



OKLAHOMA STATE SYSTEM
OF HIGHER EDUCATION

Improving our future by degrees

Agenda

February 9, 2023

NOTE

This document contains recommendations and reports to the State Regents regarding items on the February 9, 2023 special meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on February 9, 2023.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

A G E N D A

Thursday, February 9, 2023 at 9 a.m.

655 Research Parkway,

PHF Conference Center 1st floor

Oklahoma City, OK

Chair Michael C. Turpen, Presiding

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

FACULTY

6. **Faculty Advisory Council.**
 - a. Presentation and acknowledgement receipt of the 2022 Faculty Advisory Council Annual Report. Page 1.
 - b. Membership. Recognition of Faculty Advisory Council members who have completed their service and recognition of new members elected by the Faculty Assembly to represent faculty. Page 5.

ACADEMIC

7. **New Programs.**
 - a. University of Oklahoma. Approval to offer the Bachelor of Arts in Interdisciplinary Studies. Page 7.
 - b. Northwestern Oklahoma State University. Approval to offer the Bachelor of Arts in Visual Studies. Page 15.
 - c. Connors State College. Approval to offer the Associate in Science in Multidisciplinary Studies in STEM. Page 23.

- d. Murray State College. Approval to offer the Certificate in Veterinary Assistant. Page 29.
 - e. Oklahoma City Community College. Approval to offer the Certificate in Leadership. Page 35.
- 8. **Program Deletions.** Approval of institutional requests. Page 39.
 - 9. **Policy.** Posting of revisions to the Institutional Admission and Retention policy. Page 41.
 - 10. **Administrative Rules.**
 - a. Approval and adoption of proposed permanent administrative rule revisions for Oklahoma’s Promise – Oklahoma Higher Learning Access Program. Page 63.
 - b. Approval and adoption of proposed permanent administrative rules to the Oklahoma National Guard Educational Assistance Program. Page 67.
 - c. Approval and adoption of proposed permanent administrative rules for the Oklahoma Future Teacher Scholarship and Employment Incentive Program (Inspired to Teach) (pursuant to 75 O.S. § 253 of the Oklahoma Administrative Procedures Act) in order to comply with 70 O.S. § 698.1. Page 71.
 - 11. **Oklahoma Future Teacher Scholarship and Employment Incentive Program (Inspired to Teach).** Appointment of Advisory Committee Members. Page 81.
 - 12. **Oklahoma’s Promise.** Presentation and acknowledgement of receipt of 2021-2022 Oklahoma’s Promise Year-End Report. Page 89.

FISCAL

- 13. **E&G Budget.** Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 103.
- 14. **EPSCoR.** Approval of allocation for EPSCoR Coalition Dues. Page 105.
- 15. **Revenue Bonds.** Review and approval for transmittal to Attorney General the University of Oklahoma Health Sciences Center’s Statement of Essential Facts for a 2023A/B General Revenue Bonds. Page 107.
- 16. **Contracts and Purchases.** Approval of contracts over \$100,000 for FY2023. Page 109.
- 17. **Policy.** Approval of investment policy revisions. Page 111.
- 18. **Investments.** Approval of Investment Managers. Page 123.

EXECUTIVE

19. **Strategic Plan.** Approval of State Regents' Strategic Plan – *Blueprint 2030: Innovating and Elevating Oklahoma Higher Education for Tomorrow's Workforce*. Page 125.
20. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 127.

CONSENT DOCKET

21. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
 - a. Programs.
 - (1) Program Modifications. Approval of institutional requests. Page 129.
 - (2) Program Suspension. Ratification of institutional request. Page 143.
 - b. Certificates of 15 or Fewer Credit Hours. Ratification of institutional request. Page 145.
 - c. Micro-credentials. Ratification of institutional requests. Page 149.
 - d. Reinstatement. Ratification of institutional request. Page 153.
 - e. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 155.
 - f. Electronic Delivery.
 - (1) Connors State College. Approval to offer the following existing programs via electronic delivery: Associate in Applied Science in Nursing, Associated in Applied Science in Occupational Therapy Assistant, Associate in Science in Pre-Nursing, Associate in Applied Science in Physical Therapist Assistant, Certificate in Certified Nursing Assistant, and the Certificate in Licensed Practical Nurse. Page 157.
 - (2) Murray State College. Approval to offer the existing Associate in Applied Science in Veterinary Nursing via electronic delivery. Page 161.
 - (3) Seminole State College. Approval to offer the existing Certificate in Childhood Development via electronic delivery. Page 163.
 - g. Operations. Ratification of purchases over \$25,000. Page 165.
 - h. Non-Academic Degrees.

- (1) Langston University. Ratification of a request from Langston University to award an honorary degree. Page 167.
 - (2) Oklahoma City Community College. Ratification of a request from Oklahoma City Community College to award a posthumous degree. Page 169.
- i. Resolutions.
- (1) Honoring retiring staff. Page 171.
 - (2) Posthumous resolution honoring former interim Chancellor Daniel Hobbs. Page 173.

REPORTS

22. **Reports.**

- a. Programs. Current Status Report on program requests. Page 175. (Supplement)
- b. Annual Reports.
 - (1) Acknowledgement of receipt of the 2022 ACT Annual Report. Page 177.
 - (2) Acknowledgement of Receipt of the Fall 2021 High School Indicators Report. Page 181.

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

- a. Academic Affairs and Social Justice and Student Services Committee.
- b. Budget and Audit Committee.
- c. Strategic Planning and Personnel Committee and Technology Committee.
- d. Investment Committee.

24. **Proposed Executive Session.** Page 187.

- a. Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; (2) Black Emergency Response Team, et al. v. O'Connor, et al., Case No. 5:21-cv-01022-G, in the United States District Court for the Western District of Oklahoma; (3) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 4:22-cv-00477-CVE, in the United States District Court for the Northern District of Oklahoma; and (4) Larry Love University, Muskogee, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

- b. Enter into executive session.
 - c. Exit executive session and vote to re-enter open session.
 - d. Possible discussion and vote on items discussed in executive session.
25. **Announcement of Next Regular Meeting – the next regular meetings are scheduled to be held on Wednesday, March 22, 2023 at 10:30 a.m. and Thursday, March 23, 2023 at 9 a.m. at the Oklahoma State Regents’ office in Oklahoma City.**
26. **Adjournment.**

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #6-a:

Faculty Advisory Council.

SUBJECT: Presentation and acknowledgement receipt of the 2022 Faculty Advisory Council Annual Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2022 Faculty Advisory Council's Annual Report.

BACKGROUND:

On June 26, 1990, the Chancellor nominated seven representatives from a statewide assembly of faculty. Bylaws for the first Faculty Advisory Committee were approved by the State Regents on December 17, 1990. In June 2002, the State Regents approved the Faculty Advisory Committee's name change to the Faculty Advisory Council (FAC). FAC members serve two-year terms. On February 7, 2008, the State Regents expanded membership to double the representation from each type of institution from two to four members representing the research tier (two from the University of Oklahoma and two from Oklahoma State University), from two to four representing the regional tier, from two to four representing the community colleges and from one to two representing the Oklahoma independent institutions.

POLICY ISSUES:

This report details annual activities of the FAC for 2022 as required by the State Regents' Faculty Advisory Council policy.

ANALYSIS:

In 2022, the FAC work plan included the following items:

1. Enhance public understanding of faculty compensation;
2. Improve student preparation;
3. Expand communication with all faculty;
4. Support State Regents' initiatives;
5. Student retention and persistence efforts; and
6. Diversity, equity and inclusion initiatives.

Additional information about each of these issues and other activities is provided in the attached annual report.

Attachment

Oklahoma State Regents for Higher Education Faculty Advisory Council 2022 Annual Report

Purpose. The purpose of the Faculty Advisory Council (FAC) is to communicate to the Chancellor and the State Regents the views and interests of all Oklahoma college and university faculty on those issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing faculty, the Faculty Advisory Council shall attempt to accurately represent the positions of faculty and develop recommendations to the State Regents.

Creation. In 1990, seven representatives were nominated and held its first meeting. Bylaws were drafted by the first Faculty Advisory Committee and approved by the State Regents on December 17, 1990. In June 2002, the State Regents approved the Faculty Advisory Committee's name change to the Faculty Advisory Council. FAC members serve two-year terms. Until 2008, two members represented the research universities (one from OU and one from OSU); two represent the regional universities; two represent the community colleges; and one represents the independent institutions. In February 2008, the State Regents approved expanding membership to a total of fourteen with the same proportional representation.

2022 MEMBERS

Research Universities

Gina Peek, Oklahoma State University
Amy Bradshaw, University of Oklahoma
Nedra Wilson, Oklahoma State University Center for Health Sciences
Lynn Jefferies, University of Oklahoma Health Sciences Center

Regional Universities

Mary Riegel, Northwestern Oklahoma State University
Charla Lewis, Oklahoma Panhandle State University
Jennifer Barger Johnson, University of Central Oklahoma
Amanda Evert, Southwestern Oklahoma State University

Community Colleges

Lizzie Boger, Rose State College
Yasminda Choate, Seminole State College
Marcia Shotenkirk, Redlands Community College
LuAnne Kuelzer, Oklahoma State University – Oklahoma City

Independent Colleges

Ram Mohan, The University of Tulsa
Scott McMurry, Mid-America Christian University

CHAIRMEN

January – March 2022	Yasminda Choate
April, May & September 2022	Lynn Jefferies
October – December 2022	Wesley Reddish

During 2022, Chancellor Allison D. Garrett worked in partnership with the FAC to serve the interests of higher education faculty and institutions of Oklahoma. Dr. Rachel M. Bates, Associate Vice Chancellor for Educational Partnerships, served as advisor and liaison.

2022 WORK PLAN

In October 2021, the annual statewide survey of higher education faculty leaders was administered. Results were compiled and discussed during the Faculty Assembly held November 6, 2021. The 2022 FAC members used this information to design a work plan that focused on issues of most concern to higher education faculty in Oklahoma.

In 2022, the FAC addressed the following work plan items:

- 1. Enhance Public Understanding of Faculty Compensation** topics were discussed. FAC members reviewed the annual faculty and staff salaries report from the Oklahoma State Regents for Higher Education (OSRHE).
- 2. Improve Student Preparation** topics were addressed by presentations from Oklahoma State Department of Education (SDE). Ms. Lesa Rohrer, Executive Director of Data Literacy, SDE, and Ms. Marissa Lightsey, Executive Director of College & Career Readiness, SDE, gave a presentation on understanding high school assessments and the individualized career academic plan (ICAP).
- 3. Expand Communication with All Faculty** topics were discussed by FAC members. The annual faculty survey was administered earlier in hopes of getting more responses (distributed prior to fall break). FAC members ending their official term are encouraged to visit the OSRHE FAC website to distribute faculty related information. FAC members also discussed ways they can keep in contact with colleagues in other institutions.
- 4. Support State Regents Initiatives** related to online teaching strategies was discussed by Mr. Brad Griffith, Director of Online Learning Initiatives, OSRHE. Mr. Griffith provided an update on the progress the state system has made with regard to online pedagogical best practices and supporting faculty with professional development. Ms. Kylie Smith, Vice Chancellor for Administration, OSRHE, discussed the OSRHE's strategic planning work and asked FAC members for feedback on current needs and issues facing overall student success.
- 5. Student Retention and Persistence Efforts** was discussed by Dr. Debbie Blanke, Senior Vice Chancellor for Academic and Student Affairs, OSRHE. A follow-up discussion will be scheduled after the new legislation session begins (Spring, 2023.)
- 6. Diversity, Equity and Inclusion initiatives** were discussed by Ms. Lindsay Echols, Executive Director of Campus Compact and Director of Student Affairs and Diversity, OSRHE, and Ms. Kyla Lewis, adjunct faculty, the University of Oklahoma.

Additionally, in 2022, the FAC addressed the following topics:

- **Annual Tuition Hearing** was attended by FAC member Mr. Wesley Reddish. Mr. Reddish provided comments during the public hearing.
- **Online Consortium of Oklahoma** was discussed with Mr. Brad Griffith, Director of Online Learning Initiatives, OSRHE.

2022 ACTIVITIES

- The FAC holds monthly meetings to discuss the work plan items and matters affecting all higher education institutions in Oklahoma. Copies of the minutes are on the FAC web site at <http://www.okhighered.org/fac>.
- Shared ideas with the Student Advisory Board on FAC work plan; faculty responsibilities as teaching, research, and service; academic advising, and gun resolutions.
- Participated in Higher Education Day at the State Capitol.
- Conducted the Faculty Opinion Survey of faculty leaders at all Oklahoma public and independent colleges and universities in October 2022.
- Hosted the annual Faculty Assembly on November 12, 2022 for discussion with faculty leaders at all Oklahoma public and independent colleges and universities. Mr. Mark Tygret, Vice Chancellor for Budget and Finance, OSRHE, provided an educational fiscal update.
- The 2022 annual report will be delivered and incoming and outgoing members introduced at the February 2023 State Regents' meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #6-b:

Faculty Advisory Council.

SUBJECT: Membership. Recognition of Faculty Advisory Council members who have completed their service and recognition of new members elected by the Faculty Assembly to represent faculty.

This is an oral presentation of members.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #7-a:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Bachelor of Arts in Interdisciplinary Studies.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma’s request to offer the Bachelor of Arts in Interdisciplinary Studies, with options in Business Administration, Criminal Justice Leadership, Healthcare Management, and Organizational Leadership, via electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Arts in Interdisciplinary Studies.** Continuation beyond Spring 2028 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 150 students in Fall 2027; and
 - Graduates: a minimum of 75 students in 2027-2028.

BACKGROUND:

Academic Plan

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

APRA Implementation

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

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

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

6	Degree and/or certificate programs deleted
8	Degree and/or certificate programs added

Program Review

OU offers 339 degree and/or certificate programs as follows:

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

Program Development Process

OU's faculty developed the proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Bachelor of Arts in Interdisciplinary Studies, via electronic delivery, at their November 30, 2022 meeting. OU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Arts in Interdisciplinary Studies

Program purpose. The proposed Bachelor of Arts in Interdisciplinary Studies program is intended to prepare students with knowledge and skills for the workforce.

Program rationale and background. The proposed program pairs multiple programs to best prepare students for the workforce. Majors within the program will include business administration, criminal justice leadership, healthcare management, and organizational leadership. These majors connect to career fields with strong demand in the workforce, specifically to Oklahoma's top 100 critical occupations. The majors within the degree will share 50 percent of the core requirements, providing courses relevant to the workforce, in-demand knowledge and skills including communication, data literacy and analysis, problem solving methods, and practical application of knowledge learned in the program. The remaining 50 percent of the major requirements will be topic-specific, providing in-depth knowledge in the student's chosen field of study. Admission and retention policies designed for adults completing their degrees, along with full electronic delivery, distinguish this program from others and allow for targeted student support, providing the best opportunities for adult students to reach their graduation goals.

