



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

September 8, 2022

NOTE

This document contains recommendations and reports to the State Regents regarding items on the September 8, 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 September 8, 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, September 8, 2022 at 9 a.m.
Chair Michael C. Turpen, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.
4. **Comments from the Chair.** A brief comment on current activities. (No Action, No Discussion.)
5. **Comments from the Chancellor.** A brief comment on current activities. (No Action, No Discussion.)

ACADEMIC

6. **New Programs.**
 - a. Oklahoma State University. Approval to offer the Bachelor of Science in Environmental Geoscience and the Certificate in Professional Spanish. Page 7.
 - b. Southeastern Oklahoma State University. Approval to offer the Master of Arts in Organizational Management and Leadership. Page 19.
 - c. Connors State College. Approval to offer the Certificate in Horticulture, Certificate in Agriculture, Certificate in Agriculture Business Management, Certificate in Specialized Agriculture Production, Certificate in Small Business Management, Certificate in Athletic Coaching in Secondary Education, and the Certificate in Personal Health. Page 25.
7. **Program Deletions.** Approval of institutional requests for program deletions. Page 39.
8. **Academic Plans.** Acknowledgement of academic plans submitted by institutions. Page 41.
9. **Degree Completion Plans.** Acknowledgement of degree completion plans submitted by institutions. Page 45.
10. **Teacher Education.**
 - a. Teacher Education Program Admission Study. Page 57.

- b. Allocation of the Oklahoma Teacher Connection budget to fund pre-collegiate and collegiate grant programs. Page 69.
- 11. **Academic Scholars Program.** Authorization of Freshmen Institutional Nominees for Fall 2023. Page 75.
- 12. **Regional University Baccalaureate Scholarship Program.** Authorization of Freshmen Scholarship Slots for Fall 2023. Page 81.
- 13. **State Authorization.** Request to re-authorize an out-of-state institution to operate in Oklahoma. Page 87.
- 14. **Grant Funds.** Acceptance of grant funds from the State Higher Education Executive Officers Association (SHEEO). Page 93.
- 15. **Emergency Rules Adoption and Revisions.**
 - a. Oklahoma Future Teacher Scholarship and Employment Incentive Program (“Inspired to Teach”) – Adoption of proposed emergency rules (pursuant to 75 O.S. § 253 of the Oklahoma Administrative Procedures Act) in order to comply with 70 O.S. § 698.1; and approval to initiate permanent rulemaking process. Page 95.
 - b. Oklahoma National Guard Educational Assistance Program – Adoption of proposed emergency rules (pursuant to 75 O.S. § 253 of the Oklahoma Administrative Procedures Act) in order to comply with 70 O.S. § 3231; and approval to initiate permanent rulemaking process. Page 109.

FISCAL

- 16. **E&G Budget.**
 - a. 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 123.
 - b. Approval of a one-time capital grant to the University of Oklahoma. Page 125.
- 17. **Contracts and Purchases.**
 - a. Approval of contracts over \$100,000 for FY2023. Page 127.
 - b. Acceptance of Career Tech Carl Perkins Contract. Page 129.
- 18. **Investments.** Approval of Investment Managers. Page 133.

EXECUTIVE

19. **Employment Outcomes Report.** Acknowledge receipt of the 2021 Employment Outcomes Report. Page 135. (Supplement)
20. **State Regents' Meetings.** Approval of the proposed 2023 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act. Page 137.
21. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 139.

CONSENT DOCKET

22. **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 141.
 - b. Certificates. Certificates of 15 or fewer credit hours.
 - (1) University of Oklahoma. Ratification of institutional request to offer a certificate of 15 or fewer credit hours. Page 155.
 - (2) Oklahoma State University Center for Health Sciences. Ratification of institutional request to offer a certificate of 15 or fewer credit hours. Page 159.
 - c. Micro-credentials. Ratification of institutional requests. Page 161.
 - d. Reconciliations. Ratification of institutional request. Page 165.
 - e. Academic Nomenclature. Ratification of institutional request. Page 167.
 - f. High School Courses for College Admission. Ratification of requests to approve high school courses for college admission. Page 169.
 - g. Electronic Delivery.
 - (1) University of Oklahoma. Approval to offer the following existing programs via electronic delivery: Graduate Certificate in Applied Statistics and Graduate Certificate in Data Analytics. Page 171.
 - (2) Cameron University. Approval to offer the following existing programs via electronic delivery: Bachelor of Science in Psychology, Master of Education in Education, and Master of Science in Educational Leadership. Page 175.
 - h. State Authorization Reciprocity Agreement.
 - (1) Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 179.

- (2) Ratification of an institutional request to begin participation in the State Authorization Reciprocity Agreement. Page 181.
- i. Operations.
 - (1) Ratification of purchases over \$25,000. Page 183.
 - (2) Personnel. Ratification of personnel appointments. Page 189.
 - (3) Personnel. Approval of agency compensation plan. Page 210.1.
- j. Non-academic Degrees. Ratification of a request from the University of Central Oklahoma to award a posthumous degree. Page 211.
- k. Resolution. Approval of a resolution honoring a retiring staff member. Page 212.1.

REPORTS

- 23. **Reports.**
 - a. Programs. Current Status Report on program requests. Page 213. (Supplement)
 - b. Annual Reports.
 - (1) Annual Report on Program Requests. Page 215. (Supplement)
 - (2) Academic Policy Exception Quarterly Report. Page 217.
 - (3) Tuition and Fees Rate Book, FY2023. Page 219. (Supplement)
 - (4) Student Cost Survey, FY2023. Page 221. (Supplement)
 - (5) Cash Reserve Report for FY2023. Page 227. (Supplement)
 - (6) Faculty Salary Report FY2022. Page 229. (Supplement)
 - (7) Concurrent Enrollment Annual Report, 2020-21. Page 231. (Supplement)
- 24. **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.

25. **Proposed Executive Session.** Page 233.
- 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.
26. **New Business.** Consideration of "any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda.
27. **Announcement of Next Regular Meeting – the next regular meetings are scheduled to be held on Wednesday, October 26, 2022 at 10:30 a.m. and Thursday, October 27, 2022 at 9 a.m. at the University of Oklahoma in Norman.**
28. **Adjournment.**

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #6-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Science in Environmental Geoscience and the Certificate in Professional Spanish.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's requests to offer the Bachelor of Science in Environmental Geoscience and the Certificate in Professional Spanish, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Science in Environmental Geoscience.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 13 students in Fall 2026; and
Graduates: a minimum of 5 students in 2026-2027.
- **Certificate in Professional Spanish.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 18 students in Fall 2025; and
Graduates: a minimum of 4 students in 2025-2026.

BACKGROUND:

Academic Plan

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

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA); initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

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

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

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

Program Review

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

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

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

Program Development Process

OSU's faculty developed the proposals, which were reviewed and approved by institutional officials. OSU's governing board approved delivery of the Bachelor of Science in Environmental Geoscience at their March 25, 2022 meeting and the Certificate in Professional Spanish at their September 10, 2021 meeting. OSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Bachelor of Science in Environmental Geoscience

Program purpose. The proposed new Bachelor of Science in Environmental Geoscience will combine geology, hydrogeology, geography, ecology, and policy particularly for students who plan to enter the workforce using their specialized skills in these disciplines. The learning outcomes for this degree will produce graduates with the skill sets necessary to successfully enter the environmental geoscience workforce directly from a bachelor's degree.

Program rationale and background. The proposed new program will serve the OSU mission through (1) building on the strong, 70-year tradition of the Bachelor Science in Geology (111) offered in the Boone Pickens School of Geology, (2) training students in a rigorous and quantitative discipline, (3) diversifying the degree options and career possibilities for students trained with an Earth science background, (4) leveraging the impact of the new collaborative training program with the National Groundwater Association in the Boone Pickens School of Geology, and (5) preparing a future workforce to contribute to the many

and varied environmental issues of the economy in Oklahoma and beyond. In Fall 2018, OSU introduced a new option in Environmental Geology under the Bachelor of Science in Geology (111). There are currently 11 students enrolled and 2 students have graduated. OSU believes these numbers suggest there is a demand for the proposed program and it will serve those students who plan to enter the workforce after graduation.

Employment opportunities. A review of the most recent analysis (May 2020) of the labor market from the U.S. Bureau of Labor Statistics for the category of “Environmental Scientists and Specialists, Including Health” indicates that job growth is expected to be significant nationally in this sector, and that Oklahoma and Texas will see above average growth. Similarly, the American Geoscience Institute (AGI) in a 2018 study of the geoscience workforce predicted an overall increase of 6.2 percent for all of Geosciences, but projected some of the highest gains for environmental scientists and technicians.

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

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

Duplication and impact on existing programs. There are no Bachelor of Science in Environmental Geoscience programs in Oklahoma; however, the proposed program may share some similar content to the following programs:

Institution	Existing Program
University of Oklahoma	Bachelor of Science in Environmental Science (075)
University of Oklahoma	Bachelor of Science in Geology (094) with an option in Environmental Geology
University of Science and Arts of Oklahoma	Bachelor of Science in Environmental Science (026)
Rogers State University	Bachelor of Arts in Environmental Studies (132)

A system wide letter of intent was communicated by email on April 7, 2022. No State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the unique focus of the proposed program, approval will not constitute unnecessary duplication.

Curriculum. The Bachelor of Science in Environmental Geoscience will consist of 120 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
General Education	53
Major Requirements	53
General Electives	14
Total	120

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 Environmental Geoscience are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$39,360	\$62,976	\$62,976	\$102,336	\$102,336
<i>Explanation & Calculations: In-state tuition and fees = \$328/credit hour, average load of 24 credit hours = \$7,872/student. OSU anticipates and enrollment of 5, 8, 8, 13, and 13 students in years 1 through 5.</i>					
TOTAL	\$39,360	\$62,976	\$62,976	\$102,336	\$102,336

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	\$37,800	\$56,700	\$56,700	\$94,500	\$94,500
<i>Explanation: Eighteen faculty at Y1=.03 FTE, Y2 and Y3= .045 FTE, and Y4 and Y5= .075 FTE are needed to teach the proposed program. Average faculty salary is \$70,000.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$875	\$1,400	\$1,400	\$2,275	\$2,275
<i>Explanation: The addition of this program will require additional equipment/instructional materials based on increased enrollments in existing courses, estimated at \$175/student.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0

Printing	\$20	\$20	\$20	\$20	\$20
<i>Explanation: The addition of this program will require only nominal printing expenses since OSU will combine it with the current BS in Geology and BS in Geophysics printing materials (for recruitment/retention).</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$38,695	\$58,120	\$58,120	\$96,795	\$96,795

Certificate in Professional Spanish

Program purpose. The proposed certificate will provide students with skills necessary to bridge cultural divides at a high level both inside the United State and abroad.

Program rationale and background. OSU reports there are currently 199 students pursuing a minor in Spanish and believes these students would be interested in obtaining a certificate. Additionally, as an academic program, eligible students will be able to use federal financial aid for tuition, which has not been the case for students pursuing a minor in Spanish. This should allow students to complete advanced instruction who have not previously been able to afford it. By providing students with practical intermediate to advanced proficiency in Spanish, specialized knowledge in Spanish in their area of interest, and a solid foundation in the history, culture and literature of the Spanish-speaking world, students will be able to bridge cultural divides in both their personal and professional lives. Students who earn this certificate will be able to read, speak, write and understand Spanish in a professional setting and in cultural context which will serve them in a wide range of professional paths.

Employment opportunities. The proposed certificate is not designed to lead to employment in specific industries; however, a recent search on Indeed.com resulted in nearly 1,000 job opportunities in a variety of business and industry that require a bachelor’s degree and Spanish as a second language. The proposed certificate will be a supplement to any career students pursue, particularly in business, health care, community service, or disaster management.

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	18	Fall 2025
Minimum graduates from the program	4	2025-2026

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

Institution	Existing Program
Oklahoma State University – Oklahoma City	Certificate in Spanish (131)
Rose State College	Certificate in Spanish Proficiency (309)
Oklahoma City Community College	Certificate in Spanish (138)

A system wide letter of intent was communicated by email on August 25, 2021. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent July 6, 2022. Neither UCO nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The Certificate in Professional Spanish will consist of 24 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	18
Guided Electives	6
Total	24

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 Certificate in Professional Spanish are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$13,776	\$21,648	\$21,648	\$35,424	\$35,424
<i>Narrative/Explanation: The amounts above were calculated based on undergraduate tuition of \$328 per credit hour. OSU anticipates students will complete 6 credit hours per year with an enrollment of 7, 11, 11, 18, and 18 students in years 1 through 5.</i>					
TOTAL	\$13,776	\$21,648	\$21,648	\$35,424	\$35,424

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	\$13,006	\$20,809	\$20,809	\$33,814	\$33,814
<i>Explanation: Base salary \$65,000 + 33.39 percent fringe/2 faculty per year. Year 1 = .075 FTE, Years 2 and 3 = .12 FTE, and Years 4 and 5 = .195 FTE.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$200	\$200	\$200	\$200	\$200
<i>Explanation: The addition of this program will require minimal expenses for marketing materials and exam duplicating.</i>					
Telecommunications	\$100	\$100	\$100	\$100	\$100
<i>Explanation: The addition of this program will require minimal expenses for correspondence with Oklahoma high school Spanish instructors.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$13,306	\$21,109	\$21,109	\$34,114	\$34,114

Attachments

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN ENVIRONMENTAL GEOSCIENCE**

Program Requirements	Credit Hours	
General Education	53	
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 1513	College Algebra	3
BIOL 1114	Introductory Biology	4
CHEM 1314	Chemistry I	4
	Select 6 credit hours of courses designated H	6
	Select 3 credit hours of courses designated S	3
	Select 8 credit hours of courses designated A, H, N, or S	8
	First Year Seminar	1
	Arts and Humanities	3
GEOL 1014 or GEOL 1114	Geology and Human Affairs Physical Geology	4
PHYS 1114	College Physics I	4
GEOL 4300	Geology Colloquium	1
Major Requirements	53	
*GEOL 2103	Fundamentals of Geophysics	3
*GEOL 2403	Chemistry of Earth Systems	3
GEOL 2464	Rocks and Minerals	4
GEOL 3503	Environmental Geology	3
GEOL 4453	Hydrogeology	3
GEOG 4073	Climate Change: Past, Present, Future	3
GEOG 4203	Fundamentals of GIS	3
GEOG 4343	GIS: Resource Management Applications	3
NREM 3013 or BIOL 3034 or ENVR 3113	Applied Ecology and Conservation General Ecology Sampling and Analysis for Solving Environmental Problems	3

SOIL 2124	Fundamentals of Soil Science	4
POLS 4363 or POLS 4593	Environmental Law and Policy Natural Resources and Environmental Policy	3
Select 17-18 credit hours from the following		
GEOL 1224	Evolution of the Earth	4
GEOL 3014	Structural Geology	4
GEOL 3034	Principles of Stratigraphy and Sedimentology	4
GEOL 3073	Geomorphology	3
GEOL 3103	Paleontology	3
GEOL 4463	Physical Hydrogeology	3
GEOL 4503	Introduction to Oceanography	3
GEOL 4583	Environmental Data Analytics	3
GEOG 3333	Spatial Analysis	3
GEOG 4053	Biogeography	3
GEOG 4333	Remote Sensing	3
GEOG 4263	Geospatial Applications of Unmanned Aerial Systems	3
ENVR 1113	Elements of Environmental Science	3
NREM 3153	Forest Health and Disturbance Ecology	3
BIOL 4434	Limnology	3
General Electives		14
Select 14 credit hours so that the number of credit hours completed for the degree total 120		
Total		120

ATTACHMENT B**OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN PROFESSIONAL SPANISH**

Degree Requirements	Credit Hours
Required Lower Division Courses	12
<i>Complete 12 credit hours from the following:</i>	
SPAN 1713 Elementary Spanish I	3
SPAN 1813 Elementary Spanish II	3
SPAN 2713 Intermediate Spanish	3
SPAN 2723 Intermediate Hispanic Culture and Media	3
SPAN 2813 Intermediate Reading and Conversation	3
SPAN 2823 Intermediate Composition and Grammar	3
Required Upper Division Courses	6
SPAN 3343 Business Spanish	3
SPAN 4323 or SPAN 4333 Spanish Peninsular Civilization or Latin American Civilization	3
Guided Electives	6
SPAN 3053 Introduction to Hispanic Literary Studies	3
SPAN 3163 Survey of Peninsular Literature I	3
SPAN 3173 Survey of Peninsular Literature II	3
SPAN 3183 Latin American Survey I	3
SPAN 3193 Latin American Survey II	3
SPAN 3203 Advanced Conversation	3
SPAN 3213 Advanced Grammar and Composition	3
SPAN 3403 Introduction to Hispanic Linguistics	3
SPAN 3463 Spanish Phonetics and Phonology	3
SPAN 4123 Hispanic Poetry	3
SPAN 4133 Hispanic Prose	3
SPAN 4163 Don Quixote	3
SPAN 4173 Hispanic Drama	3
SPAN 4183 Spain and Islam	3
SPAN 4193 Hispanic Film	3
SPAN 4223 Contemporary Hispanic Literature	3
SPAN 4253 Masterpieces of Hispanic Literature I	3
SPAN 4263 Masterpieces of Hispanic Literature II	3

SPAN 4413	Advanced Stylistics	3
SPAN 4443	History of the Spanish Language	3
SPAN 4463	Hispanic Dialectology	3
SPAN 4550	Seminar in Spanish	3
Total		24

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #6-b:

New Programs.

SUBJECT: Southeastern Oklahoma State University. Approval to offer the Master of Arts in Organizational Management and Leadership.

RECOMMENDATION:

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

- **Master of Arts in Organizational Management and Leadership.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 25 students in Fall 2026; and
Graduates: a minimum of 15 students in 2026-2027.

BACKGROUND:

Academic Plan

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

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

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

Since 2021, SEOSU 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

SEOSU offers 54 degree and/or certificate programs as follows:

5	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
36	Baccalaureate Degrees
13	Master’s Degrees
0	Doctoral Degrees
0	First Professional Degree

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

Program Development Process

SEOSU’s faculty developed the proposal, which was reviewed and approved by institutional officials. SEOSU’s governing board approved delivery of the Master of Arts in Organizational Management and Leadership, via electronic delivery, at their April 22, 2022 meeting. SEOSU is currently approved to offer 31 degree and certificate programs through electronic delivery. SEOSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Arts in Organizational Management and Leadership

Program purpose. The proposed program is designed for individuals who want to develop or enhance their management and/or leadership knowledge and skills at the graduate level and will provide students with knowledge and skills needed for meaningful careers.

Program rationale and background. Academic Partnerships note there is a demand for this type of program. The program is designed for management practitioners and those who want to go into management but do not feel the need for quantitative courses such as accounting and finance.

Employment opportunities. The number of management jobs in Oklahoma is expected to increase from 82,305 in 2019 to 87,337 in 2024 and continue to trend upward. The median annual salary is \$92,900. Graduates of this program will be prepared for occupations in client services management, sales, office

management, human resources management, not-for-profit administration, business consulting, project coordination, retail management, manufacturing management, restaurant/bar management, health care administration, and military leadership.

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	25	Fall 2026
Minimum graduates from the program	15	2026-2027

Duplication and impact on existing programs. The proposed Master of Arts in Organizational Management and Leadership may share similar content with the following programs:

Institution	Existing Program
University of Oklahoma	Master of Arts in Organizational Leadership (373)
Northeastern State University	Master of Science in Leadership (052)
Southwestern Oklahoma State University	Master of Science in Management (153)
Cameron University	Master of Science in Organizational Leadership (635)

A system wide letter of intent was communicated by email on March 28, 2022. The University of Oklahoma (OU) and the University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on May 4, 2022 and April 12, 2022; respectively. Neither OU, UCO, nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Due to the distance between institutions the specific curricular focus of SEOSU’s program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Arts in Organizational Management and Leadership will consist of 30 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment.

Content Area	Credit Hours
Program Core	21
Major Electives	9
Total	30

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

Delivery method and support services. The proposed Master of Arts in Organizational Management and Leadership will be offered electronically using Blackboard with a transition to Canvas. Students will utilize features imbedded into Blackboard (later Canvas) with module learning, collaborative features, video features, discussion boards, SafeAssign, etc. Faculty participate in a review through the Center for Instructional Development and Technology to ensure academic quality. The purpose is to ensure quality and provide faculty with resources that rely heavily on the Quality Matters rubric. 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. SEOSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

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

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

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$196,576	\$242,505	\$346,274	\$426,866	\$510,384
<i>Explanation: The amounts above are current funds that are budgeted for faculty salaries that will be used to support the proposed program.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$252,750	\$505,500	\$758,250	\$1,011,000	\$1,263,750
<i>Explanation: Student tuition is based upon the rate of \$377 per credit hour.</i>					
TOTAL	\$449,326	\$748,005	\$1,104,524	\$1,437,866	\$1,774,134

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$32,000	\$32,000	\$32,000
<i>Explanation: By year three, it is estimated that an additional professional advisor will be needed to assist graduate students in the John Massey School of Business.</i>					
Faculty	\$196,576	\$242,505	\$346,274	\$426,866	\$510,384
<i>Explanation: Calculation based on the division of 40 percent of faculty salary that is arbitrarily recommended as the teaching component of the scholars' position. As such, 10 percent is said to be devoted per course. The calculation above is a random selection of the core courses and elective courses divided per semester per year. Each year the number of core courses per semester are increased along with the number of electives courses. By year 5, all core courses are offered twice per semester. Elective courses are offered 1 or 2 times per semester. These calculations are over-estimating costs.</i>					

Only 2 new courses are proposed for the MA in Organizational Management and Leadership. The other courses are shared with majors in MBA, Communication, and Native American Leadership programs. Thus, the faculty salary expense is shared with other majors. For the purpose of this document, only estimated majors for the MA are included.

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	\$126,375	\$252,750	\$379,125	\$505,000	\$631,875
<i>Explanation: Academic Partnerships Cost-Share</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$322,951	\$495,255	\$757,399	\$963,866	\$1,174,259

**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
MASTER OF ARTS IN ORGANIZATIONAL MANAGEMENT AND LEADERSHIP**

Program Requirements	Credit Hours
Program Core	21
*MNGT 5903 Leadership Theories and Practice	3
*MNGT 5233 Team Development Behaviors	3
MNGT 5223 Behavioral Management	3
MNGT 5153 Human Resource Management	3
MNGT 5773 Principle Centered Leadership	3
COMM 5563 Conflict and Negotiation	3
COMM 5133 Strategic Organizational Communication	3
Elective Requirements	9
COMM 5573 Women in Leadership	3
NAL 5113 Personal and Organizational Leadership Styles	3
NAL 5123 Managing Diversity	3
NAL 5133 Effective Communication Through Presentation	3
MNGT 5463 Training and Development	3
MNGT 5453 Contemporary Issues in Management	3
Total	30

*Denotes new course

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AGENDA ITEM #6-c:

New Programs.

SUBJECT: Connors State College. Approval to offer the Certificate in Horticulture, Certificate in Agriculture, Certificate in Agriculture Business Management, Certificate in Specialized Agriculture Production, Certificate in Small Business Management, Certificate in Athletic Coaching in Secondary Education, and the Certificate in Personal Health.

RECOMMENDATION:

It is recommended that the State Regents approve the Connors State College's requests to offer via traditional and electronic delivery the Certificate in Horticulture, Certificate in Agriculture, Certificate in Agriculture Business Management, Certificate in Specialized Agriculture Production, Certificate in Small Business Management, Certificate in Athletic Coaching in Secondary Education, and the Certificate in Personal Health, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Horticulture.** This certificate will be embedded within the Associate in Science in Agriculture (001) and will be included in the 5-year program review due in 2024.
- **Certificate in Agriculture.** This certificate will be embedded within the Associate in Science in Agriculture (001) and will be included in the 5-year program review due in 2024.
- **Certificate in Agriculture Business Management.** This certificate will be embedded within the Associate in Science in Agriculture (001) and will be included in the 5-year program review due in 2024.
- **Certificate in Specialized Agriculture Production.** This certificate will be embedded within the Associate in Science in Agriculture (001) and will be included in the 5-year program review due in 2024.
- **Certificate in Small Business Management.** This certificate will be embedded within the Associate in Science in Business Administration (005) and will be included in the 5-year program review due in 2024.
- **Certificate in Athletic Coaching in Secondary Education.** This certificate will be embedded within the Associate in Science in Physical Education (027) and will be included in the 5-year program review due in 2024.

- **Certificate in Personal Health.** This certificate will be embedded within the Associate in Science in Physical Education (027) and will be included in the 5-year program review due in 2024.

BACKGROUND:

Academic Plan

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

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

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

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

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

Program Review

CSC offers 24 degree and/or certificate programs as follows:

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

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

Program Development Process

CSC's faculty developed the proposals, which were reviewed and approved by institutional officials. CSC's governing board approved delivery of the Certificate in Horticulture, Certificate in Agriculture, Certificate in Agriculture Business Management, Certificate in Specialized Agriculture Production, Certificate in Small Business Management, Certificate in Athletic Coaching in Secondary Education, and the Certificate in Personal Health at their January 21, 2022 meeting. CSC is currently approved to offer 18 degree and certificate programs through electronic delivery. CSC requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

**Certificate in Horticulture
Certificate in Agriculture
Certificate in Agriculture Business Management
Certificate in Specialized Agriculture Production**

Program purpose. The proposed certificates are designed to allow students to earn stackable credentials in a critical occupation for rural Oklahoma. The certificates will require students to take courses from a variety of fields in agriculture; including agriculture communications, agriculture economics, agriculture education, agriculture engineering, agriculture equine technology, agriculture leadership development, agriculture, agriculture ranch management, agronomy, animal science, food science, horticulture, and natural resource ecology and management while also working toward their associate degree.

Program rationale and employment opportunities. The proposed certificates will be embedded within the Associate of Science in Agriculture (001), which continues 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. The proposed certificates are designed so that completers are able to secure entry-level positions in the agriculture industry. According to Oklahoma Works, Agriculture and Bioscience is one of the ecosystems listed on the 2020-2022 Critical Occupations for Oklahoma. Oklahoma Employment Security Commission (OESC) data indicate that career opportunities related to agriculture should increase through 2028. In-demand occupations related to this ecosystem include Farmworkers and Laborers, Crop, Nursery, and Greenhouse and Veterinary Assistants/Technologists/Technicians and Laboratory Animal Caretakers.

Student demand. The proposed certificates are expected to fulfill student demand within the Associate in Science in Agriculture (001) program.

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

Institution	Existing Program
Oklahoma State University – Oklahoma City	Certificate in Horticulture (023)
Tulsa Community College	Certificate in Horticulture Technology (209)

The proposed Certificate in Agriculture may share similar content with the following program:

Institution	Existing Program
Western Oklahoma State College	Certificate in Agriculture Industries (048)

The proposed Certificate in Agriculture Business Management may share similar content with the following program:

Institution	Existing Program
Southwestern Oklahoma State University	Certificate in Agricultural Business (067)

There are no Certificate in Specialized Agriculture Production programs offered in Oklahoma.

A systemwide letter of intent was communicated by email on February 7, 2022. None of the State System institutions notified State Regents’ staff of a protest to the proposed certificates. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificates will consist of the total credit hours shown in the following tables. No new courses will be added and curricula are detailed in the attachments (Attachments A, B, C, and D).

Certificate in Horticulture

Content Area	Credit Hours
Program Requirements	6
Electives	10
Total	16

Certificate in Agriculture

Content Area	Credit Hours
General Education	15
Program Requirements	21
Total	36

Certificate in Agriculture Business Management

Content Area	Credit Hours
General Education	3
Program Requirements	7-8
Electives	5-6
Total	16

Certificate in Specialized Agriculture Production

Content Area	Credit Hours
Program Requirements	6-9
Electives	7-10
Total	16

Certificate in Small Business Management

Program purpose. The proposed Certificate in Small Business Management is a stackable credential that allows students to earn a credential in business while also working on their Associate in Science in Business Administration (005). The certificate will require students to take courses from business and choose additional related coursework from: computers, agricultural business, or mathematics.

Program rationale and employment opportunities. The Associate in Science in Business Administration (005) degree continues to produce steady numbers of majors and graduates. From 2016 to 2021, the program has averaged 32 graduates and CSC anticipates being able to continue to meet the needs of students interested in a career in business. Students earning a credential in business can find employment in a variety of business and industry in occupations such as General and Operation Managers, Sales Managements, Administrative Services and Facilities Managers. The proposed certificate is designed so that completers are able to secure entry-level positions in the small business industry.

Student demand. The proposed certificate is expected to fulfill student demand within the Associate in Science in Business Administration (005) program.

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

Institution	Existing Program
Northeastern State University	Certificate in Small Business (190)
Oklahoma State University	Certificate in Business Essentials (295)
Rose State College	Certificate in Small Business Operations (139)
Northwestern Oklahoma State University	Certificate in Business (078)
Tulsa Community College	Certificate in Business Management (241)

A systemwide letter of intent was communicated by email on February 7, 2022. None of the State System

institutions notified State Regents’ staff of a protest to the proposed certificate. Approval will not constitute unnecessary duplication.

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

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

**Certificate in Athletic Coaching in Secondary Education
Certificate in Personal Health**

Program purpose. The proposed certificates are stackable credentials that require students to take classes in health and physical education classes while also working towards their Associate in Science in Physical Education (027).

Program rationale and employment opportunities. The Certificate in Athletic Coaching in Secondary Education is intended to be a short-term certificate pathway for students to gain coaching skills. The certificate program could serve new students in taking courses for future employment in education, while it could also address returning students who might already be educators but have found themselves needing training in coaching for a teaching position. The Certificate in Personal Health is a longer-term certificate that would allow future educators to take courses focused in health and physical education. This certificate would allow students to choose courses related to their future career fields in preparation for teaching and coaching in personal health areas.

Student demand. The proposed certificates are expected to fulfill student demand within the Associate in Science in Physical Education (027) program.

Duplication and impact on existing programs. There are no Certificate in Athletic Coaching in Secondary Education or Certificate in Personal Health programs offered in Oklahoma. A systemwide letter of intent was communicated by email on February 7, 2022. None of the State System institutions notified State Regents’ staff of a protest to the proposed certificates. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificates will consist of the total credit hours as shown in the following tables. No new courses will be added and curricula are detailed in the attachments (Attachments F and G).

Certificate in Athletic Coaching in Secondary Education

Content Area	Credit Hours
General Education	6
Program Requirements	11
Total	17

Certificate in Personal Health

Content Area	Credit Hours
General Education	12
Program Requirements	24
Total	36

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

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

Financing and program resource requirements. The proposed Certificate in Horticulture, Certificate in Agriculture, Certificate in Agriculture Business Management, and Certificate in Specialized Agriculture Production will be embedded within the Associate in Science in Agriculture (001). The proposed Certificate in Small Business Management is embedded within the Associate of Science in Business Administration (005). The proposed Certificate in Athletic Coaching in Secondary Education and the Certificate in Personal Health will be embedded within the Associate in Science in Physical Education (027). Program resource requirements are supported through their main program and the proposed certificates will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificates. No additional funding is requested from the State Regents to support the certificates.

Attachments

**CONNORS STATE COLLEGE
CERTIFICATE IN HORTICULTURE**

Program Requirements	Credit Hours
Program Requirements	6
Select 6 credit hours from the following courses:	
HORT 1013 Principles of Horticulture	3
HORT 2123 Environmental Issues in Horticulture Science	3
HORT 2303 Special Topics	3
HORT 2403 Introduction to Turf Grass Management	3
HORT 2412 Horticulture Growing Systems	2
HORT 2513 Herbaceous Plant Materials	3
HORT 2613 Woody Plant Materials	3
HORT 2653 or Beginning Floral Design NREM 1014 Introduction to Natural History	3
Electives	10
Select 10 credit hour from the following prefixes: HORT, AGCM, AGEQ, AGED, AGEN, AGLE, AGRI, AGRM, AGRO, ANSI, BIOL, BUSN, COMS, CHEM, EDUC, FDSC, MATH, NREM, STAT	
Total	16

**CONNORS STATE COLLEGE
CERTIFICATE IN AGRICULTURE**

Program Requirements	Credit Hours	
General Education	15	
Any course designated S (recommend AGECE 1113, AGED 2313, AGLE 2303, or AGLE 2403)	3	
Any course designated A, H, N, or S (recommend AGECE 1113, AGRO 1113, AGRI 2013, AGRO 2124, HORT 1013, HORT 2123, or NREM 1014)	3	
AGRI 2113 or COMS 1133	Microcomputers in Agriculture Fundamentals of Computer Usage	3
	Any course designated H (recommend HORT 2653 and AGRI 2423)	6
Program Requirements	21	
AGRI 1111 and/or AGRI 2041	Agriculture Orientation Career Development in Agriculture	1-2
	Select 19-20 credit hours from the following prefixes: AGCM, AGECE, AGED, AGEN, AGEQ, AGLE, AGRI, AGRM, AGRO, ANSI, FDSC, HORT, NREM	
Total	36	

**CONNORS STATE COLLEGE
CERTIFICATE IN AGRICULTURE BUSINESS MANAGEMENT**

Program Requirements	Credit Hours
General Education	3
AGRI 2113 or COMS 1133	Microcomputers in Agriculture Fundamentals of Computer Usage 3
Program Requirements	7
AGRI 1111 and/or AGRI 2041	Agriculture Orientation Career Development in Agriculture 1-2
Choose 6 credit hours from the following:	
BUSN 2113	Macroeconomics 3
BUSN 2543	Financial Accounting 3
BUSN 2133	Business Law 3
BUSN 1113	Business Principles 3
BUSN 2423	Desktop Publishing 3
BUSN 2713	Principles of Marketing 3
BUSN 2643	Managerial Accounting 3
BUSN 2213	Microeconomics 3
BUSN 2143	Principles of Management 3
AGEC 1113	Introduction to Agriculture Economics 3
Electives	5-6
Select 5-6 credit hours from the following prefixes: AGCM, AGEQ, AGED, AGEN, AGLE, AGRI, AGRM, AGRO, ANSI, BIOL, BUSN, COMS, CHEM, CJPS, FDSC, HORT, MATH, NREM, PHYS, STAT	
Total	16

**CONNORS STATE COLLEGE
CERTIFICATE IN SPECIALIZED AGRICULTURE PRODUCTION**

Program Requirements		Credit Hours
Program Requirements		6-9
AGRI 2010	Agriculture Internship	3-6
	Select 3 credit hours from the following prefixes: AGRI, AGECE, AGED, AGEN, AGEQ, AGLE, HORT, NREM, FDSC, ANSI, AGRO, AGCM	3
Electives		7-10
	Select 7-10 credit hours from the following prefixes: HORT, AGCM, AGECE, AGED, AGEN, AGEQ, AGLE, AGRI, AGRM, AGRO, ANSI, BIOL, BUSN, COMS, CHEM, EDUC, FDSC, MATH, NREM, STAT	
Total		16

**CONNORS STATE COLLEGE
CERTIFICATE IN SMALL BUSINESS MANAGEMENT**

Program Requirements	Credit Hours
General Education	3
COMS 1133 Fundamentals of Computer Usage	3
Program Requirements	13
EDUC 1111 College Orientation	1
Select 6 credit hours from the following courses:	
BUSN 2113 Macroeconomics	3
BUSN 2543 Financial Accounting	3
BUSN 2133 Business Law	3
BUSN 1113 Business Principles	3
BUSN 2423 Desktop Publishing	3
BUSN 2143 Principles of Management	3
BUSN 2643 Managerial Accounting	3
BUSN 2713 Principles of Marketing	3
BUSN 2213 Microeconomics	3
Select 6 credit hours from the following courses and/or prefixes: AGEC 1113, STAT 2013, AGRI 2010, BUSN, COMS, MATH	
Total	16

**CONNORS STATE COLLEGE
CERTIFICATE IN ATHLETIC COACHING IN SECONDARY EDUCATION**

Program Requirements	Credit Hours
General Education	6
ENGL 1113 Composition I	3
Select 3 credit hours from the following courses:	
ENGL 1213 Composition II	3
MATH 1473 or Applied Mathematics MATH 1513 or Pre-Calculus Algebra MATH 1523, or Modeling and Functions STAT 2013 Elementary Statistics	3
HIST 1483 or History of the United States to 1865 HIST 1493 History of the United States since 1865	3
Program Requirements	11
HLTH 1123 First Aid/Responding to Emergencies	3
HLTH 2383 Care and Prevention of Athletic Injuries	3
HLTH 1113 Personal Health	3
PHED 2142 or Theory of Coaching Baseball PHED 2152 or Theory of Coaching Basketball PHED 2162 Theory of Coaching Cheerleading	3
Total	17

**CONNORS STATE COLLEGE
CERTIFICATE IN PERSONAL HEALTH**

Program Requirements	Credit Hours
General Education	12
Any course designated H	6
COMS 1113 or AGRI 2113	3
Fundamentals of Computer Usage Microcomputers in Agriculture	3
One course selected from: Psychology, Sociology, Foreign Language, or Fine Arts	3
Program Requirements	24
Select 24 credit hours from the courses listed below	
EDUC 1111	1
College Orientation	1
HLTH 1113	3
Personal Health	3
HLTH 1123	3
First Aid/Responding to Emergencies	3
HLTH 2383	3
Care and Prevention of Athletic Injuries	3
PHED 2512	2
Motor Learning	2
PHED 2133	3
Foundations of Physical Education	3
HLTH 2313	3
Health of School Child	3
HLTH 2353	3
Community Health	3
PSYC 1113	3
Introduction to Psychology	3
PSYC 2113	3
Psychology of Personality Adjustment	3
SOCI 1113	3
Principles of Sociology	3
SOCI 2323	3
Social Problems	3
PHED 2142	2
Theory of Coaching Baseball	2
PHED 2152	2
Theory of Coaching Basketball	2
PHED 2162	2
Theory of Coaching Cheerleading	2
PHED 2223	3
Legal Aspects of Sports	3
PHED 2562	2
Sports Officiating	2
Total	36

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AGENDA ITEM #7:

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:

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

- Master of Education in Elementary Education (059)

Tulsa Community College (TCC) requests authorization to delete the program below:

- Certificate in Healthcare Specialist/Paramedic (362)

POLICY ISSUES:

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

ANALYSIS:

UCO requests authorization to delete the Master of Education in Elementary Education (059) effective immediately. This program was approved at the May 25, 2007 State Regents Meeting. UCO reports:

- There has been lack of interest and enrollment in this program.
- There are currently 15 students enrolled in the program with an expected graduation date during the 2022-2023 academic year.
- No courses will be deleted.
- Funds will be reallocated to the new Master of Education in Curriculum and Instruction.

TCC requests authorization to delete the Certificate in Healthcare Specialist/Paramedic (362) effective immediately. This program was approved at the December 1, 2016 State Regents Meeting. TCC reports:

- The program was a partnership with Tulsa Fire Department (TFD) and is being discontinued due to TFD partnering with Tulsa Tech.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

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AGENDA ITEM #8:

Academic Plans.

SUBJECT: Acknowledgement of academic plans submitted by institutions.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the following 2022-2023 academic plans:

- ◆ Oklahoma State University System
- ◆ University of Oklahoma
- ◆ Cameron University
- ◆ East Central University
- ◆ Langston University
- ◆ Northeastern State University
- ◆ Northwestern Oklahoma State University
- ◆ Oklahoma Panhandle State University
- ◆ Rogers State University
- ◆ Southeastern Oklahoma State University
- ◆ Southwestern Oklahoma State University
- ◆ University of Central Oklahoma
- ◆ University of Science and Arts of Oklahoma
- ◆ Carl Albert State College
- ◆ Connors State College
- ◆ Eastern Oklahoma State College
- ◆ Murray State College
- ◆ Northeastern Oklahoma A&M College
- ◆ Northern Oklahoma College
- ◆ Oklahoma City Community College
- ◆ Redlands Community College
- ◆ Rose State College
- ◆ Seminole State College
- ◆ Tulsa Community College
- ◆ Western Oklahoma State College

BACKGROUND:

The State Regents approved the Academic Planning/Resource Allocation (APRA) concept in 1991. Institutional academic plans are developed each year and provide the context for decision-making within APRA principles. The academic plans are summarized in a supplement and document the system’s academic planning and institutional priorities. New program requests are evaluated within the context of a current and complete institutional academic plan.

