**OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION**

Improving our future by degrees

Agenda

February 27, 2020

NOTE

This document contains recommendations and reports to the State Regents regarding items on the February 27, 2020 regular 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 February 27, 2020.

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

A G E N D A

Thursday, February 27, 2020 – 1 p.m. or
Immediately following the special meeting
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Joseph L. Parker, Jr., 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. **Report of the Chairman.** A brief comment on current activities. (No Action, No Discussion).

5. **Report of Chancellor.** Report of the Chancellor's activities on behalf of the State Regents. (No Action, No Discussion). Page 1.

STUDENTS

6. **Students.** A student reports on higher education's impact. Page 3.

ACADEMIC

7. **New Programs.**

    a. Oklahoma State University. Approval to offer the Master of Engineering in Mechanical and Aerospace Engineering, the Graduate Certificate in Sport Communication, the Graduate Certificate in Brand Communication, the Graduate Certificate in Environmental Science with Regulatory Certifications, and the Undergraduate Certificate in Undergraduate Research. Page 5.

    b. East Central University. Approval to offer the Certificate in Mass Communication (Social Media Marketing). Page 33.

    c. Northwestern Oklahoma State University. Approval to offer the Master of Arts in Heritage Tourism and Conservation. Page 39.

FISCAL

EXECUTIVE

17.   **Rule Revisions.**

    a.   Oklahoma's Promise**.** Adoption of proposed permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program. Page 113.

    b.   Academic Scholars Program. Adoption of proposed permanent rule revisions for the Academic Scholars Program. Page 119.

    c.   Adoption of proposed permanent rule revisions to the Administrative Policy. Page 125.

18.   **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 127.

19.   **Deleted Item.** Page 129.

CONSENT DOCKET

20.   **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.

    a.   Programs. Program Modifications. Approval of institutional requests. Page 131.

    b.   Reconciliation. Approval of institutional requests. Page 155.

    c.   Reinstatement. Approval of institutional requests. Page 157.

    d.   Cooperative Agreements. Ratification of institutional request. Page 159.

    e.   State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement. Page 163.

    f.   Electronic Delivery. East Central University. Approval to offer the Bachelor of Science in Psychology via electronic delivery. Page 165.

    g.   Operations. Ratification of purchases in excess of $25,000 for FY2019. Page 167.

    h.   Non-Academic Degrees.

        (1)   Ratification of a request from Connors State College to award an honorary degree. Page 169.

        (2)   Ratification of a request from East Central University to award a posthumous degree. Page 171.

    i.   Resolution. Approval of a resolution honoring retiring staff. Page 173.

REPORTS

21. **Reports.** Acceptance of reports listed.

    a. Programs. Current Status Report on Program Requests. Page 175. (Supplement)

    b. Report. Acceptance of the Financial and Long-Term Viability Assessments-Murray State College, Northwestern Oklahoma State University, Seminole State College, University of Science and Arts of Oklahoma, and Western Oklahoma State College. Page 177.

    c. Annual Reports.

        (1) Financial Aid Report. Acceptance of Student Financial Aid at State System Institutions for 2017-2018. Page 183.

        (2) Acceptance of the Academic Policy Exceptions Quarterly Report. Page 201.

22. **Report of the Committees.** (No Action, No Discussion).

    a. Academic Affairs and Social Justice and Student Services Committees.

    b. Budget and Audit Committee.

    c. Strategic Planning and Personnel Committee and Technology Committee.

    d. Investment Committee.

23. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Wednesday, March 25, 2020 at 10:30 a.m. and Thursday, March 26, 2020 at 9 a.m. at the State Regents Office in Oklahoma City.

24. **Adjournment.**

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of November 22, 2019 through January 22, 2020.

RECOMMENDATION:

This is an information item only.

ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of November 22, 2019 through January 22, 2020:

- Participated in conference call with Eastern Oklahoma State College (EOSC) President Steve Smith to discuss higher education issues.
- Attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City.
- Met with Dr. Tom McKeon, President Emeritus of Tulsa Community College (TCC), to discuss higher education issues.
- Participated in conference call with Secretary of Budget and Finance Mike Mazzei to discuss higher education issues.
- Attended State Fair Board of Directors meeting.
- Participated in conference call with Secretary of State and Education Michael Rogers to discuss higher education issues.
- Presented 2019 Higher Education Distinguished Service Award to Representative Jon Echols at Oklahoma City Community College (OCCC) in Oklahoma City.
- Met with Senator Carrie Hicks in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Hall of Fame Banquet and Induction Ceremony at the Cox Convention Center in Oklahoma City.
- Met with Representative Mark McBride and Representative Toni Hasenbeck in Oklahoma City to discuss higher education issues.
- Met with representatives from College Board at the State Regents' office in Oklahoma City for Oklahoma's AP results briefing.
- Participated in conference call with Mark Burget, general counsel for Governor Stitt, to discuss higher education issues.
- Met with Senator Roger Thompson in Oklahoma City to discuss higher education issues.
- Met with Representative Kevin Wallace in Oklahoma City to discuss higher education issues.
- Presented 2019 Higher Education Distinguished Service Award to Representative Trish Ranson during State Regents Committee-of-the-Whole meeting at the State Regents' office in Oklahoma City.
- Presented 2019 Higher Education Distinguished Service Award to Representative Kevin Wallace during State Regents meeting at the State Regents' office in Oklahoma City.

- Participated in conference call with Secretary of Science and Innovation and President of Oklahoma State University Center for Health Sciences Kayse Shrum to discuss higher education issues.
- Provided "New President's Orientation" to University of Central Oklahoma (UCO) President Patti Neuhold-Ravikumar at the State Regents' office in Oklahoma City.
- Met with Speaker Charles McCall and Representative Mark McBride at the State Capitol in Oklahoma City to discuss higher education issues.
- Attended State Chamber Board of Directors meeting at the National Cowboy & Western Heritage Museum in Oklahoma City.
- Met with State Treasurer Randy McDaniel in Oklahoma City to discuss higher education issues.
- Met with Representative Harold Wright in Oklahoma City to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB issues.
- Met with Secretary of State and Education Michael Rogers in Oklahoma City to discuss higher education issues.
- Hosted State Regents' Annual Holiday Luncheon in the Presbyterian Health Foundation Conference Center, located on the first floor of the State Regents' offices.
- Met with Attorney General Mike Hunter to discuss higher education issues.
- Participated in Oklahoma State University's commencement ceremonies as part of the Platform Party at Gallagher-Iba Arena in Stillwater.
- Met with Representative Kevin Wallace in Oklahoma City to discuss higher education issues.
- Participated in conference call with EPSCoR State Director Dr. Jerry Malayer to discuss EPSCoR issues.
- Met with Senator Jason Smalley in Oklahoma City to discuss higher education issues.
- Met with Senator Chuck Hall in Oklahoma City to discuss higher education issues.
- Met with Representative Mark McBride and Representative Toni Hasenbeck in Oklahoma City to discuss higher education issues.
- Met with Representative Rhonda Baker in Oklahoma City to discuss higher education issues.
- Attended State Board of Equalization meeting at the State Capitol in Oklahoma City.
- Met with Dr. Don Betz, President Emeritus of the University of Central Oklahoma, in Oklahoma City to discuss higher education issues.
- Participated in conference call with Carl Albert State College (CASC) President Jay Falkner to discuss higher education issues.
- Participated in conference call with Quartz Mountain Executive Director Brian Bush to discuss Quartz Mountain issues.
- Attended Governor Stitt's Agency Leadership Summit at Metro Technology Center in Oklahoma City.
- Attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City.
- Met with Northwestern Oklahoma State University (NWOSU) President Janet Cunningham in Oklahoma City to discuss higher education issues.
- Participated in conference call with Carl Albert State College (CASC) President Jay Falkner to discuss higher education issues.
- Participated in conference call with Carl Albert State College (CASC) President Jay Falkner to discuss higher education issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) Executive Committee conference call to discuss higher education issues.
- Met with Boeing Site Director and Senior Counsel Sandy Coats in Oklahoma City to discuss higher education issues.
- Met with Representative Jadine Nollan at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Secretary of State and Education Michael Rogers in Oklahoma City to discuss higher education issues.
- Participated in conference call with Dr. Tom McKeon, President Emeritus of Tulsa Community College (TCC), to discuss higher education issues.
- Met with Senator Gary Stanislawski in Oklahoma City to discuss higher education issues.
- Met with Senator Roger Thompson in Oklahoma City to discuss higher education issues.
- Met with Senator Dewayne Pemberton in Oklahoma City to discuss higher education issues.
- Met with Senator Kim David at the State Capitol in Oklahoma City to discuss higher education issues.

AGENDA ITEM #6:

Students.

SUBJECT: A student reports on higher education's impact.

This is an oral presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 27, 2020

AGENDA ITEM #7-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Master of Engineering in Mechanical and Aerospace Engineering, the Graduate Certificate in Sport Communication, the Graduate Certificate in Brand Communication, the Graduate Certificate in Environmental Science with Regulatory Certifications, and the Undergraduate Certificate in Undergraduate Research.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Master of Engineering in Mechanical and Aerospace Engineering, the Graduate Certificate in Sport Communication, the Graduate Certificate in Brand Communication in Stillwater and Tulsa, the Graduate Certificate in Environmental Science with Regulatory Certifications via traditional and electronic delivery, and the Undergraduate Certificate in Undergraduate Research in Stillwater and Tulsa, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Engineering in Mechanical and Aerospace Engineering.** Continuation beyond 2023 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 6 students in Fall 2022; and
  Graduates: a minimum of 3 students in 2022-2023.

- **Graduate Certificate in Sport Communication.** Continuation beyond 2023 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 6 students in Fall 2022; and
  Graduates: a minimum of 4 students in 2022-2023.

- **Graduate Certificate in Brand Communication.** Continuation beyond 2023 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 6 students in Fall 2022; and
  Graduates: a minimum of 4 students in 2022-2023.

- **Graduate Certificate in Environmental Science with Regulatory Certifications.** Continuation beyond 2023 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 5 students in Fall 2022; and
  Graduates: a minimum of 2 students in 2022-2023.

- **Undergraduate Certificate in Undergraduate Research.** Continuation beyond 2025 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 8 students in Fall 2024; and
  - Graduates: a minimum of 6 students in 2024-2025.

BACKGROUND:

Academic Plan

Oklahoma State University's (OSU) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

College of Agricultural Sciences and Natural Resources, CASNR

CASNR's main academic priority is to improve undergraduate retention and graduation rates through curricular review, faculty teaching development and recognition programs, advisor training and support, peer mentoring and tutoring programs, support for experiential learning opportunities, and facility improvements to enhance student learning.

An additional academic priority to increase undergraduate enrollment across the college, but particularly in programs that currently have the resource base to support larger enrollments. Potential growth programs include horticulture, landscape architecture, plant and soil sciences, food science, biochemistry and molecular biology, biosystems engineering, forestry, and agricultural leadership. Actions to pursue this priority include: 1) target a portion of new student scholarship support to strategically increase enrollment of students likely to be retained, 2) update and expand Finish Orange transfer guides with Oklahoma's 2-year institutions, and 3) increase the number of CASNR degree programs approved for inclusion in the Academic Common Market (ACM). Potential ACM programs include, but are not limited to, landscape architecture, landscape management, agricultural leadership, and forestry.

Academic priorities in the CASNR graduate programs include: 1) increase graduate program enrollment through broader marketing of CASNR's graduate program opportunities, 2) more timely review of prospective student applications, 3) increased stipend support, 4) development of 3+2 and 4+1 undergraduate to graduate degree agreements, and 5) organization of formalized agreements with international institutions (such as dual degree and bridge programs).

College of Arts and Sciences, CAS

Freshman retention remains CAS's top academic priority. Within the coming year, CAS will initiate a program that will expand support for faculty and graduate students teaching 1000 and 2000-level courses and other general education courses taken by freshmen. Along with "all hands" workshops, a working group will identify best practices and other strategies for improving the academic success of freshman. A second priority will be to sustain efforts that draw attention to implicit bias within hiring, teaching, and workplace environments. Plans exist to expand the *Equity Advocates* program as a central initiative aimed at raising awareness about implicit bias. A third priority is to work with the OSU-Tulsa administration in offering coursework and programs for persons living in the Tulsa area. Together, the 2019-2020 academic priorities in CAS address goals to: 1) improve freshman success/retention; 2) address fairness and equity in hiring, instruction, and workplace environments; and 3) build and sustain academic programs and partnerships on the OSU-Tulsa campus.

College of Education, Health and Aviation, EHA

A pressing academic priority in EHA is to increase the undergraduate retention and graduation rates by implementing evidence-based programs. There is strong commitment to develop and implement effective ways to monitor and increase students' participation in high impact and transformative co-curricular

learning experiences for use in connecting with these students and nurturing their potential.

EHA's second most pressing academic priority is increased enrollment in growth in the RN to BSN program, exercise science, and new graduate degree and certificate programs. Increased enrollment in the teacher preparation programs is essential since there is a critical shortage of those graduates in the state.

College of Engineering, Architecture and Technology, CEAT

CEAT's highest overarching priorities continue to focus on student and faculty success. CEAT will initiate an instructional training program for 2nd and 3rd year faculty to improve learning and the use of technology. CEAT is also transitioning away from the engineering professional school model that was established in the 1950s into one focused on connecting students with their degree program faculty earlier to enhance faculty/student collaboration, streamlining a path to increased student success and graduation rates. Increasing diversity will be emphasized with a goal to recruit and retain 50% more women and underrepresented students and to elevate the college to 30% women and underrepresented students in the next five years. CEAT will work with Tulsa Community College, Connors State, and other institutions to articulate and streamline paths to CEAT degree programs.

College of Human Sciences, COHS

One pressing academic priority in COHS is to increase enrollment. A new MS online program in Family and Consumer Sciences Education, a new BS online undergraduate program in Early Child Care and Development, a recently launched undergraduate certificate in Family Financial Planning, and a modification to the Nutritional Sciences/Community Nutrition option that is changing to Public Health Nutrition are targets for increased enrollment.

Planned activities in the enrollment initiative are the use of new recruitment materials and social media, in collaboration with OSU's new "Admissions Communication Flow" initiative, along with developing additional articulation agreements with community colleges. Connections with public school teachers and Cooperative Extension County Educators will aid in promoting the new MS program.

Spears School of Business, SSB

A main academic priority for SSB is continued implementation of the core curriculum, which is the foundation of the largest-enrollment program in SSB. Planned activities to support this priority include a continuous review of course evaluations, in addition to review of course content with core curriculum committee and with external core curriculum advisory board. Review of separate student feedback on success of collaborative activities is planned.

To retain valuable faculty is also a pressing priority. As a result of a February 2019 visit by the accreditor, the AACSB peer review team noted that "productive research faculty left the institution for competing institutions offering more research support and compensation." They further indicate that the school "should ensure that resources exist to support the mission of the school including but not limited to hiring and retaining faculty with successful research records as they progress in their career."

To advance this priority SSB is in the process of revising its workload policy to accommodate tracks that may be more attractive to research faculty. In addition, opportunities for additional revenues are being examined that could potentially help support salaries. To some extent, however, there will need to be additional state support or, at a minimum, a cessation of budget cuts.

The urgency of this priority is clear. If sufficient progress is not made on this concern by the time of the next accreditation self-study year (2022-23), Spears School of Business will likely receive a six-year letter that imperils its accreditation.

An additional academic priority involves the successful transition of Hospitality and Tourism Management (HTM) into SSB. To smooth the transition for students, a preliminary degree sheet for undergraduate students has been approved and a new degree sheet will be proposed in the fall that incorporates the business core curriculum. Approval has been received to move the MS in HTM to SSB. The PhD program in Human Sciences with an option in HTM is in the process of being moved either as a stand-alone PhD in HTM or as an option in the PhD program in Business Administration. Extensive meetings have been held with faculty and students who are affected. Spears advisors have had one-on-one meetings with 111 of the undergraduate HTM students, with another 60 meetings yet to be held. All 111 of the students who have met so far have opted to move to SSB. The assimilation process has also included welcome meetings, meetings with clubs, tours, videos, and emails. While HTM is not a large program enrollment-wise at this time, it is a highly-visible program with very vested donors.

School of Global Studies and Partnerships, SGSP
SGSP continues to refine and develop the new MS curriculum, while adding additional faculty and administration to support an MS in Global Studies. An additional academic priority is the recruitment of new students with a goal of increasing enrollment by 20% over last year. Academic plans also include the roll-out of a new program at OSU-Tulsa and development of a plan for online offerings.

The Honors College
Within the Honors College there are two areas that are consistently high priority: The first is to provide Honors classes that take students on a rigorous and different intellectual journey from the type of courses they would encounter in the more traditional disciplines. As the size of the Honors College income class as this year is the biggest ever – currently estimated to be just under 800 students this continues to be a major priority. The second priority is to provide high-impact experiences for students who enter college with significant amounts of AP or concurrent credit. Students who have such credit are rightly reluctant to take classes they perceived as repeats of such coursework, yet we find they are missing both the rigor and the sophistication of concepts and material they would have gained had they take these classes in the Honors College. In 2018-2019 a new experiential component to Honors was implemented to allow students to capture profound educational experiences that occur outside the traditional classroom to help enhance the learning of these students.

OSU-Tulsa
A main academic priority for OSU-Tulsa is to develop and implement the Transfer Maps for the programs under discussion as outlined in the next section, New Programs. An additional academic priority is the creation of a center as a shared resource for the Brain Initiative, Public Policy Lab, and School Administration.

Center for Health Sciences, CHS
Main academic priorities at CHS are to increase the quality of graduate education and to expand academic programs through both the addition of new programs and an increase in headcount and credit hours in existing programs. Acknowledging that, services for graduate students will need to be formalized to support the growth in academic programs. Examples of this growth are that an inaugural cohort of 35 students in the Graduate Certificate in Medical Sciences program begins in summer 2019 and a class of 50 students will begin at the Cherokee Nation campus in Tahlequah in fall 2020.

Center for Veterinary Health Sciences, CVHS
The main CVHS academic priority is to correct the probationary status with the American Veterinary Medical Association Council on Education (COE). During its March 16-19, 2019 meeting, the American Veterinary Medical Association COE, after review and discussion of our 2018 interim report, as well as

recent updates, voted to remove the major deficiencies in Standard 2 Finances, Standard 6 Students, and Standard 8 Faculty, as well as one of the minor deficiencies in Standard 9. The Council continued Probationary Accreditation status with minor deficiencies in Standard 9, which is related to a holistic review of the curriculum, and Standard 11, which involves student learning outcomes. The next report is due August 15, 2019. It will provide documentation and evidence to indicate that Standards 9 and 11 are satisfied.

Additional academic priorities of CVHS include enhanced visibility and improved national reputation. A primary focus in this initiative will be to foster improved recruitment and retention of faculty.

New/Revised Academic Programs

College of Agricultural Sciences and Natural Resources, CASNR
Undergraduate and graduate certificates in various specialized areas of study, including: 1) food safety, 2) agricultural leadership, 3) ag systems management, 4) sustainable ag production, 5) horticulture, 6) landscape design, 7) precision agriculture management, 8) food and agricultural forensics and biosecurity, and 9) plant protection are under discussion. CASNR also views rural development as a potential area for undergraduate and graduate certificate programs. Most certificate programs will not require additional faculty resources.

Agricultural Leadership will pursue approval of an online degree program. Courses have been developed and are currently offered online, but additional resources may be needed as the program grows.

Biosystems and Agricultural Engineering (BAE) will seek approval of a new Agricultural Systems Technology undergraduate degree program. The department has spent the last nine months formulating the new degree program, communicating with stakeholders and soliciting feedback from the BAE Advisory Committee. This degree would be aimed at filling the need for technology savvy graduates in the agricultural industry who do not desire to be engineers. Additional faculty resources will be needed to staff this program.

Agricultural Education, Communications and Leadership may propose a Master of Arts in Teaching (MAT) degree in Agricultural Education. Horticulture and Landscape Design may propose a new undergraduate degree option in food safety. The landscape management degree may be moved to an option within the horticulture degree.

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

All of these dual degree programs will be taught 50% or more at current OSU locations as identified by the Higher Learning Commission.

Potential degree name changes include changing the Master of Agriculture in Agricultural Leadership to the Master of Agriculture in Agricultural Education, Communications and Leadership. A name change is also under consideration for the PhD in Agricultural Education to be the PhD in Agricultural Education, Communications and Leadership.

CASNR conducted an external review of the undergraduate environmental sciences program in 2018. The review team recommended changes to the curriculum that may result in new or revised degree option proposals.

College of Arts and Sciences, CAS
CAS will propose the following new programs: 1) BS in Geophysics, 2) BA in Entertainment Media, 3) BFA in Theatre, 4) BFA in Musical Theater, and 5) a Graduate Certificate in Applied Statistics. The existing BS in Biology will be offered at OSU-Tulsa.

College of Education, Health and Aviation, EHA
EHA will propose a PhD in Learning, Design, and Technology. Graduate Certificates under discussion include: 1) Effective Teaching at the Elementary Level, 2) English Language Learners, 3) Interdisciplinary Substance Abuse, 4) Invisible Populations, 5) Aviation and Space, 6) K-12 STEM Education, and 7) Learning and Motivation.

A new option in Sports and Coaching Science is in development.

College of Engineering, Architecture and Technology, CEAT
CEAT is developing a plan to offer a new MSET Mechatronics degree program in Stillwater; no new funds are needed. Under discussion is an MS Biomedical Engineering degree program in the School of Chemical Engineering. For the OSU/ Tulsa campus, several new degree programs are being considered including a BS in Industrial Engineering and Management degree, an ME in Material Science Engineering, and a BS in Manufacturing Engineering. The current Materials Science & Engineering program in Tulsa is considering a name change to the Materials Science & Manufacturing Engineering program to better reflect the program's vision.

College of Human Sciences, COHS
A PhD and four MS degrees will be proposed by COHS to replace existing options in current degree programs. None of these programs need additional funding and the MS programs will all be electronic delivery through Great Plains IDEA consortium. The programs are 1) PhD Human Development and Family Science that will replace an existing option entitled "Human Development and Family Science" under the existing PhD in Human Sciences; 2) MS in Family and Community Services that will replace an existing option under the Human Development and Family Science MS; 3) MS in Aging Services, or similar title, that will replace an existing option under the Human Development and Family Science MS; 4) MS in Dietetics that will replace an existing option under the Nutritional Sciences MS; and 5) MS is Retail Merchandising Leadership that will replace an existing option under the Design, Housing and Merchandising MS.

A Graduate Certificate in Dietetics will likely also be proposed in the coming year.

COHS will submit two curricular requests to create an MS in Family and Community Services and an MS in Aging Services or Aging Studies, which are both totally online programs delivered collaboratively through Great Plains IDEA consortium. These two programs exist as options delivered online, but under a degree program that is not offered online. In order to comply with OSRHE academic policies these two online options are being reorganized into free-standing online programs.

Spears School of Business, SSB
Programs under consideration in SSB include an undergraduate degree in supply chain management, a sales center, and a consulting center. Undergraduate certificates under consideration include 1) MIS-Database, 2) Data Science, 3) Cybersecurity, and 4) Supply Chain. An HTM certificate in Event Planning is also under consideration.

Master's degree programs under consideration include an MS in Marketing Science and an MS in Human Resource Management. Graduate certificates under consideration include 1) Energy Business, 2) Valuation and Investment Banking, 3) Investments and Portfolio Management, 4) Quantitative Finance, 5) Data Governance, and 6) Health Informatics. In addition, an HTM option is being considered for the MBA program. While the intent is for programs to be budget-neutral on start-up, those that succeed may necessitate the addition of tenure-track faculty and/or professors of practice.

School of Global Studies and Partnerships, SGSP
SGSP plans to roll out curriculum at OSU-Tulsa, beginning with core courses and the existing graduate certificate in Global Studies. Existing faculty will be utilized in the program, along with distance learning, so transportation costs will be the only additional budget needs.

The Honors College
A research track is under development that would allow students to build an honors degree within the framework of the Arts and Sciences research certificate that was proposed last year and is in the approval process. The track's completion awaits the finalization of the CAS certificate. Given it will be integrated into the current degree structure no additional resources will be needed for this program.

OSU-Tulsa
New degree programs under discussion at OSU-Tulsa include BS programs in 1) Integrative Biology (IB); 2) Plant Biology, Ecology and Evolution (PBEE); 3) Computer Science; and 4) Hospitality, Tourism and Management. Options in Sports Management (MGMT) and Pre-Med and other Health Related Professions (HHP) are also under discussion. Additionally, plans are being made for a graduate or an undergraduate certificate program in Financial Literacy and a paraprofessional option for Elementary Education.

The budget needs include a Teaching Assistant Professor (TAP) for IB and PBEE, a Clinical Assistant Professor for Elementary Education, and an update on labs for IB and PBEE.

Programs already approved or those under development mentioned here by the disciplinary colleges and institutions may also be considered for OSU Tulsa.

Center for Health Sciences, CHS
CHS is planning a PhD in Health Care Administration and a PhD in Athletic Training. Additionally, an interdisciplinary certificate in Behavioral Neuroscience will be proposed with the intention of developing an MS and/or a PhD in Behavioral Neuroscience. This will strengthen the research capacity for the Center for Wellness and Recovery. CHS is also planning an interdisciplinary PhD in Research on Substance Use. With these new graduate programs, the CHS School of Biomedical Sciences is exploring the possibility of modifying its name to better encompass its evolving research efforts in behavioral sciences. For example, School of Biomedical and Behavioral Sciences, is a viable name. A new Behavioral Sciences Department would also be created for the school.

Other new programs under discussion include an MS in Criminology and a Graduate Certificate in Forensic Investigative Sciences. Also, under consideration are an MS in Applied Behavioral Analysis, a Doctor in Physical Therapy, an MS in Nursing, and a Doctor of Nursing Practice. Other new programs could include specializations or options in Clinical Research, Native American Health, Pharmaceutical Sales and Marketing, and Health Insurance and Administration.

The Death Scene Investigation specialization/track will likely change its title to Forensic Investigative Science to better encompass the emerging curriculum, student interest, and careers in the field. The School of Health Care Administration is also collaborating with the Spears School of Business on a dual degree.

Graduate College

The interdisciplinary Master of Public Health (MPH) anticipates adding an option and a graduate certificate focusing on the specific needs of indigenous people. A concerted focus on indigenous populations is also being considered by several other degree programs from healthcare to business and may result in additional graduate certificate offerings.

Center for Veterinary Health Sciences, CVHS

In collaboration with DASNR, the CVHS is developing a USDA Veterinary Services Grant Program (VSGP) grant. The aim of the grant is to provide a series of educational modules leading to a certificate for beef cattle veterinarians to provide specialized services in herd health management to their clients.

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. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, OSU has taken the following program actions in response to APRA:

93	Degree and/or certificate program deleted
139	Degree and/or certificate programs added

Program Review

OSU offers 287 degree and/or certificate programs as follows:

54	Certificate
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
105	Baccalaureate Degrees
79	Master's Degrees
49	Doctoral Degrees
0	First Professional Degree

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

Program Development Process

OSU's faculty developed the proposals, which were reviewed and approved by institutional officials. OSU's governing board approved delivery of the Master of Engineering in Mechanical and Aerospace

Engineering, the Graduate Certificate in Sport Communication, the Graduate Certificate in Brand Communication, and the Undergraduate Certificate in Undergraduate Research at their September 13, 2019 meeting, and the Graduate Certificate in Environmental Science with Regulatory Certifications at their June 14, 2019 meeting. OSU is currently approved to offer the following degree programs and certificates through online delivery:

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration in Business Administration (035);
- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management (403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);

- Bachelor of Science in Liberal Studies (442);
- Bachelor of Arts in Liberal Studies (443);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (496);
- Master of Science in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- Graduate Certificate in Integrative Design of the Building Envelope (525);
- Bachelor of University Studies in University Studies (025);
- Master of Science in Education Technology (462);
- Master of Science in Education Psychology (068);
- Graduate Certificate in Museum and Curatorial Studies (531);
- Certificate in Interface Excellence (495);
- Graduate Certificate in Program Evaluation (538);
- Graduate Certificate in Workforce and Adult Education (539);
- Bachelor of Science in Early Child Care and Development (537);
- Graduate Certificate in Elementary Mathematics Specialist (548);
- Graduate Certificate in Effective Teaching in Secondary Schools (551);
- Graduate Certificate in Comparative and International Education (554);
- Certificate in Communication Sciences and Disorders (265);
- Bachelor of Science in Computer Science (052);
- Graduate Certificate in K-12 STEM Educator (266);
- Graduate Certificate in Effective Teaching in Elementary Schools (267);
- Master of Science in Dietetics (097);
- Bachelor of Science in Psychology (176); and
- Master of Science in Interdisciplinary Studies (155).

OSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Engineering in Mechanical and Aerospace Engineering

Program purpose. The proposed program would provide a professional path for students who are typically employed in engineering design and management in an industry setting.

Program rationale and background. There is an increasing number of students who are entering graduate school with two or more years of professional engineering experience. According to a number of recent OSU Bachelor of Science (BS) in Mechanical Engineering (144) and BS in Aerospace Engineering (424) graduates, many employers now stipulate obtaining an advanced degree as a condition of continuing employment. The proposed program is designed to equip students with technical preparation for engineering fieldwork practice and to enhance students' abilities to solve real-world engineering problems in an industrial or similar setting beyond that which is achievable with a Bachelor's degree. The program will attract working professionals who desire to complete a graduate degree in a timely manner.

Employment opportunities. OSU's engineering programs' industrial partners within the aerospace sector have expressed a strong desire for this type of graduate degree program. Graduate assessment data show that OSU's engineering students who complete a Master's degree have a high success rate in obtaining employment upon graduation. Oklahoma Employment Security Commission data indicate that career opportunities for engineers will increase 9.7 percent between 2016 and 2026, with opportunities for aerospace and mechanical engineers increasing by 6.9 and 8.8 percent, respectively.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2022
Minimum Graduates from the program	3	2022-2023

Duplication and impact on existing programs. The proposed Master of Engineering in Mechanical and Aerospace Engineering may duplicate the following programs:

Institution	Existing Program
University of Oklahoma	Master of Science in Mechanical Engineering (159)
University of Oklahoma	Master of Science in Aerospace Engineering (006)
University of Central Oklahoma	Master of Science in Engineering Physics (147) with an option in Mechanical Engineering

A system wide letter of intent was communicated via email on July 2, 2019. The University of Oklahoma (OU) requested a copy of the proposal, which was sent October 9, 2019. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and employer demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 33 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	21
Capstone	3
General Electives	9
Total	**33**

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

Support services. The library, classroom, and lab space are adequate for the degree program.

Financing. The proposed degree 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 degree program.

Program resource requirements. Program resource requirements for the Master of Engineering in Mechanical and Aerospace Engineering are shown in the following tables.

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	$16,046	$32,093	$32,093	$32,093	$32,093
Explanation: Tuition and fees are calculated based on a student enrollment of 3 students in year 1 and 6 students in years 2 through 5 and completing 12 credit hours per academic year. Enrollment is anticipated to be split between Oklahoma residents at $230.40 per credit hour and out-of-state residents at $876.40 per credit hour.					
TOTAL	**$16,046**	**$32,093**	**$32,093**	**$32,093**	**$32,093**

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	$15,000	$30,000	$30,000	$30,000	$30,000
Explanation: The amounts above are an estimate based on faculty teaching 12 credit hours per academic year for year 1 and 24 credit hours in years 2 through 5.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$15,000**	**$30,000**	**$30,000**	**$30,000**	**$30,000**

Graduate Certificate in Sport Communication

Program purpose. The proposed program is designed to prepare students for careers in sports media or to help professionals in the field advance within the industry.

Program rationale and background. The proposed certificate is aligned with the existing strengths of the sport media and mass communication degree programs in the School of Media and Strategic Communications at OSU. For instance, all of the core faculty for the proposed certificate have extensive experience working in the sport media industry for magazines, newspapers, websites, radio, and television. The proposed certificate will attract working professionals and graduate students at OSU (such as student-athletes with an additional year of academic eligibility) seeking advanced knowledge surrounding sport communication. Students who complete this program will be more competitive in the communications job market.

Employment opportunities. The U.S. Bureau of Labor Statistics projects job growth for entertainment and sports occupations to grow 10 percent from 2016-2026, faster than the average for all occupations. Strong demand from the public for more movies and television shows, as well as the increasing popularity of sports, will contribute to the expected job growth in the sports communication field. Oklahoma is home to more than a dozen professional sports teams. Oklahoma's professional sports include basketball, developmental league basketball, minor league baseball, second and third tier soccer, and roller derby. The state is also home to three Division I sports programs, and numerous Division II and Division III sports programs. The Oklahoma Employment Security Commission projects that employment in performing arts, spectator sports, and related industries will increase by 6.6 percent between 2016-2026. Since live sports remain one of the most attractive options for advertisers, students who complete the proposed certificate should have many possible employment opportunities with the organizations and institutions who own or manage these teams and the media outlets that cover their stories.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2022
Minimum Graduates from the program	4	2022-2023

Duplication and impact on existing programs. There are no Graduate Certificate in Sport Communication programs in Oklahoma. A system wide letter of intent was communicated by email on June 10, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Program Core	6
General Electives	9
Total	**15**

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

Support services. The library, classroom, and lab space are adequate for the certificate 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 Graduate Certificate in Sport Communication are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$7,506	$7,506	$11,259	$11,259	$15,012
Explanation and Calculation: OSU anticipates enrolling 4, 4, 6, 6, and 8 students in years 1 through 5. In-state tuition and fees of $312.75 per credit hour; average student load of 6 credit hours per year.					
TOTAL	**$7,506**	**$7,506**	**$11,259**	**$11,259**	**$15,012**

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	$7,206	$7,206	$10,959	$10,959	$14,712
Explanation: The faculty FTE devoted to support the program is as follows: 0.12 FTE (Years 1 & 2), 0.18 FTE (Years 3 &4) and .25 FTE (Year 5).					
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

Explanation: The amounts above are budgeted for printing program brochures.					
Telecommunications	$100	$100	$100	$100	$100
Explanation: The amounts above are budgeted for recruitment phone calls.					
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$7,506**	**$7,506**	**$11,259**	**$11,259**	**$15,012**

Graduate Certificate in Brand Communication

Program purpose. The proposed program will provide working professionals with critical expertise necessary to lead brand development of individuals, businesses, and non-profits in the digital age.

Program rationale and background. Brand communication is the combination of activities that influence customers' opinions of a company and its products. Brand communication is an extremely important area in the current media environment and has been receiving extensive attention both in academe and in professional industries. With the many changes in the media environment, researchers and media managers need a strong foundation to explore management and social issues, to investigate the implications of technological changes, and to create, edit, translate, and disseminate information through a variety of platforms.

Employment opportunities. The U.S. Bureau of Labor Statistics projects the job growth in media and communications occupations to match the average growth for all occupations from 2016-2026. According to Oklahoma Employment Security Commission data, the demand for media and communications occupations is expected to grow 3.2 percent each year during the same time period. Tulsa is uniquely positioned to experience greater than average growth, as it was identified by Site Selection Magazine as one of the top five metropolitan areas for new and expanded corporate investment. The proposed program will be offered primarily at the OSU-Tulsa campus where more professionals with advanced knowledge in crisis communication, strategic messaging, and media management will be needed.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2022
Minimum Graduates from the program	4	2022-2023

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

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The proposed Graduate Certificate in Brand Communication may share similar content with the following programs:

Institution	Existing Program
University of Oklahoma	Graduate Certificate in Media Management
University of Oklahoma	Graduate Certificate in Strategic Planning

A system wide letter of intent was communicated by email on June 10, 2019. No State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and employer demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Brand Communication program will consist of 15 total credit hours as shown in the following table. Three new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Program Core	6
Guided Electives	9
Total	**15**

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

Support services. The libraries, classroom space on the Stillwater and Tulsa campuses, and lab spaces are adequate for the certificate 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 Graduate Certificate in Brand Communication are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$7,506	$7,506	$11,259	$11,259	$15,012
Narrative/Explanation: OSU anticipates enrolling 4, 4, 6, 6, and 8 students in years 1 through 5. In-					

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
state tuition and fees of $312.75 per credit hour; average student load of 6 credit hours per year.					
TOTAL	**$7,506**	**$7,506**	**$11,259**	**$11,259**	**$15,012**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$7,206	$7,206	$10,959	$10,959	$14,712
Explanation: The faculty FTE devoted to support the program is as follows: 0.12 FTE (Years 1 & 2), 0.18 FTE (Years 3 &4) and .25 FTE (Year 5).					
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
Explanation: The amounts above are budgeted for printing program brochures.					
Telecommunications	$100	$100	$100	$100	$100
Explanation: The amounts above are budgeted for recruitment phone calls.					
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$7,506**	**$7,506**	**$11,259**	**$11,259**	**$15,012**

Graduate Certificate in Environmental Science with Regulatory Certifications

Program purpose. The proposed certificate will prepare graduate students for careers as environmental scientists with the knowledge and skills needed to find practical solutions to complex environmental problems.

Program rationale and background. The concept of the proposed certificate originated from the Environmental Science graduate program's advisory board, which is comprised primarily of environmental management industry leaders in Oklahoma. The certificate is designed to fulfill three federally-mandated requirements of the United States Environmental Protection Agency (US-EPA), the United States Occupational, Safety and Health Administrations (US-OSHA), and the United States Department of Transportation (US-DOT). The program will also fulfill US-OSHA's "Safety for General Industry" safety training recommendations and address sustainability as it relates to industry.

Employment opportunities. The U.S. Department of Labor projects an 11 percent increase in demand for environmental scientists. In addition, the Oklahoma Department of Labor projects an increasing demand for these occupations, given the potential biohazards from the oil and gas industry, waste treatment and disposal, and pipeline transportation of crude oil.