Employment opportunities. According to the OSRHE market assessment, more than 400,000 Oklahomans left college with numerous credits and a 2.0 or higher GPA but no degree. In 2019, the National Student Clearinghouse found that adult degree completers were more likely to earn a bachelor’s degree in business, management, liberal arts, general studies, and humanities when compared to all undergraduates. The organizational leadership curriculum has been designed to prepare students for a wide range of leadership roles in the healthcare industry. Healthcare is one of the fastest-growing industries in the United States and continues to be an area of critical need in Oklahoma. The Bureau of Labor Statistics has identified “medical and health services managers” as one of the top 20 fastest growing occupations. Employment for medical and health services managers is projected to grow 32.5 percent between 2020 and 2030. Likewise, the business administration option in this program will address the 12 percent projected growth the Bureau of Labor Statistics predicts for Operations Specialties Managers and the 9 percent projected growth for the field of Management. In the field of criminal justice, Police and Sheriff’s Patrol Officers and First-line Supervisors of Police and Detectives all appear on the Oklahoma’s critical occupations list. The criminal justice program option is designed to help those individuals who need a degree in order to advance to a leadership role. The Bureau of Labor Statistics projects a 7 percent growth for police and detectives from 2020 to 2030.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	150	Fall 2027
Minimum graduates from the program	75	2027-2028

Duplication and impact on existing programs. The proposed Bachelor of Arts in Interdisciplinary Studies may share similar content with the following programs:

Institution	Existing Program
East Central University	Bachelor of Arts in Interdisciplinary Studies (056)
Southwestern Oklahoma State University	Bachelor of Arts in Interdisciplinary Studies (145)
Cameron University	Bachelor of Science in Interdisciplinary Studies (360)

A systemwide letter of intent was communicated by email on October 7, 2022. The University of Central Oklahoma (UCO) and Rose State College (RSC) both requested a copy of the proposal, which was sent on December 15, 2022. Neither UCO, RSC, nor any other State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the specific curricular focus of the program and intent to provide an adult degree completion program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Arts in Interdisciplinary Studies will consist of 120 total credit hours as shown in the following table. Thirteen new courses will be developed and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	37-47
Major Requirements	30
General Electives	43-53
Total	120

Faculty and staff. Existing faculty in the College of Professional and Continuing Studies (PACS) will be responsible for teaching courses in the proposed program.

Delivery method and support services. The proposed Bachelor of Arts in Interdisciplinary Studies will be offered electronically through Canvas and Zoom. Canvas will allow students access to presentations, the virtual classroom, discussion boards, assignment submission tools, and announcements. Zoom will support conferencing space with the instructor and peers. PACS also has infrastructure and dedicated staff to support online services for this program. The libraries, online learning center services, and technology support services are adequate for the proposed program.

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

Financing. Funding for new online programs is provided by the university and is taken from the strategic plan central budget. Tuition and fees will be set at a flat rate of \$500 per credit hour.

Program resource requirements. Program resource requirements for the proposed Bachelor of Arts in Interdisciplinary Studies are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$256,250	\$1,229,167	\$1,425,000	\$1,425,000	\$1,425,000

Explanation: The tuition estimates assume 3 starts per academic year with a Fall 2023 start. The Fall 2023 class is estimated to have 50 students, while subsequent fall, spring, and summer starts will have 50 enrollments. Using a 50 percent retention rate, the headcount enrollments align with the Estimated Student Demand. Under the 15-month program, it is assumed 2 credit hours are taken per month per matriculated student at a rate of \$500 per

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<i>credit hour.</i>					
TOTAL	\$256,250	\$1,229,167	\$1,425,000	\$1,425,000	\$1,425,000

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$110,613	\$353,842	\$402,800	\$402,800	\$402,800
<i>Explanation: Staff support to provide students academic advisors, student success coaches, course developers, recruiters, and program directors will be needed to manage the success of the program.</i>					
Faculty	\$145,028	\$256,036	\$295,383	\$295,383	\$295,383
<i>Explanation: Faculty will be paid \$4,500 + fringe per credit hour to teach. Some faculty costs may eventually be absorbed by full-time instructional faculty, but the total budget would remain the same. Also, includes \$16,000 per year as a stipend for a faculty program coordinator and course development costs to create initial online offerings.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$2,000	\$5,000	\$5,000	\$5,000	\$5,000
<i>Explanation: Books, periodicals, and other subscriptions utilized by faculty and students in the program.</i>					
Contractual Services	\$224,150	\$351,000	\$351,000	\$351,000	\$351,000
<i>Explanation: Paid marketing (e.g., Google, LinkedIn, Facebook) to recruit students to the program.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$481,791	\$965,878	\$1,054,183	\$1,054,183	\$1,054,183

**UNIVERSITY OF OKLAHOMA
BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES**

Program Requirements	Credit Hours
General Education	37-47
ENGL 1113 or LSTD 1113	Principles of English Composition I or Interdisciplinary Composition I 3
ENGL 1213 or LSTD 1133	Principles of English Composition II or Interdisciplinary Composition II 3
LANGUAGE	Language Courses 0-10
MATH	Math Course 3
NATURAL SCIENCE	Choose 2 courses from different disciplines, including 1 laboratory component 7
P SC 1113 or LSTD 1333	American Federal Government or Governing Ourselves 3
SOCIAL SCIENCE	Additional Social Science Course from approved list 3
ARTISTIC FORMS	Artistic Forms Course 3
HIST 1483 or HIST 1493 or LSTD 1153	United States to 1865 or United States, 1865 to Present or A History of the United States 3
WESTERN CULTURE	Additional Western Culture Course 3
WORLD CULTURE	Additional World Culture Course 3
FIRST YEAR EXPERIENCE	Choose 1 course from approved list 3
Program Core	15
*LSIS 3013	Effective Communication 3
*LSIS 3053	Digital Literacy & Data Analysis 3
*LSIS 3953	Critical Inquiry in Interdisciplinary Studies 3
*LSIS 4033	Innovative Problem-Solving 3
*LSIS 4953	Portfolio in Interdisciplinary Studies 3
Major Core	15
Business Administration Option:	
*LSIS 3123	Applied Budget & Finance 3
*LSIS 4173	Business Ethics & Legal Environment 3
*LSIS 4113	Group & Organizational Communication 3

*LSIS 3143	Marketing & Brand Management	3
*LSIS 4133	Human Resources Administration	3
Criminal Justice Leadership Option:		
LSCJ 3203	Criminal Justice Administration	3
LSCJ 3223	American Judicial Process	3
LSCJ 4243	Police & Policing	3
LSAL 3113	Leadership in Organizations	3
LSAL 3133	Conflict Resolution	3
Healthcare Management Option:		
LSAL 2283	Understanding Management	3
LSLC 3153	Ethical & Legal Issues in Healthcare	3
*LSIS 3523	Healthcare Finance	3
*LSIS 4513	Healthcare Operations Management	3
*LSIS 4533	Healthcare Program Evaluation	3
Organizational Leadership Option:		
LSAL 3313	Leadership in Organizations	3
LSAL 3133	Conflict Resolution	3
LSAL 3153	Ethics in Leadership	3
LSAL 3373	Measuring Human Performance	3
LSAL 4283	Social Processes in Organizations	3
General Electives		43-53
Students should complete additional courses so that the total credit hours completed for the degree equals 120.		
Total		120

*Denotes new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #7-b:

New Programs.

SUBJECT: Northwestern Oklahoma State University. Approval to offer the Bachelor of Arts in Visual Studies.

RECOMMENDATION:

It is recommended that the State Regents approve Northwestern Oklahoma State University's request to offer the Bachelor of Arts in Visual Arts, via traditional 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.

- **Bachelor of Arts in Visual Arts.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 12 students in Fall 2027; and
 - Graduates: a minimum of 5 students in 2027-2028.

BACKGROUND:

Academic Plan

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

APRA Implementation

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

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

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

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

Program Review

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

7	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
35	Baccalaureate Degrees
9	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 State Regents' 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 Bachelor of Arts in Visual Arts at their October 7, 2022 meeting. 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 policy.

ANALYSIS:

Bachelor of Arts in Visual Arts

Program purpose. The proposed program will provide students with hands-on art-making experience within a variety of media. Students will develop an understanding of the language of visual arts and develop a personal approach to art's unique expressive capabilities.

Program rationale and background. The proposed program will focus on instruction and intensive studio practice in order to equip students with the ability to express their ideas with skill and conviction. The study of art history and an engagement with contemporary art and artists, by way of the NWOSU Artist-in-Residence program, will encourage and challenge students to think both critically and imaginatively about their work in a greater context. This program will build upon an existing visual arts program that already serves the university's mission of teaching critical thinking and providing cultural opportunities to students with diverse needs.

Employment opportunities. The field of visual arts is ever-evolving and presents a plethora of opportunities for graduates. Skills cultivated as a visual arts major prepare students for advanced study of

visual art and entry into professional artistic employment. Possible career paths could include commercial art, public art, art activism, digital media, art restoration, studio assistant, art teacher, illustrator, digital illustration, publication layout, web design, commercial photography, arts administration, and gallery assistant/curator, to name a few. The need for art teachers in K-12 continues to increase and NWOSU visual arts graduates are highly sought after. The Tulsa and Oklahoma City areas are quickly becoming nationally renowned art hubs with expanded funding for arts opportunities. The Bureau of Labor Statistics projects the visual arts field to grow by 2 percent from 2021 to 2031, resulting in approximately 20,500 new jobs across the country.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2027
Minimum Graduates from the program	5	2027-2028

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

Institution	Existing Program
Rogers State University	Bachelor of Fine Arts in Visual Arts (119)

A system wide letter of intent was communicated by email on April 7, 2022. Oklahoma State University (OSU) and the University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on October 19, 2022. Neither OSU, UCO, nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Due to the distance between institutions the specific curricular focus of NWOSU’s program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Arts in Visual Arts program will consist of 120 total credit hours as shown in the following table. Eighteen new courses will be developed and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	45
Program Requirements	45
Required Minor	20-21
General Electives	9-10
Total	120

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

Delivery method and support services. All courses will be delivered in a traditional format. All campus classrooms are equipped with computers, projectors and/or televisions and wireless capabilities. Campus computer labs are equipped with software necessary for students to work on course assignments. A computer lab on campus serves as a resource for faculty to improve student engagement through the use of

technological tools (i.e. simulations), improve the research skills of students, and run statistical analysis for research projects. The library and corresponding resources are adequate for the proposed program.

Financing. The proposed program will initially utilize reallocated funds from the endowment of four chairs of the Wisdom Family Foundation. The program will move to a self-supporting basis once the current tuition and fee structure is sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Bachelor of Arts in Visual Arts are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
<i>Explanation: Investment earnings from designated Wisdom Family Foundation endowed chairs.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$71,992	\$2,921	\$0	\$0	\$0
<i>Explanation: Reallocated funds for years 1 and 2 until program is self-sustaining.</i>					
Student Tuition	\$34,050	\$54,480	\$68,100	\$81,720	\$102,150
<i>Explanation/Calculations: Tuition was calculated assuming enrollment of 5, 8, 10, 12, and 15 students in years 1 through 5, each student taking 30 credit hours per year, and resident tuition of \$227 per credit hour.</i>					
TOTAL	\$141,042	\$92,401	\$103,100	\$116,720	\$137,150

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$76,502	\$77,861	\$79,220	\$80,579	\$81,938
<i>Explanation: Salary and benefits for a terminal degree holder.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$64,000	\$14,000	\$14,000	\$14,000	\$14,000
<i>Explanation: Equipment costs for items critical to start the program in year 1 and costs necessary to run the program in years 2 thru 5.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0

Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$540	\$540	\$540	\$540	\$540
<i>Explanation: Annual per capita allotment to School of Arts and Sciences Faculty Travel.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$141,042	\$92,401	\$93,760	\$95,119	\$96,478

Attachment

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY
BACHELOR OF ARTS IN VISUAL ARTS**

Degree Requirements	Credit Hours
General Education	45
UNIV 1011 Ranger Connection	1
ENGL 1113 English Comp I	3
ENGL 1213 English Comp II	3
SCOM 1113 Intro to Speech Communication	3
MATH 1403 or MATH 1513 Contemporary Math or College Algebra	3
FIN 1113 Personal Finance	3
HIST 1483 or HIST 1493 US History to 1877 or US History since 1877	3
LEAD 1013 Habitudes	3
POLS 1113 American Federal Government & Politics	3
BIOL 1114 or BIOL 1224 General Biology or General Zoology	4
PHYSICAL SCIENCE Select from approved list	4-5
HED 2303 Wellness Concepts	3
HUMAN HERITAGE & CULTURE Select from approved list	3-4
HUM or REL Select any course with HUM or REL prefix	
Program Requirements	45
*ART 1001 Visual Arts Major Seminar	1
ART 1103 Fundamentals of Two-Dimensional Art	3
*ART 1303 Fundamentals of Three-Dimensional Art	3
*ART 1403 Fundamentals of Drawing	3
*ART 2023 Art History I (Prehistory-Renaissance)	3
*ART 2033 Art History II (Renaissance-Contemporary Art)	3
*ART 2203 Photography I	3
ART 2213 Figure Drawing	3
Choose 3 of the following: *ART 3133, ART 3143, *ART 3153, *ART 3173	9
*ART 3801 Junior Seminar	1

*ART 4301	Senior Seminar	1
*ART 4323	Professional Practice & Gallery Administration	3
*ART 4703	Advanced Studio/Senior Exhibition	3
DIRECTED ELECTIVES	Choose from the following: *ART 3323, ART 3163, ART 4103, ART 4133, *ART 4203, *ART 4233, *ART 4253, *ART 4273, ART 4900	6
Required Minor		20-21
Select from NWOSU's established minors		
General Electives		9-10
Select 9-12 credit hours so that total credit hours completed is 120.		
Total		120

*Denotes a new course

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AGENDA ITEM #7-c:

New Programs.

SUBJECT: Connors State College. Approval to offer the Associate in Science in Multidisciplinary Studies in STEM.

RECOMMENDATION:

It is recommended that the State Regents approve Connors State College's request to offer, via traditional and electronic delivery, the Associate in Science in Multidisciplinary Studies in STEM, 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.

- **Associate in Science in Multidisciplinary Studies in STEM.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 40 students in Fall 2027; and
Graduates: a minimum of 13 students in 2027-2028.

BACKGROUND:

Academic Plan

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

APRA Implementation

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

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

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

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

Program Review

CSC offers 37 degree and/or certificate programs as follows:

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

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

Program Development Process

CSC’s faculty developed the proposal, which was reviewed and approved by institutional officials. CSC’s governing board approved delivery of the Associate in Science in Multidisciplinary Studies in STEM at their September 9, 2022 meeting. CSC is currently approved to offer 31 degree and certificate programs through electronic delivery. CSC 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:

Associate in Science in Multidisciplinary Studies in STEM

Program purpose. The proposed program is designed to provide courses in science, technology, engineering, and mathematics (STEM) that will transfer to a similar program at a four-year institution.

Program rationale and employment opportunities. The proposed program will focus on preparing students for transfer into STEM-related baccalaureate degree programs through the completion of general education courses and guided electives. Articulation agreements and degree pathways will be created for students to transfer to a four-year institution upon graduation. The program will prepare students with the necessary skills needed for a career in high demand STEM fields and expose students to a wide variety of STEM possibilities. The 100 Critical Occupations List for Oklahoma shows projected growth in multiple occupations that will require STEM education. The proposed program will provide the foundational courses for career paths in fields that include healthcare, engineering, computer science, speech-language pathology, and environmental science, to name a few.

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	40	Fall 2027
Minimum graduates from the program	13	2027-2028

Duplication and impact on existing programs. There are no Associate in Science in Multidisciplinary Studies in STEM programs in Oklahoma. A system wide letter of intent was communicated by email on September 19, 2022. Tulsa Community College (TCC) requested a copy of the proposal, which was sent on November 4, 2022. Neither TCC nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Approval to offer the program will not constitute unnecessary duplication.