In January 2003, institutional administration and State Regents’ staff discussed reshaping the Academic Plan process into a more efficient and productive exercise. The plans were made more concise while still including two parts: Part I. Annual Report; and Part II. Academic Plans for the Coming Year. The Annual Report summarized current academic programs and services in technology and academic efficiencies, and reported Learning Site activities. The Academic Plan for the Coming Year included a copy of the institution’s strategic plan, if available; the institution’s three to five academic priorities for the coming year; and a summary of future plans with respect to technology and academic efficiencies.

In 2012, the Academic Plan report was revised again to include: 1) Priorities/Programs; 2) Technology; 3) Academic Efficiencies, and 4) Learning Site Activity Report. The current plan also includes enrollment projections for Fall 2021, Fall 2022, and Fall 2023.

POLICY ISSUES:

These actions support and further the goals of the APRA initiative.

ANALYSIS:

Institutions are provided an outline for the report (see the Attachment). Plans were due in the State Regents' office on June 30, 2022. The 2022-2023 Academic Plan Outline is provided below.

1) Academic Priorities/Programs		
2) Academic Efficiencies	Current Status	Future Plans
3) Technology	Current Status	Future Plans
4) Online Learning Activities/Initiatives	Current Status	Future Plans
5) Learning Site Activity Report		
6) Enrollment Projections		

With this action, the State Regents acknowledge receipt of the academic plans from all public institutions. Summaries of the submissions are available in a supplement. The request for the academic plan also included the Institutional Degree Completion Plan, which is reported in a separate agenda item.

Attachment

Supplement is available upon request.



Academic Plan Form B 2022-2023 Outline

The Academic Plan provides a means for the State Regents to view each institution's priorities and aspirations in the context of the State System. The plan is divided into two parts: A) informing the State Regents of academic program, technology, and efficiency plans for the future, and B) projecting enrollment targets for the next three years. Institutions are encouraged to utilize this form to submit information electronically. Although the length of the completion and academic plans can be expected to vary, it is anticipated a concise plan should be possible within fifteen or fewer pages. The template format is provided. The 2022-2023 Degree Completion and Academic Plan is due **June 30, 2022**. This due date will allow for compilation and preparation for the State Regents' annual review.

A. Summarize academic programs and services in the following areas:

1. Priorities/Programs. List the institution's academic priorities for the 2022-2023 year and the planned activities that will be used to achieve these priorities. Please include, if appropriate, how these academic priorities relate to high priority academic programs and any new academic program requests to be submitted in the 2022-2023 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

a. Priorities/Programs

2. Academic Efficiencies

Academic Efficiencies - faculty sharing, partnership collaboration, course redesign, program downsizing or deletion, etc., that have direct impact on budget, cost savings, efficiencies, the academic enterprise and describe how those decisions were made.

a. Current Status

b. Future Plans

(Note plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

3. Technology (uses in the classroom, faculty and curriculum development, student support services, and distance education offerings, etc., especially note new, different, and innovative uses of technology)

a. Current Status

b. Future Plans

(Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

4. Online Learning Activities/Initiatives.

a. Current Status

- a. Open Educational Resources (OER)
- b. Professional Development
- c. Delivery System/Platform

b. Future Plans

5. Learning Site Activity Report

Please respond to the following questions as a learning site:

- a. Include the number of online/electronically delivered courses sent to and received from other institutions. Detail the productivity in those courses and programs, as well as the breakdown between upper division and lower division courses.
- b. Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.

B. Provide the institution's 2022, 2023, 2024 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.

- Fall 2022: Undergraduate Headcount:
- Fall 2022: Graduate (if applicable) Headcount:
- 2022 Annual FTE:

- Fall 2023: Undergraduate Headcount:
- Fall 2023: Graduate (if applicable) Headcount:
- 2023 Annual FTE:

- Fall 2024: Undergraduate Headcount:
- Fall 2024: Graduate (if applicable) Headcount:
- 2024 Annual FTE:

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AGENDA ITEM #9:

Degree Completion Plans.

SUBJECT: Acknowledgement of degree completion plans submitted by institutions.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the following 2022-2023 institutional degree completion plans:

- ◆ Oklahoma State University System
- ◆ University of Oklahoma
- ◆ Cameron University
- ◆ East Central University
- ◆ Langston University
- ◆ Northeastern State University
- ◆ Northwestern Oklahoma State University
- ◆ Oklahoma Panhandle State University
- ◆ Rogers State University
- ◆ Southeastern Oklahoma State University
- ◆ Southwestern Oklahoma State University
- ◆ University of Central Oklahoma
- ◆ University of Science and Arts of Oklahoma
- ◆ Carl Albert State College
- ◆ Connors State College
- ◆ Eastern Oklahoma State College
- ◆ Murray State College
- ◆ Northeastern Oklahoma A&M College
- ◆ Northern Oklahoma College
- ◆ Oklahoma City Community College
- ◆ Redlands Community College
- ◆ Rose State College
- ◆ Seminole State College
- ◆ Tulsa Community College
- ◆ Western Oklahoma State College

BACKGROUND:

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

Considerable steps have been taken to date in Oklahoma's CCA project. The data team has evaluated Oklahoma's state-level and campus-specific enrollment and graduation data against key degree completion statistics using the CCA and NGA approved metrics. A standardized report of these baseline datasets for all CCA states served as the basis of Oklahoma's March 2011 CCA Completion Academy activities and has been utilized during all forums and meetings as the leadership team coordinates with key stakeholder groups in moving the project forward.

While the college completion efforts in Oklahoma expand upon current state and campus programs, there will be new initiatives at local and state levels that will be developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states has revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates earn certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. State and campus activities in support of these goals will include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels;
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options;
- Certificate completion options through further development of cooperative agreement programs between higher education and technology centers;
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates;
- More effective and efficient completion of remediation and freshman gateway courses;
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's degree levels;
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year; and
- Better documentation of the degree completion contributions of private and for-profit postsecondary education.

CCA was impressed by Oklahoma's early work on these completion projects and expressed that by reaching out to the governor and inviting Oklahoma to partner in establishing a national model for statewide completion plans. CCA national staff and project consultants worked with State Regents' staff to incorporate Oklahoma's work into a model plan project that can serve as an example of both process and product to the other CCA states. Oklahoma's work was spotlighted at the CCA Annual Convening of the 29 alliance states in 2011. CCA has pledged technical assistance to support project activities outlined in Oklahoma's plan and is working with the Oklahoma CCA Leadership Team to identify other potential funding sources for the work.

POLICY ISSUES:

As higher education institutions in Oklahoma experience national trends and challenges, increased enrollment demands, significant calls for higher education to drive economic development, and historically low levels of public budget allocations – postsecondary leaders are even stronger advocates for the public and individual investments in higher education and realize the enterprise's unique role in shaping the future of the state. In Oklahoma, elected officials have joined their counterparts around the nation in focusing on jobs. Higher education's response to this call was a thorough evaluation of the system's stewardship of intellectual, economic, social, and cultural needs of the state.

Ultimately, what was proposed under the CCA and NGA Complete to Compete action plan was an acceleration of efforts to make significant improvements to two critical segments of the educational pipeline in Oklahoma: 1) restructuring remedial and developmental education, and 2) development of accelerated degree completion options. Undergirding these efforts is a revised accountability framework that utilizes appropriate components of the state and campus-level CCA and NGA metrics and that reflects new priorities by measuring and rewarding priorities that meet statewide completion goals.

ANALYSIS:

College completion initiatives in Oklahoma must involve strategies to reach both the emerging workforce matriculating through the common education pipeline and the current workforce that is dominated by individuals who have some college or postsecondary training, but have no earned degree or credential. Oklahoma's activities as a part of the CCA Alliance and NGA Complete to Compete project will reform the state's successful Brain Gain Performance Funding Program and focus on a public agenda framework that covers three issues:

- 1) Academic preparation initiatives that:
 - a. increase high school offerings to reduce the need for remediation; and
 - b. offer a fundamental change in the delivery of remedial and developmental education;
- 2) High impact practices with reverse transfer, prior learning assessments, data analytics, etc. to reduce time-to-degree; and;
- 3) Adult degree completion initiatives that streamline degree options, remove time and sequence barriers, and provide additional supports for completion.

Initiative #1: Higher education and K-12 are working together to develop and implement strategies that focus on better preparing students in high school for success in college. Enhancement in academic activities in the 11th and 12th grades will be made to reduce the need for remediation, including a college and career ready math course, concurrent enrollment opportunities, and advanced placement courses.

Initiative #2: Oklahoma public higher education institutions are implementing programs in the areas of math, language skills, and reading that will dramatically improve developmental programs and reduce the time it takes to earn a degree, including corequisite courses.

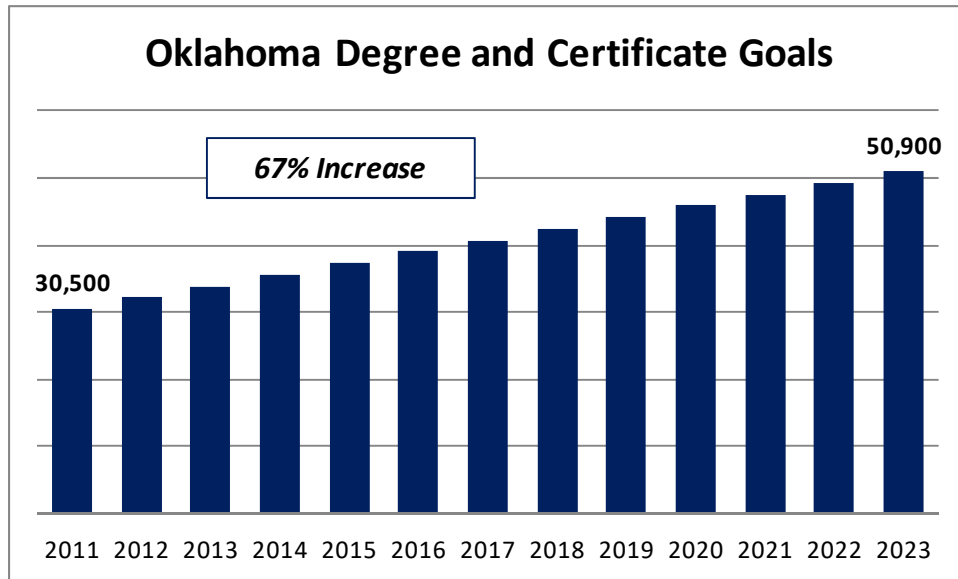
Initiative #3: Our colleges and universities are implementing programs that create clear pathways to degrees and certificates including the cooperative agreement programs with technology centers and providing proactive advising, coaching services, and additional academic support.

Initiative #4: The Reach Higher program provides degree completion opportunities to adult students who have some college credit, but have not completed a college certificate, associate, or bachelor's degree. The program offers two paths to meet both student and workforce needs: Reach Higher FlexFinish and Reach Higher DirectComplete.

Initiative #5: In April 2012, the State Regents adopted a revised Brain Gain performance-based funding formula providing incentives to institutions that increase their degree completion rates in addition to other performance factors.

Finally, these CCA datasets and policy audits have served as the basis for developing statewide completion goals for Oklahoma. Higher education is committed to increasing access to quality academic programs, increasing the number of college graduates, and better preparing those graduates to meet the challenges of a rapidly changing global economy. As CCA began in 2011, Oklahoma's colleges and universities produced

30,500 degrees and certificates annually. To remain competitive nationally and globally, the system of higher education in Oklahoma must increase the number of degrees and certificates by 1,700 each year to a level of 50,900 by 2023 (chart below). This represents a 67 percent increase over a twelve-year period.



Institutions were requested to submit updated institutional degree completion plans by June 30, 2022 (template in the attachment). The request for the institutional degree completion plans also included the Academic Plan, which is reported in a separate agenda item. With this action, the State Regents acknowledge receipt of the institutional degree completion plans from all public institutions. Summaries of the submissions are available in a supplement.

Attachment

Supplement is available upon request.



Institutional Degree Completion Form A 2022-2023 Outline

The State Regents have a public agenda with the goals to: 1) enhance access and improve the quality of public higher education for all Oklahomans, 2) increase the number of college graduates, and 3) better prepare students to meet the challenges of a global economy. In joining the Complete College America (CCA) Alliance of States, Oklahoma pledged to extend its Public Agenda scope and reach, recommit to its performance funding program, and make college completion a top priority with commitments to state and campus goals, solid action plans, removal of policy barriers, and measures of progress. Through the college completion efforts of Oklahoma to expand upon current state and campus programs, there will be new initiatives at local and state levels developed to meet the degree and certificate completion goals. Oklahoma leverages opportunities to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. Examples of state and campus activities in support of these goals include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels.
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options.
- Targeted initiatives to increase student retention and overall graduation rates.
- More effective and efficient completion of remediation and success in freshman gateway courses.
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's levels, and development of micro-credentials.
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year.
- Better documentation of degree completion contributions of private and for-profit postsecondary education and the Career Tech system cooperative agreement programs.
- Information regarding the use of predictive analytics documented and embedded in the institution's academic plan.

The Institutional Degree Completion Plan provides a means for the State Regents to view each institution's priorities, statewide initiatives, commitment to the public agenda, and educational attainment. The 2022-2023 Degree Completion Plan is due June 30, 2022. This due date will allow for compilation and preparation for the State Regents' annual review.

In addition to this document, please provide a copy of the institution's current strategic plan. Referencing the strategic plan as a supporting document, please respond to the following items regarding degree completion for the year 2022-2023.

Based on your institution’s priorities, statewide initiatives, commitment to the public agenda, and educational attainment initiatives, address each of the four goals of the Complete College Oklahoma plan. (Note: tables expand to list all strategies and to allow full information)

For the purposes of this document, the following terms are defined:

High Impact Strategy: In addition to the initiatives listed, please describe strategies that address each of the four CCA Initiatives in Oklahoma. What activities have been or are being developed on your campus or as part of statewide initiatives to accomplish the goals of higher educational attainment in Oklahoma?

Implementation: List the activities with timelines that will be used to implement this strategy. What short- and long-term timelines have been established for implementation of the high impact strategies?

Responsible Party: List the people, offices or functions responsible for implementing this strategy or each activity. Who/what are the key people or offices responsible for development, implementation, and assessment?

Measures of Effectiveness: Describe the metrics used to evaluate the effectiveness of each activity.

Results to Date: Describe the current status and results of the activity.

Fiscal Impact: Describe how the activities associated with the high impact strategy impact the institutions budget needs for the 2022-2023 academic year.

- 1. Focus on Readiness.** Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy – 12th Grade Math (<i>How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?</i>)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – Individualized Career and Academic Plan (ICAP) (<i>How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?</i>)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy -			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

2. **Transform Remediation.** Every Oklahoma institution will implement transformational models of course placement and support for less prepared students to ensure success and retention to completion.

High Impact Strategy – Co-Requisite Support Courses <i>(What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – Course Placement <i>(What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – Academic Advising <i>(What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

3. **Build Bridges to Certificates and Degrees.** Develop, implement, or expand opportunities for students to complete a certificate or degree using multiple methods of awarding credit; including concurrent enrollment, college and university partnerships in reverse-transfer initiatives for certificate and associate degree completion, Early College Programs, Prior Learning Assessment, collaborations with Career Technology.

High Impact Strategy – Concurrent Enrollment (*What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – Early College (*Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – Reverse Transfer (*Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – Collaboration with Career Technology (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – Prior Learning Assessment (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?*)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy – Prior Learning Assessment (<i>How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?</i>)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – ICAP (<i>How is student’s ICAP being used to advise students in correlation to career / degree pathways.</i>)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy –			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

4. **Adult Completion.** Further expand and develop Reach Higher or other completion program(s), including micro-credential, degree and certificate completion efforts that involves the entire system of postsecondary education. This includes post-baccalaureate credentials to enhance professional options.

High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation) (<i>How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?</i>)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) (<i>What scholarships and support services are in place for students in these programs?</i>)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development) <i>(What scholarships and support services are in place for students in these programs?)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – Micro-credentials and Badging <i>(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – Third-party course or training provider <i>(Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

5. Other Institutional Priority Areas for Degree Completion and Momentum Year: First Year Benchmarks.

High Impact Strategy – Data Analytics – <i>(How is your institution using big data to support students in both academic and non-academic issues?)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy – 15 to Finish (including 30 credit hours/nine in program of study)			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – Degree Audit Program/Degree Reclamation <i>(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)</i>			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

High Impact Strategy –			
Implementation	Responsible Party	Measures of Effectiveness	Results to Date
Fiscal Impact:			

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September 8, 2022

AGENDA ITEM #10-a:

Teacher Education.

SUBJECT: Teacher Education Program Admission Study.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Teacher Education Program Admission Study.

BACKGROUND:

In response to the legislature in 1985, the State Regents selected the Pre-Professional Skills Test (PPST), now called the PRAXIS Core Academic Skills for Educators Test, as one criterion for admission to teacher education programs. In September 1997, a general education teacher certification test was added as a licensing requirement by the legislature. In May 2002, this Oklahoma General Education Test (OGET) was added to the admission criteria.

In 2020, the American College Testing (ACT) and Scholastic Aptitude Test (SAT) were also added as options, in lieu of the OGET, for meeting admissions requirements, but in the spring of 2022, the legislature moved to revoke the OGET as a licensure exam. The Office of Educational Quality and Accountability (OEQA) will continue to offer the OGET for one more year as part of the phase out plan. It will not be used for licensure, however, Educator Preparation Programs (EPP) will allow this test to be used one final academic year (2022-2023) for admission into teacher education programs.

In policy, the admission criteria are 1) earning a GPA of 3.00 or higher in all general education courses (a minimum of 30 hours), 2) scoring at or above 22 on the ACT (the writing portion included), 3) scoring at or above 1120 on the SAT (with no less than a 5 on reading, a 4 on Analysis, and a 5 on Writing), 4) scoring at or above the level designated by the State Regents on the PRAXIS exam, 5) passing the OGET, or 6) holding a baccalaureate degree from an institution accredited by a national or regional accrediting agency recognized by the Secretary of the United States Department of Education and approved by the State Regents.

This is the eighteenth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 2020-2021, the most recent data available.

POLICY ISSUES:

The State Regents' policy, Criteria for Admission to Teacher Education (3.21.3), regulates admission standards to teacher education programs and requires a review of data to evaluate its impact.

FINDINGS:

During 2020-2021, the 23 Oklahoma universities with teacher education programs reported a total of 1,207 students admitted to teacher education (Chart 1a). The 12 public universities reported 1,006 (Chart 1b)

admissions and the 11 private universities reported a total of 201 (Chart 1c) students admitted to teacher education. The number of public university students admitted in the past 5 years has decreased by 6 percent, from 1,285 in 2016-2017 to 1,207 in 2020-2021. Despite this decrease, the overall trend of decreasing admissions is getting smaller, reflecting an improvement in recruitment efforts. Last year, the 5-year decrease was 35 percent. Conversely, for public and private teacher education admissions combined, there has been a slight increase in admissions (almost 1 percent) over the last three years, with the biggest jump occurring from 2019-2020 (1,056) to 2020-2021 (1,207), a 14 percent increase (Chart 2).

For 2020-2021, most of the students admitted were White Non-Hispanic (771), 64 percent of total admissions (Chart 3). The next two largest groups were those who identified as Multiple Ethnicities (114) and Hispanic/Latino (105), each at 9 percent of total admissions. The fourth largest group was Native American/Alaska Native (84) at 7 percent. The largest increases in admissions were among African American (32), Hispanic/Latino (105), and Asian/Middle Far East (12) students at 88 percent, 38 percent, and 20 percent, respectively, but moderate increases were seen across all groups with the exception of Multiple Ethnicities which had 2 fewer student admits in 2020-2021.

Males (234) comprised 19 percent of admissions with females (969) making up 80 percent (Chart 4).

In 2020-2021, 814 (68 percent) of students admitted to teacher education programs earned admission by passing the OGET, and 217 (18 percent) by achieving a GPA of 3.00 or higher. The remaining 14 percent of students gained admission through test scores (primarily the ACT and/or PPST/PRACTICE) or having earned a bachelor's degree (Chart 5).

An analysis of 2020-2021 OGET test-takers by the Office of Educational Quality and Accountability (OEQA) shows that approximately 51 percent (1,960) plan to seek initial certification via an approved educator preparation program, whereas 49 percent (1,850) are seeking certification via an alternative route (Chart 5). Three years ago (2018-2019), approximately 61 percent (1,073) of OGET test-takers were getting their initial license/certification via a traditional educator preparation program and 39 percent (674) through alternative certification.

CONCLUSIONS:

Increases to teacher education programs can be attributed to efforts in recent years to provide additional state funding to institutions for teacher recruitment and retention. EPPs have received specific increases to address the need for teachers in Oklahoma. One specific program, beginning in Fall 2022, that will be crucial in helping to alleviate the teacher shortage is the Oklahoma Future Teacher Scholarship and Employment Incentive Program, designed to provide scholarship support to teacher education majors followed by payment incentives to stay and teach in an Oklahoma school for five consecutive years. In observance of the trends highlighted in this report, it is expected that future increases will become more common as support is provided to higher education institutions that prepare effective teachers for the state.

- Overall admission to teacher education programs has increased 14 percent from 1,056 in 2019-2020 to 1,207 in 2020-2021, including the 201 private admissions.
- Male admission increased from 216 in 2019-2020 to 234 in 2020-2021, an 8 percent increase. Female admission increased from 832 in 2019-2020 to 969 in 2020-2021, an increase of 16 percent.
- African American admission has increased by 88 percent from 17 in 2019-2020 to 32 in 2020-2021. Despite having nearly doubled, admission of African American students remains at 3 percent of total admission.

RECOMMENDATIONS:

1. Continue to monitor the effects of alternative certification on teacher education admissions coupled with recruitment and retention efforts to mitigate against this trend.
2. Continue to increase teacher recruitment and retention initiatives to help meet the demand of the teaching workforce. Monitor the effectiveness of these initiatives in addressing the teacher shortage.
3. Increase emphasis on diversity in teacher recruitment to meet the demands of changing student demographics. The recruitment of teachers, especially those teachers from underrepresented groups, should continue to be a priority for educator preparation programs.
4. Provide support to educator preparation programs in meeting the academic and scholarship needs of students.
5. Students should have continued advisement in the general education core curriculum. If necessary, students are provided with remediation. The subject matter competency course requirements in English, math, sciences, and social studies for early childhood, elementary, and special education students should continue to increase the general academic preparation of many teacher education students.
6. Students should have continued support and professional development throughout matriculation to ensure they are successful in teacher education programs and are prepared to meet the demands of the classroom.

Chart 1a
Students Admitted to Teacher Education Programs at Oklahoma Universities
2020-2021

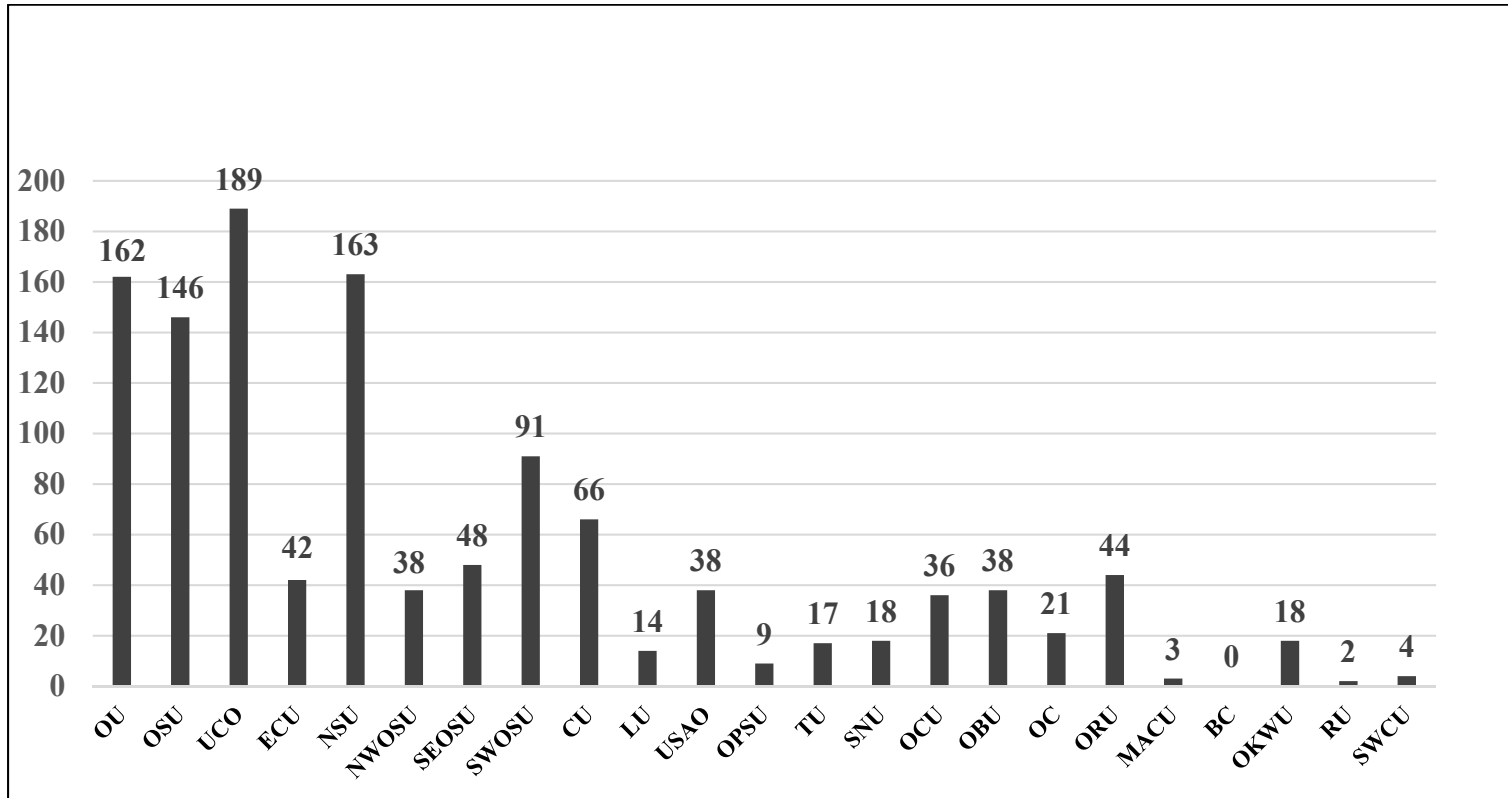


Chart 1b
Students Admitted to Teacher Education Programs at Public Universities
2020-2021

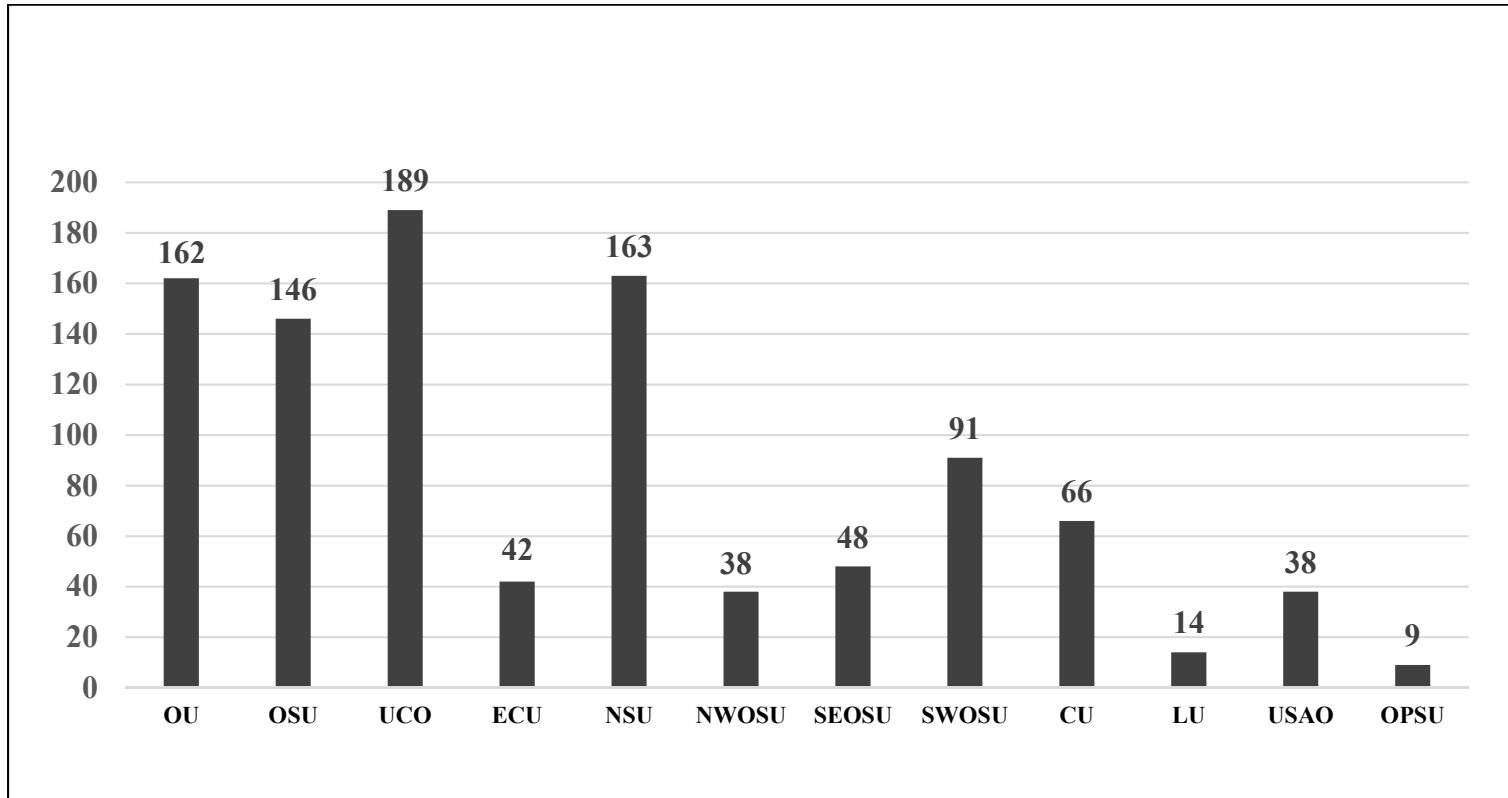


Chart 1c
Students Admitted to Teacher Education Programs at Private Universities
2020-2021

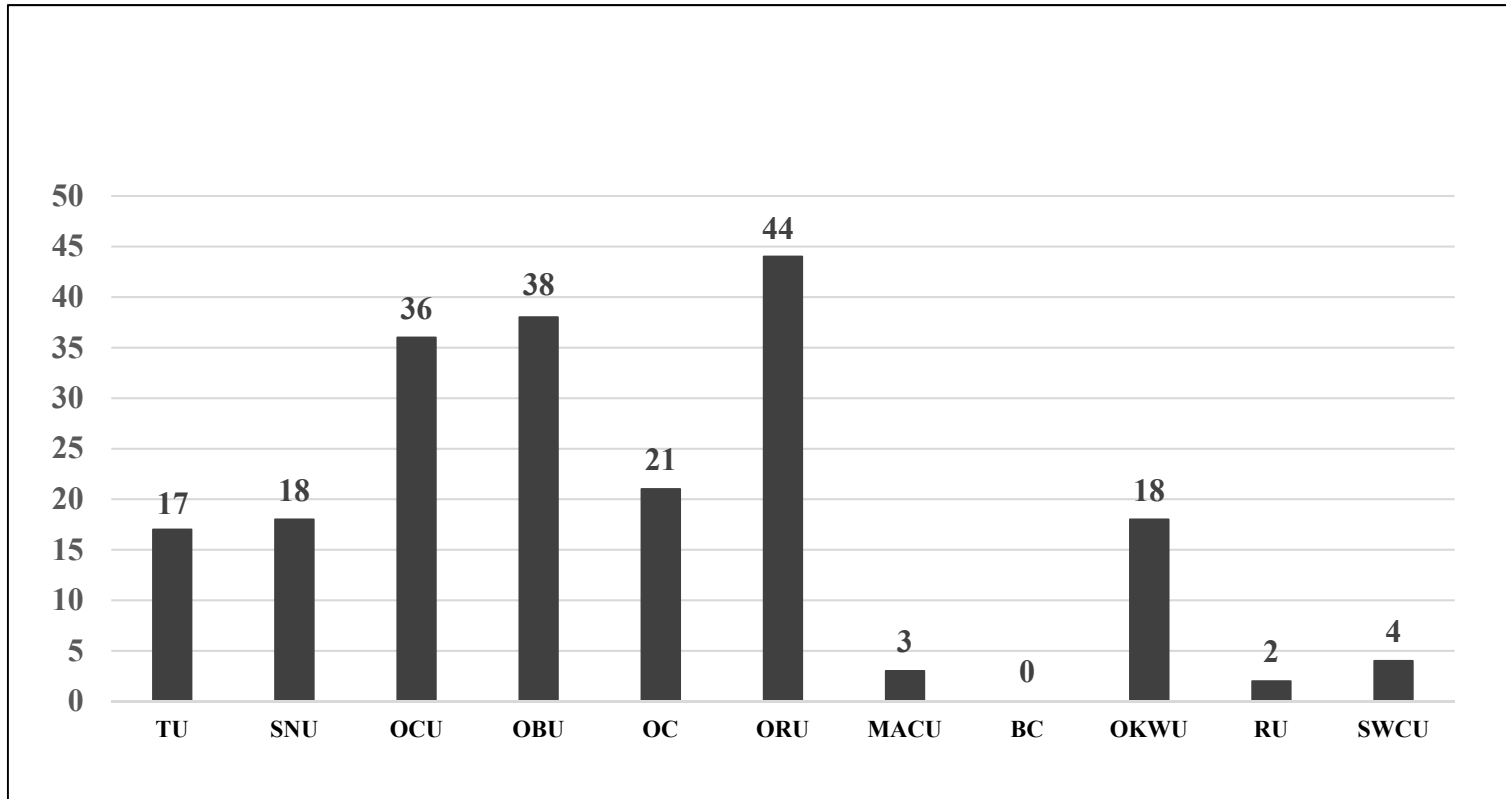
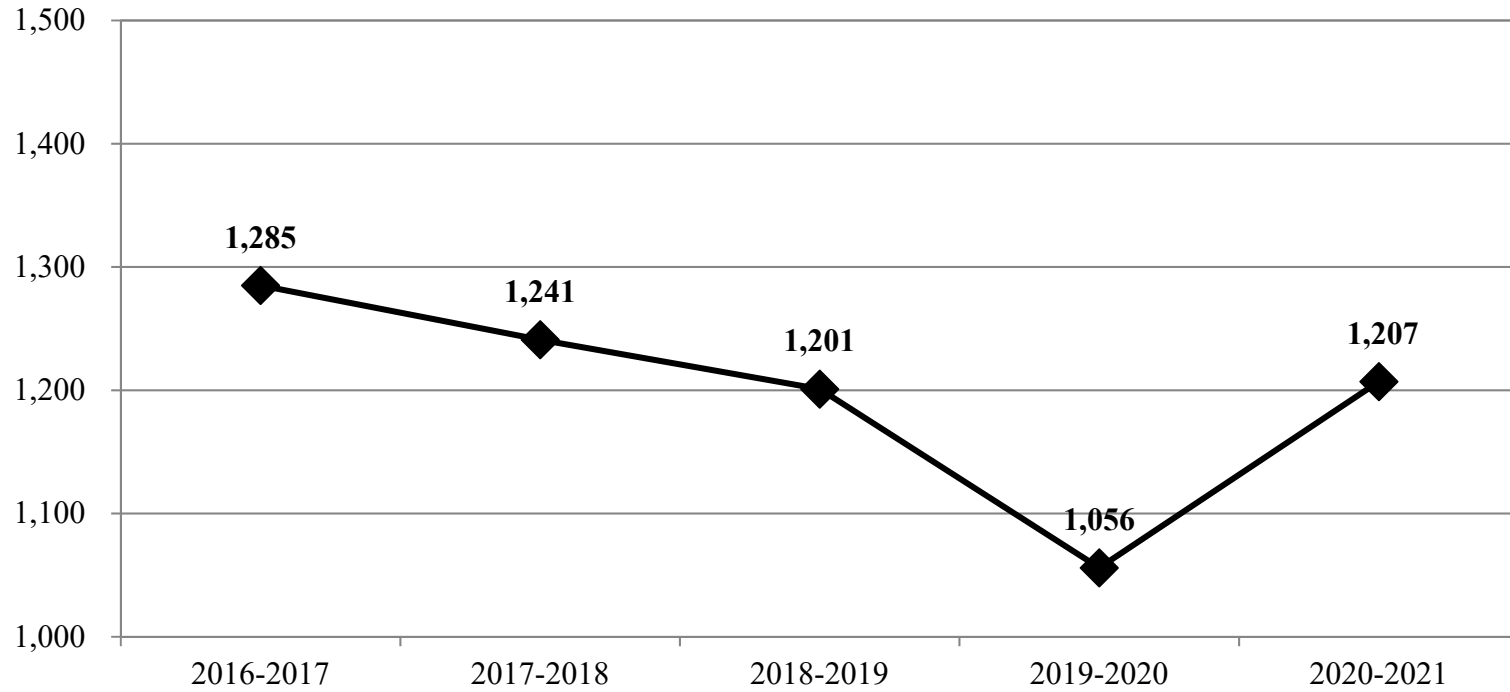


Chart 2
Number of Students Admitted to Teacher Education Programs at Public and Private Universities
2016-2021



Note: Private Universities are only included in 2018-2021.

