, two bills were approved which made changes to 70 O.S. 2021, Section 3247, the statute governing which members of the uniformed services are entitled to in-state status. Senate Bill 1416 added members of the Oklahoma National Guard to this list and Senate Bill 1800 changed the length of time former active duty service members, spouses, and dependents are entitled to in-state status from five years to ten years after separation from service. Senate Bill 1800 also mandated that service members who were stationed in Oklahoma for at least one year during the last ten years are entitled to in-state status, along with their spouses and dependents. Since the In-state/Out-of-state Status of Enrolled Students policy mirrored the former provisions of 70 O.S. 2021 § 3247, the following policy revisions are necessary to maintain compliance with Oklahoma statute.

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)	• Adds members of the uniformed services who were stationed in Oklahoma for at least one year in the previous ten years, along with the member's spouse and/or dependents, to the list of enrolled students entitled to in-state status. • Increases the length of time that members of the uniformed services who are discharged or released from active service after a period of at least 90 days are entitled to in-state status from five years to ten years. This also applies to the member's spouse and/or dependents. • Adds current member of the Oklahoma National Guard to the list of enrolled students entitled to in-state status.

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 wavier and/or access to state scholarships at that institution during the 2006-2007 school year or any prior year.

3.18.7 Uniformed Services and Other Military Service/Training

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

A. Active Uniformed Services

The following shall be eligible for in-state status:

1. Members of the uniformed services, along with their dependent children and spouse, who provide evidence that they are full-time active duty status of more than thirty (30) days in the uniformed services stationed in Oklahoma or temporarily present through military orders. Further, when members of the armed services are transferred out-of-state, the member, their spouse and dependent children shall continue to be classified as in-state as long as they remain continuously enrolled.

2. Regardless of the residency of the student, dependent children or spouse of a person who is currently serving as a member of the active uniformed services of the United States on full-time active duty status of more than thirty (30) days for whom Oklahoma is the home of record.

3. A person who files with the institution within the State system at which he/she intends to register a letter of intent to establish residence in the state and who

a. is entitled to educational or training assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who is currently serving on active duty; and

b. resides in the state while enrolled in the institution, regardless of the student's formal state of residence state or the active service member's home of record.

4.   Former full-time active uniformed services personnel who remain in Oklahoma after their service may retain their in-state status without the 12 month requirement if they establish domicile as defined in this policy.

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

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

1.   Is a person who:

     a.   was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed service, and

     b.   is pursuing a course of education with educational assistance under Chapters 30, 33 or 35 of Title 38 of the United States Code;

2.   Is a person who:

     a.   is entitled to assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed services;

3.   Is a person who:

     a.   is pursuing a course of education with educational assistance under chapter 31 of Title 38 of the United States Code.

4.   <u>Is a member of the uniformed services, or the spouse or dependent of a member of the uniformed services, who has been stationed for more than one (1) year in Oklahoma at any time in the previous ten (10) years before the date of enrollment in the course(s) concerned.</u>

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

1.   ~~Person~~ <u>A person</u>, 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)~~ <u>ten (10)</u> years before the date of enrollment in the course(s) concerned and for whom Oklahoma is the home of record <u>shall be eligible for in-state status</u>.

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.   <u>Oklahoma National Guard</u>

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

G.   To be eligible for in-state status as provided in 3.18.7.A, 3.18.7.B, 3.18.7.C, 3.18.7.D, ~~and~~ 3.18.7.E<u>, and 3.18.7.F</u> and to maintain eligibility, the student shall:

1.   Have secured admission to and enrolls full-time or part-time in a program of study; and

2.   Satisfy admission and retention standards.

H.   A student who meets the eligibility requirements for in-state status shall maintain in-state status if the student remains continuously enrolled at an institution within the State System after the student:

1.   As described in 3.18.7.A or 3.18.7.D, is discharged or released from active duty service;

2.   As described in ~~3.18.7.B.1, 3.18.7.B.2 or~~ 3.18.7.B.4 or 3.18.7.C, exceeds the ~~five~~<u>ten</u>-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, 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.

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 June 23, 2022.

AGENDA ITEM #17-b:

        Policy.

SUBJECT: Oklahoma Panhandle State University. Approval of request for a mission expansion and to offer the Master of Business Administration in Agribusiness.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma Panhandle State University's request for a mission expansion exception to offer a graduate program and request to offer the Master of Business Administration in Agribusiness, via electronic delivery, with the stipulation that continuation of the mission expansion exception and associated degree program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Business Administration in Agribusiness.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 32 students in Fall 2027; and
  Graduates: a minimum of 8 students in 2027-2028.

BACKGROUND:

The Oklahoma Constitution (Article XIII-A) directs the Oklahoma State Regents for Higher Education (State Regents) to determine the functions and courses of study in the Oklahoma State System of Higher Education (State System). The *Functions of Public Institutions* policy was adopted in February 1970.

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Historically, certain regional universities, including Cameron University, Langston University, Oklahoma Panhandle State University, and Rogers State University, have an approved two-year function. Subsequently, function statements for branch campuses have been added, and, over time, institutional function changes were approved including: Rogers State University (previously Rogers State College – Master of Business Administration); Langston University (Doctor of Physical Therapy); Northeastern State University (Doctor of Optometry); Northwestern Oklahoma State University (Doctor of Nurse Practice); Southwestern Oklahoma State University (Doctor of Pharmacy and two-year function following closing of

Sayre Community College); University of Central Oklahoma (limited Associate in Applied Science degrees); and the addition of language setting a special statewide liberal arts and sciences function for the University of Science and Arts of Oklahoma.

In March 2010, the State Regents imposed a moratorium on actions regarding function change requests pending a policy review. In the 2010-2011 academic year, a study and review of the *Functions of Public Institutions* policy and the *Academic Program Approval* policy was conducted and revealed several issues that relate directly to the function policy and other related policies addressing academic degrees, assessment, and remediation. Significant discussions and analyses occurred concerning the role of joint degrees, the importance of economic development needs, the role of certificate programs, the differentiation of applied baccalaureate degrees from traditional degrees, the differentiation of Associate in Applied Science degrees from Associate in Arts/Associate in Science degrees, and concerns for institutional capacity and quality assurance. This process resulted in policy revisions that were approved by the State Regents at their meeting on June 21, 2012, which are currently found in the State Regents Policy and Procedures Manual.

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Academic Plan

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

- Student Learning
  - Improved first to second year retention rate
  - Increased percent of students attaining 30 credit hours in one year
  - Nursing Program Expansion, BSN and RN
  - Student Device Campus Initiative
- Resource Optimization
  - Hispanic Student Center
  - Expand Veterans Services
  - Improved budget management by department heads
  - Improved learning facilities
  - Master Plan development
- Graduate Production
  - Enrollment management improvements to better coordinate efforts to recruit students, in particular students from key demographics

- o Implement systematic program review with key industry stakeholders to ensure the university provides opportunities that serve our community and employer need
- o Receive approval from OSRHE and HLC for an MBA in Agribusiness
- o Receive approval from OSRHE and HLC for a new Associate of Science and Bachelor of Science in Education in Career Technical Education
- o Online services available in English and Spanish
- Life Long Learning Opportunities
- o Student Union Renovation and Enhanced Programming
- o Increase community partnerships
- o Evaluate continuing education programs with community stakeholders and industry to provide continuing education programming for the university service area
- o Promote and support community service for students, faculty, and staff in the community

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

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

Program Review

OPSU offers 34 degree and/or certificate programs as follows:

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

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

OPSU faculty developed the proposals, which were reviewed and approved by institutional officials. OPSU governing board approved delivery of the Master of Business Administration in Agribusiness at their October 22, 2021 meeting. OPSU is currently approved to offer 20 degree programs through electronic delivery. OPSU requests authorization to offer this programs as outlined below.

POLICY ISSUES:

State Regents' policy on Functions of Public Institutions executes Article XIII-A, Section 2 of the Constitution of Oklahoma, which directs the State Regents to "determine the function and courses of study" in each of the institutions of the State System. Institutional functions designate the level at which an institution operates; the spectrum of educational offerings; the geographic area of institutional responsibility; and the extent to which the institution is engaged in research, public service, and extension activities. At their June 21, 2012 meeting, the State Regents' approved revisions to the Functions of Public Institutions policy to provide guidance for institutions requesting an exception to offer new programs outside their currently approved function and/or mission for specific purposes, such as unmet workforce needs. At their January 24, 2019 meeting, the State Regents' approved further revisions to the Functions of Public Institutions policy to provide guidelines for a multi-level review process for exceptions to function and mission. The guidelines provided that the institution submits a proposal, the governing board submits a review, and the State Regents conduct a review of all materials related to the request for an exception to the current function or mission.

These recommendations are consistent with the Academic Program Approval, Distance Education and Traditional Off-Campus Courses and Programs, and Functions of Public Institutions policies.

ANALYSIS:

The State Regents strive to be responsive to the changing higher education landscape for Oklahoma and to address the need for a skilled and credentialed workforce, especially in high demand industries. With the expansion of online options, the State Regents have embraced innovation in higher education and review requests for function changes and/or mission expansions within the context of the State System for purposes of coordination.

At their June 24, 2021, the State Regents endorsed a process of consideration of function change/expansion and mission expansion exceptions as follows:

- **Submittal of Proposals** – Institutions are expected to consider their future directions, research relevant data, conduct internal and/or external reviews if required, and prepare a proposal for any requested function change and/or mission expansion including submitting supplemental questions in addition to the new program proposal and submitting a review by the institutional governing board. Proposals were due by December 15, 2021 for this cycle.

    o State Regents' staff developed a standard rubric for analysis, with a template made available to institutions following the September 9, 2021 State Regents' meeting.

    o State Regents' staff held a technical assistance meeting on Zoom September 28, 2021 to provide additional information to institutions interested in the process and to answer questions.

- **Analysis, Review and Evaluation of Proposals** –Following receipt of proposals, State Regents' staff began an initial analysis of all proposal materials utilizing the rubric designed for the review.

For the State Regents' consideration, staff organized the materials and rubric summaries into a comprehensive presentation within the context of the State System, and scheduled a hearing for each proposing institution.

- **Action on Proposals -** Similar to new program requests and previous function change/mission expansion requests, changes will be approved provisionally with a specified time period for implementation and to document progress known as the "post audit period." Each function change and/or mission expansion request provisionally approved will be reexamined at the conclusion of the post audit period prior for consideration of final approval.

In October 2021, the State Regents received a request from the Oklahoma Panhandle State University for a mission expansion exception to offer a graduate degree, the Master of Business Administration in Agribusiness.

Following the process outlined by the State Regents, a thorough review of all materials was conducted. The rubric developed for this process was independently completed by five staff members (three from Academic Affairs, one from Fiscal Affairs and one from Economic/Workforce Development) utilizing all materials submitted by the institution. A summary of scores and comments was compiled and provided to the State Regents' Academic Affairs Committee members, along with all other materials. From these reviews, committee members and staff created a list of questions, clarifications, and comments to pose to the institution at a Zoom hearing on May 19, 2022 with Academic Affairs Committee members, institutional representatives, and staff.

Based on all materials submitted by the institution, the independent reviews, and the information shared in the hearing by OPSU administrators and faculty, staff recommend approval of OPSU's request for a mission expansion exception to allow OPSU to offer one graduate degree. The mission expansion exception will be reviewed along with the new program in 2028.

Master of Business Administration in Agribusiness

Program purpose. The proposed program will enhance the leadership, critical thinking, decision making, and communication for employees in local business and industry. Specifically, the curriculum will provide students with a broad knowledge of management in the agriculture industry in order to compete in a global economy.

Program rationale and background. The region which OPSU serves is a robust economy driven by area agricultural producers, processors, and related support and supply industries. The growth and strength of these agricultural industries has created demand for higher-level management competencies not currently met by existing academic programs at OPSU. The proposed Master of Business Administration in Agribusiness is designed to provide students the opportunity to develop and enhance skills to support a wide variety of career goals in business and agriculture. Additionally, OPSU is the only Oklahoma institution designated as a Hispanic Service Institution and was recently designated a Hispanic Serving Agriculture Institution.

Employment opportunities. OPSU is located in Texas County, which is also home to Seaboard Foods, Cactus Feeders, and National Beef, all of which are looking for opportunities for their current employees to further their education. Furthermore, OPSU has a strong relationship with Seaboard Foods, which is a national company with its home office in St. Joseph, Missouri and additional locations in Iowa, Colorado, Texas, and Kansas. OPSU reports that Seaboard Foods plans to invest $120 million for expansion of its operations, which will increase opportunities for OPSU graduates. Also, as an online program, OPSU can meet the needs of employees in Seaboard Foods' other locations. Additionally, OPSU reports that local

industries have a push to promote more Hispanic employees and that many, including Seaboard Foods, are 100 percent vertically integrated and promote from within. OPSU submitted a letter of support from Seaboard Foods and also noted that Seaboard Foods has offered tuition assistance for their employees. OPSU has also received verbal support from other local industries and noted they have been working with the Shawnee Nation to develop an agriculture program at both the undergraduate and graduate levels.

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	32	Fall 2027
Minimum graduates from the program	8	2027-2028

Duplication and impact on existing programs. There are no Master of Business Administration in Agribusiness programs offered in Oklahoma. A system wide letter of intent was communicated by email on October 26, 2021. Oklahoma State University requested a copy of the proposal, which was sent on December 20, 2021. Neither OSU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to the specific curricular focus of the program and employment needs in OPSU's service area, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Business Administration in Business Administration will consist of 36 total credit hours as shown in the following table. Twenty-two new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Core Courses	24
Electives	12
Total	**36**

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

Delivery method and support services. The proposed Master of Business Administration in Agribusiness will be offered via electronic delivery. Courses will be offered using the Canvas learning management system (LMS). Canvas offers a variety of features to enhance student learning and engagement, including communication tools for lectures and discussions, as well as assessment tools for grading and feedback. Through Canvas, faculty can communicate with students individually or in groups using messaging, audio notes, and video. Also, students are able to collaborate amongst themselves via chat groups or video. The libraries, classrooms, and equipment are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. OPSU employs a Dean of Online Learning and an Instructional Designer to administer the LMS and provide in-house technical support for staff and students.

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 Business Administration in Agribusiness are shown in the following table.

A. Funding Sources	Year of Program						
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
9. Total Resources Available from Federal Sources	$0	$0	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0	$0	$0
Student Tuition	$64,800	$129,600	$129,600	$129,600	$129,600	$129,600	$129,600
Narrative/Explanation: Funding source of Student Tuition for Year 1 is based on 32 students per semester at $200 per credit hour for resident tuition. Years 2-7 estimate an additional 32 students per semester beginning in Year 2.							
TOTAL	**$64,800**	**$129,600**	**$129,600**	**$129,600**	**$129,600**	**$129,600**	**$129,600**

B. Breakdown of Budget Expenses/ Requirements	Year of Program						
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
10. Administrative/ Other Professional Staff	$0	$0	$0	$0	$0	$0	$0
Faculty	$25,200	$37,800	$37,800	$37,800	$37,800	$37,800	$37,800
Narrative: In Year 1, current qualified faculty from the Schools of Business and Agriculture will be reassigned to graduate courses. Adjunct faculty will be hired to supplement courses formerly taught by full time faculty. In Years 2-7 as the program grows, additional adjunct faculty will be hired to teach graduate courses and to supplement courses formerly taught by full time faculty reassigned to graduate courses.							
Graduate Assistants	$0	$0	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$20,000	$12,500	$5,000	$2,500	$2,500	$2,500	$2,500
Narrative: Equipment and Instructional Materials includes online program management, which includes enrollment management, instructional materials, and marketing. Year 1 will include development of materials for instruction and							

B. Breakdown of Budget Expenses/ Requirements	Year of Program						
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
marketing. Years 2-7 include any ongoing support of these services.							
Library	$0	$0	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0	$0	$0
Other Support Services	$375	$375	$375	$375	$375	$375	$375
Narrative: In Years 1-7, Other Support Services will include the share of cost for Tutor.com for tutoring services for graduate level coursework.							
Commodities		$0	$0	$0	$0	$0	$0
Printing		$0	$0	$0	$0	$0	$0
Telecommunications		$0	$0	$0	$0	$0	$0
Travel		$0	$0	$0	$0	$0	$0
Awards and Grants		$0	$0	$0	$0	$0	$0
TOTAL	**$45,575**	**$50,675**	**$43,175**	**$40,675**	**$40,675**	**$40,675**	**$40,675**

Attachment

OKLAHOMA PANHANDLE STATE UNIVERSITY
MASTER OF BUSINESS ADMINISTRATION IN AGRIBUSINESS

11. **Program Requirements**		**Credit Hours**
Core Courses		**24**
*ACCT 5013	Managerial Accounting	3
*ECON 5653	Managerial Economics	3
*BADM 5763	Business Statistics	3
*CIS 5853	Information Systems and Information Technology	3
*FIN 5783	Financial Management	3
*MGMT 5013	Management and Organizational Behavior	3
*MKTG 5983	Strategic Marketing Management	3
*MGMT 5983	Strategic Management and Business Policy	3
Electives		**12**
	Select 12 credit hours from the following	
*AG 5000	Agricultural Commodities	
*AG 5913	Managing Price Risk	3
*AG 5923	Economics and Policy	3
*AG 5933	Revenue Management	3
*AG 5213	Econometric Methods	3
*ANSI 5713	Principles of Feedlot Management	3
*ANSI 5613	Beef Production and Management	3
*ANSI 5643	Swine Production and Management	3
*ANSI 5983	Livestock Sales and Marketing	3
*AGRN 5213	Grain, Oilseed, and Pulse Crops	3
*AGRN 5343	Integrated Pest Management	3
*BADM 5103	Managerial Jurisprudence	3
*MGMT 5873	Human Resource Management	3
*MGMT 5893	Quantitative Methods and Operations Analysis	3
Total		**36**

*Denotes new course

AGENDA ITEM #17-c:

> **Policy.**

SUBJECT: University of Central Oklahoma. Approval of request for a function change to proceed with an external review of the proposed Doctor of Science in Forensic Science.

RECOMMENDATION:

> **It is recommended that the State Regents approve the University of Central Oklahoma's request for function change exception to offer a first Professional Degree, as specified below, to be reviewed in 2028.**

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POLICY ISSUES:

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This recommendation is consistent with State Regents' constitutional authority, policy and actions specified in the Functions of Public Institutions policy.

ANALYSIS:

The State Regents strive to be responsive to the changing higher education landscape for Oklahoma and to address the need for a skilled and credentialed workforce, especially in high demand industries. With the expansion of online options, the State Regents have embraced innovation in higher education and review requests for function changes and/or mission expansions within the context of the State System for purposes of coordination.

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- **Action on Proposals -** Similar to new program requests and previous function change/mission expansion requests, changes will be approved provisionally with a specified time period for implementation and to document progress known as the "post audit period." Each function change and/or mission expansion request provisionally approved will be reexamined at the conclusion of the post audit period prior for consideration of final approval.

In October 2021, the State Regents received a request from the University of Central Oklahoma for a function change exception to offer a first professional degree, the Doctor of Forensic Science in Forensic Science.

Following the process outlined by the State Regents, a thorough review of all materials was conducted. The rubric developed for this process was independently completed by five staff members (three from Academic Affairs, one from Fiscal Affairs and one from Economic/Workforce Development) utilizing all materials submitted by the institution. A summary of scores and comments was compiled and provided to the State Regents' Academic Affairs Committee members, along with all other materials. From these reviews, committee members and staff created a list of questions, clarifications, and comments to pose to the institution at a Zoom hearing on May 19, 2022 with Academic Affairs Committee members, institutional representatives, and staff.

Based on all materials submitted by the institution, the independent reviews, and the information shared in the hearing by UCO administrators and faculty, staff recommend approval of UCO's request for a function change exception to allow UCO to offer one professional doctorate degree. Consistent with current State Regents' New Program Approval policy stipulation for doctoral degree requests, this approval will allow the new program request for the Doctor of Forensic Science in Forensic Science to be submitted to external expertise to review the content of the program request prior to consideration by the State Regents. This function change exception will be reviewed in 2028.

AGENDA ITEM #18:

> **Intensive English Program.**

SUBJECT: Request for extension of approval to offer Intensive English Program. English Language Institute – Oklahoma State University.

RECOMMENDATION:

> **It is recommended that the State Regents approve an extension of the review schedule for the English Language Institute at Oklahoma State University for one year.**

BACKGROUND:

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

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

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

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

POLICY ISSUES:

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

(IELTS) score (5.5 for undergraduate and 6.5 for graduate students) who have earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an IEP approved by the State Regents prior to admission.

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

ANALYSIS:

The English Language Institute (ELI) at Oklahoma State University (OSU) has been an approved IEP in Oklahoma since 1990. At their June 29, 2017 meeting, the State Regents granted the ELI at OSU continued approval without qualification with re-examination in five years.

State Regents' policy requires an on-site evaluation to be conducted by at least two out-of-state, qualified professionals who possess graduate credentials and the necessary expertise and training to review intensive English programs. In March 2020, due to the COVID-19 pandemic, the OSU campus moved to remote work and learning. However, the ELI at OSU was required to close their office and cease all learning activities. Due to the closure of the IEP, as well as travel restrictions related to the pandemic, State Regents' staff was unable to coordinate an on-site visit in time for re-examination for continued approval.

The ELI at OSU reopened in Fall 2021 and resumed intensive English instruction and activities. In agreement with the IEP Administrator, State Regents' staff recommends an extension for the ELI at OSU through June 30, 2023 to allow adequate time for the IEP to fully return to in-person learning and activities.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 23, 2022

AGENDA ITEM #19:

> **Temporary Assistance to Needy Families.**

SUBJECT: Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contracts with the Oklahoma Department of Human Services.

RECOMMENDATION:

> **It is recommended that the State Regents approve the community college TANF allocations in the amount of $2,727,371 pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.**

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, employment training programs at the community colleges tailored for recipients of TANF have been operational through funding provided through a contract between the Oklahoma Department of Human Services (OKDHS) and the Oklahoma State Regents for Higher Education (OSRHE). Ten community colleges have programs at 15 sites. There is also a TANF program at Oklahoma State University's (OSU) two technical branches, OSU Institute of Technology (OSUIT) and OSU-Oklahoma City (OSU-OKC).

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

ANALYSIS:

A review of the community college TANF program continuation applications for FY23 by OKDHS and State Regents' staff resulted in the recommended amounts listed:

INSTITUTIONAL ALLOCATIONS

College	Amount
Carl Albert State College	$293,368
Connors State College	$129,426
Murray State College**	$420,703
Northeastern Oklahoma A& M College	$183,780
Northern Oklahoma College-Enid	$182,947
Oklahoma City Community College	$258,923
Oklahoma State University Institute of Technology	$153,045
Oklahoma State University – Oklahoma City	$150,693
Redlands Community College	$314,471
Rose State College	$326,841
Seminole State College	$194,560
Western Oklahoma State College	$118,614

** a total of 4 program sites

Total Institutional Allocations	$2,727,371

AGENDA ITEM #20-a:

Scholars for Excellence in Child Care.