Curriculum. The Associate in Science in Multidisciplinary Studies in STEM will consist of 60 total credit hours, as shown in the following table. No new courses will be developed and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	37
Major Requirements	23
Total	60

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

Delivery method and support services. All courses will be delivered in a traditional or electronic format. Electronic delivery will be facilitated utilizing Canvas. Features will include instructor recorded lectures/presentations, teaching demonstration videos, digital tools to promote inclusive learning experiences of class problems and individual problems, and discussion boards. The program will also utilize Zoom, Vid-Grid, Tutor.com, and Respondus. The current library resources are adequate for the proposed program.

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

Financing and program resource requirements. Current tuition and fee structure will be sufficient to adequately fund the proposed program. No additional funding is requested from the State Regents to support the certificate. Program resource requirements for the Associate in Science in Multidisciplinary Studies in STEM 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	\$22,950	\$34,425	\$57,375	\$80,325	\$91,800
<i>Explanation & Calculations: In-state tuition and fees = \$153/credit hour, average load of 15 credit hours = \$2,295/student. CSC anticipates an enrollment of 10, 15, 25, 35, and 40 students in years 1 through 5.</i>					
TOTAL	\$22,950	\$34,425	\$57,375	\$80,325	\$91,800

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	\$34,550	\$42,650
<i>Explanation: If the program is doing well in year 4, hiring of a STEM advisor will occur. In year 5 the program will work to retain a STEM-specific advisor and part-time staff to assist with program outreach.</i>					
Faculty	\$6,750	\$9,450	\$12,150	\$14,850	\$17,550
<i>Explanation: Current faculty will teach in the program since the program would consist of courses already offered by the institution. If enrollment were to increase as projected, there could be a need for adjunct faculty. Calculation is based on \$450 per credit hour x 3 credit hour courses x number of additional courses. Year 1 = 5 additional courses; Year 2 = 7 courses; Year 3 = 9 course; Year 4 = 11 courses; Year 5 = 13 courses.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$15,000	\$15,000	\$34,700	\$15,000	\$15,000
<i>Explanation: Cost is covered within divisions with existing funding. However, increasing STEM offerings in the area would also be supported with certifications and courses available in Coursera to support program offerings and increase student marketability in STEM. Through OSRHE, Coursera costs \$15,000 a year for \$150 per seat for 100 seats. Starting in Year 3, if growth occurs, the department would work on updating STEM lab equipment and lab stations, including converting a current lab at the Muskogee campus to a chemistry lab.</i>					
Library	\$0	\$9,975	\$10,000	\$10,000	\$10,000
<i>Explanation: Additional STEM online databases to support the program.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$1,200	\$500	\$525	\$525	\$525
<i>Explanation: CSC utilizes OSRHE's agreement with QM to provide training for instructors. Year 1 = 16 training workshops with QM at \$75 each; Year 2 = 6-7 workshops; Year 3 through 5 = 7 workshops.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0

Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$5,400	\$6,075
<i>Explanation: Professional development conferences in STEM pedagogy and meta majors would be tentatively planned for Years 4 and 5 for 3 to 4 STEM faculty.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$22,950	\$34,925	\$57,375	\$80,325	\$91,800

Attachment

CONNORS STATE COLLEGE
ASSOCIATE IN SCIENCE IN MULTIDISCIPLINARY STUDIES IN STEM

Program Requirements	Credit Hours
General Education	37 (minimum)
COMS 1133 Fundamentals of Computer Usage	3
ENGL 1113 Composition I	3
ENGL 1213 Composition II	3
SPCH 1113 Introduction to Oral Communication	3
HIST 1483 or HIST 1493 US History to 1865 or US History since 1865	3
POLS 1113 American Federal Government	3
MATH 1513 or MATH 1523 PreCalculus Algebra or Modeling and Functions	3
SCIENCE Science with a lab	4-5
SCIENCE Science without a lab	3-5
HUMN Any Humanities course designated with an H	6
ELECTIVE One course from the following: Psychology, Sociology, Foreign Language, or Fine Arts	3
Program Requirements	23 (minimum)
EDUC 1111 or EDUC 1113 College Orientation or Strategies for Success	1-3
GUIDED ELECTIVES Select from following designations: (L): Scientific Investigations (A): Analytical & Quantitative Analysis	10-22
Guided Electives	0-12
Any college course as determined by the academic advisor	
Total	60

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AGENDA ITEM #7-d:

New Programs.

SUBJECT: Murray State College. Approval to offer the Certificate in Veterinary Assistant.

RECOMMENDATION:

It is recommended that the State Regents approve Murray State College’s request to offer via traditional and electronic delivery the Certificate in Veterinary Assistant 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 Veterinary Assistant.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 20 students in Fall 2026; and
 - Graduates: a minimum of 18 students in 2026-2027.

BACKGROUND:

Academic Plan

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

APRA Implementation

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

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

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

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

Program Review

MSC offers 38 degree and/or certificate programs as follows:

12	Certificates
15	Associate in Arts or Science Degrees
11	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master’s Degrees
0	Doctoral Degrees
0	First Professional Degree

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with 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 proposal, which was reviewed and approved by institutional officials. MSC’s governing board approved delivery of the Certificate in Veterinary Assistant at their August 17, 2022 meeting. MSC is currently approved to offer 11 degree and certificate programs through electronic delivery. MSC 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:

Certificate in Veterinary Assistant

Program purpose. The proposed Certificate in Veterinary Assistant will produce graduates that will become credentialed professionals in veterinary medicine.

Program rationale and employment opportunities. The proposed certificate incorporates effective communication through general education and veterinary assistant courses. Students will learn to assess a patient’s health status and perform treatments utilizing nursing skills and husbandry on various species. A veterinary practice management system will be utilized to give students hands-on experiences with clinic practices. Graduates of this certificate will be eligible to take the Oklahoma Veterinary Medical Association State Certification Exam. Veterinary assistants can work in veterinary practices, hospitals, and research laboratories with small, large, and exotic animals. According to the Bureau of Labor Statistics, the veterinary assistant field is projected to grow by 14 percent from 2020 to 2030. Oklahoma Works indicates a growth rate increase of 6 percent from 2021 to 2026.

Student demand. MSC administered a student survey to veterinary nursing and veterinary assistant students. Results showed that 61 percent of the students favored the Veterinary Assistant Certificate as it applied to current courses. Another survey was conducted via phone conversation with various veterinary clinics. Results from this survey showed that 86 percent of the clinics are interested in this certificate program. Responses were positive and indicated an increase in employee pay due to completing the Certificate in Veterinary Assistant.

Duplication and impact on existing programs. There are no Certificate in Veterinary Assistant programs in Oklahoma. A systemwide letter of intent was communicated by email on October 8, 2022. None of the State System institutions notified State Regents’ staff of a protest to the proposed certificate. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Veterinary Assistant will consist of 26 to 28 total credit hours as shown in the following table. No new courses will be developed, and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	18 - 20
Program Requirements	8
Total	26 - 28

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

Delivery method and support services. The proposed certificate will be offered via traditional and electronic delivery. MSC utilizes Blackboard, online discussions, guest lectures, clinics, and video submissions in the classroom. The following features in Blackboard help facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The libraries, classrooms, and equipment are adequate for the proposed certificate.

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

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

Program resource requirements. Program resource requirements for the Certificate in Veterinary Assistant are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$2,400	\$2,550	\$2,700	\$2,850	\$3,000

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
<i>Explanation: Each student is charged \$150 per year to pay for consumable products used in labs and state testing fees for industry certification.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$17,920	\$19,040	\$20,160	\$21,280	\$22,400
<i>Explanation & Calculations: Tuition is based on the number of estimated student enrollment and multiplied by the Veterinary Assistant's eight credit hours from the VA Program. This number is then multiplied by the cost of the credit hour charged by MSC (\$140).</i>					
TOTAL	\$20,320	\$21,590	\$22,860	\$24,130	\$25,400

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	\$16,000	\$16,000	\$16,500	\$16,500	\$17,000
<i>Explanation: The instructor/advisor for the certificate is also an instructor for the Veterinary Nursing Program. Forty percent of their time is utilized to teach and advise Veterinary Assistant students.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,400	\$2,550	\$2,700	\$2,850	\$3,000
<i>Explanation: Funds will be used for consumable products in labs and state testing fees for industry certification.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$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	\$18,400	\$18,550	\$19,200	\$19,350	\$20,000

Attachment

**MURRAY STATE COLLEGE
CERTIFICATE IN VETERINARY ASSISTANT**

Program Requirements	Credit Hours
General Education	18 - 20
ENGL 1113 English Composition I	3
HST 1483 or U.S. History to 1877 or HST 1493 U.S. History since 1877	3
HUMANITIES HUM 111 or any Humanities course from approved list	1 – 3
COL 1211 Success Strategies	1
BIO 1404 or Principles of Biology or BIO 1114 General Biology	4
ENG 1213 or English Composition II or SPC 1113 Fundamentals of Speech	3
GV T 1113 American Federal Government	3
Program Requirements	8
VA 1114 Veterinary Assistant I	4
VA 1214 Veterinary Assistant II	4
Total	26 - 28

*Denotes new courses

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AGENDA ITEM #7-e:

New Programs.

SUBJECT: Oklahoma City Community College. Approval to offer the Certificate in Leadership.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma City Community College's request to offer, via traditional and electronic delivery, the Certificate in Leadership 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 Leadership.** This certificate will be embedded within the Associate in Arts in Liberal Studies (128) and will be included in the initial program review due in 2025.

BACKGROUND:

Academic Plan

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

APRA Implementation

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

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

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

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

Program Review

OCCC offers 63 degree and/or certificate programs as follows:

20	Certificates
26	Associate in Arts or Science Degrees
17	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degree

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

OCCC's faculty developed the proposal, which was reviewed and approved by institutional officials. OCCC's governing board approved delivery of the Certificate in Leadership at their June 14, 2022 meeting. OCCC is currently approved to offer 21 degree and certificate programs through electronic delivery. OCCC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Leadership

Program purpose. The proposed embedded Certificate in Leadership is a stackable credential that allows students to earn a credential in leadership while also working toward their associate degree.

Program rationale and employment opportunities. The primary goal of the proposed certificate is to equip students with basic knowledge of written and oral communication skills to be effective in the workforce. Students will gain knowledge in technical writing and grant writing skills which will increase marketability. The National Association of Colleges and Employers (NACE) conducted a survey of employer members in Fall 2019 and found that leadership was among the top 5 attributes employers were seeking in college graduates. In January 2021, Forbes published an article on an extensive study conducted with employers. In this study it was noted that among the top 20 essential soft skills workers need in today's job market are inspirational and influential leadership. Also, among the top 20 skills noted by employers were creativity, written and oral communication and analytical skills, each of which is acquired through the coursework within the Certificate in Leadership. This certificate addresses these employer needs.

Student demand. The proposed certificate is expected to fulfill student demand within the Associate in Arts in Liberal Studies program.

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

Institution	Existing Program
University of Oklahoma	Certificate in Engineering Leadership (149)
Oklahoma State University	Certificate in Ethical Leadership (297)
University of Central Oklahoma	Certificate in Leadership (241)
Murray State College	Certificate in Business Leadership (035)
Murray State College	Certificate in Retail Leadership (076)
Carl Albert State College	Certificate in Organizational Leadership (069)
Rose State College	Certificate in Leadership (330)

A systemwide letter of intent was communicated by email on October 25, 2022. Rose State College (RSC) and the University of Central Oklahoma (UCO) both requested a copy of the proposal, which was sent on October 27, 2022 and October 30, 2022 respectively. Neither RSC, UCO, nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Approval to offer the program will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Leadership will consist of 16 total credit hours as shown in the following table. No new courses will be developed and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	6
Program Requirements	9
Related Electives	1
Total	16

Delivery method and support services. The proposed certificate will be offered via traditional and electronic delivery. OCCC utilizes Moodle to deliver online instruction and writing labs for student support. The libraries, classrooms, and equipment are adequate for the proposed certificate.

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

Financing and program resource requirements. The proposed Certificate in Leadership will be embedded within the Associate in Arts in Liberal Studies (128). Program resource requirements are supported through their main program and the proposed 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

ATTACHMENT A

**OKLAHOMA CITY COMMUNITY COLLEGE
CERTIFICATE IN LEADERSHIP**

Program Requirements	Credit Hours
General Education	6
ENGL 1113 English Composition I	3
PHIL 1123 Critical Thinking	3
Program Requirements	9
HUM 2163 Leadership Development	3
COM 1123 or Interpersonal Communications or COM 2213 Intro to Public Speaking	3
ENGL 1213 or English Composition II or ENGL 1233 or Technical Writing or ENGL 2143 Intro to Grant Proposal Development	3
Related Electives	1
SCL 1001 Success in College Life	1
Total	16

*Denotes new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #8:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

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

- Certificate in Criminal Investigation and Intelligence Analysis (455)
- Certificate in Restorative Justice (456)

Northeastern State University (NSU) requests authorization to delete the program below:

- Certificate in Long Term Care Administration (183)

POLICY ISSUES:

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

ANALYSIS:

OU requests authorization to delete the Certificate in Criminal Investigation and Intelligence Analysis (455), effective immediately. This program was approved at the September 5, 2019 State Regents Meeting.

OU reports:

- There has been a lack of enrollment in this program.
- There is currently one student enrolled in the program with an expected graduation during the 2023-2024 academic year.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Certificate in Restorative Justice (456), effective immediately. This program was approved at the September 5, 2019 State Regents Meeting. OU reports:

- There has been a lack of enrollment in this program.
- There are no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NSU requests authorization to delete the Certificate in Long Term Care Administration (183) beginning the 2023-2024 academic year. This program was approved at the June 24, 2021 State Regents Meeting. NSU reports:

- The option is being deleted from the Bachelor of Business Administration in Health Organizations Administration (004); therefore, the certificate is being deleted.
- There are no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #9:

Policy.

SUBJECT: Posting of revisions to the Institutional Admission and Retention policy.

RECOMMENDATION:

This item is for posting only.

BACKGROUND:

The Oklahoma State Regents for Higher Education first approved systemwide admission requirements in 1962. Since that time, the State Regents have updated admission and retention requirements at State System institutions more than 60 times to reflect changes in the higher education landscape and best serve Oklahoma’s college students. The Institutional Admission and Retention policy sets forth curricular and performance requirements for admission of first-time students to State System institutions and establishes minimum standards for retention after admission. As with the majority of Academic Affairs policy revisions, revisions to the Institutional Admission and Retention policy typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Institutional Admission and Retention policy.

POLICY ANALYSIS:

The proposed revision is the result of requests from State System institutions to add additional English language assessments to the approved list of acceptable measures of English language acquisition for admission into State System institutions. Qualified evaluators representing State System institutions conducted the review and their recommendation is outlined in the table below.

3.9.5 International Student Admission and Admission of Non-native Speakers of English	Include the addition of the iTEP Academic and PTE Academic as approved assessments for admissions of first-time undergraduate and graduate students for whom English is a second language.
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This policy revision was approved by the Council on Instruction on October 13, 2022 and by the Council of Presidents on January 4, 2023.

Attachment.

3.9 Institutional Admission and Retention

3.9.1 Purpose

This policy establishes minimum curricular requirements, criteria, and standards for admission to State System institutions, as well as standards for retention in institutions. Admission to all associate and baccalaureate programs must conform to these standards.