Chart 3
Students Admitted to Teacher Education Programs by Ethnic Group
2016-2021

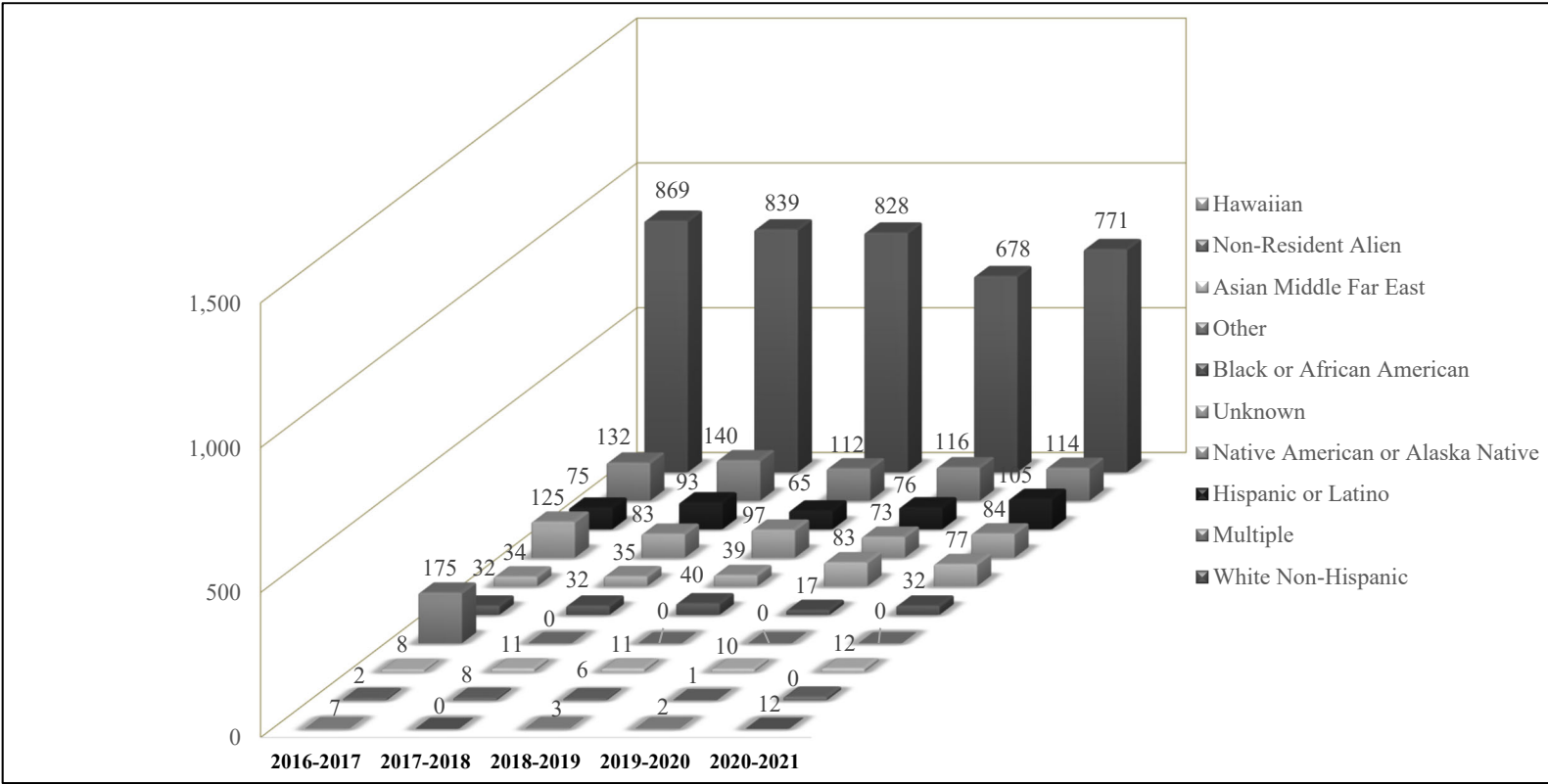
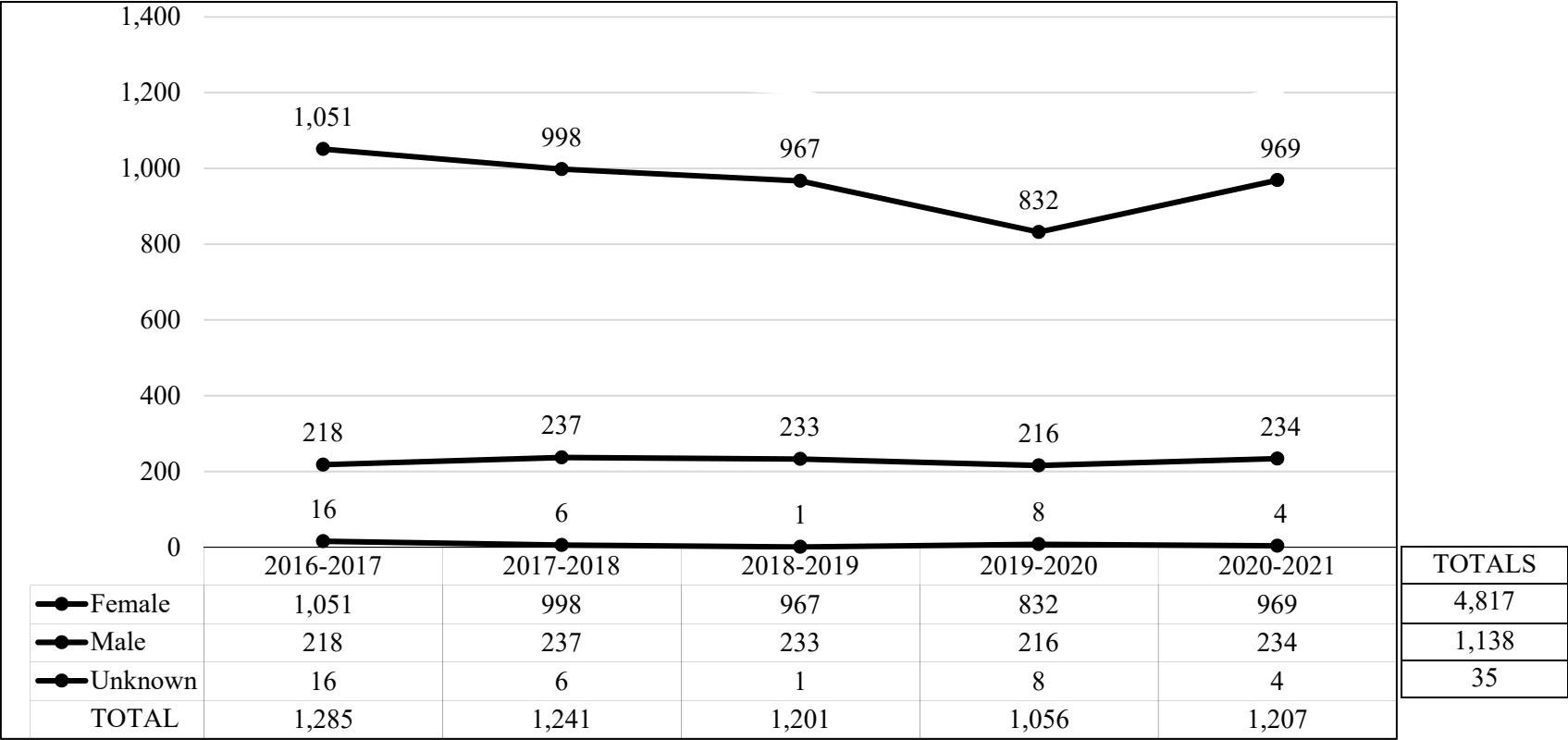


Chart 4
Students Admitted to Teacher Education Programs by Gender
2016-2021



Note: Private Universities are only included in years 2018-2021.

Chart 5
Number of Students Admitted to Teacher Education Programs by Admission Criterion
2016-2021

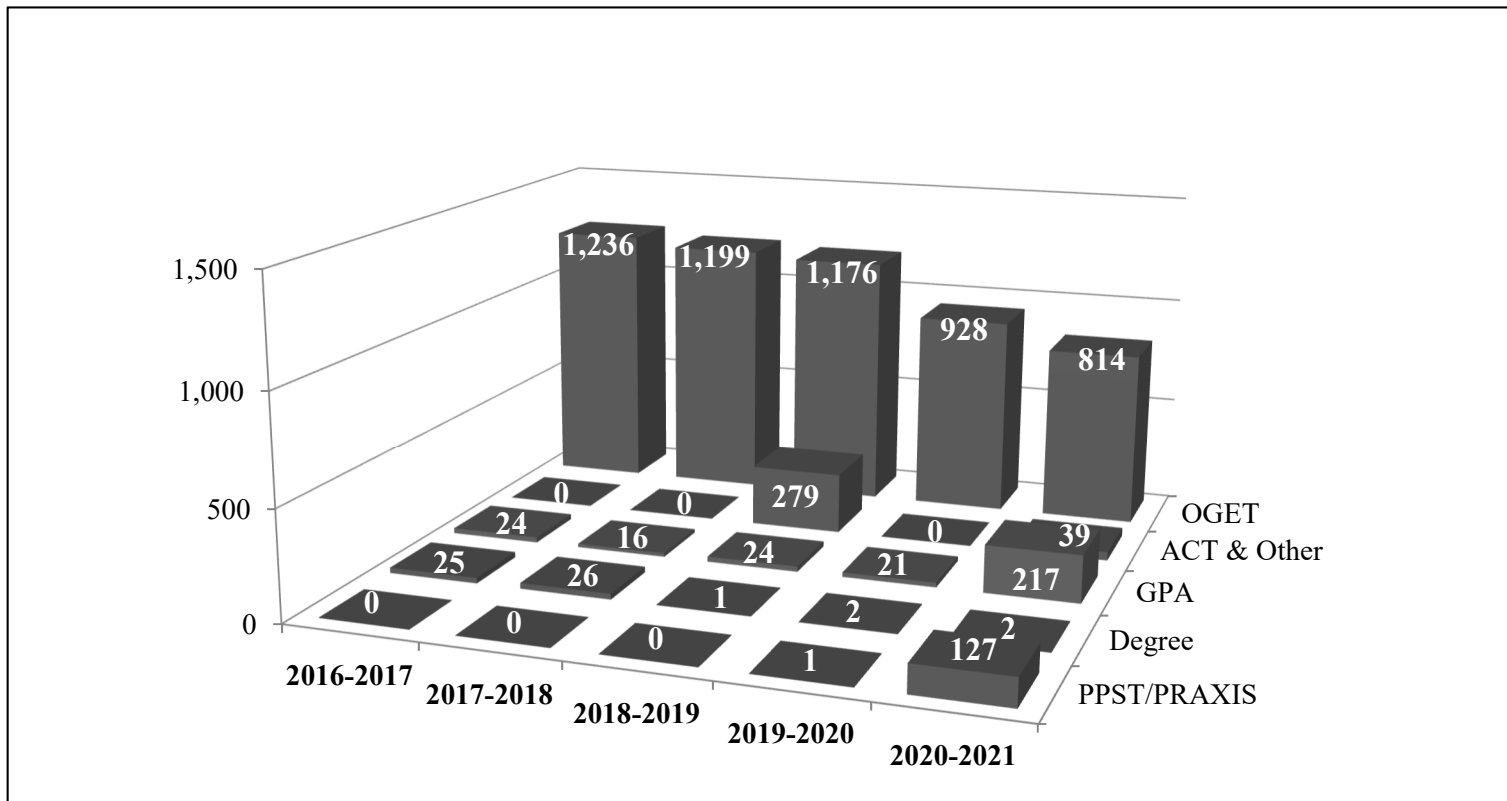
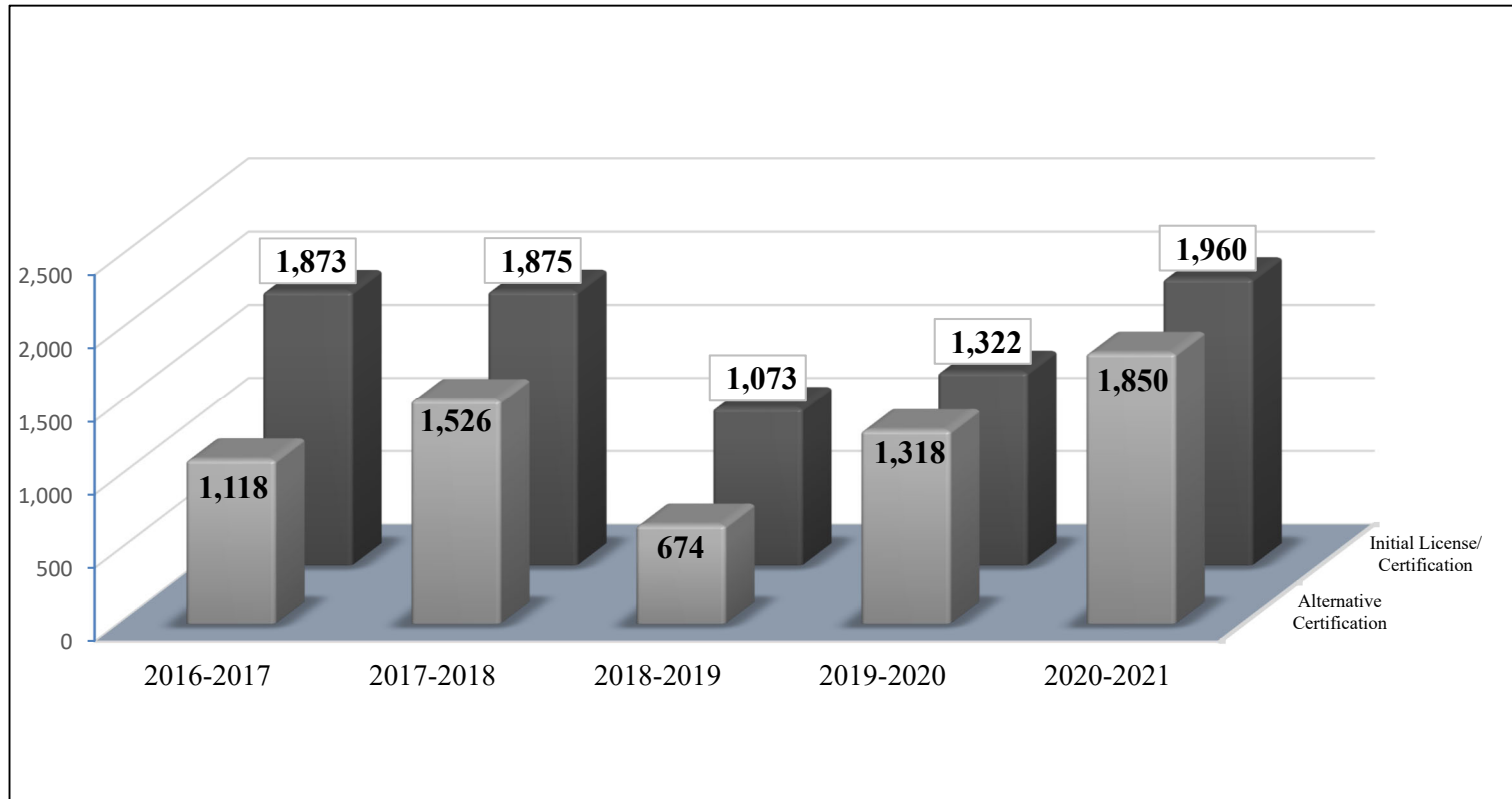


Chart 6
OGET Test Takers by Route to Certification
2016-2021



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #10-b:

Teacher Education.

SUBJECT: Allocation of the Oklahoma Teacher Connection budget to fund pre-collegiate and collegiate grant programs.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed OTC Pre-Collegiate and Collegiate Program expenditures in the amount of \$151,496.86.

BACKGROUND:

Created in 1990 through House Bill 1017, the Oklahoma State Regents for Higher Education (OSRHE) Oklahoma Teacher Connection (OTC) was charged with developing and implementing programs to recruit and retain teachers in Oklahoma public schools. On April 13, 2011, House Bill 1015 was signed into law by the Oklahoma State Legislature, releasing the OTC from certain statutory requirements of the previous legislation. However, the foundational work of the OTC continues.

Pre-Collegiate Programs: OTC supports the implementation of three pre-collegiate teacher recruitment programs in Oklahoma schools: Teach Oklahoma, Lead Oklahoma, and Educators Rising. Teach and Lead Oklahoma are classes offered in junior high and high schools that include curriculum, professional development, and grants to provide additional resources for teachers who instruct these courses. Supplemental materials are provided to enhance learning opportunities for students which promote academic achievement and meet the goals of the OTC.

The Teach Oklahoma curriculum has been successfully implemented in high schools throughout the state. Teach Oklahoma incorporates the study of teacher competencies with an internship component and offers learning objectives that lead to student growth and academic achievement. The curriculum targets high school juniors and seniors. In 2021-2022, there were 17 schools with Teach Oklahoma programs. Teacher surveys were submitted from all 17 of these schools, indicating an enrollment of 188 students in Teach Oklahoma.

At the close of the 2021-2022 academic year, from the data reported, 89 percent (85 students) of the Teach Oklahoma high school graduating seniors planned to attend college. Furthermore, 34 percent (64 students) of all Teach Oklahoma students plan to become teachers. These results indicate that Teach Oklahoma has a long-term capacity to create more Oklahoma teachers. Last year, all of the returning Teach Oklahoma teachers responded “yes” when asked if they would have the class again the following year. Teachers find merit in the research-based curriculum and opportunities with the higher education experiences. To illustrate, 15 of 17 Teach Oklahoma programs attended higher education academies or made campus visits. Many teachers expressed enthusiasm for this teacher education course as an impactful experience for students. For example, one teacher stated, “The curriculum gives them a chance to be familiar with what they will study in college, and I think that gives them an advantage.” Students in the program made appreciative comments, such as “All schools should have a class like Teach Oklahoma. It helps inform

students about teaching and gives them a chance to interact with a classroom.” Another student stated, “I think once people see maybe that I am wanting to be a teacher and that I am a teacher, hopefully, it will inspire others to become one as well.”

The Lead Oklahoma curriculum is designed to help eighth and ninth grade students learn leadership principles, participate in service-learning, develop skills for academic success, and encourage effective decision-making skills in high school. One goal of the Lead Oklahoma curriculum is to promote college success and interest. In 2021-2022, Lead Oklahoma was implemented in 12 schools with 11 schools reporting an enrollment of 861 students. Many schools utilize the Lead Oklahoma curriculum in their leadership and teacher preparation academies. In fact, nine schools reported that the Lead Oklahoma curriculum is a key piece of their school’s leadership academy. Since 2006, approximately 17,960 students have gone through Lead Oklahoma.

The feedback provided by teachers reveals that the Lead Oklahoma curriculum has encouraged students to grow in their educational work. In particular, these students have acquired improved interpersonal communication skills and critical thinking skills, as well as team collaboration skills in the classroom. Teachers generally agree that the curriculum has increased the quality of student work assignments, positive behaviors, and improved outcomes among students in the school. Summative assessments show that various components of the Lead Oklahoma curricula help students understand the importance of school success and college preparation, increasing their potential for high academic and social achievement.

Educators Rising, sponsored nationally by Phi Delta Kappa, is an extracurricular organization that gives all high school students who are interested in teaching careers an opportunity to explore the profession and to gain an understanding about the field of education. Educators Rising is a national organization with over 45,000 members. In the 2021-2022 academic year, teacher sponsors reported that 68 students participated in the Educators Rising program. Further feedback from sponsors indicated that approximately 85 percent (58 students) of all Educators Rising participants wanted to pursue a career in teaching. Additionally, sponsor feedback revealed approximately 89 percent of the graduating seniors in the program (17 out of 19 students) responded that they were planning to attend college after graduation. Of these college-bound seniors, 82 percent (14 students) stated they plan to become teachers.

In the statewide Educators Rising competitions, 43 Oklahoma students competed. Categories included Children’s Literature and Creative Lecture. Five Oklahoma students competed at the National Educators Rising Conference, which was held in Washington, D.C., this summer. A record 1,900 people attended the event, featuring the theme of “Shaping the Future.”

Collegiate Programs: Since 1996, collaborative efforts by the OTC and teacher education programs in the state have led to partnerships that help address teacher recruitment, retention and placement from a campus-based perspective and take advantage of the unique strengths of each institution. Through these partnerships, students have had opportunities to interact with higher education personnel and learn about key elements in college preparation in addition to valuable experiences for the teaching profession.

At the close of the 2021-2022 academic year, approximately 747 pre-collegiate and collegiate students, education faculty and staff, administrators, and other education advocates participated in and were impacted directly through campus-based activities that highlighted teaching and supported recruitment, retention, and professional development objectives in teacher education. Further data indicate that over 2,643 students in P-12 schools were positively impacted by their classroom teachers who received intensive mentoring and materials. Data instruments show a collective number of just over 33,340 participants since 2008 in collegiate programs sponsored by OTC grant initiatives throughout the state.

Teacher Conferences: Each year, the OTC sponsors both new and recurring conferences and activities designed to enhance the image of teaching and to assist in teacher recruitment and retention efforts. The Teach Oklahoma Conference was held this year and well-attended by instructors. One instructor expressed, “I loved the Teach [Oklahoma] Conference held in April. It was so great to get together in person.” The OTC also hosted the 14th Annual (Virtual) Reading Conference, entitled “Teaching Small for Big Learning,” for higher education faculty, educators, administrators, and other stakeholders. From around the state, approximately 322 participants attended this OTC-sponsored conference.

POLICY ISSUES:

The OTC has a legislative directive (HB 2557) to develop recruitment programs for potential teachers, including pre-collegiate curricular courses and future teacher organizations that emphasize school success and the opportunity to investigate teaching as a career choice, as well as collegiate activities that address issues such as retention and placement.

ANALYSIS:

Data extracted from the 2022 First-Year Teacher Survey report from the Office of Educational Quality and Accountability (OEQA) indicated that out of 980 first-year teachers who responded to the question, “As a high school student, did you participate in any programs or classes that influenced your decision to become a teacher?” approximately 8 percent (74 teachers) indicated that they participated in some type of future teacher class/organization which emphasized a career in teacher education.

The chart below provides a brief description of all OTC grant funding requests for 2022-2023 totaling \$151,496.86. These programs support OTC goals and objectives stated in the aforementioned legislative directive.

The following projects are recommended for funding up to the following amounts:

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Pre-Collegiate Grants	Lead Oklahoma Teach Oklahoma	Lead Oklahoma is a leadership curriculum designed to help students who have strong academic potential be successful leaders in high school and college. Teach Oklahoma incorporates the study of teacher competencies with teaching-like experiences.	\$75,000.00
	Educators Rising Chapters and State and National Competition	Educators Rising is an extra-curricular organization that allows high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the field of education.	\$11,000.00
	Pre-Collegiate Conference	The Pre-Collegiate Conference will be an opportunity for Lead Oklahoma, Teach Oklahoma, and Educators Rising instructors and students to meet for a professional development event.	\$5,000.00

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Collegiate Grants	Cameron University From Emergency Certified to Full-Certification: Test Prep and Beyond	This grant helps to retain and support emergency certified teachers in southwest Oklahoma who are preparing for the following professional exams: 1) elementary education, 2) early childhood education, 3) special education, and 4) Praxis Performance Assessment for Teachers (PPAT). These workshops enhance knowledge and skills for teachers to use effective pedagogy and classroom management.	\$8,000.00
	East Central University Recruiting Tigers to Teach	The aim of this grant is growing the number of students who choose a teacher education major by targeting undecided majors. The project directors will host six seminars and three outreach events to educate, retain, and support undergraduate students and individuals seeking alternative and emergency certification.	\$8,000.00
	Northeastern State University Early College Teacher Pipeline	Providing partnerships and outreach initiatives to attract high school students to teaching careers are significant aims. Immersive learning experiences, workshops, and the “Explorations in Teaching” course will build a pipeline of educators from 9 th grade through college. This grant promotes an increased retention rate in teacher preparation.	\$7,920.75
	Northeastern State University Struggling to Thriving: Amplifying Relationships between Teachers and Students to Reduce Adverse Behaviors	In this retention grant, novice teachers will engage in cohorts and receive one-on-one coaching with various professional development opportunities. Specifically, topics will include the area of effective classroom management with an emphasis on evidence-based practices to reduce problematic behaviors. Resources are provided through books and other materials.	\$7,226.11
	Oklahoma Panhandle State University Rural Band Director Induction Program	The overall goal of this program is to retain novice band directors within the rural Oklahoma Panhandle region by providing supports through workshops and professional development activities. Participants will benefit by having subject-specific mentoring designed to combat feeling overwhelmed with curriculum and increase collegiality for rural music teachers.	\$8,000.00
	Oral Roberts University ORU University-Led Teacher Induction Program for Novice Teachers	Early career teachers will participate and support colleagues in university-led activities designed to enhance skills as a P-12 classroom teacher. Activities include monthly gatherings with instructional coaching, in addition to inclusive weekend workshops and exemplary classroom teacher observations and discussions.	\$8,000.00

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Collegiate Grants	Oklahoma State University Leading/Mentoring to Recruit Students to the FACS Ed Profession	The goal of this project is to deliver enrichment experiences through an academy model, which will raise secondary students' awareness of and commitment to postsecondary education opportunities and careers in the Family and Consumer Sciences (FACS) education field. These educators will receive leader-mentor training to hone their effectiveness.	\$8,000.00
	University of Central Oklahoma Prospective Teachers Academy 2	Directives include providing support and reinforcement of the program goals of Teach and Lead Oklahoma High Schools. Students will develop knowledge for college success strategies, the career of teaching, and teacher education programs. Faculty show key skills, which include navigating college websites, scholarship opportunities, plan(s) of study, leadership, and more.	\$5,350.00
		Total Funding Requested for 2022-2023	\$151,496.86

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
 September 8, 2022

AGENDA ITEM #11:

Academic Scholars Program.

SUBJECT: Authorization of Freshmen Institutional Nominees for Fall 2023.

RECOMMENDATION:

It is recommended that the State Regents approve the number of authorized freshmen Institutional Nominees for each institution for 2023-2024 and increase the scholarship award amounts as proposed.

BACKGROUND:

The Academic Scholars Program was created in 1988 by the Oklahoma Legislature and provides scholarships to academically outstanding students who attend an Oklahoma college or university. The program is intended to help keep Oklahoma’s best high school students in state for college. The program provides awards in two categories – Automatic Qualifiers and Institutional Nominees.

Automatic Qualifiers: Resident students can automatically qualify for the program by achieving designation as a National Merit Scholar, National Merit Finalist, or United States Presidential Scholar. They may also qualify by scoring at or above the 99.5 percentile on the ACT or SAT test.

Institutional Nominees: In 1999, legislation authorized an additional category called Institutional Nominees which allows state system colleges and universities to submit a limited number of scholarship nominees based upon minimum criteria established by the State Regents and the institution. Institutional Nominees must meet one of the three minimum qualifying criteria shown below.

Minimum Criteria Options	Research Universities	Regional Universities	Community Colleges
ACT or SAT Equivalent	32 ACT	30 ACT	29 ACT
GPA/Class Rank	3.9 GPA and either top 2 percent or rank of #1 or #2	3.8 GPA and either top 4 percent or rank of #1 or #2	3.7 GPA and either top 5 percent or rank of #1 or #2
GPA and ACT or SAT Equivalent	3.9 GPA and 30 ACT or SAT Equivalent	3.8 GPA and 28 ACT or SAT Equivalent	3.7 GPA and 26 ACT or SAT Equivalent

The program provides participants a scholarship for up to four years of study at accredited institutions of higher education in Oklahoma. State system institutions also provide the scholarship recipient a tuition waiver. The current cash scholarship award amounts provided by the program are:

Tier	Automatic Qualifiers	Institutional Nominees
Research Universities	\$5,500	\$3,200
Regional Universities	\$4,000	\$2,400
Community Colleges	\$3,500	\$2,200

In response to funding changes and policy priorities, the State Regents have taken the following actions since 2012.

- 2012-2013 – Reduced nonresident student funding from the statutory maximum of 25 percent to 20 percent.
- 2017-2018 – Reduced nonresident student funding from 20 percent to 10 percent.
- 2018-2019 – Reduced nonresident student funding from 10 percent to 0 percent and cut 80 Institutional Nominee slots (40 from the University of Oklahoma and 40 from Oklahoma State University).
- 2020-2021 – Based on program savings from the elimination of funding for nonresident students and reduction of Institutional Nominee slots, the State Regents approved 116 additional freshmen Institutional Nominee slots distributed proportionately among the three institutional tiers, increased the Institutional Nominee scholarship award amount by \$400, and added a third minimum eligibility criterion option for Institutional Nominee qualification.
- 2021-2022 – Due to a reduction of about \$250,000 or 4 percent in state appropriations for FY2021, 100 freshmen Institutional Nominee scholarship slots were cut for the 2021-2022 academic year.
- 2022-2023 – Due to the restoration of the \$250,000 reduction in FY2022, 82 freshmen Institutional Nominee slots were restored for the 2022-2023 academic year.

In 2021-2022, about 1,400 students participated in the program receiving awards totaling \$5.7 million.

POLICY ISSUES:

The statutes and policy authorizing the Academic Scholars Program state that the objectives of the program are to:

- (1) retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete aggressively for top Oklahoma scholars;
- (2) attract high caliber out-of-state students to attend Oklahoma colleges and universities [*nonresident students are no longer funded as of 2018-2019*]; and
- (3) enhance the academic quality in Oklahoma colleges and universities.

ANALYSIS:

For FY2023, the State Regents increased funding for the Academic Scholars Program by \$850,000 or 13 percent from \$6.3 million to nearly \$7.2 million. Based on this increase, it is recommended that the State Regents approve two actions.

1. Increase the scholarship award amounts as follows:

Automatic Qualifiers	Current Award	Proposed Award	Amount Change	Percent Change
Research Universities	\$5,500	\$6,000	+\$500	9%
Regional Universities	\$4,000	\$4,500	+\$500	13%
Community Colleges	\$3,500	\$4,000	+\$500	14%

Institutional Nominees	Current Award	Proposed Award	Amount Change	Percent Change
Research Universities	\$3,200	\$3,500	+\$300	9%
Regional Universities	\$2,400	\$2,700	+\$300	13%
Community Colleges	\$2,200	\$2,500	+\$300	14%

The reasons for the recommended increase in the scholarship award amount include:

- The award amount for Automatic Qualifiers has not increased since 1998. The award increases range from 9 percent to 14 percent while the U.S. Consumer Price Index (CPI) has increased about 82 percent since 1998.
 - The award amount for Institutional Nominees was increased in 2020 by \$400, which was also the first increase for this category since 1998. Because the Institutional Nominee award amounts remain substantially lower than the Automatic Qualifier amounts, it is recommended that the award be increased by another \$300.
2. Add twenty freshmen Institutional Nominee slots for Fall 2023 at the two-year colleges as shown in the following table. The reasons for the recommendation include the following:
- The additional Institutional Nominee slots will provide each two-year college scholarship opportunities comparable to the regional universities.
 - At this time, no additional Institutional Nominee slots are recommended for the research and regional universities because these tiers have access to other financial aid resources that the two-year colleges do not have. For example, the research universities already have 45 Institutional Nominee slots each and account for over 80 percent of the Automatic Qualifier scholarship awards. The regional universities benefit from the Regional University Baccalaureate Scholarship.
 - The additional Institutional Nominee slots at the two-year colleges will ultimately benefit the research and regional universities. After their first two years of college, many of these students transfer their scholarship to a research or regional university to complete their undergraduate degree.

Proposed Allocation of Freshmen Institutional Nominees for 2023-2024

	<u>2022-2023</u>	<u>2023-2024</u> <u>Proposed</u>	<u>Change</u>
University of Oklahoma	45	45	0
Oklahoma State University	45	45	0
	<hr/> 90	<hr/> 90	<hr/> 0
University of Central Oklahoma	14	14	0
East Central University	7	7	0
Northeastern State University	7	7	0
Northwestern Oklahoma State University	7	7	0
Southeastern Oklahoma State University	7	7	0
Southwestern Oklahoma State University	7	7	0
Cameron University	7	7	0
Langston University	7	7	0
Rogers State University	7	7	0
Oklahoma Panhandle State University	7	7	0
University of Science and Arts of Oklahoma	7	7	0
	<hr/> 84	<hr/> 84	<hr/> 0
Carl Albert State College	6	7	+1
Connors State College	6	7	+1
Eastern Oklahoma State College	6	7	+1
Murray State College	6	7	+1
Northeastern Oklahoma A&M College	6	7	+1
Northern Oklahoma College	6	7	+1
Oklahoma City Community College	11	14	+3
Redlands Community College	6	7	+1
Rose State College	11	14	+3
Seminole State College	6	7	+1
Tulsa Community College	11	14	+3
Western Oklahoma State College	6	7	+1
Oklahoma State University – Oklahoma City	6	7	+1
Oklahoma State University Institute of Technology	6	7	+1
	<hr/> 99	<hr/> 119	<hr/> +20
GRAND TOTAL	273	293	+20

The following table shows the projected number of program participants under the recommended increase in freshmen Institutional Nominee scholarship slots for 2023-2024.

Academic Year	Automatic Qualifiers	Institutional Nominees	Total Recipients	Scholarship Expenses
2018-19 actual	775	711	1,486	\$5.8 million
2019-20 actual	822	650	1,472	\$5.9 million
2020-21 actual	801	686	1,487	\$6.2 million
2021-22 actual	762	623	1,385	\$5.7 million
2022-23 projected	778	726	1,504	\$6.1 million
2023-24 projected	783	835	1,618	\$7.1 million
2024-25 projected	782	882	1,664	\$7.2 million
2025-26 projected	782	949	1,731	\$7.4 million
2026-27 projected	782	967	1,749	\$7.4 million

The following table shows the recent funding and expenditure history of the program. The table also shows projections based on implementation of the recommended increase in freshmen Institutional Nominee scholarship slots beginning in 2022-2023 and the recommended increase in scholarship award amounts. The projections assume state funding for the program will remain stable at \$7.2 million for the next four fiscal years, FY2024 – FY2027. For FY2023, the program's reserve balance is projected to increase significantly from \$1.8 million to \$2.9 million due to the increase in funding. Under the recommendation, the program reserve funds would stay at about \$2.9 million before gradually declining in FY2026 and FY2027.

**Academic Scholars Program
Trust Fund Projections Based on Recommendations**

Trust Fund History & Projections

	July 1 Beginning Balance	Income (Appropriations & Earnings)	Net Expenditures (Scholarships)		June 30 Ending Balance
FY2013 actual	1,508,294	8,477,690	(7,833,528)	(1)	2,152,456
FY2014 actual	2,152,456	8,509,436	(8,101,118)		2,560,774
FY2015 actual	2,560,774	8,423,491	(8,018,807)		2,965,458
FY2016 actual	2,965,458	7,728,252	(7,949,765)		2,743,945
FY2017 actual	2,743,945	6,733,025	(8,384,412)		1,092,558
FY2018 actual	1,092,558	6,366,442	(7,056,962)	(2)	402,038
FY2019 actual	402,038	6,365,624	(6,011,295)	(3)	756,367
FY2020 actual	756,367	6,371,823	(5,905,000)		1,223,190
FY2021 actual	1,223,190	6,111,812	(6,209,500)	(4)	1,125,502
FY2022 actual	1,125,502	6,348,018	(5,710,800)	(5)	1,762,720
FY2023 estimated	1,762,720	7,205,862	(6,100,000)	(6)	2,868,582
FY2024 estimated	2,868,582	7,205,862	(7,100,000)		2,974,444
FY2025 estimated	2,974,444	7,205,862	(7,200,000)		2,980,306
FY2026 estimated	2,980,306	7,205,862	(7,400,000)		2,786,168
FY2027 estimated	2,786,168	7,205,862	(7,400,000)		2,592,030

(1) Non-resident funding limit lowered from 25% to 20% in FY2013.

(2) Non-resident funding limit lowered from 20% to 10% in FY2018.

(3) Non-resident funding limit lowered from 10% to 0% in FY2019; IN's reduced by 80.

(4) In FY2021, Freshmen IN's slots increased by 116; IN award amount increased by \$400.

(5) Due to a \$250,000 (4%) reduction in FY2021, 100 freshmen IN slots were cut for 2021-22.

(6) Due to the restoration of the \$250,000 cut in FY2022, 82 freshmen IN slots were added for 2022-23.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #12:

Regional University Baccalaureate Scholarship Program.

SUBJECT: Authorization of Freshmen Scholarship Slots for Fall 2023.

RECOMMENDATION:

It is recommended that the State Regents authorize 15 freshmen scholarship slots for each institution participating in the Regional University Baccalaureate Scholarship program for Fall 2023 and increase the scholarship award amount by \$500.

BACKGROUND:

The Regional University Baccalaureate Scholarship (RUBS) program was created by the State Regents in 1994 to provide support for academically promising students to enroll in baccalaureate degree programs at the public regional universities. The program currently provides a \$3,000 annual award for up to four years, and institutions also provide the recipient a tuition waiver. Historically, each of the eleven participating institutions has been allotted fifteen freshmen scholarship “slots” each year. However, due to a significant state funding reduction in FY2017, the allocation was reduced to just three freshmen scholarship slots for Fall 2017. The allocation was then increased to six slots for 2018 and twelve slots for 2019 and 2020. A four percent reduction (about \$30,000) in state funding for FY2021 led to a decrease to ten freshmen scholarship slots for Fall 2021. For FY2022, state funding was increased to restore the four percent reduction in FY2021, but the number of freshmen scholarship slots for Fall 2022 was held unchanged to ensure the fiscal health of the program.

For FY2023, state funding was increased by \$275,000 or nearly 37 percent from about \$745,000 to about \$1,020,000. The FY2023 funding level is now near the same funding level as prior to FY2016.

To qualify for the award, students must:

- Be an Oklahoma resident;
- Score at least a 30 on the ACT, or achieve the designation of National Merit Semifinalist or Commended Student by the National Merit Scholarship Corporation;
- Maintain at least a cumulative 3.25 grade point average in college; and
- Maintain full-time enrollment in college.

POLICY ISSUES:

In addition to providing an opportunity for high-achieving students, the program is also intended to enhance the academic quality of Oklahoma’s public regional universities.

ANALYSIS:

The following table shows the history of authorized freshmen scholarship slots per institution since the program’s inception in 1994.

Academic Year (fall semester)	Authorized Freshmen Scholarship Slots
1994 to 2016	15
Fall 2017	3
Fall 2018	6
Fall 2019	12
Fall 2020	12
Fall 2021	10
Fall 2022	10
Fall 2023 Recommended	15

Recommendation: It is recommended that the number of freshmen scholarship slots be increased to 15 for Fall 2023 and that the scholarship award amount be increased from \$3,000 to \$3,500 beginning in 2023-2024. The recommendation is based on the following factors:

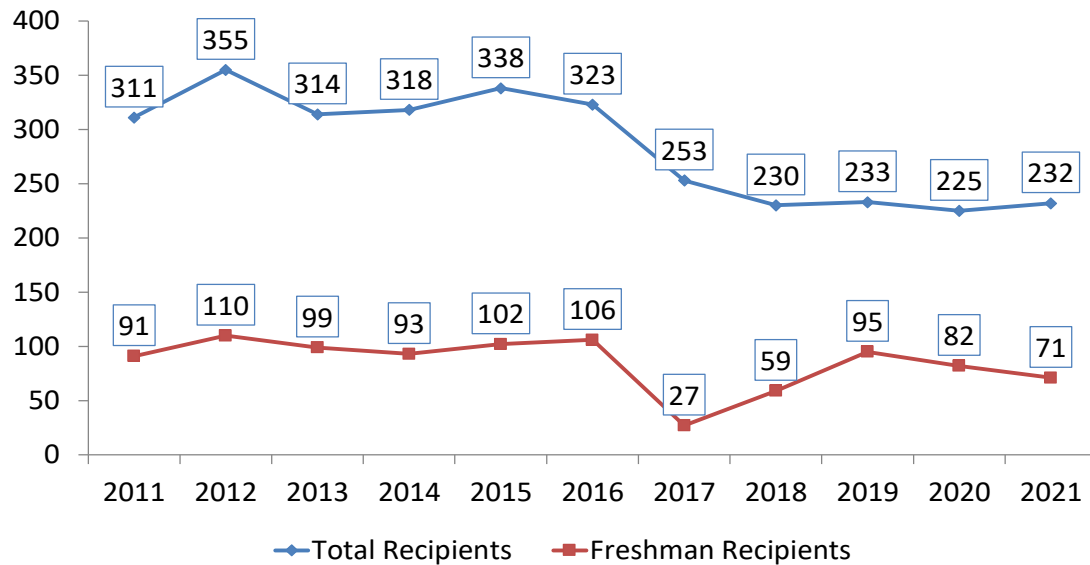
- As previously mentioned, the FY2023 state funding allocation of \$1,021,517 is an increase of \$275,000 or nearly 37 percent from FY2022. The funding level is now near the high of \$1,046,146 in FY2011.
- The \$3,000 annual scholarship amount has been unchanged since the State Regents implemented the program in 1994. The \$500 increase equates to about 17 percent. From 1994 to June 2022, the U.S. Consumer Price Index (CPI) has increased from 148.2 to 296.3 or 100 percent.
- As the following table of projected costs shows, based on the current annual funding level of \$1,021,517, the recommended increase in scholarship slots and award amount could be funded through at least FY2027 with a remaining program fund balance of about \$340,000. If necessary, adjustments to the number of authorized scholarship slots could be made in the years beyond FY2027.