SUBJECT: Approval of contracts between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education to continue the Scholars for Excellence in Child Care program.

RECCOMENDATION:

It is recommended that the State Regents approve the Scholars for Excellence in Child Care Scholars scholarship contract renewal in the amount of $1,988,083 and program contract renewal in the amount of $2,499,482.

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (OKDHS) have contracted to fund the Scholars for Excellence in Child Care (Scholars) program, in an effort to improve the quality of care children receive in licensed child care facilities, increase teacher educational levels, compensation, and improve retention. The annual contract allows community colleges to, among other things, offer specialized academic and support programs and to recruit licensed child care providers as a way to encourage child care professionals to further their education in the field of early childhood and child development.

Given the success of the Scholars program and the desire of OKDHS to continue to improve the quality of services available to child care staff, the Director of OKDHS asked the Chancellor to broaden the State Regents' current scholarship offerings, beginning Fall 2004, by assuming responsibility for administering and managing the scholarship program (formerly Teacher Education and Compensation Helps-TEACH) in conjunction with the Scholars program. Therefore, a contract between the two parties was entered into to provide funding for administering the scholarship program.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to enhance educational opportunities, credential and degree completion, and encourage coordination and cooperation between the OSRHE, State System institutions and other state agencies.

ANALYSIS:

The Scholars Program has achieved success since its inception. Through summer 2021, there have been approximately 444 child care providers that, through taking courses at the community colleges, have obtained a Child Development Associate, a nationally recognized credential; approximately 4,015 have earned a certificate of mastery and 1,261 an associate degree through the Scholars program initiative. There have been 511 directors/assistant directors who have obtained a Director's Certificate of Completion awarded through

the Scholars program. Thirty-seven scholars have received a bachelor's degree through the bachelor's scholarship.

Since spring 2007, the inception of the Early Education Pathway to Your CDA curriculum, area technology centers have offered online and classroom training to prepare students for the national CDA Credential. The Scholars program has provided a scholarship to assist with the cost. Since June 2021, approximately 497 child care providers in the state have obtained a national CDA Credential.

The contract renewals will continue the program through FY23.

Note: Supplements to the contracts are on file in the State Regents' office.

Attachments

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

SECOND RENEWAL AND THIRD MODIFICATION OF PROGRAM CONTRACT

This Renewal of the current contract PA# 21000308, PO# 0700308 (attached) is entered into by and between the Oklahoma Department of Human Services ("Department") and the Oklahoma State Regents for Higher Education ("OSRHE").

WHEREAS, on or about July 1, 2020, the Department and the OSRHE entered into the "Contract" (Agreement) effective July 1, 2020 through June 30, 2021, whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars) program that allows scholar coordinators at nine community colleges to recruit and assist eligible child care providers to pursue education toward a Child Development Associate (CDA), Certificate of Mastery, Director's Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor's degree.

WHEREAS, the original contract was for an amount not to exceed $1,466,426 (One Million Four Hundred Sixty-Six Thousand Four Hundred Twenty-Six Dollars).

WHEREAS, the Modification section of the Agreement provides that "[a]ny modifications or amendments to the contract shall be in writing and agreed to by both the OSRHE and OKDHS."

WHEREAS, a "Contract Modification" was agreed to by the parties on or about April 28, 2021, to increase the contract budget for FY21 to $1,524,426 (One Million Five Hundred Twenty-Four Thousand Four Hundred Twenty-Six Dollars).

WHEREAS, on or about June 24, 2021, the parties renewed their Agreement after the initial one-year period by executing the "First Renewal and Second Modification of Contract (effective July 1, 2021 through June 30, 2022) in which the contract budget was increased to $2,175, 219 (Two Million One Hundred Seventy-Five Thousand Two Hundred Nineteen Dollars).

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the "[A]greement may be renewable for three one-year periods at the level of services outlined in Attachment A."

WHEREAS, both parties desire to renew the Agreement for the second one-year renewal period (effective July 1, 2022 through June 30, 2023) and to modify the Agreement for FY23 as set forth below.

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I. Renewal

   The contract amount for FY23 is not to exceed $2,499,482 (Two Million Four Hundred Ninety-Nine Thousand Four Hundred Eighty-Two Dollars).

   With the appropriate FY23 Attachments A & B

1

This Agreement may be renewed next year for the third of three (3) one-year renewal periods. That renewal period shall be in effect for the period beginning July 1, 2023 and ending June 30, 2024.

Except as expressly amended and modified by this Second Renewal and Third Modification all provisions of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this Second Renewal and Third Modification be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

Oklahoma Department of Human Services   **Oklahoma State Regents for Higher Education**

By: _____   By: _____
     DHS Official   Allison D. Garrett, Chancellor

Date:_____   Date:_____

Approved as to Form:

Matt Stay

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STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

THIRD RENEWAL AND FOURTH MODIFICATION OF SCHOLARSHIP CONTRACT

This Renewal of the current contract 20000526, PO# 0600526 (attached) is entered into by and between the Oklahoma Department of Human Services ("Department") and the Oklahoma State Regents for Higher Education ("OSRHE").

WHEREAS, on or about July 1, 2019, the Department and the OSRHE entered into a "Professional Services Contract" (Agreement) effective July 1, 2019 through June 30, 2020, whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars), a comprehensive scholarship program for eligible child care providers attending two year colleges and technology centers pursuing education toward a Child Development Associate (CDA), Certificate of Mastery, Director's Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor's degree.

WHEREAS, the original contract was for an amount not to exceed $870,258 (Eight Hundred Seventy Thousand Two Hundred Fifty-Eight Dollars).

WHEREAS, the Modification section of the Agreement provides that "[a]ny modifications or amendments to the contract shall be in writing and agreed to by both the OSRHE and OKDHS."

WHEREAS, a "Contract Modification" was agreed to by the parties on December 5, 2019, to increase the contract budget to $891,988 (Eight Hundred Ninety-One Thousand Nine Hundred Eighty-Eight Dollars) for FY20.

WHEREAS, on or about August 3, 2020, the parties renewed their Agreement after the initial one-year period by executing the "First Renewal and Second Modification of Contract" (effective July 1, 2020 through June 30, 2021) in which the contract budget was increased to $924,686 (Nine Hundred Twenty-Four Thousand Six Hundred Eighty-Six Dollars).

WHEREAS, a "Contract Modification" was agreed upon by the parties on December 10, 2021, to increase the contract budget to $1,710,695 (One Million Seven Hundred Ten Thousand Six Hundred Ninety-Five Dollars) for FY22.

WHEREAS, both parties now desire to renew the Agreement for the third one-year period (effective July 1, 2022 through June 30, 2023) and modify the Agreement as set forth below.

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the Agreement "will be renewable for three one-year periods at the level of services outlined in Attachments A and B."

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

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I. Renewal

The contract amount for FY23 is not to exceed $1,988,083 (One Million Nine Hundred Eight-Eight Thousand Eighty-Three Hundred Dollars).

Attachments A & B of the Agreement are hereby amended by deleting them entirely and substituting, in lieu thereof, the following:

See "Attachments A & B" attached hereto.

Except as expressly amended and modified by this Third Renewal and Fourth Modification, all provisions of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this Third Renewal and Fourth Modification to be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.
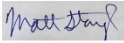
Oklahoma Department of Human Services   **Oklahoma State Regents for Higher Education**

By:_____   By:_____
    DHS Representative   Allison D. Garrett, Chancellor

Date:_____   Date:_____

Approved as to Form:
Matt Stagl

AGENDA ITEM #20-b:

Scholars for Excellence in Child Care.

SUBJECT: Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Oklahoma Department of Human Services.

RECOMMENDATION:

It is recommended that the State Regents approve the community college Scholars for Excellence in Childcare Program FY23 allocations in the amount of $1,465,192 pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (DHS) have contracted to allow State System community colleges to participate in the Scholars for Excellence in Child Care (Scholars) program. Twelve community colleges and Oklahoma State University-Oklahoma City have a Scholars program in place, of which twelve house a scholar coordinator with a program operating budget.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other state agencies. No State Regents' policies are impacted by this action.

ANALYSIS:

A review of the community college Scholars program continuation applications by DHS and State Regents' staff resulted in the following recommendations for FY23:

Community College	FY23 Allocation
Carl Albert State College	$141,397
Connors State College	$82,500
Northern Oklahoma College	$241,635
Northeastern Oklahoma A&M College	$77,754
Murray State College	$83,611
Oklahoma City Community College	$85,897
Oklahoma State University-Oklahoma City	$80,406
Redlands Community College	$147,319
Rose State College	$101,763
Seminole State College	$82,674
Tulsa Community College	$245,755
Western Oklahoma State College	$94,482
Total FY23 Allocation	**$1,465,192**

AGENDA ITEM #21:

State Authorization.

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

RECOMMENDATION:

It is recommended that the State Regents re-authorize 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.

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

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:

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. Since the May 27, 2022 meeting, applications from the following institutions have been received:

- ATA College
- Marian University
- Miller-Motte College
- Newman University

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After reviewing the applications and required documentation, State Regents' staff have determined they meet the authorization requirements of the OSRHE Institutional Accreditation and State Authorization policy. Therefore, it is recommended that the State Regents re-authorize the institutions to operate in Oklahoma for the 2022-2023 academic year.

Institutional information and a summary of Oklahoma enrollment are provided in the tables below.

ATA College (ATA)

Institutional Information

Location of Main Campus	Tulsa
Parent Company	A Technological Advantage (dba ATA College)
Parent Company Location	Louisville, KY
Institution Type	Private for Profit
Accreditation	Accrediting Bureau of Health Education Schools
Federal Financial Responsibility Composite Score*	.2
Heightened Cash Monitoring**	No
Oklahoma Location(s)	2 locations in Tulsa
Location Type(s)	Property leased by institution
Activities Conducted	• Synchronous instruction at a physical location • Asynchronous instruction at a physical location • Short course or seminar of greater than 20 contact hours • 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

Degree Programs and Students
All programs are offered at the Tulsa locations.

Program Name	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
AAS in Diagnostic Medical Sonography	56	0	47
AAS in Practical Nursing	87	0	65
Totals	**143**	**0**	**112**

Marian University (Marian)

Institutional Information

Home Location	Indianapolis, IN
Institution Type	Private Non-Profit
Accreditation	Higher Learning Commission

Federal Financial Responsibility Composite Score*	3.0
Heightened Cash Monitoring**	No
Oklahoma Location(s)	Oklahoma City
Location Type(s)	Property leased by institution
Activities Conducted	• 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

Degree Programs and Students

All programs are offered at the Oklahoma City location.

Program Name	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Bachelor of Science in Nursing	9	0	7
Totals	**9**	**0**	**7**

Miller-Motte College

Institutional Information

Location of Main Campus	Tulsa
Parent Company	STVT-AAI Education, Inc. (dba Ancora Education)
Parent Company Location	Arlington, TX
Institution Type	Private for Profit
Accreditation	Accrediting Commission of Career Schools and Colleges
Federal Financial Responsibility Composite Score*	1.2
Heightened Cash Monitoring**	HCM 1
Oklahoma Location(s)	Tulsa
Location Type(s)	Property leased by institution
Activities Conducted	• 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

Degree Programs and Students

All programs are offered at the institution's Tulsa location.

Program Name	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
AOS in Practical Nursing	97	38	93
Totals	**97**	**38**	**93**

Newman University (Newman)

Institutional Information

Home Location	Wichita, KS
Institution Type	Private Non-Profit
Accreditation	Higher Learning Commission
Federal Financial Responsibility Composite Score*	2.84
Heightened Cash Monitoring**	No
Oklahoma Location(s)	Catholic Pastoral Center, Oklahoma City Catholic Diocese of Tulsa
Location Types	Catholic church
Activities Conducted	• Synchronous instruction at a physical location • Asynchronous instruction at a physical location • Short course or seminar of greater than 20 contact hours

Degree Programs and Students

Program Name	Location	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Bachelor in Theology	OKC	46	0	0
Bachelor in Pastoral Ministry	Tulsa	3	0	0
Totals		**49**	**0**	**0**

Total 2022-2023 Approved Authorizations

Including the four institutions listed above, a total of 21 private and out-of-state institutions will be approved to operate in Oklahoma with a physical presence for the 2022-2023 academic year. The table below summarizes the Oklahoma locations and enrollment data for these institutions during the reporting period of the 2020-2021 academic year.

Institution	Locations	Number of Programs Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Aquinas Institute of Theology	Oklahoma City	1	0	0	0
ATA College	Tulsa	2	143	0	112
Central Oklahoma College	Oklahoma City	2	73	24	70
Columbia College	Fort Sill	51	116	9	66
Embry Riddle Aeronautical University	Tulsa	70	101	17	25
Heavy Equipment College	Oklahoma City	1	0	0	0
John Brown University	Tulsa, Colcord	0	0	0	0
Liberty University	Tulsa, Bethany	0	0	0	0
Marian University	Oklahoma City	1	9	0	7
Miller-Motte (fka Platt College)	Tulsa	1	97	38	93
Newman University	Oklahoma City Tulsa	2	49	0	0
Park University	Tinker AFB	17	57	9	22
Saint Paul School of Theology	Oklahoma City	1	0	0	0
Southeastern University	Oklahoma City Broken Arrow	6	6	1	4
Southwestern Assemblies of God University	Broken Arrow	12	9	0	9
Spartan College of Aeronautics and Technology	Tulsa	8	682	8	678
Strayer University	Oklahoma City	41	161	2	76
Tulsa Welding School	Tulsa	1	86	45	72
Webster University	TinkerAFB Fort Sill	4	59	0	4

Institution	Locations	Number of Programs Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Wichita State University (see note)	Oklahoma City Chickasha Midwest City	0	77		0
Totals		**221**	**1,725**	**153**	**1,238**

Note: Offers concurrent enrollment courses to students in tech centers. 76 students completed the course but because no credential was awarded this number is not in the Credentials Granted column.

*   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.

AGENDA ITEM #22:

Tulsa Reconciliation Education and Scholarship Program.

SUBJECT: Approval of scholarship award amount for 2022-2023.

RECOMMENDATION:

> **It is recommended that the State Regents increase the Tulsa Reconciliation Education and Scholarship Program award amount for 2022-2023 from $1,000 to $2,000.**

BACKGROUND:

In 2001, the Oklahoma Legislature passed HB 1178, the "1921 Tulsa Race Riot Reconciliation Act of 2001," which created the Tulsa Reconciliation Education and Scholarship Program (TRESP). HB 1178 authorized a minimum of 300 scholarships beginning with the 2002-2003 school year, subject to the availability of funds. The law authorized award amounts up to the cost of tuition and the scholarships would be renewable for up to five years. No public or private funding for the scholarships was provided in the 2001 legislative session.

During the following 2002 session, the Legislature passed HB 2238, which amended the statutes creating the scholarship program. The "minimum" requirement of 300 scholarships was changed to a "maximum" of 300 scholarships. Again, no specific funding for the 300 scholarships was provided in the 2002 legislative session. In addition, HB 2238 created a new second category of awards within the program which authorized the State Regents to annually award one-time scholarships to "two students at each of the high schools in the Tulsa School District for the purpose of preserving awareness of the history and meaning of the civil unrest that occurred in Tulsa in 1921." The statutory eligibility requirements for this second category of awards included a family income limit of $70,000. The State Regents allocated funding for the second category of scholarship and approved the first awards, set at $1,000 by the Regents, beginning in 2003-2004.

ANALYSIS:

At their May 27, 2022 meeting, the State Regents allocated $1.5 million in one-time funds to the TRESP. Currently, the TRESP Trust Fund has a balance of about $800,000. The earnings of the trust fund have been used to support scholarship expenses and grow the trust fund. Over the next fiscal year, the $1.5 million will be added to the TRESP Trust Fund resulting in a potential balance of roughly $2.3 million by the end of FY2023.

Because the $2.3 million is non-recurring funding, it is recommended that the State Regents' investment consultants be requested to provide guidance on the most appropriate investment of the funds. Currently the TRESP trust fund is invested in the State Treasurer's OK Invest Program earning about 1.1 percent. Between October 2009 and May 2022 the earnings rate in the OK Invest Program has ranged from 0.95 percent (December 2021) to 3.21 percent (December 2009).

Significant changes have been made to improve the 2022-2023 TRESP scholarship application process, including a request that each high school submit two alternate applicants to be considered if initial applicants do not use the scholarship and utilization of information from the student's FAFSA (Free Application for Federal Student Aid) to verify family income. To date, thirteen Tulsa high schools have submitted a total of 26 initial applicants and 23 alternate applicants for the 2022-2023 scholarship year. In 2021-22, six applicants were eligible for the program, but only four enrolled in an eligible college and received the award.

Based on applications received to date, a total of 26 scholarships could be awarded in 2022-2023. At the current $1,000 award level, the cost would be $26,000; at $2,000 the cost would be $52,000. If the full $2.3 million is available to invest beginning July 1, 2022, annual earnings in FY2023 at 1.1 percent would be about $25,300. If the additional $1.5 million is deposited into the trust fund over the course of the year, earnings could be less. If the earnings rate increases above 1.1% due to inflation and action of the Federal Reserve, earnings could be more. At the $2,000 award level, the cost of the scholarships could exceed earnings by $26,7000, equal to about 1 percent of the eventual $2.3 million trust fund balance.

AGENDA ITEM #23:

> **Degrees Conferred.**

SUBJECT: Acknowledge receipt of the 2020-21 Degrees Conferred in Oklahoma Higher Education.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the 2020-21 Degrees Conferred in Oklahoma Higher Education report.**

BACKGROUND:

Article XIII-A of the Oklahoma Constitution states that the State Regents *"shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions."*

POLICY ISSUES:

None.

ANALYSIS:

During the 2020-2021 academic year, the Oklahoma state system of higher education conferred 37,149 degrees and certificates, which represents a 1.3% (490) increase in degree and certificate production over the previous academic year and a 5.1 % (1,816) over the last five years. With regard to high-demand fields of study aligned with critical occupations, over the last decade degree state system institutions increased degree and certificate production in STEM fields by 28.8% and in the health professions by 26.4%. Oklahoma's state system of higher education continues to be a key partner in producing the graduates needed to meet Oklahoma's current and future workforce demands. Information regarding degree and certificate production by award level, demographics, fields of study, and critical occupations is provided below.
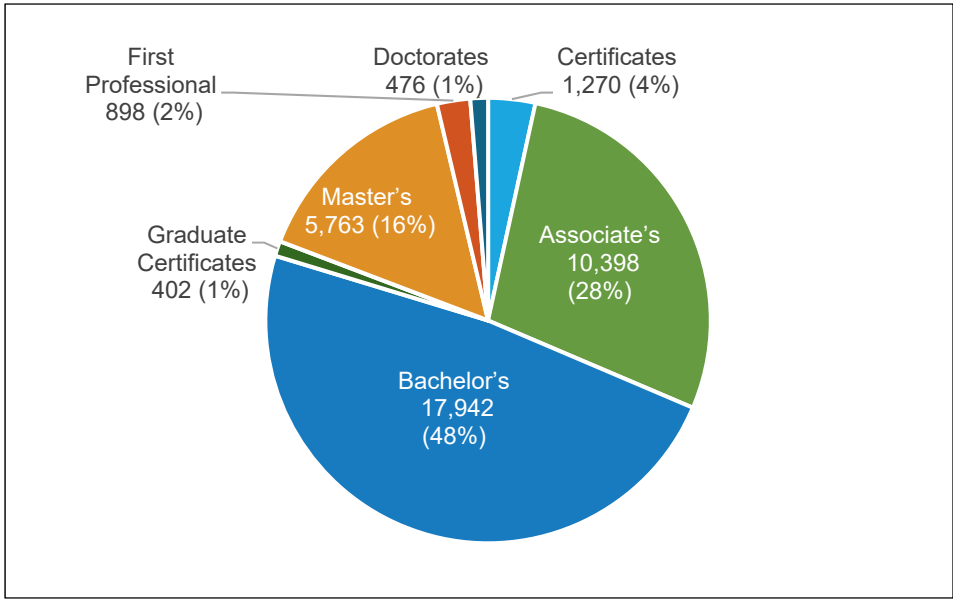
2020-21 Degrees and Certificates Conferred by Award Level
During the 2020-21 academic year, state system institutions awarded the following:
- 1,270 certificates
- 10,398 associate's degrees
- 17,942 bachelor's degrees
- 402 graduate certificates
- 5,763 master's degrees
- 898 first professional degrees
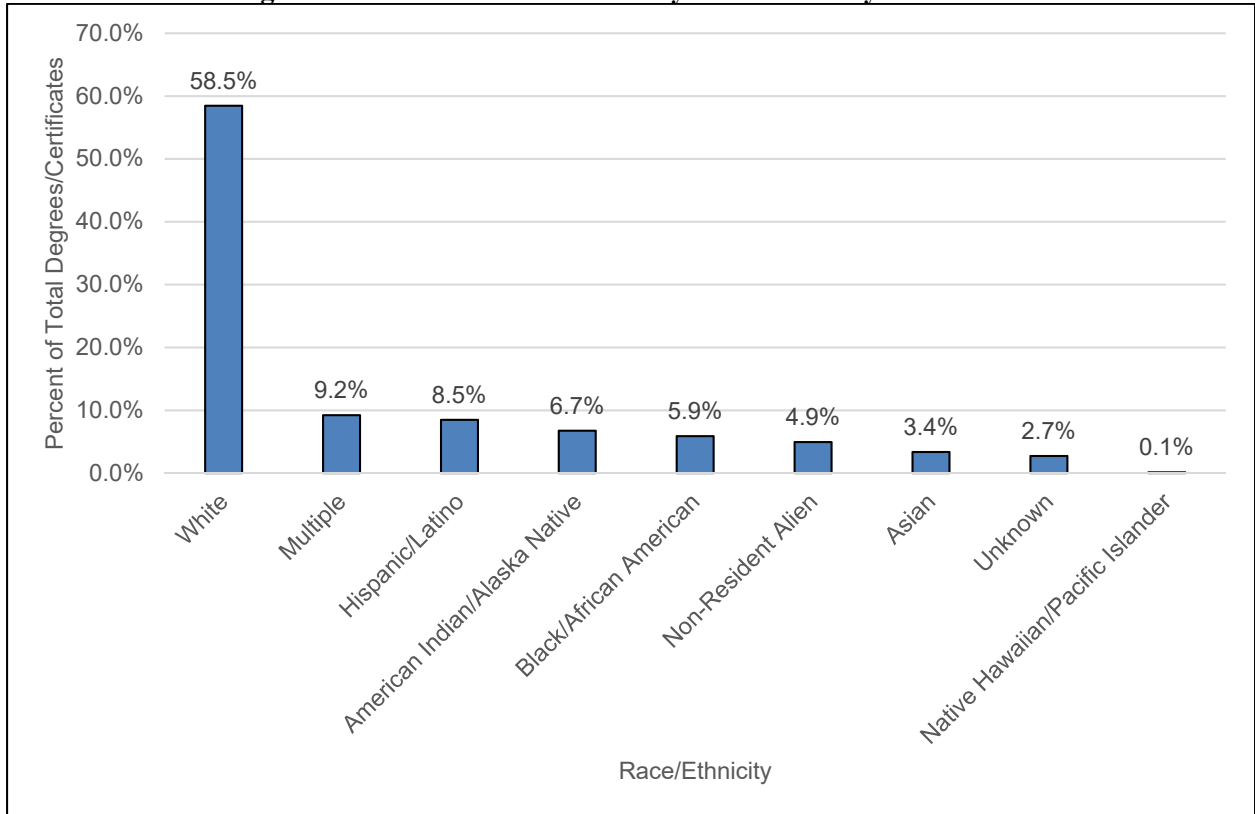- 476 doctoral degrees

Chart 1 provides a visual representation of degrees and certificates conferred by state system institutions during the 2020-21 academic year.