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	5	Fall 2022
Minimum Graduates from the program	2	2022-2023

Duplication and impact on existing programs. There are no Graduate Certificate in Environmental Science with Regulatory Certifications programs offered in Oklahoma. A system wide letter of intent was communicated by email on June 10, 2019. The University of Oklahoma requested a copy of the proposal, which was sent on August 16, 2019. Neither OU nor any other State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Environmental Science with Regulatory Certifications will consist of 12 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Content Area	Credit Hours
Required Courses	12
Total	**12**

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

Delivery method and support services. The courses in the proposed certificate will be delivered using the learning management system, Canvas. Canvas supports the posting of organized course content, as well as several additional features that promote instructor-student and student-student interaction, following best practices for online adult learning. Additionally, Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, provide creative collaborative working spaces, administer exams and quizzes, receive assignments and give feedback, and provide individual and overall class grades. All faculty members teaching online courses must demonstrate the ability to teach in an online course environment by successfully completing 18-20 hours of training in the Canvas learning management system. The library, classroom, and lab space are adequate for the degree 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 Graduate Certificate in Environmental Science with Regulatory Certifications 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	$2,765	$4,148	$5,530	$6,913	$8,296
Explanation and Calculations: The amounts above assume enrollment of 2,3,4,5, and 6 students in years 1 through 5. In-state tuition of $230.45 per credit hour; average student load of 6 credit hours per year.					
TOTAL	**$2,765**	**$4,148**	**$5,530**	**$6,913**	**$8,296**

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	$2,730	$2,925	$3,900	$4,875	$6,825
Explanation:1 faculty member: 0.14 FTE (Year 1); 0.15 FTE (Year 2); 0.20 FTE (Year 3); 0.25 FTE (Year 4); 0.35 FTE (Year 5)					
Graduate Assistants					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$2,730**	**$2,925**	**$3,900**	**$4,875**	**$6,825**

Undergraduate Certificate in Undergraduate Research

Program purpose. The proposed certificate will add a structure for research courses leading to an undergraduate thesis, encourage more students to conduct research throughout their undergraduate career, and allow undergraduate students to earn an academic credential that more clearly documents their research experience to prospective graduate schools and employers.

Program rationale and background. In Fall 2018, OSU had 835 undergraduate students enrolled in research hours, and 96 students enrolled in undergraduate thesis hours. The courses being taken by these students have been taught at OSU for many years, but have not been sequenced to create a formal credential. The proposed certificate, which students must earn while completing requirements toward a bachelor's degree, will meet this need and ultimately increase students' competitiveness on applications for graduate programs and research-related occupations.

Employment opportunities. Completing the proposed certificate, along with a bachelor's degree, should increase students' likelihood of obtaining some of the following occupations which have higher growth rates in the coming years: Survey Researchers: 4.9 percent projected growth; Animal Scientists: 4.5 percent projected growth; Soil and Plant Scientists: 4.3 percent projected growth; Biological Scientists: 2.3 percent projected growth; Biochemists and Biophysicists: 4.5 percent projected growth; Zoologists and Wildlife Biologists: 3.1 percent projected growth; Medical Scientists: 2.9 percent projected growth; Economists: 4.3 percent projected growth; Physicists: 3.8 percent projected growth; Sociologists: 5.3 percent projected growth; Anthropologists: 4.4 percent projected growth; Geographers: 6.4 percent projected growth; Historians: 4.0 percent projected growth; Political Scientists: 6.9 percent projected growth.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	8	Fall 2024
Minimum Graduates from the program	6	2024-2025

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

There are no Undergraduate Certificate in Undergraduate Research programs offered in Oklahoma. A system wide letter of intent was communicated by email on November 12, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Undergraduate Certificate in Undergraduate Research program will consist of 15 total credit hours as shown in the following table. Three new courses will be added and the curriculum is detailed in the attachment (Attachment E).

Content Area	Credit Hours
Undergraduate Research	9
Thesis Preparation	3
Undergraduate Thesis	3
Total	**15**

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

Support services. The libraries, classroom space on the Stillwater and Tulsa campuses, and lab spaces are adequate for the certificate 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 Undergraduate Certificate in Undergraduate Research shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$7,506	$7,506	$11,259	$11,259	$15,012
Explanation and Calculations: OSU anticipates enrolling 4, 4, 6, 6, and 8 students in years 1 through 5. In-state tuition and fees of $312.75 per credit hour; average student load of 6 credit hours per year.					
TOTAL	**$7,506**	**$7,506**	**$11,259**	**$11,259**	**$15,012**

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	$7,205	$7,205	$10,808	$10,808	$15,011

Explanation: The faculty FTE devoted to support the program is as follows: 0.12 FTE (Years 1 & 2), 0.18 FTE (Years 3 &4) and .25 FTE (Year 5), using a base faculty salary of $60,042.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$7,205**	**$7,205**	**$10,808**	**$10,808**	**$15,011**

Attachments

OKLAHOMA STATE UNIVERSITY
MASTER OF ENGINEERING IN MECHANICAL AND AEROSPACE ENGINEERING

Degree Requirements		Credit Hours
Core Courses		**21**
	Students must complete 21 credit hours of 5000/6000 level MAE courses	21
Capstone		**3**
MAE 5010	Capstone	3
General Electives		**9**
	Students must complete graduate level courses in BAE/CIVE/CHE/ECEN/IEM/MAE/MATH/MSE/PETE with approval of the student's Graduate Advisory Committee and the MAE Graduate Coordinator.	
Total		**33**

OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN SPORT COMMUNICATION

Program Requirements		Credit Hours
Program Core		**6**
MC 5733	Responsibility in Mass Communication	3
MC 5873	Sports Media Management	3
General Electives	**Select nine hours (3 courses) from the following list**	**9**
MC 5253	International Mass Communications	3
MC 5163	Mass Communications Law	3
MC 5143	Diversity in Sports Media	3
MC 5560	Specialized Sports Media Applications	3
MC 5020	Sport Communications Practicum-Internship	3
MC 5113	Research Methods	3
Total		**15**

OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN BRAND COMMUNICATION

Program Requirements		Credit Hours
Program Core		**6**
MC 5733	Responsibility in Mass Communication	3
*MC 5283	Citizen Branding	3
General Electives	**Select nine hours (3 courses) from the following list**	**9**
MC 5253	International Mass Communications	3
*MC 5323	Nation Branding	3
*MC 5613	Storytellers Studio	3
MC 5163	Mass Communications Law	3
MC 5933	Theories of Persuasion	3
MC 5383	Media Relations	3
MC 5753	Media and Elections	3
MC 5520	Specialized Strategic Communication Application	3
MC 5953	Strategic Health Communications Campaigns	3
MC 5020	Strategic Communications Practicum-Internship	3
MC 5113	Research Methods	3
MKTG 5133	Marketing Management	3
Total		**15**

*New Courses

OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN ENVIRONMENTAL SCIENCE WITH REGULATORY
CERTIFICATIONS

Program Requirements		Credit Hours
Required Courses		**12**
ENVR 5593	Hazardous Waste Operations and Emergency Response	3
ENVR 5303	Issues in Environmental Sustainability	3
ENVR 5573	Applied Standards for Environmental Managers	3
ENVR 5583	Safety for General Industry	3
Total		**12**

OKLAHOMA STATE UNIVERSITY
UNDERGRADUATE CERTIFICATE IN UNDERGRADUATE RESEARCH

Program Requirements		Credit Hours
Required Courses		**15**
Undergraduate Research	Any advisor approved courses	9
Thesis Preparation	Any advisor approved course	3
Undergraduate Thesis	Any advisor approved course	3
Total		**15**

AGENDA ITEM #7-b:

> **New Programs.**

SUBJECT: East Central University. Approval to offer the Certificate in Mass Communication (Social Media Marketing).

RECOMMENDATION:

> **It is recommended that the State Regents approve East Central University's request to offer the Certificate in Mass Communication (Social Media Marketing), 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.**
>
> • **Certificate in Mass Communication (Social Media Marketing).** This certificate will be embedded within the Bachelor of Science in Mass Communication (049) and will be included in the regular 5-year program review due in 2022.

BACKGROUND:

Academic Plan

East Central University's (ECU) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

Begin Implementation of 2019 Strategic Plan
A) Goal 1: East Central University will achieve academic excellence through innovative programming, outstanding faculty, continual assessment, a flexible learning environment, and community engagement.
B) Goal 2: East Central University will foster student success through comprehensive enrollment management.
C) Goal 3: East Central University will nurture an inclusive, dynamic, and engaging experience for all stakeholders.
D) Goal 4: East Central University will create a culture of effective communication to achieve our mission, vision, and goals.
E) Goal 5: East Central University will acquire, manage, and leverage resources to achieve our mission, vision, and goals.

      1. College of Health Sciences
F) Develop a B.S. in General Engineering including raising external funds to support this initiative.
G) School of Nursing –Restructure and implement curriculum changes as outlined by an outside consultant.
H) Biology, Chemistry, Physics, Environmental Sciences, Math, and Computer Sciences will work to increase opportunities for student research through partnerships, grantsmanship, and use of the Raniyah Ramadan Center for Undergraduate Research and Learning.

I)   Create an M.S. in Biology with an embedded on-line certificate.

2.   College of Education and Psychology
A)   Launch B.S. in Kinesiology as on-line program in Fall 2019.
B)   Launch MEd in Library Media, Instructional Design and Technology, Educational Leadership, Sports Administration, Special Education and School Superintendent Programs with Learning House on line program management.
C)   Launch B.A. in Psychology as an on line program with Learning House.
D)   CAEP on site accreditation visit will be conducted in November, 2019.
E)   Psychology will be working on an on-line Behavioral Health Option.
F)   Development of a community based mental health faculty.
G)   Psychology MSPS will continue to restructure and revise course curriculum as they move toward seeking CACREP accreditation.

3.   College of Liberal Arts and Social Sciences
A)   Launching multiple programs with Learning House: B.A. in Criminal Justice Policy, B.A. in Human Services Counseling, B.A. in Interdisciplinary Studies.
B)   Set enrollment targets for each program.
C)   Restructure Global Education to be housed and administered by the Dean.
D)   Focus on growing Native American Studies with the hire of a visiting professor and restructuring to move the program out of the History Department.

4.   Stonecipher School of Business
A)   Achieve enrollment targets for credit production and majors.
B)   Support university efforts to recruit new students and retain current students.
C)   Develop the MIM for on line course delivery with the Learning House.
D)   Begin executing the university strategic plan.
E)   Hire a new professor in the Business Administration Department.
F)   Work with stakeholder groups to fund student programs and activities.

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. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, ECU has taken the following program actions in response to APRA:

13	Degree and/or certificate programs deleted
30	Degree and/or certificate programs added

Program Review
ECU offers 60 degree and/or certificate programs as follows:

16	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees

31	Baccalaureate Degrees
13	Master's Degrees
0	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 ECU'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 Oklahoma State Regents for Higher Education's (OSRHE) policy.

Program Development Process

ECU's faculty developed the proposal, which was reviewed and approved by institutional officials. ECU's governing board approved delivery of the Certificate in Mass Communication (Social Media Marketing) at their October 11, 2019 meeting. ECU requests authorization to offer this program, as outlined below.

POLICY ISSUES:

This action is consistent with the OSRHE's Academic Program Approval policy.

ANALYSIS:

<div align="center">

Certificate in Mass Communication (Social Media Marketing)

</div>

Program purpose. The proposed certificate program will increase knowledge about best practices in social media content production, planning, and management that will benefit working adults while also offering specialized social media management and production knowledge and skills to current university students.

Program rationale and employment opportunities. There is strong interest at ECU in the proposed certificate program. A seminar class focused on social media marketing has been offered at ECU for the last three years. Each time the course was taught, the class filled to the enrollment limit of 25 almost immediately. Furthermore, five of the last 10 graduates from ECU's Bachelor of Science in Mass Communication degree program have been employed as social media managers.

According to the United States Bureau of Labor Statistics, advertising promotions manager jobs have increased 5.5 percent over the last year. In addition, Oklahoma Employment Security Commission data indicates projected growth of 8.5 percent for advertising and promotions managers between 2016-2026. Advertising production and promotions managers can make an average of $106,130 per year with a bachelor's degree and less than five years' experience. Additional positions that students who complete this proposed certificate may pursue in the media and communications field include announcers, editors, public relations specialists, writers and authors. The United States Bureau of Labor Statistics suggests that employment in media and communication occupations is projected to grow 4 percent from 2018 to 2028.

Student demand. The proposed program is expected to fulfill student demand within the Bachelor of Science in Mass Communication (049) program.

Duplication and impact on existing programs. The proposed program may duplicate the following existing program:

Institution	Existing Program
Rose State College	Certificate in Marketing/Social Media (140)

A system wide letter of intent was communicated by email on October 24, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Mass Communication (Social Media Marketing) program will consist of 31 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	22
Guided Electives	9
Total	**31**

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

Support services. The library, classroom, and lab space are adequate for this certificate program.

Financing and program resource requirements. The proposed program is an embedded certificate within the Bachelor of Science in Mass Communication (049) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

EAST CENTRAL UNIVERSITY
CERTIFICATE IN MASS COMMUNICATION (SOCIAL MEDIA MARKETING)

Degree Requirements		Credit Hours
Required Courses		**22**
MCOM 1211	Introduction to Media Equipment	1
MCOM 3053	Social Media Management	3
MCOM 3063	Emerging Media	3
MCOM 3343	Imaging for Media	3
MCOM 4733	Contemporary Issues in Mass Communication	3
MCOM 3823	Advertising	3
MCOM 3843	Advertising Copy and Layout	3
MCOM 3893	Public Relations	3
Guided Electives		**9**
	Select 9 credit hours from the courses below	
MCOM 1713	Introduction to Photography	3
MCOM 1813	Introduction to Video Production	3
MCOM 3013	Media Practicum	3
MCOM 4813	Public Relations Writing	3
Total		**31**

AGENDA ITEM #7-c:

New Programs.

SUBJECT: Northwestern Oklahoma State University. Approval to offer the Master of Arts in Heritage Tourism and Conservation.

RECOMMENDATION:

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

- **Master of Arts in Heritage Tourism and Conservation.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 10 students in Fall 2024; and
    Graduates: a minimum of 4 students in 2024-2025.

BACKGROUND:

Academic Plan
Northwestern Oklahoma State University's (NWOSU) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

Accreditation Visit for the Division of Education:
Northwestern will host a CAEP visit in November and look for a successful outcome on their review. Appropriate time and budgeting will be given to maximize efforts to reach this goal.

Strategic Planning:
As Northwestern unveiled its new strategic plan in 2016-17. The product has outlined a 5 year plan to meet the challenges facing the university and higher education. Northwestern continues to review the action plan and assignments to understand what goals are being met during the current year.

New Doctor of Nursing (DNP) Degree:
With the approval of the new DNP program in place, Northwestern has set a goal of enrolling a minimum of 20 students in the fall of 19, which is the third class admitted to the program. Marketing efforts will be vital in building this program and a plan has be formed. The DNP will have its first accreditation visit this November and will work toward meeting this goal of first time accreditation. We look forward to our first graduating class in the spring of 2020.

Higher Learning Commission (HLC):
After successful accreditation visits for a change of function visit and an additional location visit during 2016, Northwestern was successful with the 4 year Assurance Argument and Review and was approved for

their Quality Initiative Project in FY 19. Work will continue toward our 10 year review and completing our Quality Initiative.

Student Support Services (SSS) Grant:
The grant which started in summer of 2016 will assist low-income students, first generation students and disabled students in matters related to financial aid and academic support. Northwestern will seek to increase numbers to meet eventual goal of the program.

Co-Requisite Courses:
Northwestern has gone full scale on co-requisite courses and now offer classes with labs both in math and English for credit. Northwestern will explore the senior math class or developing its own test for placement in FY 20. This initiative continues to be very successful for Northwestern.

Industrial Hemp Pilot Program:
Northwestern was one of a handful of schools who chose to do this pilot. We hope to be working with between 10-20 farmers in this project for FY 20.

New Program or Opportunities:
Northwestern will continue to work with stakeholders to investigate new programs that will have an impact for our region of the state in FY 20

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. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, NWOSU has taken the following program actions in response to APRA:

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

Program Review

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

8	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
35	Baccalaureate Degrees
10	Master's Degrees
1	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 NWOSU'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 Oklahoma State Regents for Higher Education's (OSRHE) policy.

Program Development Process

NWOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. NWOSU's governing board approved delivery of the Master of Arts in Heritage Tourism and Conservation at their October 10, 2019 meeting. NWOSU is currently approved to offer the following degree programs and certificates through online delivery:

- Master of Education in Elementary Education (014);
- Master of Education in Secondary Education (033);
- Master of Counseling Psychology (043);
- Bachelor of Science in Business Administration (007);
- Bachelor of Applied Arts and Sciences in Technical Management (064);
- Bachelor of Science in Accounting (001);
- Bachelor of Science in Business Administration (007);
- Bachelor of Science in Nursing (047);
- Doctor of Nursing Practice in Advanced Nursing Practice (080);
- Certificate in Grief and Bereavement (081);
- Master of Education in Adult Education Management and Administration (082);
- Master of Science in General Psychology (079);
- Master of Education in Educational Leadership (084);
- Master of Education in Curriculum and Instruction (083);
- Certificate in Marketing (076);
- Certificate in Management (077);
- Certificate in Business (078);
- Certificate in Accounting (068);
- Certificate in Human Resource Management (069); and
- Certificate in Entrepreneurial Studies (070).

NWOSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Arts in Heritage Tourism and Conservation

Program purpose. The proposed program will prepare students to serve as leaders in existing and emerging areas of tourism and make them more valuable and marketable to current and potential employers.

Program rationale and background. According to the Oklahoma Department of Tourism and Recreation, tourism is the third largest industry in the state and tax revenue from the industry has increased over 20 percent since 2010. Spending on tourism has grown by 28 percent during that same time period. According to a recent article in the Tulsa World, the Oklahoma Department of Tourism reports that the tourism industry added almost $9 billion to the state's economy over the past calendar year alone. Heritage tourism is a

subset of the tourism industry that focuses on the history and culture of a given region and can include genealogy, traditional arts, story-telling, music, dance, customs, food, activities of daily life, and incorporates museums. In Northwest Oklahoma alone, there are four state parks, as well as the National Wildlife Refuge at Great Salt Plains and many conservation areas in Woods, Harper, Dewey, Ellis, and Woodward counties. Considering the growing economic force of tourism in Oklahoma, the numerous natural and cultural attractions in Oklahoma and the fact that there are no undergraduate or graduate level Heritage tourism programs available at any of Oklahoma's 4-year public institutions, NWOSU believes the proposed program is needed.

Employment opportunities. According to the Oklahoma Employment Security Commission (OESC), employment projections from 2016-2026 are strong for several positions that students who complete the proposed degree may attain. For example, the projected growth for curators is 17.4 percent, for museum technicians and conservators is 18.4 percent, for archivists is 10.7 percent, and for forest and conservation technicians is 3.2 percent. The OESC also projects that overall employment at museums, historical sites, and similar institutions will increase by 23.3 percent between 2016-2026. The U.S. Department of Labor indicates that from 2018-2028, employment of archivists (9 percent growth), curators (10 percent growth), and museum technicians and conservators (9 percent growth), is projected to grow faster than the average for all occupations. The U.S. Department of Labor also confirms that graduates with highly specialized training, a master's degree, and internship or volunteer experience should have the best job prospects in this field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	10	Fall 2024
Minimum Graduates from the program	4	2024-2025

Duplication and impact on existing programs. There are no Master of Arts in Heritage Tourism and Conservation programs in Oklahoma. However, NWOSU notes that the proposed program may share similar content with the following programs:

Institution	Existing Program
Oklahoma State University	Master of Science in Leisure Studies
Southwestern Oklahoma State University	Master of Education in Parks and Recreation Management

A system wide letter of intent was communicated by email on August 12, 2019. No State System institutions notified State Regents' staff of a protest to the proposed program. Based on expected employment growth and specialized curriculum, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Arts in Heritage Tourism and Conservation program will consist of 32 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	32
Total	**32**

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

Delivery method and support services. NWOSU will utilize the learning management system, Blackboard, to deliver course content, facilitate asynchronous discussions between students and faculty, provide students with opportunities to make presentations, and provide faculty with the ability to assess learning through the administration of assessments, receive assignments, and engage students in a variety of learning activities. The library, classroom, and lab space are adequate for the degree 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 Master of Arts in Heritage Tourism and Conservation 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	$66,330	$66,730	$67,130	$67,530	$67,930
Explanation: These funds are currently allocated to NWOSU for faculty salaries.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$23,872	$27,851	$27,851	$31,830	$39,788
Explanation and Calculations: NWOSU anticipates enrolling 6 students in years 1-5. The amounts above were calculated based on students completing 15 credit hours in one academic year and a tuition rate of $262.25 per credit hour.					
TOTAL	**$90,202**	**$94,581**	**$94,981**	**$99,360**	**$107,718**

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	$66,330	$66,730	$67,130	$67,530	$67,930
Explanation: The amounts above represent a percentage of 5 faculty salaries for teaching 6 credit hours per year.					

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$200	$200	$200	$200	$200
Explanation: The program anticipates minimum costs for advertising, degree sheets, and tag cards.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$500	$500	$500	$500	$500
Explanation: The amounts above are allocated for travel to help faculty drive to internship sites for supervision.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$67,030**	**$67,430**	**$67,830**	**$68,230**	**$68,630**

Attachment

NORTHWESTERN OKLAHOMA STATE UNIVERSITY
MASTER OF ARTS IN HERITAGE TOURISM AND CONSERVATION

Program Requirements		Credit Hours
Required Courses		**32**
UNIV 5500	Practicum	3
UNIV 5190	Readings	2
AMST 5113	Interdisciplinary Research in American Studies	3
*AMST 5163	Environmental History and Sustainable Practices for Oklahoma	3
MCOM 5033	Principles of Advertising	3
MCOM 5213	Business & Professional Communication	3
HIST 5402	Historic Preservation	2
HIST 5412	Museum Studies	2
HIST 5422	Public History	2
SOC 5113	Cultural Anthropology	3
SOC 5133	Rural Sociology	3
SOC 5263	Public Service Leadership	3
TOTAL		**32**

*Denotes new course

AGENDA ITEM #7-d:

New Programs.

SUBJECT: Murray State College. Approval to offer the Certificate in Accounting, the Certificate in Business Leadership, the Certificate in Retail and the Certificate in Hospitality.

RECOMMENDATION:

It is recommended that the State Regents approve Murray State College's requests to offer the Certificate in Accounting, the Certificate in Business Leadership, the Certificate in Retail, and the Certificate in Hospitality with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Accounting.** This certificate will be embedded within the Associate in Applied Science in Business Management (022) and will be included in the regular 5-year program review due in 2021.

- **Certificate in Business Leadership.** This certificate will be embedded within the Associate in Applied Science in Business Management (022) and will be included in the regular 5-year program review due in 2021.

- **Certificate in Retail.** This certificate will be embedded within the Associate in Applied Science in Business Management (022) and will be included in the regular 5-year program review due in 2021.

- **Certificate in Hospitality.** This certificate will be embedded within the Associate in Science in Business (004) and will be included in the regular 5-year program review due in 2021.

BACKGROUND:

Academic Plan

Murray State College's (MSC) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

1. Continue to improve quality and integrity of online courses through training all instructors in the Quality Matters Rubric, implementing institutional Blackboard Shell, and conducting institutional online course reviews while providing extra professional development to instructors when needed. Also, an online designer has been hired to manage the above duties.

2. Continuing efforts to scale and strengthen co-requisite courses in Mathematics and English

3. Promote the new pathways in Mathematics to students and High School Counselors.

4. Continue to create new pathways in degrees where needed while development articulation agreements with four-year universities.

5. Utilizing a new data analysis system to develop comprehensive plans on the use of data analytics, Zogotech, will increase enrollment and track student outcomes, advising, and retention to help make data driven decisions.

6. Increasing access and facilitate use of success resource in the new Student Success Center as well increasing students' knowledge of academic success skills, behaviors, and habits by helping them become more independent, self-confident, and efficient learners.

7. Continue evaluating General Education goals. Critical Thinking and Global Awareness will be evaluated during the 2018/2019 school year and designing and implementing Information & Technology Literacy and Effective Communication General Education goals for the next.

8. Evaluate low-enrollment programs to determine viability and demand. Delete programs with low enrollment or that are outdated and no longer needed.

9. Building new degrees in Health Information Technology, Health Science, and Manufacturing Technology. Create additional options in Athletic Training, Wildlife Conservation, Communication Art, and Business Logistics/Project Management.

10. Create degree paths for traditional liberal arts and science majors.

11. The Business and Administrative Business programs are working with an advisory committee, local businesses and industry, to create a soft skills class to offer in all business and administrative business degree programs as well as developing curriculum for increasing paid internships.

12. To accommodate adult learners, military students, and increase retention, block courses in general education classes and gunsmithing have been created to better serve the student's needs.

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. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, MSC has taken the following program actions in response to APRA:

17	Degree and/or certificate programs deleted
9	Degree and/or certificate programs added

Program Review

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

1	Certificate
14	Associate in Arts or Sciences Degrees
9	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	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 MSC'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

MSC's faculty developed the proposals, which were reviewed and approved by institutional officials. MSC's governing board approved delivery of the Certificate in Accounting, the Certificate in Business Leadership, the Certificate in Retail, and the Certificate in Hospitality at their October 16, 2018 meeting. MSC requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:
<div align="center">

Certificate in Accounting
Certificate in Business Leadership
Certificate in Retail
</div>

Program purpose. The proposed certificates will enhance a student's ability to find employment, provide students with opportunities for promotion, and address the economic development needs of the surrounding areas.

Program rationale and employment opportunities. There is strong interest from current MSC students for the proposed certificate programs. In a poll of business students at MSC, 100 percent of the respondents stated that an Accounting certificate and a Business Leadership certificate would be beneficial to MSC students, while 87.5 percent of the respondents stated that a Retail certificate would be beneficial. MSC's two retail stores, the Tishomingo community's "Ole Red" restaurant, and the Chickasaw and Choctaw Nations' casinos often hire students and graduates from the Business Management degree program. According to Oklahoma Employment Security Commission data, management occupations and business and financial operations occupations are projected to grow 8.3 percent between 2016 and 2026. Students in the proposed certificate programs may apply for various positions listed on the 2018-2020 Top Critical Occupations List on the Oklahoma Works website including accountant, auditor, financial manager, financial analyst, personal financial advisor, financial examiner, purchasing agent, and wholesale and retail buyer.

Student demand. The proposed programs are expected to fulfill student demand within the Associate in Applied Science in Business Management (022) degree program.

Duplication and impact on existing programs. The proposed Certificate in Accounting program may duplicate the following existing programs:

Institution	Existing Program
Northeastern Oklahoma A&M College	Certificate in Accounting-Less than Two Years (066)
Northeastern Oklahoma A&M College	Certificate in Accounting-Less than One Year (087)
Northwestern Oklahoma State University	Certificate in Accounting (068)
Tulsa Community College	Certificate in Accounting (173)
University of Central Oklahoma	Certificate in Accounting (213)

The proposed Certificate in Business Leadership program may duplicate the following existing programs:

Institution	Existing Program
East Central University	Certificate in Human Resources Management (502)
Northwestern Oklahoma State University	Certificate in Business (078)
Tulsa Community College	Certificate in Business Management (241)
Rose State College	Certificate in General Business (136)

There are no Certificate in Retail programs offered in Oklahoma.

A system wide letter of intent was communicated by email on November 28, 2018. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate programs. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curricula. The proposed Certificate in Accounting program will consist of 12 total credit hours, the proposed Certificate in Business Leadership will consist of 15 total credit hours, and the proposed Certificate in Retail will consist of 18 total credit hours as shown in the following tables. No new courses will be added and the curricula are detailed in the attachments (Attachment A, B, and C, respectively).

Certificate in Accounting

Content Area	Credit Hours
Required Courses	12
Total	**12**

Certificate in Business Leadership

Content Area	Credit Hours
Required Courses	15
Total	**15**

Certificate in Retail

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

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

Support services. The library, classrooms, and equipment are adequate for the proposed certificate programs.

Financing and program resource requirements. The proposed programs will be embedded certificates within the Associate in Applied Science in Business Management (022) program. Program resource requirements will be supported through the main program and the certificates will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificates. No additional funding is requested from the State Regents to support the certificates.

Certificate in Hospitality

Program purpose. The proposed certificate will enhance a student's ability to find employment, provide students with opportunities for promotion, and address the economic development needs of the surrounding areas.

Program rationale and employment opportunities. There is strong interest from current MSC students for the proposed certificate program. Many of MSC's business majors are employees at the Chickasaw and Choctaw tribes' casinos and hotels. In a survey of these business students, 75 percent of the respondents stated that a Hospitality certificate would be beneficial. According to the U.S. Bureau of Labor Statistics, employment of food service managers is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations. In addition, Oklahoma Employment Security Commission data suggests that lodging manager positions are projected to grow 15.6 percent from 2016 through 2026. Southern Oklahoma has many leisure and hospitality businesses in the area, including many bed and breakfasts, as well as tourism and major casino enterprises within a 100-mile radius of MSC.

Student demand. The proposed program is expected to fulfill student demand within the Associate in Science in Business (004) degree program.

Duplication and impact on existing programs. The proposed Certificate in Hospitality program may duplicate the following existing programs:

Institution	Existing Program
East Central University	Certificate in Hospitality and Tourism (511)
Carl Albert State College	Certificate in Hospitality and Event Management (070)

A system wide letter of intent was communicated by email on November 28, 2018. Oklahoma State University (OSU) requested a copy of the proposal, which was sent on October 9, 2019. Neither OSU, nor any other State System institution notified State Regents' staff of a protest to the proposed certificate program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Hospitality program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Certificate in Hospitality

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

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

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

Financing and program resource requirements. The proposed program will be an embedded certificate within the Associate in Science in Business (004) program. Program resource requirements will be supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

MURRAY STATE COLLEGE
CERTIFICATE IN ACCOUNTING

Degree Requirements		Credit Hours
Required Courses		**12**
ACC 2103	Fundamentals of Financial Accounting	3
BM 1403	Business Math	3
BM 2723	Spreadsheet Applications	3
ACC 1113	Introduction to Accounting	3
Total		**12**

MURRAY STATE COLLEGE
CERTIFICATE IN BUSINESS LEADERSHIP

Degree Requirements		Credit Hours
Required Courses		**15**
BM 1113	Business Communication	3
BM 2613	Business Ethics	3
BM 2013	Principles of Management	3
BM 2723	Spreadsheet Applications	3
BM 2503	Human Resources Management	3
Total		**15**

MURRAY STATE COLLEGE
CERTIFICATE IN RETAIL

Degree Requirements		Credit Hours
Required Courses		**18**
BM 2023	Principles of Customer Service	3
BM 2613	Business Ethics	3
BM 2723	Spreadsheet Applications	3
BM 2043	Retail Management	3
MB 2143	Marketing	3
BM 2503	Human Resources Management	3
Total		**18**

MURRAY STATE COLLEGE
CERTIFICATE IN HOSPITALITY

Degree Requirements		Credit Hours
Required Courses		**18**
ACC 2103	Fundamentals of Financial Accounting	3
BM 1103	Introduction to Business	3
ECO 2123	Principles of Microeconomics	3
BM 2103	Introduction to Hospitality Management	3
BM 2513	Business Management Internship I	3
BM 2023	Principles of Customer Service	3
Total		**18**

AGENDA ITEM #7-e:

New Programs.

SUBJECT: Rose State College. Approval to offer the Certificate in Emergency Management and Cyber Security, the Certificate in Electronics Technology, the Certificate in Manufacturing Technology, the Certificate in Mechanical Technology, the Certificate in Quality Assurance Technology, and the Certificate in Supply Chain Management and Logistics.

RECOMMENDATION:

> **It is recommended that the State Regents approve Rose State College's requests to offer the Certificate in Emergency Management and Cyber Security via traditional and electronic delivery, the Certificate in Electronics Technology, the Certificate in Manufacturing Technology, the Certificate in Mechanical Technology, the Certificate in Quality Assurance Technology, and the Certificate in Supply Chain Management and Logistics, 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 Emergency Management and Cyber Security.** This certificate will be embedded within the Associate in Science in Emergency Management (144) and will be included in the regular 5-year program review due in 2020.
>
> - **Certificate in Electronics Technology.** This certificate will be embedded within the Associate in Applied Science in Technology (132) and will be included in the regular 5-year program review due in 2021.
>
> - **Certificate in Manufacturing Technology.** This certificate will be embedded within the Associate in Applied Science in Technology (132) and will be included in the regular 5-year program review due in 2021.
>
> - **Certificate in Mechanical Technology.** This certificate will be embedded within the Associate in Applied Science in Technology (132) and will be included in the regular 5-year program review due in 2021.
>
> - **Certificate in Quality Assurance Technology.** This certificate will be embedded within the Associate in Applied Science in Technology (132) and will be included in the regular 5-year program review due in 2021.
>
> - **Certificate in Supply Chain Management and Logistics.** This certificate will be embedded within the Associate in Applied Science in Business Administration (008) and will be included in the regular 5-year program review due in 2023.

BACKGROUND:

Academic Plan

Rose State College (RSC) continues to investigate the use of classroom management and communication technologies that will broaden the capacity to offer courses to students. ZOOM and CANVAS are increasingly being used to teach courses.

We will continue to investigate how we may better serve the aerospace industry and Tinker Air Force Base as we begin to expand our 3D/Additive Manufacturing support and offerings. We continue to enhance our Engineering Technology program utilizing these new technologies. We are investigating the feasibility of a supply chain management course sequence, improving Criminal Justice, and many other programs

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. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, RSC has taken the following program actions in response to APRA:

75	Degree and/or certificate programs deleted
62	Degree and/or certificate programs added

Program Review

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

29	Certificates
26	Associate in Arts or Sciences Degrees
16	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	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 RSC's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

RSC's faculty developed the proposals, which were reviewed and approved by institutional officials. RSC's governing board approved delivery of the Certificate in Emergency Management and Cybersecurity, the Certificate in Electronics Technology, the Certificate in Manufacturing Technology, the Certificate in Mechanical Technology, the Certificate in Quality Assurance Technology, and the Certificate in Supply

Chain Management and Logistics at their September 19, 2019 meeting. RSC is currently approved to offer the following degree programs and certificates through online delivery:

- Associate in Arts in Liberal Studies (047);
- Associate in Arts in English (018);
- Associate in Arts in History (125);
- Associate in Arts in Social Sciences (112);
- Associate in Science in Business (007);
- Associate in Applied Science in Library Technical Assistant (055);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Emergency Management (144);
- Certificate in Emergency Preparedness and Planning (145);
- Certificate in Digital Graphic Design (314);
- Certificate in Cyber Security (318);
- Certificate in Digital Forensics (319);
- Associate in Applied Science in Cyber Security/Digital Forensics (111); and
- Associate in Arts in Fine Arts (142).

RSC requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:
Certificate in Emergency Management and Cyber Security

Program purpose. The proposed certificate will provide a basic comprehension of cyber security for emergency management personnel working for state and local governments and business and industry.

Program rationale and employment opportunities. The U.S. Department of Homeland Security has determined cyber security training and response shall fall under the auspices of the Federal Emergency Management Administration. With courses already in place at RSC, the institution will capitalize on this change by providing the proposed certificate incorporating existing courses designed to provide a basic comprehension of cyber security. In addition, all emergency management personnel in the U.S. will need a primer in cyber security based upon new federal mandates. As such, the demand for this certificate will be ongoing, and increase as new emergency management personnel join the job market.

According to the U.S. Bureau of Labor Statistics, employment of information security analysts is projected to grow 32 percent from 2018 to 2028, much faster than the average for all occupations. Furthermore, Oklahoma Employment Security Commission data indicate that projected growth for information security analyst positions is 19.1 percent and projected growth for emergency management directors is 10.9 percent from 2016-2026. Demand for information security analysts is expected to be very high, as these analysts will be needed to create innovative solutions to prevent hackers from stealing critical information or causing problems for computer networks.

Student demand. The proposed program is expected to fulfill student demand within the Associate in Science in Emergency Management (144) degree program.

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

Institution	Existing Program
Northeastern State University	Certificate in Emergency Management and Planning (152)

A system wide letter of intent was communicated by email on October 24, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Emergency Management and Cyber Security program will consist of 39 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	39
Total	**39**

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

Delivery method and support services. The courses in the proposed certificate will be delivered using the learning management system, Canvas and a web conferencing tool, Zoom. The library, classrooms, and equipment are adequate for the proposed certificate program.

Financing and program resource requirements. The proposed program will be an embedded certificate within the Associate in Science in Emergency Management (144) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

<div align="center">

Certificate in Electronics Technology
Certificate in Manufacturing Technology
Certificate in Mechanical Technology
Certificate in Quality Assurance Technology

</div>

Program purpose. The proposed certificate programs will enable students to analyze and solve technology related problems using mathematics, technical skills, and advanced manufacturing technology knowledge to conduct tests and measurements and to understand and apply electronic and mechanical theory to circuits, analog or digital devices, and/or mechanical systems.

Program rationale and employment opportunities. Interest in the proposed certificate programs is expected to be continuous considering the increasing use of sophisticated electronic devices, such as 3-D printers, and employment growth in highly specialized and complex industries such as aerospace, energy, medical, and manufacturing in Oklahoma. According to Oklahoma Employment Security Commission data, employment for electrical and electronics engineering technicians is projected to grow 3.8 percent, employment for mechanical engineering technicians is projected to grow 7.5 percent, employment for electrical and electronic equipment mechanics, installers, and repairers is projected to grow 6 percent, and

employment for computer numerically controlled machine tool programmers, metal and plastic is projected to grow 13.7 percent from 2016-2026. In addition, a recent keyword search on Indeed.com for the terms "quality assurance specialist" and "Oklahoma" yielded 80 open positions.

Oklahoma Works has identified driver ecosystems, which drive wealth generation in the state. The driver ecosystems include Aerospace and Defense, Agriculture and Biosciences, Energy, Information and Financial Systems, and Transportation and Distribution. Training provided in the proposed Electronics Technology and Quality Assurance Technology certificates could potentially contribute to all of Oklahoma's driver ecosystems, while training provided in the proposed Mechanical Technology and Manufacturing Technology certificates can contribute greatly to the Aerospace and Defense ecosystem.

Student demand. The proposed certificate programs are expected to fulfill student demand within the Associate in Applied Science in Technology (132) degree program.