Regional University Baccalaureate Scholarship
Recent Funding History

	July 1 Beginning Balance	Appropriation Allocation	Investment Earnings	Scholarship Payments	June 30 Ending Balance
FY2011 actual	(\$59,670)	\$1,046,146	\$10,309	(\$953,250)	\$43,535
FY2012 actual	\$43,535	\$975,746	\$9,050	(\$931,250)	\$97,081
FY2013 actual	\$97,081	\$986,068	\$18,834	(\$974,250)	\$127,733
FY2014 actual	\$127,733	\$986,068	\$9,725	(\$919,500)	\$204,026
FY2015 actual	\$204,026	\$986,068	\$10,559	(\$918,000)	\$282,653
FY2016 actual	\$282,653	\$912,164	\$10,912	(\$987,750)	\$217,979
FY2017 actual	\$217,979	\$789,057	\$4,462	(\$951,750)	\$59,748
FY2018 actual	\$59,748	\$751,029	\$564	(\$739,500)	\$71,841
FY2019 actual	\$71,841	\$746,517	\$5,321	(\$672,000)	\$151,679
FY2020 actual	\$151,679	\$746,517	\$7,680	(\$693,750)	\$212,126
FY2021 actual	\$212,126	\$717,054	\$7,109	(\$668,250)	\$268,039
FY2022 actual	\$268,039	\$746,517	\$5,627	(\$686,950)	\$333,233
FY2023 estimated	\$333,233	\$1,021,517	\$8,000 *	(\$753,000) *	\$609,750 *
FY2024 estimated	\$609,750 *	\$1,021,517 *	\$8,000 *	(\$976,500) *	\$662,767 *
FY2025 estimated	\$662,767 *	\$1,021,517 *	\$8,000 *	(\$1,060,500) *	\$631,784 *
FY2026 estimated	\$631,784 *	\$1,021,517 *	\$8,000 *	(\$1,144,500) *	\$516,801 *
FY2027 estimated	\$516,801 *	\$1,021,517 *	\$5,000 *	(\$1,204,000) *	\$339,318 *

*estimated/projected

Regional University Baccalaureate Scholarship Recipients 2011 - 2021



The following table shows the number of freshmen slots filled by each institution since 2011.

Freshman Regional University Baccalaureate Scholars, Fall 2011-2021

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Cameron University	6	12	9	10	10	3	3	6	8	3	6
East Central University	13	14	15	15	14	13	3	6	12	9	10
Langston University	0	1	0	0	0	0	0	3	0	2	0
Northeastern State University	15	15	13	15	15	15	3	6	12	12	9
Northwestern Oklahoma State University	4	5	9	2	3	6	3	6	4	6	8
Oklahoma Panhandle State University	0	0	2	0	1	0	0	2	1	1	0
Rogers State University	8	15	12	7	12	14	3	6	12	12	3
Southeastern Oklahoma State University	7	8	3	6	6	12	3	6	12	5	5
Southwestern Oklahoma State University	15	15	15	15	15	15	3	6	12	12	10
University of Central Oklahoma	9	15	15	15	13	15	3	6	12	12	10
University of Science and Arts of Oklahoma	14	10	6	8	13	13	3	6	10	8	10
TOTAL	91	110	99	93	102	106	27	59	95	82	71

The following table shows the total number of scholarships awarded by each institution since 2011.

Total Regional University Baccalaureate Scholars, Fall Semester 2011-2021

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Cameron University	27	33	22	26	28	20	17	14	13	12	10
East Central University	39	43	40	47	51	49	39	30	31	28	29
Langston University	0	1	1	1	1	0	0	3	1	3	3
Northeastern State University	49	52	47	50	48	45	32	25	26	31	35
Northwestern Oklahoma State University	13	14	18	13	11	13	11	15	17	18	16
Oklahoma Panhandle State University	1	1	3	2	3	2	0	2	3	3	2
Rogers State University	21	32	35	34	38	36	20	22	24	27	24
Southeastern Oklahoma State University	22	23	20	19	22	22	22	21	29	23	20
Southwestern Oklahoma State University	49	51	50	50	55	51	42	35	33	28	34
University of Central Oklahoma	44	47	44	48	50	49	39	32	31	29	33
University of Science and Arts of Oklahoma	46	38	34	28	31	36	31	31	25	23	26
Total	311	335	314	318	338	323	253	230	233	225	232

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AGENDA ITEM #13:

State Authorization.

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

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

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

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

Currently, 20 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:

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

POLICY ISSUES:

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

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

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

ANALYSIS:

Asbury Theological Seminary (ATS) was authorized by the State Regents prior to the November 2016 policy revision, and under the prior policy, annual re-authorization or reporting was not required. Recently, ATS contacted the State Regents’ office to confirm its authorization was still in good standing. In response to information provided by staff, the institution submitted an application for re-authorization according to current policy.

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

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

Asbury Theological Seminary (ATS)

Institutional Information

Home Location	Wilmore, Kentucky
Institution Type	Private Non-Profit
Accreditation	Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) and The Association of Theological Schools, The Commission on Accrediting (ATS)
Federal Financial Responsibility Composite Score*	3.0
Heightened Cash Monitoring**	No
Oklahoma Location(s)	Asbury United Methodist Church, Tulsa
Location Type(s)	Church
Activities Conducted	<ul style="list-style-type: none"> • Synchronous instruction at a physical location • Office space for instructional or non-instruction staff • Maintains an institutional mailing address, post office box, street address, or phone number in Oklahoma • Hybrid courses that include both synchronous and asynchronous instruction

Program and Enrollment, Credentials, and Federal Financial Aid Summary

Non-Degree Seeking Students

Name of Course	Location Offered	Students Enrolled	Completed the Course
Basic Christian Doctrine	Tulsa Extension, Asbury United Methodist Church	16	16
Worship Leadership in the Church		17	17
Twenty-first Century Church Planting		6	6
Totals		39	39

Degree Programs

Program Level	Location Offered	Students Enrolled	Credentials Granted	Students Receiving Federal Financial Aid
Master of Arts in Leadership	Tulsa Extension, Asbury United Methodist Church	1	0	0
Master of Arts in Intercultural Studies		1	0	1
Master of Arts in Theological Studies		1	0	1
Master of Divinity		5	0	4
Totals		8	0	6

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

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

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

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

There are two levels of Heightened Cash Monitoring:

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

Schools may be placed on HCM1 or HCM2 as a result of compliance issues including but not limited to accreditation issues, late or missing annual financial statements and/or audits, outstanding liabilities, denial of re-certifications, concern around the school's administrative capabilities, concern around a school's financial responsibility, and possibly severe findings uncovered during a program review. Additionally, ED may place a school on the "Reimbursement" payment method if it determines that the school needs the highest level of monitoring. The "Reimbursement" payment method is similar to HCM2, except ED reviews the documentation for all students and parents included in the payment request, not just a sample. Some schools are on this list due to preliminary findings made during a program review that is still open. Those findings could change when the program review is completed.

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AGENDA ITEM #14:

Grant Funds.

SUBJECT: Acceptance of grant funds from the State Higher Education Executive Officers Association (SHEEO).

RECOMMENDATION:

It is recommended that the State Regents accept grant funds from the State Higher Education Executive Officers Association.

BACKGROUND:

In April 2022, the State Higher Education Executive Officers Association (SHEEO) invited the Oklahoma State Regents for Higher Education (OSRHE) to participate in a two-year project to review and examine state financial aid policies and processes in light of recent federal legislation making significant changes in the federal financial aid application process (FAFSA – Free Application for Federal Student Aid). The federal legislation, known as the FAFSA Simplification Act, will be implemented over the next two years.

The SHEEO project, named the Financial Aid Learning Community, will include several other states. SHEEO will host periodic virtual meetings and a few in-person conferences for the states to share their experiences about the impact of the federal changes on their financial aid programs, policies, processes and goals.

To support the project, SHEEO has received funding from the Bill and Melinda Gates Foundation. SHEEO has made available a stipend of \$15,000 for any OSRHE expenses related to the project upon approval of a Memorandum of Understanding.

POLICY ISSUES:

As the trend continues of students and parents bearing a greater proportion of the cost of higher education, the role of state financial aid programs and policies also continues to grow in importance.

ANALYSIS:

The SHEEO Financial Aid Learning Community project will provide an opportunity for State Regents' staff to analyze changes in the FAFSA in order to anticipate any potential impact Oklahoma's state student financial aid programs.

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AGENDA ITEM #15-a:

Emergency Rules Adoption and Revisions.

SUBJECT: Oklahoma Future Teacher Scholarship and Employment Incentive Program (“Inspired to Teach”) – Adoption of proposed emergency rules (pursuant to 75 O.S. § 253 of the Oklahoma Administrative Procedures Act) in order to comply with 70 O.S. § 698.1; and approval to initiate permanent rulemaking process.

RECOMMENDATION:

It is recommended that the State Regents make a finding of an emergency and adopt the proposed emergency rules pursuant to 70 O.S. § 698.1; and, further, that the State Regents approve initiation of the permanent rulemaking process through the filing of a Notice of Rulemaking Intent with the Office of Administrative Rules.

BACKGROUND:

The Oklahoma Future Teacher Scholarship and Employment Incentive Program (“Inspired to Teach”) was created in 2022, with the passage of HB 3564 (Attachment A). The purpose of the program is to address the teacher shortage in the state of Oklahoma and provide a pipeline of quality and effective teachers for the public schools of this state. The Oklahoma State Regents for Higher Education was charged with administering and maintaining this scholarship and incentive program to encourage the preparation of public school teachers (Pre-K through 12th grade) at all accredited state public and private higher education institutions.

“Inspired to Teach” allows students who have graduated from an Oklahoma high school and who declare teacher education as a major in college to receive a scholarship over the duration of their matriculation. Other requirements that must be met by participants include maintaining satisfactory academic progress (SAP) and a 2.5 GPA. The scholarship amount for full-time students includes \$1,000 per year for up to three academic years and \$2,500 in the final academic year. Following graduation, participants agree to teach in an Oklahoma (Pre-K through 12th grade) public school for five consecutive years. This teaching commitment qualifies program participants to receive a \$4,000 award for each year of service up to five years, not to exceed a total of \$20,000, and provides an effective, comprehensively prepared teacher for Oklahoma public school students.

Each year starting in 2023, on or before July 1, the State Regents teacher education staff will convene an advisory committee comprised of educators, teacher education faculty, public school representatives, and a representative of the Oklahoma State Department of Education. This advisory committee will prepare and deliver a report on the “Inspired to Teach” Program to the Oklahoma State Legislature.

POLICY ISSUES:

The proposed rules (Attachment B) are intended to support the State Regents' Oklahoma Teacher Connection's mission of recruiting, retaining and placing teachers in Oklahoma classrooms. Additionally, the program will support the goals of increasing student retention and graduation rates while meeting the employment needs of the teaching workforce.

The administrative rules will allow institutions to consider the following factors when awarding the scholarship portion: unmet financial need to help cover costs (i.e. tuition, fees, books, materials, services, room and board, etc.), continuous enrollment, completion of a teacher education degree, and state employment needs for qualified teachers.

ANALYSIS:

The proposed emergency rule is necessary to comply with 70 O.S. § 698.1. In the absence of an emergency rule, the earliest the permanent rule process could be complete is September 14, 2023. The emergency rule will provide temporary guidance to OSRHE staff, institutions of higher education and prospective and enrolled students until such time as the permanent rule process – which will include public comment and potentially a public hearing – is complete.

Section 698.1 states that “[the] Oklahoma State Regents for Higher Education shall establish and maintain an incentive scholarship program and teacher employment incentive program, as funding is available...” As funding is currently available, Section 698.1 requires OSRHE to establish this program. Allowing a delay in establishing this program until September 14, 2023 could create a “violation of...state law” or create “serious prejudice to the public interest.” 75 O.S. § 253(A)(1)(c) & (e). These are both outcomes that the emergency rule provisions of 75 O.S. § 253 allow OSRHE to prevent.

The proposed rules address the following items:

- Purpose of the Program
- Eligibility Requirements
- Application Procedure
- Study Load Requirements
- Certifications of Compliance
- Disqualification
- Participation Eligibility for Scholarship Payments
- Participant Eligibility for Incentive Payments
- Incentive Benefits to be Disbursed under the Program
- Fiscal Limitations of the Program
- Verification and Notification Requirements

Attachments

An Act

ENROLLED HOUSE
BILL NO. 3564

By: McBride, Fugate, Baker,
Phillips, Nollan, Conley,
Waldron, Stark, and
Provenzano of the House

and

Pemberton and Stephens of
the Senate

An Act relating to teachers; amending 70 O.S. 2021, Section 698.1, which relates to teacher preparation scholarships; describing program purpose; creating the Oklahoma Future Teacher Scholarship and Employment Incentive Program; providing program eligibility criteria; including payment of specified costs and fees; listing scholarship amounts for participants; specifying maximum scholarship amount per participant; modifying membership and duties of certain committee; setting minimum years of teaching for program; listing standards for program participants; providing for incentive payments after graduation and upon certain employment; providing annual amount of incentive and including incentive cap; requiring execution of certain agreements; declaring certain participants ineligible for program; authorizing Chancellor to contract with certain entities; permitting reduction in payments if funds are insufficient; allowing funds to be set aside at certain time; authorizing use of funds for program administration; providing an effective date; and declaring an emergency.

SUBJECT: Teachers

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 2021, Section 698.1, is amended to read as follows:

Section 698.1 A. The Oklahoma State Regents for Higher Education ~~are authorized to shall~~ establish and maintain an incentive scholarship program and teacher employment incentive program, as funding is available, to encourage the preparation of public school teachers for prekindergarten through twelfth grade, including minority teachers, in critical shortage areas for the public schools at one or more of the Oklahoma all state public higher education institutions or private higher education institutions accredited pursuant to Section 4103 of this title and incentivize employment as public teachers for prekindergarten through twelfth grade in the state for at least five (5) years, to be known as the Oklahoma Future Teacher Scholarship and Employment Incentive Program. Prospective teachers, ~~whether~~ planning to pursue an undergraduate teacher education program ~~or to become qualified to teach after earning a bachelor's degree in a critical shortage area,~~ at an accredited Oklahoma teacher preparation program shall be considered if they have graduated from an Oklahoma high school with a grade point average ranking them in the top fifteen percent (15%) of their graduating class, meet the higher education admission standards, and declare a major in an approved Oklahoma teacher preparation degree program leading to a standard teaching certificate. To the extent that funds are available, scholarships ~~of One Thousand Five Hundred Dollars (\$1,500.00) per year, renewable for up to three (3) additional years for qualified students meeting satisfactory academic progress standards in completing a teacher preparation degree program leading to a standard teaching certificate,~~ shall be awarded to cover costs of tuition, general enrollment fees, other fees, books, materials, and services provided by the institution, including room and board, in the following manner:

1. One Thousand Dollars (\$1,000.00) per academic year for up to three (3) academic years for full-time students who have earned less than ninety (90) credit hours; and

2. Two Thousand Five Hundred Dollars (\$2,500.00) for the final academic year for full-time students who have earned ninety (90) or more credit hours.

The maximum amount of scholarship funds awarded as provided in this subsection to any qualified student shall not exceed Five Thousand Five Hundred Dollars (\$5,500.00).

B. It is the intent of the Oklahoma Legislature that the Oklahoma State Regents for Higher Education create a committee composed of educators, teacher educators from the participating institutions, ~~other professionals from the shortage area fields,~~ and representatives of the public schools and the State Department of Education to ~~recommend~~ provide recommendations to the State Regents the following:

1. ~~Further criteria for the selection of participants;~~
2. ~~Procedures for admission;~~
3. ~~Procedures and instruments for assessing the effectiveness of the program; and~~
4. ~~Any other criteria or procedures deemed necessary by the State Regents to improve effectiveness of the program.~~

The committee shall prepare and deliver a report on the program to the Legislature on or before July 1 of each year.

C. Each scholarship participant, prior to entry into the program, shall have agreed to teach in ~~the shortage areas in the an Oklahoma public schools~~ prekindergarten through twelfth grade school of this state for a minimum of ~~three (3)~~ five (5) consecutive years upon graduation and licensure as a teacher. Any scholarship participant failing to maintain a 2.5 grade point average, changing to an ~~inappropriate~~ ineligible area of study, failing to meet satisfactory academic progress standards, withdrawing or otherwise leaving school, or failing to meet requirements for licensure and certification to teach as established by law shall be subject to disqualification from the program.

D. The Oklahoma State Regents for Higher Education are authorized to make employment incentive payments pursuant to the provisions of this section to program participants who are employed as traditionally certified teachers in Oklahoma public prekindergarten through twelfth grade schools following graduation. Incentive payments may be awarded following each consecutive year of satisfactory service as documented by the employing school district, up to five (5) years of service for scholarship recipients as

provided in subsection A of this section, upon graduation from an accredited Oklahoma teacher preparation degree program. The maximum amount of employment incentive payments for any qualified participant shall be Four Thousand Dollars (\$4,000.00) per year for up to five (5) years, not to exceed a total of Twenty Thousand Dollars (\$20,000.00) per participant.

E. The Oklahoma State Regents for Higher Education shall require the execution of appropriate contracts with eligible program participants. Participants failing to comply with the requirements of this section or failing to provide current contact information shall not be eligible for the employment incentive payments provided for in this section. The Chancellor of the Oklahoma State Regents for Higher Education, with the approval of the State Regents, may contract with any other appropriate organization or unit of government for the administration of the provisions of this section.

F. If sufficient funds are not available for employment incentive payments to qualified participants during any fiscal year, the Chancellor may make reductions in the payments made to qualified participants.

G. The Oklahoma State Regents for Higher Education may, at the time an award is made on behalf of the Oklahoma Future Teacher Scholarship and Employment Incentive Program, set aside funds for the full commitment made to an eligible student.

H. The Oklahoma State Regents for Higher Education may utilize Oklahoma Future Teacher Scholarship and Employment Incentive Program designated funds for administration of the program.

SECTION 2. This act shall become effective July 1, 2022.

SECTION 3. It being immediately necessary for the preservation of the public peace, health or safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

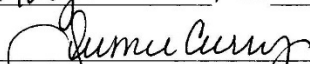
Passed the House of Representatives the 19th day of May, 2022.


Presiding Officer of the House
of Representatives

Passed the Senate the 20th day of May, 2022.


Presiding Officer of the Senate

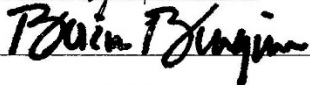
OFFICE OF THE GOVERNOR

Received by the Office of the Governor this 20th
day of May, 2022, at 11:48 o'clock P. M.
By: 

Approved by the Governor of the State of Oklahoma this 26th
day of May, 2022, at 11:28 o'clock A. M.


Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this 26th
day of May, 2022, at 2:48 o'clock P. M.
By: 



Oklahoma Administrative Code
Title 610. Oklahoma State Regents for Higher Education
Chapter 25. Student Financial Aid and Scholarships
Subchapter 41. Oklahoma Future Teacher Scholarship and Employment Incentive Program (“Inspired to Teach”)

<https://rules.ok.gov>

610:25-41-1. Purpose

- (a) The Oklahoma Future Teacher Scholarship and Employment Incentive Program (also known as “Inspired to Teach”) was created by House Bill 3564 during the 2022 legislative session.
- (b) “Inspired to Teach” is a program to support the teacher pipeline and the preparation of public school teachers for prekindergarten through 12th grade. As legislatively appropriated funding is available, the Program provides a scholarship to eligible students majoring in teacher education at an accredited teacher preparation program at an Oklahoma public or private university OR a student majoring in a pre-teacher education program at an Oklahoma public community college that has an approved “Inspired to Teach” Program articulation agreement with an accredited Oklahoma university teacher preparation program, and incentivizes those individuals to enter the workforce as Oklahoma public school teachers for at least five (5) consecutive years upon graduation.
- (c) The bill requires that the Oklahoma State Regents for Higher Education (OSRHE) establish and maintain an incentive scholarship program and teacher employment incentive program, as funding is available. [70 O.S §698.1 (A)].
- (d) The purpose of this program is to address teacher shortages in Oklahoma by making scholarships available to undergraduate students and providing employment incentives for participants who meet eligibility criteria and major in teacher education, obtain a traditional teaching certificate, and serve as teachers in the public schools of this state for at least five (5) years.
- (e) The scholarship will help defray the cost of obtaining a baccalaureate degree and the incentive will assist graduates as they enter the workforce as teachers in this state.

610:25-41-2. Definitions

The following words or terms, when used in this Subchapter, shall have the following meaning, unless clearly indicated otherwise:

“Inspired to Teach” means the Oklahoma Future Teacher Scholarship and Employment Incentive Program created by House Bill 3564 during the 2022 legislative session.

“OSRHE” means the Oklahoma State Regents for Higher Education.

“Full-time student” means:

- (a) an undergraduate student enrolled in 12 or more semester credits toward teacher education

degree requirements:

- (b) an undergraduate student who is a teacher education major enrolled in an internship or student teaching credit hours in order to complete their degree program prior to certification and who has been approved to take less than twelve credit hours; or
- (c) an undergraduate student who is a teacher education major with an approved reasonable accommodation from Student Accessibility Services at the institution due to a documented disability and who has been approved to take less than twelve credit hours.

“SAP” means satisfactory academic progress according to the standards of the Oklahoma educational institution in which the student is enrolled.

“Internship” or “Student Teaching” means: A minimum of 12 weeks or 360 hours of full-time student teaching or its equivalent completed by all initial candidates prior to program completion. The student teaching internship must be completed in an accredited Oklahoma PK-12 school to fulfill the mandatory requirement for a teacher education degree at an accredited Oklahoma institution.

610:25-41-3. Eligibility Requirements

- (a) In order to participate in the “Inspired to Teach” program and be eligible for a scholarship, prospective teachers must meet the following requirements:
 - (1) Graduate from an Oklahoma high school;
 - (2) Meet higher education admission standards at 1) a public or private Oklahoma university with an accredited Oklahoma teacher education program or 2) a public community college with an approved articulation agreement with an accredited Oklahoma university teacher education program;
 - (3) Declare a major at an accredited Oklahoma university teacher education program in a degree leading to a standard teaching certificate or declare a major at a community college with an approved “Inspired to Teach” Program articulation agreement with an accredited Oklahoma teacher education program leading to a standard Oklahoma teaching certificate;
 - (4) Maintain enrollment as a full-time student at a participating higher education institution during each semester of scholarship eligibility until a baccalaureate degree for teaching is obtained;
 - (5) Maintain SAP and a minimum 2.5 GPA throughout matriculation; and
 - (6) Prior to entry into the “Inspired to Teach” Program, agree to complete the program and to teach in an Oklahoma public prekindergarten through 12th grade (PK-12) school for a minimum of five (5) consecutive years upon graduation and certification as a teacher.
- (b) Traditionally certified teachers who graduated from a teacher education program without participating in the “Inspired to Teach” program during undergraduate study are not eligible for the “Inspired to Teach” program.

610:25-41-4. Application procedure

- (a) OSRHE will distribute “Inspired to Teach” Participation Agreement forms to postsecondary institutions in Oklahoma that are eligible to participate in state and federal financial aid programs and have an approved program of professional teacher preparation or an approved articulation agreement on file with a state institution that has a professional teacher preparation

program.

- (b) Participation Agreement forms may be obtained from the “Inspired to Teach” coordinator at each postsecondary institution or from OSRHE.
- (c) A Participation Agreement must be signed by the student while enrolled in a major course of study in teacher education at the undergraduate level.
- (d) The completed Participation Agreement must be submitted to the “Inspired to Teach” coordinator upon declaring teacher education as a major or, at the latest, before beginning the final semester prior to graduation; however, a student who has declared teacher education as a major at least one semester before the final semester will be allowed to submit a completed Participation Agreement and be considered for the “Inspired to Teach” Program the final semester.
- (e) “Inspired to Teach” coordinators at postsecondary institutions will submit copies of the Participation Agreements to OSRHE within 10 days of submission by the student.
- (f) OSRHE will notify each applicant of the receipt of his/her application to the program, the requirements for ongoing eligibility, and the disbursement benefits under “Inspired to Teach.”

610:25-41-5. Certifications of Compliance

- (a) Participants must apply for entry into the “Inspired to Teach” program during their matriculation as an undergraduate student using the Participation Agreement Form which can be obtained from the eligible Oklahoma higher education institution in which they are enrolled or the OSRHE website.
- (b) OSRHE will be responsible for determining participant eligibility at each stage following program entry.
- (c) Institutions will supply OSRHE with verification and certification of student eligibility each semester for the “Inspired to Teach” Program scholarship.
- (d) After graduation, as participants transition to their teaching assignments in Oklahoma public schools, “Inspired to Teach” Program participants will provide compliance documentation to OSRHE as set forth in 610:25-41-9 and 610:25-41-11.

610:25-41-6. Disqualification

The following conditions shall subject the participant to disqualification from the “Inspired to Teach” Program:

- (a) Failing to maintain a 2.5 grade point average;
- (b) Changing major to an ineligible area of study;
- (c) Failing to meet and maintain SAP in an academic program leading to an eligible undergraduate degree in an Oklahoma accredited teacher education program;
- (d) Failing to maintain enrollment as a full-time student, withdrawing, or otherwise leaving the higher education institution;
- (e) Failing to complete the teacher education baccalaureate degree and training necessary to obtain a traditional Oklahoma teaching certificate from an approved and accredited Oklahoma program of professional teacher preparation, including student teaching or internship;
- (f) Failing to meet requirements for traditional certification to teach as established by Oklahoma state law;
- (g) Failing to teach for five (5) consecutive years in an Oklahoma public school upon graduation and certification as a teacher; or

- (h) Failing to provide documentation as requested by OSRHE within the time indicated.

610:25-41-7. Participant Eligibility for Scholarship Payments

- (a) To the extent legislatively appropriated funding is available, the following scholarships will be awarded to eligible participants in the “Inspired to Teach” program:
- (1) One thousand dollars (\$1,000) per academic year for up to three (3) academic years for full-time students who have earned less than 90 credit hours; and
 - (2) Two thousand five hundred dollars (\$2,500) for the final academic year for full-time students who have earned 90 or more credit hours.
- (b) To the extent legislatively appropriated funding is available, the following scholarships will be awarded to eligible full-time students participating in “Inspired to Teach” according to the following tiers based on enrolled credit hours towards degree requirements if the student is entering the first year of undergraduate study, or earned credit hours towards degree requirements for all other students:
- | | |
|---|----------------|
| (1) <u>Tier 1, requiring a minimum of 12 hours enrolled</u> | <u>\$1,000</u> |
| (2) <u>Tier 2, requiring a minimum of 24 and a maximum of 47 hours earned</u> | <u>\$1,000</u> |
| (3) <u>Tier 3, requiring a minimum of 48 and a maximum of 89 hours earned</u> | <u>\$1,000</u> |
| (4) <u>Tier 4, requiring a minimum of 90 hours earned</u> | <u>\$2,500</u> |
- (c) Participants can receive a maximum of Five Thousand Five Hundred Dollars (\$5,500) in total scholarship awards. Students will not be eligible for multiple awards in an academic year. Scholarship award disbursements will only be made for fall and spring semesters of the academic year. There will be no summer semester scholarship disbursements.
- (d) Participants who have earned less than ninety (90) credit hours towards degree requirements, but have received Three Thousand Dollars (\$3,000) in scholarship funding, will not be eligible for the final scholarship allotment of Two Thousand Five Hundred Dollars (\$2,500) until their final academic year of study.
- (e) Participants who have earned 90 or more credit hours towards degree requirements but still have more than one academic year remaining to complete the teacher education degree requirements, may receive the Two Thousand Five Hundred Dollar (\$2,500) award in the final academic year during a semester (fall and/or spring disbursement) designated by, and at the discretion of, the institution. Participants, upon receiving the Two Thousand Five Hundred Dollar (\$2,500) award, will not be eligible for any of the scholarship awards granted to participants who have earned less than 90 credit hours towards degree requirements.
- (f) Participants may utilize no more than one of the following provisions to become re-eligible for the “Inspired to Teach” program:
- (1) Participants whose GPA falls below a 2.5, or who fail to maintain SAP, will have one academic semester (fall or spring) to re-establish a 2.5 GPA (or above) and SAP in order to have the scholarship benefit reinstated. Failure to meet the GPA and/or SAP requirements will result in the participant’s withdrawal from the program.
 - (2) Participants who change majors to an ineligible area of study, fail to meet GPA and/or SAP requirements for two semesters, or withdraw from the program altogether, will be allowed to reapply within one year of that occurrence as long as the participant does not graduate the same semester in which the participant reapplies.

- (3) Participants who fail to meet the GPA or SAP requirement during the 2nd to last semester of their final year of matriculation, will not receive the scholarship benefit in the final semester; however, under the provisions of (1) of this subsection, if the participant re-establishes a 2.5 GPA (or above) and SAP within the final academic semester (before graduation), upon graduation, the participant's eligibility will be reinstated for employment incentive payments.
- (4) Participants may obtain from the institution in which they are enrolled, an official letter reflecting a leave of absence or withdrawal when a serious illness, pregnancy, or other natural cause prevents the participant from continuing the coursework requirements or from fulfilling the provisions outlined under the eligibility requirements.
 - (A) College/ university withdrawals or leaves of absence may not exceed more than one academic year but will not be counted against the participant for the purposes of scholarship eligibility as long as the following criteria are met:
 - (B) Participants must present official college/university documentation to OSRHE at the time the withdrawal or leave of absence was granted which meets the requirements of this rule. Reapplication into the program must be received thirty (30) days prior to the participant resuming classes full-time or the participant may be withdrawn from the program.

610:25-41-8. Participant Eligibility for Employment Incentive Payments

- (a) In order to qualify to receive the employment incentive disbursement benefits under the "Inspired to Teach" Program, program participants who are employed as traditionally prepared and certified teachers in Oklahoma public prekindergarten through 12th grade schools must:
 - (1) Prior to graduation, participate in the "Inspired to Teach" program and receive at least one scholarship award;
 - (2) Graduate from an accredited Oklahoma teacher preparation degree program;
 - (3) Obtain a traditional teacher certification and provide eligible full-time teaching service under a regular teaching contract at an Oklahoma public school in the area of certification or qualified subject area; and
 - (4) Begin the first year of eligible full-time teaching service, as described above, within thirteen (13) months from the date of graduation from a four-year institution in Oklahoma.
- (b) Employment incentive payments may be awarded following each consecutive year of satisfactory service as documented by the employing school district for up to five (5) years of service to "Inspired to Teach" program scholarship recipients upon graduation from an accredited Oklahoma teacher preparation degree program and traditional certification to teach in Oklahoma.
- (c) The maximum amount of employment incentive payments for any qualified participant shall be Four Thousand Dollars (\$4,000) per year for up to five (5) years, not to exceed a total of Twenty Thousand Dollars (\$20,000) per participant.
- (d) If sufficient funds are not available for employment incentive payment to qualified participants during any fiscal year, the Chancellor may make reductions in the payments made to qualified participants.
- (e) Participants may apply to the employing school for a leave of absence when a serious illness, pregnancy, or other natural cause prevents the participant from providing consecutive full-time teaching service. Participants must present official school documentation to OSRHE that a leave of absence was granted which meets the requirements of this rule. Official notification must be given within one year that the teacher has resumed the teaching duties or participant may be withdrawn from the program.

- (f) Leaves of absence may not exceed more than one academic year. Leaves of absence will not be included for the purpose of calculating the required consecutive five (5) years of teaching service.
- (g) A Reduction in Force will not disqualify a participant based on the consecutive five-year obligation if the following requirements are met:
 - (1) Participant must provide to OSRHE official documentation of the Reduction in Force; and
 - (2) Participant must resume teaching at an Oklahoma public school within eighteen (18) months after the Reduction in Force.

610:25-41-9. Incentive benefits to be disbursed under the program

- (a) Under the provisions of the “Inspired to Teach” program, OSRHE is authorized to make the employment incentive payments each year, up to five consecutive years for full-time teaching service, to Oklahoma public school districts for participants eligible pursuant to 610:25-41-8.
- (b) An Employment Compliance Form must be submitted to OSRHE upon completion of each year of eligible teaching service. An authorized school official must complete the form.
- (c) Each year, if all program requirements are satisfied, and contingent upon the availability of funds, OSRHE will issue disbursements of program benefits to school districts employing the qualifying participants for payment to participants.
- (d) The total annual amount of employment incentive payments for any qualified participant shall not exceed Four Thousand Dollars (\$4,000).
- (e) If OSRHE determines that any “Inspired to Teach” program disbursement was authorized based on misleading or incorrect information supplied by the participant, the participant must reimburse such payment to OSRHE.

610:25-41-10. Fiscal limitations of the program

- (a) If insufficient funds are available for scholarship and/or employment incentive payments to qualified persons during any fiscal year, the Chancellor may make reductions in the payments made to those qualifying. [70 O.S. §698.1(F)].
- (b) On or before June 30 of each year, the amount of employment incentive payments for all teachers eligible to receive payments for the upcoming school year will be determined. If in any given year funds are not available for employment incentive payments at the determined amount due to a reduction in employment incentive payments as determined by the Chancellor, the amount to be disbursed to all eligible participants will be reduced uniformly. Upon distribution of this reduced amount, the obligation of the program to those eligible teachers shall be satisfied for that academic year. The foregoing is true even if no funds are available for disbursement.

610:25-41-11. Verification and notification requirements

- (a) Verification requirements which must be satisfied prior to disbursement of program benefits include:
 - (1) A copy of the participant’s traditional teaching certificate from the Oklahoma State Department of Education submitted to OSRHE. Additionally, a new copy of the traditional teaching certificate must be submitted for all new subsequent certification competencies or credentials;
 - (2) A copy of the participant’s official college or university transcript reflecting GPA, coursework, and graduation confirmation submitted to OSRHE; and

- (3) An Employment Compliance Form submitted to OSRHE after each year of eligible teaching service. An authorized school district official must complete the form including the participant's signature. This form must be notarized prior to submission to OSRHE.
- (b) The participant is responsible for ensuring that all documentation requested for verification requirements is provided within the time indicated.
- (c) Until all mutual obligations of the Participation Agreement are satisfied, the participant must respond to all communications and requests from OSRHE within the time indicated.
- (d) Until all mutual obligations of the Participation Agreement are satisfied, the participant must provide written notification to OSRHE of any change in legal name or address and of any change in status, which affects "Inspired to Teach" Program eligibility.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #15-b:

Emergency Rules Adoption and Revisions.

SUBJECT: Oklahoma National Guard Educational Assistance Program – Adoption of proposed emergency rules (pursuant to 75 O.S. § 253 of the Oklahoma Administrative Procedures Act) in order to comply with 70 O.S. § 3231; and approval to initiate permanent rulemaking process.

RECOMMENDATION:

It is recommended that the State Regents make a finding of an emergency and adopt the proposed emergency rules for the Oklahoma National Guard Educational Assistance Program pursuant to 70 O.S. § 3231; and, further, that the State Regents approve initiation of the permanent rulemaking process through the filing of a Notice of Rulemaking Intent with the Office of Administrative Rules.

BACKGROUND:

During the 2022 session, the Oklahoma Legislature approved SB 1418 (now 70 O.S. §§ 3231 & 3232) creating the Oklahoma National Guard Educational Assistance Program (Program, a copy of SB 1418 is attached). Subject to available funding, the bill authorizes educational benefits equivalent to resident tuition, mandatory fees, and academic service fees, not to exceed 18 credit hours per semester at institutions in the Oklahoma State System of Higher Education. In addition to a maximum of 120 credit hours of undergraduate coursework, the bill authorizes benefits for up to 40 credit hours of graduate coursework toward a master's degree.

SB 1418 also creates the new Oklahoma National Guard Educational Assistance Revolving Fund, a continuing fund not subject to fiscal year limitations consisting of state appropriations, from which the benefits are to be paid by the State Regents. For FY2023, the State Regents did not receive any state appropriations designated for the revolving fund.

In 1995, the State Regents created in policy the Oklahoma National Guard Tuition Waiver. The waiver covered resident tuition only; mandatory fees and academic service fees remained the responsibility of the guard member. The tuition waiver was applicable only to associate and bachelor degree programs and was limited to 18 credit hours per semester. The policy required institutions to be financially responsible for the first 300 to 750 credit hours waived, depending on the size of the institution's undergraduate enrollment. The State Regents policy called for the institutions to be reimbursed for waiver costs above the minimum hours-waived requirement. In FY2022, the total tuition waiver costs were \$3.9 million, of which \$1.2 million was borne by the institutions and \$2.7 million was reimbursed by the State Regents from state appropriations (see attached 2021-22 Year-End Report).

The new Program will replace the State Regents' Oklahoma National Guard Tuition Waiver program. Under the new Program, institutions will receive funding for 100% of the educational benefit costs.

POLICY ISSUES:

The goal of the Oklahoma National Guard Educational Assistance Program is to increase the recruitment and retention of members of the Oklahoma National Guard by offering enhanced educational benefits.

ANALYSIS:

The following table highlights differences between the new Program and the previous State Regents' Oklahoma National Guard Tuition Waiver program.

	New Program Per SB 1418	Old Regents' National Guard Tuition Waiver Program (in Regents' policy)
Education Costs Covered	<ul style="list-style-type: none"> • tuition • mandatory fees • academic service fees 	<ul style="list-style-type: none"> • tuition only
Degree Programs Covered	<ul style="list-style-type: none"> • associate degrees • bachelor degrees • master's degrees 	<ul style="list-style-type: none"> • associate degrees • bachelor degrees
Credit Hour limits	<ul style="list-style-type: none"> • 18 credit hours per semester • 120 credit hours undergraduate • 40 hours graduate 	<ul style="list-style-type: none"> • 18 credit hours per semester
Minimum retention GPA	2.0	2.0
Cost	Estimated at up to \$12 million per year when fully implemented	\$3.9 million in FY2022
Benefit Cost to be Paid by Institutions	None; costs of benefits are intended to be fully paid from state appropriations deposited into the new revolving fund	Based on undergraduate enrollment <ul style="list-style-type: none"> • under 5,000 – first 300 credit hours • 5,000-10,000 – first 450 credit hours • over 10,000 – first 750 credit hours
Benefit Cost to be Paid by State Appropriations	100%	Institutions reimbursed for costs above the minimum requirements specified above.

The following table shows the 2022-2023 estimated average annual costs of undergraduate resident tuition, mandatory fees, and academic service fees by type of institution within the State System of Higher Education. The amounts are based on annual full-time enrollment of 30 semester credit hours.

The total estimated benefit for 30 semester credit hours of tuition, mandatory fees and academic service fees is:

- Research Universities - \$14,257
- Regional Universities - \$8,288
- Community Colleges - \$5,093
- Technical Branches - \$6,133

<i>FY2022-2023 Average Cost of Attendance</i>				
<i>Full-Time Undergraduate Resident</i>				
Resident Students	Research Universities	Regional Universities	Community Colleges	Technical Branches
Tuition	\$5,168	\$5,897	\$3,460	\$4,236
Mandatory Fees	\$4,109	\$1,667	\$1,257	\$1,051
Average Academic Service Fees	\$4,980	\$724	\$376	\$846
Total of Tuition and Fees	\$14,257	\$8,288	\$5,093	\$6,133
Books & Supplies	\$1,000	\$1,147	\$1,332	\$1,500
Average Costs for Commuter	\$15,257	\$9,435	\$6,425	\$7,633
Room & Board	\$11,988	\$6,600	\$5,693	\$6,012
Average for on Campus Student	\$27,245	\$16,034	\$12,118	\$13,645

The proposed emergency rules are necessary to comply with SB 1418 (now 70 O.S. §§ 3231 & 3232). In the absence of emergency rules, the earliest the permanent rule process could be complete is September 14, 2023. The emergency rules will provide temporary guidance to OSRHE staff, institutions of higher education and prospective and enrolled students until such time as the permanent rule process – which will include public comment and potentially a public hearing – is complete.

Section 3231 states that “[the] Oklahoma State Regents for Higher Education shall promulgate rules to implement the provisions of this act...” Therefore, Section 3231 requires OSRHE to establish this program. Allowing a delay in establishing this program until September 14, 2023 could create a “violation of...state law” or create “serious prejudice to the public interest.” 75 O.S. § 253(A)(1)(c) & (e). These are both outcomes that the emergency rule provisions of 75 O.S. § 253 allow OSRHE to prevent.