Chart 1: 2020-21 Degrees & Certificates Conferred

First Professional 898 (2%)
Doctorates 476 (1%)
Certificates 1,270 (4%)
Master's 5,763 (16%)
Graduate Certificates 402 (1%)
Associate's 10,398 (28%)
Bachelor's 17,942 (48%)

Degrees Conferred by Demographics: During the 2020-2021 academic year, students of color received 41.5 percent of total degrees and certificates conferred. Chart 2 1 provides the demographic breakdown of degrees and certificates conferred by race/ethnicity.

Chart 2: 2020-21 Degrees & Certificates Conferred by Race/Ethnicity

Percent of Total Degrees/Certificates

- White: 58.5%
- Multiple: 9.2%
- Hispanic/Latino: 8.5%
- American Indian/Alaska Native: 6.7%
- Black/African American: 5.9%
- Non-Resident Alien: 4.9%
- Asian: 3.4%
- Unknown: 2.7%
- Native Hawaiian/Pacific Islander: 0.1%

Race/Ethnicity

With regard to gender, 60 percent of degrees and certificates during the 2020-21 academic year were awarded to women while 40 percent were awarded to men. Chart 3 provides the gender breakdown for degrees and certificates awarded by level.

Chart 3: 2020-21 Degrees & Certificates Conferred
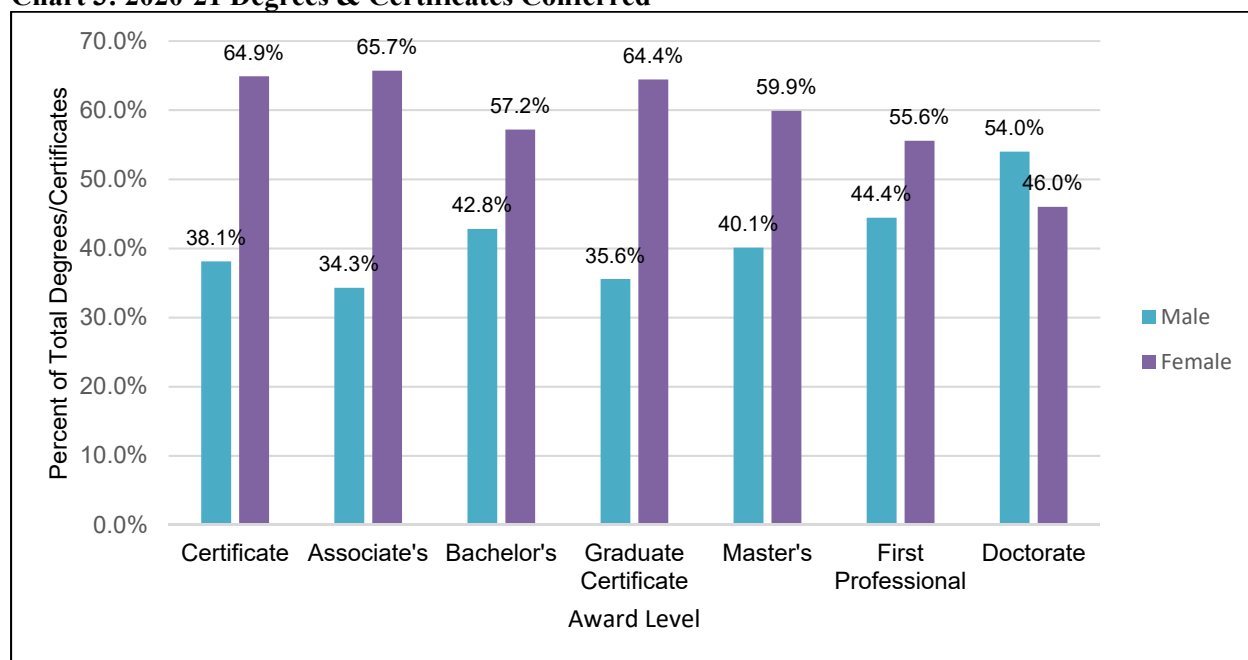
Historical Trends

Oklahoma's public colleges and universities have seen a steady increase in the total number of degrees and certficates awarded annually. Table 1 provides data on degree and certificate production by award level over the last five years.

Table 1. Degrees & Certificates Conferred – 5-Year Average

Award Level	2016-17	2017-18	2018-19	2019-20	2020-21	5-Year Average
Certificates	1,179	1,192	1,322	1,253	1,270	1,243
Associate's Degrees	10,244	10,277	10,790	10,368	10,398	10,415
Bachelor's Degrees	17,197	17,414	17,647	17,765	17,942	17,593
Graduate Certificates	287	349	458	370	402	373
Master's Degrees	5,026	5,242	5,145	5,507	5,763	5,337
First Professional Degrees	905	897	908	915	898	905
Doctorates	495	522	500	481	476	495
Total	**35,333**	**35,893**	**36,770**	**36,659**	**37,149**	**36,361**

Table 2 provides 5-year and 10-year changes in degree and certificate production at state system institutions. Over the last five years, graduate certificates and master's degrees experienced the largest growth (40.1% and 14.7% respectively) while first professional degrees and doctoral degrees declined in production.The large grwoth in master's degrees can largely be attributed to the success of Southeastern Oklahoma State University's online Master of Business Administration program. Since 2017-18, the university increased annual master's degree production by 358 percent (787 degrees).

Table 2. 5-Year and 10-Year Changes in Degrees & Certificates Conferred

| Award Level	2011-12	2016-17	2020-21	5-Year Change	10-Year Change
Certificates	768	1,179	1,270	7.7%	65.4%
Associate's Degrees	9,871	10,244	10,398	1.5%	5.3%
Bachelor's Degrees	15,854	17,197	17,942	4.3%	13.2%
Graduate Certificates	155	287	402	40.1%	159.4%
Master's Degrees	5,036	5,026	5,763	14.7%	14.4%
First Professional Degrees	931	905	898	-0.8%	-3.5%
Doctorates	436	495	476	-3.8%	9.2%
Total	**32,283**	**34,154**	**35,879**	**5.1%**	**11.1%**

Degrees and Certificates by Fields of Study

Among all degrees and certificates conferred during the 2020-21 academic year, the top three fields of study were: Business & Management, Health Professions, and Interdisciplinary Studies. Top fields of study by award level are listed below:

- Certificates – Health Professions (23%)
- Associate's Degrees – Health Professions (25.7%)
- Bachelor's Degrees – Business & Management (20.6%)
- Graduate Certificates – Education (28.4%)
- Master's Degrees – Education (21.4%)
- First Professional Degrees – Health Professions (70.8%)
- Doctoral Degrees – Engineering (15.3%)

Chart 3 provides a visual representation of degrees and certificates conferred by state system institutions during the 2020-21 academic year by field of study and award level.

Chart 3 2020-21 Degrees & Certificates Conferred by Field of Study and Award Level
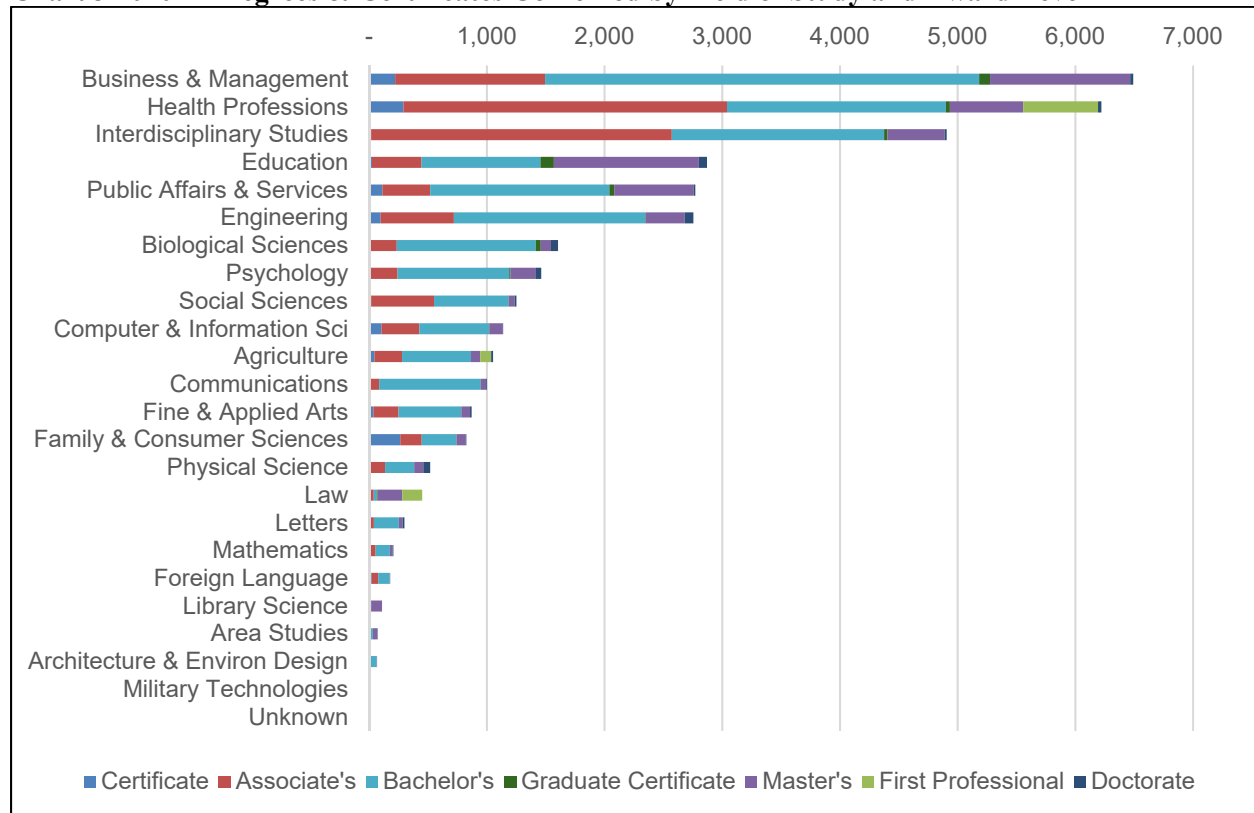
Degrees and Certificates Conferred in Critical Occupations

Education. State system institutions awarded 2,871 degrees and certificates in education during the 2020-21 academic year. As shown in Table 3, this represents a 1.1 percent decline compared to the 2016-17 academic year and a 22.8 percent decline compared to 2011-12. Despite this overall decline in the total number of degrees and certificates conferred in education, production of graduate certificates and master's degrees in this field has increased over the last decade by 776.9 percent and 8.2 percent, respectively.

Table 3. Degrees and Certificates Conferred by Award Level – Education

Award Level	2011-12	2016-17	2020-21	5-Year Change		10-Year Change	
				N	%	N	%
Certificates			24	24	N/A	24	N/A
Associate's Degrees	978	556	422	-134	-24.1%	-556	-56.9%
Bachelor's Degrees	1,519	1,165	1,010	-155	-13.3%	-509	-33.5%
Graduate Certificates	13	25	114	89	356.0%	101	776.9%
Master's Degrees	1,138	1,085	1,231	146	13.5%	93	8.2%
Doctorates	73	73	70	-3	-4.1%	-3	-4.1%
Total	**3,721**	**2,904**	**2,871**	**-33**	**-1.1%**	**-850**	**-22.8%**

With regard to approved educator preparation programs at state system institutions, annual production of bachelor's degrees leading to eligibility to sit for teacher licensure declined 25.9 percent over the last decade, as shown in Table 4.

Table 4. Bachelor's Degrees Conferred in Educator Preparation Programs

Award Level	2011-12	2016-17	2020-21	5-Year Change		10-Year Change	
				N	%	N	%
Bachelor's Degrees	1,651	1,365	1,223	142	-10.4%	428	-25.9%

Science, Technology, Engineering, and Math: State system institutions conferred 7,472 STEM degrees and certificates during the 2020-2021 academic year, representing an 28.8 percent increase over the last decade. More specifically, the number of bachelor's degrees produced in STEM fields has increased 47.1 percent over the last 10 years. Table 5 provides the 5-year and 10-year change in degree and certificate production in STEM fields by award level.

Table 5. Degrees and Certificates Conferred by Award Level – STEM

Award Level	2011-12	2016-17	2020-21	5-Year Change		10-Year Change	
				N	%	N	%
Certificates	78	125	171	46	36.8%	93	119.2%
Associate's Degrees	1,313	1,431	1,371	(60)	-4.2%	58	4.4%
Bachelor's Degrees	3,202	4,214	4,711	497	11.8%	1,509	47.1%
Graduate Certificates	21	74	85	11	14.9%	64	304.8%
Master's Degrees	999	948	913	(35)	-3.7%	(86)	-8.6%
Doctorates	187	221	221	-	0.0%	34	18.2%
Total	**5,800**	**7,013**	**7,472**	**459**	**6.5%**	**1,672**	**28.8%**

Looking at specific STEM fields, Table 6 shows that degree and certificate production over the last 10 years increased in biological sciences (50.4%), computer and information sciences (32.6%), and engineering (28.4%), while engineering technologies and physical sciences experienced declines.

Table 6. Degrees and Certificates Conferred by STEM Field

STEM Field	2011-12	2016-17	2020-21	5-Year Change		10-Year Change	
				N	%	N	%
Biological Sciences	1,067	1,224	1,605	381	31.1%	538	50.4%
Computer & Info Sciences	786	971	1,042	71	7.3%	256	32.6%
Engineering	1,349	1,850	1,732	(118)	-6.4%	383	28.4%
Engineering Technologies	815	827	668	(159)	-19.2%	(147)	-18.0%
Physical Sciences	531	583	503	(80)	-13.7%	(28)	-5.3%
All Other STEM	1,252	1,558	1,922	364	23.4%	670	53.5%
Total	**5,800**	**7,013**	**7,472**	**459**	**6.5%**	**1,672**	**28.8%**

Health Professions. State system institutions awarded 6,147 degrees and certificates in health professions during the 2020-21 academic year. As shown in Table 7, this represents a 11.3 percent increase compared to the 2016-17 academic year and a 26.4 percent increase compared to 2011-12.

Table 7. Degrees and Certificates Conferred by Award Level – Health Professions

Award Level	2011-12	2016-17	2020-21	5-Year Change		10-Year Change	
				N	%	N	%
Certificate	266	302	292	-10	-3.3%	26	9.8%
Associate's	2,215	2,396	2,674	278	11.6%	459	20.7%
Bachelor's	1,250	1,493	1,859	366	24.5%	609	48.7%
Graduate Certificate	65	45	35	-10	-22.2%	-30	-46.2%
Master's	402	589	622	33	5.6%	220	54.7%
First Professional	661	673	636	-37	-5.5%	-25	-3.8%
Doctorate	4	26	29	3	11.5%	25	625.0%
Total	**4,863**	**5,524**	**6,147**	**623**	**11.3%**	**1,284**	**26.4%**

Looking at nursing specifically, total degree and certificate production in the 2020-21 academic year is 20.2 percent higher than 2016-17 and 25.6 percent higher than 2011-12, as shown in Table 8.

Table 8. Degrees and Certificates Conferred - Nursing

Health Professions Field	2011-12	2016-17	2020-21	5-Year Change		10-Year Change	
				N	%	N	%
Nursing	2,223	2,324	2,793	469	20.2%	570	25.6%

Additional Information

Additional data on 2020-21 degrees and certificates conferred is available upon request.

AGENDA ITEM #24:

> **Commendations.**

SUBJECT: Recognition of State Regents' staff for service and recognitions on state and national projects.

RECOMMENDATION:

> **It is recommended that the State Regents accept this report and commend staff for state and national recognitions.**

RECOGNITIONS:

State Regents' staff received the following state and national recognitions:

- **Colbi Beam,** coordinator for academic affairs and K-12 and postsecondary student success initiatives, earned a PhD in Educational Leadership and Policy Studies from the University of Oklahoma. Her dissertation focused on college access policy for low-income students.

- **Melissa Brevetti,** coordinator for teacher education programs, gave two presentations called "Winning Time in Education: Inclusion, Partnerships, and Resources for You" and "Online Learning Culture and Restorative Practices" for the 39th Multicultural Education Institute (MEI), which was held at the University of Central Oklahoma (UCO) on March 5, 2022; co-authored the article "A Ripple of Effect of Change: A Sense of Joy and Purpose through Online Learning Culture and Restorative Practices" in the *Faculty Focus*; co-authored the article "Re-Imagining Social Justice with the Digital Revolution: A Virtual Care Ethic with Trauma-Sensitive Teachings" for the Summer Edition in *Journal of Education and Social Justice*; honored by the Global Science Press as a Special Guest Reviewer in the *Innovative Teaching and Learning Journal.* Dr. Brevetti also presented information about the Oklahoma Teacher Connection (OTC) Pre-Collegiate Programs on the panel entitled "Innovative Programs" at the Cooperative Council for Oklahoma School Administration (CCOSA) Summer Leadership Conference 2022, *Next Level Leadership.* The panel shared resources and partnerships that would support administrators and educators to enhance school environments with their programs. OTC was honored to be chosen as the featured innovative programs for the conference, along with Choctaw Nation and Oklahoma Aeronautics.

- **Melissa Brevetti,** coordinator for teacher education programs, and **Goldie Thompson,** assistant vice chancellor for teacher preparation and special programs, presented The Seven Wonders of the Great Remote Learning Shift at the 2022 Oklahoma Learning Innovations Summit, on April 15, 2022. It focused on linking resources and transforming education exploring adaptive strategies, highlighting seven categories of "lessons learned" during the pandemic years 2020-2022. Insight and tips were shared for seven categories: 1) evolving from our history, 2) mastering strategy, 3) realizing technology is not optional, 4) maintaining partnerships, 5) collaborating and connecting resources, 6) promoting innovation, and 7) adapting to the landscape. Also, teaching was

prioritized as a viable and rewarding profession while the pandemic has engendered some hardships—and some silver linings for teachers.

- **John Hennessey,** OneNet chief technology officer, was a featured speaker for the MOKA 2021 Ellucian User Group virtual conference. Mr. Hennessey presented "Data Stewardship and Cybersecurity Threat Landscape." Mr. Hennessey provided tips and resources that higher education institutions can deploy to improve their cybersecurity posture; served as an executive panel participant for the 2021 InnoTech Oklahoma conference. The panel discussion was on "The First 48: When Ransomware Strikes."

- **John Hennessey,** OneNet executive director, **Brian Burkhart,** OneNet senior director of network systems, Sky Pettett, OneNet senior director of network services, and **Andrew Laubach,** OneNet senior network architect, represented OneNet at the Great Plains Network (GPN) regional meeting in Kansas City. OneNet is a member of GPN, a consortium that fosters collaboration in cyberinfrastructure for the Midwest states. The team networked with other member states with a focus on regional partnering, support for research projects, security and broadband initiatives, and future priorities and goals for GPN.

- **Chris Kosciuk,** chief information security officer, represented OneNet and provided a presentation for the Career Technology Centers Superintendents virtual conference in October 2021. Mr. Kosciuk presented "Education Sector Cybersecurity." Mr. Kosciuk provided information on cybersecurity threats and risks in the education sector and shared resources for cybersecurity monitoring and mitigation. He also highlighted OneNet cybersecurity services available to technology centers.

- **Quinn McCrary,** OneNet cybersecurity technician, completed his bachelor's degree in cybersecurity in August 2021. Mr. McCrary graduated from Oklahoma State University Institute of Technology. Mr. McCrary first served OneNet as an intern before joining the team as a full-time staff member.

- **Cody Roberts,** OneNet cybersecurity engineer, and Quinn McCrary, OneNet cybersecurity technician, passed the CompTIA Cybersecurity Analyst certification in 2021. This certification applies continuous cybersecurity monitoring and behavioral analytics to organizations' networks with the goal of preventing and mitigating cybersecurity threats.

- **Goldie Thompson,** assistant vice chancellor for teacher preparation and special programs, was an Advocacy Teacher Panelist for CARE (Central for Responsive Educators) at the University of Central Oklahoma, February 22, 2022. CARE is an organization that is for future educators at UCO. They host events which bring together education majors in an effort to gain tools and resources that will assist them in their professional practice. Dr. Thompson spoke about her experiences and what it is like to advocate for students, faculty and staff in the state of Oklahoma; Dr. Thompson presented at the 74th Annual AACTE Meeting in New Orleans, LA, March 4-6, 2022. She participated with a panel of speakers from Oklahoma on the topic More than a Number: Collaborative Advocacy for Teacher Quality in Oklahoma. In this session, Oklahoma AACTE affiliate institution representatives and state agency detailed their shared advocacy work. In addition to teacher recruitment and retention the panel addressed the need to re-center the conversation around teacher quality considering children's needs, including equitable access to effective teachers. The panel stressed that investing in comprehensive preparation at Oklahoma's twenty-three teacher education institutions is the academically, ethically, and fiscally responsible

approach to an effective and lasting solution to Oklahoma's teacher shortage and encouraged participants to utilize the state as a model for their teacher preparation advocacy efforts.

- **Sonja Wall,** senior director of OneNet and OCAN services, was selected by the National Telecommunications and Information Administration to serve as a Merit Reviewer for the Tribal Broadband Connectivity Program, which was funded by the Consolidated Appropriations Act of 2021. This program made $980 million available for grants to eligible Native American, Alaska Native, and Native Hawaiian entities for broadband deployment, digital inclusion, workforce development, telehealth, and distance learning; was selected to serve on the Board of Directors for the Telehealth Alliance of Oklahoma. The TAO offers educational and technical assistance to organizations and individuals to promote telehealth integration in the state. The Alliance serves as a telehealth information resource for state and federal government agencies. In this role, Mrs. Wall will provide perspective to help overcome digital disparities to improve utilization of telehealth in Oklahoma.