Duplication and impact on existing programs. The proposed Certificate in Electronics Technology program may duplicate the following existing programs:

Institution	Existing Program
Oklahoma State University-Oklahoma City	Certificate in Electronics Engineering Technology (129)
Tulsa Community College	Certificate in Electronics Technology (223)

The proposed Certificate in Manufacturing Technology program may duplicate the following existing program:

Institution	Existing Program
Tulsa Community College	Certificate in Manufacturing Production Technician (357)

There are no Certificate in Mechanical Technology programs offered in Oklahoma.

The proposed Certificate in Quality Assurance Technology program may duplicate the following existing program:

Institution	Existing Program
Tulsa Community College	Certificate in Engineering Technology, Quality Technology (188)

A system wide letter of intent was communicated by email on October 24, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate programs. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curricula. The proposed Certificate in Electronics Technology program will consist of 24 total credit hours, the proposed Certificate in Manufacturing Technology will consist of 25 total credit hours, the proposed Certificate in Mechanical Technology will consist of 25 total credit hours, and the Certificate in Quality Assurance Technology will consist of 23 total credit hours as shown in the following tables. No new courses will be added and the curricula are detailed in the attachments (Attachments B, C, D, and E, respectively).

Certificate in Electronics Technology

Content Area	Credit Hours
Required Courses	24
Total	**24**

Certificate in Manufacturing Technology

Content Area	Credit Hours
Required Courses	25
Total	**25**

Certificate in Mechanical Technology

Content Area	Credit Hours
Required Courses	25
Total	**25**

Certificate in Quality Assurance Technology

Content Area	Credit Hours
Required Courses	23
Total	**23**

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

Support services. The library, classrooms, and equipment are adequate for the proposed certificate programs.

Financing and program resource requirements. The proposed programs will be embedded certificates within the Associate in Applied Science in Technology (132) program. Program resource requirements are supported through the main program and the certificates will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificates. No additional funding is requested from the State Regents to support the certificates.

Certificate in Supply Chain Management and Logistics

Program purpose. The proposed certificate will provide students with a broad-based knowledge of supply chain and logistics and project management processes.

Program rationale and employment opportunities. Supply chain management entails centrally controlling or linking the production, shipment, and distribution of a product. Supply chain managers coordinate the logistics of all aspects of the supply chain and try to minimize shortages, minimize costs, deliver products to consumers faster, and make recommendations to improve productivity, quality, and

efficiency of operations. According to the U.S. Bureau of Labor Statistics, employment of logisticians is projected to grow 5 percent from 2018 to 2028. Furthermore, Oklahoma Employment Security Commission data suggest that employment for logisticians is projected to grow 4.2 percent between 2016 and 2026. In addition, a recent keyword search on Indeed.com for the terms "supply chain manager" and "Oklahoma" yielded 89 open positions.

Student demand. The proposed program is expected to fulfill student demand within the Associate in Applied Science in Business Administration (008) degree program.

Duplication and impact on existing programs. There are no Certificate in Supply Chain Management and Logistics programs offered in Oklahoma. A system wide letter of intent was communicated by email on October 24, 2019. Tulsa Community College (TCC) requested a copy of the proposal, which was sent on December 9, 2019. Neither TCC nor any other State System institution notified State Regents' staff of a protest to the proposed certificate program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Supply Chain Management and Logistics program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment F).

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

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

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

Financing and program resource requirements. The proposed program will be an embedded certificate within the Associate in Applied Science in Business Administration (008) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

ROSE STATE COLLEGE
CERTIFICATE IN EMERGENCY MANAGEMENT AND CYBER SECURITY

Degree Requirements		Credit Hours
Required Courses		**39**
EMGT 1113	Emergency Management: Past, Present, & Future	3
EMGT 1213	Emergency Management: Recovery	3
EMGT 1313	Emergency Management: Preparedness	3
EMGT 1413	Emergency Management: Response	3
EMGT 2113	Leadership in Emergency Management	3
EMGT 2213	Emergency Management: Mitigation	3
EMGT 2013 OR EMGT 2313	Introduction to Counterterrorism Emergency Management: Exercise Design and Evaluation	3
EMGT 2413	Capstone	3
CIT 1503	Networking	3
CIT 1523	Computer Hardware and Operating Systems	3
CIT 1533	Principles of Cyber Security	3
CIT 2523	Information Security Management	3
CIT 2533	Ethics in Information Technology	3
Total		**39**

ROSE STATE COLLEGE
CERTIFICATE IN ELECTRONICS TECHNOLOGY

Degree Requirements		Credit Hours
Required Courses		**24**
CIT 1113	Fundamental of Programming Logic	3
ENGT 1203	Technology Practices	3
ENGT 1304	Introduction to Electronics	4
ENGT 1314	Fundamentals of Electricity	4
ENGT 1324	Circuit Analysis	4
MATH 1513	College Algebra	3
MATH 1613	Plane Trigonometry	3
Total		**24**

ROSE STATE COLLEGE
CERTIFICATE IN MANUFACTURING TECHNOLOGY

Degree Requirements		Credit Hours
Required Courses		**25**
ENGT 1023	Additive Manufacturing	3
CIT 1113	Fundamentals of Programming Logic	3
ENGR 2013	Engineering Graphics	3
ENGT 1203	Technology Practices	3
ENGT 1614	Advanced Design I	4
ENGT 1833	Introduction to Quality Assurance	3
MATH 1513	College Algebra	3
MATH 1613	Plane Trigonometry	3
Total		**25**

ROSE STATE COLLEGE
CERTIFICATE IN MECHANICAL TECHNOLOGY

Degree Requirements		Credit Hours
Required Courses		**25**
ENGT 1203	Technology Practices	3
ENGT 1214	Introduction to Mechanical Systems	4
ENGT 1224	Mechanical Systems I	4
ENGT 1833	Introduction to Quality Assurance	3
ENGT 1842	Dimensional Metrology	2
ENGT 2823	Non-Destructive Testing	3
MATH 1513	College Algebra	3
MATH 1613	Plane Trigonometry	3
Total		**25**

ROSE STATE COLLEGE
CERTIFICATE IN QUALITY ASSURANCE TECHNOLOGY

Degree Requirements		Credit Hours
Required Courses		**23**
CIT 1113	Fundamentals of Programming Logic	3
ENGT 1203	Technology Practices	3
ENGT 1833	Introduction to Quality Assurance	3
ENGT 1842	Dimensional Metrology	2
ENGT 1853	Quality Planning and Analysis	3
ENGT 2803	Statistical Quality Controls	3
MATH 1513	College Algebra	3
MATH 2853	Introduction to Statistics for Engineering and Science	3
Total		**23**

ROSE STATE COLLEGE
CERTIFICATE IN SUPPLY CHAIN MANAGEMENT AND LOGISTICS

Degree Requirements		Credit Hours
Required Courses		**18**
BA 2093 OR BA 2193	Capstone in Supply Chain Management Business Administration Internship	3
MGMT 2153	Team Building	3
MGMT 2403	Purchasing and Procurement	3
MGMT 2503	Project Management	3
MGMT 2603	Production and Operations Management	3
MGMT 2803	Supply Chain Management and Logistics	3
Total		**18**

AGENDA ITEM #8:

Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

Eastern Oklahoma State College (EOSC) requests authorization to delete the program below:
- Associate in Applied Science in Administrative Office Technology (045)

University of Oklahoma (OU) requests authorization to delete the programs below:
- Master of Science in Environmental Sustainability (393)
- Graduate Certificate in Music Performance (408)

POLICY ISSUES:

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

ANALYSIS:

EOSC requests authorization to delete the Associate in Applied Science in Administrative Office Technology (045) effective immediately. This program was approved prior to 1990. EOSC reports:
- The program was suspended at the October 20, 2016 State Regents' meeting due to low enrollment.
- There are currently no students enrolled.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Master of Science in Environmental Sustainability (393) effective immediately. This program was approved at the June 27, 2013 State Regents' meeting. OU reports:
- The program has not gained traction since implementation and has been added as a concentration area under the Master of Arts in Geography (089) and the Master of Science in Geography (425).
- There are currently six students enrolled. Three students have an expected graduation date of spring 2020, while three students will change to another graduate program.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Graduate Certificate in Music Performance (408) effective immediately. This program was approved at the April 9, 2015 State Regents' meeting. OU reports:

- There has been a lack of student interest in the certificate.
- There are currently no students enrolled.
- No courses will be deleted.
- No funds are available for reallocation.

AGENDA ITEM #9:

> **Oklahoma's Promise.**

SUBJECT: Presentation and acceptance of the Oklahoma's Promise Year End Report for 2018-2019.

RECOMMENDATION:

> **It is recommended that the State Regents accept the Oklahoma's Promise Year End Report for 2018-2019.**

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for an award equal to public college tuition.

As originally created in 1992, participation was limited to students from families with an income of $24,000 or less at the time of application in the 8th, 9th, or 10th grade. The family income limit was increased to $32,000 in 1999 and further increased to $50,000 in 2000. The income limit remained at $50,000 until 2017 when the Legislature increased the limit to $55,000 beginning with the 2017-2018 school year. The 2017 legislation also included a future increase of the income limit to $60,000 beginning in 2021-2022.

From 2012-2013 to 2017-2018, Oklahoma's Promise college students were subject to a second income limit at $100,000 checked once at the time the student started college. Beginning with 2018-2019, the second income limit is checked each year the student is enrolled in college.

POLICY ISSUES:

Oklahoma's Promise plays an important role in the State Regents' goal to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students to aspire to attend college, prepare themselves for academic success in college, and to provide them with financial assistance for college expenses.

ANALYSIS:

The following pages provide analysis on the number of students participating in the program, their performance in the program, and the costs of the program. The full 2018-2019 Year-End Report is available as a supplement to the agenda item.

Enrollment

The number of Oklahoma's Promise students enrolling in the program in high school declined steadily from 10,635 in 2012 to 7,962 in 2019. However, the 2020 graduating class is the first enrolled at the higher $55,000 application income limit and is currently projected to be have about 500 more students than the 2019 graduating class.

OKPromise High School Enrollment
(By High School Graduation Year)

Year	Enrollment
2009	9,894
2010	10,315
2011	10,252
2012	10,635
2013	9,987
2014	9,640
2015	8,946
2016	8,529
2017	8,324
2018	8,190
2019	7,962
2020	8,500 (Projected)

$50,000 Limit

$55,000 Limit
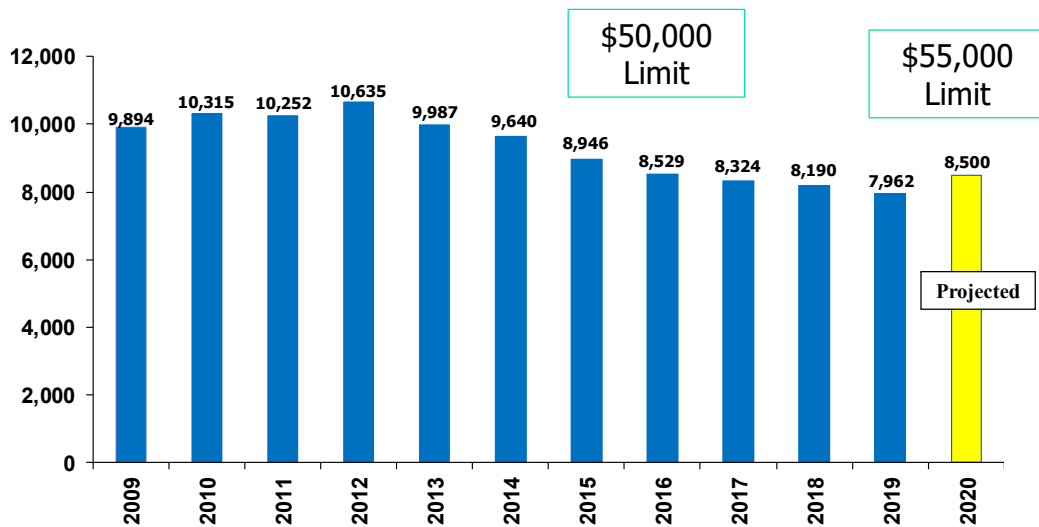
As of 1/14/2020

<u>Number of Students Completing the Program's High School Requirements</u>
Despite declining program enrollment numbers in high school, the number of students completing the requirements to be eligible for the scholarship has remained relatively steady at about 6,000 for the past four years. This is because the high school requirement completion rate has risen significantly from 65 percent in 2013 to nearly 75 percent in 2019.

High School Students Completing OKPromise Requirements
(by Grad Year)

Year	Students
2009	6,470
2010	6,782
2011	6,647
2012	6,878
2013	6,530
2014	6,398
2015	6,145
2016	6,075
2017	5,978
2018	6,048
2019	5,945
2020	6,375 (Projected)

$50,000

$55,000
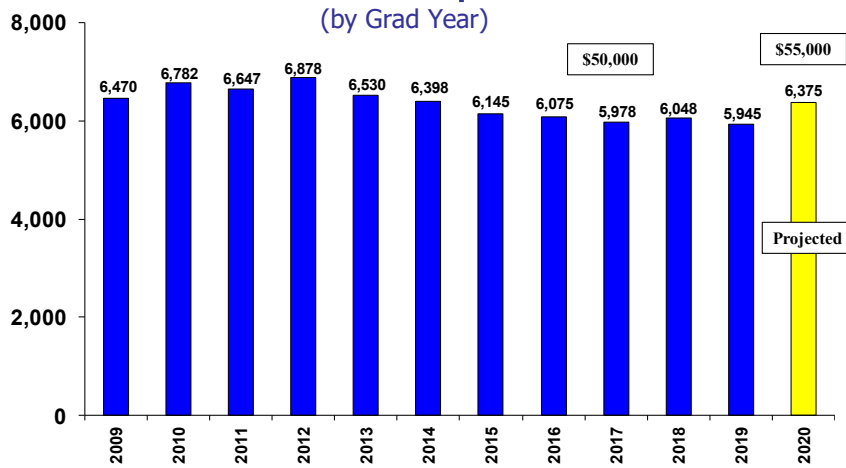
As of 1/14/2020

High School Requirement Completion Rates
(by grad year)

Year	Rate
2009	65.4%
2010	65.7%
2011	64.8%
2012	64.7%
2013	65.4%
2014	66.4%
2015	68.7%
2016	71.2%
2017	71.8%
2018	73.9%
2019	74.7%
2020	75.0% (Projected)

As of 1/14/2020

75
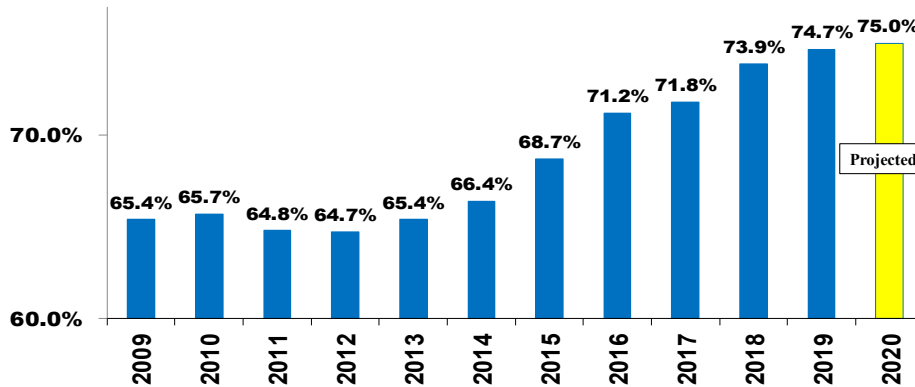
Performance Measures for Oklahoma's Promise Students

Oklahoma's Promise students meeting the program's high school requirements to become eligible for the scholarship have historically out-performed their non-Oklahoma's Promise peers, or the student body as a whole, on a number of academic measures. The following charts show that Oklahoma's Promise students continue to perform well on a variety of benchmarks.

- Higher than average high school GPA's.

- Higher than average ACT composite scores.

- Higher than average college-going rates.

- Lower than average college remediation rates.

- College freshmen GPA rates. Note: Historically, a slightly higher percentage of Oklahoma's Promise college freshmen have achieved at least a 2.0 college GPA than non-Oklahoma's Promise freshmen. In 2018-2019, for the first time since tracking this measure, the percentage for Oklahoma's Promise college freshmen was marginally lower (three-tenths of one percent) than non-Oklahoma's Promise freshmen – 82.2 percent compared to 82.5 percent.

- Higher than average full-time college enrollment.

- Higher than average college persistence rates.

- Higher than average college degree completion rates.

- Higher than average employment in Oklahoma after college graduation.

High School GPA's

2019 ACT Composite Scores

20.1

19.1

20.0

15.0

10.0

5.0

0.0

■ OKPromise ■ Non-OKPromise

College-Going Rates

	2010	2011	2012	2013	2014	2015	2016	2017	2018
OKPromise Completers	82%	81%	87%	87%	87%	87%	85%	85%	84%
Non-OKPromise	54%	49%	49%	48%	44%	44%	44%	44%	43%

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College Remediation Rates

Chart: College Remediation Rates

Year	OK Promise	Non-OKPromise
2014	38.3%	40.7%
2015	38.5%	39.1%
2016	38.9%	41.0%
2017	35.9%	37.9%
2018	32.4%	35.2%

College Freshman – GPA of at least 2.0

Chart: College Freshman – GPA of at least 2.0

Year	OK Promise	Non-OKPromise
2012	81.0%	80.7%
2013	81.4%	81.3%
2014	82.5%	81.1%
2015	81.8%	81.3%
2016	83.8%	81.6%
2017	82.9%	81.1%
2018	82.5%	82.2%

Percentages calculated based on students with GPA reported to UDS.

Full-Time College Enrollment

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
OK-Promise	95%	94%	94%	94%	94%	93%	93%
Non-OKPromise	86%	85%	87%	88%	87%	85%	85%

━━ OK-Promise   ┄┄ Non-OKPromise
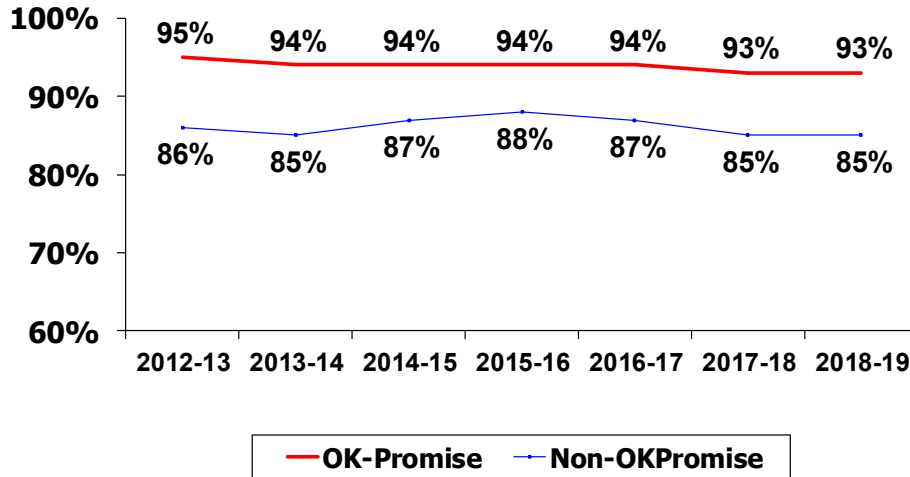
First-time entering students enrolled full-time in fall or spring semester

College Freshman to Sophomore Persistence Rates

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
OKPromise	84%	82%	83%	81%	81%	82%	81%	82%	81%	80%
Non-OKPromise Students	74%	71%	71%	70%	71%	72%	74%	74%	74%	72%

━━ OKPromise   ┄┄ Non-OKPromise Students
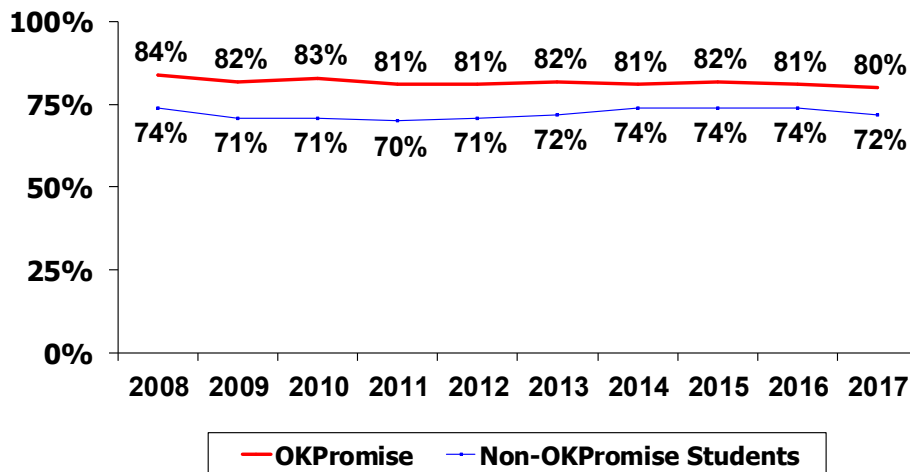
College Degree Completion Rates

Oklahoma's Promise students consistently complete college degrees at higher rates than their non-Oklahoma's Promise peers. The data also show that more Oklahoma's Promise students continue to complete degrees in the years immediately following their five years of scholarship eligibility.

Degree Completion Rates
(Degrees earned through 2018-19)

	5-Yr (2014 fresh)	6-Yr (2013 fresh)	7-Yr (2012 fresh)	8-Yr (2011 fresh)	9-Yr (2010 fresh)	10-Yr (2009 fresh)
OKPromise	43%	48%	50%	50%	52%	52%
Non-OKPromise Students	38%	41%	43%	43%	43%	42%
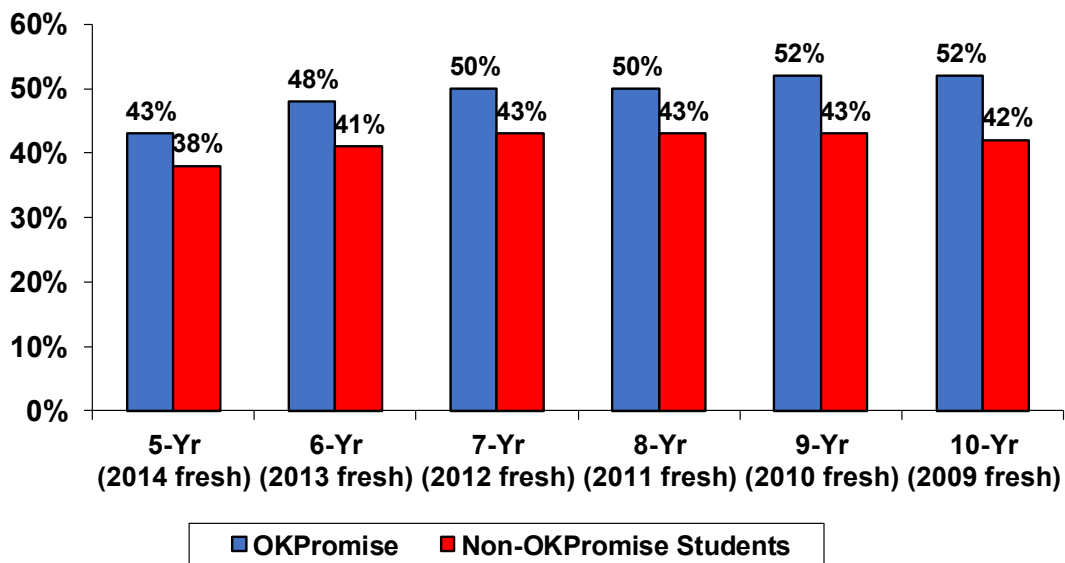
Employment of Oklahoma's Promise College Graduates in Oklahoma
Oklahoma's Promise college graduates are more likely to stay in the state and be employed in the state when compared to all Oklahoma residents graduating from college in Oklahoma. The latest data show that, one year after college graduation, 89.2 percent of Oklahoma's Promise graduates are employed in the state compared to 87.9 percent of all resident graduates.

Employment of OKPromise Graduates
(Employed in Oklahoma between April 2018 and June 2019)

	2013-14	2014-15	2015-16	2016-17	2017-18
All OKPromise Graduates	81.9%	81.0%	83.5%	86.7%	89.2%
All Oklahoma Resident Graduates	77.6%	78.7%	81.3%	84.2%	87.9%
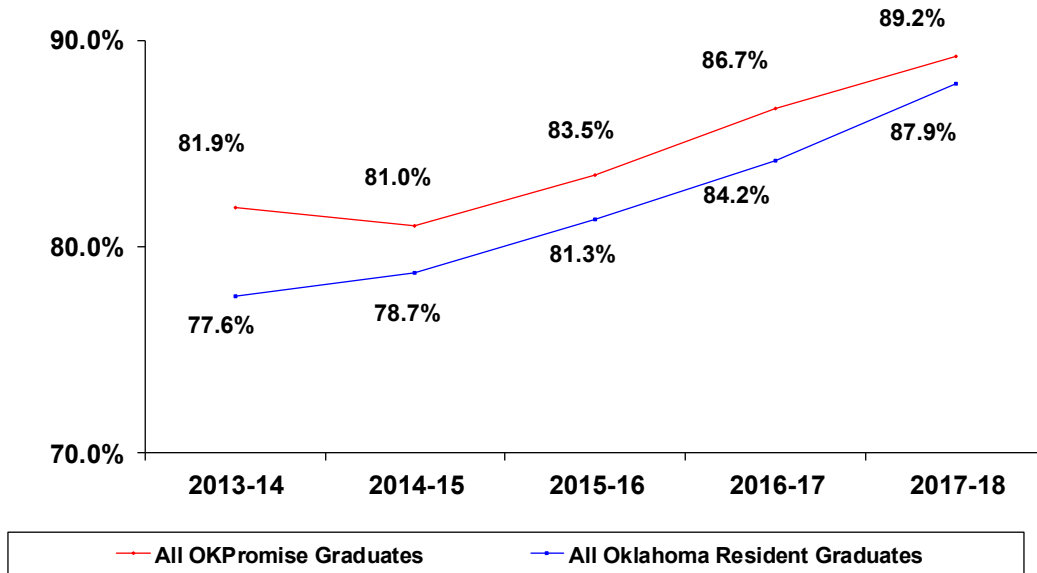
Number of Scholarship Recipients

The number of scholarship recipients has steadily declined for several years, including a significant one-year drop in 2018-2019 of over 1,400 students, or eight percent, due in large part to the statutory change requiring the student's family income to be checked each year in college. The number of scholarship recipients is projected to begin increasing gradually in 2020-2021 as the new higher application income limit is implemented.

Scholarship Recipients

Year	Recipients
10-11	20,085
11-12	20,031
12-13	19,637
13-14	18,924
14-15	18,895
15-16	18,224
16-17	17,749
17-18	17,359
18-19	15,935
19-20	15,700 (Projected)
20-21	15,900 (Projected)
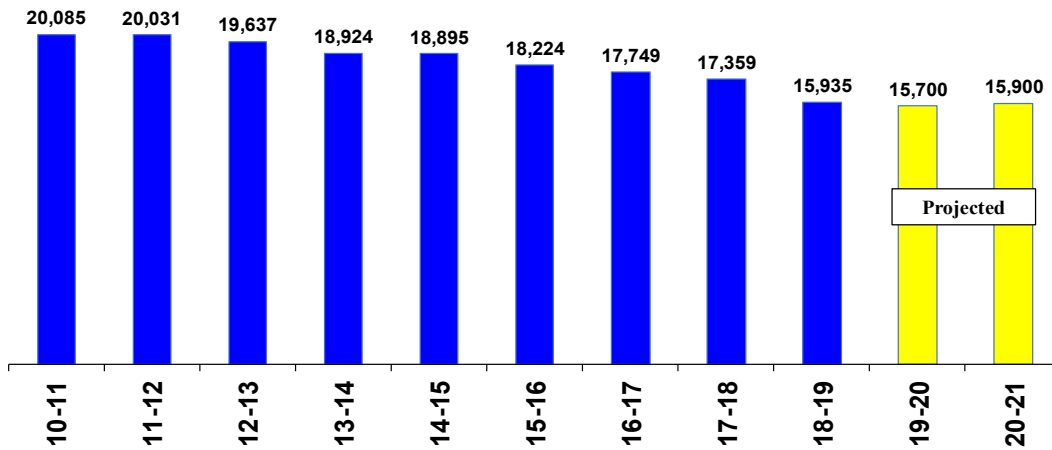
As of 1/14/2020

Percentage of Oklahoma's Promise Scholarship Recipients Eligible for the Federal Pell Grant
A significant change over the past ten years has been the percentage of Oklahoma's Promise scholarship recipients who are eligible for the federal Pell Grant. Pell Grant eligibility is based primarily on the income of the student and their parents. The percentage has increased dramatically from 55 percent in 2009 to 87 percent in 2019, showing that an increasing proportion of Oklahoma's Promise scholarship recipients are from lower-income families.

% of OKPromise Recipients Eligible for Federal Pell Grants
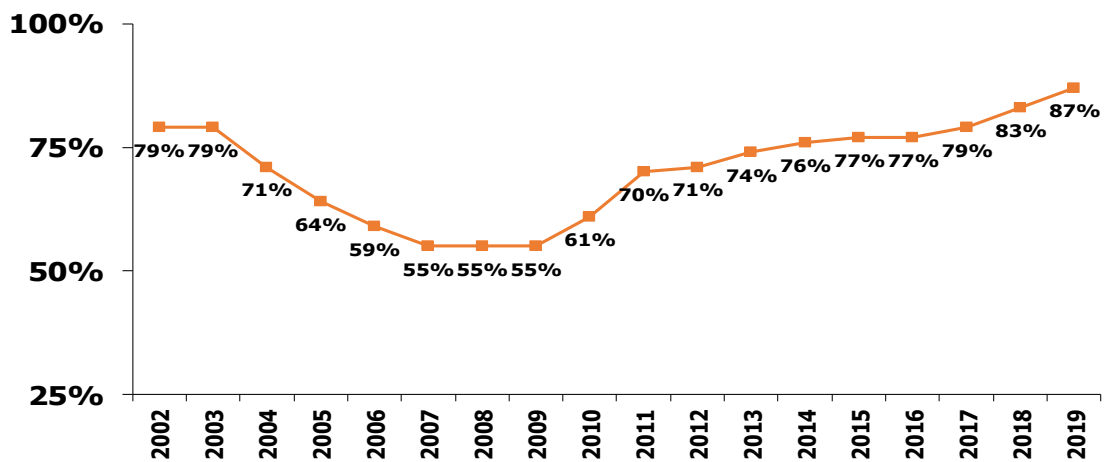
Scholarship Expenditures

Scholarship expenditures in 2018-2019 declined by $3.8 million or 5 percent compared to 2017-2018. The reasons for the reduction included the statutory change requiring the student's family income to be checked each year in college, the statutory change prohibiting use of the scholarship for noncredit remedial courses, and the overall decline in enrollment of high school students in the program. Scholarship expenditures are projected to increase to $72.4 million in 2020-2021 as a larger high school graduating class of Oklahoma's Promise students enters college in Fall 2020. The 2020 high school graduating class is the first at the higher $55,000 application income limit.

Scholarship Expenditures
(In $ millions, by academic year)
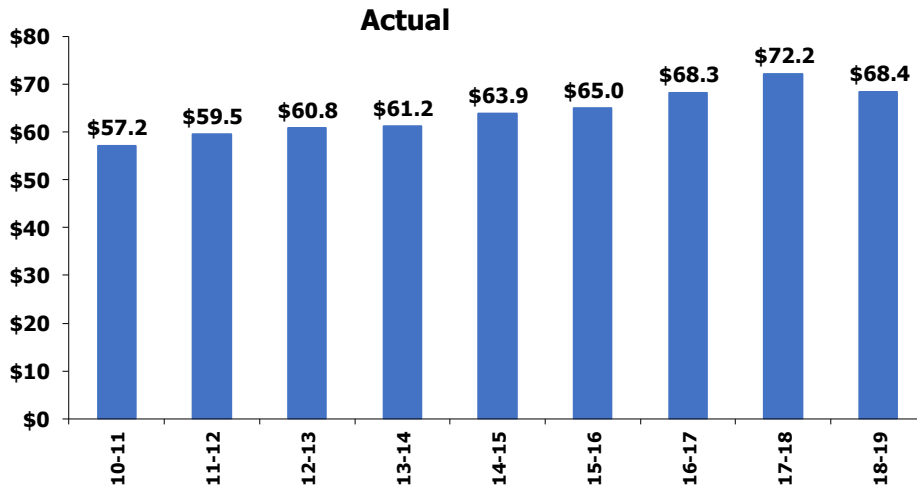
Actual

Year	Amount
10-11	$57.2
11-12	$59.5
12-13	$60.8
13-14	$61.2
14-15	$63.9
15-16	$65.0
16-17	$68.3
17-18	$72.2
18-19	$68.4

As of 1/14/20

AGENDA ITEM #10:

Student Assessment Plans.

SUBJECT: Approval of requests for changes to student assessment plans from Redlands Community College, Seminole State College and Tulsa Community College.

RECOMMENDATION:

It is recommended that the State Regents approve changes to the Redlands Community College, Seminole State College and Tulsa Community College Student Assessment Plans as required by the Assessment and Remediation policy.

BACKGROUND:

In the late 1980s and early 1990s, the State Regents implemented Assessment and Remediation policies to demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning and remediation of student educational needs. The Assessment policy was implemented to fulfill two purposes: (1) improvement of teaching and learning and (2) accountability and institutional effectiveness. Remediation is designed to assist students who have not completed the required high school courses and students who lack the requisite academic skills necessary to enroll and succeed in college-level courses.

Beginning in 2009, the Council on Instruction (COI) Assessment, Retention and Transfer Committee revised and combined the Assessment and Remediation policies into a single policy. The policy revisions provide increased guidance to institutions regarding the assessment of student learning outcomes and an improved process for course placement of students who demonstrate the need for remediation or developmental education. Additionally, the revisions outline the requirements for institutional assessment plans and reporting requirements to accomplish an effective and coordinated State System effort of assessment that will facilitate a model of continuous improvement for institutions.

In October 2015, the State Regents approved the revised Student Assessment and Remediation policy (3.20). The revisions to policy became effective in Fall 2016. All State System institutions have submitted assessment plans to the State Regents which were approved in February 2017 for a five-year period.

POLICY ISSUES:

This action is consistent with the Student Assessment and Remediation policy, specifically section 3.20.8, Planning and Reporting:

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

ANALYSIS:

Redlands Community College (Attachment A), Seminole State College (Attachment B) and Tulsa Community College (Attachment C) have submitted changes to their respective Student Assessment Plans that were approved in February 2017. The changes described below are substantive and therefore require State Regents' approval. Following staff review, it is recommended that the State Regents approve these changes.

Attachments

Redlands Community College Proposed Revisions

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
To enroll in College Algebra, General Quantitative Reasoning, English Composition I, or a heavy reading course, a student must have achieved a score of 19 on the Math, Reading, and English subtests of the ACT. If a student's score is below a 19 in any subtest, then he/she must take the Accuplacer placement test. Based on these scores, a student may be advised to take one or more developmental (0-level) Math, English or Reading courses. The specific placement scores will identify the set of developmental courses (if any) which should be completed as prerequisites for College Algebra, General Quantitative Reasoning, English Composition I or a heavy reading course.	Students with ACT subject test scores below 19 or lacking ACT Assessment Test scores altogether participate in secondary testing. MATHEMATICS The testing instruments for secondary testing in mathematics is ACCUPLACER and an institutionally designed placement rubric. The rubric includes length of time since last math course, HS GPA, placement test score, and specific degree plan. Completion of CCMR with a grade ≥ B and HS GPA ≥ 3.0 will be permitted to enroll in Quantitative Reasoning or College Algebra. Completion of CCMR with a grade ≥ B and HS GPA ≥ 2.8 will be permitted to enroll in Co-requisite College Algebra. NON-STEM PATHWAY Arithmetic

NON-STEM PATHWAY
Arithmetic

ACT: 1≥13	ACCUPLACER: 23≥30	NextGen: 200≥210	Dev Ed
ACT: 14≥18	ACCUPLACER: 31 ≥ 74	NextGen: 211≥254	Dev Ed
ACT: ≥19	ACCUPLACER: 75≥120	NextGen: 255≥300	MATH 1303

Quantitative Reasoning

No ACT score used	ACCUPLACER: 39 ≥ 120	NextGen: 219≥300	MATH 1303
ACT: 17≥18	ACCUPLACER: 65≥84	NextGen: 245≥264	Co-Requisite College Algebra
ACT: ≥19	ACCUPLACER: 85≥120	NextGen: 265≥300	MATH 1513 or MATH 2193

Algebra

ACT: 17≥18	ACCUPLACER: 20≥35	NextGen: 200≥215	Co-Requisite College Algebra
ACT: ≥19	ACCUPLACER: 36 ≥58	NextGen: 216≥238	MATH 1513
ACT: ≥24	ACCUPLACER: 59≥86	NextGen: 239≥266	MATH 1613
ACT: ≥24	ACCUPLACER: 87≥120	NextGen: 267≥300	MATH 2714

Approved February 2017	Revised

STEM PATHWAY

Arithmetic

No ACT score used	ACCUPLACER: 23≥30	NextGen: 200≥210	Dev Ed
No ACT score used	ACCUPLACER: 31 ≥ 74	NextGen: 211≥254	Dev Ed
ACT: ≥19	ACCUPLACER: 75≥120	NextGen: 255≥300	MATH 1303

Quantitative Reasoning

No ACT score used	ACCUPLACER: 39 ≥ 120	NextGen: 219≥300	MATH 1303
ACT: 17≥18	ACCUPLACER: 65≥84	NextGen: 245≥264	Co-Requisite College Algebra
ACT: ≥19	ACCUPLACER: 85≥120	NextGen: 265≥300	MATH 1513 or MATH 2193

Algebra

ACT: 17≥18	ACCUPLACER: 20≥35	NextGen: 200≥215	Co-Requisite College Algebra
ACT: ≥19	ACCUPLACER: 36 ≥58	NextGen: 216≥238	MATH 1513
ACT: ≥24	ACCUPLACER: 59≥86	NextGen: 239≥266	MATH 1613
ACT: ≥24	ACCUPLACER: 87≥120	NextGen: 267≥300	MATH 2714

ENGLISH

The testing instrument for secondary testing in language arts is Accuplacer Assessment Tests in reading and writing skills. Students may retest with the Accuplacer.