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

RULEMAKING ACTION:

EMERGENCY adoption

PROPOSED RULES:

Subchapter 39. Oklahoma National Guard Educational Assistance Program [NEW]
610:25-39-1. Purpose [NEW]
610:25-39-2. Eligibility and Applications [NEW]
610:25-39-3. Assistance [NEW]

AUTHORITY:

Oklahoma State Regents for Higher Education; 70 O.S. §§ 3231 and 3206

DATES:

Adoption:

September 8, 2022

Effective:

Immediately upon Governor’s approval

Expiration:

Effective through September 14, 2023, unless superseded by another rule or disapproved by the Legislature

SUPERSEDED EMERGENCY ACTIONS:

N/A

INCORPORATION BY REFERENCE:

N/A

FINDING OF EMERGENCY:

The State Regents for Higher Education find that a compelling public interest requires the passage of these emergency rules. These emergency rules are necessary to comply with 70 O.S. § 3231. In the absence of emergency rules, the earliest the permanent rule process could be complete is September 14, 2023. The emergency rules will provide temporary guidance to OSRHE staff, institutions of higher education and prospective and enrolled students until such time as the permanent rule process – which will include public comment and potentially a public hearing – is complete.

Section 3231 states that “[the] Oklahoma State Regents for Higher Education shall promulgate rules to implement the provisions of this act...” Therefore, Section 3231 requires OSRHE to establish this program. Allowing a delay in establishing this program until September 14, 2023 could create a “violation of...state law” or create “serious prejudice to the public interest.” 75 O.S. § 253(A)(1)(c) & (e). These are both outcomes that the emergency rule provisions of 75 O.S. § 253 allow OSRHE to prevent.

GIST/ANALYSIS:

During the 2022 session, the Oklahoma Legislature approved SB 1418 creating the Oklahoma National Guard Educational Assistance Program. Subject to available funding, the bill authorizes educational benefits equivalent to resident tuition, mandatory fees, and academic service fees, not to exceed 18 credit hours per semester at institutions in the Oklahoma State System of Higher Education. In addition to a maximum of 120 credit hours of undergraduate coursework, the bill authorizes benefits for up to 40 credit hours of graduate coursework toward a master's degree.

SB 1418 also creates the new Oklahoma National Guard Educational Assistance Revolving Fund, a continuing fund not subject to fiscal year limitations consisting of state appropriations, from which the benefits are to be paid by the State Regents.

CONTACT PERSON:

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PURSUANT TO THE ACTIONS DESCRIBED HEREIN, THE FOLLOWING EMERGENCY RULES ARE CONSIDERED PROMULGATED AND EFFECTIVE UPON APPROVAL BY THE GOVERNOR AS SET FORTH IN 75 O.S. § 253 (D) and (F):

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS
SUBCHAPTER 39. OKLAHOMA NATIONAL GUARD EDUCATIONAL ASSISTANCE
PROGRAM**

610:25-39-1. Purpose

The purpose of the Oklahoma National Guard Educational Assistance Program is to provide postsecondary educational benefits to eligible Oklahoma National Guard members who enroll in an institution of higher education within the Oklahoma State System of Higher Education.

610:25-39-2. Eligibility and Applications

(a) Initial Eligibility. To be eligible for the Oklahoma National Guard Educational Assistance Program (Program) assistance, recipients must:

- (1) Be current members of the Oklahoma National Guard (Guard) in good standing as determined by the Guard;
- (2) Have a high school diploma or have completed the General Educational Development (GED) requirements; and
- (3) Have been admitted to and have enrolled in an institution of higher education within the Oklahoma State System of Higher Education.

(b) Continuing Eligibility. To retain eligibility for the Program, the Guard member shall:

- (1) Maintain good academic standing and satisfactory academic progress according to the standards of the institution in which the member is enrolled;
- (2) Maintain the requirements for retention and degree completion as established by the institution in which the member is enrolled;
- (3) Maintain a minimum grade point average of 2.0 on a 4.0 scale; and
- (4) Maintain satisfactory participation in the Guard as determined by the Guard.

(c) Applications. An eligible Guard member seeking assistance shall submit to the Educational Service Office of the Military Department an application on a form prescribed by the Military Department prior to the semester for which the assistance is sought. The Guard member's Commander or designee shall confirm the member's standing and eligibility to the educational institution in which the member is enrolled. Applications shall be finalized by the following dates:

- (1) Spring Semester – January 31st;
- (2) Fall Semester – August 31st.

610:25-39-3. Assistance

(a) Assistance amount. Subject to the availability of funds, the amount of assistance shall be equivalent to the amount of resident tuition, mandatory fees and academic service fees for courses in which the eligible guard member is enrolled. The definitions of "resident tuition," "mandatory fees," and "academic service fees" shall be in accordance with the Oklahoma State Regents for Higher Education policy 4.18.2 "Student

Tuition and Fees Policy; Definitions." Provided, for purposes of the Oklahoma National Guard Educational Assistance Program, flight costs and/or flight fees for aviation degree programs will not be considered as "resident tuition," "mandatory fees," or "academic service fees."

(b) Assistance limitations

(1) Assistance may not exceed a maximum of eighteen (18) credit hours per semester;

(2) Assistance for enrollment in an undergraduate program in pursuit of an associate and/or baccalaureate degree shall not exceed a maximum of one hundred twenty (120) credit hours or the completion of the requirements for a baccalaureate degree, whichever comes first; and

(3) Assistance for enrollment in a graduate program in pursuit of a master's degree shall not exceed a maximum of forty (40) credit hours or completion of the requirements for a master's degree, whichever comes first.

(c) Funding of Assistance

(1) Assistance for an eligible Guard member shall be paid from the Oklahoma National Guard Educational Assistance Revolving Fund (Revolving Fund) by the Oklahoma State Regents for Higher Education (Regents) to the educational institution in which the Guard member is enrolled. By July 1 of each year the Regents shall notify the Adjutant General of the amount of funding in the Revolving Fund.

(2) Funding for assistance for graduate programs will be provided subject to full funding of assistance to eligible Guard members enrolled in undergraduate programs.

*Oklahoma State Regents for Higher Education
National Guard Fee Waivers
2021-22 Year-End Report*

Institution	2021-22									
	<i>Total Dollars Waived</i>	<i>Total Hours Waived</i>	<i>Average amount per-hour</i>	<i>Minimum Hours Required by FTE</i>	<i>Number of Hours above minimum</i>	<i>Dollars waived above minimum and basis for FY22 Allocation</i>	<i>Percent of Total Dollars above Minimum</i>	<i>Amount Unreimbursed</i>		
Cameron University	\$ 129,560	914	\$ 141.75	300	614	\$ 87,035	3.2%	\$ (42,525)		
Carl Albert State College	\$ 6,685	71	\$ 94.15	300	-229		0.0%	\$ (6,685)		
Connors State College	\$ 15,400	154	\$ 100.00	300	-146		0.0%	\$ (15,400)		
East Central University	\$ 74,085	384	\$ 192.93	300	84	\$ 16,206	0.6%	\$ (57,879)		
Eastern Oklahoma State College	\$ 3,001	26	\$ 115.43	300	-274		0.0%	\$ (3,001)		
Langston University	\$ 19,843	152	\$ 130.54	300	-148		0.0%	\$ (19,843)		
Murray State College	\$ 16,520	118	\$ 140.00	300	-182		0.0%	\$ (16,520)		
Northeastern Oklahoma A&M College	\$ 11,286	114	\$ 99.00	300	-186		0.0%	\$ (11,286)		
Northeastern State University	\$ 189,893	950	\$ 199.89	450	500	\$ 99,944	3.7%	\$ (89,949)		
Northern Oklahoma College	\$ 43,331	375	\$ 115.55	300	75	\$ 8,666	0.3%	\$ (34,665)		
Northwestern Oklahoma State	\$ 19,068	84	\$ 227.00	300	-216		0.0%	\$ (19,068)		
Oklahoma City Community College	\$ 144,705	1,435	\$ 100.84	450	985	\$ 99,327	3.6%	\$ (45,378)		
Oklahoma Panhandle State University	\$ 4,004	26	\$ 154.00	300	-274		0.0%	\$ (4,004)		
Oklahoma State University	\$ 815,238	5,115	\$ 159.38	750	4,365	\$ 695,702	25.5%	\$ (119,536)		
Oklahoma State University - OKC	\$ 77,161	622	\$ 124.05	300	322	\$ 39,945	1.5%	\$ (37,216)		
Oklahoma State University - Okm	\$ 73,938	485	\$ 152.45	300	185	\$ 28,203	1.0%	\$ (45,735)		
Redlands Community College	\$ 14,555	94	\$ 154.84	300	-206		0.0%	\$ (14,555)		
Rogers State University	\$ 205,502	1,310	\$ 156.87	300	1,010	\$ 158,440	5.8%	\$ (47,062)		
Rose State College	\$ 75,066	596	\$ 125.95	300	296	\$ 37,281	1.4%	\$ (37,785)		
Seminole State College	\$ 7,384	71	\$ 104.00	300	-229		0.0%	\$ (7,384)		
Southeastern Oklahoma State	\$ 116,758	559	\$ 208.87	300	259	\$ 54,097	2.0%	\$ (62,661)		
Southwestern Oklahoma State University	\$ 279,581	1,318	\$ 212.13	300	1,018	\$ 215,944	7.9%	\$ (63,638)		
Tulsa Community College	\$ 135,173	1,204	\$ 112.27	450	754	\$ 84,651	3.1%	\$ (50,521)		
University of Central Oklahoma	\$ 842,695	3,852	\$ 218.77	750	3,102	\$ 678,619	24.8%	\$ (164,076)		
University of Oklahoma	\$ 541,056	3,612	\$ 149.79	750	2,862	\$ 428,710	15.7%	\$ (112,345)		
University of Oklahoma Health Sciences	\$ 38,006	102	\$ 372.61	300	-198		0.0%	\$ (38,006)		
University of Science and Arts	\$ 16,401	77	\$ 213.00	300	-223		0.0%	\$ (16,401)		
Western Oklahoma State	\$ -	0		300	-300	\$ -	0.0%	\$ -		
TOTAL	\$ 3,915,895	23,820	\$ 164.40	10,200	13,620	\$ 2,732,771	100.0%	\$ (1,183,124)		

An Act

ENROLLED SENATE
BILL NO. 1418

By: David and Jett of the
Senate

and

Miller, Hasenbeck, Fugate,
and Davis of the House

An Act relating to higher education; creating the Oklahoma National Guard Educational Assistance Act; providing short title; providing definitions; creating the Oklahoma National Guard Educational Assistance Program to provide tuition and fee assistance to certain eligible members; providing for amount of assistance subject to availability of funding; limiting assistance to certain number of credit hours; providing for eligibility; providing eligibility retention requirements; providing application process; allowing denial of continued assistance for failure to meet certain requirements; requiring repayment of assistance for failure to meet certain requirement; providing for calculation of repayment amount; allowing for application of hardship waiver; directing certain notification on available funding; providing for promulgation of rules and regulations; creating the Oklahoma National Guard Educational Assistance Revolving Fund; specifying source of fund; providing for expenditures; providing purpose of fund; providing for codification; providing an effective date; and declaring an emergency.

SUBJECT: Creating the Oklahoma National Guard Educational Assistance Act

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 3231 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. This act shall be known and may be cited as the "Oklahoma National Guard Educational Assistance Act".

B. As used in this act:

1. "Oklahoma educational institution" means an institution of higher education within The Oklahoma State System of Higher Education;

2. "Eligible Guard member" means a current member of the Oklahoma National Guard in good standing who has a high school diploma or who has completed General Educational Development (GED) requirements and who has secured admission to and enrolled in an Oklahoma educational institution;

3. "Graduate program" means a program offered by an Oklahoma educational institution that leads to the award of a master's degree;

4. "Program" means the Oklahoma National Guard Educational Assistance Program established pursuant to the provisions of this section; and

5. "Undergraduate program" means a program offered by an Oklahoma educational institution that leads to the award of an associate's degree or a baccalaureate degree.

C. There is hereby created the Oklahoma National Guard Educational Assistance Program to provide assistance to eligible Guard members who enroll in an Oklahoma educational institution. Subject to the availability of funds, the amount of assistance shall be equivalent to the amount of resident tuition, mandatory fees, and academic service fees for courses in which the eligible Guard member is enrolled, not to exceed a maximum of eighteen (18) credit hours each semester.

1. The amount of assistance provided to an eligible Guard member enrolled in an undergraduate program shall not exceed a

maximum of one hundred twenty (120) credit hours in pursuit of an associate's degree and/or a baccalaureate degree.

2. Subject to the assistance for eligible Guard members enrolled in undergraduate programs being fully funded, assistance shall be provided to an eligible Guard member with a baccalaureate degree enrolled in a graduate program. The amount of assistance provided to an eligible Guard member enrolled in a graduate program shall not exceed a maximum of forty (40) credit hours in pursuit of a master's degree.

3. Assistance provided pursuant to this section shall be granted without any limitation other than the amount of funds available for the Program and the number of eligible Guard members who apply.

4. Assistance allowed by this section shall not be allowed for courses taken in excess of the requirements for completion of an undergraduate program or a graduate program, whichever is applicable for the eligible Guard member.

D. Assistance provided pursuant to this section shall be allocated to the Oklahoma educational institution from the Oklahoma National Guard Educational Assistance Revolving Fund created pursuant to Section 2 of this act.

E. To be eligible to apply for the Program, an eligible Guard member shall:

1. Have at least one (1) year remaining on his or her enlistment contract at the beginning of any semester for which the member applies for assistance pursuant to this section;

2. Agree in writing to complete his or her current service obligation in the Oklahoma National Guard; and

3. Agree in writing to serve actively in good standing with the Oklahoma National Guard for not less than twenty-four (24) months after completion of the last semester for which the member receives assistance pursuant to this section.

F. To retain eligibility for the Program, an eligible Guard member shall:

1. Maintain good academic standing and satisfactory academic progress according to standards of the Oklahoma educational institution in which the member is enrolled;

2. Maintain the requirements for retention and degree completion as established by the Oklahoma educational institution in which the member is enrolled;

3. Maintain a minimum grade point average of 2.0 on a 4.0 scale; and

4. Maintain satisfactory participation in the Oklahoma National Guard.

G. An eligible Guard member seeking assistance pursuant to the provisions of this section shall submit an application on a form prescribed by the Military Department of the State of Oklahoma to the Educational Service Office of the Military Department prior to the semester for which assistance is sought. The eligible Guard member's Commander or his or her designee shall confirm a member's standing and eligibility to the Oklahoma educational institution in which the student is enrolled.

H. The eligible Guard member's Commander may deny an application submitted by an eligible Guard member for continued Program assistance if he or she fails to comply with the provisions of paragraph 1, 2, or 3 of subsection F of this section.

I. An eligible Guard member who has received Program assistance pursuant to the provisions of this section and who fails to comply with the provisions of paragraph 4 of subsection F of this section shall be required to repay an amount to be calculated as follows:

1. Determine the total amount of assistance provided pursuant to the provisions of this section;

2. Divide the amount determined in paragraph 1 of this subsection by twenty-four (24); and

3. Multiply the amount determined in paragraph 2 of this subsection by the number of months the member did not fulfill the requirements of paragraph 4 of subsection F of this section. Repayments shall be deposited into the Oklahoma National Guard Educational Assistance Revolving Fund created pursuant to Section 2 of this act.

J. An eligible Guard member who has received Program assistance pursuant to the provisions of this section and who fails to comply with the provisions of paragraph 4 of subsection F of this section due to hardship circumstances may request a waiver from repayment. A waiver request shall be submitted in writing to the Adjutant General.

K. By July 1 annually, the Oklahoma State Regents for Higher Education shall notify the Adjutant General of the amount of funding available in the Oklahoma National Guard Educational Assistance Revolving Fund created pursuant to Section 2 of this act.

L. The Oklahoma State Regents for Higher Education shall promulgate rules to implement the provisions of this act including deadlines for submission of applications required by subsection G of this section. The Adjutant General may promulgate regulations to implement the provisions of this act.

SECTION 2. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 3232 of Title 70, unless there is created a duplication in numbering, reads as follows:

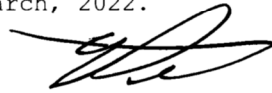
There is hereby created in the State Treasury a revolving fund for the Oklahoma State Regents for Higher Education to be designated the "Oklahoma National Guard Educational Assistance Revolving Fund". The fund shall be a continuing fund, not subject to fiscal year limitations, and shall consist of all monies received by the Oklahoma State Regents for Higher Education from state appropriations. All monies accruing to the credit of the fund are hereby appropriated and may be budgeted and expended by the Oklahoma State Regents for Higher Education for the purpose of providing assistance to eligible Guard members pursuant to the provisions of Section 1 of this act. Expenditures from the fund shall be made upon warrants issued by the State Treasurer against claims filed as

prescribed by law with the Director of the Office of Management and Enterprise Services for approval and payment.

SECTION 3. This act shall become effective July 1, 2022.

SECTION 4. It being immediately necessary for the preservation of the public peace, health or safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the Senate the 22nd day of March, 2022.



Presiding Officer of the Senate

Passed the House of Representatives the 14th day of April, 2022.

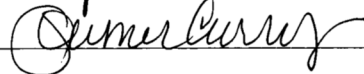


Presiding Officer of the House
of Representatives

OFFICE OF THE GOVERNOR

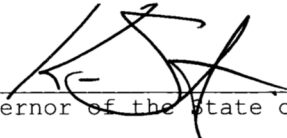
Received by the Office of the Governor this 18th

day of April, 20 22, at 2:08 o'clock p. M.

By: 

Approved by the Governor of the State of Oklahoma this 20th

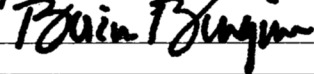
day of April, 20 22, at 9:40 o'clock a. M.


Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this 20th

day of April, 20 22, at 12:05 o'clock p. M.

By: 

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #16-a:

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 \$1,223,755.84 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,223,755.84 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit \$2,447,511.68 This amount is sufficient for a transfer of \$1,223,755.84 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 \$100,732,809.54.

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

5-Year History of Allocations	Amount to Each Entity
FY 2019 Total	\$5,170,195.74
FY 2020 Total	\$5,455,784.70
FY 2021 Total	\$5,062,359.40
FY 2022 Total	\$5,357,330.35
FY 2023 Y-T-D	\$1,223,755.84

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #16-b:

E&G Budget.

SUBJECT: Approval of a one-time capital grant to the University of Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents approve a one-time capital grant in the amount not to exceed \$1,033,240 to the University of Oklahoma for the Sam Noble Museum capital project.

BACKGROUND:

A request for grant funds on the Sam Noble Museum roof repair and/or replacement was received by the State Regents in May 2022. The decision regarding funding for the request was deferred pending the collection of additional information on the Museum's roofing project. The pertinent information has now been received.

POLICY ISSUES:

The recommendation is consistent with Regents' policy and actions.

ANALYSIS:

This grant is to provide capital funds for the critical roof replacement of the Sam Noble Museum located on the campus of the University of Oklahoma. The University has utilized the state's facilities management division of the Office of Management and Enterprise Services in obtaining bids for the project. It has been determined that replacement of the existing roof is necessary for the preservation of the state's assets and to prevent any damage to the museum's unique collections. The University's facilities management division will oversee the capital project and submit invoices for the release of funds.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #17-a:

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:

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

Purchases Over \$100,000

OneNet

1. Coursera in the amount of \$658,050.00 for FY23 Coursera for Campus licenses to allow students to acquire micro-credentials necessary to take on additional roles in their chosen profession or degree. By acquiring micro-credentials, students and institutions will gain critical knowledge and marketable skills that provide the foundation for new career opportunities. Through this system-wide purchase, 13 participating institutions are able to purchase Coursera licenses at the discounted rate of \$150.00 per license compared to the regular price of \$399 per license. The cost associated with this purchase will be subsidized by \$300,000 in funding from the State Regents, which was allocated at the May 27, 2022 meeting for micro-credentials and rapid re-employment strategies and initiatives. The remaining cost will be reimbursed to OneNet from participating institutions. (Funded from 718-OneNet).

OCAN

2. Copper River in the amount of \$200,000.00 for Adva optical equipment to turn up 10 and 100 Gigabit Ethernet wave services for new subscriber orders. (Funded from 720-OCAN).

GEAR UP

3. Inside Track in the amount of \$157,680.00 to provide extensive training for the OK GEAR UP College Coaches located at five of our regional universities. This year we will expand to three additional colleges. They will also provide a coaching platform for student data, contact information and counseling support. Inside Track was written into the original grant and meets requirements of the United States Department of Education. (Funded from 730-GEAR UP)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #17-b:

Contracts and Purchases.

SUBJECT: Acceptance of Career Tech Carl Perkins Contract.

RECOMMENDATION:

It is recommended that the State Regents ratify the agreement with the Oklahoma Board of Career and Technology Education for FY2023.

BACKGROUND:

For many years, the State Regents have entered into an annual agreement with the State Board of Career and Technology Education whereby certain State System institutions carry out programs and services of a technical educational nature utilizing funds provided by the Department of Career and Technology Education.

POLICY ISSUES:

State law (70 O.S. 1991, Section 2264) provides for the State Board of Career and Technology Education (formerly Oklahoma Board of Vocational and Technical Education) to contract with the Oklahoma State Regents for Higher Education for the administration of the amount of funds set aside for supplementing the funding of postsecondary programs. The OSRHE assumes responsibility for allocation of the funds.

ANALYSIS:

The attached contract provides for the transfer of approximately \$4 million in state and federal funding from the Oklahoma State Board of Career and Technology Education to the Oklahoma State Regents for Higher Education (OSRHE) and State System Institutions in exchange for services. The services provided by Oklahoma colleges and universities relate to the operation of Tech Prep programs, Carl D. Perkins programs and teacher in- service/professional development for Career Tech teachers, and Adult Education and Family Literacy programs. Programs coordinated by the OSRHE include data/information sharing.

Attachment

**Agreement Between
THE OKLAHOMA STATE BOARD OF CAREER AND TECHNOLOGY EDUCATION
and
THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
2022-2023 Programs and Services**

This Agreement is entered into by and between the State Board of Career and Technology Education, herein referred to as "State Board" and the Oklahoma State Regents for Higher Education, herein referred to as "State Regents" in accordance with a Memorandum of Understanding pursuant to Senate Joint Resolution No. 35 of the First Session of the Thirty-Fourth Oklahoma Legislature (1973).

WITNESSETH:

WHEREAS, the State Board and the State Regents previously subscribed to a Memorandum of Understanding and Agreement regarding the necessity of cooperation of the two boards and their administrative offices as regards to their common responsibilities in the further development of career and technology education in Oklahoma; and

WHEREAS, this Memorandum of Understanding and Agreement was validated by the First Session of the Thirty-Fourth Oklahoma Legislature in its enactment of Senate Joint Resolution No. 35 codified at 70 O.S. 2011, §§ 2251-2272; and

WHEREAS, this Memorandum and Legislative Resolution provided that the State Board will annually enter into an Agreement with the State Regents for supplemental funding of programs operated at institutions under the jurisdiction of the State Regents and will provide certain funding; and

WHEREAS, the State Board and the State Regents agree that the performance of this Agreement shall begin on the 1st day of July 2022 and will terminate no later than the 30th day of June 2023.

IT IS HEREBY STIPULATED AND AGREED by and between the State Board and the State Regents as follows:

1. *Funds in the amount of \$2,391,102 will be provided by the State Board for the purpose of postsecondary career and technical programs pursuant to the regulations of the Carl D. Perkins Career and Technical Education Act of 2006 (CFDA #84.048). Allocation of funds will be as follows:

	Basic Grant	Innovative Grant
Cameron University	\$111,903	
Connors State College	\$233,346	
Murray State College	\$147,647	
Northern Oklahoma College	\$110,240	
Oklahoma City Community College	\$297,470	

OSU-Oklahoma City	\$325,574	\$100,000
OSU-Institute of Technology	\$196,730	
Rogers State University	\$ 71,647	
Rose State College	\$267,387	
Tulsa Community College	\$479,158	\$50,000

2. *Funds in the amount of \$1,619,050 will be provided by the State Board for the purpose of Adult Education and Family Literacy programs pursuant to the regulations of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (CFDA #84.0020000). Allocation of funds will be as follows:

	Basic Grant	EL/Civics	Corrections
Northeastern Oklahoma A&M University	\$ 101,725		
Oklahoma City Community College	\$1,350,576		
OSU-Institute of Technology	\$ 166,749		

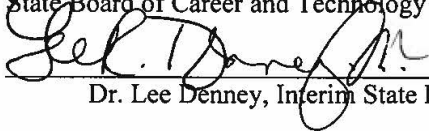
3. The State Board of Career and Technology Education (ODCTE) desires to contract with the University of Central Oklahoma (UCO) and Oklahoma State University (OSU), and UCO and OSU desire to provide teacher in-service, professional development, coaching and mentoring for new CareerTech teachers. Not to exceed \$15,000 per university. Services may include but are not limited to instructional coaching/mentoring services. The staff of the Oklahoma Department of Career and Technology Education and the appropriate institution staff will negotiate services provided during FY23.
4. The State Board will contract with OSU to assist new and alternative certified agricultural education teachers for the FY23 school year. The amount is not to exceed \$5,000.
5. The State Board will pay the State Regents \$50,000 to furnish information services and to provide information needed to further develop career and technical education. The State Board will provide a schedule of reports and data requests with respective due dates to the State Regents. The State Board will provide the State Regents staff with as much advance notice as possible for any additional information requests.
6. The state Board will contract with Rogers State University to provide ALS psychomotor examinations to candidates seeking NREMT/OSDH certifications as Paramedics, Advanced EMTs, and Intermediate EMTs. The amount is not to exceed \$15,750.
7. The state Board's contribution is based upon contingencies that federal and state funding will be available for the support of programs at a level not less than the past fiscal year. In the event state and/or federal funding is decreased, the total amount will be revised proportionately.
8. The State Board shall make payment under this Agreement upon presentation of an expenditure report on a quarterly basis by the higher education institutions identified in this Agreement.
9. The institutions party to this Agreement will make reports to the State Board as necessary and appropriate.

10. Any additional services that the State Board wishes to have provided by the State Regents during FY23 will be negotiated by the staff of the Oklahoma Department of Career and Technology Education working with each appropriate institution or agency of the state system to provide the needed services. Each such agreement for provisions of services shall be separately negotiated and added as an amendment to this Agreement. Under the terms of this Agreement, amendments will be provided to the Oklahoma State Regents for Higher Education by the Oklahoma Department of Career and Technology Education.

*It is understood that in cases of the director and staff of the State Board making arrangements for certain line-item projects to be funded, the State Regents will not be able to assume the responsibility for fully accounting for the expenditure of the funds since the monies do not perfunctorily pass through the State Regents by virtue of this Agreement.

IN WITNESS WHEREOF, the State Board and the State Regents have executed this Agreement and have caused the signatures of the authorized representative to be affixed hereto.

State Board of Career and Technology Education:



Dr. Lee Denney, Interim State Director

07/11/2022
Date

Oklahoma State Regents for Higher Education:

Allison D. Garrett, Chancellor

Date

Approved as to Form:



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #18:

Investments.

SUBJECT: Approval of Investment Managers.

RECOMMENDATION:

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

BACKGROUND:

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

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

ANALYSIS:

Mercer is recommending the following managers for the portfolio:

Sona Asset Management -- \$7,000,000. The Sona Credit Long/Short Master Fund is a European-focused, fundamentally driven, long/short credit hedge fund whose objective is to generate positive, uncorrelated returns in all market environments with a keen focus on downside protection. The investment approach is to invest across the full breadth of the liquid credit spectrum, from performing to distressed credit. Additionally, the firm trades European investment grade credit and a modest amount of U.S. credit in both high-yield and investment grade credit in a well-diversified portfolio.

H.I.G. Middle Market LBO, Fund IV -- \$10,000,000. This firm is a well-established, alternatives investment firm focused on small and middle-market segments. The firm emphasizes operational turnarounds and distressed buyouts across six broad industry verticals – Business Services, Industrials, Consumer, Natural Resources/Energy, Healthcare and Technology, Media and Telecom (TMT.) Most of the fund is anticipated to be deployed in the North American markets.

Clayton, Dubilier and Rice, Fund XII -- \$10,000,000. Clayton, Dubilier and Rice (CD&R) Fund XII will seek to make control-oriented investments in select industry verticals. This fund will focus on market leading companies across all sectors, and will invest in both strong businesses in growing markets as well as those with fundamental challenges that require operationally-intensive turnarounds. The firm pursues a generalist approach in terms of sectors with a broad focus on consumer/retail, healthcare, services and industrial businesses.

Meeting of the
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AGENDA ITEM #19:

Employment Outcomes Report.

SUBJECT: Employment Outcomes Report for 2021.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2021 Employment Outcomes Report.

BACKGROUND:

The State Regents prioritize public accountability for the financial investments Oklahoma taxpayers make in the state system of higher education. The State Regents' annual Employment Outcomes Report is designed to study the value of public higher education to the state of Oklahoma by addressing the following questions:

- What percentage of Oklahoma residents and non-residents who graduate from state system colleges and universities remain in Oklahoma?
- How does level of education impact salary?
- What is the median annual salary by field of study and level of degree of Oklahoma's public college and university graduates?

POLICY ISSUES:

None.

ANALYSIS:

The 2021 Employment Outcomes report analyzes employment data for graduates of Oklahoma public colleges and universities one and five years after graduation, 2019-2020 and 2015-2016. Oklahoma state system degree recipients are identified using the State Regents' Unitized Data System (UDS). The last degree earned is selected for students who earn multiple degrees, which is most commonly the highest degree earned. Through a data exchange with the Oklahoma Employment Security Commission (OESC) and the Oklahoma Tax Commission (OTC), graduate records are matched and employment data is returned to the State Regents. The report covers employment rates by degree level and field of study, median annual earnings one and five years after graduation, employment rates by degree level within critical occupations (teaching, nursing, and engineering), and employment outcomes of Oklahoma's Promise graduates. The 2021 study supports national data that link salary to educational attainment. Oklahoma data for graduates of the state's public colleges and universities confirm that the higher the degree a student earns, the higher the salary they are likely to earn. Furthermore, the majority of Oklahoma's state system graduates, both resident and non-resident, remain in the state contributing to the state's economy and opportunities for growth, even five years after graduation.

Key takeaways from the report are listed below.

- Nearly 90% of Oklahomans and nearly two-thirds of non-resident students who graduate from a state system college or university remain and work in the state one year after graduation.
- Nearly 88% of Oklahomans and almost two-thirds of non-resident students who graduate from a state system college or university remain and work here five years after graduation.
- Of STEM graduates from our state system colleges and universities, 88% of Oklahomans – and almost two-thirds of non-resident students – remain and work in the state one year after graduation.
- Of STEM graduates from our state system colleges and universities, more than 85% of Oklahomans – and more than half of non-resident students – remain and work here five years after graduation.
- More than 92% of Oklahoma’s Promise graduates remain in the state one year after graduation.

Supplement.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #20:

State Regents' Meetings.

SUBJECT: Approval of the proposed 2023 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act.

RECOMMENDATIONS:

It is recommended that the State Regents approve the 2023 schedule of regular meetings for filing with the Office of Secretary of State according to law.

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
Wednesday, February 8, 2023	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, February 9, 2023	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, March 22, 2023	10:30 a.m.	Southeastern Oklahoma State University 425 W. University Boulevard Durant, Oklahoma
Thursday, March 23, 2023	9 a.m.	Southeastern Oklahoma State University 425 W. University Boulevard Durant, Oklahoma
Wednesday, April 19, 2023	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, April 20, 2023	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, April 20, 2023	10 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma

Thursday, May 25, 2023	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Friday, May 26, 2023	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, June 28, 2023	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, June 29, 2023	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, September 6, 2023	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, September 7, 2023	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, October 18, 2023	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, October 19, 2023	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, November 2, 2023	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, December 6, 2023	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, December 7, 2023	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma

Meeting of the
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AGENDA ITEM #21:

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:

- **Melissa Brevetti**, coordinator for teacher education programs, was selected as the new Chairman of the Delta Kappa Gamma International Key Women Educators Scholarship Committee for Oklahoma candidates. As the Oklahoma City Running Club Chairman of the Community Assistance Committee, she facilitated \$500 in funding to the Eastside Steppers, community-centered non-profit organization that promotes youth track and field for at-risk students.
- **Angel Icenhour**, coordinator for Academic Affairs Student Success Initiatives and **Dr. Stephanie Beauchamp**, associate vice chancellor for Academic Affairs presented "Show What You Know OK – Simplifying Prior Learning for Oklahoma Students for Degree Completion" at the State Higher Education Executive Officers Policy Conference in Indianapolis, IN. The presentation highlighted the updated Show What You Know OK website and how Oklahoma institutions award credit for prior learning through a variety of assessments, including military training, industry recognized credentials, and contractual agreements with career technology center programs.
- **Sara Lorenzen**, outreach specialist III with OCAP's Oklahoma Money Matters program, recently earned her Certified Financial Education Instructor designation through the National Financial Educators Council. The NFEC's Financial Literacy Standards aim to improve the quality and enhance the impact of financial literacy instruction nationwide.
- **Sheri Mauck**, associate vice chancellor for Budget and Finance, **Sheila Smith**, senior reach higher manager, **Tisha Bradford**, reach higher manager and **Dr. Goldie Thompson**, assistant vice chancellor for teacher preparation and special programs, served as presenters at the Scholarship and Grants Workshop hosted by Student Services for financial aid officers and staff.
- **Bailey Maxey**, scholarship administrator for the scholars for excellence in child care, was invited to speak on a panel by the Oklahoma State Department of Career Technology's Family and Consumer Sciences Division about the need for consistency in the full-time Early Care & Education Programming across the state. She helped answer and mediate questions about industry practices

and objectives for the instructors of these programs. This was one of many opportunities in which the Scholars for Excellence Program serves DHS as a strong community partner to achieve desired goals and a coherent vision for early education in Oklahoma.

Meeting of the
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September 8, 2022

AGENDA ITEM #22-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)

- 13 degree program requirement changes
- 1 degree program option deletion
- 1 degree program option name change
- 1 degree program option addition

University of Oklahoma College of Law (OU-LAW)

- 1 degree program requirement change

Oklahoma State University (OSU)

- 3 degree program requirement changes

Rogers State University (RSU)

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

Southeastern Oklahoma State University (SEOSU)

- 3 degree program requirement changes
- 1 degree program option deletion

Southwestern Oklahoma State University (SWOSU)

- 1 degree program requirement change

University of Central Oklahoma (UCO)

- 1 degree program requirement change
- 1 degree program option addition

University of Science and Arts of Oklahoma (USAO)

- 1 degree program requirement change
- 1 degree program option addition

Eastern Oklahoma State College (EOSC)
1 degree program requirement change

Murray State College (MSC)
1 degree program name change

Oklahoma City Community College (OCCC)
3 degree program requirement changes
1 degree program option name change

Oklahoma State University-Oklahoma City (OSU-OKC)
11 degree program requirement changes

POLICY ISSUES:

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

OU – Master of Science in Interior Design (383)

Degree program requirement changes

- For the Post Professional option:
 - Remove ID 5223 and ID 5153.
 - Add 6 credit hours of Guided Electives.
 - Change credit hours required for ID 5940 from 9 to 3.
 - Add ID 5463/ARCH 5053.
 - Add 6 credit hours of ID 5980/9 credit hours of ID 5950.
 - The proposed changes will eliminate confusion for students.
 - No new courses will be added and no courses will be deleted.
 - Total credit hours for the degree will not change.
- For the General option:
 - Remove ID 5980.
 - Change credit hours required for ID 5940 from 6 credit hours to 3 credit hours.
 - Add 3 hours of Research Electives.
 - The proposed changes will delete the thesis option and better benefit students.
 - Total credit hours for the degree will not change.
 - No funds are requested from the State Regents.

OU – Bachelor of Arts in Human Relations (350)

Degree program requirement changes

- Add HR 3043.
- Change credit hours for upper-division Major Electives from 15 to 12.
- The proposed changes clarify the requirement for a pre-requisite to the Capstone.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Computer Science (233)

Degree program requirement change

- Remove requirement of students earning a grade of “B” or better in CS 1323, CS 1324, CS 1321, and CS 2334.
- The proposed change eliminates an administrative barrier to student enrollment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Science in Natural Gas Engineering Management (344)

Degree program requirement changes

- For the Non-Thesis option:
 - Change Major Electives from 27 to 21.
 - The proposed changes will better align this program with university changes.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 30-36 to 30.
- No funds are requested from the State Regents.

OU – Master of Environmental Science in Environmental Science (076)

Degree program requirement changes

- For the Hydrology and Water Security option:
 - Change Major Electives from 32 to 30.
- The proposed changes will better align this program with university changes to non-thesis options.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Education in Professional Counseling (248)

Degree program option deletion

- Delete program option Professional Counseling.
- The proposed deletion will eliminate an unnecessary option and require students to pursue the degree requirements of the Clinical Professional Counseling option.
- There are currently 13 students enrolled in this option.
- Students will be allowed to complete their degree requirements under the Clinical Professional Counseling option.
- No courses will be deleted.
- No funds are available for reallocation.

OU – Master of Human Relations in Human Relations (329)

Degree program option name change

- For Diversity, Equity, and Social Justice option:
 - Change option name to Diversity, Equity, and Strategic Impact.
- The proposed change will better reflect the intent of the program.
- No new courses will be added and no courses will be deleted.

- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Arts in Global Affairs (404)

Degree program requirement change

- Add Middle Eastern Studies to the Concentration area of the program.
- The proposed change will give students more options.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Arts in Anthropology (009)

Degree program requirement changes

- Add Concentration of Applied Medical Anthropology.
- The proposed changes will better meet student needs.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 30 to 30-34.
- No funds are requested from the State Regents.

OU – Doctor of Musical Arts in Music (174)

Degree program requirement changes and degree program option additions

- For all Concentrations:
 - Remove Tools of Research section which includes MUS 5112 and foreign language study.
 - Change Music Theory Major Requirements from 8 to 9.
- For the Music Composition option:
 - Remove MUTH 5913.
 - Add MUTK 5163 and MUTK 5133.
 - Change COMP 6020 from 13 hours to 10.
 - Change Major Electives from 13 hours to 15.
 - Change Written Documentation from 8 hours to 6.
- For the Conducting option:
 - Change Choral Conducting Electives from 13 to 12.
 - Change Church Music Electives from 6-15 to 5-14.
 - Change Orchestral Conducting Electives from 13 to 12.
 - Change Wind Conducting Electives from 13 to 12.
- For the Organ: Standard option:
 - Change Standard Concentration Electives from 4-16 to 3-15.
 - Change Church Music Concentration Electives from 0-15 to 0-14.
- For the Piano option:
 - Change Performance Area of Concentration Electives from 13 to 12.
 - Add MUED 5612 and MUED 5622 to required Piano Pedagogy area.
 - Change Performance and Pedagogy Area of Concentration Electives from 13 to 8.

- For the Voice option:
 - Change Voice Electives from 13 to 12.
 - Change credit hours required for Music Theory from 8 to 9.
 - Add Voice Performance and Pedagogy Concentration.
- For the Wind/Percussion/String option:
 - Change Major Electives from 13 to 12.
- The proposed changes will bring program into compliance with Graduate College policy.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Certificate in Engineering Leadership (149)

Degree program option addition

- Add Sustainability option.
- The proposed change will better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Biomedical Engineering (413)

Degree program requirement changes

- Add BME 3171 and BME 3181.
- Remove BME Area Core Labs list.
- The proposed changes will better align program with university requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Music Education in Music Education (306)

Degree program requirement change

- Change credit hours required for MUTE 2241 from 2 credit hours to 1 credit hour.
- The proposed change will better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 127-140 to 126-139.
- No funds are requested from the State Regents.