- **Dr. Rachel Bates,** associate vice chancellor for educational partnerships; **Dr. Stephanie Beauchamp**, associate vice chancellor for academic affairs; **Dr. Debbie Blanke,** senior vice chancellor for academic and student affairs; **Angela Caddell,** associate vice chancellor for communications; **Dr. Kyle Foster,** assistant vice chancellor for academic affairs; **Chad Fuston,** assistant director of support, training and maintenance; **Payton Hamlin,** coordinator; **Janet Jackson,** senior coordinator; **Dr. Jarrett Jobe,** vice chancellor for governmental relations; **Sheri Mauck,** interim vice chancellor for budget and finance; **Matt Stangl,** general counsel; **Kylie Smith,** vice chancellor for administration and **Matthew Sykes,** conference support engineer played a vital role in the planning and execution of the three State Regents Meetings at Northwestern Oklahoma State University in Enid on March 23 and Alva on March 24, at Oklahoma State University on April 27-28 in Stillwater and at Shangri-La Hotel and Conference Center in Afton on May 26 and at Northeastern Oklahoma A&M College in Miami on May 27, 2022.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 23, 2022

AGENDA ITEM #25-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)
    1 degree designation change

Oklahoma State University (OSU)
    2 degree program option additions
    1 degree program name change
    1 degree program requirement change

University of Oklahoma Health Sciences Center (OUHSC)
    3 degree program option additions
    1 degree program option name change

East Central University (ECU)
    10 degree program requirement changes
    2 degree program option deletions

Langston University (LU)
    1 degree program requirement change

Northwestern Oklahoma State University (NWOSU)
    1 degree program requirement change

Rogers State University (RSU)
    3 degree program requirement changes
    1 degree program option addition

Southeastern Oklahoma State University (SEOSU)
    1 degree program requirement change
    2 degree program option name changes
    1 degree program option addition

Southwestern Oklahoma State University (SWOSU)
1 degree program requirement change

University of Central Oklahoma (UCO)
6 degree program requirement changes

Oklahoma City Community College (OCCC)
3 degree program requirement changes

Redlands Community College (RCC)
1 degree program requirement change

Rose State College (RSC)
7 degree program requirement changes
1 degree program option deletion

POLICY ISSUES:

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

OU – Master of Education in Science of Psychology, Data, and Research in Education (055)
Degree program designation change
- Change degree designation to Master of Science.
- The proposed change is the result of programmatic restructuring to better recruit and 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.

OSU – Bachelor of Arts in Political Science (170)
Degree program option addition
- Add option Public Policy.
- The proposed option will prepare students for domestic and international policy-related careers in government, research, and advocacy.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Music in Music (153)
Degree program option addition
- Add option Jazz Performance.
- The proposed option will provide students with more flexibility to align with their style preference.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Master of Arts in Political Science (171)

Degree program name change and degree program requirement changes

- Change program name to Politics and Policy Studies.
  o The proposed name better defines the program content for prospective students and potential employers of graduates from the program.
- Remove POLS 5203.
- Add POLS 5203 as an alternative course to POLS 5403.
- Add POLS 5613.
- Remove POLS 5000 and any 3 credit hours graduate level course as an alternative to 6 credit hours of POLS 5000.
- Add POLS 5100 and POLS 5020 as an alternative to 6 credit hours of POLS 5000.
- Remove 6 credit hours of Advanced Topics Courses.
- Change credit hours required for Electives from 6 to 12.
- The proposed changes provide students with greater flexibility to customize their degree.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program option additions

- Add options:
  o BSN-DNP Neonatal Clinical Nurse Specialist.
  o BSN-DNP Neonatal Nurse Practitioner.
- The proposed options will address the demand for specialized practitioners in healthcare.
- 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 – Post-Graduate Certificate in Nursing (068)

Degree program option addition and degree program option name change

- Add option:
  o Neonatal Clinical Nurse Specialist.
  o The proposed option will help fill the void of advanced nurse practice providers in specialized areas.
- For the Nurse Practitioner-Neonatal option:
  o Change the option name to Neonatal Nurse Specialist.
  o The proposed change updates the name to align with current nomenclature 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.

ECU – Bachelor of Arts in Human Services Counseling (026)

Degree program option deletion.

- Delete option Services to the Deaf.
- The proposed deletion is due to low enrollment in the option.

- There are currently 8 students enrolled with an anticipated graduation in the 2024-2025 academic year.
- No courses will be deleted.
- No funds are available for reallocation.

ECU – Master of Science in Human Resources (089)
Degree program option deletion
- Delete option Human Resources.
- The proposed deletion is due to low enrollment and duplication of content in other programs.
- There are currently 22 students enrolled with an anticipated graduation in the 2023-2024 academic year.
- No courses will be deleted.
- No funds are available for reallocation.

ECU – Bachelor of Science in Business Administration (007)
Degree program requirement changes
- For the Finance option:
  o Add BSEC 3103 and FIN 4113.
  o Change credit hours required for Electives from 15 to 9.
- The proposed changes add personal financial planning to the content and reflect the new direction of the option.
- 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.

ECU – Bachelor of Science in Chemistry (010)
Degree program requirement change
- For the Biochemistry option:
  o Remove BIOL 4545.
- The proposed change eliminates a barrier to degree completion.
- 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.

ECU – Bachelor of Science in Computer Science (051)
Degree program requirement changes
- Remove CPSMA 2923.
- Add CPSMA 2103 and CPSMA 3103.
- Change credit hours required for Required Electives from 21 to 18 and require 18 credit hours in upper-division computer science courses with at least 12 credit hours having the CMPSC prefix.
- The proposed changes streamline the program and provide students with more flexibility.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU – Bachelor of Science in Information Technology Management (061)
> Degree program requirement changes.
- Remove BSEC 3013.
- Add BSEC 4003.
- The proposed changes provide students with a deeper knowledge and understanding needed to be better prepared for the workforce.
- 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.

ECU – Bachelor of Science in Legal Studies (055)
> Degree program requirement changes
- Add LS 3243 as an alternative course to LS 4943.
- Change credit hours required for Electives from 26 to 22.
- The proposed changes are recommendations from the five-year program review to better serve students.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree with change from 124 to 120.
- No funds are requested from the State Regents.

ECU – Bachelor of Science in Mass Communication (049)
> Degree program requirement changes
- For all options:
  - Remove MCOM 3343, MCOM 4733, and SPF 1000.
  - Add ART 2943, MCOM 1713, and MCOM 1813.
  - Change credit hours required for Electives from 22 to 19.
- For the Advertising/Public Relations option:
  - Remove MCOM 4813.
  - Add 4323.
- For the Media Production option:
  - Remove MCOM 1813, MCOM 2743, and MCOM 2753.
  - Add MCOM 3333, MCOM 3343, and MCOM 3873.
- For the Strategic Communication option:
  - Remove 24 credit hours of Advertising/Public Relations.
  - Add COMM 2153, COMM 3133, COMM 3243, and COMM 3513.
  - Add 12 credit hours of Required Electives.
- The proposed changes update 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.

ECU – Bachelor of Science in Mathematics (029)
> Degree program requirement changes
- For the Data Science Applications option:
  - Remove CPSMA 2923.
  - Add CPSMA 2103.

- The proposed changes are the result of course updates in the Bachelor of Science in Computer Science (051) 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.

ECU – Bachelor of Science in Music (033)
Degree program requirement changes
- For the Vocal Teacher Certification and Vocal options:
  - Add MUS 2131 as an alternative course to MUS 2111.
- The proposed change will allow students to more easily meet graduation 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.

ECU – Bachelor of Science in Nursing (034)
Degree program requirement changes
- For all options:
  - Remove NRSG 3192, NRSG 3392, and NRSG 4165.
  - Add NRSG 3193, NRSG 3393, and NRSG 4164.
  - Remove HNRS 2313 as an alternative course to ENG 1213.
  - Remove HHFS 2463 as an alternative to PSYCH 3463.
- For the Nursing option:
  - Remove CHEM 1324 as an alternative to CHEM 1114.
  - Remove NRSG 2223.
  - Add NRSG 2224
- The proposed changes update the curriculum to remove duplication and increase content to better meet student needs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124-128 to 122-129.
- No funds are requested from the State Regents.

ECU – Master of Science in Water Resource Policy and Management (103)
Degree program requirement changes
- Remove WRPM 5403.
- Add WRPM 5513.
- The proposed changes are based on student input.
- 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.

LU – 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 update the curriculum to better meet the academic needs of students.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NWOSU – 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 update the curriculum to better meet the academic needs of students.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSU – 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 update the curriculum to better meet the academic needs of students.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSU – Bachelor of Science in Nursing-BSN (128)
Degree program requirement changes
- Add NURS 3111.
- Remove CS 1113/Elective.
- The proposed changes add content that was lacking in the curriculum and removes a course that is no longer needed.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 122.
- No funds are requested from the State Regents.

RSU – Bachelor of Technology in Applied Technology (107)
Degree program option addition and degree program requirement change
- Add option National Security for Information Technologies.
  - The proposed option is the result of an Educational Partnership Agreement with the National Security Agency (NSA) to provide students with one-on-one mentors, as well as internships with the NSA.
- For the Cybersecurity and Information Assurance option:
  - Add IT 2163 as a required course in the Technical Specialty area.

o The proposed change will provide students with content related to ethical considerations in cybersecurity.
- 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.

SEOSU – Master of Business Administration in Business Administration (075)
Degree program option addition
- Add option Leadership.
- The proposed option will expand the program to remain relevant to employer needs.
- 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.

SEOSU – Master of Education in Educational Leadership (073)
Degree program option name changes and degree program requirement changes
- For the Campus Leadership option:
  o Change option name to Academic Track.
- For the Building Level principal Certification option:
  o Change option name to Professional Track
- For all options:
  o Remove EDAD 5473 and add EDUC 5413.
- The proposed option name changes will better reflect the content of the options and help guide students in their decision-making process.
- The proposed curricular changes will better align the program with current National Educational Leadership Preparation Building Level Standards.
- 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 – Bachelor of Science in Parks and Wildlife Law Enforcement (146)
Degree program requirement changes
- Add NRM 4853 and NRM 4223.
- The proposed changes are recommendations from the Department of Wildlife and Conservation.
- 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 – Master of Business Administration in Business Administration (008)
Degree program requirement changes
- For the Professional Master of Business Administration option:
  o Remove MBA 5243.
  o Add MBA 5242, MBA 5441, and MBA 5541.
- For the Healthcare option:
  o Add MBA 5142, MBA 5342, and MBA 5352.
  o Change credit hours for Healthcare Major from 9 to 6-7.

- o Remove 2 credit hours of Electives.
- o Remove International Immersion Experience.
- o Add Study Tour.
- The proposed changes are recommendations from the advisory board.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 32-35 to 33-38.
- 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 Operations and Supply Chain Management option:
  - o Remove ISOM 3363.
  - o Add ISOM 4333.
- The proposed changes are recommendations from the advisory board.
- 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
- For the Biomedical Sciences option:
  - o Change credit hours required for Guided Electives from 28 to 29.
- For the Medical Laboratory Science option:
  - o Change credit hours required for Elective Biology and/or Chemistry from 4 to 4-5.
- The proposed changes are the result of updates to the general biology 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 – Bachelor of Science in Computer Science (027)

Degree program requirement changes
- For the Information Science option:
  - o Remove CMSC 4323.
  - o Add CMSC 4083.
- The proposed changes provide students with better content in cybersecurity.
- 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 Kinesiology (133)

Degree program requirement changes
- For the Outdoor and Community Recreation option:
  - o Change credit hours required for KINS 4950 from 4 to 6.
  - o Change credit hours required for Kinesiology and Health Studies Electives from 13 to 14.
  - o Remove 3 credit ours of Electives.

- The proposed changes are in preparation for accreditation to align the curriculum with standards.
- 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 Education in Science Education (026)
Degree program requirement changes
- For the General Science option:
  o Remove BIO 1225.
  o Add BIO 1224.
- The proposed changes align an introductory course to other State System institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OCCC – Associate in Applied Science in Computer Science (052)
Degree program requirement changes
- For the Computer Programming and Web Design and Development options:
  o Remove CS 2373 and add CS 2473.
- For the Computer Systems Support Emphasis option:
  o Remove CS 2283 and CS 2403.
  o Add CS 2473 and CS 2813.
- For the Cyber/Information Security option:
  o Remove CS 1333 as an alternative course to CS 2173/CS 2443.
  o Remove CS 2743 and add CS 2813.
- The proposed changes will aid in equipping students with tools to enhance their analytical and critical thinking skills.
- 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.

OCCC – Certificate in Cyber/Information Security (139)
Degree program requirement changes
- Remove CS 2743 and add CS 2813.
- The proposed changes will provide students with project management skills needed for professional 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.

OCCC – Certificate in Web Design (150)
- Remove CS 2373 and add CS 2473.
- The proposed changes will better prepare students to gather and analyze data from a variety of sources to make informed decisions to build reports and dashboards as needed.
- 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.

RCC – Associate of Applied Science in Criminal Justice (045)
Degree program requirement change
- Remove ENGL 2033 as an alternative to ENGL 1213.
- The proposed change removes a course that is no longer being offered.
- 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.

RSC – Associate in Applied Science in Engineering Technology (132)
Degree program option deletion and degree program requirement changes
- Delete option Aerospace.
  - The proposed deletion is due to lack of enrollment.
  - There are currently no students enrolled.
  - No funds are available for reallocation.
- For all options:
  - Add ENGR 1213.
- For the Advanced Design option:
  - Remove ENGT 1203, ENGT 1214, ENGT 1833, CIT 1113, MATH 1613, PHYS 2424, PHYS 2411, ENGT 1614, ENGT 2224, and ENGT 2614.
  - Add MATH 1914/MATH 1743, and 12 credit hours of Technical-Occupational Specialty Electives.
- For the Electronics option:
  - Remove ENGT 1203, ENGT 1214, ENGT 1833, CIT 1113, MATH 1613, PHYS 2424, PHYS 2411, ENGT 1324, ENGT 1333, and ENGT 2123.
  - Add CIT 1613, MATH 1914/MATH 1743, and 9 credit hours of Technical-Occupational Specialty Electives.
- For the Mechanical Systems option:
  - Remove ENGT 1203, ENGT 1214, ENGT 1833, CIT 1113, MATH 1613, PHYS 2424, PHYS 2411, ENGT 1842, ENGT 2214, ENGR 2013, and ENGT 2823.
  - Add MATH 1914/MATH 1743, and 9 credit hours of Technical-Occupational Specialty Electives.
- For the Quality Assurance option:
  - Remove ENGT 1203, ENGT 1214, CIT 1113, MATH 1613, PHYS 2424, PHYS 2411, ENGT 1842, ENGT 1853, ENGT 2803, ENGT 2833, and MATH 2853.
  - Add MGMT 2103, ECON 2843, PHSC 1313, PHSC 1001, and 9 credit hours of Technical-Occupational Specialty Electives.
- The proposed changes will refine the curriculum to align with accreditation standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-65 to 61-63.
- No funds are requested from the State Regents.

RSC – Associate in Arts in Liberal Studies (047)
Degree program requirement changes
- Add NAS 1113.

- Change credit hours for Additional Cultural Studies Requirements from 6 to 3.
- The proposed change will provide students with Native American 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.

RSC – Associate in Arts in Political Science (050)
    Degree program requirement changes
- Remove 3 credit hours of General Education Elective.
- Add ECON 2403.
- Require a C or better for POLS 1113.
- The proposed changes better define the degree requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 61.
- No funds are requested from the State Regents.

RSC – Associate in Arts in Psychology (042)
    Degree program requirement changes
- Remove PSYC 1223 and change credit hours required for Program Electives from 9 to 6.
- The proposed changes remove a course no longer required at four-year institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 64 to 61.
- No funds are requested from the State Regents.

RSC – Associate in Applied Science in Respiratory Therapy (045)
    Degree program requirement changes
- Remove HRST 2243.
- Add HSRT 2242 and HSRT 2221.
- The proposed changes are due to updated course content and will better prepare students for clinic requirements.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC – Associate in Science in Earth and Environmental Science (118)
    Degree program requirement changes
- For the Atmospheric Science option:
  - Remove MATH 2853.
  - Add CIT 1173 as an alternative course to CS 1313.
- For the Earth Science Education option:
  - Remove BIOL 1315, MATH 2113, MCOM 1213, MATH 2123, GEOL 1123, and GEOL 1121.
  - Add BIOL 1124, MATH 1914, PSYC 1113/SOC 1113, and MATH 2924.
- The proposed changes will better serve students transferring to four-year intuitions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 61-74 to 61 to 64.

- No funds are requested from the State Regents.

RSC – Certificate in Leadership (330)
   Degree program requirement changes
   - Remove LEAD 2123 as an alternative course to LEAD 2103.
   - Add LEAD 2113 as an alternative course to LEAD 2013.
   - The proposed changes update the requirements to remove a deleted course.
   - No new courses will be added and one course will be deleted.
   - Total credit hours for the certificate will not change.
   - No funds are requested from the State Regents.

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AGENDA ITEM #25-b:

      Suspension.

SUBJECT: Ratification of an institutional request.

RECOMMENDATION:

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

BACKGROUND:

East Central University (ECU) requested authorization to suspend the program listed below:
- Master of Education in Secondary Education – Academic Discipline (083)

POLICY ISSUES:

Suspending a program is consistent with the Oklahoma State Regents for Higher Education's Academic Program Review policy. Institutions have up to three years to reinstate or delete suspended programs. Students may not be recruited or admitted into suspended programs. Additionally, suspended programs may not be listed in institutional catalogs.

ANALYSIS:

ECU requested authorization to suspend the Master of Education in Secondary Education – Academic Discipline (083).
- ECU reports low enrollment and suspension of the program will give them time to determine the future of the program.
- This suspension is effective beginning the next academic year.
- ECU will reinstate or delete the program by May 31, 2023.

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

AGENDA ITEM #25-c:

Certificates of 15 or Fewer Credit Hours.

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the approved institutional requests to offer the following certificates of 15 or Fewer Credit Hours, via electronic delivery, as described below.**

BACKGROUND:

Northeastern State University (NSU)
- Graduate Certificate in Curriculum Director
- Certificate in Applied Digital Marketing
- Graduate Certificate in Program Management

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:

NSU requested authorization to offer the Graduate Certificate in Curriculum Director.
- The proposed graduate certificate will prepare teachers to be a curriculum director.
- The program will be embedded within the Master of Education in Instructional Leadership (124) program.
- The program will consist of 12 total credit hours as detailed in the attachment (Attachment A).
- No new courses will be added.
- No funds are requested from the State Regents.

NSU requested authorization to offer the Graduate Certificate in Applied Digital Marketing.
- The proposed graduate certificate will provide students with the knowledge to integrate marketing communications across various platforms and to understand how to utilize key performance indicators to improve the return on investment.
- The proposed Graduate Certificate in Digital Marketing will be embedded within the Master of Business Administration in Business Administration (056) program.
- The program will consist of 12 total credit hours as detailed in the attachment (Attachment B).
- No new courses will be added.
- No funds are requested from the State Regents.

NSU requested authorization to offer the Graduate Certificate in Program Management.

- The proposed graduate certificate will provide students with skills of project management through its concepts, processes, and attachment to business strategy.
- The proposed Graduate Certificate in Digital Marketing will be embedded within the Master of Business Administration in Business Administration (056) program.
- The program will consist of 12 total credit hours as detailed in the attachment (Attachment C).
- No new courses will be added.
- No funds are requested from the State Regents.

Delivery method and support services. Faculty will utilize several technologies to electronically deliver the programs, 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 facilitate synchronous activities, such as live discussion and live lectures. The libraries, classrooms, and equipment are adequate for the proposed programs.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. NSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported, and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

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

Attachments

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN CURRICULUM DIRECTOR

Program Requirements		Credit Hours
Required Courses		**12**
EDUC 5403	Fundamentals of Curriculum Development I	3
EDUC 5423	Fundamentals of Curriculum Development II	3
EDUC 5483	Advanced Educational Measurement	3
EDUC 5743	Principles of Andragogy and Adult Development	3
Total		**12**

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN APPLIED DIGITAL MARKETING

Program Requirements		Credit Hours
Required Courses		**12**
MBA 5573	Digital Ventures	3
MKT 5103	Marketing Analytics	3
MKT 5543	Applications in Digital Marketing	3
MKT 5623	Experiential Buyer Behavior	3
Total		**12**

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN PROGRAM MANAGEMENT

Program Requirements		Credit Hours
Required Courses		**12**
MBA 5513	Strategic Project Management	3
MBA 5523	Applications in Project Management	3
MBA 5953	Capstone/Certification Preparation	3
	MBA/MGMT 5000 level elective	3
Total		**12**

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AGENDA ITEM #25-d:

> **Micro-credentials.**

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Northwestern Oklahoma State University (NWOSU) requested to offer the following micro-credentials:
- Classroom Management
- Pedagogy
- Reading/Literacy

Carl Albert State College (CASC) requested to offer the following micro-credentials:
- Computer Networking
- Computer Programming
- Volunteer and Youth Coaching

Oklahoma City Community College (OCCC) requested to offer the following micro-credential:
- Computer Support
- Computer-Aided Design (CAD)
- CAD – Architectural Design
- CAD – Digital Fabrication
- CAD – Mechanical Design
- Geographic Information Systems

Tulsa Community College (TCC) requested to offer the following micro-credential:
- Supervisory Skills

POLICY ISSUES:

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

ANALYSIS:

NWOSU requested authorization to offer micro-credentials in Classroom Management, Pedagogy, and Reading/Literacy to be listed as "Endorsed by the State Regents" on the statewide micro-credential inventory. NWOSU reports that the selected courses in NWOSU's Master of Education in Curriculum and

Instruction (083) program have been approved by the Oklahoma State Department of Education in meeting the requirements for alternatively certified teachers and is partnering with the following school districts: Enid Public Schools, Ponca City Public Schools, and Woodward Public Schools. Digital badges will also be awarded for each of these micro-credentials.

CASC requested authorization to offer micro-credentials in Computer Networking and Computer Programming and to be listed as "Endorsed by the State Regents" on the statewide micro-credential inventory. CASC reports that students completing the micro-credentials will be more knowledgeable and capable in computer networking or programming theory and practice. Digital badges will also be awarded for each of these micro-credentials.

CASC requested authorization to offer a micro-credential in Volunteer and Youth Coaching and to be listed as "Endorsed by the State Regents" on the statewide micro-credential inventory. CASC reports the micro-credential recognizes the knowledge and skills learned concerning the health, safety, and injury prevention and treatment of youth athletes and is partnering with the following school districts: Poteau Public Schools, Howe Public Schools, Spiro Public Schools, Fanshawe Public Schools, and Vian Public Schools. A digital badge will also be awarded for this micro-credential.