The State Regents conduct periodic reviews of the implementation of admission and retention policies. The purpose of these reviews is first to assure the State Regents that the implementation of the admission and retention standards is consistent with the intent of the State Regents' policy. Second, the review provides a comprehensive overview of the progress and the effects of the admission and retention standards increases on the profile of students, and specifically whether or not the ultimate goal of the policy to achieve student success is being met.

Retention policies should be directly and simply stated for ease in interpretation, application, administration, and monitoring. The foremost concern of these policies should be student success. Thus an early notification to students experiencing academic difficulties must be inherent in such policies. And, finally, quality retention policies must have academic integrity.

Each institution's governing board should approve any change in institutional admission standards prior to State Regents' approval.

3.9.2 Definitions

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

“Academic Notice” is a designation for Freshman students, fewer than 30 credit hours, with a retention GPA of 1.7 to less than 2.0.

“Academic Probation” is a designation for any student whose retention GPA falls below those designated in this policy for a given semester.

“Academic Suspension” is a designation for any student who was on academic probation the previous semester and who fails to raise the GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses.

“Associate Degree” is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours). The State Regents recognize three types of associate degrees—the Associate in Arts, Associate in Science, and Associate in Applied Science.

“Baccalaureate Degree” (also referred to as a bachelor's degree) is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours). The State Regents recognize three types of baccalaureate degrees—the Bachelor of Arts, Bachelor of Science, and Bachelor of (Specialty).

“Basic Academic Skills” refers to minimum required skills for college success in English, mathematics, science and reading.”

“Basic Academic Skills Deficiencies” refer to assessment results below required level to enroll in college-level courses in the subject area.

“Cumulative Grade Point Average (CGPA)” is the average of a student’s earned grades calculated by point values assigned to letter grades that includes grades for all attempted regularly-graded course work, including activity courses and forgiven course work. The use of the CGPA on the transcript is optional, but it may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

“Curricular Deficiencies” refer to high school curricular requirements for college admission that have not been met by the student in high school.

“Curricular Requirements” are the units of high school coursework required for admission to public colleges and universities in the State System found in 3.9 *Institutional Admission and Retention*.

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

“Final composite score” is the highest composite score achieved by a student on the ACT. This score is calculated using the highest section scores from tests taken on national ACT testing dates and must be calculated and provided by ACT in order to be considered official.

“First-Time-Entering Student” is a student with six or fewer attempted credit hours, excluding developmental education or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

“General Education Development Test (GED)” is a recognized high school diploma equivalency exam.

“Good Academic Standing” is a designation for any student who meets the retention requirements as set forth in this policy.

“GPA” see Retention/Graduation Grade Point Average.

“Remediation” is a process for removing curricular or basic academic skills deficiencies through developmental education that leads to demonstration of competency and success in college-level courses.

“Retention/Graduation Grade Point Average (GPA)” (hereinafter referred to as GPA unless preceded by another descriptor such as ‘high school’”) is the average of a student’s earned grades calculated by point values assigned to letter grades that is used to determine a student’s eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. (See the State Regents’ *Grading policy*) This GPA may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

“Transcript” is the official document issued by an institution with student information that is a complete and accurate reflection of a student’s academic career. It includes information such as GPA, semesters of attendance, courses taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

“Transfer Student” is any undergraduate student with greater than six attempted credit hours, excluding developmental education or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

3.9.3 Admission of First-Time Freshmen: Curricular Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes curricular requirements for regular admission.

A. High School Curricular Requirements for Admission to Programs Leading to AA, AS and Baccalaureate Degrees

Units (Years)	Course Areas
4	English (grammar, composition, literature; should include an integrated writing component)
3	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	Mathematics (from algebra I, algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability (must have completed geometry and Algebra II), calculus, Advanced Placement statistics)
3	History and Citizenship Skills (including one unit of American history and two additional units from the subjects of history, economics, geography, government, non-Western culture)
2	Additional units of subjects previously listed or selected from: computer science, foreign language, or any Advanced Placement course, psychology, sociology, or any liberal arts and sciences course (as defined in the <i>Undergraduate Degree Requirements</i> policy) taken via concurrent enrollment at a State System institution that is not being utilized to fulfill any area previously listed.
15	Total Required Units

Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement (see the State Regents' *Undergraduate Degree Requirements* policy).

In addition to the above requirements, the following subjects are recommended for college preparation:

- 2 additional units: Fine arts - music, art, drama, and speech
- 1 additional unit: Lab science (as described above)
- 1 additional unit: Mathematics (as described above)
- 4 Recommended Units

While these curricular requirements will normally be met by students in grades 9 through 12, advanced students who complete these courses in earlier grades will not be required to take additional courses for purposes of admission.

The remaining units required by the State Board of Education for high school graduation may be selected from courses to meet students' individual needs and interests.

Additionally, 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents' approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents' approval. Additional information regarding the course review process may be found in the *Academic Affairs Procedures Handbook*.

B. Curricular Deficiencies

1. Baccalaureate Programs

Students must meet all basic academic skills curricular requirements (English, mathematics, and science) to be admitted to baccalaureate programs at research or regional institutions. Students with a deficiency in a non-basic academic skills course (excludes English, mathematics, and science) who present an ACT reading subject score at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument may be admitted as a regular admission student. These students will be required to complete an additional three-hour collegiate course in the relative subject area to make up the high school deficiency (see the State Regents' *High School Curricular Requirements policy*). Other exceptions are noted in the special admission options outlined later in this policy.

If an institution admits students with one or more curricular deficiencies to a baccalaureate program utilizing the alternative admission category, the institution must provide the means to satisfy those deficiencies (see the State Regents' *High School*

Curricular Requirements policy) and the student must successfully remediate basic academic skills course requirements within 24 college level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit.

2. Associate in Arts and Associate in Science Programs

Students lacking curricular requirements are admissible into AA or AS programs but must remediate curricular deficiencies in the basic academic skills at the earliest possible time but within the first 24 college-level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit. In addition, students must remove curricular deficiencies in a discipline area before taking collegiate level work in that discipline.

3. Associate in Applied Science Programs

Students entering AAS degree programs or other certificate programs must remove high school curricular requirement deficiencies before taking courses in the same field as part of an AAS degree or certificate program. Students admitted under this provision may not transfer into an AA, AS or baccalaureate program without first removing the high school curricular deficiencies.

Students may remove curricular deficiencies as detailed in the State Regents' *High School Curricular Requirements policy*. The institution's president or the president's designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

Students pursuing admission to AA, AS, AAS, or baccalaureate degree programs may not count remedial/development courses toward satisfaction of degree program requirements.

C. Applied Courses

The use of applied courses to meet the high school curricular requirements is to be considered as an alternative. College bound students are encouraged to take courses currently specified in the State Regents' *Institutional Admission and Retention policy*.

One year of Principles of Technology may substitute for one of the currently required lab science courses providing that students taking the course also successfully complete a lab science course listed in the State Regents' *Institutional Admission and Retention policy*. Additionally, the Principles of Technology course must be taught by a teacher certified or

endorsed in physics who has completed the specialized training to instruct the course.

3.9.4 Admission of First-Time Freshmen: Performance Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes performance requirements for regular admission which includes three options for admission: standardized tests, high school GPA in all courses plus class rank, or high school GPA in the State Regents' 15-units of required high school core courses.

The ACT score used for admission purposes is the final composite score without the writing component. The SAT score used for admission purposes is the combined critical reading and math scores without the writing component. Students utilizing a test other than ACT will have their scores converted to ACT equivalents. The high school class rank is one more than the number of students in the high school graduating class who have a high school GPA greater than the student in question.

A GED recipient's high school class must have graduated to be eligible for admission. The president or the president's designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request. The University of Oklahoma (OU) is authorized by the State Regents to also require a minimum average standard GED score for automatic admission.

The high school GPA used for admission purposes in option 2 is the unweighted average of all grades ("A" equating to 4.00 and "D" equating to 1.00) taken in the 9th through 12 grades. The GPA used for admission purposes in option 3 shall add a standard weighting (1.0) to The College Board's Advanced Placement courses and the International Baccalaureate Organization's higher-level courses (an "F" remains zero).

While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of either high school GPA because there is no equitable mechanism to include the honors premium.

The exact standardized test scores and high school GPA will vary over time, and may differ at each institution. The high school GPA will be defined annually to correspond to the rank in class. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score is updated regularly.

First-time entering students must also meet entry-level assessment requirements before enrolling in college-level courses. See the State Regents' *Student Assessment and Remediation policy* for more information.

A. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Research Universities

University of Oklahoma (OU)
Oklahoma State University (OSU)

Any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;
2. has met the curricular requirements as set forth in part 3.9.3 of this policy;
3. has participated in the ACT program or a similar acceptable battery of tests; and
4. meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the research universities in the State System.

Minimum Performance-Based Admission Standards: Research Universities		
Option 1: Standardized Tests	ACT or SAT	Top 33.3%
OR		
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank	Top 33.3%
OR		
Option 3: High School Performance B	High School GPA in State Regents' Required 15-Unit H.S. Core	Top 33.3%

*OU will implement its holistic admission process effective Fall 2019 for all first-time freshman. OU will not use Options 1, 2, or 3 in the admission process effective Fall 2019 for freshman.

The State Regents have authorized and set separate higher admission standards for OU and OSU. Revisions are made with State Regents' approval and current standards are published annually by OSRHE. Additional details may be found in the *Academic Affairs Procedures Handbook*.

B. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Regional Universities

- Cameron University (CU)
- East Central University (ECU)
- Langston University (LU)
- Northeastern State University (NSU)
- Northwestern Oklahoma State University (NWOSU)
- Oklahoma Panhandle State University (OPSU)
- Rogers State University (RSU)

Southeastern Oklahoma State University (SEOSU)
 Southwestern Oklahoma State University (SWOSU)
 University of Central Oklahoma (UCO)
 University of Science and Arts of Oklahoma (USAO)

Any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;
2. has met the curricular requirements as set forth in part 3.9.3 of this policy;
3. has participated in the ACT program or a similar acceptable battery of tests; and
4. meets the following criteria is eligible for admission to any of the regional institutions in the State System.

Minimum Performance-Based Admission Standards: Regional Universities	
Option 1: Standardized Tests	ACT or SAT
OR	
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank
OR	
Option 3: High School Performance B	High School GPA in State Regents' Required 15-Unit H.S. Core

The six regional institutions offering associate degrees are: OPSU, CU, RSU, LU, SWOSU and UCO. These institutions may offer these degrees with an open admission policy for students within the institutions' geographic service area. Students wishing to transfer from AAS to AS, AA or baccalaureate degree programs must formally apply and meet both the curricular and performance admission standards.

USAO is authorized by the State Regents to require higher admission standards.

- C. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Community Colleges and Technical Branches

Carl Albert State College (CASC)
 Connors State College (CSC)
 Eastern Oklahoma State College (EOSC)

Murray State College (MSC)
Northeastern Oklahoma A&M College (NEOAMC)
Northern Oklahoma College (NOC)
Oklahoma City Community College (OCCC)
Redlands Community College (RCC)
Rose State College (RSC)
Seminole State College (SSC)
Tulsa Community College (TCC)
Western Oklahoma State College (WOSC)
OSU Oklahoma City (OSU-OKC)
OSU Institute of Technology (OSUIT)

1. Students Seeking Admission to AA, AS, or Baccalaureate Degree Programs

Any individual who:

- a. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;
- b. has met the curricular requirements as set forth in part 3.9.3 of this policy; and
- c. has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and technical branches in the State System.

2. Students Seeking Admission to Other Undergraduate Degree or Certificate Programs

Any individual who:

- a. is a graduate of high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED; and
- b. has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and technical branches in the State System.

3.9.5 International Student Admission and Admission of Non-native Speakers of English

International undergraduate students are required to meet equivalent academic performance standards as listed in section 3.9.4 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. The State Regents adopted this policy to ensure that students will have a reasonable chance to succeed at a higher education institution based on their ability to comprehend, read, and write the English language.

Students must meet one of the standards described below to demonstrate their competency in English. Institutions may not waive this admission requirement as part of the alternative admissions category within the State Regents' general policy on admission.

A. First-Time Undergraduate and Graduate Students

1. Standardized Testing. Students must meet the minimum score set by the State Regents on either the Test of English as a Foreign Language (TOEFL), ~~or~~ the International English Language Testing System (IELTS) Examination, the PTE Academic, or the iTEP Academic.

Results of the TOEFL taken at international testing centers and special testing centers will be accepted at all State System colleges and universities. Results of the TOEFL administered at institutional testing centers shall not be accepted by colleges and universities other than the administering institution.

2. Intensive English Program (IEP). Students must meet a minimum score set by the State Regents on the TOEFL administered at a special testing center or an international testing center, ~~or~~ on the IELTS Examination, the PTE Academic, or the iTEP Academic. In addition, after achieving the required score and immediately prior to admission, successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents. At least two-thirds of the 12 weeks must be instruction at an advanced level. A list of State Regents' approved IEPs can be found in the State Regents' *Academic Affairs Procedures Handbook*.
3. High School Performance. Undergraduate students must have successfully completed the high school core requirements in or graduate from high school where English is the primary language in a country where English is a primary language and demonstrate competency through the *High School Curricular Requirements policy*.
4. Graduate students may satisfy the English language requirement by completing a baccalaureate or graduate degree from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education.
5. Institutional Discretion. In extraordinary and deserving cases, the president or the president's designee may admit a student in lieu of the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Such exceptions must be appropriately documented and reported to the State Regents annually.

OU has been authorized by the State Regents to require higher than the set minimum score on the TOEFL, and IELTS, PTE Academic, and iTEP Academic for both undergraduate and graduate students.

B. Undergraduate Transfer Students

*See 3.11.3 subsection C for details concerning Non-native speakers of English student transfer procedures.

3.9.6 Special Admission

Students admitted must meet curricular standards as defined in section 3.9.3 and must meet the high school performance criteria as defined in section 3.9.4. The only exceptions are students admitted in the following special admission categories.

A. Special Non-Degree Seeking Student

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. Retention standards will be enforced. Once a student has completed the designated number of hours, the student is required to meet the formal admission or transfer criteria for the institution of desired entry in order to enroll in additional course work. (This provision is not intended to be limited only to first-time-entering students.)

The president or the president's designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made for non-degree-seeking students only who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

B. Alternative Admission

Research and regional institutions may admit 8 percent of the number of previous year's first-time freshmen or 50 students (whichever is greater) without the students having met the State Regents' high school curricular or performance admission requirements. Institutions admitting students through the alternative admission category must have formally established admission criteria on file at the State Regents' office. The criteria must be oriented to identifying those students who:

1. have a reasonable chance for academic success;
2. have unusual talent or ability in art, drama, music, sports, etc; or
3. are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where they desire to enroll.

Institutions should use interviews as a part of the mechanism for admitting students in this program. Students wishing to enter under the alternative admission category should be given the opportunity to convince the institutions of their ability through this interview process. In addition, the institution must have implemented programs designed to assist first-year students making the transition to college both

academically and socially. The objective of these procedures and programs is to increase the success rate of students as measured by the increase in the retention and graduation rates of all students and particularly minority students.

It is intended that the alternative admission opportunities be equitably utilized and proportionately represent different types of students of unusual talent or abilities who do not otherwise meet State Regents' admission standards. Waivers shall not be awarded in significant disproportion for scholarship athletes. It shall be used to promote the system goal of social justice.