OU – Bachelor of Business Administration in Marketing/Supply Chain Management (152)

Degree program requirement changes

- For the Marketing option:
 - Remove MKT 3513 from Major Requirements.
 - Add 6 hours of upper division MKT Electives.
- The proposed changes will better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Architecture in Architecture-Four+ Year Program (011)

Bachelor of Architectural Studies in Architecture (429)

Degree program requirement change

- Change admission criteria to limit admission to students who are certified for degree candidacy and meet all pre-requisites.
- The proposed change will ensure students are able to complete degree requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU-LAW – Master of Legal Studies in Energy and Natural Resources Law (157)

Degree program requirement changes

- Remove LSO 5112, LSO 6512, LSO 6501, LSO 6572, LSO 6563, LSO 6592, LSO 6553, LSO 6581, LSO 6513, LSO 6573, LSO 6511, LSO 6352, and LSO 6502.
- Add 27 hours of LSO Electives.
- The proposed change will allow the program to rapidly adapt to industry needs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Economics (063)

Degree program requirement change

- For Graduate Preparation Emphasis:
 - Change the upper division Program Electives from 12 to 15.
- The proposed change better aligns the program with university 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.

OSU – Bachelor of Science in Elementary Education (074)

Degree program requirement changes

- Remove CIED 3430 and CIED 4362.
- Add CIED 4363.
- The proposed changes will 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.

OSU – Bachelor of Science in Human Development and Family Science (094)

Degree program requirement changes

- For the Family and Consumer Sciences Education option:
 - Remove ENGL 3323.
 - Add CIED 4133 and HTM 1103.
 - Total credit hours for the degree will change from 121 to 124.
- For the Early Childhood Education option:
 - Remove 3 hours of Foreign Language.

- Add CIED 4133.
- Total credit hours will not change.
- The proposed changes will better serve students.
- No new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

RSU – Associate in Arts in Criminal Justice Studies (121)

Degree program requirement changes

- Add CS 1113 to program core requirements.
- Remove CJ 3003 from program core requirements.
- For Law/Justice options:
 - Remove CJ 3213.
 - Change required option credit hours from 9 to 6.
- Total credit hours for the program will change from 67 to 64-67.
- The proposed changes will eliminate a hidden pre-requisite course to the requirements and align with peer institutions.
- Two new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

RSU – Associate in Arts in Elementary Education (011)

Degree program requirement changes

- Change credit hours required for Math Electives from 9 to 6.
- Change credit hours required for Free Electives from 3 to 6.
- The proposed changes will better align with peer institutions and assist with transferability.
- 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.

RSU – Bachelor of Science in Business Administration (113)

Degree program option addition and degree program requirement changes

- Add option Finance.
- For the Accounting option:
 - Remove ACCT 4313 and ACCT 4323 from option required courses.
 - Add 6 credit hours of ACCT electives to be selected from ACCT 4313, ACCT 4323, ACCT 4113, ACCT 4133, ACCT 4213, AND ACCT 4413.
- The proposed changes will enrich student options and better align with peer institutions.
- Six 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.

RSU – Bachelor of Science in Justice Administration (115)

Degree program requirement changes

- Add CS 1113 to the Common Core.
- Change credit hours required for Common Core from 33 to 36.
- Change credit hours required for Guided Electives from 6 to 3.
- The proposed changes will better benefit the learner's overall education.

- Total credit hours for the degree will change from 120 to 121-125 hours.
- No new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

SEOSU – Bachelor of Arts in Theatre (060)

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

- Delete option Musical Theatre.
 - The proposed deletion is the result of merging this option with another option.
 - There are currently 5 students enrolled with an expected graduation during the 2022-2023 academic year.
 - Students will be allowed to complete their degree requirement.
- For all options:
 - Remove THTR 1113, THTR 1133, THTR 1213, and THTR 2203.
 - Add THTR 1143, THTR 2753, THTR 3023, and THTR 4673.
- For the Theatre Management Promotion option:
 - Change the option name to Arts Administration.
 - Remove THTR 3333 and THTR 4980.
 - Add THTR 2213, THTR 2233, THTR 3763, and THTR 3773.
 - Change Major Requirement Hours from 40 to 42.
 - Change Major Hours from 22 to 18.
 - Change Required Electives from 12 to 6.
- For the Acting and Directing option:
 - Change the option name to Integrated Studies of Performance.
 - Remove THTR 1312, THTR 3432, THTR 3963, and THTR 4412.
 - Add 9 hours of Performance Core courses to include THTR 1113, THTR 1133, and THTR 1213.
 - Remove 13 credit hours of upper-division THTR courses.
 - Add 13 hours of Emphasis Courses.
 - Change Major Requirement Hours from 40 to 42.
- For the Technical Theatre Design option:
 - Remove THTR 2753, THTR 3333, THTR 3342, THTR 3423, and THTR 3453.
 - Add 9 hours of Technical Core courses to include THTR 1113, THTR 1133, and THTR 1213.
 - Remove 8 credit hours of upper-division THTR courses.
 - Add 13 hours of Emphasis Courses.
- The proposed changes streamline options and will better meet industry standards.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU – Master of Music Education in Music Education (114)

Degree program requirement changes

- Remove MUS 5182/MUS 5192 and MUS 5203.
- Add MUS 5223.

- Change Music History, Theory, and Literature Course hours from 8 to 6.
- Change Elective Course hours from 3-4 to 3.
- The proposed changes better meet industry demands.
- One new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 32-33 to 30.
- No funds are requested from the State Regents.

SEOSU – Master of Science in Native American Leadership (112)

Degree program requirement changes

- For the General option:
 - Change requirements to allow students to select 6 credit hours from: NAL 5133, NAL 5143, and NAL 5203.
- For the Education option:
 - Change requirements to allow students to select 6 credit hours from: EDAD 5373, EDAD 5303, EDAD 5313, EDAD 5403, and NAL 5203.
- The proposed changes will better meet student needs.
- One new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Music Education (038)

Degree program requirement changes

- For the Vocal option:
 - Add MUSIC 3951.
 - Change Music Education hours from 7 to 8.
 - Change credit hours required for Applied Piano from 4 to 3.
 - Change Secondary Applied Area hours from 8 to 7.
- The proposed changes better prepare students for their career.
- Total credit hours for the degree will not change.
- No new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

UCO – Bachelor of Science in Education in Science Education (026)

Degree program requirement changes

- Change BIO 1225 to BIO 1224.
- Change Required Biology credit hours from 9 to 8.
- Change Program Elective credit hours from 28 to 29.
- The proposed changes will enhance transfer equivalencies with other Oklahoma institutions.
- Total credit hours for the degree will not change.
- No new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

UCO – Master of Education in Curriculum and Instruction (160)

Degree program option addition

- Add option Teaching & Learning in PreK-6.
- The proposed addition will better serve students.

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

USAO – Bachelor of Science in Chemistry (005)

Degree program requirement changes

- Remove CHEM 3021, CHEM 3023, CHEM 3321, CHEM 3323, CHEM 4423, MATH 2203, MATH 2243, and MATH 3263 from the Chemistry and Math Required Courses.
- Add PHYS 3013, NSCI 2102, and 12 hours of Chemistry Electives.
- The proposed changes will bring the program up to date.
- Two new courses will be added and seven courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

USAO – Bachelor of Arts in English (009)

Degree program option addition

- Add option Literature Emphasis.
- The proposed option adds to the areas of focus from which students can select.
- 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.

EOSC – Associate in Arts in Music (032)

Degree program requirement changes

- Add MUSIC 1110 to the Core.
- For the Piano option:
 - Add MUSIC 1711 as an alternative to MUSIC 1611.
 - Add MUSIC 1721 as an alternative to MUSIC 1621.
 - Add MUSIC 2711 as an alternative to MUSIC 2611.
 - Add MUSIC 2721 as an alternative to MUSIC 2621.
 - Add MUSIC 1511, MUSIC 1521, MUSIC 2511, and MUSIC 2521.
- The proposed changes better align with industry standards and assist with transferability.
- 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.

MSC – Associate in Applied Science in Manufacturing Technology (069)

Degree program name change

- Change program name to Industrial Engineering.
- The proposed change better aligns with industry standards and current curriculum.
- 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 Business (026)

Degree program option name change and degree program requirement changes

- For the Accounting Finance Support Specialist option:
 - Change option name to Finance.
 - Move BUS 1013, BUS 2473 and BUS 2033 to Support Requirements.
 - Move FIN 1013 to General Education.
 - Remove ENGL 1213, BUS 1713, BUS 2493 and BUS 2123.
 - Add ACCT 2403, FIN 2033, ECON 2143, and FIN 2023.
- The proposed changes better represent industry needs.
- 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 Science in Engineering (032)

Degree program requirement changes

- Remove ENGR 2133/ENGR 2243.
- Change credit hours for Major Electives from 6 to 9.
- Remove CHEM 1415 as an alternative course to CHEM 1115.
- The proposed changes eliminate unnecessary courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OCCC – Associate in Applied Science in Respiratory Care Therapist (113)

Degree program requirement change

- Add minimum grade of “C” to all program courses.
- The proposed change will help maintain program rigor and meet accreditation 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.

OSU-OKC – Associate in Applied Science in Police Science (015)

Degree program requirement changes

- Remove SPCH 1113, SPCH 2723, and the Computer Science Elective from the General Education Requirements.
- Add EMSP1104.
- Add BIOL 2214 as an alternative course to CHEM 1104.
- The proposed changes will better align the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 65 to 60.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Architectural Engineering Technology (001)

Degree program requirement changes

- For General and CAD Architecture options:
 - Remove 6 credit hours of Support and Related Courses.
- The proposed changes will better align the program with institutional standards for total credit hours required.

- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 66 to 60.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Sign Language Interpreter (063)

Degree program requirement changes

- Remove ITP 1352, ITP 1222, ITP 1332, ITP 1364, ITP 1374, and ITP 2322.
- Add ITP 1223, ITP 1333, IPT 1363, ITP 1373, and ITP 2323.
- The proposed changes will better align the program with institutional standards for total number of credit hours required.
- No new courses will be added and 1 course will be deleted.
- Total credit hours for the degree will change from 69 to 68.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Crime Victim/Survivor Services (077)

Degree program requirement changes

- Remove SPCH 2723 and 3 credit hours of Support and Related Courses.
- Add ENGL 1213.
- The proposed changes will better align the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63 to 60.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Power Transmission and Distribution Technology (091)

Degree program requirement changes

- Remove CIS 1113, PTDT 2043, and 3 credit hours of Advisor Approved Elective.
- Add PTDT 1203, PTDT 1303, and PTDT 1403.
- The proposed changes are in response to industry needs.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Science in American Sign Language (073)

Degree program requirement changes

- Remove PSYC 1113/SOC 1113, ITP 1352, ITP 1364, and ITP 1374.
- Add 3 credit hours of PSYC or SOC Electives, ITP 1363, and ITP 1373.
- The proposed changes will give students more flexibility.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 63 to 60.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Science in Police Science (068)

Degree program requirement changes

- Remove PLSC 2543 and PLSC 2103.
- Add EMSP 1104.
- The proposed changes will better align the program with university standards.

- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 64 to 62.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Science in Public Service (076)

Degree program requirement changes

- Remove 4 credit hours of Approved Electives.
- Change PSER 2450 from 1 credit hour to 3 credit hours.
- Allow students to complete either PSER 2450 or PSER 2103.
- The proposed changes will give students more course options.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63 to 61.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Construction Technology (065)

Degree program requirement change

- Add MATH 1583 as an alternative to taking MATH 1613.
- The proposed change will better align math options.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Surveying Technology (018)

Degree program requirement change

- Add MATH 1583 as an alternative to MATH 1613.
- The proposed change will better align math options.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU-OKC – Certificate in Police Science: Crime Scene Investigation (119)

Degree program requirement change

- Remove 3 credit hours of Required Computer Science coursework.
- The proposed change will better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 35 to 32.
- No funds are requested from the State Regents.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #22-b (1):

Certificates of 15 or fewer credit hours.

SUBJECT: University of Oklahoma. Ratification of institutional request to offer a certificate of 15 or fewer credit hours.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional requests to offer the following certificates of 15 or fewer credit hours, as described below.

BACKGROUND:

The University of Oklahoma (OU)

- Graduate Certificate in Organizational Psychology
- Graduate Certificate in Organizational Research

POLICY ISSUES:

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

ANALYSIS:

OU requested authorization to offer the Graduate Certificate in Organizational Psychology and the Graduate Certificate in Organizational Research.

- The proposed graduate certificates will prepare students to work as training and development specialists, training and development managers, general and operations managers, social and community service managers, and human resource specialists.
- The graduate certificates will be embedded within the Master of Arts in Organizational Dynamics (346) program.
- The certificates will each consist of 12 total credit hours as detailed in the attachment (Attachments A and B).
- No new courses will be added.
- No funds are requested from the State Regents.

Delivery method and support services. The Master of Arts in Organizational Dynamics program is currently offered in a traditional format. Given these certificates are embedded in that program, delivery of the Graduate Certificate in Organizational Psychology and Graduate Certificate in Organizational Research will also be in a traditional format.

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

ATTACHMENT A

**THE UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN ORGANIZATIONAL PSYCHOLOGY**

Program Requirements	Credit Hours
Required Courses (6 Credits)	6
ODYN 5113 The Psychology of Leadership	3
ODYN 5123 Survey of Organizational Dynamics	3
ODYN 5133 Teams and Motivation	3
Elective Courses (6 Credits)	6
Choose 2 courses approved by ODYN program faculty.	
Total	12

ATTACHMENT B

**THE UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN ORGANIZATIONAL RESEARCH**

Program Requirements	Credit Hours
Required Courses (6 to 12 Credits)	6
ODYN 5153 The Psychology of Leadership	3
ODYN 5163 Survey of Organizational Dynamics	3
ODYN 5973 Teams and Motivation	3
ODYN 5183 Capstone Project	3
Elective Courses (0 to 6 Credits)	0 - 6
Up to 2 courses approved by ODYN program faculty.	
Total	12

Meeting of the
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September 8, 2022

AGENDA ITEM #22-b (2):

Certificates of 15 or fewer credit hours.

SUBJECT: Oklahoma State University Center for Health Sciences. Ratification of institutional request to offer a certificate of 15 or fewer credit hours.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University Center for Health Sciences (OSUCHS)

- Graduate Certificate in Healthcare Compliance

POLICY ISSUES:

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

ANALYSIS:

OSUCHS requested authorization to offer the Graduate Certificate in Healthcare Compliance.

- The proposed graduate certificate will provide students with knowledge in healthcare laws, such as False Claim Act, HIPAA, Stark Laws, and Anti-Kickback Statute.
- 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.

Delivery method and support services. The Graduate Certificate in Healthcare Compliance will have the same support resources that serve the Master of Science in Healthcare Administration (006) and the Doctor of Healthcare Administration (016). Classrooms, study areas, research facilities, conference rooms, library, on-site support staff, on-site faculty and administration will be available. The institution is already actively engaged in delivering the program and courses via online platform. OSU utilizes the latest version of Canvas, and the faculty who will be teaching the courses in the certificate program are very skilled in the delivery platform.

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

Attachment

ATTACHMENT A

OKLAHOMA STATE UNIVERSITY CENTER FOR HEALTH SCIENCES
GRADUATE CERTIFICATE IN HEALTHCARE COMPLIANCE

Program Requirements	Credit Hours
Required Courses	12
HCA 5993 Clinical Operations Management	3
HCA 5063 Healthcare Compliance	3
HCA 5033 Legal Issues in Healthcare Administration	3
HCA 6053 Advanced Healthcare Law	3
Total	12

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AGENDA ITEM #22-c:

Micro-credentials.

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Cameron University (CU) requested to offer the following micro-credentials:

- Beef Cattle Artificial Insemination
- Classroom Management
- Curriculum Development
- Employment Law
- Essentials of Cost/Managerial Accounting
- Essentials of Financial Accounting
- Law for Entrepreneurs
- Literacy
- Social Media Law and Ethics for Entrepreneurs
- Differentiated Instruction
- Fundamentals of Accounting
- Managing Human Resources
- Personal Finance
- Strategies for Asset Protection
- Teaching Struggling Readers
- Teaching Students with Exceptionalities
- Small Enterprise Management
- Calculator Fundamentals

The University of Science and Arts of Oklahoma (USAO) requested to offer the following micro-credential:

- Alternative Certification for Teachers

Oklahoma City Community College (OCCC) requested to offer the following micro-credential:

- CAD and Fabrication Technology for Instructors
- Information Technology Fundamentals for Instructors
- Set Construction
- Automotive Sales and Service Specialist

POLICY ISSUES:

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

ANALYSIS:

CU requested authorization to offer a micro-credential in Beef Cattle Artificial Insemination to be listed as "Endorsed by the State Regents" on the statewide micro-credential inventory. CU reports that students completing the micro-credential will be more knowledgeable in the physiology, nutrition, and technologies of artificial insemination. A digital badge will also be awarded for this micro-credential.

CU requested authorization to offer a micro-credential in Classroom Management to be listed as "Endorsed by the State Regents" on the statewide micro-credential inventory. CU reports that students completing the micro-credential will be able to develop a classroom management plan that states planned procedures, rules, and consequences for the classroom and create a classroom management theory designed to handle various classroom misbehaviors. A digital badge will also be awarded for this micro-credential.

CU requested authorization to offer a micro-credential in Curriculum Development to be listed as "Endorsed by the State Regents" on the statewide micro-credential inventory. CU reports that students completing the micro-credential will be prepared to design curriculum to address the educational need of students and society. Additionally, students will be able to analyze and assess the roles of stakeholders (students, parents, teachers, or administrators) in curriculum planning and change. A digital badge will also be awarded for this micro-credential.

CU requested authorization to offer a micro-credential in Employment Law to be listed as "Endorsed by the State Regents" on the statewide micro-credential inventory. CU reports that students completing the micro-credential will be more knowledgeable about laws regulating all stages of employment. A digital badge will also be awarded for this micro-credential.

CU requested authorization to offer a micro-credential in Essentials of Cost/Managerial Accounting to be listed as "Endorsed by the State Regents" on the statewide micro-credential inventory. CU reports that students completing the micro-credential will be more knowledgeable about basic principles of cost accounting related to manufacturing and other enterprises as well as the use of management and cost accounting information in decision-making. A digital badge will also be awarded for this micro-credential.

CU requested authorization to offer a micro-credential in Essentials of Financial Accounting to be listed as "Endorsed by the State Regents" on the statewide micro-credential. CU reports that students completing the micro-credential will be more knowledgeable about financial accounting, including how to record transactions, prepare financial statement, analyze selected accounts and use accounting information in decision-making. A digital badge will also be awarded for this micro-credential.

CU requested authorization to offer a micro-credential in Law for Entrepreneurs to be listed as "Endorsed by the State Regents" on the statewide micro-credential inventory. CU reports that students completing the micro-credential will be able to examine legal and ethical boundaries of social media use, understand federal and state laws regulating the employment relationship, and explore common legal strategies utilized by entrepreneurs to protect business and personal assets. A digital badge will also be awarded for this micro-credential.

CU requested authorization to offer a micro-credential in Literacy to be listed as "Endorsed by the State Regents" on the statewide micro-credential inventory. CU reports that students completing the micro-

credential will be able to: 1) Design meaningful reading strategies for diverse students by reflecting on the theoretical framework for effective instruction; 2) Evaluate a range of reading assessments for the purpose of becoming familiar with various measures and for determining effective tools to implement in the literacy classroom; and 3) Explore and reflect on a wide range of genres within children’s literature to assist the classroom teacher with meaningful resources that support the literacy environment. A digital badge will also be awarded for this micro-credential.

CU requested authorization to offer a micro-credential in Social Media Law and Ethics for Entrepreneurs to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CU reports that students completing this micro-credential will be more knowledgeable in legal and ethical boundaries of social media use related to advertising, human resource management, intellectual property rights, freedom of expression and censorship, torts, contracting, privacy, and preservation of litigation evidence. A digital badge will also be awarded for this micro-credential.

CU requested authorization to offer a micro-credential in Differentiated Instruction to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CU reports that students completing the micro-credential will have the ability to create meaningful approaches to learning and instruction that incorporate the diverse needs of each student and design assessments to determine baseline abilities and measure academic achievement for diverse learners. A digital badge will also be awarded for this micro-credential.

CU requested authorization to offer a micro-credential in Fundamentals of Accounting to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CU reports that students completing the micro-credential will have successfully completed micro-credentials in Essentials of Financial Accounting and Essentials of Cost/Managerial Accounting. A digital badge will also be awarded for this micro-credential.

CU requested authorization to offer a micro-credential in Managing Human Resources to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CU reports that students completing the micro-credential will have knowledge of primary employee management functions as they relate to employment law, recruitment, selection, training, performance appraisal, compensation, and safety and health. A digital badge will also be awarded for this micro-credential.

CU requested authorization to offer a micro-credential in Personal Finance to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CU reports that students completing the micro-credential will be able to create a spending budget and identify how to make purchasing decisions and evaluate different consumer credit options, manage risk through insurance products, invest in financial resources, and control financial future through retirement and estate planning. A digital badge will also be awarded for each of this micro-credential.

CU requested authorization to offer a micro-credential in Strategies for Asset Protection to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CU reports completers of this micro-credential will be able to distinguish fraudulent conveyance from lawful asset protection and understand the role of limited liability entities and trusts in asset protection. A digital badge will also be awarded for each of this micro-credential.

CU requested authorization to offer a micro-credential in Teaching Struggling Readers to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CU reports that students completing this micro-credential will be able to develop instructional strategies, routines, and assessments using both information and narrative texts to meet the literacy needs of the whole class and groups of students and design a physical and social literacy-rich learning environment conducive to diverse reading

needs. A digital badge will also be awarded for each of this micro-credential.

CU requested authorization to offer a micro-credential in Teaching Students with Exceptionalities to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CU reports students completing this micro-credential will have a basic understanding of the social, cognitive, emotional, and other developmental aspects associated with children and youth identified with exceptionalities. A digital badge will also be awarded for each of this micro-credential.

CU requested authorization to offer a micro-credential in Small Enterprise Management to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CU reports students who complete this micro-credential will have knowledge of the principles and problems associated with starting and managing small businesses. A digital badge will also be awarded for each of this micro-credential.

CU requested authorization to offer a micro-credential in Calculator Fundamentals to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CU reports students who complete this micro-credential will have the knowledge of the application and use of Texas Instrument BA II Plus or BA II Plus Professional Business Calculator for accounting, finance and statistical computations. A digital badge will also be awarded for each of this micro-credential.

USAO requested authorization to offer a micro-credential in Alternative Certification for Teachers and to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. USAO reports that students completing this micro-credential will have received teaching credentials through the alternative certification path and are required to continue coursework approved by the State Department of Education to meet defined goals and requirements. A digital badge will also be awarded for this micro-credential.

OCCC requested authorization to offer a micro-credential in CAD and Fabrication Technology for Instructors to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. OCCC reports the micro-credential will prepare K-12 teachers to incorporate CAD and 2D/3D fabrication concepts into their classroom, as well as provide a working knowledge of CAD software and the fundamental use of CNC machines, laser cutters and 3D printers. A digital badge will also be awarded for this micro-credential.

OCCC requested authorization to offer a micro-credential in Information Technology Fundamentals for Instructors to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. OCCC reports that the micro-credential will prepare K-12 faculty to incorporate information technology concepts into their classroom provide a working knowledge of the Java and Python programming languages, IT fundamentals and 3D printing. A digital badge will also be awarded for this micro-credential.

OCCC requested authorization to offer a micro-credential in Set Construction 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 the essential skills to perform work as an entry-level carpenter for the film industry, how to operate tools safely and perform proper set construction etiquette. A digital badge will also be awarded for these micro-credentials.

OCCC requested authorization to offer a micro-credential in Automotive Sales and Service Specialist 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 gain fundamental automotive knowledge, customer service and business communication skills to communicate effectively with customers and provide viable solutions to meet customers automotive service needs. 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.

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AGENDA ITEM #22-d:

Reconciliations.

SUBJECT: Ratification of institutional request.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requested degree program modifications for the Doctor of Philosophy in Educational Psychology (070) to reconcile institutional practice with the official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OSU requested modifications to the Doctor of Philosophy in Educational Psychology (070), which were approved at the December 10, 2021 State Regents' meeting. Specifically, the item indicated that the credit hours for the degree would not change. OSU notified State Regents' staff to clarify that due to the modifications, the total credit hours for the degree would change from 66-69 to 66-71. This action will correct this error and reconcile institutional practice with the official degree program inventory.

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AGENDA ITEM #22-e:

Academic Nomenclature.

SUBJECT: Ratification of institutional request.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requested authorization to establish the new Polytechnic Institute. OU's governing board approved the request at their June 21, 2022 meeting.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Approval of Changes in Academic Structure and Nomenclature policy.

ANALYSIS:

OU requested approval to establish the Polytechnic Institute on the OU Schusterman Campus in Tulsa. The proposed Institute will offer degree programs in computer and information technology fields and will serve as a vehicle to align OU's educational capabilities with the workforce needs in the Tulsa area, specifically in the growing and dynamic technology-advanced field. Additionally, the Institute will provide a venue for OU to extend its research strategy into the Tulsa region and will rely on strong community partnerships so that the curriculum and degree programs offered within the Institute will align with changing workforce needs. No degree programs have been proposed for the requested Polytechnic Institute. New program requests are expected to be proposed through the regular program approval process over the next few academic years.

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AGENDA ITEM #22-f:

High School Courses for College Admission.

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

RECOMMENDATION:

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

BACKGROUND:

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

The State Regents have a statutorily mandated function regarding high school courses that satisfy college admission curricular requirements. 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents' approval, also satisfy high school college preparatory/work ready curriculum graduation requirements. On March 3, 2016, the State Regents revised the Institutional Admission and Retention policy to align with 70 O.S. § 11-103.6 by designating the State Regents as the responsible entity for approving courses for college admission.

Based on the extended time periods between State Regents' meetings during certain points of the year, relying on the State Regents to approve high school courses for college admission could significantly delay the timeframe in which courses are approved. As such, to make the approval process more efficient, on March 3, 2016, the State Regents delegated authority to the Chancellor to approve high school courses for college admission, pending State Regents' ratification.

POLICY ISSUES:

The provision regarding the State Regents' role in approving high school courses for college admission, which is detailed in policy section 3.9.3 of the Oklahoma State Regents for Higher Education's Institutional Admission and Retention policy, reads as follows:

“Additionally, 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement, which fits within one of the legislatively defined college

preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval.”

ANALYSIS:

Prior to September 8, 2022, State Regents’ staff received requests from the Oklahoma State Department of Education and an Oklahoma high school to approve high school courses for college admission. The table below details the courses as well as the college admission subject area in which the courses are categorized:

Course	Subject Area
Aviation (I, II, III, & IV)	Computer Technology
Computer Applications – Office 2019	Computer Technology
Web Communications	Computer Technology

After a comprehensive review of the course objectives and learning outcomes, it was determined that these high school courses meet the requirement for college admission. Therefore, the courses were approved for college admission by the Chancellor. State Regents’ ratification is requested.

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AGENDA ITEM #22-g (1):

Electronic Delivery.

SUBJECT: University of Oklahoma. Approval to offer the following existing programs via electronic delivery: Graduate Certificate in Applied Statistics and Graduate Certificate in Data Analytics.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's requests to offer the following existing programs via electronic delivery: Graduate Certificate in Applied Statistics and Graduate Certificate in Data Analytics.

BACKGROUND:

The University of Oklahoma (OU) is currently approved to offer 69 degree programs and certificates via electronic delivery. OU's governing board approved offering the existing Graduate Certificate in Applied Statistics (472) and the Graduate Certificate in Data Analytics (473) online at their May 13, 2022 meeting. OU 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:

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

Graduate Certificate in Applied Statistics (472)

Demand. Business needs related to data have emerged rapidly over the past two decades, with the growing desire to collect, process, filter, and predict meaningful data, specifically in healthcare, scientific research, and financial services. Jobs in applied statistics can be triangulated through data on Statisticians and Operations Research Analysts provided by the U.S. Bureau of Labor Statistics (BLS). These career opportunities are predicted to grow "much faster than average" at a rate of 27 percent with an average annual salary of \$86,538. This should yield approximately 14,000 jobs (new and replacement) per year. Based on industry reports and job postings analytics, it is estimated there may be an even larger need, as there were 16,845 unique positions posted for statisticians or operations research analysts in the past year

according to EMSI in 2020. In Oklahoma, career opportunities for graduates of the proposed certificate are also expected to increase. According to Oklahoma Employment Security Commission data, positions for operations research analysts and statisticians are expected to grow as much as 27 percent through 2030. Earning a graduate certificate in this field will significantly enhance student's employability and salary opportunities in any field that uses applied statistics.

Graduate Certificate in Data Analytics (473)

Demand. Data analysis is used to describe the unique skill set of creating systems to transform unstructured data into structured data, analyze it, and then present it in ways that are relevant and actionable. Data Science takes that analysis a step further by introducing machine learning and Artificial Intelligence to do that analytical work instead of human beings. The need for actionable knowledge and predictive insight that data scientists can create is in high demand in a broad range of industries as diverse as public utilities, healthcare, energy, manufacturing, and financial services. Good data science can improve customer experience and retention, inform better business decisions and improve planning, increase operational cost efficiency and can become a driving force of competitive advantage. Data science and data analytics professionals have not yet been tracked as an independent career/occupation classification. To track the trajectory of growth in this field, the related occupational classifications of Computer and Information Research Scientists, Operations Research Analysts were reviewed, as well as similar occupations such as Actuaries, Statisticians, Miscellaneous Mathematical Science Occupations. These clusters of occupations are experiencing much-faster-than-average projected growth for this occupational cluster through 2028. Based on industry reports, and through the use of job posting analytics, it is estimated that there is a much larger need for both Data Analysts and Data Scientists than BLS data indicate. Based on the number of professionals in the cluster of occupations reviewed, it is estimated an addressable target market of 236,507 individuals who have a bachelor's degree only in a related field, who might consider this master's level program. Multiple sources such as the BLS, the O'Reilly Data Science Salary Survey, and the Burtch Works 2016 Salary of Data Scientists provide a positive outlook for the average annual salary level for master's level data scientist professionals in the United States with a range of \$114,00 to \$125,000. Obtaining a graduate certificate in this field presents a strong opportunity for return on investment for graduates in terms of job seeking, promotion, and increased salary of \$30,000 to \$55,000 annually.

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 live course meetings in which students will interact with each other and the instructor. Students will also have full access to the library through electronic search engines, online assistance, and interlibrary loan services. The online writing center will be accessible to students for assistance with assignment reviews as well.

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.

Funding. The existing programs 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 programs through electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent for electronic delivery of the Graduate Certificate in Applied Statistics (472) and the Graduate Certificate in Data Analytics (473) was communicated by email on April 26, 2022. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #22-g (2):

Electronic Delivery.

SUBJECT: Cameron University. Approval to offer the following existing programs via electronic delivery: Bachelor of Science in Psychology, Master of Education in Education, and Master of Science in Educational Leadership.

RECOMMENDATION:

It is recommended that the State Regents approve Cameron University's requests to offer the following existing programs via electronic delivery: Bachelor of Science in Psychology, Master of Education in Education, and Master of Science in Educational Leadership.

BACKGROUND:

Cameron University (CU) is currently approved to offer 18 degree programs and certificates via electronic delivery. CU's governing board approved offering the existing Bachelor of Science in Psychology (165), the Master of Education in Education (650), and the Master of Science in Educational Leadership (670) online at their May 13, 2022 meeting. CU 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:

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

Bachelor of Science in Psychology (165)

Demand. In this program, students learn principles which govern human behavior. The courses offered reflect the diversity in psychology and meet the educational objectives of at least 3 groups of students: (1) those who seek a general survey course in the field of psychology or those who wish to study a program of psychology in depth at the undergraduate level but do not contemplate entrance into psychology as a profession, (2) those who wish to enter psychology as a profession immediately after completing the Bachelor's degree, and (3) those who plan to attend graduate school and then enter psychology as a

profession. The number of psychology majors in the last 4 academic years has remained stable and has been in the range of 230-241 majors at any given point. The Bachelor of Science in Psychology (165) consistently is a high demand degree program at CU. In addition to the demand for the degree program, there also is demand for online coursework. As the number of courses being offered online has increased, so have enrollments in online courses. Employment rates also show a demand for more opportunities for psychology students.

Master of Education in Education (650)

Demand. Student demand for the Master of Education in Education remains strong as evidenced by the increase in enrollment numbers in courses over the past 2 years. Enrollment is expected to increase significantly due to annual increases in the number of emergency certified teachers in Oklahoma. Additionally, offering courses online will enable emergency certified teachers in rural areas to complete professional preparation courses within the alternative placement program for teacher certification. Additionally, leading earners 5 years after graduation include those with a master's degree.

Master of Science in Educational Leadership (670)

Demand. Student demand for the Master of Science in Educational Leadership at CU remains strong as evidenced by the increase in enrollment numbers in hybrid courses over the past 2 years. Enrollment is expected to increase significantly as more courses are offered online to accommodate working professionals in rural areas. Upon completion of this program, students are eligible to obtain certification as a school principal in Oklahoma, pending passing a certification exam. Educational services are listed as a leading employer for Oklahoma graduates.

Delivery method. Coursework will be delivered online using Blackboard. Learning will be facilitated using instructor announcements, online syllabi, discussion boards for peer-to-peer conversations and instructor support, resource links, online exams, written assignments submitted via drop box, on demand grade book, video integration for lectures, and course resources as needed. In addition, Zoom will be utilized for instructor office hours and designated live course meetings in which students will interact with the instructor. Students will also have full access to library resources. Tutor.com will be available 24/7 and includes 8 hours of free online tutoring per semester.

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. CU 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. The existing programs 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 programs through electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent for electronic delivery of the Bachelor of Science in Psychology (165), the Master of Education in Education (650), and the Master of Science in Educational Leadership (670) was communicated by email on January 31, 2022. The University of Central Oklahoma requested a copy of the Master of Education in Education (650) and the Master of Science in Educational Leadership (670) proposals, which were sent on May 24, 2022. No State System institution requested a copy of the Bachelor of Science in Psychology (165) proposal. 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 CU's requests to offer the existing degree programs through electronic delivery, as described above.

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AGENDA ITEM #22-h (1):

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

BACKGROUND:

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

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

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

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

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

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

As the state portal entity, the State Regents are responsible for the initial approval and ongoing oversight of SARA activities which are performed by Oklahoma public and private institutions. Based on the extended time periods between State Regents' meetings during certain points of the year, relying on State Regents' approval to permit eligible institutions to participate in SARA would delay the timeframe in which institutional participation in SARA is approved or renewed. Therefore, on September 3, 2015, the State Regents approved a revision to the Administrative Operations policy that delegates authority to the Chancellor to approve eligible institutions to participate in SARA, pending State Regents' ratification.

POLICY ISSUES:

This action is consistent with the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy, specifically section 3.16.9, which states the eligibility requirements for SARA as follows:

“To be eligible for SARA participation, a public or private institution shall have its principal campus or central administrative unit domiciled in Oklahoma and be a degree-granting institution that is accredited by an agency recognized by the USDE. Additionally, a private institution shall have the minimum requisite USDE issued financial responsibility index score, on the most recent year's review, to participate in the SARA. Private institutions which do not attain the required requisite financial responsibility score on the most recent year's financial review, but receive a score within the range which NC-SARA permits states to grant provisional acceptance, may seek conditional approval.”

ANALYSIS:

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

Mid-America Christian University;
Northeastern Oklahoma A&M College;
Oral Roberts University;
Phillips Theological Seminary;
Rogers State University;
Southwestern Oklahoma State University;
Tulsa Community College; and
Western Oklahoma State College.

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

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AGENDA ITEM #22-h (2):

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of an institutional request to begin participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify an institutional request to participate in the State Authorization Reciprocity Agreement.

BACKGROUND:

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

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

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

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

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

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

As Oklahoma's state portal entity, the State Regents are responsible for the approval and ongoing oversight of Oklahoma institutions' SARA activities. Based on the extended time periods between State Regents' meetings during certain points of the year, relying on State Regents' approval to permit eligible institutions to participate in SARA would delay the timeframe in which institutional participation in SARA is approved or renewed. Therefore, on September 3, 2015, the State Regents approved a revision to the Administrative Operations policy that delegates authority to the Chancellor to approve eligible institutions to participate in SARA, pending State Regents' ratification.

POLICY ISSUES:

Section 3.16.9 in the Distance Education and Traditional Off-Campus Courses and Programs policy states the eligibility requirements for SARA as follows:

"To be eligible for SARA participation, a public or private institution shall have its principal campus or central administrative unit domiciled in Oklahoma and be a degree-granting institution that is accredited by an agency recognized by the USDE. Additionally, a private institution shall have the minimum requisite USDE issued financial responsibility index score, on the most recent year's review, to participate in the SARA. Private institutions which do not attain the required requisite financial responsibility score on the most recent year's financial review, but receive a score within the range which NC- SARA permits states to grant provisional acceptance, may seek conditional approval."

STAFF ANALYSIS:

Prior to September 8, 2022, State Regents' staff received a SARA application from Heavy Equipment College (HEC), a private vocational school. HEC is appropriately licensed by the Oklahoma Board of Private Vocational Schools and authorized by the OSRHE to offer an associate in occupational studies degree program at its physical location in Oklahoma City. HEC now requests approval to participate in SARA to offer its degree program by distance education to students in other states as a SARA participating institution.

As a result of meeting SARA eligibility requirements, HEC was approved by the Chancellor to participate in SARA. State Regents' ratification is requested.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #22-i (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 May 24, 2022 and August 4, 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 May 24, 2022 and August 4, 2022, there are 44 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Internet2 in the amount of \$45,000.00 for membership fees to the United States Unified Community Anchor Network to participate in initiatives focused on providing advanced broadband capabilities and services to community anchor institutions and the Sponsored Education Group Program. (Funded From 210-Core).
- 2) Integrated Solutions Group Technology Incorporated in the amount of \$36,637.00 for support of and upgrades to the Varonis software. Varonis is used by the Information Technology department to compile data used for forensic information, allowing the Information Technology department to monitor how users are using shared drives, provide users access to data they need to conduct business, and helps the Information Technology department migrate data from file servers more efficiently. (Funded from 210-Core).
- 3) Dell Marketing in the amount of \$40,039.00 for 25 Dell Latitude 5520 laptops for FY23 Academic swap out. (Funded from 210-Core).
- 4) Quadriant Leasing USA Inc. in the amount of \$75,000.00 for FY23 annual postage for the postage meter. (Funded from 210-Core).
- 5) The Office of the Attorney General in the amount of \$73,144.52 for legal service of an Assistant Attorney General for July 1, 2022 through June 30, 2023. (Funded from 210-Core).

OneNet

- 6) Cherokee Telephone Company in the amount of \$49,236.00 for circuits to provide services to OneNet customers. Cost will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 7) Internet2 in the amount of \$60,460.00 to provide a redundant path for OneNet and ARE-ON to access the Research Education Network (Internet2) and the commodity Internet at the Dallas Hub. Cost will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 8) Oklahoma Gas & Electric in the amount of \$28,237.92 for electricity for the ETN and tower facilities. Cost will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 9) Oklatel Communications Inc. in the amount of \$57,100.00 for circuits to provide services to OneNet customers. Cost will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 10) MidCon Recovery Solutions LLC in the amount of \$58,048.71 for leasing of rack and power space to access and employ fiber within the MidCon data center located at 13431 Broadway Extension #500, Oklahoma City, OK. Cost will be recovered through OneNet user fees. (Funded from 718-OneNet.)
- 11) Copper River Information Technologies in the amount of \$80,541.36 for optical equipment for the Okmulgee OSU-IT node as part of the OFFN6 grant. (Funded from 718-OneNet).
- 12) Copper River Information Technologies in the amount of \$78,758.59 for optical equipment for the Claremore OSU-IT node as part of the OFFN6 grant. (Funded from 718-OneNet).
- 13) Presideo Holdings Inc. in the amount of \$53,109.69 for VmWare maintenance to provide support and upgrades for virtual software, which includes virtual PC and server applications and VoIP Vsphere licenses for Regents and OneNet staff. Cost will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 14) Cable One Incorporated in the amount of \$83,866.00 for circuits to provide services to OneNet customers. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 15) BTC Broadband in the amount of \$89,532.00 for circuits to provide services to OneNet customers. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 16) AT&T in the amount of \$31,450.48 for wireless redundant services for the Department of Mental Health and digital paging services for OneNet staff to be alerted in the event of any system changes or failures. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 17) Altice USE Incorporated in the amount of \$44,976.00 for circuits to provide services to OneNet customers. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet). (Funded from 718-OneNet).
- 18) Central Cellular LLC in the amount of \$26,200.00 for circuits to provide services to OneNet customers. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 19) Consolidated Communications Incorporated in the amount of \$49,340.00 for circuits to provide services to OneNet customers. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).