OCCC requested authorization to offer a micro-credential in Computer Support and to be listed as "Endorsed by the State Regents" on the statewide micro-credential inventory. OCCC reports that completers of the micro-credential will be prepared to take the CompTIA ITF+ and A+ certificate exams, as well as provide technical support for computer hardware, software, and operating systems. A digital badge will also be awarded for this micro-credential.

OCCC requested authorization to offer micro-credentials in Computer-Aided Design (CAD), CAD – Architectural Design, CAD – Digital Fabrication, and CAD – Mechanical Design and to be listed as "Endorsed by the State Regents" on the statewide micro-credential inventory. OCCC reports that completers of the micro-credential will acquire an understanding of 3D design and the proper use of computer-aided design software as a design tool in engineering, architectural, and civil fields. A digital badge will also be awarded for these micro-credentials.

OCCC requested authorization to offer a micro-credential in Geographic Information Systems and to be listed as "Endorsed by the State Regents" on the statewide micro-credential inventory. OCCC reports that completers of the micro-credential will learn technologies being used in locating inventory, global positioning systems, telemetry and photogrammetry. A digital badge will also be awarded for this micro-credential.

TCC requested authorization to offer a micro-credential in Supervisory Skills and to be listed as "Endorsed by the State Regents on the statewide micro-credential inventory. TCC reports students can earn this micro-credential after successful completion of Coursera's ICPM Certified Supervisor program. A digital badge will also be awarded for this micro-credential.

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

AGENDA ITEM #25-e:

> **Reconciliations.**

SUBJECT: Ratification of institutional request.

RECOMMENDATION:

> **It is recommended that the State Regents approve the requests for degree program inventory reconciliations as described below.**

BACKGROUND:

The University of Oklahoma (OU) requested degree program modifications for the Master of Architecture in Architecture (012), the Master of Education in Science of Psychology, Data, and Research in Education (055), and the Master of Education in Professional Counseling (248) to reconcile institutional practice with the official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OU requested degree program modifications for the Master of Architecture in Architecture (012), which were approved by the State Regents at their April 28, 2022 meeting. Specifically, the agenda item noted that the total credit hours for the program would change from 30 to 34 in error. OU indicated that historically the total credit hours for the degree is 60-96, depending on the option selected. Therefore, the total credit hours for the degree did not change as a result of the modifications approved at the April 28, 2022 meeting. This action will correct this error and reconcile institutional practice with the official degree program inventory.

OU requested degree program modifications for the Master of Education in Science of Psychology, Data, and Research in Education (055), which were approved by the State Regents at their April 28, 2022 meeting. Specifically, the agenda item added 6 credit hours of EIPT 5980. OU reports that the modification should be to add 6 credit hours of EIPT 5990. This action will correct this error and reconcile institutional practice with the official degree program inventory.

OU requested degree program modifications for the Master of Education in Professional Counseling (248), which were approved by the State Regents at their April 28, 2022 meeting. Specifically, the agenda item requested to change the credit hours required for Electives from 12 to 15. OU reports the credit hours required for Electives should change from 15 to 12. This action will correct this error and reconcile institutional practice with the official degree program inventory.

AGENDA ITEM #25-f (1):

Electronic Delivery.

SUBJECT: Oklahoma State University. Approval to offer the following existing program via electronic delivery: Graduate Certificate in Substance Abuse Counseling.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the following existing program via electronic delivery: Graduate Certificate in Substance Abuse Counseling.

BACKGROUND:

Oklahoma State University (OSU) is currently approved to offer 112 degree programs and certificates via electronic delivery. OSU's governing board approved offering the existing Graduate Certificate in Substance Abuse Counseling (285) online at their March 25, 2022 meeting. OSU requests authorization to offer this existing program via electronic delivery, as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

OSU satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

Graduate Certificate in Substance Abuse Counseling (285)

Demand. Students completing or who have completed a Masters in Counseling or Masters in Marriage and Family Therapy at any institution are ideal potential students for this program. According to the Oklahoma Department of Mental Health and Substance Abuse Services, substance abuse is the number one public health problem in Oklahoma and nationally. Broad employment opportunities exist for graduates of this program. In addition to being closer to meeting the requirements for the Licensed Alcohol and Drug Counselor credential, graduates trained in substance abuse can find employment in outpatient mental health and substance abuse centers, community agencies, government agencies, and residential mental health and substance abuse facilities. The Oklahoma Employment Security Commission estimates employment for substance abuse counselors will increase 18 percent through 2028.

Delivery method. Coursework will be delivered online using Canvas. Learning will be facilitated using prerecorded lectures, video integration for lectures, video conferencing for synchronous class meetings and group work, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone conferences as needed. In addition, Zoom will be utilized for designated course meetings in which students will interact with each other and the instructor.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques.

Funding. The existing program will be funded through existing allocations and the tuition and fee structure. No new funding from the State Regents will be required to deliver the existing degree program through electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent for electronic delivery of the Graduate Certificate in Substance Abuse Counseling (285) was communicated by email on January 31, 2022. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on March 2, 2022. Neither UCO, nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve OSU's request to offer the existing degree program through electronic delivery, as described above.

AGENDA ITEM #25-f (2):

Electronic Delivery.

SUBJECT: Connors State College. Approval to offer the following existing programs via electronic delivery: Associate in Science in Agriculture, the Certificate in Agriculture Equine Technology, the Associate in Science in Biological Science, the Associate in Science in Physical Education, and the Associate in Science in Mathematics.

RECOMMENDATION:

> **It is recommended that the State Regents approve Connors State College's requests to offer the following existing programs via electronic delivery: the Associate in Science in Agriculture, the Certificate in Agriculture Equine Technology, the Associate in Science in Biological Science, the Associate in Science in Physical Education, and the Associate in Science in Mathematics.**

BACKGROUND:

Connors State College (CSC) is currently approved to offer 13 degree and certificate programs via electronic delivery. CSC's governing board approved offering the existing Associate in Science in Agriculture (001), Certificate in Agriculture Equine Technology (081), Associate in Science in Biological Science (053), Associate in Science in Physical Education (027), and Associate in Science in Mathematics (020) at their October 22, 2021 meeting. CSC requests authorization to offer these existing programs via electronic delivery, as outlined below.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

CSC satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

<div align="center">

Associate in Science in Agriculture (001)
Certificate in Equine Technology (081)
Associate in Science in Biological Science (053)
Associate in Science in Physical Education (027)
Associate in Science in Mathematics (020)

</div>

Demand. Concurrent students continue to be a growing population at CSC. Concurrent students choosing online sections attend home school or one of the 19 traditional high schools in CSC's service area. Many high school counselors and students request online coursework so that students can take CSC courses if they live far away from the institution and/or there is no bus route from their area to provide transportation. Out of 398 students who are currently enrolled in concurrent courses, 277 have chosen online courses.

Overall, online courses at CSC continue to have significant numbers of students enrolled, while on-campus courses have declining enrollment. In Fall 2021, out of 129 online sections, 34 sections had waitlists of students trying to obtain a seat, and 44 sections were entirely full. In comparison, out of 92 on-campus sections at CSC's Muskogee campus in Fall 2021, only 2 classes had waitlists, and only 2 sections were entirely full. Out of 120 on-campus sections at CSC's Warner campus, 5 classes had waitlists while only 13 sections were entirely full.

The Associate of Science in Agriculture (001) and its associated embedded certificate, the Certificate in Agriculture Equine Technology (081) continue to produce consistent numbers of graduates, with a 5-year average of 45 students completing the degree. Additionally, enrollment remains strong, with a 5-year average of 160 students. Agriculture and Bioscience is one of the ecosystems listed on the 2020-2022 Critical Occupations for Oklahoma. Oklahoma Employment Security Commission (OESC) data indicate the career opportunities related to agriculture should increase through 2028. Providing the program online will allow CSC to continue to meet its productivity goals for the program and provide students with a more flexible learning opportunity.

The Associate in Science in Physical Education (027) and Associate in Science in Mathematics (020) are not designed to lead directly employment; however, graduates can transfer into similar and related programs at a four-year institution. Students pursuing the Associate in Science in Physical Education (027) degree are typically interested in a variety of related career fields, including teacher, athletic training, recreation and fitness worker. According to OESC data, opportunities in these areas are expected to increase as much as 20 percent through 2028. Students pursuing the Associate in Science in Mathematics (020) can transfer into a variety of mathematics, statistics, finance, science, and engineering programs. According to OESC data, opportunities in careers related to these areas will increase as much as 23 percent through 2028. Providing the curriculum for these programs online will allow CSC to increase enrollment and graduates to help meet workforce needs.

Delivery method. CSC utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas help facilitate student learning: discussion board, assignment submission, resources, and direct messaging between instructors and students. In addition, CSC utilizes Zoom, Office 365, and VidGrid to enhance virtual learning. CSC also uses Respondus for locking down browsers and preventing cheating, as well as ExamSoft for some programs.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. CSC is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

Funding. Online delivery of the programs will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree programs through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on February 7, 2022. The University of Central Oklahoma requested a copy of the Associate in Science in Biological Science (053) proposal, which was sent on April 12, 2022. Neither UCO nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Due to employment demand, approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve CSC's requests to offer the existing degree programs through electronic delivery, as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 23, 2022

AGENDA ITEM #25-g (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 April 19, 2022 and June 2, 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 April 22, 2022 and June 2, 2022, there is 1 purchase in excess of $25,000 but not in excess of $100,000.

Core

1) Shangri La Hotel Operations in the amount of $36,722.80 for the 2022 Student Preparation Summer Institute to held on June 13, 2022 and June 14, 2022. (Funded From 210-Core and through registration fees).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 23, 2022

AGENDA ITEM #25-g (2):

Operations.

SUBJECT: Personnel. Ratification of personnel appointments.

RECOMMENDATION:

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

BACKGROUND/POLICY ISSUES:

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

ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.

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

Director of Academic Programs and Innovation. It is recommended that the State Regents ratify the appointment of Ms. Heather Peck as Director of Academic Programs and Innovation, which was vacated by the resignation of Dr. Rochelle Rush. The Director of Academic Programs and Innovation provides high-level support for the Associate Vice Chancellor for Academic Affairs and is responsible for oversight of duties related to academic programs and implementation of innovative system-wide and agency academic initiatives. Ms. Peck holds a Bachelor of Science in Chemistry-Health Sciences and a Master of Adult Education – Training from the University of Central Oklahoma (UCO). Prior to her selection as Director of Academic Programs, Ms. Peck served as the Director of Undergraduate Academic Advisement (2016-22) and the Manager of Student Success Advisors (2010-2016) at UCO. She also has served as an organizational leadership instructor and Success Central instructor at UCO. Ms. Peck began her employment with the State Regents on June 13, 2022 and will be paid an annual salary of $75,500, which aligns with a market analysis conducted for similar positions utilizing 2022 Compensation Analyst data and adjusted for geographic location. The Director of Academic Programs and Innovation reports to the Associate Vice Chancellor for Academic Affairs. A copy of the job description and Ms. Peck's resume are attached.

Vice Chancellor for Budget & Finance. It is recommended that the State Regents approve the appointment of Mr. Mark Tygret as Vice Chancellor for Budget & Finance. The Vice Chancellor for Budget & Finance is responsible for the development, coordination, and general administration of state system budget and fiscal policies as well as internal agency budget and fiscal operations. Additionally, the Vice Chancellor for Budget & Finance provides oversight of the State Regents' IT division, OneNet, the Oklahoma College Assistance Program, and other related operations and administrations. Mr. Tygret holds a Bachelor's of Business Administration from the University of Central Oklahoma and has served in roles of increasing responsibility with the Oklahoma House of Representatives, most recently serving as House Fiscal Director since 2010. Mr. Tygret will begin his employment with the State Regents on July 5, 2022

and will be paid an annual salary of $168,000, which aligns with a market analysis conducted for similar positions utilizing 2022 Compensation Analyst data and adjusted for geographic location. The Vice Chancellor for Budget & Finance reports directly to the Chancellor. A copy of the job description and Mr. Tygret's resume are attached.

Associate Vice Chancellor for IT and Research Information Systems. Following the retirement of Senior Vice Chancellor for Strategic Planning, Analysis, Workforce and Economic Development Tony Hutchison in July 2021 and the resignation of Associate Vice Chancellor for Workforce and Economic Development Matt Eastwood in August 2021, a comprehensive review of the State Regents' Strategic Planning and Analysis division was conducted. As a result of this review, it is recommended that the Strategic Planning and Analysis division be moved under the purview of Executive Director of Research and Information Systems Ricky Steele. For assuming responsibility for this division, it is recommended that Mr. Steele's title be changed to Associate Vice Chancellor for IT and Research Information Systems and his new annual salary be adjusted to $161,000, which aligns with a market analysis conducted for similar positions utilizing 2022 Compensation Analyst data and adjusted for geographic location. The Associate Vice Chancellor for IT and Research Information Systems will be a dual report to the Chancellor and the Vice Chancellor for Budget & Finance. A copy of the revised job description and Mr. Steele's resume are attached.

JOB DESCRIPTION
Director of Academic Programs and Innovation
FLSA: Exempt
Position #100265
Grade: 13
Cost Center: APRA 13000
Worker's Comp Code: 8810

ESSENTIAL FUNCTION

- Professional staff position providing a high-level of support for the Associate Vice Chancellor for Academic Affairs. Responsible for oversight of duties related to Academic Programs and implementation of innovative systemwide and agency academic initiatives. As needed, oversees the Intensive English Program administration. Conducts research and writes reports periodically as assigned.

RESPONSIBILITIES AND DUTIES

- Prepare and submit academic program requests for review by the Associate Vice Chancellor for Academic Affairs.
- Work with academic programs, planning, and policy as they relate to innovation, delivery, and accreditation alignment (both programmatic and institutional).
- Collaborate with institutions, workforce agencies, and other stakeholders to align academic programs offerings with workforce development needs, including work on micro-credentials, badging, and other emerging practices and technologies.
- Draft correspondence, reports, and State Regents agenda items in related areas.
- Keep abreast of new developments and research in academic program innovation, and share this information with faculty and staff as appropriate.
- Research issues/practices and academic topics and compile reports for briefings used by advisory groups, staff, legislators, and State Regents, with special attention to the recommendations of the State Regents' 2017-18 Task Force on the Future of Higher Education, the State Regents' online teaching and learning efforts, and other areas as requested.
- As needed, coordinate the evaluation of Intensive English Programs and related policy, and facilitate the Intensive English Program Administrators' Network.
- Make presentations to the State Regents and local, state and national organizations on State Regents' programs, policies and initiatives as requested.
- Interact with the public, students, faculty, and administrators.
- Serve as staff liaison to local, state, and national organizations as needed.
- Provide staff assistance to agency divisions, other agencies, advisory groups, and professional organizations, as delegated by agency leadership.

Revised February 2020

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- Additional academic assignments as delegated by the Associate Vice Chancellor for Academic Affairs.
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

Master's degree required from a regionally accredited university. Must have a minimum of five (5) years related experience at a college, university, or higher education system. Must have thorough knowledge and understanding of higher education issues, as well as proven analytical, problem solving, organizational skills, and excellent writing and interpersonal skills. Demonstrated leadership skills and the ability to work effectively with internal and external constituencies required. Some in-state and out-of-state travel required.

PREFERRED QUALIFICATIONS

Doctorate degree, experience with regional and programmatic accreditation processes and standards, and experience with innovative designs in academic program structures preferred.

PHYSICAL REQUIREMENTS

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

SUPERVISION

The employee performs work under the supervision of the Associate Vice Chancellor for Academic Affairs.

I can perform the essential function(s) of this position with or without reasonable accommodation.

Signature_____ Date_____

HEATHER PECK

EDUCATION:

University of Central Oklahoma   Edmond, OK   May 2009
       Master of Adult Education-Training

University of Central Oklahoma   Edmond, OK   May 2005
       Bachelor of Science; Chemistry-Health Sciences
           Minor: Biology

WORK EXPERIENCE:

University of Central Oklahoma   Edmond, OK
      Director of Undergraduate Academic Advisement   Feb 2016-Present
- Management of Undergraduate Academic Advisement Center
- Design & develop resources for advisors and students
- Supervise an advising staff of approximately 30 members
- Measure & evaluate the performance of all advisors
- Redesigned new advisor training to become more robust & streamlined
- Develop an ongoing training and development program for advisors
- Creation and participation of programs that assist students in changing the way they think about advising
- Established standards & procedures for related processes, such as student records maintenance, graduation checks, and advising
- Work with faculty to ensure appropriate information is being shared with Advisors
- Serve on the Academic Affairs Policy Group, Core Curriculum Committee, Student Engagement & Persistence Team, Registrar's Rule Committee, Momentum Year Committee, Student Orientation Committee and the Registrar's Roundtable
- Developed, implemented, and maintained a meta major program.
- Serve as a liaison between various University departments, advisors & students
- Collaborate with the University colleges on various projects
- Plan, execute & maintain the office budget
- Provide resource information to students as problems occurs
- Addresses and investigates all student & advisor grievances

University of Central Oklahoma   Edmond, OK
      Manager of Student Success Advisors   Dec 2010-Feb 2016
- Management of College of Liberal Arts Student Success Advisors & Student Assistants
- Provide guidance and counseling to students in regards to major selection & future academic endeavors
- Offer program advisement to Mass Communication majors
- Creation and participation of programs that assist students in changing the way they think about advising
- Work with faculty to ensure appropriate degree program information is being

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shared with students
· Act as a liaison between various University departments & students
· Serve on the College of Liberal Arts Curriculum Committee & the Academic
Affairs Curriculum Committee
· Serve as the College of Liberal Arts Functional Reviewer
· Provide resource information to students as problems occurs
· Oversee & approve time cards for Student Assistants.
· Articulate transfer course work as needed

The Altridge Group   Chapel Hill, NC
  Event Coordinator & Property Manager   May 2010-Oct 2010
                 · Managed the renovation of a property to transition it to an event center
                 · Coordinated all events hosted on property
                 · Established and maintained relationships with vendors
                 · Collaborated with contractors to ensure permits and facility maintenance
                 were being completed on time and to code
                 · Managed approximately 20 properties in the Chapel Hill and surrounding
                 areas
                 · Inspected vacated properties and arranged all repairs as needed
                 · Showed properties to potential tenants & assessed their applications for rental
                 · Maintained the overall business budget & worked with the accounting team
                 to ensure accurate record keeping
                 · Addressed & investigated all tenant grievances & concerns

University of Central Oklahoma   Edmond, OK
  Undergraduate Academic Advisor   Aug 2006-May 2010
                 · Provide guidance and counseling to students in regards to major selection &
                 future academic endeavors
                 · Offer program advisement for various university programs
                 · Communicate with department chairs & deans to ensure appropriate &
                 effective updating of degree program requirements
                 · Serve as a liaison between various University academic departments &
                 students
                 · Assisted in the creation of Athletic Advising and Liberal Arts College
                 Advising Days
                 · Serve on various committees for the betterment of student programs
                 · Articulate transfer course work as needed

University of Central Oklahoma   Edmond, OK
  Organizational Leadership Instructor   Fall 2014-Spring 2016
                 · Taught Data Analysis & Interpretation course
                 · Provide information on Microsoft Excel related to data analysis
                 · Serve as an advisor to the Organizational Leadership program

University of Central Oklahoma   Edmond, OK
  Success Central Instructor   Fall 2007/2008/2009
                 · Act as a University mentor to students inside & outside of the classroom
                 · Provide information on various campus resources
                 · Assist students throughout their first semester/year at UCO
                 · Discuss current &/or future academic goals & assist students in creating a
                 plan of action

University of Central Oklahoma   Edmond, OK
Prospective Student Services/Scholarships Clerk III   Aug 2005-Aug 2006
- Assisted with the scholarship screening process, spreadsheets, records, & reports
- Corresponded with local & national organizations concerning scholarships
- Supervised 2 temporary & 5 student workers
- Maintained & updated office website
- Data entry into Banner system
- Generated & maintained various other office reports
- Assisted the events coordinator with event preparations & scheduling
- Trained office employees, temporary, & student workers on Banner
- Answered & screened incoming calls

UNIVERSITY ACTIVITIES & HONORS
Recipient of the 2009 Quarterly Exceptional Performance Award
Spring 2009 Academic Advisor of the semester
Participant of Leadership UCO for 2009/2010
Lessons in Leadership Coach (Fall 2007 & Fall 2008)
Global Learning Community Advisor 2008/2009
Liberal Arts Curriculum Committee Member 2006-Present
College of Liberal Arts Functional Reviewer 2010-Present
Academic Affairs Curriculum Committee Member 2011 - Present
Lean Team 2006 & 2009
Multicultural Student Services Destination UCO 2009
Nominated for the Outstanding Professional Staff Award for CLA 2012
Outstanding Professional Staff Award for CLA 2013
Staff Senator for 2016-2018
Woman Student Organization Mentor for 2017-2018
Native American Student Initiative Mentor for 2018-2020

JOB DESCRIPTION
Vice Chancellor for Budget & Finance
FLSA: Exempt
Position #100261
Grade 16
Cost Center: FISAFF 14000
Worker's Comp Code: 8742

ESSENTIAL FUNCTION

The Vice Chancellor for Budget and Finance is responsible for the development, coordination and general administration of state system budget and fiscal policies as well as internal agency budget and fiscal operations. Additionally, the Vice Chancellor for Budget and Finance is responsible for providing oversight of the Oklahoma State Regents for Higher Education's (OSRHE) Information Technology Divisions, OneNet, the Oklahoma College Assistance Program and other related operations and administrations.

RESPONSIBILITIES AND DUTIES

- Responsible for state system budget and fiscal policy development, coordination and administration.
- Responsible for OSRHE budget and fiscal policy, procedures and operations.
- Provides administrative and fiscal oversight of the Oklahoma College Assistance Program.
- Provides administrative and fiscal oversight of OneNet.
- Responsible for the oversight and general administration of the OSRHE Fiscal Division and Business Office as well as the Information Technology Division.
- Responsible for coordinating capital planning needs.
- Responsible for administration of OSRHE Endowed Chairs' program, including investment management.
- Responsible for budget needs and allocation system for state system institutions.
- Serves as liaison between OSRHE and the Oklahoma Established Program to Stimulate Competitive Research (EPSCoR), funded in part by the OSRHE.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

A master's degree in accounting, business or related field is required. Must have a thorough knowledge and understanding of budget and fiscal administration, with a minimum of 5 years in a supervisory capacity. Must have excellent verbal, written, and analytical abilities. Demonstrated leadership skills with an ability to work effectively with internal and external constituencies required. Some travel is required.

PREFERRED QUALIFICATIONS

Revised December 2021

The Oklahoma State Regents for Higher Education is an Equal Opportunity Employer.

Preference will be given to candidates who possess previous budget and fiscal planning and administration experience in higher education or government.

PHYSICAL REQUIREMENTS

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

SUPERVISION

The employee performs work under the supervision of the Chancellor.