ENG 0013 – Fundamentals of Reading & Writing

ACT: ≤ 14	ACCUPLACER: ≤ 67	NextGen: 247
ACT: ≤ 14	ACCUPLACER: ≤ 69	NextGen: 249

ENG 0023 – Co-requisite Reading & Writing

ACT: 15 ≥18	ACCUPLACER: 68 ≥74	NextGen: 248 ≥254
ACT: 15 ≥18	ACCUPLACER: 70 ≥76	NextGen: 250≥256

ENG 1113 English Composition

ACT: ≥19	ACCUPLACER: ≥75	NextGen: 255 ≥300
ACT: ≥19	ACCUPLACER: ≥77	NextGen: 257≥300

Seminole State College Proposed Revisions

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
Students with ACT subject test scores below 19 or who lack ACT Assessment Test scores altogether, are required to participate in secondary testing. The purpose of secondary testing is to further assess student preparedness for enrollment in college-level courses in science reasoning, mathematics, reading and English. The testing instruments for secondary testing in language arts are COMPASS Assessment Tests in reading and writing skills. Students may retest with the COMPASS or take appropriate ASSET Tests in reading and writing. The testing instruments for secondary testing in math are institutionally designed placement tests and an institutionally designed placement rubric.	Students with ACT subject test scores below 19 or lacking ACT Assessment Test scores altogether participate in secondary testing. MATHEMATICS The testing instruments for secondary testing in mathematics are institutionally designed placement tests and an institutionally designed placement rubric. The rubric includes length of time since last math course, placement test score, and instructor evaluation. Completion of CCMR with a grade of B or higher will be permitted to enroll in college-level math without placement testing or remediation. QUANTITATIVE REASONING PATHWAY

QUANTITATIVE REASONING PATHWAY

ACT:0-18 RUBRIC: 0-19	Co-Requisite MATH 1413
ACT: ≥19 RUBRIC: ≥ 20	MATH 1413

STATISTICS PATHWAY

ACT:16 -18 RUBRIC: 0-19	Co-Requisite MATH 1503
ACT: ≥19 RUBRIC: ≥ 20	MATH 1503

ENGINEERING-PHYSICS-COMPUTER SCIENCE PATHWAY

ACT:0-15	Remediation MATH 0104
ACT: 16-18 RUBRIC: 0-19	Co-Requisite MATH 1513
ACT: ≥19 RUBRIC: ≥ 20	MATH 1513

BUSINESS-BIOLOGY PATHWAY

ACT:0-15	Remediation MATH 0104
ACT: 16-18 RUBRIC: 0-19	Co-Requisite MATH 1523
ACT: ≥19 RUBRIC: ≥ 20	MATH 1523

Approved February 2017	Revised
	ENGLISH The testing instrument for secondary testing in language arts is Accuplacer Assessment Tests in reading and writing skills. Students may retest with the Accuplacer. ENG 0125 – Fundamentals of Language Arts <table><tr><td>ACT: 0 -15</td><td>ACCUPLACER: 200-239</td></tr></table> ENG 1113 & ENG 0203 – Co-Requisite English Composition <table><tr><td>ACT: 16 -18</td><td>ACCUPLACER: 240-249</td></tr><tr><td>OR</td><td>OR</td></tr><tr><td>Reading score ≥19 and English score 0-18</td><td>Reading score ≥250 and Writing score ≥250</td></tr></table> ENG 1113 English Composition <table><tr><td>English ACT: ≥19</td><td>Reading score ≥250</td></tr><tr><td>AND</td><td>AND</td></tr><tr><td>Reading ≥19</td><td>Writing score ≥250</td></tr></table>

Tulsa Community College Proposed Revisions

Approved Revisions September 2019	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
Course placement for mathematics, reading, and English is determined by ACT or SAT subject scores, placement tests scores, and/or other multiple measures depending on the subject and the developmental level. In math, students will be placed based on H.S. GPA from an accredited high school, ACT or SAT math score, or ACCUPLACER Next Generation math tests, depending on which score places them at the highest level. Students are placed into writing courses by ACT or SAT subject scores, or a combination of ACCUPLACER's WritePlacer and ETS's SuccessNavigator English Placement Index score. Students are placed into reading courses by ACT or SAT subject scores, or a combination of ACCUPLACER's Next Generation Reading test and ETS's SuccessNavigator English Placement Index score. Proposed entry-level assessment scores for mathematics, reading, and English are reflected in TCC's course placement document.	Secondary Assessment Modifications: MATHEMATICS - Classic Accuplacer Math tests have expired and will no longer be accepted for math placement. - HS GPA cut scores for MATH 1483 (Math Functions) is reduced from 3.4 to 3.0. This change will align with HS GPA requirements for Technical Math. - SAT Math cut scores for MATH 1483 and MATH 1513 (Precalculus I) are reduced from 520 to 510 to align with MATH1454 (Technical Math) and MATH 1473 (Quantitative Reasoning) cut scores. - ACT Math cut scores for MATH 1483 and MATH 1513 (Precalculus I) are reduced from 20 to 19 to align with MATH 1454 (Technical Math) and MATH 1473 (Quantitative Reasoning) cut scores. - Accuplacer Next Generation "*Functions*" domain cut scores have been reduced from 263 to 237 to align with MATH1454 (Technical Math) and MATH 1473 (Quantitative Reasoning) cut scores. READING - Classic Accuplacer Reading tests have expired and will no longer be accepted for math placement. - Success Navigator will no longer be used for placement as ETS discontinued the assessment measure. - HS GPA will be included as a multiple measure combined with NextGen Accuplacer Reading tests to increase college-level course placement. - Accuplacer Reading score of 250-262 and HS GPA ≥ 3.0 will be placed in Reading Foundations II instead of Reading Foundations I. WRITING - Success Navigator will no longer be used for placement since ETS has discontinued the assessment measure. - HS GPA will be included as a multiple measure for placement into Writing Foundations II (GPA ≥ 2.6), Co-requisite Writing (GPA ≥ 2.7) and Composition I (GPA ≥ 3.2) 3.23

AGENDA ITEM #11-a:

State Authorization.

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

RECOMMENDATION:

> **It is recommended that the State Regents authorize an out-of-state private institution to operate in Oklahoma, as described below.**

BACKGROUND:

On October 29, 2010, the United States Department of Education (USDE) published final regulations addressing program integrity and student aid programs. The regulations created rules and definitions covering a wide range of issues affecting colleges and universities as well as state higher education agencies. Most notably, a state authorization regulation, which is detailed in 34 CFR § 600.9, was established to strengthen consumer protection and increase institutional accountability. As a result of this regulation, to maintain eligibility to award federal financial aid, a higher education institution must obtain authorization in each state in which it is physically located.

To ensure students attending private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma do not unnecessarily lose their federal financial aid, Senate Bill 1157 established the statutory basis for a state authorization process. As a result of this legislation, effective November 1, 2016, private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma are required to be:
- accredited by a national or regional 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.

In an effort to meet the intent of the federal regulation, Senate Bill 1157 limited the scope of the State Regents' policy and procedure elements to a complaint process, standards for operation, stipulations for a written enrollment agreement between the institution and the student, and reporting requirements.

On October 20, 2016, the State Regents approved substantive revisions to the Institutional Accreditation policy (now titled the Institutional Accreditation and State Authorization) to meet the statutorily mandated functions that are prescribed in Senate Bill 1157.

Senate Bill 1157 exempted private institutions that participate in the Oklahoma Tuition Equalization Grant program (OTEG), which is a program that awards grants to Oklahoma residents enrolled as full-time undergraduate students at qualified Oklahoma not-for-profit, private higher education institutions, from being subject to the requirements detailed therein. Therefore, OTEG institutions will not be subject to the State Regents' state authorization policy provision.

POLICY ISSUES:

The Institutional Accreditation and State Authorization policy specifies the institutional eligibility requirements to seek approval to operate as a degree granting institution in Oklahoma and the conditions that institutions shall meet to continually operate in Oklahoma.

An institution that wishes to seek authorization to operate as a degree granting institution in Oklahoma is required to submit an electronic state authorization application. This application is composed of five sections that direct an institution to provide general institutional information, designate an institutional director who is responsible for overseeing compliance with the Institutional Accreditation and State Authorization policy, disclose accreditation information, report data, and attach specific documentation.

The documentation section, which was established to ensure compliance with certain provisions of the Institutional Accreditation and State Authorization policy, requires an institutional applicant to attach:
- proof of accreditation by a national or regional accrediting agency that is recognized by the United States Department of Education;
- a copy of the institution's student complaint process; and
- a copy of the institution's student enrollment agreement.

ANALYSIS:

Prior to February 6, 2020, State Regents' staff received a request to be authorized from the institution listed below:

Name	Type	Accreditor
Heavy Equipment Colleges of America	Out-of-State Private	Accrediting Commission of Career Colleges and Schools

After reviewing the applications and required documentation, State Regents' staff concluded that this institution meets the state authorization requirements. As such, it is recommended that the State Regents authorize Heavy Equipment Colleges of America to operate in Oklahoma.

For information purposes, the data that were submitted within the state authorization application are detailed below.

2018-2019 Data

Number of Programs Offered by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Heavy Equipment Colleges of America	5	0	0	0	0	0

Enrollment by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Heavy Equipment Colleges of America	152	0	0	0	0	0

Credentials Awarded

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Heavy Equipment Colleges of America	151	0	0	0	0	0

Total Number of Students Enrolled and Number of Students Receiving Federal Financial Aid

Institution	Total Enrollment	Total Number of Students Receiving Financial Aid
Heavy Equipment Colleges of America	121*	0

* This number differs from the total number of enrollments in Enrollment by Level because Total Enrollment is unduplicated headcount whereas Enrollment by Level is the total number of students who attended during the period.

AGENDA ITEM #11-b:

State Authorization.

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

RECOMMENDATION:

> **It is recommended that the State Regents re-authorize out-of-state private institutions to operate in Oklahoma, as described below.**

BACKGROUND:

On October 29, 2010, the United States Department of Education (USDE) published final regulations addressing program integrity and student aid programs. The regulations created rules and definitions covering a wide range of issues affecting colleges and universities as well as state higher education agencies. Most notably, a state authorization regulation, which is detailed in 34 CFR § 600.9, was established to strengthen consumer protection and increase institutional accountability. As a result of this regulation, to maintain eligibility to award federal financial aid, a higher education institution must obtain authorization in each state in which it is physically located.

To ensure students attending private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma do not unnecessarily lose their federal financial aid, Senate Bill 1157 established the statutory basis for a state authorization process. As a result of this legislation, effective November 1, 2016, private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma are required to be:

- accredited by a national or regional 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.

In an effort to meet the intent of the federal regulation, Senate Bill 1157 limited the scope of the State Regents' policy and procedure elements to a complaint process, standards for operation, stipulations for a written enrollment agreement between the institution and the student, and reporting requirements.

On October 20, 2016, the State Regents approved substantive revisions to the Institutional Accreditation policy (now titled the Institutional Accreditation and State Authorization) to meet the statutorily mandated functions that are prescribed in Senate Bill 1157.

Senate Bill 1157 exempted private institutions that participate in the Oklahoma Tuition Equalization Grant program (OTEG), which is a program that awards grants to Oklahoma residents enrolled as full-time undergraduate students at qualified Oklahoma not-for-profit, private higher education institutions, from being subject to the requirements detailed therein. Therefore, OTEG institutions will not be subject to the State Regents' state authorization policy provision.

POLICY ISSUES:

The Institutional Accreditation and State Authorization policy specifies the institutional eligibility requirements to seek approval to operate as a degree granting institution in Oklahoma and the conditions that institutions shall meet to continually operate in Oklahoma.

An institution that wishes to seek authorization to operate as a degree granting institution in Oklahoma is required to submit an electronic state authorization application. This application is composed of five sections that direct an institution to provide general institutional information, designate an institutional director who is responsible for overseeing compliance with the Institutional Accreditation and State Authorization policy, disclose accreditation information, report data, and attach specific documentation.

The documentation section, which was established to ensure compliance with certain provisions of the Institutional Accreditation and State Authorization policy, requires an institutional applicant to attach:
- proof of accreditation by a national or regional accrediting agency that is recognized by the United States Department of Education;
- a copy of the institution's student complaint process; and
- a copy of the institution's student enrollment agreement.

ANALYSIS:

Prior to February 6, 2020, State Regents' staff received requests to be re-authorized from the institutions listed below:

Name	Type	Accreditor
Wayland Baptist University	Private, non-profit	Southern Association of Colleges and Schools, Commission on Colleges
Park University	Private, non-profit	Higher Learning Commission
Platt College	Private, for profit	Accrediting Commission of Career Schools and Colleges
Tulsa Welding School, Inc.	Private, for profit	Accrediting Commission of Career Schools and Colleges

After reviewing the applications and required documentation, State Regents' staff concluded that the institutions meet the state authorization requirements. Therefore, it is recommended that the State Regents re-authorize Wayland Baptist University, Park University, Platt College, and Tulsa Welding School, Inc., to operate in Oklahoma.

For information purposes, the data that were submitted in the state authorization applications are detailed below.

2018-2019 Oklahoma Data

Number of Programs Offered by Level

Institution	Diploma	Associate	Baccalaureate	Master's	Doctoral
Wayland Baptist University	0	0	17	13	1
Park University	0	2	11	0	0
Platt College	10	3	0	0	0
Tulsa Welding School, Inc.	2	1	0	0	0

Enrollment by Level

Institution	Diploma	Associate	Baccalaureate	Master's	Doctoral
Wayland Baptist University	0	0	8	10	0
Park University	0	1	42	0	0
Platt College	1,637	198	0	0	0
Tulsa Welding School, Inc.	1,374	110	0	0	0

Credentials Awarded

Institution	Diploma	Associate	Baccalaureate	Master's	Doctoral
Wayland Baptist University	0	0	7	5	0
Park University	0	0	5	0	0
Platt College	603	160	0	0	0
Tulsa Welding School, Inc.	503	41	0	0	0

Total Number of Students Enrolled and Number of Students Receiving Federal Financial Aid

Institution	Total Enrollment	Total Number of Students Receiving Financial Aid
Wayland Baptist University	18	6
Park University	43	9
Platt College	1,835	1,362
Tulsa Welding School, Inc.	1,415*	1,070

* This number differs from the total number of enrollments in Enrollment by Level because Total Enrollment is unduplicated headcount whereas Enrollment by Level is the total number of students who attended during the period.

AGENDA ITEM #12:

Academic Policy.

SUBJECT: Approval of a policy exception request from Oklahoma State University Institute of Technology.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University Institute of Technology's request to transcript credit for prior learning coursework before students complete 12 credit hours.**

BACKGROUND:

The Oklahoma State Regents for Higher Education's Credit for Prior Learning policy provides the framework through which students can demonstrate learning achieved through non-traditional learning environments, and provides a systematic process of validating and awarding credit on a course-by-course basis. The policy ensures the maintenance of uniform academic standards with regard to the evaluation of experiences leading to the awarding of credit for prior learning and provides for uniform transfer of prior learning credit among institutions of the system.

Since the policy's inception in 1975, students have been required to complete 12 or more semester hours at the awarding institution before credit for prior learning is placed on the student's transcript. In 1995, the State Regents revised the policy by specifying that an institutional policy exception to this provision must be requested by the institution and approved by the State Regents. Over time, the University of Oklahoma, Cameron University, Oklahoma State University, and Tulsa Community College were granted exceptions to this provision.

POLICY ISSUES:

The aforementioned policy provision requires institutions to seek a policy exception to transcript credit for prior learning before a student completes 12 credit hours. Oklahoma State University Institute of Technology (OSUIT) is seeking an exception to transcript the credit for prior learning after admission and prior to initial enrollment.

ANALYSIS:

OSUIT is requesting that Oklahoma School of Science and Mathematics (OSSM) students enrolled at the OSSM regional center located on the OSUIT campus be allowed to receive credit for prior learning before completing 12 semester hours at OSUIT. Due to the rigorous curricular requirements of OSSM, OSUIT feels that a model based on granting credit for prior learning is more appropriate than the current model where OSSM students earn college credit at OSUIT through concurrent enrollment. Prior learning assessments will be designed by OSUIT faculty with appropriate expertise in the course content area.

This exception will apply to OSSM graduates who are regularly admitted to OSUIT, or to OSSM students admitted and enrolled as concurrent students at OSUIT who are interested in completing assessments for courses in addition to concurrent course enrollments. OSUIT will provide the State Regents copies of the institutional assessments used for OSSM students to determine prior learning credit.

AGENDA ITEM #13-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 $883,526.27 to Oklahoma State University Center for Health Sciences (OSU CHS) and $883,526.27 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit $1,767,052.54. This amount is sufficient for a transfer of $883,526.27 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 $86,849,905.39

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

5-Year History of Allocations	Amount to Each Entity
FY2016 Total	$5,704,842.55
FY2017 Total	$5,707,375.33
FY2018 Total	$6,185,257.93
FY 2019 Total	$5,170,195.74
FY 2020 Y-T-D	$3,216,297.66

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 27, 2020

AGENDA ITEM #13-b:

> **E&G Budget.**

SUBJECT: Approval of FY2020 supplemental appropriation request.

RECOMMENDATION:
> **It is recommended that the State Regents approve a request for a supplemental state appropriation for FY2020 in the amount of $320,209, representing an increase in state support for support of the Quartz Mountain Arts and Conference Center and Nature Park.**

BACKGROUND:

Pursuant to Article 13-A, §2 and state budget law O.S. 62 §34.36, the State Regents are required to determine budget needs recommendations for presentation to the Oklahoma Legislature and the Governor.

On May 31, 2019, the Oklahoma State Regents allocated $848,835 in state appropriations to Quartz Mountain Arts & Conference Center (Quartz) to support their FY2020 budget. On December 20, 2019, we were notified by Mr. Brian Bush, the Executive Director of Quartz, that the occupancy rate was down approximately 25 percent from the prior year, leaving Quartz with some cash flow problems. Quartz management implemented immediate measures to limit expenses and reduced personnel to address the operational deficit. On February 5, 2020, Mr. Bush further notified us of their need for a supplemental appropriation to complete the current fiscal year and to avoid closure of Quartz.

ANALYSIS:

The State Regents have a constitutional duty under Article 13-A, §2 of the Oklahoma Constitution and state budget law O.S. 62 §34.36 to determine and recommend to the Oklahoma Legislature and the Governor budget requests that state the needs of the Oklahoma State System of Higher Education. Quartz Mountain Arts & Conference Center has indicated that the portion of their budget supported through operational revenue is insufficient to meet their cash flow requirements to continue operations without additional support from the State of Oklahoma.

The supplemental appropriation will address two critical components in order for Quartz to remain operational and to be prepared for the contractual obligation with the Oklahoma Arts Institute in June 2020:

1. Operational Expenses – ($306,209) This request will cover the expected operational expenses for the remaining five months (February – June 2020) to address utilities, payroll, food services, security, and minimum administrative costs to remain operational.

2. Capital Expenses – ($14,000) This request will cover immediate, health and safety maintenance and repairs required for operations which include roof repairs, elevator shaft repairs to prevent closure orders from the inspector, and a kitchen refrigeration unit necessary to comply with health department requirements.

Should additional funding be received from this request, the State Regents' will be asked to allocate the funds to Quartz Mountain Arts & Conference Center in a subsequent agenda item.

AGENDA ITEM #14-a:

       EPSCoR.

SUBJECT: Approval of allocation for Oklahoma Research Day.

RECOMMENDATION:

> **It is recommended that the State Regents approve an allocation in the amount of $30,000 to Southwestern Oklahoma State University for the annual Oklahoma Research Day.**

BACKGROUND:

Southwestern Oklahoma State University is hosting the 2020 Oklahoma Research Day. The State Regents' support enables students to attend the day-long poster display and symposium without cost. An estimated 1,000 students from regional universities will participate.

POLICY ISSUES:

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

ANALYSIS:

Southwestern Oklahoma State University requests $30,000 in support for the annual research exposition and symposium. This support provides display boards, flyers, program, expenses for speakers and judges and other meeting costs. The State Regents along with several additional sponsors have agreed to host this annual event.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 27, 2020

AGENDA ITEM #14-b:

EPSCoR.

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

RECOMMENDATION:

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

BACKGROUND:

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

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

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

POLICY ISSUES:

None

ANALYSIS:

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

Chancellor Johnson recommends that the following members be approved for appointment to the EPSCoR Advisory Committee for a period of three years, expiring December, 2023:

Dr. Tomas Díaz de la Rubia
Vice President for Research and Partnerships
University of Oklahoma

Dr. Brenton McLaury
Interim Vice Provost for Research and Dean of the Graduate School
The University of Tulsa

Dr. James Sorem
Dean of the College of Engineering & Natural Sciences
The University of Tulsa

Dr. Michael Udvardi
Chief Scientific Officer
Noble Research Institute

Robin Schott
Vice President, West Central Region
Project Lead the Way

The Honorable Susan Paddack
Executive Director
Oka' Institute

AGENDA ITEM #15:

Contracts and Purchases.

SUBJECT: Approval of FY2020 Purchases in excess of $100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY2020 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) Gigapop Internet Services LLC in the amount of $165,000.00 for fiber construction from the Union Public School datacenter to the Garnett Hut for fault tolerant service delivery. The costs for this project will be recovered through OneNet customer user fees. (Funded from 718-OneNet).

2) Copper River IT in the amount of $390,000.00 for Adva Optical equipment to provide services to the Chickasaw Nation in Tishomingo and Murray State College in Tishomingo. This equipment will also provide services to the Chickasaw Nation in Madill, Ardmore, and Thackerville on fibers provided by Trace Fiber Network that have been integrated into the Oklahoma Community Anchor Network (OCAN) optical network. This purchase is funded through the Master Lease Project with OneNet customer user fees to be used toward annual debt service payment. (Funded from 718-OneNet).

AGENDA ITEM #16:

> **Investments.**

SUBJECT: Approval of investment managers.

AGENDA ITEM #17-a:

Rule Revisions.

SUBJECT: Oklahoma's Promise. Adoption of proposed permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program (Oklahoma's Promise) as described below and complete the permanent rulemaking process as required by the Oklahoma Administrative Procedures Act.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families with an income of $55,000 or less at the time of application to the program (the income limit will increase to $60,000 beginning in 2021-2022). The student's family income must also not exceed $100,000 while the student is enrolled in college.

POLICY ISSUES:

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

ANALYSIS:

The permanent rule revisions are necessary for two reasons:

1. Incorporation of recent changes in ACT's testing policy: On October 8, 2019, ACT announced that beginning in September 2020, ACT will calculate and officially report a student's "superscore" if the student takes the test more than once. The "superscore" will be calculated based on the student's highest score on each individual section (English, math, reading, science) taken from the multiple tests. In addition, after a student has taken the complete test a first time, the student will be able to retest in one or more of the individual sections without having to retake the entire test. The Oklahoma's Promise statutes require that homeschool students and students graduating from a nonaccredited high school achieve a composite score of 22 or higher on the ACT test. The proposed rule revision specifies that a student's "superscore" as reported by ACT will be considered for purposes of eligibility for the Oklahoma's Promise award.

2. Correction of "scrivener's error": In the most recent version of the Oklahoma's Promise rules published by the office of the Secretary of State, a phrase stating, "through a cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education," which was deleted in 2018 due to legislation passed in 2017, was inadvertently restored to the rules. Per discussions with the Office of Administrative Rules, the proposed amendment to delete this phrase in 610:25-23-7 is necessary to return the rule to its correct wording.

The proposed revisions were posted at the State Regents' meeting on December 5, 2019.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 23 – Oklahoma Higher Learning Access Program

610:25-23-1. Purpose [no changes]

610:25-23-2. Eligibility of participants [no changes]

610:25-23-3. Applications [no changes]

610:25-23-4. Program requirements
(a)   Students shall agree to abide by the following provisions throughout the remainder of their school years or educational program:
    (1)   Attend school regularly and to do homework regularly, meaning the student was in attendance at least eighty percent (80%) of each school year, excluding absences excused by the school;
    (2)   Refrain from substance abuse, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined by 63 O.S. § 2-101(8);
    (3)   Refrain from commission of crimes or delinquent acts, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law;
    (4)   Have school work and school records reviewed by mentors designated pursuant to the program;
    (5)   Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
    (6)   Participate in program activities. [70 O.S. § 2605]
(b)   The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:
    (1)   Assist the student in achieving compliance with the agreements;
    (2)   Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
    (3)   Provide information requested by the OSRHE or the State Board of Education; and
    (4)   Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]
(c)   Students in the program graduating high school in 2010 and thereafter must complete the following 17-unit core curriculum with a minimum 2.50 grade-point-average (GPA) on a 4.00 grading scale, by the time they graduate from high school. For the purpose of calculating the required core curriculum GPA, core courses in English, lab science, mathematics, history and citizenship skills, foreign or non-English language, computer technology, or "additional" subject areas must be transcripted with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. If the required one unit, year, or set of competencies in fine arts (music, art, or drama) or speech is fulfilled on a pass/fail or competency basis, the course(s) will be accepted and excluded from the required core curriculum GPA calculation.
    (1)   Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);

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(2)   Three units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);

(3)   Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability [must have completed geometry and Algebra II], calculus, Advanced Placement Statistics);

(4)   Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture):

(5)   Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);

(6)   One additional unit, or year, of subjects listed above, or any Advanced Placement course except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);

(7)   One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.

(d)   The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular requirements.

(e)   Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.

(f)   Strict parameters regulate the substitution of applied courses (OSRHE policy on Institutional Admission and Retention).

(g)   Exceptions to the required core curriculum will be considered according to the following:

   (1)   Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:

      (A)   Core curriculum requirements which are also required for regular college admission (OSRHE policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.

      (B)   Any other core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.

   (2)   Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.

   (3)   Any other requests for exceptions to the core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any core curriculum requirements omitted in high school or other educational program.

(h)   Students must attain a minimum 2.50 cumulative GPA on a 4.00 grading scale for all work attempted in grades nine through twelve.

(i)   Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT test score. Only ACT ~~and SAT test~~ scores reported ~~on an official test report issued~~ by ACT ~~from~~ for tests administered ~~on national test dates~~ prior to the student's high school graduation will be considered. <u>Beginning September 1, 2020, all test scores reported by ACT, including "superscores" as defined by ACT, will be considered.</u> Scores from ACT residual tests will not be considered. SAT test scores will be considered in a manner comparable to ACT test scores.

610:25-23-5. Securing Program benefits [no changes]

610:25-23-6. Retaining eligibility in postsecondary education [no changes]

610:25-23-7. Payment of awards; policies and limitations
(a)   Eligible students enrolled at an institution in The Oklahoma State System of Higher Education shall have an award equivalent to their undergraduate resident nonguaranteed tuition paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Trust Fund [70 O.S. § 3953.1];
(b)   Eligible students enrolled in a duly accredited private Oklahoma institution of higher education [70 O.S. § 4103] shall have awards paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund in an amount equivalent to the average undergraduate resident nonguaranteed tuition if the student were enrolled in a comparable institution of The Oklahoma State System of Higher Education. Comparability of institutions shall be determined by the OSRHE;
(c)   Eligible students enrolled in a postsecondary career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education through a cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education shall have an award equivalent to tuition paid, not exceeding the average amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education, to the school or institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund;
(d)   Funds shall be transferred by the OSRHE from the Oklahoma Higher Learning Access Trust Fund to the institution in which the student is enrolled. No funds shall be paid directly to the student;
(e)   Payment will not be allowed for courses taken in excess of those required for a baccalaureate degree;
(f)   Beginning with students graduating high school in 2017-2018 and thereafter, payment will be limited to 129 semester credit hours, or the equivalent, except as provided in the following. Students enrolled in a baccalaureate degree program that requires in excess of 129 semester credit hours or the equivalent, may receive payment for the number of semester credit hours required by the degree program. Students without a baccalaureate degree who are enrolled in a first professional degree program that does not require completion of a baccalaureate degree and that requires in excess of 129 semester credit hours or the equivalent, may receive payment for the number of semester credit hours required by the degree program up to a maximum of 150 semester credit hours or the equivalent. The Chancellor may approve exceptions to the limit for extraordinary or hardship circumstances including, but not limited to, sickness and injury.
(g)   Students will be eligible for the benefits outlined in this policy for five (5) years from the first date of postsecondary enrollment. The Oklahoma State Regents for Higher Education may award the Oklahoma Higher Learning Access Program benefits for courses of postsecondary units taken more than five (5) years after the student's first semester of postsecondary enrollment only in hardship circumstances; provided, however, no Oklahoma Higher Learning Access Program participant may receive benefits beyond a cumulative time period of five (5) years [70 O.S. § 2604]. Hardship circumstances may include, but are not limited to, sickness, injury, required military service, or service required by the student's religious or cultural traditions;
(h)   There will be no limit to the number of awards other than the amount of funds available or the number of eligible students. If sufficient funds are not available to provide awards for all eligible applicants, the OSRHE shall make awards on the basis of need;
(i)   Students who have previously received awards shall have priority over students applying for initial awards;
(j)   The Oklahoma State Regents for Higher Education shall take into consideration other grants and scholarships received by an eligible applicant when making awards [70 O.S. § 2604]. Award recipients may not receive financial aid in excess of his/her cost of attendance as determined by the institution in which the student is enrolled. The cost of attendance determined by the institution shall be consistent with

regulations for federal Title IV student financial aid programs. If necessary, an award shall be reduced by an amount which makes the student's total financial aid equivalent to the student's identified cost of attendance.

(k)   Beginning with the 2018-2019 academic year, an award shall not include payment for non-credit remedial courses.

(l)   If a student withdraws from a class in which he or she has received an award from the Oklahoma Higher Learning Access Program, the awarded funds shall be returned to the Oklahoma Higher Learning Access Program. This provision shall only apply to awarded funds when the student withdraws prior to the end of the add/drop period for the session in which the student is enrolled.

610:25-23-8. Administrative responsibilities [no changes]

610:25-23-9. "Heroes Promise" [no changes]

AGENDA ITEM #17-b:

Rule Revisions.

SUBJECT: Academic Scholars Program. Adoption of proposed permanent rule revisions for the Academic Scholars Program.

RECOMMENDATION:

It is recommended that the State Regents adopt proposed permanent rule revisions for the Academic Scholars Program as described below and complete the permanent rulemaking process as required by the Oklahoma Administrative Procedures Act.

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 keep Oklahoma's best high school students in state for college. Resident students can 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. These categories of eligibility are referred to as "Automatic Qualifiers."

In 1999, legislation authorized an additional category called "Institutional Nominees" which allowed 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 two 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% or rank of #1 or #2	3.8 GPA and either top 4% or rank of #1 or #2	3.7 GPA and either top 5% or rank of #1 or #2

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.

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 *[no longer funded as of 2018-2019]*; and

(3) enhance the academic quality in Oklahoma colleges and universities.

ANALYSIS:

The permanent rule revisions address three items – (1) the addition of a third minimum eligibility criterion option for Institutional Nominees, (2) incorporation of recent changes in ACT's testing policy, and (3) the correction of a "scrivener's error" from an earlier policy amendment.

1. Addition of a third minimum eligibility criterion option for Institutional Nominees

The recommendation to add a third minimum eligibility criterion option for Institutional Nominees would address the following issues:

- The combination of a student's high school GPA and ACT score is a stronger predictor of college success than GPA or ACT alone. There is currently no eligibility criterion based on a combination of these two factors.

- The current eligibility option based on GPA/Class Rank requires a student to graduate from a high school that calculates class rank. However, there are currently at least eighteen public and private high schools in Oklahoma that do not calculate class rank. This puts students at these schools at a disadvantage to meet the eligibility requirements for the Institutional Nominee award. Graduates of these schools may only use the ACT option for eligibility purposes. Some of the public schools include: Jenks HS, Classen School of Advanced Studies (OKC), Putnam City West HS, Oklahoma School for Science and Mathematics, Harding Fine Arts Academy (OKC), and the Tulsa School of Arts and Sciences.

- The addition of a third criterion option would provide more flexibility for colleges and universities to select qualified applicants while maintaining high academic standards. The minimum ACT scores required for the recommended third option are within the top ten percent of ACT scores – Research Universities, 30 ACT, top three percent; Regional Universities, 28 ACT, top six percent; Community Colleges, 26 ACT, top nine percent.

Minimum Criteria Options	Research Universities	Regional Universities	Community Colleges
Current Option 1 ACT or SAT Equivalent	32 ACT	30 ACT	29 ACT
Current Option 2 GPA/Class Rank	3.9 GPA and either top 2% or rank of #1 or #2	3.8 GPA and either top 4% or rank of #1 or #2	3.7 GPA and either top 5% or rank of #1 or #2
Proposed Option 3 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**

2. **Incorporation of recent changes in ACT's testing policy**

On October 8, 2019, ACT announced that, beginning in September 2020, ACT will calculate and officially report a student's "superscore" if the student takes the test more than once. The "superscore" will be calculated based on the student's highest score on each individual section (English, math, reading, science) taken from the multiple tests. In addition, after a student has taken the complete test a first time, the student will be able to retest in one or more of the individual sections without having to retake the entire test. The proposed rule revision specifies that a student's "superscore" will be considered for purposes of eligibility for the Academic Scholars Program.

3. **Correction of "scrivener's error"**

In the most recent version of the Academic Scholars Program rules published by the office of the Secretary of State, an existing phrase stating, "4% Class Rank or rank of first or second in their graduating class," was inadvertently moved from its original location to the line below. Per discussions with the Office of Administrative Rules, the proposed amendment is necessary to return the phrase to its correct location.

The proposed revisions were posted at the State Regents' meeting on December 5, 2019.

Proposed amendments:

610:25-1-3. General principles for operation of program

(a)   Recipients of award must attend a regionally or State Regents' accredited public, independent or proprietary higher education institution in Oklahoma.

(b)   The program is designed to adhere to the State Regents' Policy on Social Justice by encouraging all potential applicants to the Oklahoma State Regents' Academic Scholars Program to enter national scholarship competition.

(c)   Concurrently enrolled high school students are not eligible for this program.

(d)   Only ACT test scores reported ~~on an official test report issued~~ by ACT prior to college entry, excluding concurrently enrolled students and students enrolled for the summer term following high school graduation, will be considered for admission to the program. Scores from ACT residual tests will not be considered. SAT test scores will be considered in a manner comparable to ACT test scores. Qualifying test scores obtained after college enrollment are invalid for applying to the program. <u>Until August 31, 2020, partial</u> ~~Partial~~ scores from more than one examination will not be considered. <u>Beginning September 1, 2020, all test scores reported by ACT, including "superscores" as defined by ACT, will be considered.</u>

(e)   A student must enter the program the fall semester immediately after his/her class graduates from high school, except for students admitted under the State Regents' Opportunity Admission Category. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.

(f)   Disability Provision. Provisions contained in this section are consistent with 70 O.S. 1991, Section 2403, as amended, and federal legislation affecting disabled persons. If a person identifies himself or herself as a student with a disability and requests consideration for a scholarship under the Academic Scholars Program by means other than standard testing procedures, the State Regents shall permit the student to be examined under the special testing arrangements provided by either ACT or The College Board provided that he or she meets the qualifications specified by ACT and SAT respectively to be examined. Performance percentile requirements for participation in the Academic Scholars Program remain the same as for other students. Students taking such tests and receiving Academic Scholarship awards will be expected to meet the same retention standards as other students. Special provisions may be considered in determining full-time enrollment for students falling in this category.

610:25-1-4. Eligibility Requirements and Term of Scholarship Award

(a)   There are five avenues by which to qualify for the Academic Scholars Program. Each is defined below:

    (1)   An Individual Applicant Qualified Student, which shall mean a student who is a resident of the State of Oklahoma whose ACT test score or whose Scholastic Aptitude Test score falls within the 99.5 to 100.0 percentile levels as administered in the State of Oklahoma and whose grade-point average and/or class rank is exceptional, as determined by the State Regents,

    (2)   A Presidential Scholar, which shall mean a student selected by the Commission on Presidential Scholars pursuant to the Presidential Scholars Program administered by the United States Department of Education,

    (3)   A National Merit Scholar, which shall mean a student designated as a National Merit Scholar by the National Merit Scholarship Corporation,

    (4)   A National Merit Finalist, which shall mean a student designated as a National Merit Finalist by the National Merit Scholarship Corporation.

    (5)   An Institutional Nominee, which shall mean a student nominated by an institution in The Oklahoma State System of Higher Education whose ACT test score or whose Scholastic Aptitude Test score falls within the 95.0 to 99.49 percentile levels, or who shows exceptional academic achievement as evidenced by factors including but not limited to grade point average, class rank, national awards, scholastic achievements, honors, and who shows exceptional promise based on

documentation that may include but not be limited to teacher recommendations, extracurricular activities, and evidence of overcoming economic and social obstacles as determined by the State Regents. The State Regents shall ensure that standards of high academic ability are documented. Scholarship awards to institutional nominees become effective when appropriate documentation is verified by the State Regents.

 (A) Effective with the Fall ~~2006~~ 2020 semester, Institutional Nominees are required to meet at least one of the ~~two~~ three minimum criteria outlined below to be considered eligible for application as an Institutional Nominee:

  (i) Research universities:

   (I) ACT: 32 or SAT equivalent

   (II) GPA 3.9 and either Top 2% Class Rank or rank of first or second in their graduating class

   (III) GPA 3.9 and 30 ACT or SAT equivalent

  (ii) Regional universities:

   (I) ACT: 30 or SAT equivalent

   (II) GPA 3.8 and either Top 4% Class Rank or rank of first or second in their graduating class

   (III) GPA 3.8 and 28 ACT or SAT equivalent

  (iii) Two-year colleges: ~~4% Class Rank or rank of first or second in their graduating class~~

   (I) ACT: 29 or SAT equivalent

   (II) GPA 3.7 and either Top 5% Class Rank or rank of first or second in their graduating class

   (III) GPA 3.7 and 26 ACT or SAT equivalent

 (B) ~~Students graduating from high schools that do not provide class rank and home-educated~~ Home-educated students shall be considered for eligibility as an Institutional nominee based on ~~their ACT or SAT test scores~~ minimum criteria (I) and (III) in sections (a)(5)(A)(i), (a)(5)(A)(ii), and (a)(5)(A)(iii), above.