C. Adult Admission

1. Students who are 21 years of age or older or on active military duty may be admitted based on criteria established at the campus level and submitted to and approved by the State Regents. For students admitted under the adult admission category, the campus must consider the probability of the academic success of the student. Related to the curricular requirements, students admitted under the adult admission category must demonstrate proficiency to the satisfaction of the entering institution in the curricular area the student desires to pursue. Institutions will be required to submit an annual report of those students admitted in this category to the State Regents.

2. Any student who:

- a. is not a high school graduate but whose high school class has graduated; and
- b. has participated in the ACT program or similar battery of tests is eligible for admission to any of the community colleges in the State System.

Students utilizing a test other than ACT will have their scores converted to ACT equivalents. A GED recipient's high school class must have graduated to be eligible for admission. The president or the president's designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

D. Home Study or Non-Recognized Accredited or Unaccredited High Schools

An individual who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by a recognized accrediting agency is eligible for admission to an institution in the State System as follows:

- 1. The student must have participated in the ACT or SAT program and achieved the requisite final composite score, as defined by the State Regents, for admission to the institution the student wishes to attend as defined in section 3.9.4 above. OU is

authorized by the State Regents to require a minimum high school GPA, class rank, or GED average standard score along with a requisite final composite score.

2. The student's high school class of his or her peers must have graduated. The president or the president's designee may allow exceptions for GED recipients on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.
3. The student must satisfy the high school curricular requirements for the institution to which the student is applying, as certified by the school or for home study, the parent.

E. Opportunity Admission Category

Students who have not graduated from high school whose final composite standard score on the ACT without the writing component places them at the 99th percentile of all students using Oklahoma norms, or whose combined critical reading and mathematical score on the SAT without the writing component places them at the 99th percentile of all students using national norms may apply for full enrollment at a college or university of the State System. The college or university will determine admissibility based on test scores, evaluation of the student's level of maturity and ability to function in the adult college environment, and whether the experience will be in the best interest of the student intellectually and socially.

F. Correspondence Study Enrollment

Admission to the institution is not required for enrollment in correspondence work. However, academic credit for correspondence work will not be applicable toward a degree until such time as the student has been formally admitted to the institution and has secured the approval of the appropriate academic officers for such credit. Students who desire to apply credit for correspondence courses must make the necessary arrangements with the school where credit is to be applied. Completed courses will appear on the student's official transcript and be designated as correspondence study.

G. Summer Provisional Admission Program (Research and Regional Universities)

1. Student Admission Requirements

Applicants for the Summer Provisional Admission Program must meet the following criteria to be considered for admission:

- a. Be a first-time-entering student.
- b. Graduate from an accredited high school or achieve a high school equivalency certificate based on the GED. The student's high school class of his or her peers must have graduated. The president or the president's designee may allow exceptions for GED recipients on an individual student basis. Any exceptions, including

subsequent student academic performance, will be reported to the State Regents upon request.

- c. Meet the State Regents' curricular requirements for admission.
- d. Have a minimum final composite ACT of 18 or a minimum high school grade-point average of 2.5 to be admitted to a research university; or have a minimum final composite ACT of 17 or a minimum high school grade-point average of 2.5 to be admitted to a regional university.
- e. Participate in assessment for placement purposes. If the need for developmental education is indicated, the student must successfully complete the developmental education prior to entering this provisional program.

The final admission decision will be made by the appropriate institutional officials based on the applicant's academic performance and potential for success. OU will only consider Oklahoma residents for this admission category.

2. Program Requirements

- a. Enrollment is restricted to the summer session immediately following the student's high school graduation.
- b. Each student is required to register for a minimum of two summer session core academic courses (at least six hours), exclusive of credit by examination or correspondence study. Students must take one course in each of the first two categories listed below:

English: Either of the introductory college-level English courses unless the student through advanced standing credit or concurrent enrollment has previously acquired such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

Mathematics: College algebra or the equivalent unless the student through advanced standing credit or concurrent enrollment has previously earned such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

Students testing out of the introductory English and/or mathematics courses must select courses from the following categories:

Social Science: A college-level course approved for general education credit.

Natural Science: A college-level introductory lab science course approved for general education credit.

Humanities: A college-level course approved for general education credit.

- c. It is expected that these courses will be taught with equivalent rigor in presentation, assignments, and grading as the same courses taught during the regular semesters. Institutions are encouraged to use regular faculty members.
- d. Students admitted in this program will be required to participate in academic support programs designed to enhance their success. Such services should include academic tutoring, mentoring opportunities, career counseling, diagnostic testing, etc.
- e. To continue, the provisionally admitted student must complete a minimum of six credit hours in the summer as specified above with no grade lower than a "C." Such students will be admitted as a regular university student in the subsequent semester.
- f. A provisionally admitted student who does not meet the academic requirements previously detailed will be unable to enroll for further work at the university until such time as the student is eligible for regular transfer admission as detailed in the State Regents' *Undergraduate Transfer and Articulation policy*.

H. Summer Provisional Admission Program: Curricular Deficiencies (Regional Universities)

Regional university students meeting performance requirements may take a maximum of two course deficiencies in the summer term prior to the regular semester of desired entry. If the college-level course(s) is(are) successfully completed with at least a "C" or equivalent, the student will be admitted.

I. Concurrent Enrollment of High School Students

The admission and retention standards for concurrent enrollment students are detailed within the State Regents' *Concurrent Enrollment* policy.

3.9.7 Admission by Transfer

*See 3.11.3 subsection A for Admission by Transfer within the State System requirements and subsection B for Admission by Transfer from Non-State System Institution requirements.

3.9.8 Retention Standards

In keeping with this philosophy of maximizing student success, institutions are strongly urged to initiate or strengthen programs which will assure that students experiencing academic difficulties will be provided appropriate academic assistance. Such specially designed programs should include, but not be limited to, academic and career counseling, tutoring opportunities, study skills sessions,

and diagnostic testing as appropriate. Students on academic notice or academic probation should be required as a condition for continued enrollment to participate in these special academic support services. These programs should be available to all students who feel participation will enhance their academic performance and success.

A. GPA Requirements

All students must maintain a 2.0 GPA for the duration of the college experience with the exception of freshmen on academic notice and academic probation. A student will be placed on academic probation if the following requirements are not met:

Credit Hours Attempted	GPA Requirements
0 through 29 semester credit hours	1.7
Greater than 29 semester credit hours	2.0

Students with fewer than 30 credit hours, with a GPA of 1.7 to less than 2.0 will be placed on academic notice. All courses in which a student has a recorded grade will be counted in the calculation of the GPA for retention purposes excluding any courses repeated, reprieved or renewed as detailed in the State Regents' *Grading policy*, developmental education, and physical education activity courses.

Any student not maintaining satisfactory progress toward the academic objective as indicated above will be placed on probation for one semester. At the end of that semester, the student must have a semester GPA of 2.0 in regularly-graded course work, not to include activity or performance courses, or meet the minimum GPA standard required above, in order to continue as a student. Students not meeting either of these criteria will be immediately suspended and may not be reinstated until one regular semester (fall or spring) has elapsed.

Students suspended in the spring semester may attend, at the discretion of the suspending institution, the summer session immediately following spring suspension. However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. The student's transcript will note suspension at the end of the spring semester. For students who fail to achieve retention standards after the summer session, the phrase "suspension continued" should be entered on the transcript at the end of the summer session. Only students under first-time suspension status at the suspending institution are eligible. To continue in that fall semester, such students must achieve a 2.0 semester GPA or raise their GPA to the required level.

B. Suspension of Seniors

An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the GPA of 2.0 or the semester GPA of 2.0 to enroll in up to 15 additional semester hours in a further attempt to achieve the GPA requirement. During this 15 hours of enrollment, the student must achieve a minimum 2.0 semester GPA

during each enrollment or raise the GPA to 2.0 or above. This senior suspension exception can be exercised only once per student.

C. Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases. Academic suspension appeal procedures should require that the suspended student document any extraordinary personal circumstances that contributed to the academic deficiencies. Such events must be highly unusual such as the death of an immediate relative; a serious illness; severe financial distress; direct, significant work conflicts; unexpected, substantial family obligations; or personal crisis. Such appeals decisions should be made only following the thoughtful deliberation of an appropriate committee which may include faculty, students, and administrators. Any institutional policies and procedures developed for the appeal of academic suspension decisions must be submitted to and approved by the State Regents. Annual reports detailing all decisions concerning appeals requests will be submitted to the State Regents.

D. Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester (fall or spring) except as noted above. Institutions should develop policies and procedures to guide the readmission of suspended students. Such policies should include the provision that suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their GPA to the designated level. Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards.

E. Reinstatement of Suspended Students at System Institutions

It is the intent of the State Regents that public higher education opportunities be provided for all citizens with the ability and desire to use these public services. As previously stated, students will not be permitted readmission to the suspending institution for a minimum of one regular semester (fall or spring). However, research indicates that many times students suspended from one institution may succeed in a new academic environment if given the opportunity. As such, institutions may develop a special admission procedure, subject to State Regents' approval, for students who are suspended from other system institutions and who would otherwise qualify for admission to the reinstating institution. Such students would be admitted at the discretion of the receiving institution and such admission would be probationary. Institutions admitting such students should provide the appropriate academic services to facilitate their success.

3.9.9 Principles

The following principles are intended for use as guidelines for interpretation of policies on admission and retention at colleges and universities of the State System.

- A. Any Oklahoma resident, upon graduation from an accredited high school or completion of the GED, should have the opportunity of continuing his or her education at some institution in the State System.
- B. Admission and retention policies should recognize and be consistent with the functions, purposes, and programs of respective institutions in the State System.
- C. There should be sufficient flexibility in admission and retention policies to permit institutions to make exceptions in worthy and extraordinary cases. Each case must be documented and the institution must report annually to the State Regents on the exceptions made.
- D. Admission and retention policies should be stated in such a manner that they are easily understood.
- E. Admission and retention policies should be administratively feasible and should be periodically and systematically reviewed.
- F. Residents of Oklahoma should be given preference.
- G. Admission and retention policies adopted for public institutions should serve the educational welfare of students and at the same time make possible maximum use of public resources.
- H. Admission and retention policies should provide for uniformity in the transfer of students among institutions.
- I. Students should make satisfactory progress toward an educational objective within a reasonable period of time as specified in policy.
- J. Institutions should provide appropriate academic support services for students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.
- K. Students suspended for academic reasons should, after a reasonable period of time and upon application, be considered for readmission.
- L. Provisions in other State Regents' policies are subject to the requirements specified in this policy.
- M. Institutional and individual programs' admission and retention policies should be considered minimum standards. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program(s).

3.9.10 Non-Academic Criteria for Admission

- A. In addition to the academic criteria used by institutions in the State System as the basis for student admission, institutions shall consider the

following non-academic criteria in deciding whether a first-time applicant or a transfer student shall be granted admission:

1. Whether an applicant has been expelled, suspended, denied admission or denied readmission by any other educational institution.
2. Whether an applicant has been convicted of a felony or convicted of any lesser crime involving moral turpitude.
3. Whether an applicant's conduct has been such that if, at the time of the conduct in question, the applicant had been a student at the institution to which application is made, the course of conduct would have been grounds for expulsion, suspension, dismissal or denial of readmission.

- B. If the institution finds that an applicant has any of the above, then the institution shall deny admission to applicant if it decides that any of the events described in 3.9.10.A.1, 3.9.10.A.2 or 3.9.10.A.3 indicates the applicant's unfitness, at the time of application, to be a student at the institution to which application is made.

If an applicant is denied admission on any of the foregoing grounds, there must be substantial evidence supporting the basis for denial. In addition, the applicant must be afforded adequate procedural safeguards, including the following:

1. Be advised of the ground of the denial.
2. Be informed of the facts which form a basis of the denial.
3. Be afforded an opportunity to be heard.

Institutions should establish a hearing committee or some other appropriate mechanism to guarantee the proper administration of the procedural safeguards outlined above.

3.9.11 Professional Program Admission Standards

The State Regents set admission standards for the following professional programs:

OU College of Law
OU College of Medicine
OSU College of Osteopathic Medicine
OU Doctor of Pharmacy
OU School of Dentistry
NSU College of Optometry
OSU College of Veterinary Medicine

For detailed admission criteria for these programs, see the State Regents' ***Professional Programs policy***.

The State Regents also set minimum admission standards for teacher education programs in the State System. For detailed admission criteria for these programs, see the State Regents' ***Teacher Education policy***.

Admission Policy: Approved March 1962. Revised July 25, 1967; February 25, 1974; February 24, 1976; May 23, 1979; August 30, 1984; April 22, 1987; December 5, 1988; June 26, 1989; October 23, 1989; December 17, 1990; April 19, 1991; May 24, 1991; November 15, 1991; May 29, 1992; August 14, 1992; September 25, 1992; March 24, 1993; June 21, 1993; September 23, 1993; December 10, 1993; April 15, 1994; May 27, 1994; December 9, 1994; June 28, 1995; March 29, 1996; June 28, 1996; September 6, 1996; June 27, 1997; September 5, 1997; April 3, 1998; June 30, 1998; October 30, 1998; May 28, 1999; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; February 13, 2004; May 28, 2004; June 30, 2004; June 30, 2005, November 29, 2007; revised June 24, 2010; revised March 3, 2016; revised June 30, 2016; revised May 26, 2017 to remove Concurrent Enrollment to its own policy. IEP Policy: Revised August 16, 1994, April 11, 1997, ~~and~~ May 30, 2003, and XXXX, 2023, to add the iTEP Academic and PTE Academic to the acceptable tests to demonstrate English proficiency. Non-Academic Criteria Policy: Approved October 26, 1971. OU Admission Standards: Revised June 21, 2012. Revised April 26, 2018 to address the Course Equivalency Project Matrix. Revised May 29, 2020 to define “Final Composite Score.” Revised May 28, 2021 to update the High School Additional Units category and various non-substantive updates.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #10-a:

Administrative Rules.

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

RECOMMENDATION:

It is recommended that the State Regents approve and adopt proposed permanent administrative rule revisions for the Oklahoma’s Promise – Oklahoma Higher Learning Access Program (Oklahoma’s Promise) as described below.

BACKGROUND:

Oklahoma’s Promise was created in 1992. Students must enroll in the program in the 8th, 9th, 10th, or 11th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families who meet certain income levels at the time of application to the program.

During the 2022 session, the Legislature passed SB 1673, authored by Sen. Adam Pugh and Rep. Jadine Nollan. SB 1673 modified the family income limit for students applying to the program, creating three levels of income eligibility based on the number of dependent children in the family. Beginning in the 2022-2023 school year, students are eligible to enroll in the program if the federal adjusted gross income of the student's parent(s) does not exceed:

- \$60,000 per year for parents who have one or two dependent children;
- \$70,000 per year for parents who have three or four dependent children; or
- \$80,000 per year for parents who have five or more dependent children.

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 or postsecondary technical education, prepare themselves for academic success after high school, and to provide them with financial assistance for postsecondary education expenses.

ANALYSIS:

The proposed permanent rule revisions incorporate the statutory change to create three levels of income eligibility based on the number of dependent children in the family. The new income limits became effective for the 2022-2023 academic year. The change is expected to increase enrollment in the program by about five percent. The first students eligible to enroll under the new limits will graduate high school in 2024. The proposed revisions also remove outdated language, update a citation and reorganize a paragraph for increased clarity.

The proposed rule revisions were posted at the State Regents' October 27, 2022 meeting.