MARK A. TYGRET

FISCAL, REVENUE AND BUDGET: MANAGEMENT AND ANALYSIS

Proven **analyst** and **manager** who understands and meets deadlines, completes complex analysis, demonstrates versatility, and provides the highest quality performance and results. Possesses a broad depth of knowledge related to public revenue structures, budget development, fiscal policies, capital markets and other elements of public finance. Provides division-level managerial direction utilizing a dynamic, team-oriented approach resulting in high productivity and effectiveness.

Core competencies include:

Managerial Skills • Interpersonal Skills • Project Management • Negotiating • Process Logistics • Planning • Fiscal Analysis • Revenue Analysis • Statistical Analysis • Legislation Development

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PROFESSIONAL EXPERIENCE

OKLAHOMA HOUSE OF REPRESENTATIVES • Oklahoma City, OK • 1988 – Present
A one hundred-one member legislative body which is part of the bicameral Oklahoma Legislature, whose primary constitutional duty is the development, enactment, and oversight of the state budget.

Fiscal Director • 2010 – Present
Provides management for the House Fiscal Division while serving as lead staff for the Appropriations and Budget Committee and the Finance Subcommittee. Assists Committee Chair and House leadership in planning, negotiating, and completing the budget for the state, including the supervision for the development of all necessary budget legislation.

- Advises and assists House members in the development of legislation and any required fiscal analysis, completing over 400 fiscal analysis documents each session

- Conduct budget process orientation to newly elected legislators and frequent briefings and consultations on revenue and budget related issues to House committees and members

- Provides required training in all aspects of fiscal and budget analysis, bill drafting and agency oversight

- Provides and coordinates fiscal staff support to standing committees, special committees, interim studies and task forces

- Streamlined and redesigned the annual appropriations information book which provides comprehensive statistical detail on seventy-five (75) appropriated state agencies by increasing the web-based access and connectivity to other legislative documents

Deputy Fiscal Director • 2006 – 2010
Assisted the Director in all elements of the budget process and analytical efforts, including development of an integrated data system for each state agency related to budget requests, tracking and analysis. Provided staffing for appropriations and standing committees of the House.

- Responsible for the tracking of all appropriations, revenue balances and legislation to provide a comprehensive view of legislative budget actions

- Developed and maintained a bill tracking database for the monitoring of all legislation in the House at each step of the legislative process for the purposes of ensuring timely and accurate fiscal analysis where required

- Created and updated the accepted standard template for the production and distribution of fiscal and revenue summaries for all legislation requiring analysis

PREVIOUS HOUSE POSITIONS:
Senior Fiscal Policy Analyst • 2000 – 2006
Fiscal and Revenue Analyst • 1996 – 2000
Revenue Analyst • 1988 – 1996

OTHER POSITIONS:
Chairman, Oklahoma Building Bonds Commission • 2010 – Present
Co-Chair, Transportation Committee, National Conference of State Legislatures • 2009 – 2013

EDUCATION

Bachelor of Business Administration
UNIVERSITY OF CENTRAL OKLAHOMA • Edmond, OK • 1983

TECHNICAL SKILLS

Proficient in Microsoft Office: Advanced Excel • Access • PowerPoint • Word • Publisher • Outlook • State of Oklahoma Communications Operation Reporting Enterprise (CORE) System • In-house bill drafting and tracking software

JOB DESCRIPTION
Associate Vice Chancellor of IT and Research Information Systems
FLSA: Exempt
Position #100235
Grade 15
Cost Center: TELCOM 15100
Worker's Comp Code: 8810

ESSENTIAL FUNCTION

Oversee the planning, development, and operational aspects of all OSRHE Information Systems efforts and is responsible for oversight and long-range administration of research initiatives, projects, and databases.

RESPONSIBILITIES AND DUTIES

IT:

- Provide leadership and direction in technology planning, hardware and application acquisition, application development and operations to ensure information access and enhanced agency productivity.
- Consult with management to ensure that IT efforts are aligned with the agency's goals and needs.
- Direct the management of technical support efforts to include help desk, training, and other IT related items.
- Direct the management of engineering activities to include servers, connectivity, storage, and other hardware and systems.
- Establish and direct management of software engineering development formalization.
- Direct the management of application development and integration to include internally developed and off-the-shelf applications. Manage all cloud based assets and resources for agency operations, disaster recovery and Business Continuity Planning.
- Increase the availability and direct the management of database and web administration.
- Coordinate with the Strategic Planning and Analysis department to support OEIS / UDS data warehousing and strategic planning activities.
- Provide support for the Complete College America dashboard project and underlying database.
- Ensure agency Business Continuity Planning is complete and fully supported.
- Maintain email archive system and provide support for related activities such as Open Records requests, Freedom of Information Act requests, litigation holds, etc..
- Research and implement cyber security measures to protect OSRHE network.
- Direct analysis and management of security threats by malware, infections, etc.
- Direct awareness campaigns and employee training on cyber security.
- Update and maintain accounting and human resources software and hardware systems, including Banner and our HR applicant tracking system.
- Collaborate closely with the Chief Information and Security Officer (CISO) to ensure security of all IT systems, processes, and data.

Revised June 2022

- Coordinate with the Director of Administration in the development and oversight of the IT budget and assist in providing management with regular updates.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.
- Establish and promote initiatives to improve IT staff retention.
- Perform other duties as assigned.

Strategic Planning and Analysis:

- Work with senior leadership at the agency, and other campus and external constituencies to gather, prepare and analyze data relevant to the performance of students and academic programs within the state system of higher education as a whole.
- Supports preparation of strategic planning documents; assists in analyzing agency and higher education system's strategic initiatives, goals, performance outcomes and indicators.
- Create Strategic Planning and Analysis division goals and objectives aligned with agency objectives, prepare the annual division budget, and manage the division cost centers.
- Negotiates contracts with vendors and other higher education bodies on Oklahoma data related initiatives.
- Supervises the Associate Vice Chancellor for Planning, Research and Evaluation and the Assistant Vice Chancellor of Performance Data.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.
- Perform other duties as assigned.

MINIMUM QUALIFICATIONS

A bachelor's degree in Computer Science or related discipline or ten (10) years of progressive responsibility in the information systems area is required. Must have a solid foundation in Information Systems technology including but not limited to hardware, software, application development, and LAN / WAN technology. Experience managing teams of IT professionals on a variety of projects is essential. Excellent interpersonal, verbal / written communication and analytical skills are essential. The employee must be available by phone before, after and during regular office hours, and must provide his/her own cell phone and cell phone service.

PREFERRED QUALIFICATIONS

Experience working with upper level management, external clients, and vendors is also highly desired.

PHYSICAL REQUIREMENTS

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

Revised June 2022

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SUPERVISION

The employee performs work under the supervision of the Vice Chancellor for Budget and Finance, Information Technology, Telecommunications and OneNet and the Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development.

Ricky D. Steele

<u>**Executive Director of Research and Information Systems: Mar. 2009 – present**</u>

Oklahoma State Regents for Higher Education (OSRHE), Oklahoma City

- Responsible for OSRHE information systems budget, operations, and personnel.
- Supervise IT managers (help desk, servers, software development: 15 – 20 total IT staff).
- Provide business continuity planning and disaster recovery support for agency operations.
- Coordinate with Chief Security Officer to support information security.
- Lead agency information accessibility (508 / ADA) efforts.
- Coordinate with OneNet and OCAP management / staff.

<u>**Director of Software Development: Jan. 2005 – Mar. 2009**</u>

Oklahoma State Regents for Higher Education (OSRHE), Oklahoma City

- Managed software development activities for OSRHE (including OGSLP and OneNet divisions). Supervised software development team (7 – 10 staff).
- Maintained critical business applications to include Banner Finance and HR / Payroll ERP, web applications, and custom software for agency processes and reporting.
- Performed as Senior Programmer / Analyst on various projects.
- Recommended hardware, software, development tools to OSRHE senior management team.

<u>**Assist. Director of Information Systems (Software Development): Jan. 2000 – Jan. 2005**</u>

Oklahoma State Regents for Higher Education (OSRHE), Oklahoma City

- Managed software development activities for OSRHE (including OGSLP and OneNet divisions). Supervised software development team (3 – 5 staff).
- Maintained critical business applications to include Banner Finance and HR / Payroll ERP, web applications, and custom software for agency processes and reporting.
- Performed as Senior Programmer / Analyst on various projects.
- Recommended hardware, software, development tools to OSRHE senior management team.

<u>**Senior Programmer / Analyst: Aug. 1998 – Mar. 2009**</u>

Oklahoma State Regents for Higher Education (OSRHE), Oklahoma City

- Lead software development and integration for agency-wide digital imaging systems.
- Developed applications to support and automate Banner Financial and HR / Payroll and various OSRHE grant programs to include OTAG, Oklahoma's Promise, Academic Scholars.

<u>**Lead Analyst / Programmer: Sep 1994 – Aug. 1998**</u>

Spokane Police Department, Spokane Washington

- Lead development of mugshot imaging system for metropolitan wide use (city and county).
- Assisted with conversion of mainframe data system to Oracle client / server application.
- Developed a conversion utility for legacy mugshot graphics format to standard JPEG format. Significant reverse engineering of proprietary file format was required.
- Conducted initial research / development for a victim tracking and notification system.

Ricky D. Steele

Formal Education / Training Courses

- ***Bachelor of Science – Computer Science***, Eastern Washington University: 1996
  - *Minor in Physics and Mathematics*
- Associate Degree of Liberal Arts (transfer), Spokane Community College: 1992
- SAS Analytics training course: 2020
- Project Management training seminar: 2004
- Software development training courses: 1999 – 2003
- Database administration training courses (Oracle and Microsoft SQL Server): 1998 – 2001
- Arabic language training - Defense Language Institute, Monterey California: 1983

Self-study

- Web development computer-based training
- C# and Visual Basic software development (various textbooks)
- Perl scripting fundamentals (for Banner use)
- Microsoft .NET online webinars for software development

Strengths / accomplishments

- Excellent analysis and problem-solving skills
- Strong communication and user relation skills
- Detail oriented with excellent organization and documentation habits
- ***Computer Science Student of the Year 1996 (Eastern Washington University)***
  - ***Summa Cum Laude, GPA 3.89 (Eastern Washington University)***
- ***Arabic Linguist, United States Air Force (1983 – 1988)***
- Oklahoma City Marathon (OSRHE relay team)
- Oklahoma City Marathon (individual)

Interests / hobbies

- Grandkids
- Hiking, biking
- DIY (do-it-yourself) and maker movement (3d printing)
- Astronomy, physics, mathematics, and space exploration
- Medical science and technology
- Music (guitar and keyboard)
- History, philosophy

AGENDA ITEM #25-g (3):

Operations.

SUBJECT: Approval of Chancellor Allison D. Garrett's employment agreement.

RECOMMENDATION:

It is recommended that the State Regents approve the formal employment agreement for Chancellor Allison D. Garrett according to the terms outlined in the initial offer letter.

BACKGROUND:

The State Regents approved the selection of Allison D. Garrett as the 9th Chancellor for the Oklahoma State System of Higher Education at their meeting on September 24, 2021.

ANALYSIS:

While the formal offer letter provided to Chancellor Garrett outlined the salary and benefits associated with the position, a written employment agreement is needed to memorialize the terms and conditions of employment. A copy of the employment agreement is attached.

EMPLOYMENT AGREEMENT
BETWEEN OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION AND
<u>ALLISON D. GARRETT</u>

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into as of June 23, 2022, and relates back to the November 8, 2021 start-of-employment date ("Effective Date"), by and between the Oklahoma State Regents for Higher Education ("Employer"), and Allison D. Garrett (the "Employee"). In consideration of the foregoing, of the mutual promises contained herein, and of other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. **POSITION AND DUTIES.**

    (a)   GENERAL. During the Employment Term (as defined in paragraph 2 below), the Employee shall serve as the Chancellor of the Oklahoma State System of Higher Education ("State System"). Reporting to the Board of the Oklahoma State Regents for Higher Education ("Board"), the Chancellor serves at the pleasure of the Board as chief executive officer for the agency and oversees coordination of the entire State System. The essential functions, responsibilities and duties as set forth in the Job Description for Chancellor (Position #100039, revised November 2021) are hereby incorporated into this Agreement by reference; and, include such other duties, authorities and responsibilities as may reasonably be assigned to the Employee from time to time that are not inconsistent with the Employee's position with Employer. The Employee's principal place of employment with Employer shall be at the Employer's offices at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, provided that the Employee understands and agrees that the Employee will be required to travel from time to time for business purposes.

    (b)   OTHER ACTIVITIES. During the Employment Term, the Employee shall devote Employee's full business time to the performance of the Employee's duties with Employer, <u>provided</u> that the foregoing shall not prevent the Employee from (i) serving on the boards of directors of non-profit organizations and, with the prior written approval of the Board, for-profit companies so long as such service complies with the State Regents Ethics Policy and Oklahoma Ethics Rules; (ii) participating in charitable, civic, educational, professional, community or industry affairs; and (iii) managing the Employee's passive personal investments so long as such activities in the aggregate do not unreasonably interfere or conflict with the Employee's duties hereunder or any fiduciary or other duties Employee may owe to Employer. Employer understands that Employee may be given a Fulbright Specialist Program opportunity at some point during her employment as Chancellor that would require her absence for two to six weeks depending on location assigned. Employer will work with Employee to provide the time off necessary for that opportunity should it arise.

    2. **EMPLOYMENT TERM.** This Agreement shall commence on the Effective Date and shall continue thereafter, unless terminated pursuant to the provisions set forth in Section 5 below (hereinafter the "Employment Term").

    Moreover, it is expressly understood that Employee's employment with Employer under this Agreement is "at-will" and either Employee or the Employer may end the employment relationship at any time, for any reason, with or without cause, subject to the terms in Section 5 below. Nothing contained in this Agreement, or in any document, policy or procedure of the Employer, shall limit or modify the at-will employment status of Employee. No individual Board Member or employee of the Employer has the authority to enter into any agreement for employment for any specified period of time, to make any agreement for employment other than at-will, or to limit or modify an employee's at-will status. Only the Board has the authority to make any such agreement and then, only in a formal written agreement.

Additionally, notwithstanding any contrary provision of this Agreement, any obligation of Employer to make any payment(s) hereunder or continue the employment of Employee beyond the current fiscal year is subject to the availability of sufficient funds for that purpose. This Agreement may be canceled, and not renewed beyond the current fiscal year and the end of any subsequent fiscal year, without obligation or penalty, should the Oklahoma Legislature fail to appropriate funds or if a reduction in or elimination of any source of funding for the payment(s) required under this Agreement occurs.

3.   BASE SALARY. During the Employment Term, Employer agrees to pay the Employee a base salary at an annual rate of $415,000.00, payable in accordance with the regular payroll practices of Employer. The Employee's Base Salary shall be subject to review by the Board, and may be changed from time to time. The base salary as determined herein and any change from time to time shall constitute "Base Salary" for purposes of this Agreement.

4.   EMPLOYEE BENEFITS.

   (a)   BENEFIT PLANS. During the Employment Term, the Employee shall be entitled to participate in any employee benefit plan or other fringe benefit (including but not limited to any medical, accident and health plans, disability insurance, retirement, life insurance, and other fringe benefit plans) that Employer has adopted or may adopt, maintain or contribute to for the benefit of its employees generally, subject to satisfying the applicable eligibility requirements, and except to the extent such plans are duplicative of the benefits otherwise provided hereunder. Notwithstanding the foregoing, Employer may modify or terminate any employee benefit plan at any time.

   (b)   PAID TIME OFF. During the Employment Term, the Employee shall be entitled to paid time off in accordance with the plan applicable to employees generally each year.

   (c)   BUSINESS EXPENSES. The Base Salary is intended to compensate Employee for all reasonable and customary business expenses as outlined in Attachment 1 that Employee may incur as part of the normal course of business in performing the duties and responsibilities of Chancellor. Reimbursement of Employee's travel expenses shall be in accordance with Oklahoma's Travel Reimbursement Act, 74 O.S. § 500.1 et seq., exclusive of in-state mileage reimbursement.

   (d)   PROFESSIONAL DUES. Subject to the approval of the Chair of the Board, Employer will pay Employee's membership dues to the professional associations, societies, service organizations, and clubs to which she belongs in the furtherance of her profession and her responsibility to Employer, provided that the membership is transferrable to another OSRHE employee upon termination of the employment relationship in accordance with agency purchasing policy. Employee shall provide a list of requested organizations to the Chair of the Board for approval.

   (e)   RETIREMENT. Employee is eligible for a retirement contribution to the Oklahoma Teachers Retirement System ("OTRS"), which is the defined benefit retirement plan for public education employees in the State of Oklahoma. Eligible retirees receive a monthly benefit throughout their lifetime based on a formula that includes the member's years of service and final average salary. Employer pays both the employer (9.5% of regular annual compensation) and the employee (7% of regular annual compensation) contributions to OTRS. In most cases, employees that become members of OTRS become vested with OTRS when they have accumulated seven (7) years of eligible service.

   (f)   SUPPLEMENTAL RETIREMENT BENEFIT. In order to address the portion of compensation not covered by the Oklahoma Teacher's Retirement System ("OTRS") due to its

compensation cap, Employer will make annual contributions to a tax qualified defined contribution retirement plan ("Supplemental Retirement Plan") for the benefit of Employee. The amount contributed to the Supplemental Retirement Plan will be determined annually based on the applicable IRS maximum contribution limit. The provisions of the Supplemental Retirement Plan documents shall control as between the parties.

      (g)   **RELOCATION EXPENSES.** Employee will be provided with a one-time relocation and temporary housing benefit up to $15,000, exclusive of required payroll taxes.

      (h)   **CELL PHONE AND HOME COMPUTER.** Employee will be provided with a cell phone for business use, as well as a computer for use at home. Employer will pay for the monthly cost associated with the cell phone and computer.

      5.   **TERMINATION.** Either Employer or the Employee may terminate employment at any time and for any reason with one (1) month's written notice. However, the Employer may elect, in its sole discretion, to make Employee's termination date effective earlier than the notice date. Employee may be terminated by a majority vote of the State Regents at any time.

      6.   **EFFECT OF TERMINATION**. In the case of a termination, Employer shall pay to Employee (or, in the event of death, Employee's estate) any unpaid Base Salary through the Termination Date in accordance with Employer's customary payroll schedules. Employer shall also pay to Employee (or, in the event of death, to Employee's estate) all accrued but unused annual leave up to 60 days (480 hours). All other rights and benefits of Employee hereunder shall terminate upon such termination.

      7.   **RETURN OF EMPLOYER PROPERTY.** On the date of the Employee's termination of employment with Employer for any reason (or at any time prior thereto at Employer's request), the Employee shall return all property belonging to Employer (including, but not limited to, any Employer-provided laptops, computers, cell phones, wireless electronic mail devices or other equipment, or documents and property belonging to Employer) then in the Employee's possession, custody or control.

      8.   **COOPERATION.** Upon the receipt of reasonable notice from Employer (including outside counsel), the Employee agrees that while employed by Employer and thereafter, the Employee will respond and provide information with regard to matters in which the Employee has knowledge as a result of the Employee's employment with Employer, and will provide reasonable assistance to Employer and its respective representatives in defense of all claims that may be made against Employer, and will reasonably assist Employer in the prosecution of all claims that may be made by Employer, to the extent that such claims may relate to the period of the Employee's employment with Employer. If such cooperation or assistance is requested by Employer, Employer shall reimburse the Employee for travel expenses in accordance with Oklahoma's Travel Reimbursement Act, 74 O.S. § 500.1 et seq.

      9.   **EQUITABLE RELIEF AND OTHER REMEDIES.** The Employee acknowledges and agrees that Employer's remedies at law for a breach or threatened breach of this Agreement would be inadequate and, in recognition of this fact, the Employee agrees that, in the event of such a breach or threatened breach, in addition to any remedies at law, Employer shall be entitled to seek equitable relief in the form of specific performance, a temporary restraining order, a temporary or permanent injunction or any other equitable remedy which may then be available, without the necessity of showing actual monetary damages or the posting of a bond or other security.

      10.   **NO ASSIGNMENTS.** This Agreement is personal to each of the parties hereto. Except as provided in this Section 10 hereof, no party may assign or delegate any rights or obligations hereunder without first obtaining the written consent of the other party hereto. Employer may assign this Agreement

to any successor to all or substantially all of the business and/or assets of Employer; <u>provided</u> that Employer shall require such successor to expressly assume and agree to perform this Agreement in the same manner and to the same extent that Employer would be required to perform it if no such succession had taken place. As used in this Agreement, " Employer " shall mean the Oklahoma State Regents for Higher Education and any successor to its business and/or assets, which assumes and agrees to perform the duties and obligations of Employer under this Agreement by operation of law or otherwise.

11.   NOTICE. For purposes of this Agreement, notices and all other communications provided for in this Agreement shall be in writing and shall be deemed to have been duly given (a) on the date of delivery, if delivered by hand, (b) on the date of transmission, if delivered by confirmed electronic mail, (c) on the first business day following the date of deposit, if delivered by guaranteed overnight delivery service, or (d) on the fourth business day following the date delivered or mailed by United States registered or certified mail, return receipt requested, postage prepaid, addressed as follows:

> If to the Employee:
> At the address (or to the email) shown in the books and records of
> Employer.

> If to Employer:
> Chair of the OSRHE Board
> 655 Research Parkway, Suite 200
> Oklahoma City, Oklahoma, 73104
> Attention: General Counsel

or to such other address as either party may have furnished to the other in writing in accordance herewith, except that notices of change of address shall be effective only upon receipt.

12.   SECTION HEADINGS; INCONSISTENCY. The section headings used in this Agreement are included solely for convenience and shall not affect, or be used in connection with, the interpretation of this Agreement. In the event of any inconsistency between the terms of this Agreement and any form, award, plan or policy of Employer, the terms of this Agreement shall govern and control.

13.   SEVERABILITY. The provisions of this Agreement shall be deemed severable. The invalidity or unenforceability of any provision of this Agreement in any jurisdiction shall not affect the validity, legality or enforceability of the remainder of this Agreement in such jurisdiction or the validity, legality or enforceability of any provision of this Agreement in any other jurisdiction, it being intended that all rights and obligations of the parties hereunder shall be enforceable to the fullest extent permitted by applicable law.

14.   COUNTERPARTS. This Agreement may be executed in several counterparts, each of which shall be deemed to be an original but all of which together will constitute one and the same instrument.

15.   GOVERNING LAW; JURISDICTION. This Agreement, the rights and obligations of the parties hereto, and all claims or disputes relating thereto, shall be governed by and construed in accordance with the laws of the State of Oklahoma, without regard to the choice of law provisions thereof. Each of the parties agrees that any dispute between the parties shall be resolved only in the courts of the State of Oklahoma or the United States District Court for the Western District of Oklahoma and the appellate courts having jurisdiction of appeals in such courts. The parties acknowledge and agree that in connection with any dispute hereunder, each party shall pay all of its own costs and expenses, including, without limitation, its own legal fees and expenses.