 (C) Students are eligible for consideration as an Institutional Nominee no later than the fall semester immediately following the graduation of their high school class. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.

 (D) Institutional Nominees may be Oklahoma residents or nonresidents.

 (E) Students receiving the scholarship as an Institutional Nominee of a two-year college are eligible for transfer to a four-year public or private Oklahoma institution after completion of an associate's degree or the accumulation of at least 48 credit hours. In addition, the Institutional Nominee of a two-year college must attend the nominating institution for the first year.

 (F) Students receiving the scholarship as an Institutional Nominee of a four-year university are eligible for transfer to another Oklahoma institution after one year of attendance at the nominating institution.

 (G) For any year that the State Regents provide less than full funding of the total cost of all awards for nonresident students participating in the program, nonresident students may transfer the scholarship to another institution only upon approval of the institution to which they intend to transfer.

 (H) Students who fail to enroll the first semester upon nomination forfeit their scholarship eligibility.

 (I) Institutions may not replace students who forfeit their scholarship or are removed from the program due to failure to meet continuing eligibility requirements with another nominee.

(b) Students receiving the scholarship are eligible for eight semesters of scholarship at Oklahoma colleges and universities. Additional semesters of award, up to ten semesters, are available upon approval

by the President or appropriate academic officer of the institution and the Chancellor. Additional semesters are intended only for extraordinary circumstances or for undergraduate academic programs that cannot be completed within eight semesters.

AGENDA ITEM #17-c:

Rule Revisions.

SUBJECT: Adoption of proposed permanent rule revisions to the Administrative Policy.

RECOMMENDATION:

> **It is recommended that the State Regents adopt permanent rule revisions to Title 610, Chapter 1, Subchapter 7, Section 14, titled, Organization of Agenda to the Administrative Policy and complete the permanent rulemaking process as required by the Oklahoma Administrative Procedures Act.**

BACKGROUND:

The proposed rule revisions were approved by the Regents and permission was given to initiate the permanent rulemaking process at the last meeting on December 5, 2019. State Regents' Administrative Rules, among other things, outline the procedures for creation of meeting agendas for each State Regents meeting.

Section (e) of Rule 610:1-7-14 addresses the "Reports" section of the meeting agenda, which contains items of a general reporting nature. Current State Regents' policy requires that State Regents "accept" the reports listed under the "Reports" section of the agenda unless "their consideration is essential to the understanding of subsequent action items. According to Section (e) of Rule 610:1-7-14, the "Reports" section shall include items such as:

- matters for study and consideration with action to be taken at some future meeting,
- routine periodic program/activity reports,
- special informational reports to the State Regents,
- published reports, and
- communications.

Furthermore, Section (f) of Rule 610:1-7-14 provides the Chairman with the authority to receive oral presentations on all reports prior to their acceptance or the authority to forego oral reports should additional clarification not be needed for the items listed in the "Reports" section of the agenda.

POLICY ISSUES:

Upon discussion with the State Regents regarding terminology and legal definitions of the terms "accept" and "acceptance," the Regents decided that their actions under Sections (e) and (f) are more accurately defined and described as an acknowledgement of receipt. Therefore, in order to avoid confusion and mischaracterization of their actions, it is recommended that State Regents' Rule be revised as follows to more accurately reflect the action taken by the State Regents with regard to reports.

ANALYSIS:

Upon approval by the Regents on December 5, 2019, a Notice of Rulemaking Intent was filed with the Office of Administrative Rules and copies of the rule changes were sent to the Governor and Secretary of Education for their review and comment. Their comment period expired on January 21, 2020. The public comment period expired on February 3, 2020.

The text of the rule amendments are as follows.

610:1-7-14. Organization of agenda
    (a) The agenda for a State Regents' meeting will contain items of business categorized under the following topics:
        (1) Academic Affairs
        (2) Fiscal Affairs
        (3) Executive
        (4) Consent Docket
        (5) Reports
    (b) The order in which the items of business are listed may vary although academic items are normally considered first.
    (c) Items requiring State Regents' action will generally be scheduled at the first of the agenda.
    (d) Items of a routine nature that require State Regents' action and that are consistent with State Regents' policies and previous action will be placed on a Consent Docket. These items normally will be handled with one vote and little, if any, discussion.
    (e) Items of a reporting nature requiring only general ~~acceptance~~ acknowledgement of receipt by the State Regents will generally be listed under "Reports" and scheduled at the end of the agenda for one general ~~acceptance~~ acknowledgement action by the Regents unless, for instance, their consideration is essential to the understanding of subsequent action items. The "Reports" section shall include such items as:
        (1) matters for study and consideration with action to be taken at some future meeting,
        (2) routine periodic program/activity reports,
        (3) special informational reports to the State Regents,
        (4) published reports, and
        (5) communications.
    (f) The Chairman may elect to receive oral presentations on all or selected reports prior to their general ~~acceptance~~ acknowledgement of receipt or may elect to proceed with ~~acceptance~~ acknowledgement of receipt and forego oral reports should additional clarification not be needed.

AGENDA ITEM #18:

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:

- **Jake Heister,** the internal evaluator for the GEAR UP grant, completed a graduate certificate program through OU, Graduate Certificate in Applications of Educational Research and Evaluation.

- **Chancellor Glen D. Johnson,** presented higher education's FY21 system-wide budget request and 2020 legislative agenda at regional legislative tour event at the University of Central Oklahoma (UCO) in Edmond; presented higher education's FY21 system-wide budget request and 2020 legislative agenda at Southwest Oklahoma regional legislative tour event at Redlands Community College (RCC) in El Reno; presented higher education's FY21 system-wide budget request and 2020 legislative agenda at Southeast Oklahoma regional legislative tour event in Krebs, Oklahoma.

- **Melissa Neal,** executive director of the Oklahoma College Assistance Program, earned a Masters in Administrative Leadership, with a focus on organizational leadership, from the College of Professional and Continuing Studies at the University of Oklahoma.

- **Dr. Goldie Thompson,** assistant vice chancellor**,** Teacher Preparation and Special Programs, served as a poster session judge for University of Central Oklahoma's Master of Secondary Education Capstone Colloquium, November 19, 2019. Graduate students in teacher education worked on a semester-long research project in which they integrated pedagogical and content area coursework to make a unique contribution to the profession.

AGENDA ITEM #19:

Deleted Item.

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 27, 2020

AGENDA ITEM #20-a:

Programs.

SUBJECT: Program Modifications. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
    14 degree program requirement changes
    4 degree program name changes
    4 degree option name changes

University of Oklahoma Health Sciences Center (OUHSC)
    2 degree program requirement changes

University of Oklahoma Law (OU-LAW)
    1 degree program requirement change

Cameron University (CU)
    1 degree program requirement change

East Central University (ECU)
    5 degree program requirement changes
    1 degree program option addition
    1 degree option name change

Langston University (LU)
    1 degree program requirement change

Northeastern State University (NSU)
    20 degree program requirement changes
    1 degree program option addition
    1 degree program name change
    1 degree program designation change

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

Rogers State University (RSU)

2 degree program option name changes
2 degree program requirement changes

Southeastern Oklahoma State University (SEOSU)
1 degree program option addition

Southwestern Oklahoma State University (SWOSU)
2 degree program modifications

Murray State College (MSC)
1 degree program name change

Northern Oklahoma College (NOC)
1 degree program option addition

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

Oklahoma State University – Oklahoma City (OSU-OKC)
1 degree program option addition
2 degree program requirement changes

Tulsa Community College (TCC)
18 degree program requirement changes
2 degree program option deletions

Western Oklahoma State College (WOSC)
2 degree program option additions
1 degree program requirement change

POLICY ISSUES:

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

ANALYSIS:

OU – Doctor of Philosophy in Petroleum Engineering (184)
Degree program requirement changes
- Add PE 6573, PE 5353, and PE 5523 as required courses.
- Add MATH 4163/PE 5563/PE 5990.
- Add 12 credit hours of Special Studies.
- Add 6 credit hours of Thesis Research.
- The proposed changes add core courses and better define the 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 – Master of Science in Petroleum Engineering (183)
Degree program requirement changes

- Remove PE 5990.
- Add PE 5523.
- The proposed changes better define the degree requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Arts in Liberal Studies (232)
Degree program name change and degree program option name change
- Change program name to Integrative Studies.
Change option name from Integrated Studies to Integrative Studies.
The proposed name changes will align the graduate and undergraduate programs within the School of Integrative and Cultural Studies into a singular administrative structure and nomenclature.
- 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 – Graduate Certificate in Geospatial Technologies (418)
Degree program requirement changes
- Change minimum credit hours required for Techniques content area from 6 to 3.
- Change minimum credit hours required for Advanced/Applied content area from 3 to 6.
- The proposed changes will make the certificate more attractive to graduate 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 – Master of Science in Chemical Engineering (031)
Degree program requirement changes
Change credit hours required for Advanced Chemical Engineering electives from 6 to 5-6.
Change credit hours required for Advanced Science, Math, or Engineering electives from 6 to 6-7.
Add Advanced Technical courses as alternatives for Advanced Science, Math, or Engineering electives.
Add graduate liaison approval for Advanced Chemical Engineering, Advanced Science, Math, or Engineering electives.
- The proposed changes provide students more flexibility in course selection.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Industrial and Systems Engineering (129)
Degree program requirement changes
- Remove CS 3202 and add CS 3203.
- The proposed changes update the curriculum to more accurately reflect the rigor of the course content.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 131 to 132.
- No funds are requested from the State Regents.

OU – Master of Science in Industrial and Systems Engineering (130)
Degree program requirement changes
- Add ISE 5553, ISE 5853, ISE 5103, and other advanced statistics course as alternatives for ISE 5013 for students with an equivalent undergraduate class.
- Add ISE 5663 and other advanced operations research course as alternatives for ISE 5023 for students with an equivalent undergraduate class.
- Add ISE 5813 and other advanced course as alternatives for ISE 5033 for students with an equivalent undergraduate class.
- The proposed changes will permit students with undergraduate courses similar in content to the required graduate courses to satisfy the curricular requirements with alternative courses as approved by the program committee and student's advisor.
- No new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Doctor of Philosophy in Industrial and Systems Engineering (131)
Degree program requirement change
- Add ISE 5553, ISE 5853, ISE 5103, and other advanced statistics course as alternatives for ISE 5013 for students with an equivalent undergraduate class.
- Add ISE 5663 and other advanced operations research course as alternatives for ISE 5023 for students with an equivalent undergraduate class.
- Add ISE 5813 and other advanced course as alternatives for ISE 5033 for students with an equivalent undergraduate class.
- Change graduation requirements:
  Remove: Require 9 hours of Industrial and Systems Engineering courses at the 6000-level which can include ISE 6990 taught by the major professor; must be approved by the Advisory Committee.
  Add: At least 3 credit hours must be 6000-level courses in Industrial and Systems Engineering. This can include ISE 6990 when approved by the Advisory Conference Committee.
- The proposed changes will permit students with undergraduate courses similar in content to the required graduate courses to satisfy the curricular requirements with alternative courses as approved by the program committee and student's advisor.
- 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 Geography (089)
Degree program requirement changes, degree program name change, and degree program option name change
- Change program name to Geography and Environmental Sustainability.
Change option name to Geography and Environmental Sustainability.
Add GEOG 5313 as required course.
Add Environmental Sustainability courses as seminar and graduate level course alternatives.
For electives:
  Change thesis track requirements from 12-14 to 9-11.
  Change non-thesis track requirements from 24 to 18.
The proposed name changes will better align the program and option with the name of the department that houses the program and better reflect the spectrum of departmental faculty expertise.

- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 30-36 to 30-33.
- No funds are requested from the State Regents.

OU – Master of Science in Geography (425)

Degree program requirement changes, degree program name change, and degree program option name change
- Change program name to Geography and Environmental Sustainability.

Change option name to Geography and Environmental Sustainability.

Change concentration from Physical Geography to Environmental Systems.

The proposed name changes will better align the program and option with the name of the department that houses the program and better reflect the spectrum of departmental faculty expertise.
- 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 – Doctor of Philosophy in Geography (090)

Degree program requirement changes, degree program name change, and degree program option name change
- Change program name to Geography and Environmental Sustainability.

Change option name to Geography and Environmental Sustainability.

Add Environmental Sustainability courses as seminar and graduate level course alternatives.

The proposed name changes will better align the program and option with the name of the department that houses the program and better reflect the spectrum of departmental faculty expertise.
- 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 Fine Arts in Drama (330)

Degree program requirement changes
- Remove DRAM 1523 from Drama core.
- For Acting Emphasis:
  Add DRAM 1523 as required course.
- For Design Emphasis:
  Add MTHR 3143 as required course.
- For Dramaturgy Emphasis:
  Add DRAM 1523 as required course.
- For Stage Management Emphasis:
  Add DANC 1713/MUNM 1113.
- The proposed changes will better prepare students for their professional career.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Doctor of Philosophy in Economics (049)

Degree program requirement changes

Add Labor Economics content area.

Add ECON 6433 and ECON 6533 in Labor Economics content area.

The proposed changes will better align and expand options available for current students completing their dissertations.

- 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 and Management (344)
    Graduate Certificate in Natural Gas Technology (401)

Degree program requirement changes
- Remove CHE 5643 and add PE 5663.
- The proposed changes update the curriculum to reflect current course availability.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree and certificate will not change.
- No funds are requested from the State Regents.

OUHSC – Master of Public Health in Public Health (006)

Degree program requirement changes
- For the Industrial Hygiene/Environmental Health option:
  Add HPS 5211.
- The proposed change aligns the curriculum with the Council on Education in Public Health accreditation requirements.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 48 to 49.
- No funds are requested from the State Regents.

OUHSC – Master of Science in Occupational and Environmental Health (058)

Degree program requirement changes
- For the Biostatistics, Epidemiology, Health Administration and Policy, Health Promotion Sciences, and Environmental Health options:
  Add HPS 5211.
- The proposed change aligns the curriculum with the Council on Education in Public Health accreditation requirements.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 44-45 to 45-46.
- No funds are requested from the State Regents.

OU-LAW – Master of Legal Studies in International Business Law (161)

Degree program requirement changes
- Remove LSIB 5003 and LSIB 5012 and add LSIB 5142 and LSIB 5153.
- The proposed changes update the curriculum to award appropriate credit for course content.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Bachelor of Science in Chemistry (340)

Degree program requirement changes
- For the Chemistry option:
  Remove CHEM 4361, CHEM 4363, CHEM 4411, and CHEM 4413.

- The proposed changes will better prepare students for careers or graduate study in the field.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU – Bachelor of Science in Psychology (037))
    Degree program requirement changes and degree program option addition
- Add option:
  Behavioral Health.
  The proposed option will prepare students to work in a behavioral health related field.
- Add HRPSY 3253, PSYCH 2403, PSYCH 4133, and PSYCH 4413.
- For the main Psychology program:
  Remove 12 credit hours of Required Electives.
  Remove 12 credit hours of Approved Electives in Psychology.
  Add 15 credit hours of Electives to be selected from:
    - 3-6 credit hours from PSYCH 3463/PSYCH 4443/PSYCH 4453.
    - 6 credit hours from PSYCH 3023/PSYCH 3053/PSYCH 3063/PSYCH 3613/PSYCH 4213/PSYCH 4323/PYSOC 2213.
    - 3-6 credit hours of approved 3000-4000 level Psychology courses.
  Remove Minor requirement.
- The proposed changes will enhance recruitment and retention of students.
- 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.

ECU – Bachelor of Science in Mass Communication (049)
    Degree program requirement changes and degree program option name change
- For the Mass Media option:
  Change option name to Media Production.
  Remove MCOM 1713, MCOM 1813, and MCOM 2743.
  The proposed name change better reflects more recognized nomenclature within the industry.
- For all options:
  Remove MCOM 1733, MCOM 3853, MCOM 4611, MCOM 4733, and SFA 1000.
  Add MCOM 1211, MCOM 3013, MCOM 3053, MCOM 3063, MCOM 3783, and MCOM 4012.
  Change credit hours required for Required Electives from 27 to 15.
- For the Advertising/Public Relations option:
  Remove MCOM 3823, MCOM 3843, MCOM 3893, and MCOM 4813.
- The proposed changes update the curricular requirements to reflect new trends in the industry.
- Eight new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU – Bachelor of Social Work in Social Work (050)
    Degree program requirement changes
- Remove MATH 1413 and add MATH 1223.
- Change credit hours required for Related Work from 13 to 10.
- Remove 3 credit hours of Required Related Work.
- Remove Minor requirement.

- The proposed changes provide students with the necessary general education math course.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU – Bachelor of Arts in Criminal Justice (052)
Degree program requirement changes
- Change credit hours required for Related Work from 9 to 6.
- Remove MATH 1223.
- The proposed changes better serve students transferring to ECU.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU – Master of Science in Water Resource Policy and Management (103)
Degree program requirement changes
- Remove the following admission requirements:
  Submission of two references.
  Submission of responses to essay questions.
  Submission of LSAT, MAT, or GRE scores.
- The proposed changes remove unnecessary barriers to the application process.
- 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.

LU – Bachelor of Science in Nursing (039)
Degree program requirement changes
Add EG 2053 as alternative for EG 2033.
For main degree program:
    Remove COM 2213, NR 2313, NR 3113, NR 3523, NR 4333, NR 4432, and NR 4426.
    Add SP 2713, NR 3003, NR 3312, NR 3322, NR 4203, NR 4163, NR 4443, and NR 4114.
For students who already hold licensure as a Registered Nurse:
    Remove NR 2313, NR 3113, NR 3334, NR 3523, NR 3203, NR 3123, NR 4333, NR 4432, and NR 4426.
    Add NR 4153, NR 3114, NR 3004, NR 3115, NR 4203, NR 3233, NR 4233, and NR 4115.
The proposed curriculum changes will better prepare students to pass the NCLEX-RN exam on the first attempt, increase retention rates, and equip graduates to provide safe and quality care as nurses.
- Twelve new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU - Master of Science in Counseling (019)
Degree program requirement changes
- Change admission criteria:
  Remove the Graduate Record Examination (GRE) and Miller Analogies Test (MAT) score submission requirement.
  This proposed change will align with the Graduate College's removal of the GRE and MAT scores as an admission requirement for all students.
  Change the required number of references from three to two.

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Remove COUN 5800, COUN 5820, COUN 5840, COUN 5920 and add COUN 5713 to Counseling Core.
For the Addiction Counseling option:
Remove COUN 5273.
For the Clinical Mental Health Counseling option:
Remove COUN 5100 and COUN 5713 and add COUN 5183/COUN 5513/COUN 5523.
For the School Counseling option:
Remove COUN 5100 and COUN 5713 and add COUN 5573 and COUN 5583.
- Remove COUN 5273.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Arts in Geography and Sustainability Studies (036)
Degree program requirement change
- Add GEOG 4951 as a required course.
- The proposed change adds a portfolio requirement that synthesizes student learning in the program and a civic engagement component to provide an immersive learning experience.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Science in Health and Human Performance (040)
Degree program requirement changes
Remove NUTR 1653 as a General Education requirement.
Change credit hours required for Required Core from 30 to 34.
Remove HED 2392 and HED 3353 and add HED 2393, HED 4213, and HED 4353.
- For the Clinical/Wellness option:
Change required credit hours from 15 to 21.
Add HED 4563 and HED 4583.
For the Recreation/Fitness option:
Change credit hours required for option from 15 to 21.
Remove HED 3313 and add HED 4723, PED 4313, and REC 3553.
- The proposed changes update the curriculum to prepare the department for accreditation with the Commission on Accreditation of Allied Health Education Programs.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Science in Education in Health and Physical Education (041)
Degree program requirement changes
Remove HED 3323, PED 4222, and PED 4312.
- Add HED 4353, HED 4323, PED 4223, and PED 4313.
- The proposed changes will provide students with more content knowledge to help them prepare for the Oklahoma Subject Area Test.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Science in Leadership (052)

Degree program requirement changes

- Change admission criteria:
  Remove the Graduate Record Examination and Miller Analogies Test score submission requirement.
- For Training and Development option:
  Remove EDUC 5430 and EDUC 5633 and add EDUC 5243 and EDUC 5773.
- The proposed changes will better serve student needs.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Business Administration in Business Administration (056)

Degree program requirement change

- Change admission criteria to the following:
  Beyond the admission requirements for the Graduate College, admission to the Master of Business Administration program requires:
  - Completion of Common Professional Component courses (program prerequisites).
    - The following business foundations courses are prerequisites to courses in the Master of Business Administration (MBA) program and required of students with non-business undergraduate majors: Introduction to Financial Accounting, Business Statistics, Principles of Marketing, Principles of Management, and Principles of Finance, all from an approved, accredited undergraduate program; OR
    - Students may demonstrate competency in these areas by earning a minimum score of 80 percent on the final exam of the CPC Ivy Software components as approved by the MBA director. An advisor will work with the student to determine which component assessments are needed. Such course components may include: 1) Financial Accounting, 2) Business Math and Statistics 3) Principles of Marketing, 4) Principles of Management, 5) Understanding Corporate Finance.
  - An official Graduate Management Admissions Test (GMAT) score report of 400 or higher or Graduate Record Examination (GRE) equivalent scores.
  - GMAT waivers are available based on the following criteria:
    - A combined undergraduate GPA of 3.0 or a 3.25 in the last 60 hours of the undergraduate degree; OR
    - If GMAT score is less than 400, receiving a minimum score of 80 percent on the final exam of IVY Software components of Business Math and Statistics and Interactive Business; OR
    - Previously conferred master's or terminal degree from an accredited university.
  Conditional admission may be allowed on a case by case basis with no more than 9 hours taken prior to meeting requirements.
- The proposed changes align the program's admission criteria with that of the Graduate College.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Education in Reading (075)

Degree program requirement change

- Change admission criteria to the following:

Beyond the admission requirements for the Graduate College, admission to the Reading program requires:

- A 2.5 overall GPA or 2.75 in the last 60 hours of undergraduate coursework, or a scaled score above the 25th percentile on the Graduate Record Examination (GRE) or Millers Analogies Test (MAT) prior to the first enrollment.

- The proposed changes align the program's admission criteria with that of the Graduate College.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Social Work in Social Work (102)

Degree program requirement changes
Remove admission into the program as a requirement.
Remove MATH 1473/MATH 1513 and add COMM 1113.

- The proposed changes will allow students to more easily declare Social Work as their major.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Education in School Administration (103)

Degree program requirement changes

- Change admission criteria:
  Remove the Graduate Record Examination (GRE) and Miller Analogies Test (MAT) score submission requirement.
  Remove WritePlacer requirement.
- The proposed changes will align with the Graduate College's removal of the GRE and MAT scores as an admission requirement for all students and better reflect current practice.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Arts in Communication (106)

Degree program requirement changes

- Change admission criteria to the following:
  Beyond the admission requirements for the Graduate College, admission to the Communication program requires:
    - A GPA of 3.0 in all undergraduate coursework OR a score in at least the 35th percentile on either the Graduate Record Examination or Miller Analogies Test.
    - A 500-word essay describing what the student hopes to achieve by admission to the program.
- The proposed changes align the program's admission criteria with that of the Graduate College.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Arts in American Studies (112)

Degree program requirement changes

- Change admission criteria to the following:
  Beyond the admission requirements for the Graduate College, admission to the American Studies program requires:

- A writing sample (a recent paper, minimum 5 pages in length, of original documented research) and a statement of purpose (1-2 pages, identifying the student's reasons for pursuing graduate study).

Admission requirements must be met prior to the student's first enrollment.

- The proposed changes align the program's admission criteria with that of the Graduate College.
- Three new elective courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Education in Early Childhood Education (117)

Degree program requirement changes

- Change admission criteria to the following:

Beyond the admission requirements for the Graduate College, admission to the Early Childhood Education program requires:

- A GPA of 3.0 in the undergraduate major (may be conditionally admitted with a GPA of 2.75 in the undergraduate major. Conditional admission requires a student to maintain a 3.0 GPA in the first 12 hours of graduate coursework with no grade below a "C").
- Courses in the Master of Education in Early Childhood Education do not include all courses needed for an Early Childhood Teaching Certificate for the State of Oklahoma. Candidates seeking certification will be individually advised on courses needed based on previous college credits.

An applicant who has not met admission requirements may be admitted for one semester only on a tentative (temporary) basis. An applicant may continue in the program, beyond the first enrollment, only if admission requirements are met. Otherwise, any coursework completed may not apply in the program.

- The proposed changes align the program's admission criteria with that of the Graduate College.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Science in Library Media and Information Technology (129)

Degree program requirement changes

- Change admission criteria to the following:

Beyond the admission requirements for the Graduate College, admission to the Library Media and Information Technology program requires:

- Earned undergraduate GPA of at least a 3.0 based on a 4.0 system for the last 60 hours of coursework; or a scaled score above the 25th percentile on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) prior to the first enrollment.

If seeking Oklahoma certification as a School Library Media Specialist, candidates must have a current Oklahoma teaching certificate. Those who do not have teaching certification must pass the Oklahoma General Education Test (OGET) and the Oklahoma Professional Teaching Examination (OPTE). To earn certification as a Library Media Specialist, candidates must take the state certification test for school librarians (038) at the completion of the program. If seeking certification in any state other than Oklahoma, it is recommended that individuals contact the appropriate State Department for guidelines so requirements can be built into the program.

- The proposed changes align the program's admission criteria with that of the Graduate College.
- Remove EDUC 5823 and add LIBM 5573.

- The proposed curriculum change strengthens the curriculum by adding a course specific to school librarians and the technology they use.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Science in Health and Kinesiology (142)

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

- Change program name to Health and Sport Science.

  The proposed program name change reflects current job opportunities and a university emphasis on improving healthy lifestyles for NSU's constituent communities.
- Add options:

  Health Education.

  Sport Administration/Management.
- For Health Education option:

  Add HED 5013, HED 5113, HED 5183, HED 5353, and HED 5473.

  The proposed Health Education option will train students to design and deliver health communication messages.

  For Sport Administration/Management option:

  Add MGMT 5213, MGMT 5243, MGMT 5273, PED 5333, and PED 5373.

  The proposed Sport Administration/Management option includes interdisciplinary coursework in business to prepare graduates to own or manage sport administration businesses.
- Restructure degree program to include common core plus two options.

  Change Professional Core to Health and Sport Science Core.

  For Health and Sport Science Core:
    - Remove HED 5223, HED 5303, PED 5233, PED 5333. PED 5443, PED 5463, PED 5480, PED 5553, PED 5563, and PED 5740.
    - Add HED 5443, HED 5553, HED 5563, 2 credit hours of HED 5740, 3 credit hours of HED 5990, and HED 5953.
- Change admission criteria to the following:

  Beyond the admission requirements for the Graduate College, admission to the Health and Sport Science program requires:
    - Possess an undergraduate GPA of 2.5 in all previous coursework attempted.
    - A score at or above the 30th percentile of college graduates nationally on the Miller Analogies Test (MAT) or the equivalent on the verbal and quantitative ability portion of the Graduate Record Examination (GRE) is required. Students who score below the minimum exam requirement must maintain a cumulative 3.5 GPA in the first 12 hours of graduate coursework stipulated on the degree plan. If the 3.5 GPA is not met, additional courses approved by the advisor will be required. Financial aid may not extend to these courses.
    - Official results for Miller Analogy Test (MAT) or the Graduate Record Examination (GRE) must be received by the Graduate College before the end of the first semester of graduate coursework.
- The proposed changes align the program's admission criteria with that of the Graduate College.
- Ten new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Science in Medical Laboratory Science (147)
Degree designation change
- Change degree designation to a Bachelor of Science in Medical Laboratory Science (BSMLS).
- The proposed change will remove barriers for student completion and will align the degree designation with similar programs across the U.S.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Business Administration in Professional Business Administration (157)
Degree program requirement changes
- Change admission criteria to the following:
Beyond the admission requirements for the Graduate College, admission to the Master of Business Administration program requires:
  - The applicant must have three years of full-time work experience prior to the program admission;
  - A current resume showing all academic honors and work experience;
  - Two letters of recommendation;
  - An official Graduate Management Admissions Test (GMAT) score report of 450 or higher or a Graduate Record Examination equivalent score.
GMAT waivers are available based on the following criteria:
  - A combined undergraduate GPA of at least a 3.0 or a 3.25 in the last 60 hours of coursework; OR
    - If GMAT score is less than 450, receiving a minimum score of 80 percent on the final exam of Ivy Software components of Business Math and Statistics and Interactive Business; OR
    - Previously conferred master's or terminal degree from an accredited university.
Conditional admission may be allowed on a case by case basis with no more than 9 hours taken prior to meeting requirements.
- Remove prerequisite courses.
- The proposed changes align the program's admission criteria with that of the Graduate College.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Social Work in Social Work (164)
Degree program requirement changes
- Change admission criteria to the following:
Beyond the admission requirements for the Graduate College, admission to the Master of Social Work (MSW) program requires:
  - MSW Advanced Standing Pathway applicants must have earned a Bachelor of Social Work degree from a Council on Social Work Education accredited program with a minimum undergraduate GPA of 3.00 on a 4.00 scale.
  - MSW Traditional Pathway applicants must have earned an undergraduate degree from a regionally accredited or internationally listed college or university with a minimum cumulative undergraduate GPA of 3.00 on a 4.00 scale.
Applicants with a cumulative GPA of 2.80-2.99 may be granted conditional admission. Students admitted conditionally must earn a 3.5 GPA during their first 9 hours of the program to advance to regular admission.

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- The proposed changes will make NSU's admission standards comparable to other regional social work programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NWOSU – Doctor of Nursing Practice in Advanced Nursing Practice (080)

Degree program name change
- Change program name to Family Nurse Practitioner.
- The proposed change is needed to meet accreditation requirements and will reflect the focus and role 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.

RSU – Bachelor of Science in Community Counseling (120)

Degree program requirement changes
- Remove CC 4513.
- Add SBS 4513.
- The proposed changes will eliminate confusion for students.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSU – Bachelor of Arts in Communications (114)

Degree program option name changes and degree program requirement changes
- For all options:
  Add COMM 3413.
- For the Radio/TV option:
  Change option name to Broadcasting and New Media.
  Remove COMM 3413 and add COMM 3033.
- For the Corporate Communications option:
  Change option name to Strategic Communication.
  Remove COMM 2723 and COMM 4223.
  Add COMM 3123 and COMM 3633.
  Add ART 1213 as an alternative course to COMM 2003.
- For the Communication Arts option:
  Remove COMM 4223.
  Add COMM 2433.
- One new course will be added and no courses will be deleted.
- The proposed changes update the option names and curriculum to better serve students.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU – Master of Education in Educational Leadership (073)

Degree program option addition
- Add option:
  Dual Emphasis.

- The proposed option will allow students to complete the requirements for both principal and superintendent certification.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 30 to 30-45.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Pharmaceutical Sciences (059)
Degree program requirement changes
- Remove PHARM 5853 and add PHARM 5753.
- The proposed changes update the curriculum to include a course better suited for the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Associate in Applied Science in Medical Laboratory Technician (123)
Degree program requirement changes
- Add MATH 1193 as an alternative course to MATH 1143/MATH 1513.
- Remove BIOL 2503.
- Add ALHLT 1103.
- Remove ALHLT 1044, ALHLT 1314, ALHLT 2024, ALHLT 2033, ALHLT 2104, ALHLT 2441, ALHLT 2541, and ALHLT 2443.
- Add ALHLT 1513, ALHLT 1613, ALHLT 2434, ALHLT 2203, and ALHLT 2303.
- The proposed changes update the curriculum to meet current academic, industry, and accreditation requirements.
- Seven new courses will be added and 8 courses will be deleted.
- Total credit hours for the degree will change from 76 to 68.
- No funds are requested from the State Regents.

MSC – Associate in Applied Science in Veterinary Technology (036)
Degree program name change
- Change program name to Veterinary Nursing.
- The proposed name reflects changes in the nomenclature within the discipline and is widely supported by Veterinary Technician programs in the United States and the National Association of Veterinary Technicians in America.
- 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.

NOC – Associate in Science in Mathematics and Physical Sciences (040)
Degree program option additions
- Add options:
  Meteorology.
  Mathematics Technology.
- The proposed options will better prepare students for transfer into similar programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OCCC – Associate in Arts in Music (028)
>
> Degree program requirement changes
> - Remove MU 2123 and MU 2223.
> - Change credit hours required for General Education Electives from 3 to 9.
> - The proposed changes will better serve students as they transfer into a four-year program.
> - No new courses will be added and two courses will be deleted.
> - Total credit hours for the degree will not change.
> - No funds are requested from the State Regents.

OCCC – Associate in Applied Science in Computer Science (052)
>
> Degree program requirement changes
> - For the Computer Systems Support Emphasis option:
>   Change credit hours required for Support Electives from 6 to 3.
>   Add CS 1543.
> - For the Web Design and Development option:
>   Remove CS 2433, CAT 1513, and 3 credit hours of CS Electives.
>   Add CS 2373, CS 1543, and CS 2153.
> - The proposed changes will better prepare students for employment within the industry.
> - One new course will be added and no courses will be deleted.
> - Total credit hours for the degree will not change.
> - No funds are requested from the State Regents.

OCCC – Certificate in Web Design (150)
>
> Degree program requirement changes
> - Remove CAT 1513 and CS 2433.
> - Add CS 1543 and CS 2373.
> - The proposed changes will better prepare students for employment within the industry.
> - One new course 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.

OCCC – Associate in Applied Science in Physical Therapist Assistant (055)
>
> Degree program requirement changes
> - Remove PSY 2403 and PTA 1202.
> - Add BIO 2255 as an alternative course to BIO 1314.
> - Add BIO 2102 as an alternative course to BIO 2234.
> - Add PTA 1201 and PTA 1211.
> - The proposed changes align the program with other accredited Physical Therapist Assistant programs in Oklahoma.
> - Two new courses will be added and one course will be deleted.
> - Total credit hours for the degree will change from 72 to 69.
> - No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Nurse Science (014)
>
> Degree program option addition
> - Add option:
>   LPN/Paramedic to RN.
> - The proposed option provides a pathway to allow nurses and paramedics to further their career.
> - No new courses will be added and no courses will be deleted.

- Total credit hours for the degree will change from 72 to 72-76.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Fire Protection (009)
Degree program requirement changes
- Change credit hours required for FIRE 1727 from 7 to 5.
- Add FIRE 2122 and FIRE 2362.
- Remove FIRE 1721.
- The proposed changes update the program to better meet industry standards.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 60 to 61.
- No funds are requested from the State Regents.

OSU-OKC – Certificate in Firefighter (029)
Degree program requirement changes
- Change credit hours required for FIRE 1727 from 7 to 5.
- Remove FIRE 1721.
- The proposed changes update the program to better meet industry standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 24 to 21.
- No funds are requested from the State Regents.

TCC - Associate of Applied Science in Information Technology (098)
Degree program option deletion
- Delete option Network and Cloud Computing.
- The proposed deletion is effective Fall 2020 and is due to persistent low student enrollment, and completion rates indicate a need for a degree option better aligned with industry.
- There are currently 32 students enrolled in the option with an expected graduation date of Summer 2020.
- 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.

TCC - Certificate in Information Technology (133)
Degree program requirement changes and degree program option deletions
- For Business Application Specialist option:
  Remove CSCI 1263, CSCI 2043, CSCI 1013, CSCI 1203 and add CSYS 2073.
- The proposed changes to the Business Application Specialist option reflect the need to align the certificate program with current Microsoft Office Expert exams.
- Delete option Systems Support Technology.
  There are currently 3 students enrolled in the option with an expected graduation date of Summer 2020.
- Delete option Programming.
  There are currently 12 students enrolled in the option with an expected graduation date of Summer 2020.

The proposed option deletions are due to persistent low student enrollment, and certificate completion rates indicate a need for certificate options better aligned with industry.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the Business Application Specialist option will change from 27 to 18.

- Total credit hours for the certificate will change from 27 to 18-27.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Engineering Technology (151)

  Degree program requirement changes
- For Manufacturing Engineering Technology option:

  Change credit hours required for General Education from 18 to 19.

  Change credit hours required for General Education Recommended Electives from 2 to 3.

  For General Education Recommended Electives:
    - Add CSCI 1203 as alternative to COLL 1003.
    - Remove alternative to select two (2) credit hours from the list of Liberal Arts and Sciences electives.

  Remove ENGT 1212, ENGT 1463, ENGT 1513, ENGT 1543, ENGT 2153, and add ENGT 1213 and QCTT 2433.

  Add Industrial Maintenance concentration with the following courses: 6 hours of ENGT courses, ELET 2232, ENGT 1513, ELECT 1212, ELET 1223, ELET 1503, and ELET 2232.
- The proposed changes will allow for stackable credentials that will benefit students as they seek employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-63 to 60-62.
- No funds are requested from the State Regents.

TCC - Associate in Science in Biotechnology (263)

  Degree program requirement changes
- Remove BIOT 1314 and BIOT 2101.

  Add 3-5 credit hours of Controlled Electives and include the following courses:

  BIOL 1113, BIOT 2513, BIOL 1404, BIOL 1604, BIOL 2134, BIOL 2154, BIOL 1114, and CHEM 2145.

  Remove Additional Recommended Courses.

  The proposed changes will reduce the number of specialized courses that must be accommodated into new articulation agreements, and reduce the number of courses that may not transfer to a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 60-62.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Respiratory Care (073)

  Degree program requirement changes
- Remove RESP 2212 and RESP 2562 and add RESP 2213 and RESP 2563.
- Change admission criteria to include:

  All applicants must have a minimum Grade Point Average of 2.5.

  All applicants must pass the Assessment Technologies Institute Test of Essential Academic Skills admissions exam.
- The proposed changes align the program with Commission on Accreditation for Respiratory Care accreditation standards.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 69 to 71.
- No funds are requested from the State Regents.

TCC – Associate in Science in Pre-Nursing (266)

Degree program requirement changes
- Add CHEM 1114 as an alternative for CHEM 1315.
- Add COLL 1003 as a Recommended Elective.
- The proposed changes will better prepare students for transfer into a bachelor's program in nursing.
- 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.