TITLE 610. STATE REGENTS FOR HIGHER EDUCATION CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS SUBCHAPTER 23. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM

610:25-23-2. Eligibility of participants

Eligibility to participate in the program must be established by both the student and his/her parent(s), custodial parent(s), or guardian(s). Students enrolled in the eighth, ninth, tenth, or eleventh grade at a public or private school and whose parents' income meets the financial need criteria are eligible to apply to become a program participant. Students educated by other means who are between the ages of thirteen (13) and sixteen (16) are eligible to apply to become a program participant. Eligibility requirements to participate in the program include the following:

(1) The student must be a resident of the state of Oklahoma or be enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes; and

(2) The student's parent(s), custodial parent(s), or guardian(s) must establish financial need.

~~(A) To meet the program's financial need criteria, the income of the student's parent(s) from taxable and nontaxable sources shall not exceed \$50,000 per year at the time the student applies for participation in the program. Beginning in 2017-2018, the federal adjusted gross income of the student's parent(s) shall not exceed \$55,000 per year at the time the student applies for participation in the program. Beginning in 2021-2022, the federal adjusted gross income of the student's parent(s) shall not exceed \$60,000 per year at the time the student applies for participation in the program. A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall not be subject to the determination of financial qualification at the time the student applies for participation in the program. Beginning in the 2022-2023 school year, the federal adjusted gross income of the student's parent(s) shall not exceed the following amounts at the time the student applies for participation in the program:~~

~~(i) \$60,000 per year for parents who have one or two dependent children,~~

~~(ii) \$70,000 per year for parents who have three or four dependent children, or~~

~~(iii) \$80,000 per year for parents who have five or more dependent children.~~

(B) A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall not be subject to the determination of financial qualification at the time the student applies for participation in the program.

~~(B)~~(C) Parents of students making application to the program must use one of the following options to establish financial need eligibility:

(i) Documentation of their most recent calendar (tax) year income. Parents of eleventh-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the eleventh grade if the application is submitted by the required deadline; or

(ii) Documentation of current yearly income from an officially approved application for free or reduced price school meals or other state or federal means-tested programs as determined by the State Regents. The State Regents may limit use of this option to pilot projects as determined by the State Regents. If requested by the State Regents, parents may be required to provide additional documentation of income.

(iii) The Oklahoma State Regents for Higher Education shall review the determination of financial need eligibility of the student as set forth in section (2)(A) above if the income from taxable and nontaxable sources of the student's parent(s) includes income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s). If the income of the student's parent(s), excluding income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s), does not exceed the limitations set forth in section (2)(A) above, the student shall be determined to have met the financial need eligibility [70 O.S. § 2605(D)~~(6)~~(7)]

~~(C)~~(D) For students that are subject to court-ordered joint custody arrangements, the OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine which parent(s) shall meet the financial need criteria.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #10-b:

Administrative Rules.

SUBJECT: Approval and adoption of proposed permanent administrative rules to the Oklahoma National Guard Educational Assistance Program.

RECOMMENDATION:

It is recommended that the State Regents approve and adopt proposed permanent administrative rules for the Oklahoma National Guard Educational Assistance Program as described below.

BACKGROUND:

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

SB 1418 also creates the new Oklahoma National Guard Educational Assistance Revolving Fund, a continuing fund not subject to fiscal year limitations consisting of state appropriations, from which the benefits are to be paid by the State Regents. For FY2023, the State Regents did not receive any state appropriations designated for the revolving fund. The State Regents have requested \$9 million in supplemental appropriations from the Oklahoma Legislature in the 2023 session to meet FY2023 benefit costs.

In 1995, the State Regents created in policy the Oklahoma National Guard Tuition Waiver. The waiver covered resident tuition only; mandatory fees and academic service fees remained the responsibility of the guard member. The tuition waiver was applicable only to associate and bachelor's degree programs and was limited to 18 credit hours per semester. The policy required institutions to be financially responsible for the first 300 to 750 credit hours waived, depending on the size of the institution's undergraduate enrollment. The State Regents' policy called for the institutions to be reimbursed for waiver costs above the minimum hours-waived requirement. In FY2022, the total tuition waiver costs were \$3.9 million, of which \$1.2 million was borne by the institutions and \$2.7 million was reimbursed by the State Regents from state appropriations. The new Program will replace the State Regents' Oklahoma National Guard Tuition Waiver program. Under the new Program, institutions will receive funding for 100 percent of the educational benefit costs.

The proposed rules were posted at the State Regents' September 8, 2022 meeting.

POLICY ISSUES:

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

ANALYSIS:

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

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

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

610:25-39-1. Purpose

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

610:25-39-2. Eligibility and Applications

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

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

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

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

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

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

610:25-39-3. Assistance

(a) Assistance amount. Subject to the availability of funds, the amount of assistance shall be equivalent to the amount of resident tuition, mandatory fees and academic service fees for courses in which the eligible guard member is enrolled. The definitions of "resident tuition," "mandatory fees," and "academic service fees" shall be in accordance with the Oklahoma State Regents for Higher Education policy 4.18.2 "Student Tuition and Fees Policy; Definitions." Provided, for purposes of the Oklahoma National Guard Educational Assistance Program, flight costs and/or flight fees for aviation degree programs will not be considered as "resident tuition," "mandatory fees," or "academic service fees."

(b) Assistance limitations

- (1) Assistance may not exceed a maximum of eighteen (18) credit hours per semester;
- (2) Assistance for enrollment in an undergraduate program in pursuit of an associate and/or baccalaureate degree shall not exceed a maximum of one hundred twenty (120) credit hours or the completion of the requirements for a baccalaureate degree, whichever comes first; and
- (3) Assistance for enrollment in a graduate program in pursuit of a master's degree shall not exceed a maximum of forty (40) credit hours or completion of the requirements for a master's degree, whichever comes first.

(c) Funding of Assistance

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

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #10-c:

Administrative Rules.

SUBJECT: Approval and adoption of proposed permanent administrative rules for the Oklahoma Future Teacher Scholarship and Employment Incentive Program (Inspired to Teach) (pursuant to 75 O.S. § 253 of the Oklahoma Administrative Procedures Act) in order to comply with 70 O.S. § 698.1.

RECOMMENDATION:

It is recommended that the State Regents approve and adopt the proposed permanent administrative rules and rule revisions pursuant to 70 O.S. § 698.1 for the Oklahoma Future Teacher Scholarship and Employment Incentive Program (“Inspired to Teach”).

BACKGROUND:

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

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

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

POLICY ISSUES:

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

ANALYSIS:

The proposed permanent rules are necessary to comply with 70 O.S. § 698.1. These rules will provide guidance to OSRHE staff, institutions of higher education and prospective and enrolled students for the successful implementation of the "Inspired to Teach" Program.

Section 698.1 states that "[the] Oklahoma State Regents for Higher Education shall establish and maintain an incentive scholarship program and teacher employment incentive program, as funding is available..." As of January 10, 2023, 1,666 students have enrolled in the "Inspired to Teach" Program and have received awards which total \$1.4 million.

The proposed rules address the following items:

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

Attachment

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS
SUBCHAPTER 9. FUTURE TEACHERS' SCHOLARSHIP PROGRAM [REVOKED]**

610:25-9-1. Program purpose [REVOKED]

~~(a) Senate Bill No. 228 of the 1986 Oklahoma Legislature authorized the Oklahoma State Regents for Higher Education...to establish and maintain an incentive scholarship program to encourage the preparation of teachers in critical shortage areas for the public schools at one or more of the Oklahoma public or private higher education institutions. Prospective teachers, whether planning to pursue an undergraduate teacher education program or to become qualified to teach after earning a bachelor's degree in a critical shortage area, shall be considered if they have graduated from high school with a grade point average ranking them in the top fifteen percent (15%) of their graduating class. To the extent that funds are available, scholarships of One Thousand Five Hundred Dollars (\$1,500.00) per year, renewable for up to three (3) additional years, shall be awarded to cover costs of general enrollment fees, other fees, books, materials, and services provided by the institution, including room and board. [70:698.1]~~

(b) The purpose of the Future Teachers' Scholarship Program is to address teacher shortages in critical areas of the public schools in Oklahoma by making scholarships available to undergraduate and graduate students who meet the eligibility criteria and demonstrate an interest in teaching in those fields.

610:25-9-2. Eligibility [REVOKED]

~~(a) Individuals who are residents of Oklahoma who have demonstrated a commitment to obtain the necessary credentials to teach in a critical shortage area shall be eligible for consideration if they have:~~

- ~~(1) Graduated from high school with a cumulative grade point average which ranks them in the top fifteen percent (15%) of their high school graduating class; OR~~
- ~~(2) Scored at or above the eighty fifth (85th) percentile on the ACT or other similar acceptable battery of tests; OR~~
- ~~(3) Been admitted to a professional education program at an accredited Oklahoma institution of higher education; OR~~
- ~~(4) Achieved an undergraduate record of outstanding success, as defined by the institution.~~

~~(b) Scholarship recipients must maintain no less than a 2.5 cumulative grade point average to remain eligible for renewal of the scholarship; it is expected, however, that renewal recipients will attain a 3.0 cumulative grade point average or better.~~

~~(c) Each scholarship recipient shall have agreed to teach in a shortage area in the public schools in Oklahoma for a minimum of three (3) consecutive years upon graduation and licensure as a teacher.~~

~~(d) Either full or part time students may be eligible; however, highest priority will be given to full time students.~~

610:25-9-3. Grants and payments [REVOKED]

~~(a) Provided that funds are available, the scholarship award for students pursuing study under the Future Teachers' Scholarship Program will be based on the following scale:~~

Enrollment	Hours Completed	Toward Baccalaureate Degree	Maximum Award
Full time	60 hours and above		\$1,500
Full time	Less than 60 hours		\$1,000
Part time	60 hours and above		\$ 750
Part time	Less than 60 hours		\$ 500

~~(b) For purposes of this policy, full-time enrollment means not less than 12 hours per semester for undergraduates and not less than 9 hours per semester for graduate students. Part-time enrollment means not less than 6 hours per semester.~~

~~(c) Upon enrollment verification by the institution, the first payment of each recipient's entitlement will be distributed during the fall semester, and the second distribution will be during the spring semester.~~

~~(d) The award will be paid directly to the institution on the student's behalf with appropriate restrictions and conditions that such monies be expended only for the purposes authorized by State Statute.~~

610:25-9-4. Maximum limitations [REVOKED]

~~Recipients may receive the Future Teachers' Scholarship Program grant, which is to be awarded annually on a competitive basis, for not more than four years or the equivalent of four years of full-time study.~~

610:25-9-7. Nomination procedures [REVOKED]

~~(a) Applicants shall complete the required application form and submit it to the institution.~~

~~(b) Institutions shall review applications and nominate candidates for the scholarship to the State Regents. Institutions shall rank candidates in priority order and recommend an award amount for each candidate.~~

~~(c) Institutions may submit alternate candidates, also ranked in priority order.~~

~~(d) Institutions must certify that first-time applicants meet the eligibility criteria (610:25-9-2) and provide supporting documents when submitting the applications.~~

~~(e) Institutions shall certify that renewal nominees have:~~

~~(1) demonstrated scholarship and continued professional growth. In general, a 3.0 cumulative grade point average is expected; any student failing to maintain a 2.5 cumulative grade point average shall be disqualified; and~~

~~(2) enrolled in an approved program of study; and~~

~~(3) demonstrated progress in meeting requirements for licensure and certification.~~

~~(f) Institutions shall provide to the State Regents documentation of the method of candidate selection used.~~

~~(g) The State Regents shall convene an advisory committee to recommend scholarship recipients to the Regents.~~

~~(h) The State Regents shall notify both recipients and institutions of the award.~~

SUBCHAPTER 41. OKLAHOMA FUTURE TEACHER SCHOLARSHIP AND EMPLOYMENT INCENTIVE PROGRAM ("INSPIRED TO TEACH")

610:25-41-1. Purpose

(a) The Oklahoma Future Teacher Scholarship and Employment Incentive Program (also known as "Inspired to Teach") was created by House Bill 3564 during the 2022 legislative session.

(b) "Inspired to Teach" is a program to support the teacher pipeline and the preparation of public school teachers for prekindergarten through 12th grade. As legislatively appropriated funding is available, the program provides a scholarship to eligible students majoring in teacher education at an accredited teacher preparation program at an Oklahoma public or private university OR a student majoring in a pre-teacher education program at an Oklahoma public community college that has an approved "Inspired to Teach" program articulation agreement with an accredited Oklahoma university teacher preparation program, and incentivizes those individuals to enter the workforce as Oklahoma public school teachers for at least five (5) consecutive years upon graduation.

(c) The bill requires that the Oklahoma State Regents for Higher Education (OSRHE) establish and maintain an incentive scholarship program and teacher employment incentive program, as funding is available. [70 O.S §698.1 (A)].

(d) The purpose of the "Inspired to Teach" program is to address teacher shortages in Oklahoma by making scholarships available to undergraduate students and providing employment incentives for participants who meet eligibility criteria and major in teacher education, obtain a traditional teaching certificate, and serve as teachers in the public schools of this state for at least five (5) consecutive years.

(e) The scholarship will help defray the cost of obtaining a baccalaureate degree and the incentive will assist graduates as they enter the workforce as teachers in this state.

610:25-41-2. Definitions

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

"Full-time student" means:

(A) an undergraduate student enrolled in 12 or more semester credits toward teacher education degree requirements;

(B) an undergraduate student who is a teacher education major who is enrolled in or has completed an internship or student teaching credit hours in order to complete their degree program prior to certification and who has been approved by the institution to take less than twelve credit hours; or

(C) an undergraduate student who is a teacher education major with an approved reasonable accommodation from Student Accessibility Services at the institution due to a documented disability and who has been approved to take less than twelve credit hours.

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

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

"OSRHE" means the Oklahoma State Regents for Higher Education.

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

610:25-41-3. Eligibility requirements

(a) In order to participate in the "Inspired to Teach" program and be eligible for a scholarship, prospective teachers must meet the following requirements:

(1) Graduate from an Oklahoma high school;

(2) Meet higher education admission standards at 1) a public or private Oklahoma university with an accredited Oklahoma teacher education program or 2) a public community college with an approved articulation agreement with an accredited Oklahoma university teacher education program;

(3) Declare a major at an accredited Oklahoma university teacher education program in a degree leading to a standard teaching certificate or declare a major at a community college with an approved "Inspired to Teach" Program articulation agreement with an accredited Oklahoma teacher education program leading to a standard Oklahoma teaching certificate;

(4) Maintain enrollment as a full-time student at a participating higher education institution during each semester of scholarship eligibility until a baccalaureate degree for teaching is obtained;

(5) Maintain SAP and a minimum 2.5 GPA throughout matriculation; and

(6) Prior to entry into the "Inspired to Teach" Program, agree to complete the program and to teach in an Oklahoma public prekindergarten through 12th grade (PK-12) school for a minimum of five (5) consecutive years upon graduation and certification as a teacher.

(b) Traditionally certified teachers who graduated from a teacher education program without participating in the "Inspired to Teach" program during undergraduate study are not eligible for the "Inspired to Teach" program.

610:25-41-4. Application procedure

(a) OSRHE will distribute "Inspired to Teach" Participation Agreement forms to postsecondary institutions in Oklahoma that are eligible to participate in state and federal financial aid programs and have an approved

program of professional teacher preparation or an approved articulation agreement on file with a state institution that has a professional teacher preparation program.

(b) Participation Agreement forms may be obtained from the "Inspired to Teach" coordinator at each postsecondary institution or from OSRHE.