16.   TAX MATTERS.

(a)   WITHOLDING. Employer may withhold from any and all amounts payable under this Agreement or otherwise such federal, state and local taxes as may be required to be withheld pursuant to any applicable law or regulation.

17.   MISCELLANEOUS. No provision of this Agreement may be modified, waived or discharged unless such waiver, modification or discharge is agreed to in writing and signed by the Employee and such officer or director of Employer as may be designated by the Board. No waiver by either party hereto at any time of any breach by the other party hereto of, or compliance with, any condition or provision of this Agreement to be performed by such other party shall be deemed a waiver of similar or dissimilar provisions or conditions at the same or at any prior or subsequent time. This Agreement sets forth the entire agreement of the parties hereto in respect of the subject matter contained herein and supersedes any and all prior agreements or understandings between the Employee and Employer with respect to the subject matter hereof. No agreements or representations, oral or otherwise, express or implied, with respect to the subject matter hereof have been made by either party which are not expressly set forth in this Agreement.

18.   REPRESENTATIONS. The Employee represents and warrants to Employer that (a) the Employee has the legal right to enter into this Agreement and to perform all of the obligations on the Employee's part to be performed hereunder in accordance with its terms, and (b) the Employee is not a party to any agreement or understanding, written or oral, and is not subject to any restriction, which, in either case, could prevent the Employee from entering into this Agreement or performing all of the Employee's duties and obligations hereunder.

19.   ANNUAL REVIEW PROCESS. Employer, with the assistance of Employee, shall initiate an annual personnel evaluation review. Employer and Employee shall meet annually to evaluate the performance of Employee and the work of the office as measure against goals established annually and updated by the Board for the Chancellor.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first written above.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

By: _____

Name: Jeffrey W. Hickman

Title: Chair

ALLISON D. GARRETT

By: _____

Name: Allison D. Garrett

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 23, 2022

AGENDA ITEM #25-g (4):

> **Operations.**

SUBJECT: Amendment, restatement and termination of supplemental retirement plan and adoption of new supplemental retirement plan and related trust agreement for the position of Chancellor.

RECOMMENDATION:

> **It is recommended that the State Regents approve the amendment, restatement and termination of the Oklahoma State Regents for Higher Education Special Incentive Plan and the adoption of plan and trust documents for a new defined contribution retirement plan which permits employer contributions on behalf of Chancellor Garrett and her successors in order to partially offset the effect of other pension plan limitations, and a related trust with the appointment of BOKF, NA as trustee.**

BACKGROUND:

The State Regents approved the selection of Allison D. Garrett as the 9th Chancellor for the Oklahoma State System of Higher Education at their meeting on September 24, 2021. A supplemental retirement plan to offset contribution limits to the Oklahoma Teachers Retirement System was included as part of her approved compensation and benefits package.

ANALYSIS:

The State Regents have sponsored a defined contribution plan entitled the Oklahoma State Regents for Higher Education Special Incentive Plan (the "Incentive Plan") that provided benefits for Chancellor Johnson. With the change in employment of the Chancellor, the State Regents are required to update the plan document for legal compliance requirements, terminate the Incentive Plan and provide for the return of remaining, unused contributions in the plan account to the State Regents. In this regard, outside legal counsel has prepared an amended and restated plan document, an amendment to implement the Setting Every Community Up for Retirement Enhancement Act of 2019 ("SECURE Act"), and termination amendments for the Incentive Plan and related trust.

Based on the offer letter of employment provided to Chancellor Garrett and the subsequent written employment agreement, the State Regents also need to adopt a new defined contribution supplemental retirement plan which would permit discretionary employer contributions on behalf of Chancellor Garrett and her successors in order to partial offset the limitations of the Chancellor's benefit under the Oklahoma Teachers Retirement System. In this regard, outside legal counsel has prepared drafts of a defined contribution plan entitled the "Oklahoma State Regents for Higher Education Incentive Retirement Plan," the related trust with BOKF, NA as Trustee, and an amendment to implement the SECURE Act.

It is recommended that the proposed documents described above be approved and adopted and that the Chair or the Chair's appointed designee(s) be authorized to take any and all actions deemed necessary to adopt and implement the proposed documents.

Documents available upon request.

AGENDA ITEM #25-g (5):

> **Operations.**

SUBJECT: Contract with the Attorney General for legal services.

RECOMMENDATION:

> **It is recommended that the State Regents authorize the Chancellor to enter into a renewal contract (attached) for legal services with the Office of the Attorney General for Fiscal Year 2023.**

BACKGROUND:

Since September 2001, the State Regents have contracted with the Office of the Attorney General for legal services. The contract has been renewed annually thereafter. Upon the departure of Assistant Attorney General (AAG) Lisa Davis to become General Counsel to Governor Brad Henry, the contract was modified (and approved by the State Regents on February 13, 2004) to substitute the half-time services of an AAG assigned by the Office of the Attorney General. From 2004 to 2010, the Assigned Attorney was AAG Gretchen Harris; from 2010 to 2013, AAG Regina Switzer; and from 2013 to 2014, AAG Julie Ezell. For Fiscal Years 2015, 2016, 2017, 2018, 2019, 2020 and 2021, the Assigned Attorney was AAG Matt Stangl. When Mr. Stangl was named OSRHE Interim General Counsel, the half-time services for FY22 were assigned to AAG Whitney Herzog Scimeca. For Fiscal Year 2023, the Assigned Attorney will again be AAG Whitney Herzog Scimeca.

POLICY ISSUES:

Contracts for legal services between the Office of the Attorney General and certain named agencies, specifically including the State Regents, are authorized by 74 O.S. 2001, § 18*l* as amended. This is a renewal of an existing contract.

ANALYSIS:

The contract provides considerable value to the State Regents and to the State System.

• The contract has enabled the State Regents to provide legal services support to the smaller institutions that do not have ready access to legal services. This is consistent with the State Regents' preventive law philosophy.

• The contract provides a strong connection with the Office of the Attorney General, current information about its thinking on a variety of legal issues, and links to its advice to other agencies on issues of common concern.

The annual cost of the contract is $72,644.52 annually, and will be billed at $6,053.71 per month. This includes the assigned AAG's salary, benefits, and non-salary costs incurred in connection with the provision

of legal services pursuant to the contract. The annual cost of the contract for FY 2022 was $67,368.12. A copy of the proposed contract is attached. The contract provides that the assigned AAG, if requested by the State Regents, shall provide quarterly reports to the State Regents setting forth the work performed by that AAG. The Legal Department will continue to request such quarterly reports. The contract also provides that the State Regents, acting through the Chancellor or his designee, reserve the right to determine the scope of the assigned AAG's activities on behalf of the State Regents. The contract also provides that it may be terminated by either party upon 60 days written notice. Approval of the contract is recommended.

CONTRACT FOR LEGAL SERVICES
FISCAL YEAR 2023

1. **PARTIES:**

This Agreement is between the Office of Attorney General and the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION ("OSRHE"), and the authorized signatures below bind the parties to the terms set out hereafter.

2. **AUTHORITY:**

This Agreement is authorized by virtue of 74 O.S. 2011, § 18*l*.

3. **CONTRACT DURATION:**

This Agreement commences July 1, 2022, and covers fiscal year 2023 ending June 30, 2023.

4. **CONSIDERATION:**

(a) The Attorney General's Office ("AGO") shall provide the legal services of the Assigned Attorney for and on behalf of OSRHE during the contract period, in exchange for payment in the amount of $72,644.52 annually, with monthly payments in the amount of $6,053.71. This sum is comprised of the salary and benefits of the Assigned Attorney and non-salary costs incurred in connection with the provision of legal services pursuant to this contract. The OSRHE will be billed monthly for the monthly amount set forth above. Should the OSRHE desire that the Assigned Attorney have additional training, any costs associated with such training shall be paid by the OSRHE. The OSRHE shall reimburse the Assigned Attorney pursuant to the Travel Reimbursement Act for travel undertaken by the Assigned Attorney on behalf of OSRHE, outside the Oklahoma City metropolitan area.

(b) The scope of legal services to be provided by the Assigned Attorney includes matters pertaining to the OSRHE's official duties, particularly including representation in legal proceedings, provision of legal advice and assistance, appearance at meetings as necessary and other legal needs, consistent with the provisions of Paragraph 6.

(c) The AGO, if requested by the Board at the beginning of the contract period, shall provide quarterly reports to the OSRHE setting forth the work performed by the Assigned Attorney. These reports shall be furnished by October 15, January 15, April 15 and July 15.

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(d)   It is explicitly recognized, however, that the consideration paid herein by the OSRHE is in the nature of a retainer that enables the AGO to employ and ensure the availability of the Assigned Attorney equivalent to .5 FTE for the OSRHE, regardless of whether the Assigned Attorney is in fact utilized.   It is agreed by the parties that the Assigned Attorney's obligation to provide legal services to the OSRHE will be fulfilled by the availability of the Assigned Attorney for the purposes provided for in this Agreement, regardless of the number of hours actually used by the OSRHE.

5.   **OFFICE LOCATION:**

The Assigned Attorney will maintain an office with the AGO, to facilitate the delivery of legal services.

6.   **SUPERVISION:**

The Assigned Attorney will be expected to coordinate his/her activities on behalf of the OSRHE with the OSRHE General Counsel.   The OSRHE, acting through the Chancellor and her designee, reserve the right to determine the scope of the Assigned Attorney's activities on their behalf.   However, the supervision of the Assigned Attorney and his/her work product, and its consistency with AGO policies, shall remain the prerogative of the AGO.
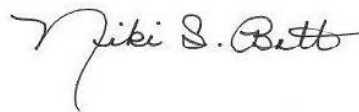
7.   **TERMINATION:**

This agreement may be terminated by either party upon 60 days written notice.

8.   **AGENCY DESIGNEES:**

The authorized agent and designee for the Office of Attorney General is Niki Batt.   The authorized agent and designee for the OSRHE is Allison D. Garrett.

OKLAHOMA STATE REGENTS　　　　　　　**OFFICE OF THE ATTORNEY GENERAL**
FOR HIGHER EDUCATION

By: _____　　　　By: _____
　　　Allison D. Garrett　　　　　　　　　　**Niki Batt**
　　　Chancellor　　　　　　　　　　　　　　**Deputy Attorney General**
　　　　　　　　　　　　　　　　　　　　　　Legal Counsel Unit
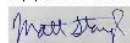
DATE: _____　　　　DATE: June 1, 2022

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Approved as to Form:

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AGENDA ITEM #25-h:

Non-academic Degrees.

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

RECOMMENDATION:

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

STAFF ANALYSIS:

A request has been made from the University of Oklahoma to award a Bachelor of Arts in Journalism degree posthumously to Ms. Jenna Lee Cox.

State Regents' Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work."

At the time of her death, Ms. Cox had completed 123 hours of required coursework with an overall GPA of 3.23, and was within 9 hours of completing the requirements for her degree. This request was approved based on recommendation of the president.

State Regents' ratification is recommended.

The proposed diploma for the posthumous degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education

acting through

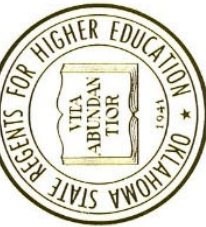# The University of Oklahoma

make known that

Jenna Lee Cox

having completed the requirements for the posthumous award of
the degree of

Bachelor of Arts in Journalism

has accordingly been admitted posthumously to that degree and all the honors,
privileges and obligations belonging thereto, and in witness thereof
have authorized the issuance of this Diploma duly signed and sealed.
Issued at the University of Oklahoma at Norman, Oklahoma on the
thirteenth day of May two thousand and twenty-two.

For the University

Chairman, Board of Regents

President of the University

Academic Dean

For the State Regents

Chairman

Secretary

Chancellor

AGENDA ITEM #25-i:

       Resolution.

SUBJECT: Approval of a resolution honoring the service of Dr. Roger Webb as a consultant to the Campus Safety and Security Task Force.

       This will be available at the meeting.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

AGENDA ITEM #26-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. Approved New Certificates of 15 or Fewer Credit Hours
7. Requested Degree Program Deletions
8. Approved Degree Program Deletions
9. Requested Degree Program Name Changes
10. Approved Degree Program Name Changes
11. Requested Degree Designation Changes
12. Approved Degree Designation Changes
13. Cooperative Agreements
14. Suspended Programs
15. Reinstated Programs
16. Inventory Reconciliations
17. Net Reduction Table

Supplement available upon request.

AGENDA ITEM #26-b (1):

> **Annual Reports.**

SUBJECT: William P. Willis Scholarship – Year End Report for 2021-2022.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the William P. Willis Scholarship 2021-2022 Year End Report.**

BACKGROUND:

In 1986, the Oklahoma Legislature created the William P. Willis Scholarship to honor the former Speaker of the House from Tahlequah, who served in the Legislature from 1959 to 1986. The provisions of Title 70 O. S. 1991, Sections 2291-2292, authorize the Oklahoma State Regents for Higher Education to establish and maintain a program for the purpose of providing scholarships to low-income, full-time undergraduates enrolled at institutions in The Oklahoma State System of Higher Education. Up to twenty-eight students are nominated for awards each year by the presidents of Oklahoma State System institutions. Interest accrued from the William P. Willis Scholarship Trust provides each nominee an award amount proportional to the cost of attending institutions in each tier.

ANALYSIS:

The attached table shows the award distributions to thirty-one students (five alternate recipients were awarded for the spring semester), totaling $57,400 for the 2021-2022 academic year.

The program is funded by a trust fund originally created by the Oklahoma Legislature in 1986 and funded with $1 million provided over the first four fiscal years. For many years, the trust fund provided adequate earnings for the program scholarship costs. However, the program trust fund balance and earnings have declined in recent years due to restrictive statutory investment requirements. For FY2022, the State Regents approved an allocation of $35,397 to minimize the further decline of the trust fund balance. The allocation plus projected interest earnings of about $7,000 total $42,397 compared to expenditures of $57,400. As of March 31, 2022, the fund balance was about $764,000.

Oklahoma State Regents for Higher Education
William P. Willis Scholarship
2021-2022 Year End Report

Institution	Award
Cameron University	$2,400.00
Carl Albert State College	$2,000.00
Connors State College	$2,000.00
East Central University	$2,400.00
Eastern Oklahoma State College	$2,000.00
Murray State College	$2,000.00
Northeastern Oklahoma A&M College	$1,000.00
Northeastern State University*	$2,400.00
Northeastern State University*	$2,400.00
Northern Oklahoma College	$2,000.00
Northwestern Oklahoma State University	$2,400.00
Oklahoma City Community College	$2,000.00
Oklahoma Panhandle State University	$2,400.00
Oklahoma State University	$3,000.00
Oklahoma State University Institute of Technology	$2,000.00
Redlands Community College	$2,000.00
Rogers State University	$2,400.00
Rose State College	$2,000.00
Seminole State College	$2,000.00
Southeastern Oklahoma State University	$2,400.00
Southwestern Oklahoma State University	$2,400.00
Tulsa Community College	$2,000.00
University of Central Oklahoma	$2,400.00
University of Oklahoma	$3,000.00
University of Science and Arts of Oklahoma	$2,400.00
Western Oklahoma State College	$2,000.00
Total	**$57,400.00**

*By statute, NSU is allotted two nominees; one must be a history major.

AGENDA ITEM #26-b (2):

Annual Reports.

SUBJECT: Tulsa Reconciliation Education and Scholarship Program 2021-2022 Year End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Tulsa Reconciliation Education and Scholarship Program 2021-2022 Year End Report.

BACKGROUND:

In 2001, the Oklahoma Legislature passed HB 1178, the "1921 Tulsa Race Riot Reconciliation Act of 2001," which created the Tulsa Reconciliation Education and Scholarship Program (TRESP). HB 1178 authorized a minimum of 300 scholarships beginning with the 2002-2003 school year, subject to the availability of funds. The law authorized award amounts up to the cost of tuition and the scholarships would be renewable for up to five years. No public or private funding for the scholarships was provided in the 2001 legislative session.

During the following 2002 session, the Legislature passed HB 2238, which amended the statutes creating the scholarship program. The "minimum" requirement of 300 scholarships was changed to a "maximum" of 300 scholarships. Again, no specific funding for the 300 scholarships was provided in the 2002 legislative session. In addition, HB 2238 created a new second category of awards within the program which authorized the State Regents to annually award one-time scholarships to "two students at each of the high schools in the Tulsa School District for the purpose of preserving awareness of the history and meaning of the civil unrest that occurred in Tulsa in 1921." The statutory eligibility requirements for this second category of awards included a family income limit of $70,000. The State Regents allocated funding for the second category of scholarship and approved the first awards, set at $1,000 by the Regents, beginning in 2003-2004.

ANALYSIS:

Four students received awards during the 2021-2022 academic year at the award level of $1,000. Two additional applicants were submitted by high schools but did not attend an Oklahoma institution. The recipients attended four different Oklahoma institutions—one at Langston University, one at Oklahoma State University, one at Tulsa Community College, and one at the University of Central Oklahoma.

Significant changes have been made to improve the 2022-2023 scholarship application process, including a request that each high school submit two alternate applicants to be considered if initial applicants do not use the scholarship and utilization of information from the student's FAFSA (Free Application for Federal Student Aid) to verify family income. To date, thirteen Tulsa high schools have submitted a total of 26 initial applicants and 23 alternate applicants for the 2022-2023 scholarship year.

The program currently has a trust fund balance of about $800,000 which, in FY2021, generated about $13,000 in interest earnings to be used for scholarship expenses. At their May 2022 meeting, the State Regents approved an additional one-time allocation of $1.5 million to the program from FY2023 appropriated funds.

Oklahoma State Regents for Higher Education
Tulsa Reconciliation Education and Scholarship Program
2021-2022 Year End Report

Nominating High School	Institution	Award
Will Rogers College High School	Langston University	$1,000.00
Memorial High School	Oklahoma State University	$1,000.00
Will Rogers College High School	Tulsa Community College	$1,000.00
Thomas Edison Preparatory High School	University of Central Oklahoma	$1,000.00
Total		**$ 4,000.00**

AGENDA ITEM #26-b (3):

> **Annual Reports.**

SUBJECT: Teacher Education Annual Report on Systemwide Review.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the twenty-fourth teacher education annual report on systemwide review.**

Research shows that good teaching matters. Knowledgeable teachers who know the art of teaching and use it to motivate students have a great influence on students' intent to work toward postsecondary education. Oklahoma educator preparation programs (EPPs) work to graduate effective practitioners for this very purpose – to affect positive student outcomes.

The value of comprehensive teacher preparation in Oklahoma is reflected in the appropriate content, pedagogical knowledge, dispositions, clinical practice, instructional strategies and skills taught by EPPs. Additionally, EPPs hold their teacher education students to a high standard, exemplified in their ability to produce effective practitioners for P-12 schools. According to the Office of Educational Quality and Accountability (OEQA), Teacher Leader Effectiveness (TLE) data indicates that candidates, who complete their teacher education degrees from Oklahoma public institutions of higher education, are evaluated as more effective or higher in their practice than those teacher candidates who do not.

Legislation supports an Oklahoma teacher induction program for novice teachers that provides support, mentorship and coaching to educators at the beginning of their careers, or as they transition to new roles within a school or district. Teacher education faculty members have opportunities to serve on induction committees, helping novice teachers enhance their professional growth and practice. Additionally, teacher education faculty members partner with school districts, sharing their level of expertise with P-12 faculty and students. Their involvement is crucial with the development of new state standards and assessments.

BACKGROUND:

The State Regents initiated teacher education reform efforts in the summer of 1992 with an External Program Review. The 10-member team conducting the review was charged with assessing the status of teacher preparation in the State System and making recommendations for its enhancement. The team submitted 23 recommendations to establish the state of Oklahoma as a national leader in teacher preparation. The State Regents monitored the implementation of the recommendations with periodic status reports.

In 1995, two members of the original External Team, Chairman J.T. Sandefur and Dr. Larry Clark, returned to the state to visit the 12 teacher preparation programs for the purpose of assessing the continuing progress of the institutions in responding to the 23 recommendations. The external reviewers affirmed that the

universities were working seriously and conscientiously to comply with the recommendations and that all had made significant progress. The team recommended that the State Regents formally close the three-year teacher education study with the exception of submitting an annual report.

During the 1995 External Team visit, the number of recommendations to be addressed in the annual report was reduced to 15. In 2002, based on the progress of State System institutions and the fact that many of the recommendations are monitored through other processes, the State Regents further reduced the number of recommendations subject to reporting from 15 to seven (7).

In April 2010, in response to concerns about grade inflation, the number of recommendations were further reduced to six (6), after the State Regents Academic Affairs Committee reviewed the GPA requirements for teacher education students and determined that student grades were more a result of the required 3.0 GPA for admission into a teacher education program than from any other source. Additionally, Oklahoma public institutions with teacher education programs require that teacher candidates have, among other requirements, a minimum 2.5 GPA in all their coursework (including upper division courses) before successfully exiting a program.

In 2018, further review of the recommendations by the Academic Affairs Committee, along with subsequent meetings with the Office of Educational Quality and Accountability (OEQA), led to modification of the criteria to be addressed in recommendation three (3), academic preparation in elementary education. Due to the changing accountability measures for EPPs and their ongoing efforts to improve their programs for students, the criteria for this recommendation was modified to address academic preparation for all of their programs. It is important for EPPs to show how data drives programmatic changes to facilitate more effective teaching and learning outcomes for their students.

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the twenty-fourth annual report, covers the 2020-2021 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents' annual reporting requirements are merged with those of the OEQA in order to streamline the reporting from the institutions. In an effort to further improve reporting measures from the institutions, a continual review will be conducted by these agencies in collaboration with higher education deans.

POLICY ISSUES:

As noted above, the information and actions described in this report are consistent with the State Regents' teacher education initiative, the Academic Planning/Resource Allocation (APRA) effort, and the State Regents' commitment to efficiency and excellence.

ANALYSIS:

Thirty years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. Since this time, the Assistant Vice Chancellor for Teacher Preparation and Special Programs meets regularly with teacher education deans across the State System to maintain the gains in the quality of teacher education programs. Some general findings about the previous year's compiled reports are provided below.

- Graduate programs are still examined for rigor and support. In 2020-2021, EPPs conditionally admitted 88 teacher education graduate students, down from 90 last year (2019-2020) and 95 the year prior to that (2018-2019). Those graduate students who moved forward in their respective programs completed the required remediation to meet admission requirements. Of the twelve

institutions that have EPPs, almost half of them either no longer admit graduate students conditionally, or they do not have graduate programs.