- 20) Hurricane Electric in the amount of \$42,800.00 for OneNet to maintain a point of presence at Rack59 in Oklahoma City to expand the current network and create a more secure and redundant network while providing critical efficiencies for OneNet and OneNet customers. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 21) Cisco Systems Incorporated in the amount of \$49,500.00 for OpenDNS content filtering for K-12 Oklahoma public schools and libraries to filter out inappropriate internet content in order for them to receive federal funding. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 22) Trace Fiber Networks in the amount of \$37,800.00 for circuits to provide services to OneNet customers. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 23) AT&T in the amount of \$55,947.00 for AT&T's Alien Vault Managed Threat Detection and Response that protects organizations with a 24x7 security monitoring system. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 24) Dobson Technologies Transport and Telecom in the amount of \$55,344 for fiber build to connect OSU-IT (Okmulgee, OK.), part of the Oklahoma Friction Free Network (OFFN), to state fiber. (Funded from 718 – OneNet)
- 25) Dobson Technologies Transport and Telecom in the amount of \$57,041.30 for fiber build at Muscogee Creek Tribal College to connect and Muscogee Nation to state fiber. (funded from 718-OneNet).
- 26) Tierpoint Oklahoma in the amount of \$25,081.20 for Rack space and power in data center locations required to place optical and network equipment to provide services to OneNet customer Tulsa County located at 12151 State Farm Blvd. in Tulsa, OK. Cost will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 27) Southeastern Oklahoma State University in the amount of \$30,000.00 to fund the development of virtual reality and augmented reality enabled educational modules for OneNet as part of the Next Generation Classroom initiative. These modules will be Open Educational Resources available to any institution. OneNet will distribute these educational modules to higher education institutions, career technology centers and K-12 schools for use in a variety of courses. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 28) Cogent Communications Incorporated in the amount of \$54,600.00 for a dedicated internet access service for a 1GB commitment on a 10GB interface in Tulsa, Oklahoma. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet)
- 29) Comdata in the amount of \$75,500.00 for FY23 fuel expenses for the Educational Television Network (ETN) fleet and vehicle maintenance and repairs. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 30) MSC Technologies Incorporated in the amount of \$39,494.00 for maintenance and support of the American Power Conversion In-Row Cooling Units and the Power Distribution Units. The In-Row Cooling Units and Power Distribution Units provide cooling and power distribution for the Hot-Aisle Containment System. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).

- 31) University of Oklahoma Health Sciences Center in the amount of \$26,400.00 for OneNet to provide hosting space in the data center located in the University of Oklahoma Schusterman Center in Tulsa. Tulsa County is using OneNet's colocation services. Cost will be reimbursed by Tulsa County. (Funded From 718-OneNet).
- 32) Salesforce Communications Incorporated in the amount of \$40,056.52 for Salesforce.com licenses for OneNet to streamline workflow processes from new leads through long-term retention by automating the E-rate and Oklahoma Universal Service Fund bidding request data, systematically reaching out to multiple last mile providers for quotes and electronically pulling in bidding request results. The Salesforce platform provides a user-friendly grab & drop ability to maintain and customize reporting needs. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 33) Top Hand Tower Company in the amount of \$50,000.00 for FY23 maintenance and repair to OneNet towers, including but not limited to: repair or replacement of tower lights in accordance with the Federal Aviation Administration safety rules, repair or replacement of waveguides, peak dishes, and tower removal. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 34) University of Arkansas in the amount of \$81,391.00 for circuits to provide services to OneNet customers. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 35) University of Arkansas in the amount of \$55,988.15 for a collaboration between Lonestar Education and Research Network, Arkansas Research and Education Optical Network and Louisiana Optical Network Infrastructure to promote, advance and sustain advanced networking services in support of research, education, and their respective missions. Cost will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 36) Kentik Tech in the amount of \$53,942.00 to provide real-time processing of summarized network data flow. The data is used real-time for network security to mitigate distributed denial of service attacks. The data is used historically by OneNet and select customers to analyze traffic patterns and make decisions on network configuration and for capacity planning. Cost will be recovered through OneNet user fees. (funded from 718-OneNet).
- 37) Dobson Technologies Transport and Telecom in the amount of \$75,000.00 for OneNet fiber locates. Cost will be recovered through OneNet user fees. (Funded from 718-OneNet).

GEAR UP

- 38) ACT Inc. in the amount of \$81,900.00 for Fall 2022 (FY23) District Testing Program. The ACT is utilizing its partnership with Oklahoma GEAR UP Grant IV to provide nationally recognized ACT test to all 11th grade students in the ten Grant IV school districts. The tests will be provided at "no cost" to the students, schools or OSRHE. (Funded from 730-GEAR UP).
- 39) Vela Institute in the amount of \$27,500.00 to perform the external evaluation and supply a written report of the 2017 Oklahoma GEARUP grant. (Funded from 730-GEAR UP).

Multiple Funds

- 40) Finley & Cook in the amount of \$52,000.00 for the services of an independent Financial and Compliance Audit for FY22. (Funded from 210-Core and 701-OCAP).

- 41) Mythics Incorporated in the amount of \$99,778.10 for maintenance to provide telephone support and upgrades for Oracle Internet Application Enterprise Edition Software. (Funded from 210-Core and 718-OneNet).
- 42) University of Oklahoma Health Sciences Center in the amount of \$67,246.00 for employee and visitor parking for FY23. (Funded From 210-Core and 718 OneNet).
- 43) Softchoice Corporation in the amount of \$31,993.38 for Software Assurance maintenance to provide upgrades for our licensed Microsoft products. (Funded from 210-Core, 701-OCAP, and 718-OneNet).
- 44) The Gooden Group in the amount \$80,000.00 for public relation and consulting services including meetings to develop strategies in communications. Cost will be recovered through OneNet user fees. (Funded From 210-Core, 718-OneNet).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #22-i (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' ratify the following personnel actions regarding State Regents Staff:

Associate Vice Chancellor for Planning, Research and Evaluation. It is recommended that the State Regents ratify the appointment of Dr. Stephanie Baird as Associate Vice Chancellor for Planning, Research and Evaluation. Following the retirement of Senior Vice Chancellor for Strategic Planning, Analysis, Workforce and Economic Development Tony Hutchison in August 2021, a comprehensive review of the Strategic Planning and Analysis division's structure and staffing was undertaken. As a result of this review, it was recommended that the Senior Vice Chancellor position be repurposed as an Associate Vice Chancellor for Planning, Research and Evaluation position with primary responsibility for developing, conducting and coordinating the State Regents' education and workforce research initiatives to support data-driven decision-making. Additionally, the Associate Vice Chancellor for Planning, Research and Evaluation provides support for State Regents' strategic planning and policy implementation and evaluation efforts by working closely with agency leadership to enhance the understanding, collection, and use of data in decision-making. Dr. Baird holds a Bachelor of Arts in Theater & Communications from Flagler College in St. Augustine, Florida; a Master of Education in Higher Education from Iowa State University in Ames, Iowa; a Master of Business Administration in Leadership & Organizational Development from Oklahoma Christian University in Edmond, Oklahoma; and a Ph.D. in Educational Leadership & Policy Studies from Oklahoma State University in Stillwater, Oklahoma. Prior to her selection as Associate Vice Chancellor for Planning, Research and Evaluation, Dr. Baird served as University Registrar and Chair of the Graduate School of Business at Oklahoma Christian University. Dr. Baird began her employment with the State Regents on July 25, 2022 at an annual salary of \$120,000, which aligns with a market analysis conducted for similar positions utilizing 2022 CompAnalyst data. The Associate Vice Chancellor for Planning, Research and Evaluation reports to the Associate Vice Chancellor for Information Technology and Research Information Systems. A copy of the job description and Dr. Baird's resume are attached.

Director of Workforce & Economic Development. It is recommended that the State Regents ratify a title change and market-based compensation adjustment for Ms. Cassidy Minx based on reorganization of duties in the Workforce and Economic Development division following the retirement of Tony Hutchison as Senior Vice Chancellor for Strategic Planning, Analysis, Workforce and Economic Development in August 2021. After a comprehensive review of the structure and staffing needs of the division, it is recommended that Ms. Minx's title be changed from Workforce & Economic Development Coordinator to Director of Workforce & Economic Development in recognition of additional duties that she has assumed since Mr. Hutchison's retirement. As Director of Workforce & Economic Development, Ms. Minx is responsible for the day-to-day and long-range administration and workforce and economic development programs and projects for the State Regents. Prior to joining the State Regents in 2021, Ms. Minx served as the Manager of Operations for Enrollment and Financial Services at the University of Central Oklahoma. Ms. Minx earned a Bachelor of Science in Sociology and a Master of Science in International Studies and is the process of completing her Ph.D. in Educational Leadership & Policy Studies (ABD) from Oklahoma State University in Stillwater. Ms. Minx's appointment as Director of Workforce & Economic Development is made retroactive to July 1, 2022 and she will be paid an annual salary of \$78,560, which aligns with a market analysis conducted for similar positions utilizing 2022 CompAnalyst data. The Director of Workforce & Economic Development reports to the Vice Chancellor for Administration. A copy of the job description and Ms. Minx's resume are attached.

Chief Technology Officer. It is recommended that the State Regents ratify the appointment of Mr. Brian Burkhart as OneNet's Chief Technology Officer, which was vacated by the selection of John Hennessey as OneNet's Executive Director in March 2022. The Chief Technology Officer is responsible for assisting the Executive Director with the strategic and operational direction of OneNet and providing technology oversight of the engineering departments. Prior to his selection as Chief Technology Officer, Mr. Burkhart, served in roles of increasing responsibility within OneNet, starting as a systems engineer in 1999 and being promoted to the following positions: Senior Systems Engineer (2005), Assistant Director of Network Systems (2007), Director of Network Systems (2014), and Senior Director of Network Systems (2020). Mr. Burkhart earned a Bachelor of Science in Computer Science from the University of Oklahoma in Norman. Mr. Burkhart transferred to his role as Chief Technology Officer on August 22, 2022 at an annual salary of \$130,000, which aligns with a market analysis conducted for similar positions utilizing 2022 CompAnalyst data. The Chief Technology Officer reports to the OneNet Executive Director. A copy of the job description and Mr. Burkhart's resume are attached.



JOB DESCRIPTION

Associate Vice Chancellor for Planning, Research and Evaluation

FLSA: Exempt

Position #100264

Grade 18

Cost Center: SYSRES 19000

Worker's Comp Code: 8742

ESSENTIAL FUNCTION

The Associate Vice Chancellor for Planning, Research and Evaluation develops, conducts, and coordinates that State Regents' education and workforce research initiatives to support data-driven decision-making. This position supports the State Regents' strategic planning and policy implementation and evaluation efforts by working collaboratively with agency leadership to enhance the understanding, collection, and use of data in decision-making. The Associate Vice Chancellor for Planning, Research and Evaluation advises the Chancellor and agency leadership on a regular basis, presenting analyses of trends and data findings.

RESPONSIBILITIES AND DUTIES

- Provide assistance to the Chancellor and Vice Chancellors with agency-wide strategic planning and analysis efforts by designing research projects and reports for accountability, policy development or evaluation, decision-making, and grant applications.
- Provide leadership for the State Regents' Planning, Research and Evaluation division, which is responsible for overseeing and managing compliance with the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) and other federal and state reporting requirements.
- Work with senior agency leadership and other 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.
- Create division goals and objectives aligned with agency objectives, prepare the annual division budget, and manage the division cost centers.
- Analyze agency and state system of higher education strategic initiatives, goals, performance outcomes and indicators.
- Design research studies and reports utilizing advanced statistical analysis to better inform agency decisions regarding higher education policy.
- Research and facilitate opportunities for Oklahoma's higher education institutions to implement educational and economic development initiatives and best practices.
- Provide strategic oversight of the State Regents' data warehouse.

Revised March 2022

The Oklahoma State Regents for Higher Education is an Equal Opportunity Employer.

- Collaborate and coordinate data linkages with external education and workforce partners in Oklahoma, including but not limited to the Oklahoma State Department of Education, Oklahoma CareerTech, the Oklahoma Employment Security Commission, and the Oklahoma Department of Commerce.
- Coordinate data exchanges with Southern Regional Education Board, National Center for Educational Statistics, Complete College America, Consortium for Student Retention Data Exchange, and other national organizations.
- Review, analyze and report educational and economic data, including developing data visualizations and dashboards related to higher education and workforce needs.
- Work closely with database administrators and SAS Developer to identify and develop programming to create, document and maintain data sources and variables.
- Assist with the coordination of internal and external documents and publications related to data analysis and policy evaluation.
- Provide information to and consult with all agency staff, as needed.
- Coordinate with the State Regents' Information Technology division to ensure adequate hardware and software to maintain databases and reporting tools.
- Provide data and staff assistance to the State Regents, other state agencies, advisory groups, legislative committees, and professional organizations, as required.
- Respond to ad hoc requests for information.
- Serve as a member of the Chancellor's Council.
- Supervise the Assistant Vice Chancellor for System Research and Analysis and the Research and Information Technology Systems Manager.
- Organize professional staff development related to conducting research and reporting information.
- Establish priorities and production schedules for Planning, Research, and Evaluation staff.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.

MINIMUM QUALIFICATIONS

Requires an advanced degree from an accredited university. Must have a thorough understanding of policy evaluation and analysis, quantitative and qualitative research methods and analysis, and statistical software packages. Must have excellent verbal, writing, and presentation skills. Will have demonstrated leadership with an ability to work effectively with internal and external constituencies. In and out-of-state travel required.

PREFERRED QUALIFICATIONS

An earned doctoral degree and previous experience with SAS is preferred. Professional experience in institutional research at a college or university or a thorough understanding of higher education policy issues is highly desirable.

Revised March 2022

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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 Vice Chancellor for Administration.

STEPHANIE BAIRD, PH.D.

EDUCATION

Ph.D., Educational Leadership & Policy Studies, May 2015

Dissertation Title: "A Qualitative Study of Faculty Perceptions of Strengths and Challenges of Academic Advising at Small, Christian Universities."

Oklahoma State University, Stillwater, OK

M.B.A., Leadership & Organizational Development, December 2018

Oklahoma Christian University, Edmond, OK

M.Ed., Higher Education, May 2008

Iowa State University, Ames, IA

B.A., Theater Arts & Communication, April 2006

Flagler College, St. Augustine, FL

HONORS & AWARDS

- Leadership OC (2015-2016)
- Leadership Edmond (2012-2013)

ADMINISTRATIVE EXPERIENCE

University Registrar

Registrar's Office, Oklahoma Christian University, Edmond, OK

**January 2021 – Present;
January 2014 – January 2020**

- Communicate and enforce academic policies, such as academic standing (academic honors, alert, probation, and suspension statuses), midterm and final grades, add/drop and withdrawal processes, and degree completion requirements. Coordinate and co-chair the Academic Appeals Committee, which reviews cases of academic dishonesty and grade and suspension appeals.
- Develop academic and enrollment reports for internal and external entities.
- Ensure compliance with all federal, state, and agency regulations affecting and related to academic programs, such as the Higher Learning Committee, FERPA, NCAA, the Oklahoma State Regents for Higher Education, specialized accreditation programs, and Veteran's Affairs.
- Maintain and develop efficient use of the student information system (Colleague) as it pertains to student records, registration, and academic policy.
- Manage the University's academic calendar, semester and term dates, course and final exam schedules, and student enrollment, registration, and graduation procedures.
- Oversee the coordination and evaluation of graduation applications and degree audits. Clear and post student degrees following completion of degree program requirements.
- Participate in the Academic Affairs Committee and Graduate Council to contribute to changes in academic curriculum, policies, and practices, enrollment management procedures, and degree audit requirements. Assist the Associate Registrar with annual academic catalog updates.
- Regulate the credit evaluation process. Work with the Academic Records and Articulation Coordinator to develop and implement domestic and international articulation agreements and transfer policies. Coordinate and implement consortium agreements and processes to students.

Stephanie Baird, Ph.D. | 1

Chair of the Graduate School of Business**January 2021 – Present***Graduate School of Business, Oklahoma Christian University, Edmond, OK*

- Directly responsible for overseeing all operations of the Graduate School of Business, both in the domestic market and international markets (especially the OC cohort in Kigali, Rwanda), including budgeting, curriculum planning and delivery, staffing, and recruiting. Collaborate with Division and School of Business faculty on program enhancements and developments to ensure a high-quality, Christian-based educational experience for students.
- Oversee and assist in the marketing of the Graduate School of Business programs and the recruitment of students by promoting and representing the programs on campus and within the community at large. Represent the Graduate School of Business at the institution's Graduate Council. Develop and edit Graduate School of Business policies, procedures, and programs.
- Provide assessment, enrollment, and retention reports to the Chair of the School of Business. Complete required institutional and program accreditation reports and other reports as necessary for the advancement and operation of the University.
- Recruit and hire adjunct professors to teach in the Graduate School of Business. Oversee the training, development, and deployment of these faculty and participate in their faculty evaluations. Schedule and share course offerings within the Graduate School of Business.

Registrar**January 2020 – January 2021***Registration & Records Management, Francis Tuttle Technology Center, Oklahoma City, OK*

- Aligned registration and records processes for all phases of career training programs, along with Workforce and Economic Development (WED) programs and services. Developed, implemented, and trained staff on processes that support accurate and consistent data entry for career training and WED programs; data requirements set forth by the Oklahoma Department of Career Technology Education for enrollment and activity submission; data quality audits; FERPA compliance; and student and client records requests.
- Created and utilized data reports to verify accuracy and consistency of data and to ensure continuous improvement of training and processes. Facilitated data governance committee to support the ongoing implementation and improvement of data standards. Participated in the development and maintenance of a metadata repository.
- Provided direction for a system of student records that maintains and certifies student records in accordance with federal, state, and local guidelines. Worked with IT to support electronic transfer of data to partner schools and the Oklahoma Department of Career Technology Education. Coordinated submission of IPEDS data.
- Supervised the Registration and Records Management functions and staff. Oversaw the transition from previous student information system (Colleague) to a new student information system (Prodigy) for Registration and Records Management team. Facilitated data governance committee to recommend improvements or additions to Prodigy.
- Worked directly with Francis Tuttle career advisors, cashiers, department administrative assistants, financial aid specialists, and various other departments to provide student accounting information on prospective and current students and clients.

Associate Dean for Academics**August 2018 – January 2020***Academic Affairs, Oklahoma Christian University, Edmond, OK*

- Co-coordinated the schedule, sessions, speakers, and other details for Faculty Workshops at the beginning and end of the academic year.
- Developed initiatives and efforts related to retention and graduation rates as articulated in university goals; oversaw Registrar's Office and Student Success Center functions and staff to achieve these objectives.
- Oversaw the curriculum change forms and processes for all coursework and degree requirements.

Program Director**June 2011 – December 2013***Graduate School of Engineering, Oklahoma Christian University, Edmond, OK*

- Led all business aspects of the graduate school with emphasis on developing and maintaining program quality and integrity. Assisted with program recruitment, records management, and student services.
- Provided leadership in marketing and managing all non-academic financial aspects of the graduate program.

Stephanie Baird, Ph.D. | 2

Program Development Manager

August 2010 – May 2011

Graduate Programs, Oklahoma Christian University, Edmond, OK

- Assisted the academic chairs of the Graduate School of Engineering and the Graduate School of Theology to provide comprehensive administrative support and leadership for their respective programs.
- Coordinated budget planning and execution, Colleague interface, customer resource management, intake processing, management of online programming, marketing and recruiting, and textbook management.
- Worked with the Dean of Graduate Programs to enhance departmental business performances and qualities and assist with planning and developing new graduate programs.

First Year & Student Life Programs Coordinator

June 2009 – July 2010

Office of Student Life, Oklahoma City Community College, Oklahoma City, OK

- Developed and assessed a comprehensive program for new students, including orientation sessions, welcome events, and a formal series of workshops promoting student academic success.
- Organized, implemented, and advertised family programs, leadership development events, social activities, and additional services offered through the Office of Student Life. Provided budget management assistance to achieve departmental and institutional goals.
- Worked with community members, faculty, staff, and student groups to enhance programming efforts.

Interim Theater Operations Management

July 2008 – May 2009

Center for the Arts, Pepperdine University, Malibu, CA

- Accommodated the catering, lodging, transportation, and other hospitality needs of guest artists.
- Coordinated all front-of-house theater operations, including the box office, concessions, merchandising, performance parking, and ushers. Managed rental groups' contracts, schedules, and settlements.
- Supervised student box office and usher staff to perform functions accurately and professionally.

TEACHING EXPERIENCE – BUSINESS & LEADERSHIP

Course Developer & Adjunct/Assistant Professor/Associate Professor

August 2018 – Present

Communication Program, Oklahoma Christian University, Edmond, OK

- Developed and taught **Women and Leadership**, a hybrid class that examines the personal, social, and structural dynamics that differently effect women and men as leaders, particularly in terms of how they are viewed, how their contributions are evaluated, and what kinds of opportunities are available to them. Topics addressed include how gender and leadership are constructed, the leadership styles of men and women, gender and leadership in the workplace, and how women succeed as leaders. A major focus of this course includes strategies for change and what has and can be done to improve the path of leadership for women.

Adjunct/Assistant Professor/Associate Professor

March 2018 – Present

Graduate School of Business, Oklahoma Christian University, Edmond, OK

- Teach **Leader Effectiveness**, an online course that examines how managers and leaders affect the behavioral and social systems of work organizations. The entrepreneurial function is also studied.

TEACHING EXPERIENCE – COMMUNICATION/THEATER & INTERDISCIPLINARY STUDIES

Assistant Professor of Interdisciplinary Studies

August 2019 – January 2020

Communication Program, Oklahoma Christian University, Edmond, OK

- Developed programming for interdisciplinary studies majors and undecided students that includes new student orientation, monthly departmental chapels, major and minor exploration fairs, and open house events with the Registrar's Office and Student Success Center. Advised these "Discovery Program" students on areas of study, course selection and enrollment, major and minor options and selection, and internship and job placement.
- Taught three credit hours in Business Administration or Communication each fall and spring semester.

Stephanie Baird, Ph.D. | 3

Adjunct/Assistant Professor**August 2016 – Present***Communication Program, Oklahoma Christian University, Edmond, OK*

- Taught **History of Theater**, an in-person or online general education course that exposes students to the development of Western theatrical traditions through primary sources, class lectures, and critical dialogue and traces the earliest records of theatrical staging to the rise of 18th century national theaters in Europe.
- Taught **Oral Communication**, an in-person general education course that looks at the study and practice of communication behavior in a variety of situations, focusing on interpersonal and public communication. Media literacy for presenters is also included.
- Taught **Senior Seminar in Communication**, an in-person course in which resumes and other materials are prepared by the students for purposes of job placement.

TEACHING EXPERIENCE – STUDENT SUCCESS**Course Developer/Instructor****October 2016 – December 2017***Registrar's Office/Student Success Center, Oklahoma Christian University, Edmond, OK*

- Developed and taught **Success in College and Life**, a hybrid class in which students learn best practices for academic, career, and personal success. Students discover their individual strengths to create a personalized plan; utilize resources that are applicable to their success; and engage as members of the academic community.

Adjunct Professor**August 2011 – November 2013***First Year Experience Programs, University of Central Oklahoma, Edmond, OK*

- Taught **Success Central**, an in-person course that assists students in transitioning to university life. The class acquaints students with techniques that encourage student success, improve and refine academic skills, and develop skills and attitudes needed to achieve educational and personal goals.
- Taught **Success Strategies**, an in-person course that assists students who are experiencing academic difficulty in getting the life skills necessary to succeed in college and life. It is strongly recommended for students who would like to achieve greater effectiveness and empower themselves to be successful in all areas of life. Students learn to take charge of their lives, improve their self-management, and develop independence.

PROFESSIONAL MEMBERSHIPS**Oklahoma Department of Career Technology Education (ODCTE)****January 2020 – January 2021**

- Member, 2020-2021. Attended and participated in the annual ODCTE Oklahoma Summit Summer Conference, August 2020, Virtual.

Oklahoma Association of Collegiate Registrars & Admissions Officers (OACRAO)**October 2014 – Present**

- President-Elect, Executive Committee, 2021-Present. Plan and direct the program for the annual Fall Conference and serve as principal assistant to the President.
- Secretary, Executive Committee, 2021. Stepped into this role to finish the term of the previous secretary, who had to leave the position. Maintained the membership roster, all official records of the Association, minutes of the annual business meeting and of Executive Committee meetings, and the constitution and bylaws of the Association.
- Vice President of Professional Development, Executive Committee, 2021. Planned and presented at the Summer 2021 Frontline Workshop, June 2021, Virtual. Assisted with programs/awards for the spring meeting and annual conference.
- Vice President of Admissions and Enrollment Management, Executive Committee, 2018-2020. Assisted Executive Committee members with the execution of the Summer 2019 Frontline Workshop and the Fall 2019 Conference.
- Member, 2014-Present. Attended and/or presented at a number of annual conference events, including the annual Spring Policy Workshops, Summer Frontline Workshops, and Fall Conferences.

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Oklahoma Women in Higher Education (OKWHE)

November 2009 – Present

- Institutional Ambassador for Oklahoma Christian University, 2018-2019.
- Applied and selected to participate in the OKWHE Job Shadowing Program, March 2016. Shadowed Dr. Ruth Boyd, Vice President for Student Affairs, at Southwestern Oklahoma State University, February 2017.
- Member, 2009-Present. Regularly attended and presented at the annual conference.

PUBLICATIONS

Baird, S.B., Kearney, K.S., & Nephew, A. (2020). Writing through theoretical frameworks in the doctoral classroom. *Studies in Graduate and Postdoctoral Education*, 11(3), 281-294.

Baird, S.B. (2020). Faculty perceptions of academic advising at small, Christian universities. *Christian Higher Education: An International Journal of Research, Theory, and Practice*, 19(5), 321-335.

CONFERENCE PRESENTATIONS

Baird, S.B. (April 2022). *Faculty perceptions of academic advising at small, Christian universities*. Three Minute Thesis Faculty Research Update, Celebration of Excellence, Oklahoma Christian University, Edmond, OK.

Baird, S.B. (April 2022). *Writing through theoretical frameworks in the doctoral classroom*. Three Minute Thesis Faculty Research Update, Celebration of Excellence, Oklahoma Christian University, Edmond, OK.

Weaver, B., & **Baird, S.B.** (October 2021). *OK Boomer! How generational leadership influences client services*. Oklahoma Association of Collegiate Registrars and Admissions Officers (OACRAO) Fall Conference, Virtual.

Winn, T., Paris, L.H., & **Baird, S.B.** (June 2021). *Is it over yet?: The resilience of our profession*. Oklahoma Association of Collegiate Registrars and Admissions Officers (OACRAO) Summer 2021 Frontline Workshop, Virtual.

Baird, S.B., Paris, L.H., & Winn, T. (November 2019). *Women and emotional labor in higher education*. Oklahoma Women in Higher Education (OKWHE) Annual Conference, Edmond, OK.

Baird, S.B., & Driskill, K.D. (October 2019). *The "Wintersession": How an online winter term saves our students and our institution*. Oklahoma Association of Collegiate Registrars and Admissions Officers (OACRAO) Fall Conference, Edmond, OK.

Baird, S.B., & Paris, L.H. (November 2018). *From lunch to leadership: How ladies' lunch groups can promote women in leadership across a college campus*. Oklahoma Women in Higher Education (OKWHE) Annual Conference, Edmond, OK.

Baird, S.B., & Driskill, K.D. (October 2016). *How we got off the hamster wheel: Working smarter, not harder*. Oklahoma Association of Collegiate Registrars and Admissions Officers (OACRAO) Fall Conference, Edmond, OK.

Baird, S.B., & Baird, T.W. (February 2016). *Transfer credit processes and procedures*. Southern Association of Collegiate Registrars and Admissions Officers (SACRAO) Annual Conference, Oklahoma City, OK.

Leftwich, H.M., **Baird, S.B.**, & Nichols, A.J. (November 2015). *Appreciative advising: Facilitating conversations about academic successes and failures*. Oklahoma Women in Higher Education (OKWHE) Annual Conference, Edmond, OK.

Panel Participant. (November 2015). *Empowering women in STEM through peer mentoring*. Oklahoma Women in Higher Education (OKWHE) Annual Conference, Edmond, OK.

Leftwich, H.M., **Baird, S.B.**, & Nichols, A.J. (November 2014). *Bridging the gap: Mentoring higher education's high achieving female students*. Oklahoma Women in Higher Education (OKWHE) Annual Conference, Edmond, OK.

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Leftwich, H.M., & **Baird, S.B.** (May 2014). *Intentional social and educational programming for introverts*. Oklahoma College Student Personnel Association (OCSPA) Annual Conference, Oklahoma City, OK.

Baird, S.B., & Whitaker, K. (May 2012). *Campus culture and Facebook*. Oklahoma Collegiate Student Personnel Association (OCSPA) Annual Conference, Edmond, OK.

Treadwell, K.L., **Baird, S.B.**, & Proctor, T. (November 2010). *Generational leadership: Millennials and strengths*. National Association of Student Personnel Administrators (NASPA) IV West Regional Conference, Omaha, NE.

COMMUNITY SERVICE

Volunteer Experience

- Bible Class Teacher, Wilshire Church of Christ, 2010-Present. Taught baby, children, and adult Bible classes.
- Workroom Pal Volunteer, Clyde Howell Early Childhood Center, 2018-2019. Volunteered in the elementary school workroom once a month, assisting with teacher class project preparations and other needs as they arose.

UNIVERSITY SERVICE

Committee/Task Force Membership

- Chair, Academic Calendar/Thanksgiving Break Committee, August 2019 – January 2020
- Chair, Celebration of Excellence Planning Committee, May 2019 – January 2020
- Chair, Classical Learning Test (CLT) Task Force, September – October 2018
- Chair, Family Educational Rights and Privacy Act (FERPA) Task Force, October 2015 – April 2016
- Co-Chair, Academic Policy Manual – Curriculum Change Policy Subcommittee, August – October 2019
- Co-Chair, Celebration of Excellence Planning Committee, May 2018 – April 2019
- Co-Chair, Academic Appeals Committee, January 2014 – Present
- Academic Policy Manual Committee, August 2019 – November 2019
- HLC (Higher Learning Commission) Mid-Year Report Subcommittee, Criterion Three: Teaching and Learning: Quality, Resources, and Support, January 2019 – January 2020
- Freshman Seminar Task Force, March 2017 – January 2020
- English as a Second Language (ESL) Task Force, September 2016 – May 2017
- Study Abroad Task Force, September 2016 – April 2017
- Oklahoma Christian Women's Association, September 2014 – April 2015
- Academic Affairs Committee, January 2014 – Present
- Education Curriculum Subcommittee, January 2014 – Present
- Dean's Council, January 2014 – April 2018
- One-Stop Shop Committee, January – November 2014
- Higher Learning Commission (HLC) Regional Accreditation Subcommittee, Criterion Four: Teaching and Learning Evaluation and Improvement, April 2013 – May 2015
- Assessment Subcommittee, September 2012 – February 2016
- Graduate Council, September 2010 – Present

Public University Lectures

- **Baird, S.B.** (July 2021). *Commencement address*. Summer 2021 Oklahoma Christian University Graduation Ceremony.
- Williams, B., **Baird, S.B.**, & Driskill, K.D. (May 2021). *Student planning*. Spring Faculty Workshop.
- **Baird, S.B.** (September 2019). *Theater in the workplace*. Theater Practicum Seminar.
- **Baird, S.B.** (August 2019). *Faculty advising refresher*. Fall Faculty Workshop.
- Blanchard, W., & **Baird, S.B.** (May 2018). *Assigning semester credit and the Carnegie unit*. Spring Oklahoma Christian

University Employee Workshop.

- **Baird, S.B.**, Bailey, J., Nix, R., & Rosser, C. (August 2016). *Behind the curtain of the early models of enhanced transcripts, ePortfolios, ULO tagging, and gamified curriculum*. Fall Oklahoma Christian University Employee Workshop.
- **Baird, S.B.** (May 2016). *2015-16 probation/suspension report for undergraduate and graduate students*. Spring Oklahoma Christian University Employee Workshop.
- **Baird, S.B.** (January 2015). *Great is Thy faithfulness*. Oklahoma Christian Women's Association Meeting.
- **Baird, S.B.** (July 2014). *An open heart*. Honors Summer Academy Convocation.
- **Baird, S.B.** (November 2013; November 2018). *The art of the resume and the interview*. Honors Symposium.

Spiritual Life Involvement

- **Baird, S.B.** (September 2021). *God's purpose for work*. Women Who Lead Chapel.
- **Baird, S.B.** (March 2021). *God's purpose for work*. Women of Faith and Fortitude Chapel.
- Coordinated **Discovery Chapel** for undecided and interdisciplinary studies students (August 2019-January 2020).
- **Panel Participant**. (December 2015). *Feminism in the church*. Seeker's Chapel.
- **Baird, S.B.** (January 2014). *My career in communication and theater arts*. Communication Department Chapel.

Student Organization Sponsorships

- Scientista (Women in STEM) Foundation Sponsor, January 2016 – January 2020.
 - **Baird, S.B.** (December 2017). *Dead week and Elijah: What the Bible says about 'rest.'* Scientista Chapel.
 - **Panel Participant**. (March 2017). *Gender and sexism*. Scientista Event.
 - **Baird, S.B.** (December 2016). *Queen Bee Syndrome*. Scientista Discussion Group.
- Phi Omega Nu Social Service Club Sponsor, August 2015 – May 2021.



JOB DESCRIPTION

Director of Workforce and Economic Development

FLSA: Exempt

Position #100023

Grade 10

Cost Center: ECODEV 13810

Worker's Comp Code: 8742

ESSENTIAL FUNCTION

This is a professional staff position providing a high level of support to the Vice Chancellor for Administration and is responsible for day-to-day and long-range administration of workforce and economic development programs and projects.

RESPONSIBILITIES AND DUTIES

- Create department goals and objectives aligned with agency objectives, prepare the annual division budget, and manage the division cost centers.
- Facilitate data partnerships between the OSRHE and external sources of employment and workforce data, including data exchanges with the Oklahoma Employment Security Commission, the Oklahoma Department of Commerce, the Oklahoma Tax Commission, and the United States Census Bureau.
- Act as subject expert on behalf of the State Regents for matters related to workforce and economic development activities impacting higher education.
- Organize and coordinate workforce and economic development related functions, events and training opportunities as required.
- Act as primary coordinator and manager of the State Regent's Economic Development Council.
- Research national and international economic development initiatives and facilitate opportunities for Oklahoma's higher education institutions to implement these ideas. Review, edit, and compose state-level policy to make this possible.
- Conduct research on workforce growth initiatives and develop state-level policies that support the growth in Oklahoma's workforce.
- Manage key research projects for state-level policymakers, including statewide studies on workforce readiness, employment outcomes, and the production of graduates in professions in critical occupations in the Oklahoma workforce.
- Present frequently on workforce and economic development issues to various audiences as deemed appropriate, including the State Regents, Council of Presidents, Economic Development Council, Council on Instruction, Council on Student Affairs, campus employment officers, etc.
- Create and maintain the workforce and economic development infrastructure for the higher education system to support state-level business attraction, expansion, and retention projects.

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- Develop and oversee research and economic development strategies with the Oklahoma Department of Commerce, and leadership of OSRHE to advance Oklahoma’s economy through higher education.
- Provide leadership and support to the Oklahoma Department of Commerce in business attraction, expansion, and retention projects and provide a high level of partnership with the State Regents to enhance higher education’s participation in the state’s economic development efforts.
- Coordinate the Regents Business Partnership Excellence Award by forming a review team and conducting the selection process including the development of related State Regents’ agenda items, follow-up letters to grantees, press releases about grant awards, site review visits, and budget management. Serves on the Academic Affairs coordinating/advisory council for micro-credential initiatives.
- Coordinate, develop, and present workshops on workforce and economic development and grant writing, in collaboration with the OSRHE grants coordinator.
- Negotiate contracts with vendors and other higher education bodies on Oklahoma workforce initiatives.
- Represent the State Regents and the higher education system on workforce and economic development issues with institutions, state agencies and other organizations, including but not limited to the Governor’s Council for Workforce and Economic Development, Oklahoma Manufacturing Alliance, Select Oklahoma, and Oklahoma Business Roundtable.
- Develop and maintain effective working relationships and partnerships with representatives from key industries and employers in the state.
- Develops reports and analytics related to workforce and economic development reporting, dashboards and information requests from the legislature, governor’s office and media.
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

Bachelor’s degree and three (3) years of experience in a college, university, school, or educational agency required. Must have a high level of organizational skills, ability to work cooperatively with institutional and business representatives and other staff. Superior writing, verbal, data presentation, human relations, and analytical skills a must. Research skills (quantitative and qualitative) and experience in design and development of information systems required. Some travel required.

PREFERRED QUALIFICATIONS

Master’s degree 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

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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 Vice Chancellor for Administration.

Cassidy Ladd - Minx

EDUCATION

Ph.D., Educational Leadership and Policy Studies, Higher Education, 2017-Current (ABD)

M.S., International Studies, Oklahoma State University, 2014

B.S., Sociology with option in Anthropology, Oklahoma State University, 2012

EXPERIENCE

Workforce & Economic Development Coordinator

Oklahoma State Regents for Higher Education Oklahoma City, OK May 2021-Present

- Create department goals aligned with agency objectives
- Prepare annual budget and manage the division cost centers
- Manage and facilitate the State Regents Economic Development Council
- Coordinate Regents' Business Partnership Excellence Awards
- Conduct research and data analysis relating to workforce and economic development
- Produce reports on workforce and economic development
- Direct data exchanges with partner agencies
- Fulfill data requests on the State Regents employment outcomes
- Manage Post-Secondary Employment Outcomes partnership with U.S. Census Bureau
- Represent the State Regents and higher education system in professional economic development organizations

Manager of Operations for Enrollment and Financial Services

University of Central Oklahoma, Edmond, OK, September 2018-May 2021

- Direct initiatives for Enrollment and Financial Services
- Determine and implement efficient practices for Student Affairs
- Administrate OnBase records system
- Develop OnBase forms
- Create OnBase workflows
- Build and export Banner (Student Information System) data
- Produce Financial Aid and Enrollment Management reports

Senior Admissions Counselor

University of Central Oklahoma, Edmond, OK, April 2016-September 2018

- Counsel students through admission process
- Assist with scholarship processing
- Manage Concurrent Enrollment partnerships with Edmond Public Schools
- Present on admission standards and FERPA
- Coordinate Residency Committee
- Coordinate Admission Appeal Committee
- Assist with college fairs and student recruitment

Adjunct Instructor

First-Year Experience, University of Central Oklahoma, Edmond, OK, Fall 2016, Fall 2017

- Instruct Success Central for first-year undergraduates

Coordinator of Student Records

University of Central Oklahoma, Edmond, OK, April 2015-April 2016

- Supervise Department of Student Records
- Lead Emergency Withdrawal Committee
- Manage and maintain all student records
- Manage Academic Reprieve process
- Consult and counsel students regarding GPA

Graduate Intern

Semester at Sea – Northern Europe Enrichment Voyage, Summer 2014

Germany, Poland, Lithuania, Estonia, Russia, Finland, Sweden, Denmark, Scotland, Iceland, Northern Ireland, England

Intern

American Caribbean Experience, St. Mary, Jamaica, Summer 2010-2013, 2016-2019

- Create and implement strategic plan for community sustainable development
- Assist in coordinating child sponsorship program
- Organize and lead medical missions
- Assist in development of microbusiness and small loan processing
- Assist in developing sustainable practices for green life farming

ACTIVITIES & SERVICE

Leadership UCO, September 2018

- Volunteer at Regional Food Bank
- Volunteer at Edmond Mobile Meals
- Develop and support employee retention programs

University of Central Oklahoma Young Professionals, 2019-2021

Management Development Program, August 2015-April 2016

Chi Omega National Women's Fraternity, August 2009 – May 2013

- Support national philanthropy: Make a Wish Foundation
- Support local philanthropy: Stillwater Humane Society

HONORS & AWARDS

Richard P. & Edna V. Jungers Endowed Scholar, Fall 2019

PEO Women's Scholar, Spring 2019

Oklahoma Women in Higher Education Scholar, Spring 2019

Provost and Humphreys Study Abroad Scholar, Spring 2019

Academic Excellence Scholar, Fall 2009-Spring 2012

Lew Wentz Scholar, Fall 2010-Spring 2011

Benjamin Gregory Wood Scholar, Spring 2011

Oklahoma State University IS&O Study Abroad Scholar, Spring 2010

Wes Watkins Matthew 25:40 Scholar, Spring 2010

REFERENCES

Wade Watkins

Northern Oklahoma College – Oklahoma State University
Dean of Global Studies

Kerri Kearney

Oklahoma State University
Associate Professor, Higher Education and Student Affairs

Kerry Housley

University of Central Oklahoma
Director of Operations

Dallas Caldwell

University of Central Oklahoma
Senior Director of Enrollment Management



JOB DESCRIPTION

Chief Technology Officer

OneNet

FLSA: Exempt

Position #100255

Grade 16

Cost Center: ONENET 17400

Worker's Comp Code: 8810

ESSENTIAL FUNCTION

Responsible for assisting the Executive Director with the strategic and operational direction of OneNet. Provide technology oversight for engineering departments and act as a technical conscience for OneNet.