(c) A Participation Agreement must be signed by the student while enrolled in a major course of study in teacher education at the undergraduate level.

(d) The completed Participation Agreement must be submitted to the "Inspired to Teach" coordinator upon declaring teacher education as a major or, at the latest, before beginning the final semester prior to graduation; however, a student who has declared teacher education as a major at least one semester before the final semester will be allowed to submit a completed Participation Agreement and be considered for the "Inspired to Teach" Program the final semester.

(e) "Inspired to Teach" coordinators at postsecondary institutions will submit copies of the Participation Agreements to OSRHE within 10 days of submission by the student.

(f) OSRHE will notify each applicant of the receipt of his/her application to the "Inspired to Teach" program, the requirements for ongoing eligibility, and the disbursement benefits under "Inspired to Teach."

610:25-41-5. Certifications of compliance

(a) Participants must apply for entry into the "Inspired to Teach" program during their matriculation as an undergraduate student using the Participation Agreement Form which can be obtained from the eligible Oklahoma higher education institution in which they are enrolled or the OSRHE website.

(b) OSRHE will be responsible for determining participant eligibility at each stage following "Inspired to Teach" program entry.

(c) Institutions will supply OSRHE with verification and certification of student eligibility each semester for the "Inspired to Teach" Program scholarship.

(d) After graduation, as participants transition to their teaching assignments in Oklahoma public schools, "Inspired to Teach" Program participants will provide compliance documentation to OSRHE as set forth in 610:25-41-9 and 610:25-41-11.

610:25-41-6. Disqualification

The following conditions shall subject the participant to disqualification from the "Inspired to Teach" program:

(A) Failing to maintain a 2.5 grade point average;

(B) Changing major to an ineligible area of study;

(C) Failing to meet and maintain SAP in an academic program leading to an eligible undergraduate degree in an Oklahoma accredited teacher education program;

(D) Failing to maintain enrollment as a full-time student, withdrawing completely from enrollment, or otherwise leaving the higher education institution;

(E) Failing to complete the teacher education baccalaureate degree and training necessary to obtain a traditional Oklahoma teaching certificate from an approved and accredited Oklahoma program of professional teacher preparation, including student teaching or internship;

(F) Failing to meet requirements for traditional certification to teach as established by Oklahoma state law;

(G) Failing to teach for five (5) consecutive years in an Oklahoma public school upon graduation and certification as a teacher; or

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

610:25-41-7. Participant eligibility for scholarship payments

(a) To the extent legislatively appropriated funding is available, the following scholarships will be awarded to eligible participants in the "Inspired to Teach" program:

(1) One thousand dollars (\$1,000) per academic year for up to three (3) academic years for full-time students who have earned less than 90 credit hours; and

(2) Two thousand five hundred dollars (\$2,500) for the final academic year for full-time students who have earned 90 or more credit hours.

(b) To the extent legislatively appropriated funding is available, the following scholarships will be awarded to eligible full-time students participating in "Inspired to Teach" according to the following tiers based on enrolled credit hours towards degree requirements if the student is entering the first year of undergraduate study, or earned credit hours towards degree requirements for all other students:

(1) Tier 1, requiring a minimum of 12 hours enrolled: \$1,000

(2) Tier 2, requiring a minimum of 24 and a maximum of 47 hours earned: \$1,000

(3) Tier 3, requiring a minimum of 48 and a maximum of 89 hours earned: \$1,000

(4) Tier 4, requiring a minimum of 90 hours earned: \$2,500

(c) Participants can receive a maximum of Five Thousand Five Hundred Dollars (\$5,500) in total scholarship awards. Students will not be eligible for multiple awards in an academic year. If a participant will become eligible for a Tier 3 award and a Tier 4 award in the same academic year, which is also the participant's final academic year, and the participant has yet to receive an award from either tier, then the participant may choose which award to receive. Scholarship award disbursements will only be made for fall and spring semesters of the academic year. There will be no summer semester scholarship disbursements.

(d) Participants who have earned less than ninety (90) credit hours towards degree requirements, but have received Three Thousand Dollars (\$3,000) in scholarship funding, will not be eligible for the final scholarship allotment of Two Thousand Five Hundred Dollars (\$2,500) until their final academic year of study.

(e) Participants who have earned 90 or more credit hours towards degree requirements but still have more than one academic year remaining to complete the teacher education degree requirements, may receive the Two Thousand Five Hundred Dollar (\$2,500) award in the final academic year during a semester (fall and/or spring disbursement) designated by, and at the discretion of, the institution. Participants, upon receiving the Two Thousand Five Hundred Dollar (\$2,500) award, will not be eligible for any of the scholarship awards granted to participants who have earned less than 90 credit hours towards degree requirements.

(f) Participants may utilize no more than one of the following provisions to become re-eligible for the "Inspired to Teach" program:

(1) Participants whose GPA falls below a 2.5, or who fail to maintain SAP, will have one academic semester (fall or spring) to re-establish a 2.5 GPA (or above) and SAP in order to have the scholarship benefit reinstated. Failure to meet the GPA and/or SAP requirements will result in the participant's withdrawal from the "Inspired to Teach" program.

(2) Participants who change majors to an ineligible area of study, fail to meet GPA and/or SAP requirements for two semesters, fail to maintain enrollment as a full-time student for one semester or completely withdraw from enrollment, will be allowed to reapply within one year of that occurrence as long as the participant does not graduate the same semester in which the participant reapplies.

(3) Participants who fail to meet the GPA or SAP requirement during the 2nd to last semester of their final year of matriculation, will not receive the scholarship benefit in the final semester; however, under the provisions of (1) of this subsection, if the participant re-establishes a 2.5 GPA (or above) and SAP within the final academic semester (before graduation), upon graduation, the participant's eligibility will be reinstated for employment incentive payments.

(4) Participants may obtain from the institution in which they are enrolled, an official letter reflecting a leave of absence or withdrawal when a serious illness, pregnancy, or other natural cause prevents the participant from continuing the coursework requirements or from fulfilling the provisions outlined under the eligibility requirements.

(A) College/ university withdrawals or leaves of absence may not exceed more than one academic year but will not be counted against the participant for the purposes of scholarship eligibility as long as the following criteria are met:

(B) Participants must present official college/university documentation to OSRHE at the time the withdrawal or leave of absence was granted which meets the requirements of this rule. Reapplication into the "Inspired to Teach" program must be received thirty (30) days prior to the participant resuming classes full-time or the participant may be withdrawn from the program.

(g) Participants who have been disqualified from the "Inspired to Teach" program but later become re-eligible pursuant to 610:25-41-7(f) shall be considered to have maintained program eligibility throughout matriculation for the purposes of 610:25-41-8(a)(1) if, following re-eligibility, the participant maintains "Inspired to Teach" program eligibility through graduation.

610:25-41-8. Participant eligibility for employment incentive payments

(a) In order to qualify to receive the employment incentive disbursement benefits under the "Inspired to Teach" program, program participants who are employed as traditionally prepared and certified teachers in Oklahoma public prekindergarten through 12th grade schools must:

(1) After being accepted into the "Inspired to Teach" program, maintain program eligibility pursuant to 610:25-41-3 throughout matriculation and receive at least one scholarship award;

(2) Graduate from an accredited Oklahoma teacher preparation degree program;

(3) Obtain a traditional teacher certification and provide eligible full-time teaching service under a regular teaching contract at an Oklahoma public school in the area of certification or qualified subject area; and

(4) Begin the first year of eligible full-time teaching service, as described above, within thirteen (13) months from the date of graduation from a four-year institution in Oklahoma.

(b) Employment incentive payments may be awarded following each consecutive year of satisfactory service as documented by the employing school district for up to five (5) years of service to "Inspired to Teach" program scholarship recipients upon graduation from an accredited Oklahoma teacher preparation degree program and traditional certification to teach in Oklahoma.

(c) The maximum amount of employment incentive payments for any qualified participant shall be Four Thousand Dollars (\$4,000) per year for up to five (5) years, not to exceed a total of Twenty Thousand Dollars (\$20,000) per participant.

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

(e) Participants may apply to the employing school for a leave of absence when a serious illness, pregnancy, or other natural cause prevents the participant from providing consecutive full-time teaching service. Participants must present official school documentation to OSRHE that a leave of absence was granted which meets the requirements of this rule. Official notification must be given within one year that the teacher has resumed the teaching duties or participant may be withdrawn from the "Inspired to Teach" program.

(f) Leaves of absence may not exceed more than one academic year. Leaves of absence will not be included for the purpose of calculating the required consecutive five (5) years of teaching service.

(g) A Reduction in Force will not disqualify a participant based on the consecutive five-year obligation if the following requirements are met:

(1) Participant must provide to OSRHE official documentation of the Reduction in Force; and

(2) Participant must resume teaching at an Oklahoma public school within eighteen (18) months after the Reduction in Force.

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

(a) Under the provisions of the "Inspired to Teach" program, OSRHE is authorized to make the employment incentive payments each year, up to five consecutive years for full-time teaching service, to Oklahoma public school districts for participants eligible pursuant to 610:25-41-8.

(b) An Employment Compliance Form must be submitted to OSRHE upon completion of each year of eligible teaching service. An authorized school official must complete the form.

(c) Each year, if all program requirements are satisfied, and contingent upon the availability of funds, OSRHE will issue disbursements of "Inspired to Teach" program benefits to school districts employing the qualifying participants for payment to participants.

(d) The total annual amount of employment incentive payments for any qualified participant shall not exceed Four Thousand Dollars (\$4,000).

(e) If OSRHE determines that any "Inspired to Teach" program disbursement was authorized based on misleading or incorrect information supplied by the participant, the participant must reimburse such payment to OSRHE.

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

(a) If insufficient funds are available for scholarship and/or employment incentive payments to qualified persons during any fiscal year, the Chancellor may make reductions in the payments made to those qualifying. [70 O.S. §698.1(F)].

(b) On or before June 30 of each year, the amount of employment incentive payments for all teachers eligible to receive payments for the upcoming school year will be determined. If in any given year funds are not available for employment incentive payments at the determined amount due to a reduction in employment incentive payments as determined by the Chancellor, the amount to be disbursed to all eligible participants will be reduced uniformly. Upon distribution of this reduced amount, the obligation of the "Inspired to Teach" program to those eligible teachers shall be satisfied for that academic year. The foregoing is true even if no funds are available for disbursement.

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

(a) Verification requirements which must be satisfied prior to disbursement of "Inspired to Teach" program benefits include:

(1) A copy of the participant's traditional teaching certificate from the Oklahoma State Department of Education submitted to OSRHE. Additionally, a new copy of the traditional teaching certificate must be submitted for all new subsequent certification competencies or credentials;

(2) A copy of the participant's official college or university transcript reflecting GPA, coursework, and graduation confirmation submitted to OSRHE; and

(3) An Employment Compliance Form submitted to OSRHE after each year of eligible teaching service. An authorized school district official must complete the form including the participant's signature. This form must be notarized prior to submission to OSRHE.

(b) The participant is responsible for ensuring that all documentation requested for verification requirements is provided within the time indicated.

(c) Until all mutual obligations of the Participation Agreement are satisfied, the participant must respond to all communications and requests from OSRHE within the time indicated.

(d) Until all mutual obligations of the Participation Agreement are satisfied, the participant must provide written notification to OSRHE of any change in legal name or address and of any change in status, which affects "Inspired to Teach" program eligibility.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #11:

**Oklahoma Future Teacher Scholarship and Employment Incentive Program
(Inspired to Teach.)**

SUBJECT: Appointment of Advisory Committee Members.

RECOMMENDATION:

It is recommended that the State Regents approve the recommended appointment of Advisory Committee Members for the Oklahoma Future Teacher Scholarship and Employment Incentive Program (“Inspired to Teach”).

BACKGROUND:

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

“Inspired to Teach” allows students who have graduated from an Oklahoma high school and who declare teacher education as a major in college to receive a scholarship over the duration of their matriculation as long as they maintain satisfactory academic progress (SAP), a 2.5 GPA and full-time enrollment. Participants can receive awards up to \$5,500, and if they remain and teach in an Oklahoma (Pre-K through 12th grade) public school for five consecutive years, they will receive a \$4,000 award each year of service up to five years - not to exceed a total of \$20,000. This program provides an effective, comprehensively prepared teacher for Oklahoma public school students.

POLICY ISSUES:

The legislation (70 O.S. § 698.1 (B)) mandates that State Regents’ teacher education staff establish an advisory committee comprised of educators, teacher education faculty, public school representatives, and a representative of the Oklahoma State Department of Education. The purpose of the committee is to provide recommendations and help to improve the effectiveness of the “Inspired to Teach” Program. This advisory committee will prepare and deliver a report on the “Inspired to Teach” Program to the Oklahoma State Legislature on or before July 1 each year.

ANALYSIS:

The “Inspired to Teach” Program came into effect July 1, 2022. With limited time (2 months), the State Regents’ teacher education staff was charged with program design, development and execution. In preparation for the implementation of the “Inspired to Teach” Program, multiple planning and development

meetings took place to ensure efficient, accurate and seamless operations of the program. After extensive preparation, the “Inspired to Teach” Program was implemented Fall 2022. Emergency rules were established to provide temporary guidance to OSRHE staff, institutions of higher education and prospective and enrolled students for successful program implementation. Currently, the agency is engaged in the permanent rulemaking process.

Institutions of Higher Education (IHE) with pre-education and teacher education students were encouraged to have students in those majors apply for the scholarship and incentive program. As of January 10, 2023, 1,666 students have enrolled in the “Inspired to Teach” Program and have received awards which total \$1.4 million. To date, 28 institutions have active participants in the program.

Recognizing the diversity of stakeholders in Oklahoma education and their expertise, the following nine individuals are recommended to serve on the Advisory Committee:

Committee Member	Title	Institution	Representation
Aiyana G. Henry, Ed.D.	Associate Dean / Associate Professor	University of Oklahoma (Jeannine Rainbolt College of Education)	Educator Preparation (Research IHE)
Amy Castro Braun, Ed.D.	Principal / Adjunct Professor	Sky Ranch Elementary (Moore Public Schools) / University of Central Oklahoma (College of Education and Professional Studies)	Public School (Urban)
Bryan Duke, Ph.D.	Interim Dean	University of Central Oklahoma (College of Education and Professional Studies)	Educator Preparation (Regional IHE)
Jo Lynn Love, M.Ed.	Teacher	Woodward High School	Public School
Lauren Pena, M.Ed.	Director of Instructional Technology	Bishop McGuinness Catholic High School	Private School
Ronald Lee Vick II, M.Ed.	Superintendent	Okemah Public Schools	Public School (Rural)
Shelbie Witte, Ph.D.	Senior Director of Teacher Education	Oklahoma State University (College of Education and Human Sciences)	Educator Preparation (Research IHE)
Susan Pinson, M.A.T.	Deputy Superintendent of Teacher Recruitment, Retention and Support / Executive Director of Professional Learning / Statewide Longitudinal Data System District Data and Professional Development Liaison	Oklahoma State Department of Education	State Department of Education
Vanessa Anton, Ph.D.	Dean	Northeastern State University College of Education	Educator Preparation (Regional IHE)

An Act

ENROLLED HOUSE
BILL NO. 3564

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

and

Pemberton and Stephens of
the Senate

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

SUBJECT: Teachers

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

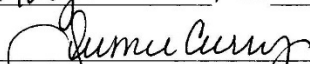
Passed the House of Representatives the 19th day of May, 2022.