- The 12 universities constantly examine individual program requirements. For 2020-2021, EPPs have continued to align their curriculum and assessments with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, programmatic standards, Council for the Accreditation of Educator Preparation (CAEP) standards, as well as the Oklahoma Academic Standards (OAS). EPPs have also focused heavily upon streamlining assessments in an effort to generate quality data for program improvement. One major change that has occurred across all EPPs is the transition of their candidates to a mandatory performance assessment that became effective Fall 2021. The Praxis Performance Assessment for Teachers (PPAT) is now one of two certification exams, replacing the Oklahoma Professional Teaching Examination (OPTE).

- Additionally, the colleges are continuing to focus on content knowledge instruction and assessment strategies for teacher candidates. Emphasis is placed on areas such as organizing, collecting, evaluating and monitoring data; providing coursework and clinical experiences that highlight diverse learners, English Language Learners and learners with varying abilities; and providing workshops and trainings that support success on certification assessments, as well as content and pedagogical needs. Other program changes driven by data analysis include the incorporation of more rigorous and diverse practicum experiences, curriculum changes to better prepare candidates to meet P-12 needs, as well as a focus on instructional strategies for classroom management, math and reading.

  Overall, EPPs are using data to streamline course effectiveness and adjust key assessments, preparing pre-service teacher candidates to implement research based instructional strategies for the classroom, improve their abilities to effectively teach diverse student populations, as well as emphasize professional growth that impacts student learning.

- EPPs report continued investment in instructional technology in varying amounts for a variety of needs, ranging from computers and software to technological accessories (i.e. software licenses, instructional subscriptions, lab supplies, etc.) and video/visual/audio equipment (i.e. instructional digital displays, mics, digital cameras, webcams, etc.). Due to the onset of the global pandemic caused by COVID-19 which emerged in the spring 2020, the effective use of technology in EPPs for academic and instructional use could not be more important. A number of universities also reported purchases that included repairs, replacements and upgrades to technological equipment such as computers, printers, laptops, and other hardware. Institutions conduct mandatory equipment, software, infrastructure maintenance and continue to utilize items purchased in previous academic years (i.e., iPads, Microsoft Tablets, SMART Boards, lab equipment for instructional technology, and other interactive technology such as digital recording devices, etc.).

  Additionally, new technologies have been integrated into institutions to help improve instruction and inform pre-service teachers how to model effective use of technology in K-12 classrooms. Such technology includes the use of Mimio touch displays, sensor technology, simulated modules, Apple TV, video observation software to support distance learning, Swivl recorders, Rocketbooks, and Zoom. Some institutions upgraded network infrastructures and included cyber security mechanisms to assist with the protection of their network and operating systems. Emphasis is placed on instructional and technical support, as well as general maintenance which includes funding for IT Support and Technology Specialists.

- Faculty members at all 12 universities report a variety of methods of attaining appropriate professional development. Many participated in college-sponsored activities, as well as attended and presented at local, state and national conferences. Professional development reflected a strong focus on instructional strategies, content knowledge, teaching methodologies, research and technology. Additionally, the Oklahoma State Regents for Higher Education (OSRHE) policy directs that each faculty member spend a minimum of ten clock hours per academic year in the public schools to meaningfully interact with P-12 students, teachers, and administrators.

- All 12 EPPs report strong interaction with arts and sciences faculty. One of the primary methods mentioned by most universities includes participation by arts and sciences faculty on a variety of committees in the teacher education college. Arts and sciences faculty members assist EPPs in coursework for pre-service teachers, as well as data analysis. Additionally, EPP and Arts and Science faculty collaborate on variety of projects, including grants that support professional development, curriculum and instruction. Arts and sciences faculty members also make recommendations to EPPs for program improvement.

Supplement available upon request.

AGENDA ITEM #26-b (4):

> **Annual Reports.**

SUBJECT: Report on Low Producing Programs.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the 2021 Low Productivity Programs Report.**

BACKGROUND:

By State Regents' policy, all academic programs are required to be reviewed by faculty on a five-year cycle to ensure quality and currency of each program's content. In January 1996, the State Regents revised the Academic Program Review policy, which added a requirement that degree programs meet minimum productivity standards or be triggered for early review (see table). These minimum productivity standards promote the efficient and effective use of limited resources by requiring institutions either to justify the continuance of a low-productivity program or to request that it be deleted. Institutions review low-productivity programs on an annual basis.

	Minimum Degrees Conferred	**Minimum Majors Enrolled**
Associates in Arts or Sciences	5	25
Associates in Applied Sciences	5	17
Baccalaureate	5	12
Master's	3	6
Doctoral	2	4

First low-productivity program review cycle. In June 1996, institutions were informed of degree programs that did not meet the minimum productivity standards. State Regents' staff worked with institutional staff to complete the project. Based on these standards at the time adopted, 25 percent of the programs offered in 1996-97 fell below the minimum productivity standards.

Continuing low-productivity reviews. Since the first review cycle in 1996, institutions have revitalized, consolidated, justified, or deleted programs not meeting the minimum standards. In June 2011, the policy was revised to refine the review and continuation criteria for low producing programs as follows:

1. New programs provisionally approved with a specified period of time to operate and meet certain criteria may be granted an exception until the program gains full approval.

2. Liberal Arts and Sciences Programs. These liberal arts and sciences programs support the general education component and other degree programs, i.e., the continuation of a program may be justified as exempt based on the subject matter and/or service/support function.

3. Offline Programs. Programs scheduled for deletion or suspension.

4. Restructured Programs are expected to meet minimum productivity within a given time period.

5. Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Women's Studies, Native American Studies, Process Technology, Wind Turbine Technology and Technical Supervision and Management).

6. Data Discrepancies. This includes other factual issues that can be verified.

7. No Cost/Justifiable Cost Programs. Programs that require no additional cost or justifiable costs are not expected to meet minimum standards for productivity as listed in 3.7.5.B.3 of the Program Review Policy.

In March 2021, institutions were informed of programs not meeting the minimum productivity standards for the current cycle. Following these program reviews, only 11 percent of institutional programs did not meet the minimum productivity standards.

Reviewing low producing programs according to the program review criteria, including the criteria for exceptions for low producing programs, listed above, institutions make recommendations regarding appropriate measures to reduce their low producing program inventory. The following table describes the status and/or recommendation each institution has made for its low producing programs.

POLICY ISSUES:

This action is consistent with the State Regents' Academic Program Review policy.

ANALYSIS:

A table showing Low-Productivity Degree Programs by Institutions and Disposition begins on the next page.

Low-Productivity Degree Programs by Institutions and Disposition

Institution	Total Programs Offered (as of May 31, 2021)	Low Producing by Number and Percent		Disposition*by Number of Programs			Exceptions for Low Producing Program Granted (See Exception Categories Below)						
		#	%	DEL	SUS	EXP	1	2	3	4	5	6	7
OU	337	38	11%			38		9	1	4		8	16
OUHSC	62	18	29%			18						1	17
OU-LAW	17	0	0%										
OSU	318	23	7%	1		22				1	2	3	16
OSU-OKC	54	0	0%										
OSUIT	38	2	5%			2					1	1	
OSU Vet Med	1	0	0%										
OSU-CHS	9	0	0%										
ECU	63	0	0%										
NSU	120	7	6%			7		1		2	2		2
NWOSU	50	13	26%			13		12					1
RSU	34	1	3%			1							1
SEOSU	50	6	12%			6		4		1			1
SWOSU	71	10	14%			10		6			3	1	
UCO	133	7	5%	2		5		1			3		1
CU	51	4	8%			4		1			1		2
LU	36	9	25%			9		1		1	4		3
OPSU	34	10	29%		1	9					2		7
USAO	24	4	17%			4		4					
CASC	31	3	10%			3							3
CSC	25	9	36%	1		8	1	4					3
EOSC	31	14	45%			14		2			7		5
MSC	38	3	8%			3		1			2		
NEOAMC	47	10	21%		2	8		2			3		3
NOC	30	4	13%			4		1					3
OCCC	63	5	8%			5				2	3		
RCC	28	3	11%			3					3		
RSC	76	5	7%			5		5					
SSC	25	4	16%			4		1	1	1	1		
TCC	96	1	1%			1				1			
WOSC	26	4	15%		1	3					3		
Totals	2018	217	11%	4	4	209	1	55	2	13	40	14	84

* Disposition headings: DEL = deleted or scheduled for deletion. SUS = suspended or scheduled for suspension. EXP = exception for low producing program granted.

EXCEPTION CATEGORIES:

1. New program.
2. Liberal Arts and Sciences Program.
3. Offline Program.
4. Restructured Program.
5. Special Purpose Program.
6. Data Discrepancies.
7. No Cost/Justifiable Cost Program.

DISPOSITION:

1. **Deleted programs.** Four of the low producing programs (2 percent) have been deleted or are scheduled for deletion.

2. **Suspended programs.** Four of the low producing programs (2 percent) have been suspended or are scheduled for suspension. Suspensions allow institutions to study and assess the viability of a program, keeping it available for students currently in the program to complete, but no new students are allowed to enroll. It is understood that the suspended programs will be reactivated or deleted within three years of the suspension date.

3. **Restructured or justified programs.** 209 (96 percent of the 217 low producing programs) have been restructured or justified. Restructured programs are revised to meet current student or industry demands, and are expected to meet the minimum productivity standards within a given time period. Justified programs with low-productivity are not expected to achieve minimum productivity standards. However, the institution has made a compelling case regarding the continuation of such programs, and the programs will be placed on the regular five-year review schedule. For example, an institution may have several humanities degree programs that provide excellent liberal arts courses that are inherent to the institution's offerings with little saving if they were deleted. Some justified programs serve a unique and sometimes small population, and provide an important program to the local community. It is understood that each program's low-productivity will be addressed, and continuation, if recommended by the institution, must be justified.

The minimum productivity standards have strengthened the State Regents' Academic Program Review policy and Academic Planning/Resource Allocation initiative by focusing on the need to justify low-productivity programs. Program review remains the most effective way to improve the quality of degree programs and ensure the efficient use of resources.

AGENDA ITEM #28:

Proposed Executive Session.

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

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Northeastern Oklahoma A&M College – Bruce Carter Student Union, Calcagno Family Ballroom

<u>MINUTES</u>

Eight Hundred and Twenty-First Meeting

May 27, 2022

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Northeastern Oklahoma A&M College – Bruce Carter Student Union

Minutes of the Eight Hundred and Twenty-First Meeting
May 27, 2022

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Northeastern Oklahoma A&M College – Bruce Carter Student Union

Minutes of the Eight Hundred and Twenty-First Meeting
of the
Oklahoma State Regents for Higher Education
May 27, 2022

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a special meeting at 9:00 a.m. on Friday, May 27, 2022 in the Calcagno Family Ballroom of the Bruce Carter Student Union at Northeastern Oklahoma A&M College in Miami, Oklahoma. Notice of the meeting had been filed with the Secretary of State on May 17, 2022. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chair Jeffrey W. Hickman called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Courtney Warmington, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven W. Taylor.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Parker moved, seconded by Regent Taylor, to approve the minutes of the State Regents' meeting on April 28, 2022. Voting for the motion were Regents Sherry, Warmington, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

4. **COMMENTS FROM THE CHAIR.** Chair Hickman began by thanking Northeastern Oklahoma A&M College President Stafford for the hospitality and allowing the State Regents to host their meeting at their campus. He added that the State Regents have enjoyed seeing various campuses and meeting with students around the states during these meetings and that they have enjoyed

seeing the partnerships between the campuses and their local communities.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Allison D. Garrett reiterated thanks to President Stafford and his team and also thanked the team from the State Regents' office who have worked hard the past few months to put on meetings outside of the office. She stated that she very much enjoyed the presentation and discussions led by Dr. Stephen Pruitt of the Southern Regional Education Board during the State Regents' retreat the previous day. She added that she has had the privilege of speaking at four different institutions' commencement ceremonies and that she has very much enjoyed visiting those campuses and celebrating the students and their achievements. Chancellor Garrett stated that they will be discussing how to distribute additional funding that is coming and that she was delighted that the legislature has invested in higher education. She concluded her remarks by thanking all those who have engaged with the legislature this year.

6. **STATE REGENT.** Due to a scheduling conflict, the newest member of the State Regents was unable to attend the meeting so this item will be carried over to the June State Regents' meeting.

7. **PRESIDENT'S WELCOME.** Northeastern Oklahoma A&M College President Kyle Stafford began by welcoming the State Regents and Chancellor to the campus and stated that he was looking forward to sharing more about their campus and the community of Miami. He provided a brief history of Northeastern Oklahoma A&M College (NEO) and then introduced members of his senior team. President Stafford then discussed the local community, highlighting that there are ten federally recognized tribes in the area, 27 percent of their students are Native American, and that NEO is designated as a Native American non-tribal serving institution which makes them eligible for Title 3 funding. He then discussed some of the grants they have been awarded under Title 3 and what they have been able to do with that funding.

President Stafford stated that 40 percent of NEO students graduate with debt and he highlighted some of the services that NEO provides to students. He added that for the last two years, NEO has remained flat on their tuition and fees and that they remain cognizant of the cost to students and that they want to be able to continue affordable access to higher education. President Stafford then highlighted NEO's athletic and academic programs. He discussed some of their workforce ready programs, specifically noting their nursing, construction management, medical lab technician, and early childhood development programs. He concluded by describing NEO's agriculture programs, their articulation agreements with institutions in Kansas and Missouri, their pathway programs with Missouri State and Oklahoma State University, and their partnerships with the tribes, Career Tech, and the local community.

8. **STATE SYSTEM INSTITUTIONAL UPDATE.** Northeastern State University President Steve Turner provided an update on activities at their campus. President Turner began by highlighting Northeastern State University's (NSU) recent accomplishments, noting that they recently produced 1,900 degrees and that this past October they had their Higher Learning Commission accreditation site visit and that they easily passed, marking 100 years of accreditation. He stated that they have completed or are currently working on $41 million worth of capital projects, noting that most of these projects are being paid for with private donations and cash and that they do not have debt on these projects. President Turner highlighted NSU's initiative with Quiktrip and sixteen other workforce initiatives that NSU is beginning in the fall. He discussed NSU's College of Optometry and their plan to expand to a state-of-the-art optometry complex. President Turner discussed the impact of state appropriations on NSU in recent years and stressed the importance of restoring operational dollars. He also briefly discussed the impact of COVID-19 on NSU's enrollment and their online offerings.

9.   **E&G BUDGET.** Regent Parker moved, seconded by Regent Turpen, to approve the allocation of state appropriated funds to institutions and programs for FY2023 and acceptance of FY23 Budget Principles and Guidelines. Voting for the motion were Regents Warmington, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none. Regent Parker was absent for the vote.

10. **POLICY.** Regent Parker moved, seconded by Regent Turpen, to approve an extension of one year on the two-year pilot for a exception to the Tuition and Fees Policy that was set to expire Summer 2022. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

11. **TUITION.** Regent Parker moved, seconded by Regent Holloway, to approve FY23 Tuition and Fee Approval Guidelines for dissemination to state system presidents and governing boards. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Parker. Voting against the motion were none.

12. **NATIONAL SCIENCE FOUNDATION GRANT.** Regent Parker moved, seconded by Regent Taylor, to accept the National Science Foundation (NSF) Campus Cyberinfrastructure (CC*) Grant in the amount of $942,263. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Parker, and Holloway. Voting against the motion were none.

13. **CONTRACTS AND PURCHASES.**

   a.   Regent Parker moved, seconded by Regent Casey, to approve contracts over $100,000 for FY2023. Voting for the motion were Regents Hickman, Turpen, Sherry, Warmington, Parker, Holloway, and Casey. Voting against the motion were none. Regent Taylor voted to approve all items but abstained from the AT&T item.

b.	Regent Parker moved, seconded by Regent Turpen, to approve contracts over $100,000

for FY2022. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington,

Parker, Holloway, Casey, and Hickman. Voting against the motion were none.

14.	**INVESTMENTS.** Regent Taylor moved, seconded by Regent Parker, to approve the

recommendation to commit $10 million to Neuberger Berman Private Debt, Fund IV. Voting for

the motion were Regents Taylor, Sherry, Warmington, Parker, Holloway, Casey, Hickman, and

Turpen. Voting against the motion were none.

Regent Taylor moved, seconded by Regent Parker to approve the recommendation to commit $10

million to Audax Direct Lending Solutions, Fund II. Voting for the motion were Regents Sherry,

Warmington, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion

were none.

15.	**NEW PROGRAMS.** Regent Casey moved, seconded by Regent Turpen, to approve a request

from the University of Central Oklahoma to offer the Bachelor of Fine Arts in Interior Design and

the Certificate in Cybersecurity. Voting for the motion were Regents Warmington, Parker,

Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.

16.	**PROGRAM DELETIONS.** Regent Casey moved, seconded by Regent Parker, to approve a

request from Oklahoma State University to delete the Graduate Certificate in Gerontology, and a

request from Redlands Community College to delete the Associate in Applied Science in

Sustainable Agriculture. Voting for the motion Regents Parker, Holloway, Casey, Hickman,

Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

17.	**STATE AUTHORIZATION**. Regent Casey moved, seconded by Regent Turpen, to re-

authorize out-of-state institutions to operate with a physical presence in Oklahoma. Voting for

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

18. **CONSENT DOCKET.** Regent Holloway moved, seconded by Regent Turpen, to approve/ratify the following routine requests which are consistent with State Regents' policies and procedures or previous actions:

a. Programs.

    (1) Modifications. Approval of institutional requests.

    (2) Suspension. Ratification of an institutional request.

b. Electronic Delivery.

    (1) Northeastern State University. Approval to offer the following existing programs via electronic delivery: Master of Science in Accounting and Financial Analysis, Master of Business Administration in Professional Business Administration, and the Bachelor of Science in Psychology.

    (2) University of Central Oklahoma. Approval to offer the following existing program via electronic delivery: Master of Science in Family and Child Studies.

    (3) Redlands Community College. Approval to offer the following existing program via electronic delivery: Associate of Arts in Business Administration.

c. State Authorization Reciprocity Agreement. Ratification of an institutional request for annual renewal of participation in the State Authorization Reciprocity Agreement.

d. Operations.

    (1) Ratification of purchases over $25,000.

    (2) Personnel. Ratification of personnel appointments.

e. Non-Academic Degrees.

    (1) Ratification of a request from the University of Oklahoma to award a posthumous degree.

(2)   Ratification of a request from Northeastern State University to award a

posthumous degree.

(3)   Ratification of a request from Cameron University to award a posthumous

degree.

(4)   Ratification of a request from Oklahoma City Community College to award a

posthumous degree.

f.   Approval of a resolution honoring retiring staff.

Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Parker,

and Holloway. Voting against the motion were none.

19.   **REPORTS.** Regent Turpen moved, seconded by Regent Parker, to acknowledge receipt of the

following reports:

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

b.   Annual Reports.

(1)   Academic Policy Exception Quarterly Report.

(2)   Chiropractic Education Scholarship Program – Year End Report for 2021-2022.

(3)   Future Teachers Scholarship Program – Year End Report for 2021-2022.

(4)   The National Guard Tuition Waiver 2021-22 Year-End Report and Institutional

Reimbursement.

(5)   Fall 2020 High School Indicators Report.

(6)   Item Deleted.

Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Parker,

Holloway, and Casey. Voting against the motion were none.

20.   **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.

21.   **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.

22.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Hickman announced that the next regular meetings are scheduled to be held on Wednesday, June 22, 2022 at 10:30 a.m. and Thursday, June 23, 2022 at 9 a.m. at the Oklahoma State Regents for Higher Education office in Oklahoma City.

23.   **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
Oklahoma State University – Student Union, Council Room 412

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Thursday, May 26, 2022

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:00 a.m. on Thursday, May 26, 2022 in the Holderman Ballroom at Shargri-La Hotel and Conference Center in Afton, Oklahoma for a "State Regents Retreat". Notice of the special meeting was filed with the Secretary of State on May 17, 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 Michael C. Turpen, Jack Sherry, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, and Steven Taylor. Regent Hickman called the meeting to order. Regent Courtney Warmington joined the meeting in progress at 10:05 a.m.

3. **THE CHANGING LANDSCAPE OF HIGHER EDUCATION**

    Dr. Stephen Pruit, president of the Southern Regional Education Board (SREB), lead the Regents through topics related to strategic planning for higher education and status of higher education in other states. Dr Pruitt presented information related to key higher education trends across the country and Oklahoma's ranking within the 16 member states comprises SREB. Challenges currently facing higher education instiutions include: declining birth rates and changing demographics, low college-readiness, the need to meet workforce demands in real time, public perceptions concerning the value of postsecondary education, college affordability, declining state support, and accountability mandates/requirements. Dr. Pruit also reviewed higher education best practices across the SREB states related to admissions, preparation, innovation, attainment, workforce and performance funding.

    To guide discussion, Dr. Pruitt provided key considerations for strategic planning, including goal development, accountability metrics, performance incentives. Dr. Pruitt emphasized the value of developing non-monetary incentives (e.g., institutional designations, centers of excellence, etc.) to drive institutional behavior.

    Regents discussed the following: higher education's role in workforce development, especially in Oklahoma's critical occupations; retention/persistence/graduation incentives and performance funding; alignment of Oklahoma's educational pipeline; resources to help students transition from high school to college; concurrent enrollment; the value of shared services across institutions; higher education's partnership with CareerTech; geographic service areas. Regents also discussed the need to review the 2018 Task Force on the Future of Higher Education recommendations to inform the strategic planning process.

4. **PERFORMANCE FUNDING.** Interim Vice Chancellor for Budget and Finance Ms. Sheri Mauck provided the State Regents with an overview of the State Regent's current Performance Funding Model. Her presentation included a brief review of the budget process, timeline for deadlines and details of the allocation process under the current funding formula.

5.   **ACADEMIC PROGRAMS.** Senior Vice Chancellor for Academic & Student Affairs Dr. Debbie Blanke provided a review of the State System's geographic service area and how that influenced institutional offerings. Details of the areas were considered as a basic understanding of the higher education delivery system and the situation under which the functions of the tier institutions were performing. She also provided the maps and policy related to the subject. Mr. Matt Stangl, General Counsel, reviewed the statutes that may have impact on the subject of geographic service areas as well as the previous Office of Civil Rights (OCR) complaint related to program delivery in the Tulsa area. Mr. Stangl suggested that a review of statutes related to this issue were in order. He suggested that 70 O.S. § 4663 should be repealed since it has expired.

6.   **STRATEGIC PLANNING.** Chairman Hickman opened the floor for discussion of the topics from the retreat and what the vision of the board should be as Regent Warmington and the Chancellor proceed with the Stratetic Planning Committee. The Regents provided a list of topics which could be used as the Committee moves forward, as listed below:
- Institutional plans
- Telling our story
- Retention/persistence/graduation incentives
- Revisit Task Force recommendations
- Resources to help common education pipeline
- More shared services
- Exlpore Careertech relationships
- Tulsa
- Geographic service areas
- Concurrent enrollment philosophy
- Critical occupations/workforce

7.   **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

_____   _____
Jeffrey W. Hickman, Chair   Steven W. Taylor, Secretary