TCC - Associate in Applied Science in Radiography (070)

Degree program requirement changes
- Remove RADT 1383 and add RADT 1382.
- The proposed changes update the curriculum to better reflect the credit hours required for the content of the courses and to reduce the overall credit hours for the program.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 70 to 69.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Dental Hygiene (167)

Degree program requirement changes
- Change admission criteria to include:
  All applicants must have a minimum average grade point average of 3.2.
  All applicants must have a minimum ACT composite score of 20.
- The proposed changes will reduce the number of noncompetitive applicants for the program and increase open seats in prerequisite 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.

TCC – Associate in Science in Pre-Professional Health Sciences (010)

Degree program requirement changes
- For the Pre-Physical Therapy option:
  Change credit hours required for Science from 29 to 25.
  Change credit hours required for Recommended Electives from 1 to 5.
  Add CHEM 1415 and ALDH 1323 as Recommended Electives.
- For Pre-Medical Imaging Option:
  Change credit hours required for General Education from 33 to 36.
  Change credit hours required for Behavioral Science from 6 to 3.
  Remove SOCI 1113.
  Change General Education Recommended Electives from 3 to 9.
  Change credit hours required for Specialized Course Requirements from 28 to 24.
  Change credit hours required for Science from 25 to 21.
- For Pre-Veterinary option:
  Remove MATH 2523 as alternative for MATH 2193.
  For Pre-Occupational Therapy option:
  Change credit hours required for General Education from 33 to 36.
  Change credit hours required for Behavioral Science from 9 to 12.
  Remove BIOL 1604 and add SOCI 1113.
  Change credit hours required for Specialized Course Requirements from 28 to 24.

The proposed changes will better prepare students when applying for admission into professional programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Occupational Therapy Assistant (164)
Degree program requirement changes
- Remove OCTA 1292, OCTA 2356, and OCTA 2376.
- Add OCTA 2355 and OCTA 2375.
- The proposed changes update the curriculum to allow students to graduate in a timelier manner.
- Two new courses will be added and three courses will be deleted.
- Total credit hours for the degree will change from 67 to 63.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Digital Media (216)
Degree program requirement changes
- Change credit hours required for General Education from 19 to 18.
- Remove COMM 1113/COMM 2103.
- Add COMM 1113/COMM 2103 as alternatives to ENGL 1213.
- Remove ENGL 2333/ENGL 2343 as alternatives to ENGL 1213.
- Add 3 hours of General Education Required Electives.
- Remove MATH 1454 and add DGMD 1013, DGMD 2263, and MATH 1473.
- The proposed changes are the result of feedback from graduates and industry advisors, and will better support student learning, pedagogy, and academic advisement.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 61 to 60.
- No funds are requested from the State Regents.

TCC - Certificate in Digital Media (217)
Degree program requirement changes
- For Graphic Design Specialist Concentration:
  Remove CSCI 1203, DGMD 1103, and DGMD 1213.
  Add ART 1013, ART 1123, and DGMD 1013.
The proposed changes are the result of feedback from graduates and industry advisors, and will better support student learning, pedagogy, and academic advisement.
- One new course will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

TCC - Associate in Applied Science in Veterinary Technology (227)
Degree program requirement changes
Remove VETT 2125, VETT 2254, VETT 2333, and VETT 2352.
- Add VETT 2126, VETT 2253, VETT 2332, and VETT 2353.
The proposed changes will better align the curriculum with program learning outcomes.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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TCC - Associate in Applied Science in Electronics Technology (031)
>   Degree program requirement changes
> - For Electronics Technologist option:
>   Remove CSCI 1263 and ENGT 1212.
>   Add ENGT 1213, ELET 1443, ELET 2232, and ENGT 1513.
>   Change credit hours required for Controlled Electives from 9 to 11-12.
>   Change Electro-Mechanical emphasis to Industrial Maintenance emphasis.
>   For Industrial Maintenance Emphasis:
>   - Remove ELET 1443, ELET 2533 and add ENGT 1213, and ELET 2232.
>   - Remove ENGT 1212 as an alternative for ENGT 1213/1513.
> - The proposed changes update the curriculum to better meet industry needs.
> - Two new courses will be added and no courses will be deleted.
> - Total credit hours for the degree will change from 60-62 to 60-63.
> - No funds are requested from the State Regents.

TCC - Associate in Arts in Paralegal (284)
>   Degree program requirement change
> - Remove MATH 1513 and add MATH 1473.
> - The proposed change better prepares students for other related course work.
> - 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.

TCC - Associate in Applied Science in Diagnostic Medical Sonography (281)
>   Degree program requirement change
> - Change admission criteria to include:
>   Submit score from ACT completed in the last five years.
> - The proposed change ensures students submit scores that are more representative of the student.
> - 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.

TCC - Associate in Applied Science in Accounting (017)
>   Degree program requirement changes
> - For all options:
>   Add DGMD 1103 as an alternative course for PHIL 1143.
> - The proposed change is the result of feedback from the accounting faculty.
> - 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.

WOSC – Associate in Art in Behavioral Science (061)
>   Degree program option addition
> - Add option Sociology.
> - The proposed option will better serve students when transferring to a four-year institution.
> - 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.

WOSC – Associate in Science in Agricultural Science (070)

Degree program requirement changes and degree program option addition

- Add option Plant and Soil Science.
  The proposed option will address the needs of the plant and soil science-related businesses in WOSC's service area.
- For the Pre-Veterinary Animal Science option:
  Add MATH 1483 as an alternative course to MATH 1523.
  Add AGRI 1011 and AGRI 1152.
  Change credit hours required for Recommended courses from 8 to 10.
- The proposed changes will better align the degree requirements to those at other institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

AGENDA ITEM #20-b:

> **Reconciliation.**

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requested degree program modifications for the Doctor of Philosophy in Fire and Emergency Management Administration (470) to reconcile institutional practice with official degree program inventory.

Northwestern Oklahoma State University (NWOSU) requested degree program modifications for the Bachelor of Science Education in Early Childhood Education (057) and the Bachelor of Science Education in Special Education (055) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OSU requested degree program modifications for the Doctor of Philosophy in Fire and Emergency Management Administration (470), which were approved at the December 5, 2019 meeting. Specifically, the modification requested to add POLS 6123. OSU reports that POLS 6123 was removed from the curriculum and that FEMP 6323 and FEMP 6413 are to be added. This action will correct this error and reconcile institutional practice with official degree program inventory.

NWOSU requested degree program modifications for the Bachelor of Science Education in Early Childhood Education (057), which were approved by the State Regents at their October 24, 2019 meeting. Specifically, the modification requested to remove EDUC 4353 rather than EDUC 4582. This action will correct this error and reconcile institutional practice with official degree program inventory.

NWOSU requested degree program modifications for the Bachelor of Science Education in Special Education (055), which were approved by the State Regents at their October 24, 2019 meeting. Specifically, the modification requested to remove EDUC 4353 rather than EDUC 4480. This action will correct this error and reconcile institutional practice with official degree program inventory.

AGENDA ITEM #20-c:

> **Reinstatement.**

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the approved institutional request to reinstate a suspended academic program, as described below.**

BACKGROUND:

Tulsa Community College (TCC) requested authorization to reinstate the Associate in Applied Science in Surgical Technology (235) which was suspended January 29, 2015.

In accordance with policy, no students were recruited or admitted to the program during suspension, and the program was not listed in the college catalog.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Academic Program Review policy, which stipulates that suspended degree programs must be reinstated or deleted within three years or other specified time period designated at the time of suspension.

ANALYSIS:

The Associate in Applied Science in Surgical Technology (235) was suspended January 29, 2015 due to low enrollment. TCC indicates there is a current unmet need in the Tulsa area for Surgical Technologists.

It is understood that with this action, TCC is authorized to advertise, recruit, and admit students to the program. Consistent with its classification and status, this program will be placed on the regular program review cycle.

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

AGENDA ITEM #20-d:

> **Cooperative Agreements.**

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

> **It is recommended that the State Regents ratify Rose State College's requests to add and modify cooperative agreement programs, as described below.**

BACKGROUND:

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers for associate in applied science degrees.

At the February 12, 2009 meeting, the State Regents adopted revisions to the policy including the title of the policy; outlined the rationale behind the formation of Cooperative Alliances; and added definitions pertinent to the policy and requirements for cooperative agreement programs (CAP) regarding curriculum, quality assurance, criteria for admission, student support services, marketing and outreach, institutional reporting, and financial arrangements. There were also revisions to the reporting requirements for alliances.

In February 2013, State Regents' staff had meetings with the Higher Learning Commission (HLC) staff in Chicago which directed changes to CAPs to align with HLC criteria and assumed practices. At the January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities, and the Credit for Prior Learning policies to ensure alignment with HLC standards. At the May 26, 2017 meeting the State Regents approved revisions to the technical course Undergraduate Transfer and Articulation policy to establish the statewide Articulation Agreement for transfer credit from Oklahoma technology centers.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Academic Program Review, Contractual Arrangements Between Higher Education Institutions and Other Entities, Undergraduate Transfer and Articulation, and Credit for Prior Learning policies.

ANALYSIS:

Rose State College (RSC) has requested to add CAPs with one or more technology centers, as specified in Attachment A.

RSC has also requested to modify CAPs with one or more technology centers, as specified in Attachment B.

Approval was granted by the Chancellor. State Regents' ratification is requested.

CAP Additions   **Attachment A**

Institution	Program Name	Career Technology Centers	Up to the following credit hours		
			Contract Hours	PLA Hours	Transfer Credit
RSC	Associate in Applied Science in Business Administration (008) Option: Small Business Operations	Metro Technology Center	3		
RSC	Associate in Applied Science in Cyber Security/Digital Forensics (111)	Metro Technology Center	12		

Institution	Program Name	Career Technology Centers	Up to the following credit hours		
			Contract Hours	PLA Hours	Transfer Credit
RSC	Associate in Applied Science in Cyber Security/Digital Forensics (111)	Mid-Del Technology Center	15		

AGENDA ITEM #20-e:

   State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

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

BACKGROUND:

On May 29, 2015, the State Regents approved Oklahoma's participation in the State Authorization Reciprocity Agreement (SARA). The Southern Regional Education Board approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 5, 2019.

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

POLICY ISSUES:

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

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

STAFF ANALYSIS:

Prior to February 6, 2020, State Regents' staff received SARA a renewal application from the following institutions:

- Oklahoma State University;
- University of Central Oklahoma;
- Connors State College;
- Oklahoma Christian University; and
- Oklahoma Baptist University.

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

AGENDA ITEM #20-f:

Electronic Delivery.

SUBJECT: East Central University. Approval to offer the Bachelor of Science in Psychology via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve East Central University's request to offer the existing Bachelor of Science in Psychology (037) via online delivery.

BACKGROUND:

East Central University (ECU) is currently approved to offer the following degree programs via online delivery:

- Master of Education in Library Media (090);
- Master of Education in Grad-Education Leadership (098);
- Master of Education in Educational Technology (104);
- Master of Education in Sports Administration (105);
- Master of Science in Water Resources Policy and Management (103);
- Bachelor of Arts in Criminal Justice Policy (610);
- Bachelor of Arts in Human Services Counseling (026);
- Bachelor of General Studies in General Studies (056);
- Master of Management in Management (102);
- Bachelor of Science in Kinesiology (020);
- Bachelor of Science in Nursing (034);
- Bachelor of Social Work in Social Work (050); and
- Master of Education in Special Education (085).

ECU's governing board approved offering online the existing Bachelor of Science in Psychology (037) at their October 11, 2019 meeting. ECU requests authorization to offer this existing program via online delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Bachelor of Science in Psychology (037)

Demand. According to national data, Psychology is among the most preferred online degrees sought by students. A degree in psychology is a gateway to a number of employment and graduate school opportunities. Students earning a degree in psychology can seek careers in a variety of areas, including human services, human resources, and criminal justice. According to Oklahoma Employment Security Commission data, career opportunities in these fields are expected to increase as much as 27 percent, depending on the occupation. Additionally, a bachelor's degree in psychology can prepare students for careers in behavioral health, which have a predicted employment increase of 22 percent, nationally, and 17 percent in Oklahoma. Offering the Bachelor of Science in Psychology (037) fully online will allow ECU to be competitive with other universities offering online psychology programs. Furthermore, ECU will be able to reach more students who are location-bound and unable to attend classes on campus.

Delivery method. The existing degree program will primarily be delivered utilizing the Blackboard Learning Management System and will make full use of the online features including discussion, assignments, assessments, group work, individual work, and projects. Additionally, ECU will utilize the web-conferencing platform, Zoom, which will allow for a meeting space for students and faculty to have real-time meetings. Both courses and faculty teaching in the program will be certified by Quality Matters and incorporate best practices in online pedagogy.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on October 24, 2019. None of the State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment growth, approval will not constitute unnecessary duplication.

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

AGENDA ITEM #20-g:

Operations.

SUBJECT: Ratification of purchases in excess of $25,000 for FY2019.

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 November 2, 2019 and January 6, 2020.

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 November 2, 2019 and January 6, 2020, there are 9 purchases in excess of $25,000 but not in excess of $100,000.

OneNet
1) Dell Marketing LP in the amount of $31,471.39 for replacement laptops that have reached the end-of-life for current OneNet staff and for new OneNet employees. The costs for these products are recovered through OneNet customer user fees. (Funded from 718-OneNet).

2) ISG Technology in the amount of $29,399.00 for firewalls, switches, access points and management software for the Fortinet deployments at OneNet customer locations. The costs for these services are recovered from OneNet customer user fees. (Funded from 718-OneNet).

3) Copper River Information Technology in the amount of $28,922.83 for hardware that is needed to upgrade the service for the Southwest Oklahoma telephone circuit, which consists of the Altus hub to Tierpoint hub. The costs for these services are recovered through OneNet customer user fees. (Funded from 718-OneNet).

4) Copper River Information Technology in the amount of $61,268.86 for optical equipment to replace the shelf inventory used for the Oral Roberts University node for the delivery of 100 Gigabit Ethernet and 10 Gigabit Ethernet services. The costs for these services are recovered through OneNet customer user fees. (Funded from 718-OneNet).

5) Norlem Technology Consulting Incorporated in the amount of $52,414.00 for a Palo Alto Networks Perpetual Bundle Firewall for Oral Roberts University and for the Oklahoma City Branch of Oklahoma State University. The costs for these services are recovered through OneNet customer user fees. (Funded from 718-OneNet).

6) Solaris Power Systems LLC in the amount of $28,009.85 for an upgrade of the battery capacity at the Tulsa Hub and replacing the battery that is at the end-of-life at the Lawton Hub. The costs for these services are recovered through OneNet customer user fees. (Funded from 718-OneNet). (Funded from 718-OneNet).

7) ISG Technology in the amount of $73,812.00 for a Fortinet Fortigate network security firewall to replace the existing State Election Board network. The costs for these services are recovered from OneNet customer user fees. (Funded from 718-OneNet).

GEARUP
8) Koch Communications in the amount of $46,939.99 for the FY20 Oklahoma GEARUP media campaign. Koch Communications will develop and implement a communications effort for the ten Grant IV school districts through videos, social media campaigns and website development. (Funded from 730-25018).

Multiple Funds
9) Office of Management and Enterprise Services in the amount of $56,168.95 for FY20 Insurance Premiums for property insurance coverage. (Funded from 210-11500, 701-ADMIN, 718-17400).

AGENDA ITEM #20-h (1):

Non-Academic Degrees.

SUBJECT: Ratification of a request from Connors State College to award an honorary degree.

RECOMMENDATION:

It is recommended that the State Regents ratify Connors State College's request to award an Honorary Degree.

STAFF ANALYSIS:

A request has been made from Connors State College (CSC) to award an Honorary Associate of Allied Health degree to Dr. Steven J. Salmon.

The request is consistent with State Regents' policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;

- conferral of honorary degrees that are distinguishable from earned degrees;

- conferral of honorary degrees not to exceed the number specified in the policy;

- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and

- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

The CSC request meets the requirements of the Oklahoma State Regents for Higher Education's policy. The proposed diploma for the honorary degree is attached for State Regents' ratification.

The Oklahoma State Regents For Higher Education

Acting Through The

Connors State College

have admitted

Steven Jay Salmon, D.D.S.

the honorary degree of

Associates Degree of Allied Health

and all the honors, privileges and obligations thereto, and witness thereof have authorized the issuance of this diploma duly signed and sealed. Issued at the Connors State College, Warner, Oklahoma on the 8th day of May A.D. two thousand twenty.

FOR THE STATE REGENTS

Joseph L. Parker, Jr.
CHAIRMAN

Anne Holloway
VICE CHAIRMAN

Toney W. Hale
SECRETARY

Glen Johnson
CHANCELLOR

FOR THE COLLEGE

Jim Fisher Girl
OKLAHOMA A&M CHAIRMAN

PRESIDENT

John L. Russell
REGISTRAR

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Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 27, 2020

AGENDA ITEM #20-h (2):

> **Non-Academic Degrees.**

SUBJECT: Ratification of a request from East Central University to award a posthumous degree.

RECOMMENDATION:

> **It is recommended that the State Regents ratify East Central University's request for a policy exception and to award a posthumous degree.**

STAFF ANALYSIS:

A request has been made by East Central University (ECU) to award a Master of Education degree posthumously to Ms. Kendra Parker.

State Regents' Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work." At the time of her death, Ms. Parker had partially completed her penultimate semester of coursework. Therefore, East Central University (ECU), was granted an exception to section 3.14.7. of the Granting of Degrees policy to allow ECU to award a posthumous degree to Ms. Parker before entering her last semester of study. The exception was based on Ms. Parker's exemplary GPA of 3.57 while also working as a full-time instructor at Murray State College, and recommendation of the president.

State Regents' ratification is recommended.

The proposed diploma for the posthumous degree is attached for State Regents' ratification.

THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

ACTING THROUGH THE

East Central University

MAKE KNOWN THAT

Kendra Nicole Parker

HAVING COMPLETED THE REQUIREMENTS FOR THE
POSTHUMOUS AWARD OF THE DEGREE OF

MASTER OF EDUCATION

Has accordingly been admitted posthumously to that degree and all the honors, privileges, and obligations belonging thereto, and in witness thereof have authorized the issuance of this diploma duly signed and sealed.

Issued at East Central University in Ada, Oklahoma, on the twelfth day of May

in the year two thousand and twenty.

FOR THE UNIVERSITY:

_____
CHAIRMAN, BOARD OF REGENTS

_____
PRESIDENT OF UNIVERSITY

_____
ACTING VICE PRESIDENT FOR ACADEMIC AFFAIRS

FOR THE STATE REGENTS:

_____
CHAIRMAN

_____
SECRETARY

_____
CHANCELLOR

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 27, 2020

AGENDA ITEM #20-i:

      Resolution.

SUBJECT: Approval of a resolution honoring retiring staff.

AGENDA ITEM #21-a:

Programs.

SUBJECT: Current Status Report on Program Requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2019 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 (2019-2020).

The current status report contains the Current Degree Program Inventory and the following schedules:

1.	Letters of Intent
2.	Degree Program Requests Under Review
3.	Electronic Delivery for Existing Program Requests Under Review
4.	Approved New Program Requests
5.	Approved Electronic Media Requests
6.	Requested Degree Program Deletions
7.	Approved Degree Program Deletions
8.	Requested Degree Program Name Changes
9.	Approved Degree Program Name Changes
10.	Requested Degree Designation Changes
11.	Approved Degree Designation Changes
12.	Cooperative Agreements
13.	Suspended Programs
14.	Reinstated Programs
15.	Inventory Reconciliations
16.	Net Reduction Table

Supplement available upon request.

AGENDA ITEM #21-b:

Report.

SUBJECT: Acceptance of the Financial and Long-Term Viability Assessments-Murray State College, Northwestern Oklahoma State University, Seminole State College, University of Science and Arts of Oklahoma, and Western Oklahoma State College.

RECOMMENDATION:

It is recommended that the State Regents accept the Financial and Long-Term Viability Assessments for Murray State College, Northwestern Oklahoma State University, Seminole State College, University of Science and Arts of Oklahoma, and Western Oklahoma State College

BACKGROUND:

The Oklahoma State Regents for Higher Education established the Task Force on the Future of Higher Education in March 2017 to conduct a systematic review of higher education. The Task Force examined existing initiatives and best practices and reported findings and recommendations on strategies that best support improving quality, access, affordability and efficiency in the Oklahoma State System of Higher Education. The Task Force voted to approve all subcommittee recommendations on December 6, 2017.

The work of the Task Force was conducted primarily through four subcommittees: 1) College Degree Completion and Workforce Development Initiatives, 2) Academic Program Innovations and Online Education, 3) System Structure, and 4) Fiscal Solutions, Efficiencies, Affordability and Technology.

One of the recommendations made by the Fiscal Solutions, Efficiencies, Affordability and Technology subcommittee and approved by the Task Force included the implementation of financial fiscal reviews and long-term viability assessments of each college and university.

The Task Force determined that to survive and thrive, colleges and universities must not only address the current financial environment, but also plan for the future. Long-term viability assessments require institutions to not only look at their current financial status but also strategically assess their capability to address fundamental changes facing higher education in future years. Long-term viability assessments force institutions to examine their business models to ensure that they are sustainable and promote future growth.

In November 2018, Huron Consulting Group was selected through a Request for Proposal process to conduct the reviews and report to the State Regents their findings.

POLICY ISSUES:

This action is consistent with the State Regents' policy.

ANALYSIS:

The methodology that was utilized during these assessments included the following three major themes: (1) review historic and projected financial and operational health; (2) assessment of the long-term viability, inclusive of budgetary and planning capabilities, and (3) analysis on strategic capabilities and flexibility to address demographic and industry changes.

Huron has indicated that they used a holistic approach that included both quantitative and qualitative analyses in diagnosing financial and operational challenges, and in implementing solutions to ensure sustainability and lasting fiscal health.

The second cohort to be reviewed and presented includes the following institutions: Murray State College, Northwestern Oklahoma State University, Seminole State College, University of Science and Arts of Oklahoma, and Western State College

A summary of key findings is included below by institution.

Murray State College **(MSC) -**

Financial Assessment

- The overall financial net position increased from $25.6 million in FY2014 to $79.2 million in FY2018 (an increase of approximately $53.6 million) largely due to the established charitable trust and sale of mineral rights in FY18.
- MSC's high level of expendable resources, largely due to the Colbert Trust, results in above-target primary reserve and viability ratios drive the institution's overall CFI score of 9.53 in FY18.

Operational Assessment
- Cuts in appropriations have caused MSC to disinvest and/or cut low enrollment programs while offering minimal increases in faculty and staff salaries over the past five years.
- Earnings before interest and depreciation have been significantly positive within the past two years, driven by dramatic increases in investment returns associated with the aforementioned charitable trust.
- Total enrollment has declined on average 2.3 percent annually over the last six academic years, increasing financial strain on both MSC, which has a smaller base for tuition revenues, and its students, who have faced tuition increases.

Capital and Debt
- MSC's increasing net operating revenues have provided significant improvements in the institution's debt service coverage ratio (1348% in FY2018), improving financial flexibility and reducing operational risk.
- Significant capital investments including a new allied health building, combined with negative cash generated from operations, have contributed to a declining cash balance over the past five fiscal years.

- MSC's strategic plan remains focused on four over-arching themes: fostering student success, elevating teaching and learning standards, creating workforce development partnerships, and cultivating partnerships for civic engagement.

Northwestern Oklahoma State University (NWOSU) –

Financial Assessment
- NWOSU's net position has increased each year since 2014, with 17.8 percent overall growth from FY14-18 due to investment in capital assets and paydown of capital debt.
- This increase in net position has also been driven by improvement in the institution's unrestricted balances since FY16, aided by reduced operating expenditures.

Operational Assessment
- Total enrollment has declined by 10% from FY14-18, while net tuition and fees grew by an annual average of 6.7 percent over that time, due to a 42 percent growth in online enrollment (from 551 to 785.)
- Retention and graduation rates at NWOSU are below the state average for regional universities, suggesting a need for greater investment in student services and continued expansion into non-traditional student programs such as online course offerings.

Capital and Debt
- Addressing deferred maintenance will become a priority for the university in future years (as facilities' average age has increased from 14.2 to 17.6 years), particularly surrounding roofing and AC unit reports in multiple buildings.
- Cash reserves have grown in each of the last five years except for FY16, during which a large operating deficit of $18.1 million and capital expenditures of $2.8 million led to a decrease in cash of approximately $104,000.

Strategic Plan
- NWOSU's strategic plan is focused on four principal areas aimed at assessing and revitalizing the institution in the currently challenging financial climate: 1) assessing the relevance and quality of academic program offerings, 2) enhancing the student experience, 3) fostering a sustainable and accountable culture, and 4) building beneficial partnerships for the future.

Seminole State College (SSC) –

Financial Assessment
- Overall net position increased from ($691K) in FY14 to $4.2 million in FY18, an increase of approximately $4.9 million, due to improved operating margins, capital donations, and the paydown to debt
- Below target primary reserve and viability ratios, driven by limited expendable net assets, contribute heavily to SSC's low CFI score of 2.07, which factors in resources controlled by the school's foundation.

Operational Assessment
- Cuts in state appropriations have caused SSC to cut several underperforming academic and athletic programs, implement a temporary hiring freeze, and increase tuition in recent years.

- Earnings before interest and depreciation are consistently positive, indicating that operations are generating cash
- Total enrollment has declined annually by 8 percent over the last six years, increasing financial strain on both the school, which has a smaller base for tuition revenues, and students, who have faced tuition increases.
- Three-year graduation rates are consistently at least 9 percent high than the average OK community college.

Capital and Debt
- SSC is still highly leveraged, which has limited its financial flexibility, but it has become less leveraged in recent years.
- A new sports complex has been approved and will be financed by the school's foundation and leased to the school and local community for use.

Strategic Plan
- SSC is currently evaluating opportunities to increase enrollment by improving engagement with schools in its service area, increasing its digital presence for both current and potential students by redesigning the school website and offering 100% online programs, and expanding academic offerings.

University of Science and Arts of Oklahoma (USAO) –

Financial Assessment
- Overall net position increased by $1.7 million (9%) from FY14-18, which was driven by a $1.9 million increase of net investment in capital assets and offset by declines in restricted assets.
- Support from the USAO Foundation, which has grown its asset base due to significant donations, helps bring USAO's CFI scores above target.

Operational Assessment
- Currently state appropriations and tuition and fees revenues are declining at a faster rate than adjusted expenses, requiring USAO to rely on greater assistance from the Foundation to fund the University.
- Declining enrollment trends impact the primary revenue drivers, where tuition and fees, federal grants and contracts, and auxiliary services are highly dependent on growing enrollment to offset the negative operating margin.
- Retention rates have been identified as an area for improvement as overall enrollment has declined despite an increase in the number of new students each fall.

Capital and Debt
- USAO has reduced its restricted reserves for capital projects by $1.8 million to $600,000, due to extensive capital expenditures, but will continue to identify capital funding sources in order to address the deferred maintenance of the historic campus.
- The institution has a low debt leverage ratio and can expect debt service coverage to increase from reduced debt service payments, giving USAO greater flexibility to fund capital projects or support operations in the future.

Strategic Plan
- USAO must continue to reconcile how to market its strong liberal arts mission and institutional capacity with a changing student demographic.

Western Oklahoma State College (WOSC) –

Financial Assessment
- The overall net position of WOSC has decreased by approximately $500,000 (2.5%) since FY2014, as the institution experienced an overall decline in net assets in FY14, FY15, and FY18.
- Strong primary reserve and viability ratios are the most significant contributors to WOSC's CFI score of 2.86, although negative adjusted operating margins and declining cash reserves will need to continue to be monitored.

Operational Assessment
- Operating expenses have been reduced by 12 percent in response to declining revenues from large state appropriation cuts.
- State appropriations have fell by approximately $1.35 million (23%) between FY14 and FY18, and as a result, tuition & fees became WOSC's largest source of revenue in FY18, comprising 40 percent of adjusted operating revenue.
- Enrollment has decreased by 585 students (26%) since 2014, which includes elimination of Technology Center enrollment (with limited budget impact of approximately $26,000); WOSC anticipates enrollment growth in 2020 and 2021.

Capital and Debt
- With expected increases in future capital appropriations and a detailed capital improvement plan, WOSC is well-positioned to address its estimated $4.4 million in deferred maintenance.
- In 2012, WOSC engaged in an Energy Performance Contract for $1.3 million in which $500,000, was financed through the Foundation to be repaid over eight years. The final installment owed to the Foundation will be due in 2020.
- By 2022, the only remaining debt will be OCIA capital lease obligations with the expectation that the state will continue to make debt service payments.

Strategic Plan

- WOSC's strategic plan aligns with its mission and informs its approach to maintaining and improving educational outcomes, while seeking to remain efficient in its deliver of administrative services.
- WOSC has extensive measures and performance indicators in place to track strategic plan initiatives.

Supplemental Reports

AGENDA ITEM #21-c (1):

        Annual Reports.

SUBJECT: Financial Aid Report. Acceptance of Student Financial Aid at State System Institutions for 2017-2018.

RECOMMENDATION:

        This item is for information only.

BACKGROUND:

This report utilizes information from the State Regents (OSRHE) Financial Aid Database that has been implemented gradually over the past several years to collect student-level financial aid data from Oklahoma public colleges and universities. The process of developing the new database initially began in 2008 with a project utilizing the consulting firm Noel Levitz.

Currently, state system institutions annually submit student level financial aid information for each aid recipient. This data can be combined with enrollment data from the Unitized Data System (UDS) and information from the federal financial aid application information to generate a more complete perspective of the resources students use to finance a college education. The database allows analysis of the types of student aid that individual students receive and in what combination. OSRHE staff has worked with institutional representatives to review and verify the accuracy of the submitted data. The following report includes information for the six most recent years. [Veteran's education benefits are not included in this analysis. For federal financial aid purposes, the U.S. Department of Education does not consider veteran's education benefits to be part of a student's financial aid package.]

POLICY ISSUES:

The information provided by this report is important for analyzing the impact of financial aid in relation to the policy goals of the State Regents to increase the number of students earning college degrees in Oklahoma.

ANALYSIS:

See the following sections.

Highlights and Trends

- In each of the past six years, total financial aid for undergraduate and graduate/professional students at state system institutions has remained relatively stable at between $1.35 billion and $1.46 billion. Undergraduate student aid, at about $1.18 billion, accounts for 81 percent of total student aid.

- Six-Year Trends in Undergraduate Student Aid, by Type of Aid: Following are the changes in amounts of undergraduate aid, by type of aid, for the period 2012-2013 to 2017-2018.

Type of Undergraduate Student Aid	$ Amount Change 2012-13 to 2017-18 (in $ millions)	Percent Change
Federal Grants (Pell)	-$30.9	-11.7%
State Grants and Scholarships	+$5.5	+6.7%
Institution Aid (Tuition Waivers, Foundation, Other)	+$87.3	+42.3%
Tribal Grants	+$2.9	+12.1%
Other Outside Scholarships and Grants	+$3.4	+10.6%
Loans	-$15.5	-3.1%
Federal Work Study	-$1.5	-17.4%
Change in Total Undergraduate Student Aid	+$50.6	+4.5%

- While the total amount of undergraduate financial aid has remained at about $1.1 billion over the past six years, the proportion of that aid going to the research universities has increased by $127 million or 31 percent while the proportion going to community colleges has decreased by $60 million or 19 percent. The amount going to the regional universities decreased moderately by $16 million or 4 percent.

- Over the past six years total undergraduate loan volume has declined by $15.5 million or 3 percent. By tier, undergraduate loan volume has dropped significantly at the community colleges (-$35 million or -27 percent) and the regional universities (-$23 million or -13 percent) while increasing at the research universities (+$42 million or +21 percent).

- The percentage of undergraduate aid comprised of loans decreased slightly from 42 percent in 2016-2017 to 41 percent in 2017-2018. Conversely, non-loan aid (grants, scholarships, work-study) increased slightly from 58 percent to 59 percent.

- Nonresident students account for nearly 26 percent of the total undergraduate student loan volume ($128 million of $485 million). At the research universities, nonresident students account for more than 40 percent of the undergraduate student loan volume.

- Many low-income Pell Grant recipients also rely on student loans. Fifty-two percent of Pell Grant recipients also take out student loans. While Pell Grant recipients make up one-third of overall undergraduate enrollment, they account for almost half of the total undergraduate loan volume ($221 million of $485 million, or 46 percent).

- Of the $282 million in graduate/professional student aid, over 71 percent was in the form of loans.

Total Financial Aid for State System Undergraduate and Graduate/Professional Students

- In each of the past six years, total student financial aid received by all students in the state system of higher education, both undergraduate and graduate students, has been about $1.4 billion. About 81 percent, or $1.18 billion, of the total was received by undergraduate students while the remaining 19 percent went to graduate students.

Academic Year	Total State System Financial Aid for Undergraduate & Graduate Students	Undergraduate Students	Graduate/ Professional Students
2012-13	$1,389,285,750	$1,128,518,707	$260,767,043
2013-14	$1,347,664,322	$1,095,824,720	$251,839,602
2014-15	$1,368,632,106	$1,106,857,413	$261,774,693
2015-16	$1,379,874,360	$1,121,617,868	$258,256,492
2016-17	$1,421,241,795	$1,157,831,969	$263,409,826
2017-18	$1,461,197,710	$1,179,169,080	$282,028,630
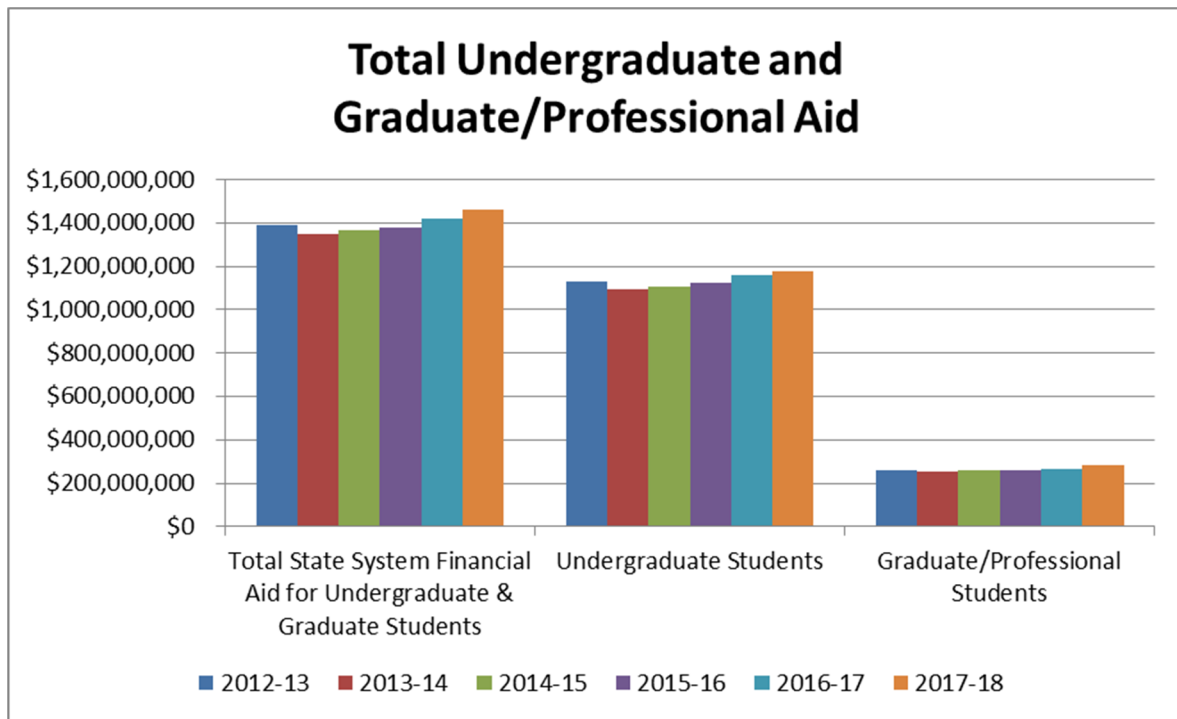
Undergraduate Student Financial Aid

- Of the nearly $1.2 billion in undergraduate student aid in 2017-2018, $534 million went to the research university tier, $381 million to the regional university tier, and almost $264 million went to students at community colleges. While the total amount of state system aid stayed at roughly $1.1 billion over the six years, the amount awarded at the research universities increased by about $127 million or 31 percent. In contrast, the amount awarded by the regional universities declined by $16 million or 4 percent while the amount awarded at the community colleges dropped by almost $60 million or 19 percent.

Academic Year	Total State System Undergraduate Financial Aid	Research Universities	Regional Universities	Community Colleges
2012-13	$1,128,518,707	$407,048,227	$397,814,329	$323,656,151
2013-14	$1,095,824,720	$411,622,897	$390,931,511	$293,270,312
2014-15	$1,106,857,413	$440,130,881	$385,727,561	$280,998,971
2015-16	$1,121,617,868	$463,986,459	$387,672,718	$269,958,691
2016-17	$1,157,831,969	$500,417,630	$388,687,421	$268,726,918
2017-18	$1,179,169,080	$533,993,620	$381,415,632	$263,759,828

Total Undergraduate Aid Disbursed by Tier

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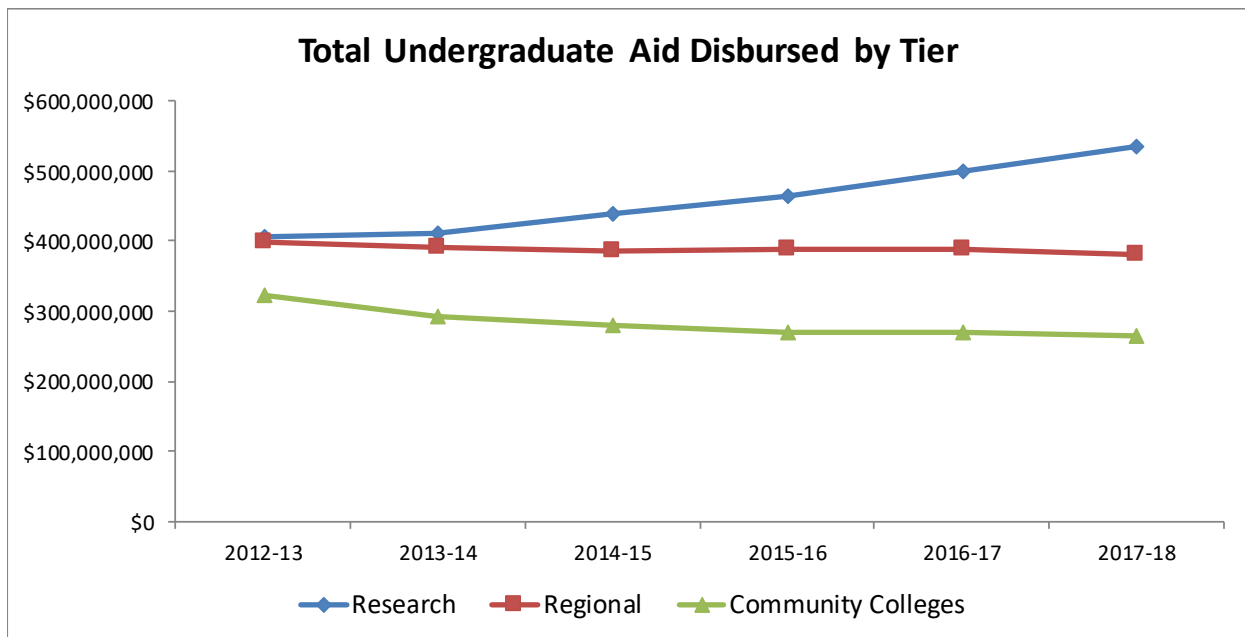
Percentage of Undergraduate Students Receiving Financial Aid

- Since 2013-14, the percentage of undergraduate students that receive some form of financial aid has increased gradually from 70.0 percent to 71.8 percent.