RESPONSIBILITIES AND DUTIES

- Supervision of the Senior Director for Network Services.
- Supervision of the Senior Director for Network Systems.
- Assist the Executive Director with the strategic and operational direction of OneNet.
- Direct the establishment of OneNet's technical vision and lead all aspects of OneNet's technology strategy
- Direct the review and recommendations for all strategic technology and cybersecurity assessments in conjunction with the Chief Information Security Officer(CISO)
- Select and conduct research and case studies on leading-edge technologies that are consistent with the vision of OneNet
- Expand the current knowledge of technology landscape, opportunities and threats for the OneNet organization
- Determine the balance between short-term and long-term program viability and revenue potential
- Assess programmatic needs to assure a balance of financial resources for OneNet's technological developments
- Responsible for technological benchmark studies
- Provide technology oversight for engineering departments within organization
- Promote internal enterprise technology transfer
- Serve as the enterprise's interface for any external technology transfer
- Track, analyze and monitor technology key performance metrics
- Build relationships with Oklahoma's research institutions and research organizations at the national level
- Act as a good steward of OneNet's resources and all technology investments
- Communicate technology strategy to OneNet staff and OSRHE leadership
- Identify grant opportunities for OneNet and its users and provide technical expertise in developing and writing grant materials

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- Represent the enterprise at technical forums, committees and other appropriate activities
- Responsible for and heavily involved in staff assessment, feedback and improvement
- Involvement with researchers and engineers in Internet2 and other advanced networks
- Act as a technical conscience for OneNet
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee(s) status
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

Bachelor's degree in engineering, telecommunications, or related IT or other STEM field and five (5) or more years of experience in networking or a related field; or the equivalent combination of education and / or experience. Capability to plan, design and implement a variety of network infrastructures. Proficiency in the configuration and management of Juniper and Cisco platforms. Proficiency in routing protocol management (OSPF, BGP, ISIS, MPLS, IPV6, etc.). Must understand basic elements of optical transport (SONET, DWDM, etc.). Possess the knowledge of the following: IP based networks, computer operating systems and various telecommunications systems. Possess a comprehensive understanding of TCP/IP and related protocols and technologies. Capability to troubleshoot and identify solutions to telecommunications and application issues. Ability to communicate effectively for the purpose of establishing and maintaining effective working relationships with internal staff and customers.

Must be able to demonstrate the ability to work independently and perform a wide range of tasks and activities in administering a telecommunications network and operating system. Candidate must provide a cellular telephone, cellular service and home Internet service for work-related activities. Some travel is required.

PREFERRED QUALIFICATIONS

Master's degree in a related STEM field 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 (on occasion up to 50 pounds), to bend, crawl, stoop, climb stairs or ladders, 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 OneNet Executive Director.

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Experience

1999 to Present Oklahoma State Regents for Higher Education

- **Senior Director of Network Systems, OneNet**
July 2020 to Present
Responsible for all OneNet above-the-net services, research engagement and information security division
- **Director of Network Systems, OneNet**
July 2014 to July 2020
Responsible for all OneNet above-the-net services including hosting services, virtualization, storage, and video conferencing services
- **Assistant Director Network Systems, OneNet**
July 2007 to July 2014
Lead for OneNet above-the-net services
- **Senior Systems Engineer, OneNet**
November 2005 to July 2007
Lead UNIX Systems Engineer for OneNet
- **Systems Engineer, OneNet**
November 1999 to November 2005

1995 to 1999 University of Oklahoma, Norman

- **Application Support Programmer, Department of Computing and Telecommunication Services (DCTS)**
August 1997 to November 1999
Lead systems administrator for Unix division of Academic User Services.
- **Application Support Programmer, Department of Mathematics**
November 1995 to August 1997
Responsible for all computing needs of department. UNIX systems administration.
- **Student Application Analyst, DCTS**
- *February 1995 to November 1995*
Provided floor and telephone technical support for university computing centers.

Skills

- Team and organization management
- Strategic and long-term planning
- Budgeting and Financial Management
- Engineering and Technology
- Education and Research Engagement
- Information Security principles and controls

Education

- **Bachelor of Science in Computer Science**
University of Oklahoma, 2002

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2022

AGENDA ITEM #22-i (3):

Operations.

SUBJECT: Personnel. Approval of agency compensation plan.

RECOMMENDATION:

It is recommended that the State Regents approve the agency compensation plan as outlined 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:

An extensive compensative review has been conducted over the last several months for every position within the agency. Every job description was matched with a similar position using the CompAnalyst tool through Salary.com, and the market analysis was adjusted for geographic differences in cost of living and sector. From this analysis, salaries for 116 of the 158 currently filled positions were found to be below the mid-market value. This analysis excludes the Chancellor's position at the Chancellor's request.

To better align salaries of OSRHE staff with market levels, it is recommended that the State Regents approve the following compensation plan:

OSRHE employees whose salaries are below the mid-market level will receive a compensation adjustment made retroactive to July 1, 2022, based on the greater of: a) a minimum \$2,000 salary increase, b) a 3 percent cost of living adjustment, or c) a salary increase to bring them to 80 percent of the identified mid-market level (capped at no more than \$7,500 per year). Employees hired after January 1, 2022, are excluded from this plan unless their salary level is below 80 percent of the mid-market level. All remaining employees hired prior to January 1, 2022, will receive a one-time retention stipend of \$2,000. Employees currently on a performance improvement plan or whose total score on their most recent performance evaluation was below 3.0 are excluded from the plan.

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AGENDA ITEM #22-j:

Non-academic Degrees.

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

RECOMMENDATION:

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

STAFF ANALYSIS:

A request has been made from the University of Central Oklahoma to award a Master of Business Administration degree posthumously to Mr. Brandon D. Young.

The Oklahoma State Regents for Higher Education's Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work."

At the time of his death, Mr. Young was within four hours of earning his master's degree with a GPA of 3.51. 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.

University of Central Oklahoma

Edmond

Oklahoma



Upon recommendation of the Faculty and by authority of the Oklahoma State Regents for Higher Education hereby posthumously confers upon

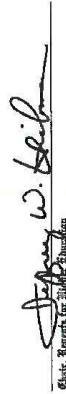
Brandon A. Young

the degree

Master of Business Administration

with all honors, rights and privileges appertaining thereto, in recognition of fulfillment of the requirements for this degree. In Witness Whereof, we have subscribed our names and affixed the seals of the Boards of Regents of Oklahoma

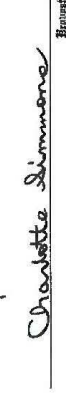
May 6, 2022


Chair, Regents for Higher Education


Secretary, Regents for Higher Education


Chairman of the Oklahoma University System Board of Regents


President of the University


President


Chancellor, Regents for Higher Education



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AGENDA ITEM #22-k:

Resolution.

SUBJECT: Approval of a resolution honoring a retiring staff member.

This item will be available at the meeting.

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AGENDA ITEM #23-a:

Programs.

SUBJECT: Current Status Report on program requests.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the current status report on program requests.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2022 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2022-2023).

The current status report contains the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Electronic Delivery for Existing Program Requests Under Review
4. Approved New Program Requests
5. Approved Electronic Media Requests
6. Approved New Certificates of 15 or Fewer Credit Hours
7. Requested Degree Program Deletions
8. Approved Degree Program Deletions
9. Requested Degree Program Name Changes
10. Approved Degree Program Name Changes
11. Requested Degree Designation Changes
12. Approved Degree Designation Changes
13. Cooperative Agreements
14. Suspended Programs
15. Reinstated Programs
16. Inventory Reconciliations
17. Net Reduction Table

Supplement available upon request.

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AGENDA ITEM #23-b (1):

Annual Reports.

SUBJECT: Annual Report on Program Requests.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the annual report on program requests.

BACKGROUND:

Oklahoma State System institutions submitted 241 program requests from July 1, 2021 to June 30, 2022. Forty-one requests were carried over from 2020-2021. The following schedules summarize requests and State Regents' actions in 2021-2022. The detailed report is available as a supplement.

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 Annual Report on Program Requests, available upon request as a supplement, contains the 2021-2022 Degree Program Inventory and the following schedules:

1. Approved New Program Requests
2. Approved Electronic Media Requests
3. Approved Certificates of 15 or Fewer Credit Hour Requests
4. Approved Program Deletion Requests
5. Approved Program Name Change Requests
6. Approved Degree Designation Change Requests
7. Approved Cooperative Agreements
8. Approved Program Suspension Requests
9. Approved Reinstatement Requests
10. Approved Inventory Reconciliation Requests

2021-2022 Submissions and Actions. In the 2021-2022 year, institutions made the following requests and the State Regents took the following actions:

Requested Item Category	2020-2021 Carry-over	2021-2022 Submissions	2021-2022 Actions	Percentage of Requests Approved
1. New Programs	16	70	58	67%
2. Electronic Media	5	36	36	88%
3. Certificates of 15 or Fewer Credit Hours	0	5	3	60%
4. Program Deletions	13	27	39	98%
5. Degree Program Name Changes	0	15	15	100%
6. Degree Program Designation Changes	0	4	4	100%
7. Cooperative Agreements	5	69	5	7%
8. Program Suspensions	1	7	8	100%
9. Program Reinstatements	0	0	0	NA
10. Inventory Reconciliations	1	8	9	100%
Total	41	241	177	63%

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
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AGENDA ITEM #23-b (2):

Annual Reports.

SUBJECT: Academic Policy Exception Quarterly Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Academic Policy Exception Quarterly Report.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 82nd report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Five exceptions to OSRHE academic policies were granted by the Chancellor since the May 27, 2022 report.

ANALYSIS:

Connors State College

An exception was granted to the OSRHE's Institutional Admission and Retention policy, which states that "Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards." This exception allowed CSC to conditionally re-admit a student after the student's second academic suspension from the college. The exception was approved based on the student's life circumstances and health issues warranting readmission to CSC, and recommendation of the president.

An exception was granted to the OSRHE's Concurrent Enrollment policy, which states that "High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a college grade point average (GPA) of 2.0 or above on a 4.0 scale. Therefore, a concurrent student who fails to achieve the requisite 2.0 college GPA shall not be eligible for concurrent enrollment at any State System institution." This exception allowed CSC to enroll four students in specific concurrent enrollment courses despite their having not achieved the minimum GPA the previous semester. The exception was granted based on each of the students having had extenuating circumstances which led to their below minimum GPAs, the stipulations CSC placed on the students' continued enrollment, CSC's requirement the students maintain regular contact with a Student Success Coach, and recommendation of the president.

Oklahoma State University

An exception was granted to the OSRHE's Institutional Admission and Retention policy, which states that "Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry." This exception allowed OSU to enroll five students as non-degree seeking students during the duration of their respective participations in the Opportunity Orange Scholars program, an inclusive post-secondary non-degree certificate program for students with intellectual disability, notwithstanding the nine-hour limit required by the aforementioned policy. The exception was approved based on the unique nature of the valuable and innovative Opportunity Orange Scholars program, and recommendation of the president.

An exception was granted to the OSRHE's In-state/Out-of-state Status of Enrolled Students policy, which states that documented foreign nationals "are eligible for in-state classification if they become lawful permanent residents, have resided in Oklahoma for at least 12 consecutive months, and meet domicile requirements..." to allow OSU to classify two documented foreign national students as in-state. The exception was approved based on the students having been permanently resettled to Oklahoma from Afghanistan by the U.S. government in cooperation with Catholic Charities of Eastern Oklahoma as part of Operation Allies Welcome, their having satisfactorily demonstrated that they did not come to Oklahoma specifically for the purpose of attending college, and recommendation of the president.

Northeastern Oklahoma A&M College

An exception was granted to the OSRHE'S Institutional Admission and Retention policy, which states that "Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards." The exception allowed NEO to conditionally re-admit a student after her second academic suspension from the college. The exception was approved based on the student's geographic constraints, the commitment of faculty and Success Center staff to her success, and recommendation of the president.

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AGENDA ITEM #23-b (3):

Annual Reports.

SUBJECT: Tuition and Fees Rate Book, FY2023.

RECOMMENATION:

It is recommended that the State Regents acknowledge receipt of the Tuition and Fees Rate Book, FY2023.

BACKGROUND:

The State Regents approved tuition and mandatory fee rates for the 2022-2023 academic year at their meeting on June 23, 2022. This publication is a compilation of resident and nonresident undergraduate, graduate, professional program, and guaranteed tuition rates and the required mandatory fees for institutions in the State System.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

This report lists the actual rates approved for each institution and also reflects the following system observations:

- The undergraduate resident tuition and mandatory fee rates at the main campuses range from a high of \$310.39 at the University of Oklahoma to a low of \$135.29 at Oklahoma City Community College.
- The average resident tuition and mandatory fee rate is \$210.75 per credit hour, or approximately \$6,322.64 for a full-time student enrolled in 30 credit hours.
- Guaranteed tuition and mandatory fee rates at the main campuses range from a high of \$335.15 at the Oklahoma State University to a low of \$243.45 at Langston University.
- All tuition and mandatory fees are within the legislatively prescribed limits.

(Supplement)

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AGENDA ITEM #23-b (4):

Annual Reports.

SUBJECT: Student Cost Survey, FY2023.

RECOMMENATION:

It is recommended that the State Regents acknowledge receipt of the Student Cost Survey, FY2023.

BACKGROUND:

This publication is a compilation of the average student costs for resident and nonresident students enrolled in undergraduate, graduate, professional programs and for students enrolled in special programs.

Student costs are based on a student enrolled full-time for the fall 2022 and spring 2023 semester. Full-time enrollment is considered as thirty credit hours for undergraduate and twenty-four credit hours for graduate. Full-time enrollment for a professional student is based on the requirements of the professional program enrolled.

Student costs are reported for tuition, mandatory fees, academic service fees, books and supplies, and room and board. Room and Board costs are based on a student living in a traditional dormitory with a roommate and a board plan. The costs represent the preferred room and board plan available on each campus. Many institutions offer a wide variety of room and board plans that may be more or less than the amount reported in the tables below. Student costs are reported by tier and by individual institution. Below are the average and estimated student costs for resident and nonresident students by tier.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

<i>FY2022-2023 Average Cost of Attendance</i>				
<i>Full-Time Undergraduate Resident and Nonresident Students</i>				
Resident Students	Research Universities	Regional Universities	Community Colleges	Technical Branches
Tuition	\$5,168	\$5,897	\$3,460	\$4,236
Mandatory Fees	\$4,109	\$1,667	\$1,257	\$1,051
Average Academic Service Fees	4,980	724	376	846
Books & Supplies	1,000	1,147	1,332	1,500
Average Costs for Commuter	\$15,257	\$9,435	\$6,425	\$7,633
Room & Board	11,988	6,600	5,693	6,012
Average for on Campus Student	\$27,245	\$16,034	\$12,118	\$13,645
Nonresident Students	Research Universities	Regional Universities	Community Colleges	Technical Branches
Tuition	\$21,212	\$14,499	\$8,702	\$10,657
Mandatory Fees	\$4,109	\$1,667	\$1,257	\$1,051
Average Academic Service Fees	4,980	724	376	846
Books & Supplies	1,000	1,147	1,332	1,500
Average Costs for Commuter	\$31,301	\$18,036	\$11,667	\$14,053
Room & Board	11,988	6,600	5,693	6,012
Average for on Campus Student	\$43,289	\$24,636	\$17,360	\$20,065

ANALYSIS:

Undergraduate Resident Commuter Students:

- The average cost for a commuter student at the research universities is \$15,257, an increase of \$1,687 or 12.4 percent more than the previous year.
- The average cost for a commuter student at the regional universities is \$9,435, an increase of \$258 or 2.8 percent more than the previous year.
- The average cost for a commuter student at the community colleges is \$6,425, an increase of \$79 or 1.2 percent more less than the previous year.
- The average cost for a commuter student at the technical colleges is \$7,633, an increase of \$415 or 5.7 percent more than the previous year.

Undergraduate Resident Student Living on Campus in a Traditional Dormitory with a Board Plan:

- The average cost for a student living on campus at the research universities is \$27,245, an increase of \$3,727 or 15.8 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$16,034, an increase of \$627 or 4.1 percent more than the previous year.

- The average cost for a student living on campus at a community college is \$12,118, a decrease of \$378 or -3.0 percent less than the previous year.
- The average cost for a student living on campus at the technical colleges is \$13,645, an increase of \$415 or 3.1 percent more than the previous year.

<i>FY2022-2023 Average Cost of Attendance</i>					
<i>Full-Time Graduate Resident and Nonresident Students</i>					
				OSU - Center	
Resident Students	Research Universities	Regional Universities	OSU - Tulsa	for Health Sciences	OU Health Science Center
Tuition	\$6,823	\$6,484	\$5,611	\$5,611	\$5,119
Mandatory Fees	1,921	1,322	3,061	920	2,376
Average Academic Service Fees	5,340	862	2,369	2,042	1,195
Books & Supplies	739	990	1,110	2,150	1,792
Average Costs for Commuter	\$14,822	\$9,658	\$12,152	\$10,723	\$10,482
Room & Board	11,988	6,596	0	0	0
Average for on Campus Student	\$26,810	\$16,253	N/A	N/A	N/A
				OSU - Center	
Nonresident Students	Research Universities	Regional Universities	OSU - Tulsa	for Health Sciences	OU Health Science Center
Tuition	\$22,467	\$13,633	\$21,114	\$21,114	\$19,778
Mandatory Fees	1,921	1,322	3,061	920	2,376
Average Academic Service Fees	5,340	862	2,369	2,042	1,195
Books & Supplies	739	990	1,110	2,150	1,792
Average Costs for Commuter	\$30,466	\$16,807	\$27,655	\$26,226	\$25,141
Room & Board	11,988	6,596	0	0	0
Average for on Campus Student	\$42,454	\$23,402	N/A	N/A	N/A

Graduate Resident Graduate Commuter Students:

- The average cost for a commuter student at the research universities is \$14,822, an increase of \$1,442 or 10.8 percent more than the previous year.
- The average cost for a commuter student at the regional universities is \$9,658, an increase of \$907 or 10.4 percent more than the previous year.
- The average cost for a commuter student at OSU Tulsa is \$12,152, a decrease of \$385 or 3.1 percent less than the previous year.
- The average cost for a commuter student at OSU Center for Health Sciences is \$11,462, a decrease of \$739 or 6.5 percent less than the previous year.
- The average cost for a commuter student at the OU Health Sciences Center is \$10,482, an increase of \$129 or 1.2 percent more than the previous year.

Graduate Resident Student Living on Campus in a Traditional Dormitory with Board Plan:

- The average cost for a student living on campus at the research universities is \$26,810, an increase of \$3,482 or 14.9 percent more than the previous year. The increase is partially due to higher preferred room & board costs.
- The average cost for a student living on campus at the regional universities is \$16,253, an increase of \$1,463 or 9.9 percent more than the previous year.
- OSU Tulsa, OSU Center for Health Sciences and the OU Health Sciences Center do not have traditional dormitory facilities with board plans.

*Average Cost of Attendance for Full-Time Professional
Resident and Nonresident Students - FY2023*

Professional Programs - Residents	Resident Tuition	Mandatory Fees	Academic Services Fees	Books & Supplies	Total
University of Oklahoma					
Juris Doctor of Law	16,500	\$4,208	\$1,575	\$1,584	\$23,867
University of Oklahoma Health Sciences Center					
Doctor of Medicine	27,252	3,623	1,121	6,378	38,373
Doctor of Dental Science	29,869	3,365	8,469	3,557	45,259
Physician's Associate	13,816	3,365	1,721	3,297	22,199
Doctor of Pharmacy	16,393	3,117	3,431	3,563	26,504
Master of Occupational Therapy	8,707	2,376	1,191	4,650	16,923
Doctor of Physical Therapy	11,017	3,117	1,726	4,650	20,510
Doctor of Audiology	9,831	2,376	1,800	1,826	15,833
Public Health Professional	6,989	2,005	628	2,124	11,746
Doctor of Nursing Practice	9,929	2,005	1,123	2,823	15,880
Master of Science in Nursing	5,764	2,005	1,259	2,823	11,850
Master of Science in Nursing A/M Online	10,153	733	1,109	2,823	14,818
Oklahoma State University					
Doctor of Veterinary Medicine	20,430	3,249	564	1,900	26,143
Master Doctor of Osteopathic Medicine	25,797	2,582	899	2,150	31,428
Master Masters of Physician Asst. Studies	13,500	2,744	935	2,770	19,950
Northeastern State University					
Doctor of Optometry	20,175	1,040	1,221	3,819	26,255
Northwestern Oklahoma State University					
Doctor of Nursing Practice	9,324	-	-	1,400	10,724
Southwestern Oklahoma State University					
Doctor of Pharmacy	21,232	1,168	192	1,200	23,792
Master of Science in Nursing	8,376	264	-	1,000	9,640
Langston University					
Doctor of Physical Therapy	10,552	2,327	467	390	13,736

Average student costs for a resident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

- The average cost of attendance for a student enrolled in the University of Oklahoma, Juris Doctor of Law is \$23,867, no change from the previous year.
- The average cost of attendance for a student enrolled at the University of Oklahoma Health Sciences Center varies from a low of \$11,746 for the Master of Public Health to \$45,259 for the Doctor of Dental Science Program.
- The average cost of attendance for a student enrolled at the Oklahoma State University, Doctor of Veterinary Medicine is \$26,143.
- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences, Doctor of Osteopathic Medicine is \$31,428 a decrease of \$259 or 0.9 percent less than the previous year. The decrease is seen in a decrease in academic service fees and estimated books and supplies.

- The average cost of attendance for a student enrolled at Northeastern State University Doctor of Optometry is \$26,255, an increase of \$903 or 3.6 percent over the previous year.
- The average cost of attendance for a student enrolled at Northwestern Oklahoma State University Doctor of Nursing Practice is \$10,724, the same as in the previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Doctor of Pharmacy Program is \$23,792, an increase of \$624 previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Master of Science in Nursing is \$9,604, an increase of \$234, or 2.5 percent.
- The average cost of attendance for a student enrolled at Langston University Doctor of Physical Therapy is \$13,736, a decrease of \$435 or 3.1 percent.

Professional Programs - Nonresidents	Nonresident Tuition	Mandatory Fees	Academic Services Fees	Books & Supplies	Total
University of Oklahoma					
Juris Doctor of Law	\$29,940	\$4,208	\$1,575	\$1,584	\$37,307
University of Oklahoma Health Sciences Center					
Doctor of Medicine	62,198	3,623	1,121	6,378	73,319
Doctor of Dental Science	70,895	3,365	8,469	3,557	86,285
Physician's Associate	31,159	3,365	1,721	3,297	39,542
Doctor of Pharmacy	36,780	3,117	3,431	3,563	46,891
Master of Occupational Therapy	20,898	2,376	1,191	4,650	29,114
Doctor of Physical Therapy	27,822	3,117	1,726	4,650	37,315
Doctor of Audiology	25,697	2,376	1,800	1,826	31,699
Public Health Professional	18,896	2,005	628	2,124	23,653
Doctor of Nursing Practice	23,865	2,005	1,123	2,823	29,816
Master of Science in Nursing	18,608	2,005	1,259	2,823	24,695
Oklahoma State University					
Doctor of Veterinary Medicine	46,795	3,249	564	1,900	52,508
Doctor of Osteopathic Medicine	53,299	2,582	899	2,150	58,930
Masters of Physicians Asst. Studies	29,500	2,744	935	2,770	35,950
Northeastern State University					
Doctor of Optometry	40,225	1,040	1,221	3,819	46,305
Northwestern Oklahoma State University					
Doctor of Nursing Practice	15,420	-	-	1,400	16,820
Southwestern Oklahoma State University					
Doctor of Pharmacy	35,272	1,168	192	1,200	37,832
Master of Science in Nursing	15,048	264	-	1,000	16,312
Langston University					
Doctor of Physical Therapy	26,374	2,327	467	390	29,558

Average student costs for a nonresident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

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AGENDA ITEM #23-b (5):

Annual Reports.

SUBJECT: Cash Reserve Report for FY2023.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Cash Reserve Report, FY2023.

BACKGROUND:

Institutional E&G Budgets are comprised of state appropriations, student tuition and fees revenue and miscellaneous income. The State Regents' policy provides guidance that each institution should maintain a reasonable reserve in their revolving fund at the end of fiscal year to provide adequate cash flow during the new fiscal year to cover operations and any unexpected needs that should arise during the budget year.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

In FY2023, on a system-wide average 74.3 percent of the educational operating budget is in revolving funds (funds that the institution must collect) and because these funds are somewhat cyclical in nature, it is necessary that the institution maintain some level of reserve funds to provide adequate cash flow. Reserve funds are also used to fund unplanned financial emergencies that might arise during the year. Cash flow reserve funds play an important role in the financial management of the institution.

State Regents' policy provides a target of a minimum of (1/12th) or 8.3 percent of the total allocated budget for the fiscal year. This report provides information regarding the projected reserve balances for the beginning of the fiscal year and the ending projected reserve for June 30th.

The system-wide projected reserve for July 1, 2022, was 17.23 percent and the projected system-wide reserve at June 30, 2023, is budgeted for 14.76 percent. The projected ending reserve is slightly more than was budgeted for the previous fiscal year and institutions remain focused on cost efficiency and cost containment as well as providing a quality educational system for our students.

(Supplement)

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AGENDA ITEM #23-b (6):

Annual Reports.

SUBJECT: Faculty Salary Report FY2022.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Faculty Salary Report, FY2022.

BACKGROUND:

Colleges and universities in the State System provide annually aggregate salary and benefit data for faculty by rank and for selected administrative positions. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. A historical analysis of national faculty salary trends compared to Oklahoma is also included.

The average faculty salary for all full-time faculty equated to a 9-10 month contract basis in Oklahoma state-supported colleges and universities, excluding the constituent agencies, is \$75,082 for the year 2021-2022. This is an increase of \$1,026 or 1.4 percent above 2020-2021. The total number of full-time faculty in Oklahoma's 25 colleges and universities (not including constituent agencies) in 2021-2022 is 4,869 a decrease of 62 from 2020-2021. When the constituent agencies are included, the total for the system is 6,603, a decrease of 380 or 5.8 percent from the previous year.

The 2021-2022 salaries range from a low of \$12,510 to a high of \$319,599 on a 9-10 month basis and from \$27,500 to \$650,000 for contracts on an 11-12 month basis. This data excludes salaries for deans and other administrative personnel.

The data shows that fringe benefits increased by 2.0 percent for 9-10 month faculty and decreased by \$2.00, or 0.0 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is \$26,121 and \$36,138 for 11-12 month faculty. These costs include costs required by law, such as social security and unemployment taxes. It is best viewed as an approximate "cost" figure for the institution, rather than an amount received by the faculty member. Historically, increases are largely influenced by increases in health care costs.

Oklahoma's average salaries are 76.0 percent of the national average in 2021-2022, compared to 76.4 percent of the national average in 2020-2021.

(Supplement)

**AVERAGE SALARIES PAID FULL-TIME FACULTY, BY RANK, BY TIER
OKLAHOMA COMPARED TO NATIONAL PUBLIC INSTITUTIONS
2012-13 to 2021-2022**

Salaries by Tier		All Ranks									10-Yr % Inc	
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		2021-22
Research Universities:	National	89,657	91,918	93,819	95,955	92,222	88,490	101,312	104,560	105,321	107,008	19.4%
	Oklahoma	80,293	82,395	84,746	85,410	85,497	85,823	87,088	90,754	92,000	92,600	15.3%
	OK % of Nat'l	89.6%	89.6%	90.3%	89.0%	92.7%	97.0%	89.6%	86.8%	87.4%	86.5%	
Four-Year Universities:	National	66,298	70,683	71,423	74,561	74,123	74,313	73,826	77,555	78,126	79,346	19.7%
	Oklahoma	57,177	58,219	60,296	59,225	59,581	59,772	60,907	63,189	63,537	64,507	12.8%
	OK % of Nat'l	86.2%	82.4%	84.4%	79.4%	80.4%	80.4%	79.6%	81.5%	81.3%	81.3%	
Two Year Colleges:	National*	62,776	60,401	61,976	66,216	67,417	66,627	72,824	73,578	74,784	74,841	19.2%
	Oklahoma	48,696	49,870	49,503	49,285	48,988	49,620	50,351	53,712	53,606	53,944	10.8%
	OK % of Nat'l	77.6%	82.6%	79.9%	74.4%	72.7%	74.5%	73.8%	73.0%	71.7%	72.1%	
All Institutions:	National	80,578	82,605	83,939	78,762	79,134	77,190	93,366	96,063	97,141	98,745	22.5%
	Oklahoma	64,394	65,921	67,482	67,819	68,464	68,948	69,738	73,263	74,251	75,082	16.6%
	OK % of Nat'l	79.9%	79.8%	80.4%	86.1%	86.5%	89.3%	78.5%	76.3%	76.4%	76.0%	

SOURCES: Average Faculty Salaries, American Association of University Professors, Faculty Compensation Survey 2021-22; Faculty Salaries in the Oklahoma State System of Higher Education, 12-22

*Due to wide variability in faculty rank practices in the Two Year College Tier, this report uses the ALL RANK data from the American Association of University Professors, Faculty Compensation Survey.

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AGENDA ITEM #23-b (7):

Annual Reports.

SUBJECT: Concurrent Enrollment Annual Report, 2020-21.

RECOMMENDATION:

It is recommended that the State Regents' acknowledge receipt of the Concurrent Enrollment Annual Report, 2020-21.

BACKGROUND:

In 2018, the Oklahoma State Legislature adopted revisions through Senate Bill 1196 that amended 70 O.S. 628.13 to include definitions for concurrently enrolled high school students and tuition waivers, subject to the availability of funds, for those eligible students. Further the legislation provided for an annual reporting component on certain aspects of the concurrently enrolled high school students. This report is the compilation of data from both the Oklahoma State Regents' data system and certain components provided by the State Department of Education to meet the reporting requirement.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

The concurrent enrollment program was developed to help qualified high school students earn college credit while still in high school. The program requires the waiver of tuition for high school seniors up to 18 credit-hours and, subject to availability of funding, tuition waivers for nine credit- hours for high school juniors.

For the Academic Year 2020 –2021 the report provides the following key performance indicators:

- 14,636 students were enrolled with concurrent status.
- Tuition waiver reimbursements totaled \$13,926,318.
- 28,340 associate's or bachelor's degrees were conferred to students that had previously been concurrently enrolled.
- Graduation rates for each tier --research, regional, and two-year-- for students that have participated in concurrent enrollment outpace those students that had not participated in concurrent enrollment.

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AGENDA ITEM #25:

Proposed Executive Session.

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

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

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, June 22, 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 9:30 a.m. on Wednesday, June 22, 2022 in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on September 28, 2021. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Jack Sherry, Courtney Warmington, Dustin Hilliary, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven Taylor. Regent Hickman called the meeting to order and presided.
3. **TUITION.**
 - a. **TUITION AND MANDATORY FEES REVIEW.** Interim Vice Chancellor for Budget and Finance Ms. Sheri Mauck began by stating that nine system institutions are recommending that there are no increases in their resident tuition and mandatory fee rates and eight of them are requesting no changes from FY22. She stated that the systemwide average for those proposing increases is an average of 2 percent, which equates to an annualized increase of \$126.42 for thirty credit hours for undergraduate resident students. She added that even when including the proposed increases, the systemwide average for resident tuition and mandatory fee rates remains below the regional and national peers at a level of 77.7 percent.
 - b. **PRESIDENTS' PRESENTATIONS.** The Presidents of the State System institutions were invited to provide Regents with a summary of their tuition, mandatory fees, and academic service fees requests for the 2022-2023 academic year. The schedule of speakers is shown as an attachment to these minutes.
4. **PROPOSED EXECUTIVE SESSION.**
 - a. Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(1) to discuss the employment of the Director of Academic Programs and Innovation, the Vice Chancellor for Budget & Finance, and the Associate Vice Chancellor for IT and Research Information Systems and 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; and (2) Black Emergency Response Team, et al. v. O'Connor, et al., Case No. CIV-21-1022 in the United States District Court for the Western District of Oklahoma; if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest. Regent Turpen moved, seconded by Regent Holloway, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were

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

- b. Enter into executive session.
 - c. Open session resumes.
 - d. Vote to exit executive session. Regent Parker moved, seconded by Regent Taylor, to exit executive session. Voting for the motion were Regents Warmington, Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.
5. **BUDGET REPORT AND REVENUE UPDATE.** Interim Vice Chancellor for Budget and Finance Ms. Sheri Mauck provided Regents with a budget and revenue update. Ms. Mauck stated that April was a record setting month for revenue for the state as it was the first time it has been over \$1 billion, and that May was also a good month as it was above the monthly estimate. She stated that looking at the full eleven-month revenue collection, they have been up \$1.6 billion or 25.9 percent. She stated that tax collections and corporate taxes netted a gain of \$100.4 million or 71.1 percent above the May estimates. She added that sales tax collections were up \$27.3 million or 14.3 for the month, and that gross production collections were up \$71.9 million or 124.1 above the estimates for May, so it was another healthy month.
6. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Dr. Jarrett Jobe provided Regents with the legislative update. He noted that they had an extended legislative session this year and stated that there were a couple of special sessions that were still open such as the ARPA special session, as there were still projects coming through. He added that there were still some potential applications that may be heard later but that they were taking a break for primary election season and that there would be a special session in mid- to late-August. He noted that there had been a little debate about the tax relief and inflation session. He provided an update on the Distinguished Service Awards and noted that the awards will be handed out in the fall in their home districts or at Higher Ed Day in the early session so they can have several touch points with legislators. Discussing legislation that had passed this past session, Dr. Jobe stated that there was positive movement on the Free Speech Committee process, that they had met with the National Guard, and they had also met with members regarding the Tulsa Reconciliation Scholarship and that they needed to get rules promulgated. Dr. Jobe stated that moving forward he and Chancellor Garrett had discussed listening sessions and that in the late summer and fall they would be meeting with legislative leaders to talk about policy they want to move forward.
7. **STATE REGENTS CAMPUS SAFETY AND SECURITY TASK FORCE UPDATE.** Associate Vice Chancellor for Communications Ms. Angela Caddell provided an update on the Campus Safety and Security Task Force. She began by introducing a new member of the Communications team. She stated that the Campus Safety and Security Task Force would spend time in the summer updating their online campus resource repository and that their next meeting will be in September. She stated that the Department of Mental Health and Substance Abuse Services had extended their partnership through FY23 and that the campuses have free access to the Department of Mental Health's suicide prevention course modules. Ms. Caddell added that they did expect some changes to Title IX and that she hoped to have one of their experts available at the September meeting to discuss these changes. She stated that this fall they will be busy planning next year's Campus Security Summit. She discussed active shooter training at the campuses.

8. **“BEST OF HIGHER EDUCATION.”** Regents received the June 2022 update on institutional activities via e-mail on Tuesday, June 21, 2022.
9. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.
10. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

Jeffrey Hickman, Chair

Steven W. Taylor, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Special Meeting
of the
Oklahoma State Regents for Higher Education
Wednesday, July 6, 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 1:30 p.m. on Wednesday, July 6, 2022 in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the special meeting was filed with the Secretary of State on June 30, 2022. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Michael C. Turpen called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Jody Parker, Ann Holloway, Michael C. Turpen, and Steven W. Taylor. Regent Dustin Hilliary joined the meeting in progress. Regent Jeffrey Hickman joined the meeting in progress.
3. **MINUTES OF PREVIOUS MEETINGS.** Regent Taylor moved, seconded by Regent Holloway, to approve the minutes of the State Regents' meeting on June 23, 2022. Voting for the motion were Regents Sherry, Parker, Holloway, Turpen, and Taylor. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Turpen began by discussing the last State Regents' meeting and thanked his fellow Regents for the robust discussions and stated that although the votes were split on several items at the last meeting, it was important to not take things personally.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Garrett began by introducing new Vice Chancellor for Budget and Finance Mr. Mark Tygret. She thanked State Regents for their discussions at the last meeting.

6. **TUITION.** Interim Vice Chancellor for Budget and Finance Ms. Sheri Mauck began by stating that five state system institutions had re-submitted FY23 tuition and mandatory fees for undergraduate, resident students. She noted that Northeastern State had amended their rate of 4 percent, Cameron University had submitted an increase of 4 percent, University of Science and Arts of Oklahoma submitted an increase of 3 percent, Rose State College submitted an increase of 5.3 percent, and OSU-OKC had submitted an increase of 4 percent. She noted that with these amendments, the systemwide average for those proposing increases is an average of 1.8 percent, and an annualized increase of \$112.32 for thirty credit hours. She stated that even when including the proposed increases, the systemwide average for resident tuition and mandatory fees remains 22.5 percent below their peers. Regent Parker moved, seconded by Regent Holloway, to approve the FY23 Tuition and Mandatory Fees for undergraduate, resident students. There was a brief discussion about Rose State College's increase. Voting for the motion were Regents Hilliary, Parker, Holloway, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.

7. **E&G BUDGET.** Ms. Sheri Mauck, Interim Vice Chancellor for Budget and Finance, explained that the budgets submitted by the institutions for FY23 included an increase in state appropriations of 7.5 percent and included one-time federal stimulus money of \$134.7 million. She noted that the institutions built their budgets around a projected average enrollment decline of 567 fewer FTE students. She stated that the systemwide primary budgets have decreased by \$3.7 million or 0.1 percent from the prior year and totaled to just over \$3.1 million. She stated that the institutions represent 91.4 percent of that amount. She added that the sponsored research budgets totaled \$648.5 million and provide a return of \$3 for every \$1 of state money that is invested in the research

category. Regent Parker moved, seconded by Regent Holloway, to approve the FY23 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education center, special programs, and other programs. Regents discussed the need to increase funding for the institutions via grants and land-grants, and how to bring research dollars to the state. Voting for the motion were Regents Parker, Holloway, Hickman, Turpen, Taylor, Sherry, and Hilliary. Voting against the motion were none.

8. ANNOUNCEMENT OF NEXT REGULAR MEETING. Chair Turpen announced that 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.

9. ADJOURNMENT. With no additional items to discuss, the meeting was adjourned.

ATTEST:

Michael C. Turpen, Chair

Dennis Casey, Secretary