Academic Year	Total Undergraduate Enrollment	Total Undergraduates Receiving Aid	Percent of Undergraduates Receiving Aid
2012-13	203,951	144,061	70.6%
2013-14	193,101	135,086	70.0%
2014-15	188,880	132,751	70.3%
2015-16	185,270	131,562	71.0%
2016-17	181,053	129,200	71.4%
2017-18	176,891	127,053	71.8%

- By tier, the percentage of undergraduate students receiving aid in 2017-18 ranged from a high of 79 percent at the research and 75 percent at regional universities to 60 percent at the community colleges. The total number of students receiving aid by tier in 2017-18 was more than 37,000 at the research universities, almost 40,000 at the regional universities, and about 52,000 at the community colleges.

Percentage of Undergraduate Students with Aid by Tier
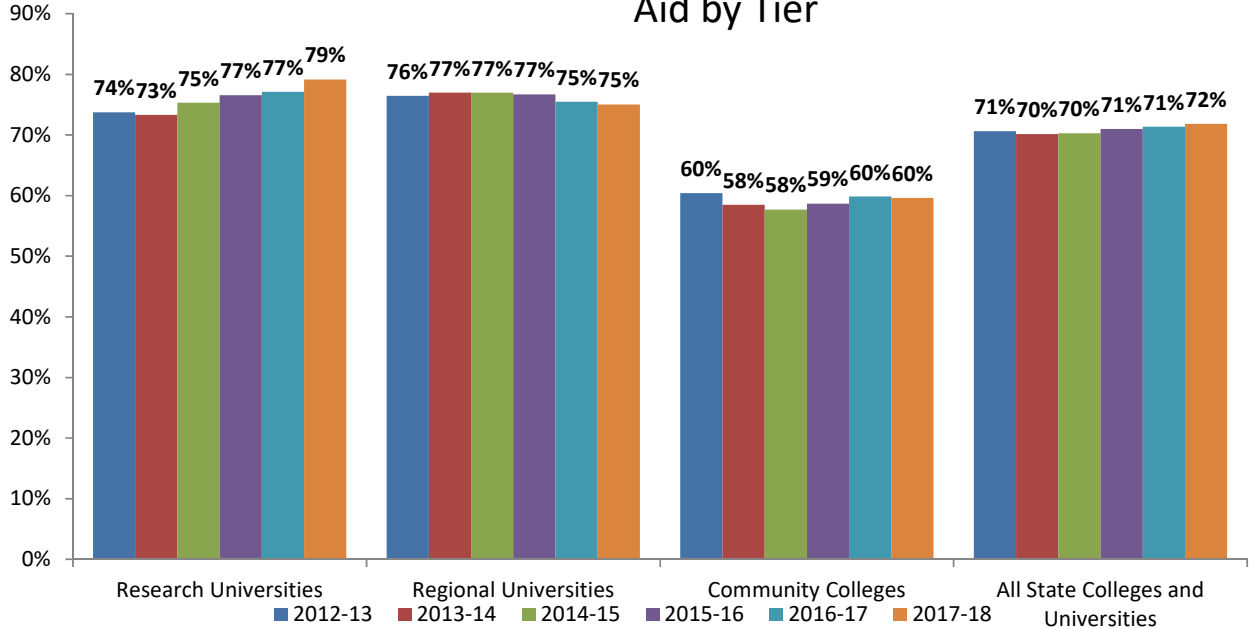
Gender and Ethnicity of Undergraduate Financial Aid Recipients

- The gender of undergraduate aid recipients reflects closely the gender of all enrolled students. In the past six years, the proportion of aid recipients by gender closely reflects the proportion of all enrolled students by gender. In 2017-18, 59 percent of aid recipients were female compared to 57 percent of all enrolled students.

Enrollment and Aid by Gender 2017-2018

	Enrolled	Aid
Female	57%	59%
Male	43%	41%

Legend: ■ Male ■ Female
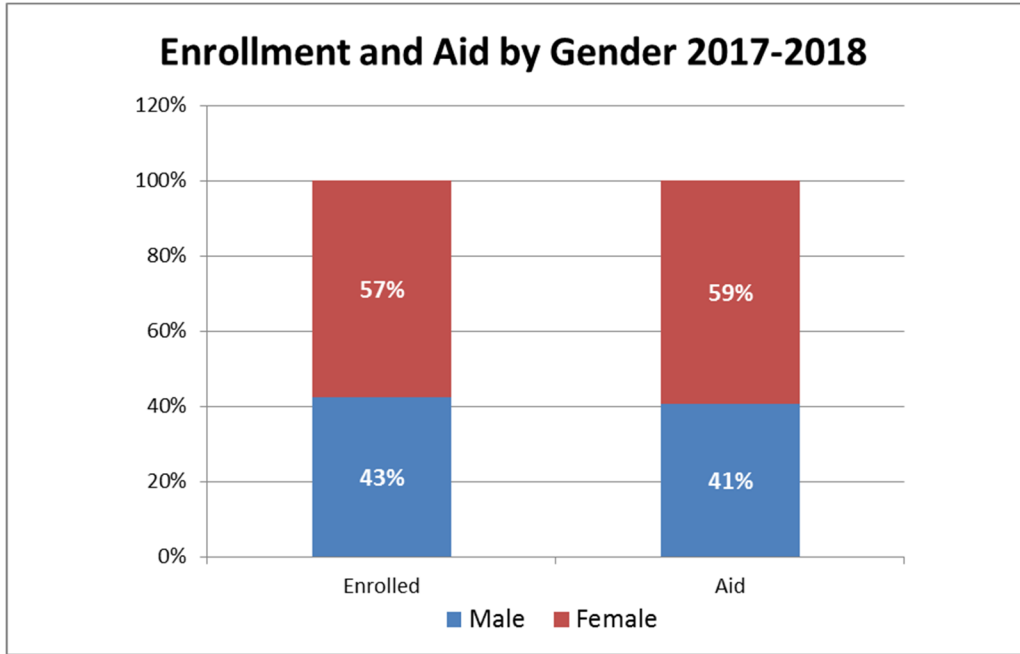
- By ethnicity, the largest group of undergraduate aid recipients was non-Hispanic Whites at 55.2 percent, followed by students that reported multiple ethnic statuses at over 11 percent. Hispanic/Latino students were next at about 9 percent.

Aid Recipients by Ethnic Status 2017-2018

Pie chart showing:
- American Indian or Alaska Native 8.1%
- Asian, Middle Far East 2.5%
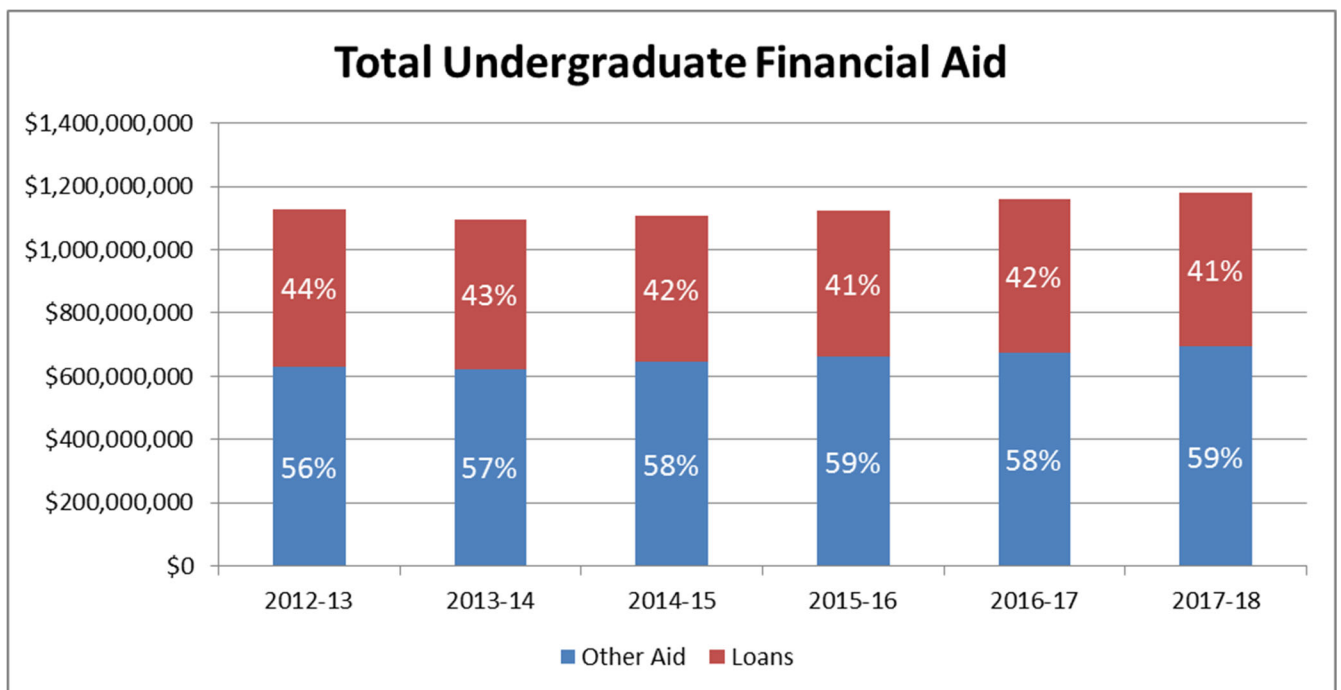- Black or African American 7.8%
- Hispanic or Latino 9.0%
- Multiple 11.3%
- Native Hawaiian or Pacific Islander 0.1%
- Non-Resident Alien 0.7%
- Unknown 3.2%
- White, Non-Hispanic 55.2%
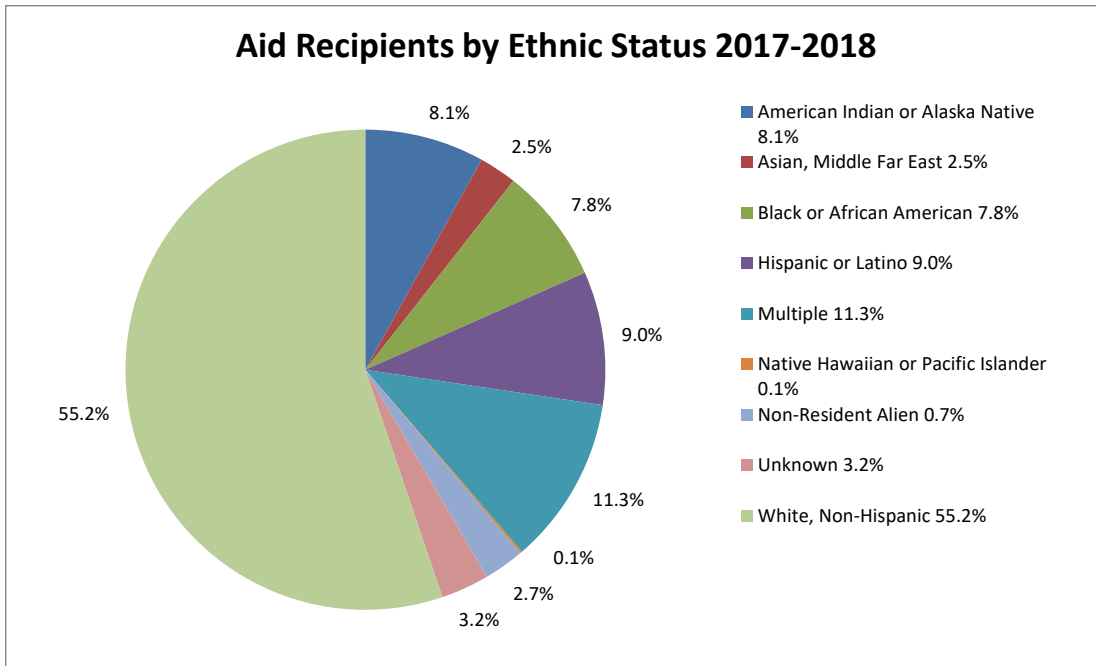
Student Loan Data – Undergraduate Students

Loans as a Percentage of Total Aid: The percentage of undergraduate aid comprised of loans decreased from 44 percent to 41percent over the six years reported. Conversely, the proportion from non-loan aid (grants, scholarships, work-study) increased from 56 percent to 59 percent over the same time.

Total Undergraduate Financial Aid

Stacked bar chart (Other Aid / Loans) by year:

Year	Other Aid	Loans
2012-13	56%	44%
2013-14	57%	43%
2014-15	58%	42%
2015-16	59%	41%
2016-17	58%	42%
2017-18	59%	41%

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Percentage of Aid from Loans by Tier: By tier, the percentage of aid from loans ranged from 36 percent at the community colleges to 45 percent at the research institutions. The percentage of total undergraduate students receiving loans varied by tier from 20 percent at the comunity colleges to about 41 percent at research universities.

2017-18	Total Aid	Percent of Aid from Loans	Percent of Aid Recipients with Loans	Percent of Enrolled Undergraduates With Loans
Research Universities	$533,993,620	45%	51%	41%
Regional Universities	$381,415,632	40%	53%	40%
Community Colleges	$263,759,828	36%	34%	20%
Total	$1,179,169,080	41%	45%	33%

Total Loan Volume by Tier: Total loan volume to all undergraduate students has declined slightly over the past five years. However, while loan volume has seen a steady, significant decline at the regional universities and community colleges, loan volume at the research universities has increased.
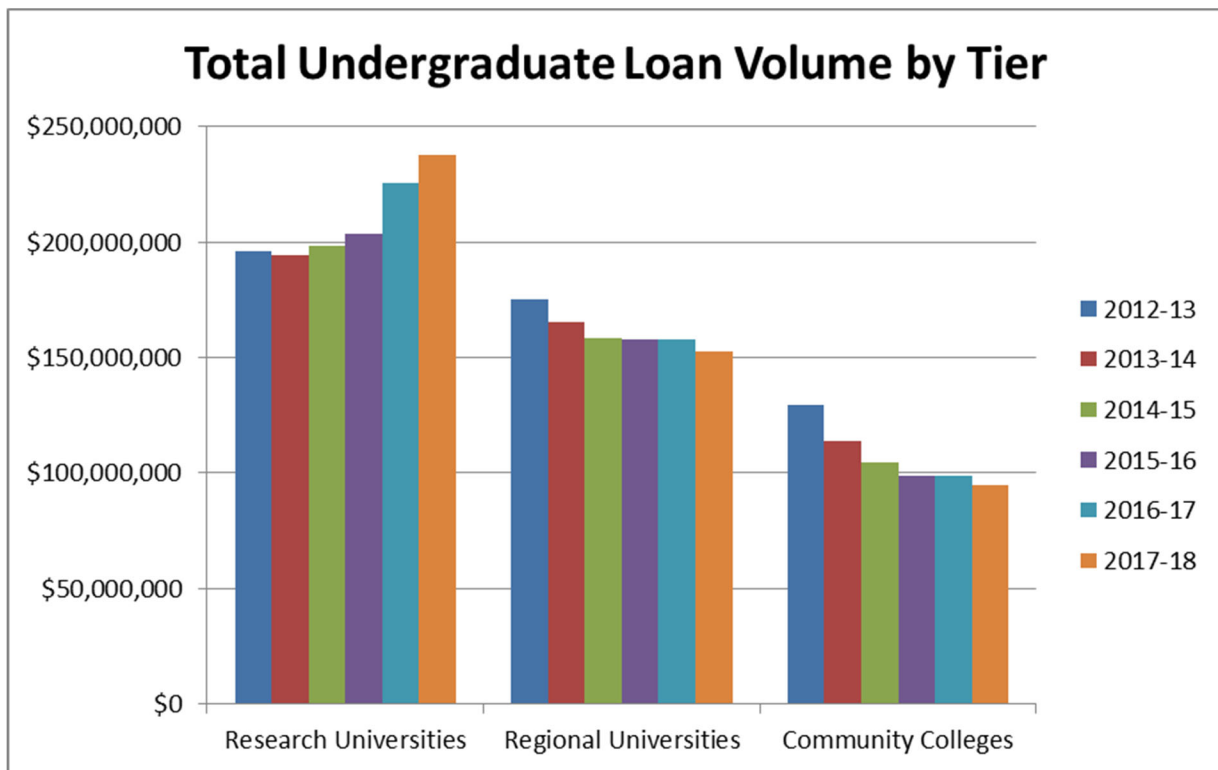
Total Undergraduate Loan Volume				
Academic Year	Research Universities	Regional Universities	Community Colleges	Total
2012-13	$196,134,058	$175,045,362	$129,344,497	$500,523,917
2013-14	$194,177,996	$165,224,885	$113,578,231	$472,981,112
2014-15	$198,070,495	$158,431,482	$104,353,677	$460,855,654
2015-16	$203,310,584	$157,809,000	$98,691,342	$459,810,926
2016-17	$225,227,970	$157,863,858	$98,922,543	$482,014,371
2017-18	$237,699,221	$152,394,852	$94,882,010	$484,976,083

Average Loan Amounts Per Borrower by Tier: In 2017-2018, $485 million was loaned to undergraduate students and parents at state system colleges and universities. Of that amount, 49 percent went to students at the research universities, 31 percent to the regional universities, and almost 20 percent to the community colleges.

| 2017-18	Total Loans in Millions	Total Borrowers	Average Annual Loan Per Borrower
Research Universities	$237,699,221	19,279	$12,329
Regional Universities	$152,394,852	21,237	$7,176
Community Colleges	$94,882,010	17,718	$5,355
Total	$484,976,083	57,633*	$8,415

*Unduplicated

Average Loan Amounts by Student Residency Status: Of the almost $485 million in student loans to undergraduates, $128 million or 26 percent went to nonresident students. While the overall average loan amount was $8,415, for resident students the average was $7,328 compared to $14,328 for nonresident students.

2017-2018	Volume	Borrowers	Average Loan
Resident	$356,753,302	48,684	$7,328
Non-Resident	$128,222,781	8,949	$14,328
System	$484,976,083	57,633	$8,415

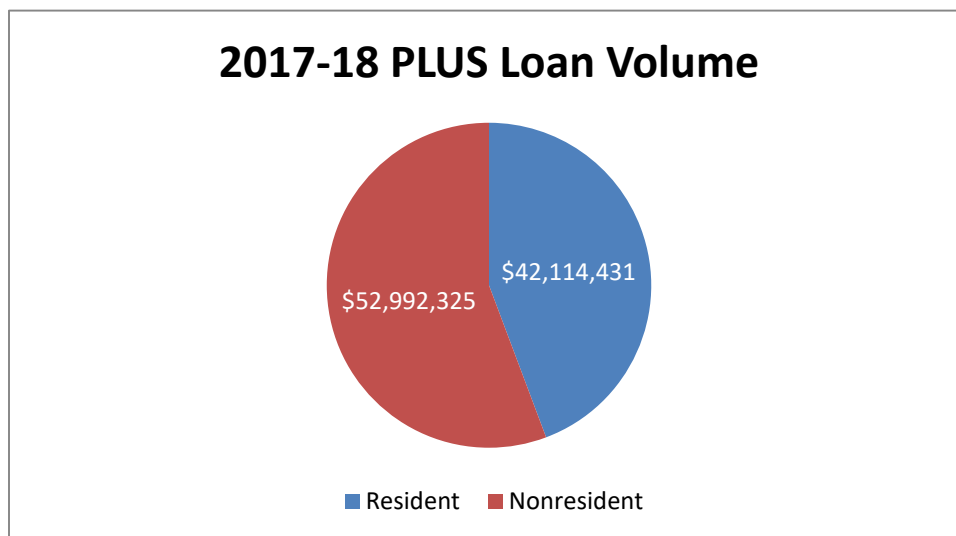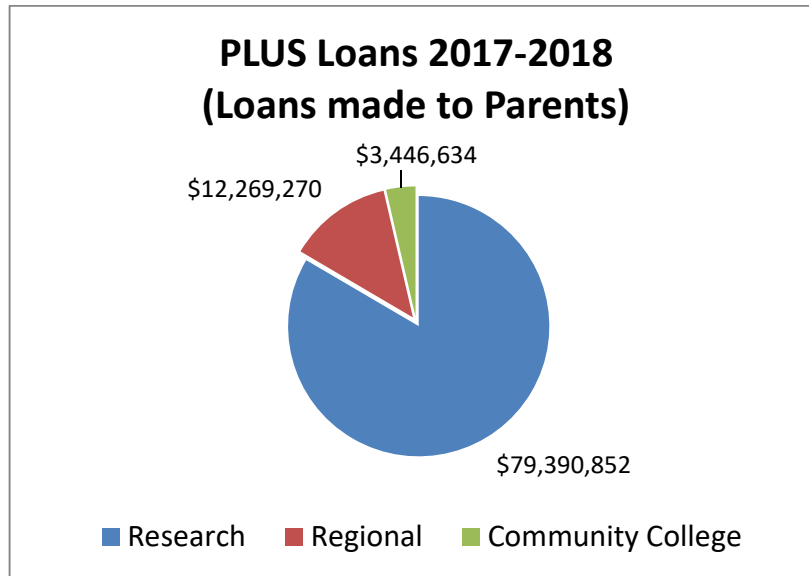Resident vs. Nonresident Cost of Attendance: As defined by federal financial aid regulations, "cost of attendance" generally includes tuition, fees, books and supplies, room and board, and a limited allowance for transportation and personal expenses. Full-time, dependent student cost data are shown below. The cost of attendance for nonresident students is significantly higher than the cost for resident students.

2017-2018	Resident Average Cost of Attendance	Non-Resident Average Cost of Attendance
Research Universities	$27,079	$42,020
Regional Universities	$19,840	$27,702
Community Colleges	$17,443	$23,005
System	$19,017	$26,098

Nonresident Loan Volume by Tier: At the research institutions, more than 41 percent of the undergraduate student loan volume was for nonresident students and their parents. The percentages of loans related to nonresident students enrolled at the regional universities was 16 percent and the community colleges was 7 percent.
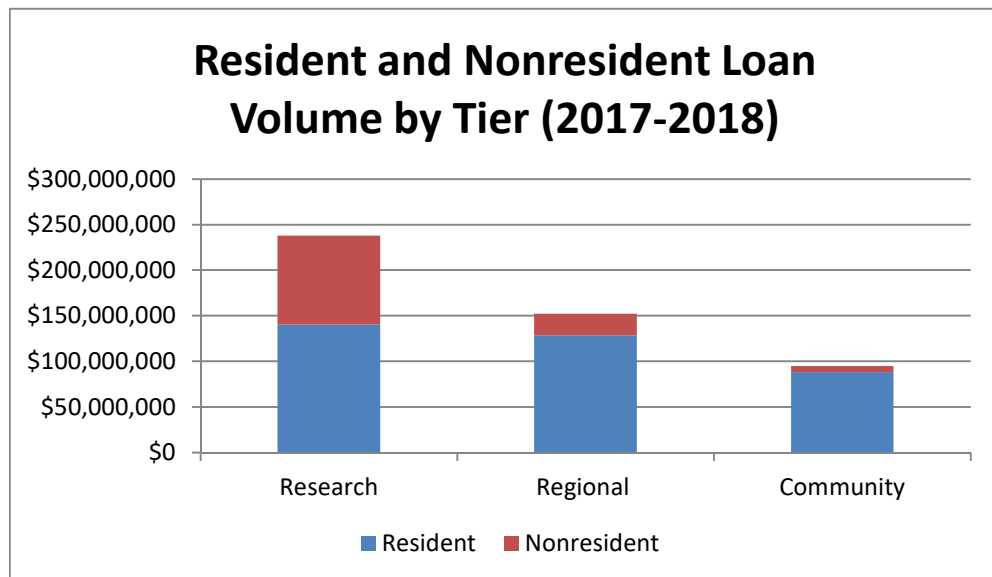
Federal Parent (PLUS) Loans: Federal PLUS loans are available to parents of undergraduate students and can be used to pay for costs not already covered by the student's other financial aid. These loans are the obligation of the parent, not the student. PLUS loans totaled $95 million in 2017-2018. Almost 80 percent of the loans were made to parents of students at the research universities and 56 percent of the loans were made to parents of nonresident students.

PLUS Loans 2017-2018
(Loans made to Parents)

$3,446,634

$12,269,270

$79,390,852

- Research ■ Regional ■ Community College

2017-18 PLUS Loan Volume

$42,114,431

$52,992,325

- Resident ■ Nonresident

Parent PLUS Loans		Students	Average
Resident	$42,114,431	3,704	$11,370
Nonresident	$52,992,325	2,504	$21,163
Total	$95,106,756	6,208	$15,320

- **Federal Pell Grant Recipients**

- Pell Grant Recipients as Percentage of Enrolled Students: Federal Pell Grants are awarded to students with the least financial resources. In 2017-2018, Pell Grant recipients represented about one-third of all undergraduate students. By tier, their proportion of enrollment ranged from 25 percent at the research institutions to 39 percent at the regional universities. The total number of Pell Grant recipients has dropped over the past six years from almost 75,000 in 2012-2013 to less than 61,000 in 2017-2018.

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Pell Grant Recipients as Percentage of Total Enrolled Undergraduates 2017-2018

Category	Percentage
Research Universities	25%
Regional Universities	39%
Community Colleges	33%
All State Colleges and Universities	34%
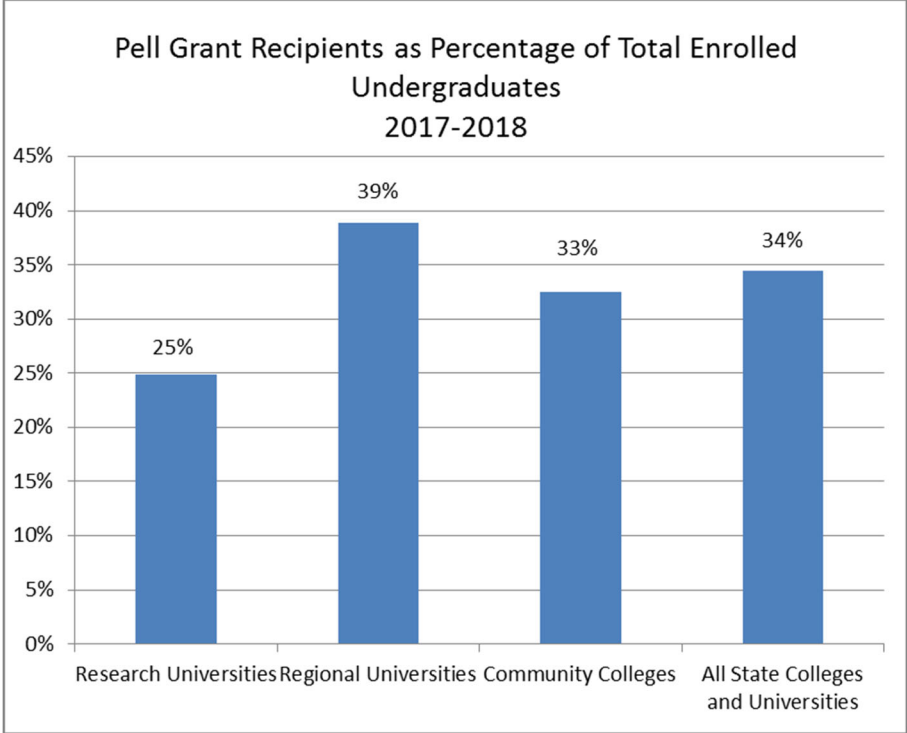
- Pell Grant Recipients and Student Loans: Though Pell Grant students receive need-based grant aid, many also rely on student loans to cover their education costs. In 2017-2018, Pell Grant recipients received about $221 million in student loans which was nearly half of the total student loan volume of $485 million.

Pell Grant Recipient Total Aid

- Total Other Aid
- Total Loans

Categories: Pell Grant Recipients, All Undergraduate Students
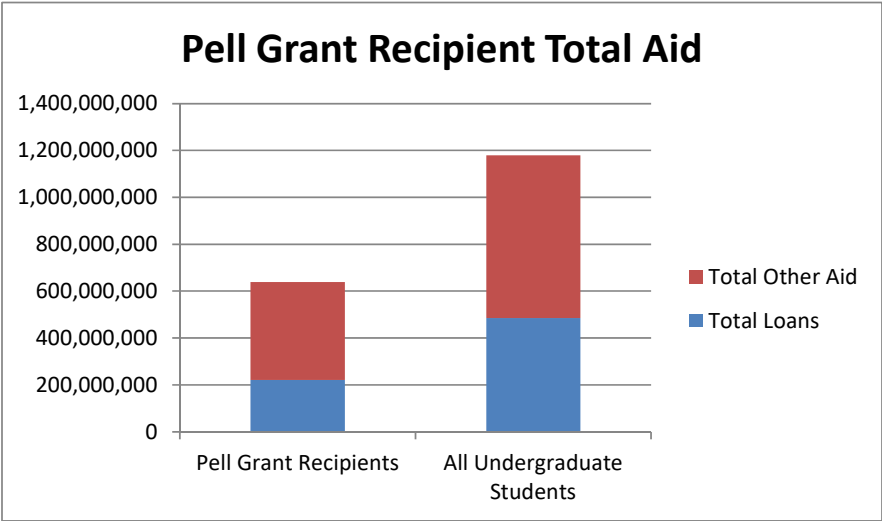
State System Institutions
2017-2018 Undergraduate Financial Aid by Tier

Grants / Scholarships	State System	Research	Regional	Community
Federal				
Pell Grants	$233,760,919	$50,846,624	$86,210,466	$96,703,829
Other	$10,367,085	$3,197,910	$3,761,682	$3,407,493
Total Federal Grants	**$244,128,004**	**$54,044,534**	**$89,972,148**	**$100,111,322**
State				
Oklahoma's Promise	$65,961,147	$23,630,691	$30,684,572	$11,645,884
Oklahoma Tuition Aid Grant	$10,281,661	$2,673,256	$3,522,997	$4,085,408
Academic Scholars	$9,715,749	$9,278,326	$356,123	$81,300
Other	$1,498,452	$9,274	$1,336,105	$153,073
Total State Grants and Scholarships	**$87,457,009**	**$35,591,547**	**$35,899,797**	**$15,965,665**
Institutional				
Tuition Waivers	$200,480,983	$119,387,442	$53,084,037	$28,009,504
Foundation	$31,379,038	$24,502,640	$4,893,596	$1,982,802
Other	$61,924,157	$36,198,200	$17,792,904	$7,933,053
Total Inst. Schol., Grants & Waivers	**$293,784,178**	**$180,088,282**	**$75,770,537**	**$37,925,359**
Tribal Grants	**$26,797,547**	**$6,539,355**	**$12,948,778**	**$7,309,414**
Outside Scholarships & Grants	**$35,058,477**	**$17,426,995**	**$11,906,161**	**$5,725,321**
Total Grants and Scholarships	**$687,225,215**	**$293,690,713**	**$226,497,421**	**$167,037,081**
Loans				
Federal Subsidized	$165,969,319	$58,461,208	$63,241,327	$44,266,784
Federal Unsubsidized	$175,690,196	$60,933,643	$69,300,075	$45,456,478
Federal PLUS	$95,106,756	$79,390,852	$12,269,270	$3,446,634
Fed. Perkins and Other Fed. Loans	$4,599,685	$4,193,017	$406,668	$0
Private	$40,729,798	$31,842,872	$7,174,812	$1,712,114
Institutional and Other	$2,880,329	$2,877,629	$2,700	$0
Total Loans	**$484,976,083**	**$237,699,221**	**$152,394,852**	**$94,882,010**
Federal Work Study	**$6,967,782**	**$2,603,686**	**$2,523,359**	**$1,840,737**
Total Aid	**$1,179,169,080**	**$533,993,620**	**$381,415,632**	**$263,759,828**

State System Institutions
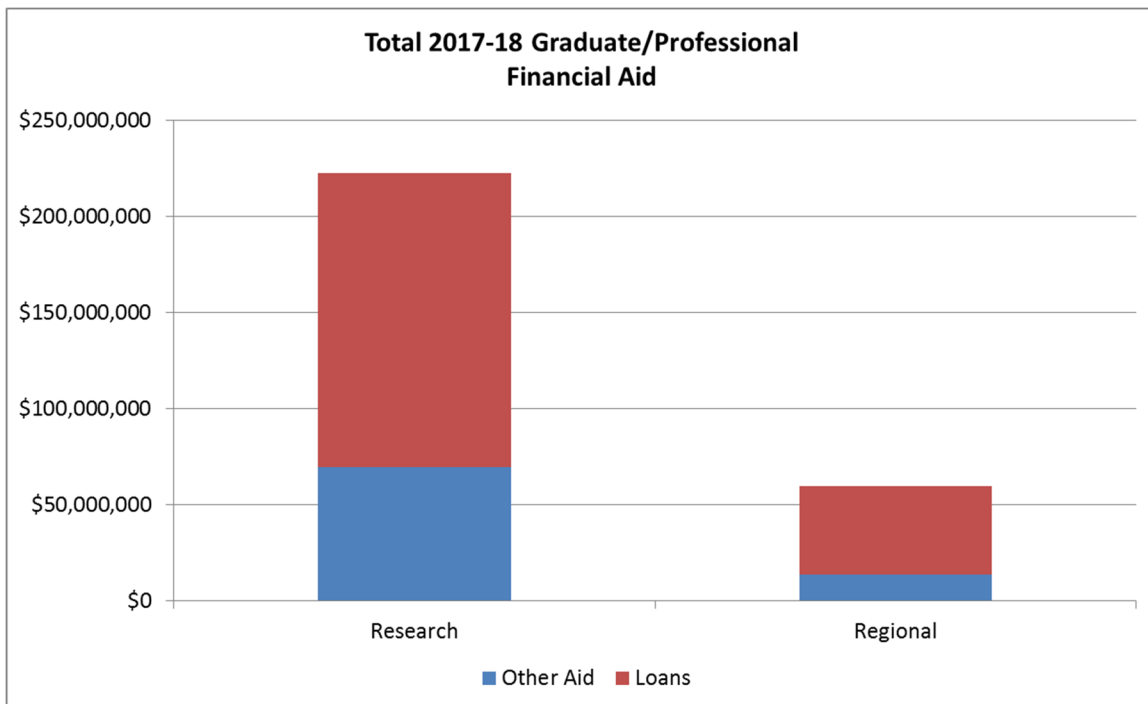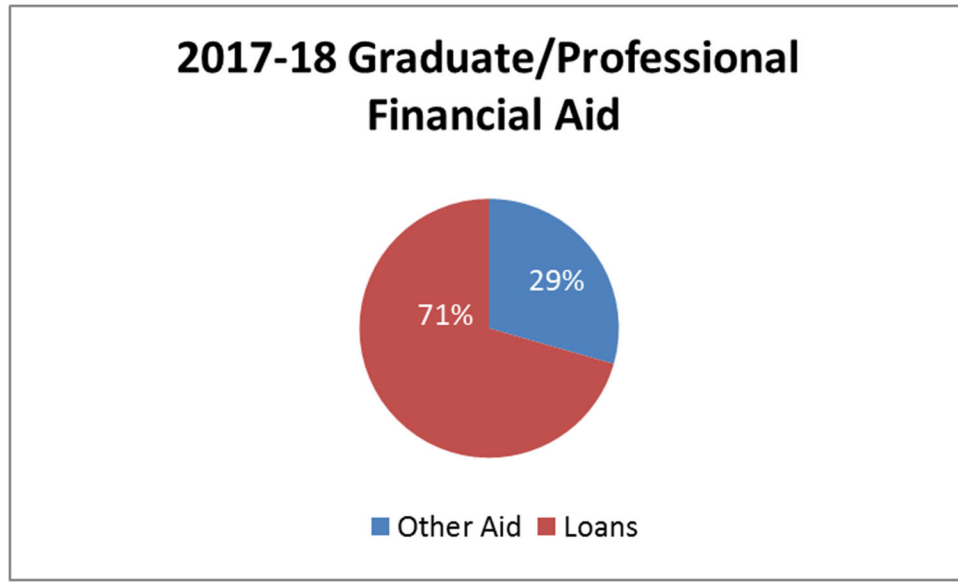Change in Undergraduate Financial Aid, 2012-13 to 2017-18

Grants / Scholarships	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Change from 2012-13 to 2017-18	% Change
Federal Programs								
Pell Grants	$264,623,085	$247,746,452	$237,373,073	$226,721,428	$224,271,213	$233,760,919	-$30,862,166	-11.7%
Other	$10,915,503	$10,845,534	$10,221,261	$9,314,054	$9,987,290	$10,367,085	-$548,418	-5.0%
Total Federal Grants	**$275,538,588**	**$258,591,986**	**$247,594,334**	**$236,035,482**	**$234,258,503**	**$244,128,004**	**-$31,410,584**	**-11.4%**
State Programs								
Oklahoma's Promise	$55,981,776	$56,174,384	$58,815,892	$60,314,208	$64,169,960	$65,961,147	$9,979,371	17.8%
Oklahoma Tuition Aid Grant	$16,636,099	$17,440,458	$16,745,941	$16,311,015	$13,230,703	$10,281,661	-$6,354,438	-38.2%
Academic Scholars	$8,316,025	$8,027,556	$8,614,522	$8,818,068	$9,241,952	$9,715,749	$1,399,724	16.8%
Other	$1,043,515	$1,214,614	$1,205,119	$1,304,175	$1,655,295	$1,498,452	$454,937	43.6%
Total State Grants and Scho	**$81,977,415**	**$82,857,012**	**$85,381,474**	**$86,747,466**	**$88,297,910**	**$87,457,009**	**$5,479,594**	**6.7%**
Institutional Aid								
Tuition Waivers	$138,787,476	$143,447,594	$162,519,113	$175,528,748	$188,794,565	$200,480,983	$61,693,507	44.5%
Foundation	$18,760,158	$22,271,476	$26,797,043	$30,910,866	$32,423,822	$31,379,038	$12,618,880	67.3%
Other	$48,907,659	$50,145,036	$53,237,298	$59,185,857	$61,954,719	$61,924,157	$13,016,498	26.6%
**Total Inst. Schol., Grants & **	**$206,455,293**	**$215,864,106**	**$242,553,454**	**$265,625,471**	**$283,173,106**	**$293,784,178**	**$87,328,885**	**42.3%**
Tribal Grants	**$23,903,191**	**$24,554,125**	**$25,588,826**	**$26,250,231**	**$26,450,596**	**$26,797,547**	**$2,894,356**	**12.1%**
Outside Scholarships & Grar	**$31,688,863**	**$33,139,723**	**$37,379,206**	**$38,804,529**	**$35,699,461**	**$35,058,477**	**$3,369,614**	**10.6%**
Total Grants and Scholarships	**$619,563,350**	**$615,006,952**	**$638,497,294**	**$653,463,179**	**$667,879,576**	**$687,225,215**	**$67,661,865**	**10.9%**
Loans								
Federal Subsidized	$209,056,789	$191,123,739	$178,143,558	$169,102,703	$169,953,402	$165,969,319	-$43,087,470	-20.6%
Federal Unsubsidized	$210,125,499	$194,217,459	$186,110,966	$182,662,309	$183,316,372	$175,690,196	-$34,435,303	-16.4%
Federal PLUS	$54,306,220	$57,813,415	$64,730,445	$72,546,783	$86,159,748	$95,106,756	$40,800,536	75.1%
Fed. Perkins and Other Fed. L	$4,454,857	$4,919,950	$5,497,519	$4,497,123	$5,270,203	$4,599,685	$144,828	3.3%
Private	$20,599,913	$22,935,977	$24,456,850	$29,016,912	$35,020,159	$40,729,798	$20,129,885	97.7%
Institutional and Other	$1,980,639	$1,970,572	$1,916,316	$1,985,096	$2,294,487	$2,880,329	$899,690	45.4%
Total Loans	**$500,523,917**	**$472,981,112**	**$460,855,654**	**$459,810,926**	**$482,014,371**	**$484,976,083**	**-$15,547,834**	**-3.1%**
Federal Work Study	**$8,431,440**	**$7,836,656**	**$7,504,465**	**$8,343,763**	**$7,938,022**	**$6,967,782**	**-$1,463,658**	**-17.4%**
Total Aid	**$1,128,518,707**	**$1,095,824,720**	**$1,106,857,413**	**$1,121,617,868**	**$1,157,831,969**	**$1,179,169,080**	**$50,650,373**	**4.5%**

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2017-2018 Undergraduate Financial Aid Recipients
For Selected Programs

	State System*	Research Universities	Regional Universities	Community Colleges
Grants and Scholarships				
Federal Programs				
Pell Grant	60,954	11,840	20,689	28,425
Federal SEOG	8,876	704	2,884	5,288
TEACH Grant	196	148	48	-
State Programs				
Oklahoma's Promise	17,057	5,068	6,374	5,615
Oklahoma Tuition Aid Grant	11,858	2,937	3,995	4,926
Academic Scholars	2,223	2,004	171	48
Institutional Aid				
Tuition Waivers	59,680	24,963	15,809	19,305
Foundation Scholarships/Grants	14,665	9,852	3,389	1,425
Institutional Scholarships/Grants	17,421	8,905	5,453	3,078
Tribal Grants & Scholarships	9,251	1,951	4,126	3,363
Loans				
Federal Loans				
Federal Subsidized Loans	46,479	14,264	17,163	15,052
Federal Unsubsidized Loans	43,933	15,320	16,487	12,126
Federal PLUS Loans	6,208	4,268	1,507	433
Federal Perkins Loans	1,014	873	141	-
Private Loans	3,208	2,138	812	258
Work Study				
Federal Work Study	3,082	895	1,359	828
*Unduplicated within program				
Total Aid Recipients**	**127,053**	**37,606**	**39,971**	**52,137**
**Unduplicated systemwide				

- **Financial Aid for Graduate/Professional Students**

In 2017-2018, nearly $282 million in financial aid was awarded to graduate/professional students at the state system institutions. Seventy-one percent or almost $199 million of that aid was in the form of loans compared to 41 percent for undergraduate students. Graduate/professional students at the research universities received $223 million, 69 percent of which was in the form of loans. Total aid of $59 million was disbursed to graduate/professional students at the regional universities, 77 percent of which was loans.

2017-18 Graduate/Professional Financial Aid

29%

71%

■ Other Aid ■ Loans

Total 2017-18 Graduate/Professional Financial Aid

	Research	Regional
$250,000,000		
$200,000,000		
$150,000,000		
$100,000,000		
$50,000,000		
$0		

■ Other Aid ■ Loans

2017-2018 Loans to Graduate Students			
	Amount	Borrowers	Average Annual Loan
Research Universities	$153,058,168	7,935	$19,289
Regional Universities	$45,954,699	3,666	$12,535
Total	$199,012,867	11,601	$17,155

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 27, 2020

AGENDA ITEM #21-c (2):

> **Annual Reports.**

SUBJECT: Acceptance of the Academic Policy Exceptions Quarterly Report.

RECOMMENDATION:

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

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 75th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Four exceptions to OSRHE academic policies were granted by the Chancellor since the October 24, 2019 report.

ANALYSIS:

Langston University (LU)

An exception was granted to the OSRHE's Undergraduate Degree Requirements policy, which states that students must complete a minimum 60 credit hours, excluding physical education activity courses, at a baccalaureate degree-granting institution in order to earn a Bachelor of Science degree, to allow LU to award a student a baccalaureate degree after only having completed 56 credit hours at a baccalaureate degree-granting institution. The policy exception was warranted due to an academic advising oversight, and was approved based on the fact that the student had completed all other degree requirements, and recommendation of the president.

Connors State College (CSC)

An exception was granted to the OSRHE's Academic Calendars policy, which states that a semester is an academic calendar unit consisting of sixteen weeks, to allow CSC to extend the Fall 2019 semester for two additional weeks beyond the sixteen-week semester. The policy exception was necessary due CSC's inability to conduct classes at the Jess Dunn Correctional Center or the Eddie Warrior Correctional Center during a statewide lockdown of correctional facilities in the middle of the Fall 2019 semester; approving the extension allowed CSC to ensure that all course objectives taught at these facilities were met before classes were concluded. Approval was based on recommendation of the president.

Murray State College (MSC)

An exception was granted to the OSRHE's Concurrent Enrollment policy, which states that students must maintain a minimum 2.0 college grade point average to be eligible for continued enrollment, to allow MSC to allow a student to continue to participate in concurrent enrollment in Spring 2020 with a grade point average below 2.0. The exception was based on the student's expressed commitment to college success moving forward, MSC's commitment to providing additional support and resources to the student, and recommendation of the president. It is also understood that the student's GPA must be lifted to or above 2.0 to continue concurrent enrollment participation after Spring 2020.

East Central University (ECU)

An exception was granted to the OSRHE's Granting of Degrees policy, which states that posthumous degrees shall generally be unearned, nonacademic degrees recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was in deceased in the last semester of work, to allow ECU to request to award a posthumous master's degree to a student who had not reached the last semester of coursework. Approval was based on the student's exemplary GPA while also working full time teaching at a community college, and recommendation of the president.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

<u>MINUTES</u>

Eight Hundred and Second Meeting

December 5, 2019

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655 Research Parkway, Oklahoma City

Minutes of the Eight Hundred and Second Meeting
December 5, 2019

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

Minutes of the Eight Hundred and Second Meeting
of the
Oklahoma State Regents for Higher Education
December 5, 2019

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a special meeting at 9:15 a.m. on Thursday, December 5, 2019, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on September 18, 2018 and was amended on November 21, 2019. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chairman Jody Parker called the meeting to order and presided. Present for the meeting were State Regents Jody Parker, Ann Holloway, Jeff Hickman, Toney Stricklin, Jay Helm, Ron White, Michael C. Turpen, and Steven W. Taylor.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Helm made a motion, seconded by Regent White, to approve the minutes of the State Regents' regular meeting on October 24, 2019. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Hickman, Turpen, and Taylor. Voting against the motion were none.

4. **REPORT OF THE CHAIRMAN.** Chairman Parker shared a brief reflection on the upcoming holiday season.

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5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents. Chancellor Johnson reflected on the budget request, Fall Legislative Forum, and briefly mentioned Oklahoma's Promise Day, which will likely be scheduled for April of 2020 at the state capitol.

6. **STUDENTS.** Ms. Dacey Hadley, a student at Eastern Oklahoma State College (EOSC), spoke about her higher education experience. She shared that her grandmother, who worked as a nurse for 39 years, is her role model and inspired her to pursue a degree in nursing. She was attracted to EOSC's small class sizes and excellent nursing program, and she received many scholarships to attend the college. Ms. Hadley stated that she has overcome many obstacles, including a fear of public speaking, and is proud of the accomplishments she has achieved while attending EOSC.

7. **OKLAHOMA CAMPUS COMPACT.** Ms. Debbie Terlip, Executive Director of Campus Compact and Student Relations Liaison, presented the winners of the 2019 Oklahoma Campus Compact Annual Voter Registration Contest. The 2019 contest winners were Eastern Oklahoma State College and runner-up Seminole State College for the Democracy category; Langston University and runner-up Northern Oklahoma College for the Liberty category; East Central University and runner-up Rose State College for the Equality category; and the University of Oklahoma and runner-up Oklahoma City Community College for the Independence category. The University of Oklahoma also won the Stars award for registering the most students, while Seminole State College won the Stripes award for registering the higher proportion of students. Representatives from these institutions were in attendance to receive their award.

8. **FACULTY ADVISORY COUNCIL.**

    a. Acceptance of the 2019 Faculty Advisory Council Annual Report. Dr. Rachel Bates, Associate Vice Chancellor for Educational Partnerships, introduced Dr. Kristi Archuleta

from the University of Central Oklahoma to discuss the Faculty Advisory Council (FAC) work plan. Dr. Archuleta highlighted workplan items addressed by the FAC, including diversity and inclusivity on campus, understanding Oklahoma's new gun laws and weapons on campus, mental health services and training modules, student retention efforts, and the Oklahoma State System budget.

b.   Recognition of Faculty Advisory Council members who have completed their service and recognition of new members elected by the Faculty Assembly to represent faculty. Regents recognized FAC members who completed their terms of service and newly elected FAC members, presented by Dr. Rachel Bates, Associate Vice Chancellor for Education Partnerships.

Regent Holloway made a motion, seconded by Regent Turpen, to accept the 2019 Annual Faculty Advisory Report and recognize FAC members. Voting for the motion were Regents White, Helm, Parker, Holloway, Hickman, Turpen, Taylor, and Stricklin. Voting against the motion were none.

9.   **NEW PROGRAMS.**

a.   Regent Turpen made a motion, seconded by Regent Holloway to approve a request from the University of Oklahoma Health Sciences Center to offer the Graduate Certificate in Clinical and Translational Science. Voting for the motion were Regents Helm, Parker, Holloway, Hickman, Turpen, Taylor, Stricklin, and White. Voting against the motion were none.

b.   Regent Turpen made a motion, seconded by Regent Holloway to approve a request from Oklahoma State University Center for Health Sciences to offer the Graduate Certificate in Health Care Administration, the Graduate Certificate in Health Care Administration-Global Health, and the Graduate Certificate in Health Care Administration-Finance. Voting for the motion were Regents Parker, Holloway, Hickman, Turpen, Taylor, Stricklin, White,

and Helm. Voting against the motion were none.

10. **ACADEMIC POLICY.**

a.   Regent Turpen made a motion, seconded by Regent Holloway, to approve a policy exception request to the Concurrent Enrollment policy from Oklahoma City Community College. Voting for the motion were Regents Holloway, Hickman, Turpen, Taylor, Stricklin, White, Helm, and Parker. Voting against the motion were none.

b.   Regent Turpen made a motion, seconded by Regent Holloway, to approve a policy exception request to the Concurrent Enrollment policy from Connors State College. Voting for the motion were Regents Hickman, Turpen, Taylor, Stricklin, White, Helm, Parker, and Holloway. Voting against the motion were none.

11. **SCHOLARS FOR EXCELLENCE IN CHILD CARE.** Regent Turpen made a motion, seconded by Regent Holloway, to approve a contract modification between the Oklahoma Department of Human Services and the Oklahoma State Regents for the Scholars for Excellence in Child Care Program. Voting for the motion were Regents Turpen, Taylor, Stricklin, White, Helm, Parker, Holloway, and Hickman. Voting against the motion were none.

12. **SUMMER ACADEMIES.** Ms. Lisa Nelson, Director of Student Preparation, discussed how due to continued budget reductions, the allocation for the 2018 Summer Academies was reduced by 50 percent. She explained that because there was not an increase in state appropriations to higher education in FY19, there was no call for proposals for 2019 Summer Academies, but thanks to an increased appropriation in FY20, Summer Academies are able to be funded on a one-year basis. Regent Turpen made a motion, seconded by Regent Holloway, to approve the 2020 Summer Academy Grants. Voting for the motion were Regents Taylor, Stricklin, White, Helm, Parker, Holloway, Hickman, and Turpen. Voting against the motion were none.

13.   **TEACHER EDUCATION.** Regent Turpen made a motion, seconded by Regent Holloway, to approve incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Hickman, Turpen, and Taylor. Voting against the motion were none.

14.   **E&G BUDGET.**

   a.   Regent Stricklin made a motion, seconded by Regent White, to approve the allocation of Cigarette and Tobacco Tax Revenue. Voting for the motion were Regents White, Helm, Parker, Holloway, Hickman, Turpen, Taylor, and Stricklin. Voting against the motion were none.

   b.   Regent Stricklin made a motion, seconded by Regent Turpen, to approve the allocation of Concurrent Enrollment Waiver for Juniors for the Fall 2019 Semester. Voting for the motion were Regents Helm, Parker, Holloway, Hickman, Turpen, Taylor, Stricklin, and White. Voting against the motion were none.

15.   **POLICY.** Regent White made a motion, seconded by Regent Hickman to approve Investment Policy revisions. Voting for the motion were Regents Parker, Holloway, Hickman, Turpen, Taylor, Stricklin, White, and Helm. Voting against the motion were none.

16.   **REVENUE BOND.** Mr. Adam Pope, Senior Vice President at Columbia Capital and Financial Advisor for the University of Oklahoma, was present to describe the Statement of Essential Facts for the University of Oklahoma General Obligation Revenue Refunding Bond, Series 2020A. Regent Stricklin made a motion, seconded by Regent Hickman, to approve for transmittal to the Attorney General the University of Oklahoma's Statement of Essential Facts for a 2020A

Refunding Bond. Voting for the motion were Regents Holloway, Hickman, Turpen, Taylor, Stricklin, White, Helm, and Parker. Voting against the motion were none.

17. **EPSCOR.** Regent Stricklin made a motion, seconded by Regent Helm, to approve the allocation for EPSCoR/IDeA Coalition Dues. Voting for the motion were Regents Hickman, Turpen, Taylor, Stricklin, White, Helm, Parker, and Holloway. Voting against the motion were none.

18. **CONTRACTS AND PURCHASES.** Regent Stricklin made a motion, seconded by Regent Helm to approve FY2020 Purchases in excess of $100,000. Voting for the motion were Regents Turpen, Taylor, Stricklin, White, Helm, Parker, Holloway, and Hickman. Voting against the motion were none.

19. **INVESTMENTS.** Regent Stricklin made a motion, seconded by Regent Hickman, to approve a new investment manager and allocation of funds for the endowment trust fund. Voting for the motion were Regents Taylor, Stricklin, White, Helm, Parker, Holloway, Hickman, and Turpen. Voting against the motion were none.

20. **RULE REVISIONS.**
    a. Oklahoma's Promise. Posting of proposed rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program.
    b. Academic Scholars Program. Posting of proposed rule revisions for the Academic Scholars Program.
    c. Posting of proposed rule revisions to the Administrative policy.

21. **COMMENDATIONS.** Regent Turpen made a motion, seconded by Regent Holloway, to recognize State Regents' staff for their service and recognitions on state and national projects.

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Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Hickman, Turpen, and Taylor. Voting against the motion were none.

22.   **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.

23.   **CONSENT DOCKET.** Regent Helm made a motion, seconded by Regent White to approve the following consent docket items:

a.   Programs.

   (1)   Program Modifications. Approval of institutional requests.

   (2)   Suspensions. Approval of institutional requests.

b.   Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs.

c.   Reconciliation. Approval of institutional requests.

d.   Academic Nomenclature. Ratification of institutional requests.

e.   Cooperative Agreements. Ratification of institutional request.

f.   Electronic Delivery. Oklahoma State University. Approval to offer the Doctor of Education in Applied Educational Studies via electronic delivery.

g.   State Authorization Reciprocity Agreement.

   (1)   Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement.

   (2)   Ratification of an institutional request to begin participation in the State Authorization Reciprocity Agreement.

h.   Operations.

   (1)   Ratification of purchases in excess of $25,000 for FY2019.

   (2)   Audit. Acceptance of the FY2019 Annual Audit Report.

i.   Non-Academic Degrees.

(1)   Ratification of a request from Oklahoma State University to award honorary degrees.

(2)   Ratification of a request from Oklahoma State University to award a posthumous degree.

j.   Resolution. Approval of a resolution honoring retiring staff.

Voting for the motion were Regents White, Helm, Parker, Holloway, Hickman, Turpen, Taylor, and Stricklin. Voting against the motion were none.

24.   **REPORTS.** Regent Holloway made a motion, seconded by Regent White, to accept the following reports:

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

b.   Report. Acceptance of the Financial and Long-Term Viability Assessments.

c.   Annual Reports.

(1)   Oklahoma Tuition Aid Grant. Acceptance of the 2018-2019 Oklahoma Tuition Aid Grant Year-End Report.

(2)   Oklahoma Tuition Equalization Grant. Acceptance of the 2018-2019 Oklahoma Tuition Equalization Grant Year-End Report.

(3)   Regional University Baccalaureate Scholarships. Acceptance of the 2018-2019 Regional University Baccalaureate Scholarships Year-End Report.

(4)   ACT Annual Report. Acceptance of the Annual Report on the ACT Scores for the 2019 graduating class.

(5)   FY20 Tuition and Analysis Report. Acceptance of the 2020 Tuition and Analysis Report.

(6)   Financial Operations Report. Acceptance of the June 30, 2019 Financial Operations Report.

Voting for the motion were Regents Helm, Parker, Holloway, Hickman, Turpen, Taylor,

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Stricklin, and White. Voting against the motion were none.

25. **REPORT OF THE COMMITTEES.**

   a.   Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.

   b.   Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

   c.   Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.

   d.   Investment Committee. The Investment Committee had no additional items for Regents' action.

26. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Parker announced that the next regular meetings are scheduled to be held Wednesday, February 5, 2020 at 10:30 a.m. and Thursday, February 6, 2020 at 9:00 a.m. at the State Regents Office in Oklahoma City.

27. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

_____   _____
Jody Parker, Chairman   Jeff Hickman, Secretary

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

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, December 4, 2019

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:30 a.m. on Wednesday, December 4, 2019, 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 18, 2018. 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 Jody Parker, Ann Holloway, Jeff Hickman, Toney Stricklin, Jay Helm, Michael C. Turpen, Ron White, and Steven W. Taylor. Regent Parker called the meeting to order.

3. **HIGHER EDUCATION DISTINGUISHED SERVICE AWARD.** Chancellor Glen D. Johnson and the State Regents presented Representative Trish Ranson (Stillwater) with the Higher Education Distinguished Service Award for her support during the 2019 legislative session. Representative Ranson provided remarks about the important role education plays in the development of the state.

4. **EXECUTIVE SESSION.** Regent Holloway made a motion, seconded by Regent Stricklin, to enter executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(1) to discuss the performance review of the Chancellor. Voting for the motion were Regents Parker, Holloway, Hickman, Stricklin, Helm, Turpen, White, and Taylor. Voting against the motion were none.

    Following executive session discussions, Regents returned to open session.

5. **TASK FORCE ON THE FUTURE OF HIGHER EDUCATION.**

    a. **FISCAL VIABILITY REVIEWS.** Chancellor Glen D. Johnson explained that the Task Force on the Future of Higher Education recommended that a fiscal viability review and assessment be conducted for each of the 25 colleges and universities within the State System of Higher Education. Mr. John Curry, Mr. Glen McLaurin, and Ms. Lilly Leyh-Pierce from the Huron Consulting Group presented their reports on five institutions – Murray State College (MSC), Northwestern Oklahoma State University (NWOSU), Seminole State College (SSC), University of Science and Arts of Oklahoma (USAO), and Western Oklahoma State College (WOSC). MSC President Joy McDaniel, NWOSU President Janet Cunningham, SSC President Lana Reynolds, USAO President John Feaver, and WOSC President Chad Wiginton were also present to answer questions from the Regents.

    Mr. Curry provided a brief reflection on the process used for the fiscal viability reviews and assessments and thanked all of the institution presidents for their assistance. He stated that the institutions had responded accordingly to state cuts and remained resilient.

Mr. McLaurin explained that the reports would focus on four main components – financial assessment, operational assessment, capital and debt, and their strategic plans.

1. **Murray State College.** Mr. McLaurin began by stating that Murray State College (MSC) has recently implemented overall budget reductions and salary freezes in the face of declining total enrollments and state appropriations to help maintain an overall stable financial position. He mentioned MSC's utilization of its master campus plan and Colbert Trust resources to invest in capital assets.

   - Financial Assessment. The overall net position of MSC has increased from $25.6 million in 2014 to $79.6 million 2018, largely due to the established charitable trust and sale of mineral rights in FY2018. MSC's high level of expendable resources, largely due to the Colbert Trust, results in above-target primary reserve and viability ratios drive the institution's overall CFI score of 9.53 in FY18.

   - Operational Assessment. Cuts in state appropriations have caused MSC to disinvest and/or cut low enrollment programs while offering minimal increases in faculty and staff salaries over the past five fiscal years. Earnings before interest and depreciation have been significantly positive within the past two years, driven by dramatic increases in investment returns associated with the aforementioned charitable trust. Total enrollment has declined on average 2.3 percent annually over the last six academic years, increasing financial strain on both MSC, which has a smaller base for tuition revenues, and its students, who have faced tuition increases.

   - Capital and Debt. MSC's increasing net operating revenues have provided significant improvements in the institution's debt service coverage ratio (1,348 percent in FY2018), improving financial flexibility and reducing operational risk. Significant capital investments, including a new allied health building, combined with negative cash generated from operations, have contributed to a declining cash balance over the past five fiscal years.

   - Strategic Plan. MSC's strategic plan remains focused on four overcharging themes: fostering student success, elevating teaching and learning standards, creating workforce development partnerships, and cultivating partnerships for civic engagement.

   President Joy McDaniel stated that MSC appreciated the opportunity for the fiscal viability report to occur and to have an objective, outside opinion. She said that they had learned that it was important to watch the CFI scores and how important the Colbert Trust was to MSC. President McDaniel discussed the Colbert Trust, explaining that it was an existing trust which did not have substantial value; however, in the last few years wells and mineral rights have generated value, providing around $2.5 million per year that MSC is able to use to recruit students from Stephens County. She mentioned the sale of mineral rights on certain wells but that MSC still owns some wells and is still receiving revenues from oil and gas production.

2. **Northwestern Oklahoma State University.** Mr. McLaurin stated that although Northwestern Oklahoma State University (NWOSU) has faced enrollment declines and steady decreases in state appropriations, NWOSU has responded to these challenges through a successful capital campaign, emphasis on program quality, and investments in the Complete College America programs.

- Financial Assessment. NWOSU's net position has increased each year since 2014, with 17.8 percent overall growth from FY14 to FY18 due to investment in capital assets and paydown of capital debt. This increase in net position has also been driven by improvement in the institution's unrestricted balances since FY16, aided by reduced operating expenditures.
- Operational Assessment. Total enrollment declined by 10 percent from FY14 to FY18, while net tuition and fees grew by an annual average of 6.7 percent over that time, due to a 42 percent growth in online enrollment. Retention and graduation rates at NWOSU are below the state average for regional universities, suggesting a need for greater investment in student services and continued expansion into non-traditional student programs, such as online course offerings.
- Capital and Debt. Addressing deferred maintenance will become a priority for the university in future years (as the average age of facilities has increased), particularly surrounding roofing and AC unit repairs in multiple buildings. Cash reserves have grown in each of the last five years except for FY16, during which a large operating deficit of $18.1 million and capital expenditures of $2.8 million led to a decrease in cash of approximately $104,000.
- Strategic Plan. NWOSU's strategic plan is focused on four principal areas aimed at assessing and revitalizing the institution in the currently challenging financial climate: 1) assessing the relevance and quality of academic program offerings, 2) enhancing the student experience, 3) fostering a sustainable and accountable culture, and 4) building beneficial partnerships for the future.

President Janet Cunningham echoed President McDaniel's remarks that it was beneficial to have an outside perspective of NWOSU's finances. She stated that they are pleased to have a strong foundation and strong community support for higher education. She mentioned $8.6 million waiting to be matched in an endowed chairs program, which would make around a $275,000 to $300,000 operating impact on an annual basis. President Cunningham mentioned that NWOSU has focused on raising funds for operations and facilities. A discussion regarding online and hybrid courses began after it was noted that NWOSU has seen a 42 percent increase in online enrollment. President Cunningham stated that NWOSU takes a very strategic viewpoint to online enrollment, complete with a robust online committee and continuing evaluation of online and hybrid courses to maintain the rigor for online courses. Mr. Curry added that hybrid courses have become the norm in higher education, mentioning that students are learning both from faculty members online and from in-person student group problem solving sessions, which research shows is beneficial to students in the learning process. President Cunningham mentioned that demographics in northwestern Oklahoma are set to improve over the course of the next few years and that NWOSU needs to reinvest in student services.

3. **Seminole State College.** Mr. McLaurin stated that Seminole State College (SSC) has responded to the decreasing state appropriations by limiting new hires, cutting underperforming programs, and increasing tuition, which has led to an increase in its net position in each of the past four years.
   - Financial Assessment. The overall net position of SSC has increased from $691,000 in FY14 to $4.2 million in FY18, an increase of approximately $4.9 million, largely due to improved operating margins, capital donations, and the paydown of debt. Below target primary reserve and viability ratios, driven by

limited expendable net assets, contribute heavily to SSC's low CFI score of 2.07, which factors in resources controlled by the school's foundation.

- Operational Assessment. Cuts in state appropriations have caused SSC to cut several underperforming academic and athletic programs, implement a temporary hiring freeze, and increase tuition in recent years. Earnings before interest and depreciation are consistently positive, indicating that operations are generating cash. Total enrollment has declined annually by 8 percent over the last six years, increasing financial strain on both the school, which has a smaller base for tuition revenues, and students, who have faced tuition increases. Three-year graduation rates are consistently at least 9 percent higher than the average of Oklahoma community colleges.

- Capital and Debt. SSC is still highly leveraged, which has limited its financial flexibility, but it has become less leveraged in recent years. A new sports complex has been approved and will be financed by the school's foundation and leased to the school and local community for use.

- Strategic Plan. SSC is currently evaluating opportunities to increase enrollment by improving engagement with schools in its service area, increasing its digital presence for both current and potential students by redesigning the school website and offering 100 percent online programs, and expanding academic offerings.

President Lana Reynolds echoed the other presidents' remarks that the experience was a great opportunity to look introspectively and that the process of the interviews was very positive in helping administrators with discussions on campus about what is happening around SSC. She stated that they were proud to have steady graduation and retention rates through the unsteady time of state funding. She also mentioned SSC's deferred maintenance issues and stated that the SSC Board of Regents will be looking at an energy investment grade audit that, if approved, would be able to address items on campus. She also addressed a transition of funds in FY16-17 due to the construction of the Boren Center on campus. President Reynolds concluded by mentioning the tribal support that SSC receives.

4.   **University of Science and Arts of Oklahoma**. Mr. McLaurin began by stating that the University of Science and Arts of Oklahoma's (USAO) expansion of its enrollment strategy, reinvestment into the historic campus, and retention of enrollment levels are several ways in which USAO has responded to increasing budget constraints.

- Financial Assessment. USAO's overall net position increased by $1.7 million from FY14 to FY18, which was driven by a $1.9 million increase of net investment in capital assets and offset by declines in restricted assets. Support from the USAO Foundation, which has grown its asset base due to recent significant donations, helps bring USAO's CFI scores above target.

- Operational Assessment. Currently, state appropriations and tuition and fees revenues are declining at a faster rate than adjusted expenses, requiring USAO to rely on greater assistance from the Foundation to fund the University. Declining enrollment trends impact the primary revenue drivers, where tuition and fees, federal grants and contracts, and auxiliary services are highly dependent on growing enrollment to offset the negative operating margin. Retention rates have been identified as an area for improvement as overall

enrollment has declined despite an increase in the number of new students each fall.

- Capital and Debt. USAO has reduced its restricted reserves for capital projects by $1.8 million to $600,000 due to extensive capital expenditures, but will continue to identify capital funding sources in order to address the deferred maintenance of the historic campus. The institution has a low debt leverage ratio and can expect debt service coverage to increase from reduced debt service payments, giving USAO greater flexibility to refund capital projects or support operations in the future.
- Strategic Plan. USAO must continue to reconcile how to market its strong liberal arts mission and institutional capacity with a changing student demographic.

President John Feaver began by stating that the experience with Huron was an important stress test for the institution and that the Board adopted a strategic plan through 2025 and that they plan to adopt a full-scale campus master plan at their December meeting and that this precedes their intent to undertake a major capital campaign effort in 2020 to focus on improving cash flow and increasing enrollment and retention. President Feaver stated that he thought USAO had a healthy foundation with roughly over $30 million. There was discussion with the Regents about community support and President Feaver stated that some years ago USAO asked for a commitment as part of a sales tax request to the community and it was voted down because the community wanted to recruit from within the Chickasha community and not provide scholarships for those from outside the community. President Feaver concluded by stating that if the community wants the institution to remain as an earning asset, the community needs to support the institution.

5. **Western Oklahoma State College**. Mr. McLaurin stated that Western Oklahoma State College (WOSC) has made difficult financial decisions but a focus on student success, strategic planning, and technological innovation has allowed the college to offer successful programs and manage expenses.

- Financial Assessment. The overall net position of WOSC has decreased by approximately $0.5 million since FY14, as the institution experienced an overall decline in net assets in FY14, FY15, and FY18. Strong primary reserve and viability ratios are the most significant contributors to WOSC's CFI score of 2.86, although negative adjusted operating margins and declining cash reserves will need to continue to be monitored.
- Operational Assessment. Operating expenses have been reduced by 12 percent in response to declining revenues from large state appropriation cuts. State appropriations have fell by approximately $1.35 million between FY14 and FY18, and as a result, tuition and fees became WOSC's largest source of revenue in FY18, comprising 40 percent of adjusted operated revenue. Enrollment has decreased by 585 students since 2014, which includes elimination of Technology Center enrollment (with a limited budget impact of approximately $26,000); however, WOSC anticipates enrollment growth in 2020 and 2021.
- Capital and Debt. With expected increases in future capital appropriations and a detailed capital improvement plan, WOSC is well-positioned to address its estimated $4.4 million in deferred maintenance. In 2012, WOSC engaged in an Energy Performance Contract for $1.3 million in which $500,000 was

financed through the Foundation to be repaid over eight years. The final installment owed to the Foundation will be due in 2020. By 2022, the only remaining debt will be OCIA capital lease obligations with the expectation that the state will continue to make debt service payments.

- Strategic Plan. WOSC's strategic plan aligns with its mission and informs its approach to maintaining and improving educational outcomes, while seeking to remain efficient and effective in its delivery of administrative services. WOSC has extensive measures and performance indicators in place to track strategic plan initiatives.

President Chad Wiginton began by stating that WOSC is a realist and that the Huron report affirmed what WOSC thought. He stated that FY19, which is not listed in the report, has been a good year for WOSC. In FY19, they added $368,000 to their E&G fund balance, maintained $3.5 million in reserves, and only have $70,000 in debt outside of OCIA. He said that WOSC has a history of being extremely conservative with their money and that, like other institutions, they have faced difficulties with enrollment. President Wiginton also discussed the issues WOSC has had with the Higher Learning Commission but that this spring they were able to come away with full accreditation and that they are better poised for the future because of that experience. He stated that WOSC had high concurrent enrollment and that they have great enrollment with area partner schools. President Wiginton concluded by discussing WOSC's $7 million foundation and stating that the investment committee had been very conservative over the years, averaging one to two percent on their returns, so there have been serious discussions about making changes to get a better return on investments.

b. **MATH PATHWAYS.** Assistant Vice Chancellor for Workforce and Economic Development Matt Eastwood demonstrated a math pathways dashboard, which was created based on a recommendation from the Math Pathways Task Force. This three-step system will help students identify which math courses are relevant based on a chosen degree program and institution. Dr. Rachel Bates, Associate Vice Chancellor for Educational Partnerships, provided background for the creation of the pathway, mentioning that the math discipline has morphed in the last several decades and they have tasked institutions to create alternative solutions focused on the relevance of math courses as opposed to rigor. Dr. Bates mentioned that institutions had created four alternatives: college algebra, quantitative reasoning, functions and modeling, and statistics, and that institutions have been tasked with offering at least two alternative courses to college algebra.

c. **ADULT DEGREE COMPLETION.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke presented State Regents with the redesign of the Reach Higher website. She stated that the original $777,000 grant from the Lumina Foundation over three years will end in December 2019 and that Lumina has provided a no-cost extension. Dr. Blanke stated that there has been a request made to Lumina for additional funds. Dr. Blanke then discussed the FlexFinish program, which is the original program designed to support students who are almost completed with their programs, and the DirectComplete program, which is designed to help adults who have earned some college credit complete a degree linked to one of the identified 100critical occupations. She then summarized Reach Higher participating institutions and outside partners to the program, activities that the Reach Higher program has put on to engage the adult student, and community partner asset mapping. Dr. Blanke concluded by mentioning that Dr. Robert Anderson, President of SHEEO, stated that there were three key elements to any adult program: make it transparent and simple, a financial commitment to the adult students, and have support programs. Dr.

Blanke stated that adult learners in Oklahoma have the Oklahoma Tuition Aid Grant but that Oklahoma's adult programs are lacking financial assistance to students.

    d. **IMPLEMENTATION SCORECARD.** Oklahoma State Regents for Higher Education Vice Chancellor for Administration Kylie Smith presented a revised version of an implementation scorecard to the Regents. The revised version presented included the addition of a column regarding legislation requirements and a column for outcomes as a way to measure metrics. There was discussion amongst the Regents regarding the length of the list and they decided they would prefer condensing the list for public consumption but maintaining a comprehensive list for internal purposes. It was also suggested that there be a timeline or status category, or possibly to color-code the scorecard.

6. **BUDGET REPORT AND REVENUE UPDATE.** Interim Vice Chancellor for Budget and Finance Sheri Mauck provided Regents with a budget and revenue update. Ms. Mauck stated that the revenue outlook through October was 1 percent over the estimate. She stated that income and sales tax were up in October and counteracted gross production sources, which continue to be down significantly. She provided data from the October collections to the Regents, stating that gross production was down 48.5 percent, natural gas down 64.3 percent, and oil collections down 23.5 percent. She concluded by stating that Higher Education's budget performance hearing with the House and Senate is scheduled for January 30, 2020.

7. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations LeeAnna McNally provided the legislative update. Ms. McNally stated that they were seeing a lot of pre-filed bills, a lot of positivity regarding the junior concurrent enrollment funding, and a lot of discussion about the Endowed Chairs program. She stated that Higher Education Day at the State Capitol is scheduled for February 11, 2020.

8. **TASK FORCE REPORTS.**

    a. **Online Education Task Force.** Senior Vice Chancellor for Academic and Student Affairs Debbie Blanke stated that the Online Education Task Force would not be meeting in December but would next meet in February. She stated that the Task Force is currently working on creating a one-page draft of information regarding online education in the state, which was discussed during the last Online Education Task Force meeting, and provided an update on membership in the Online Consortium of Oklahoma.

    b. **State Regents Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Angela Caddell provided an update on the Campus Safety and Security Task Force, stating that planning has begun for the next statewide summit and they were currently discussing the possibility of having Scott Lewis, a nationally-recognized member of the Behavioral Intervention Team Association, as their keynote speaker. She mentioned the fee for Mr. Lewis and the attempt to get multiple sponsors and partners to help offset the cost. Ms. Caddell also provided Regents with an update on the partnership with the Department of Mental Health and Substance Abuse Services regarding providing free access to online course modules on suicide prevention and training. She stated that all campuses have identified a liaison for this project and that they will launch their training on December 13, 2019.

9. **"BEST OF HIGHER EDUCATION."** Regents received the October 2019 update on institutional activities via e-mail on Tuesday, October 22.

10.   **CALENDAR OF EVENTS.** Vice Chancellor for Administration Kylie Smith distributed the calendar of events in written form to the Regents.

11.   **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

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Jody Parker, Chairman   Jeff Hickman, Secretary