Presiding Officer of the House
of Representatives

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


Presiding Officer of the Senate

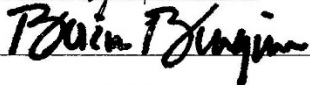
OFFICE OF THE GOVERNOR

Received by the Office of the Governor this 20th
day of May, 20 22, at 11:48 o'clock P. M.
By: 

Approved by the Governor of the State of Oklahoma this 26th
day of May, 20 22, at 11:28 o'clock A. M.


Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this 26th
day of May, 20 22, at 2:48 o'clock P. M.
By: 

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM 12:

Annual Reports.

SUBJECT: Oklahoma’s Promise. Presentation and acknowledgement of receipt of 2021-2022 Oklahoma’s Promise Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2021-2022 Oklahoma’s Promise Year-End Report.

BACKGROUND:

Oklahoma’s Promise was created in 1992. Students must enroll in the program in the 8th, 9th, 10th or 11th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for 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 9th or 10th grade. In 1999, the family income limit was increased to \$32,000 and the application period was expanded into the 8th grade. One year later, in 2000, the income limit was further increased to \$50,000. 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 further increase of the income limit to \$60,000 beginning in 2021-2022. In 2021, the Legislature acted to further expand the application period to the 11th grade, effective beginning in 2021-2022. The 2022 Legislature again modified the income limit by establishing three income eligibility levels based on the number of dependent children in the family.

- \$60,000 per year for parents who have one or two dependent children;
- \$70,000 per year for parents who have three or four dependent children; or
- \$80,000 per year for parents who have five or more dependent children.

These new income limit levels became effective beginning in the 2022-2023 school year.

From 2012-2013 to 2017-2018, Oklahoma’s Promise college students were subject to a second income limit of \$100,000 checked once at the time the student started college. Beginning in 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 2021-2022 Year-End Report is available as a supplement to the agenda item.

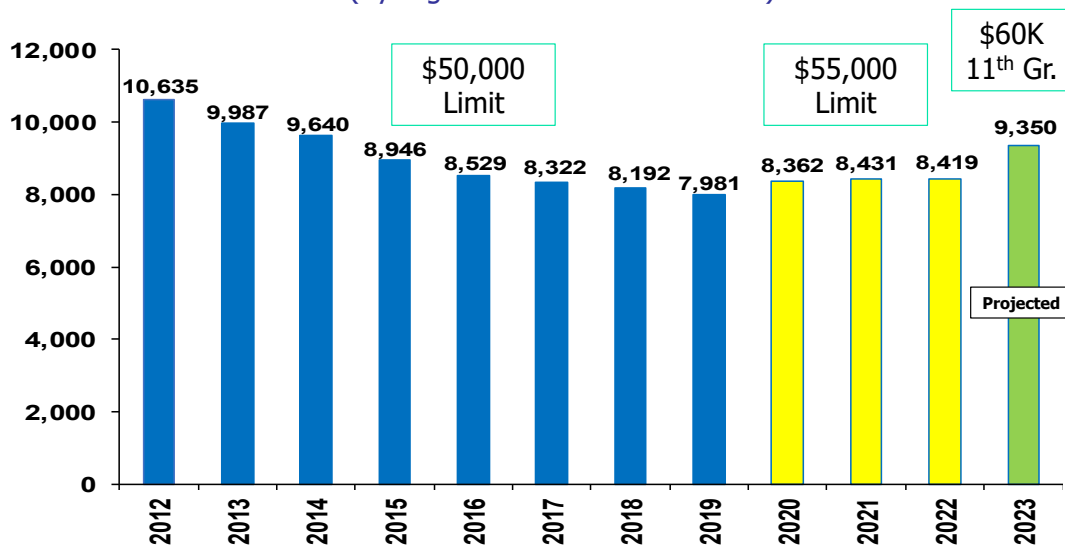
Enrollment

The number of students enrolling in Oklahoma’s Promise in high school declined steadily from 10,635 in 2012 to 7,981 in 2019. However, beginning with the 2020 high school graduating class, the first class with the higher \$55,000 application income limit, enrollment increased to 8,362, a gain of almost 400 students or nearly five percent. Enrollments were similar for the 2021 and 2022 classes. The class of 2023, the first at the increased \$60,000 limit and the first to be able to enroll in the 11th grade, is projected to increase by over 900 students or 11 percent to 9,350.



OKPromise High School Enrollment

(By High School Graduation Year)



As of 1/13/2023

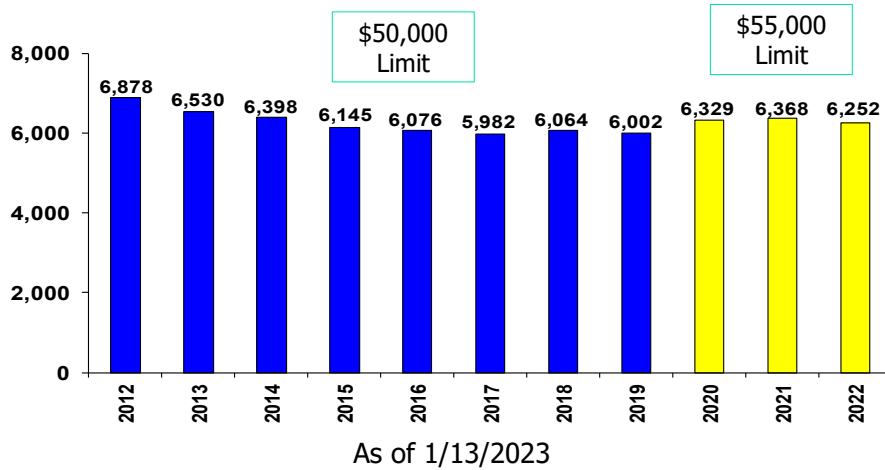
Number of Students Completing the Program’s High School Requirements

The number of students completing the requirements to be eligible for the scholarship in the 2022 high school graduating class totaled 6,252, down 116 or two percent from the 2021 class. The high school requirement completion rate dropped slightly from 75.5 percent to 74.3 percent.



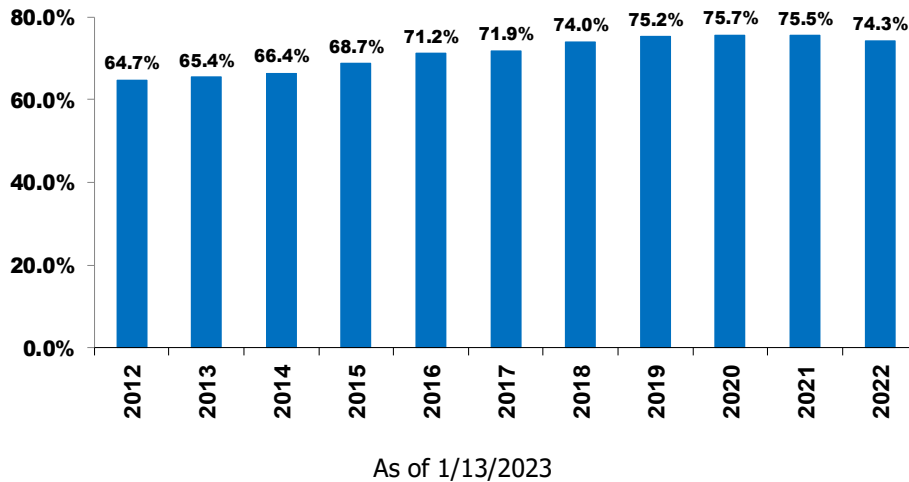
High School Students Completing OKPromise Requirements

(by Grad Year)



High School Requirement Completion Rates

(by grad year)



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 the performance of Oklahoma's Promise students on a variety of benchmarks.

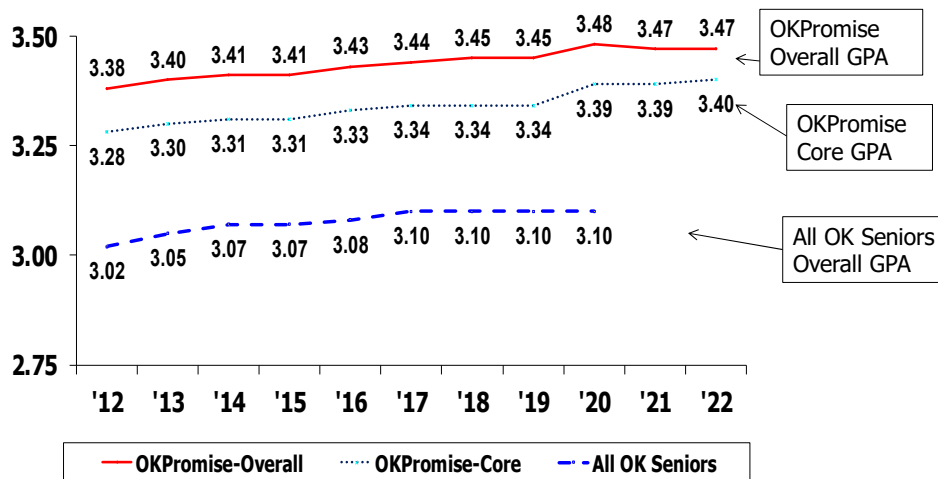
- Higher high school GPAs.
- Higher ACT composite scores.
- Higher college-going rates.
- Lower college remediation rates (see exceptions to this pattern in 2020 and 2021).
- Higher college freshmen GPA rates.
- Higher full-time college enrollment.
- Higher college persistence rates.
- Higher college degree completion rates.
- Higher employment rates in Oklahoma after college graduation.

High School GPA’s

Over the past decade, high school GPA’s have trended up for both Oklahoma’s Promise and non-Oklahoma’s Promise students. The overall GPA for Oklahoma’s Promise students averages close to a 3.5 compared to 3.1 for all Oklahoma high school seniors.



High School GPA

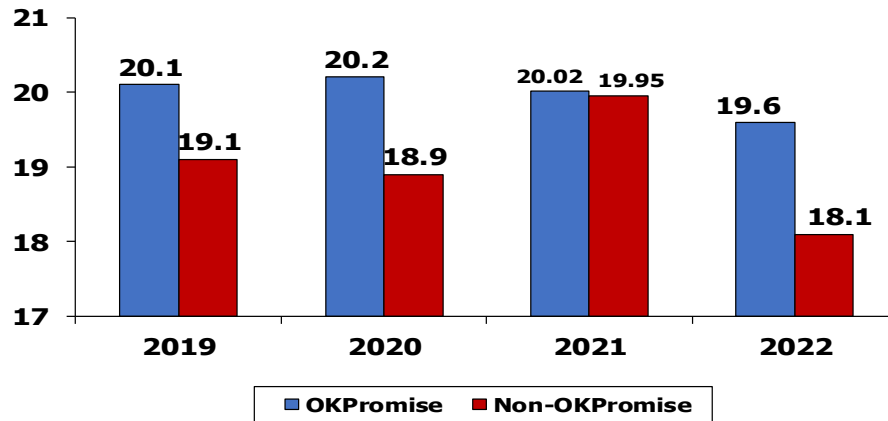


ACT Scores

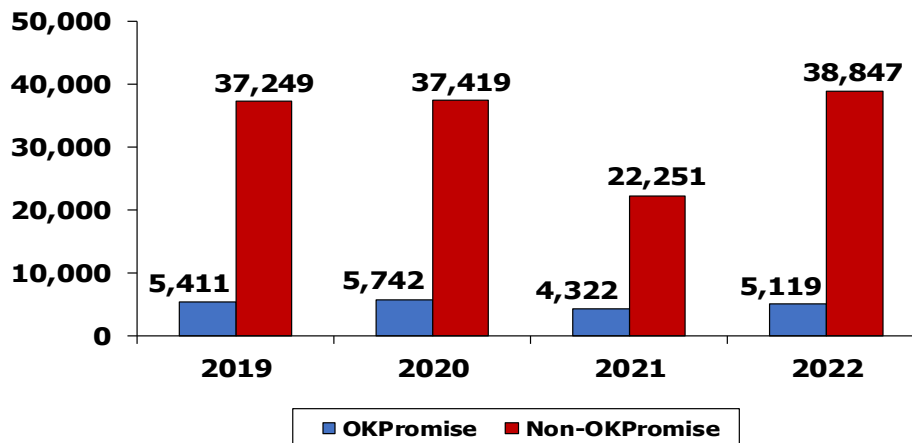
In the two years before 2021, Oklahoma's Promise students outscored non-Oklahoma's Promise students by about one point on the ACT test. The year 2021 was an anomaly. With no state-wide offering of the ACT test, the number of testers dropped by more than one-third (38 percent). The average score for non-Oklahoma's Promise students increased by a full point and the scores for the two groups were nearly identical. As the second chart below shows, in 2021 the number of non-Oklahoma's Promise testers declined by over 15,000 or 41 percent while the number of Oklahoma's Promise testers declined by about 1,400 or 25 percent. In 2022, the number of testers returned to pre-2021 levels. The 2022 average ACT scores for both groups decreased from the pre-2021 years and the gap between the Oklahoma's Promise students and non-Oklahoma's Promise students widened slightly.



ACT Scores, 2019-2022



ACT Testers, 2019-2022

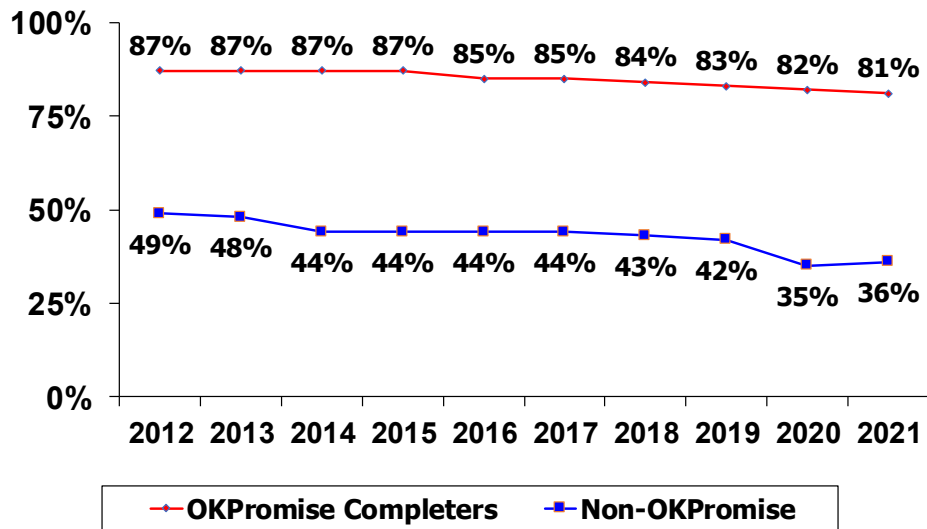


College-Going Rates

Over the past ten years, college-going rates for Oklahoma’s Promise students have dropped gradually from 87 percent to 81 percent. College-going rates for non-Oklahoma's Promise students have declined more precipitously, including a significant one-year drop of seven percent in 2020 as shown below. The decrease for non-Oklahoma's Promise 2020 high school graduates reflects a similar decline experienced nationally by students impacted by the COVID-19 pandemic.



College-Going Rates



College Remediation Rates

The percentage of both Oklahoma's Promise and non-Oklahoma's Promise students enrolled in zero-level remedial courses has dropped significantly in the past five years due to system-wide remediation reform efforts. Reform actions have included: improved assessment and placement policies; co-requisite course models and support services; and gateway college-level mathematics courses that align with specific degrees of study.

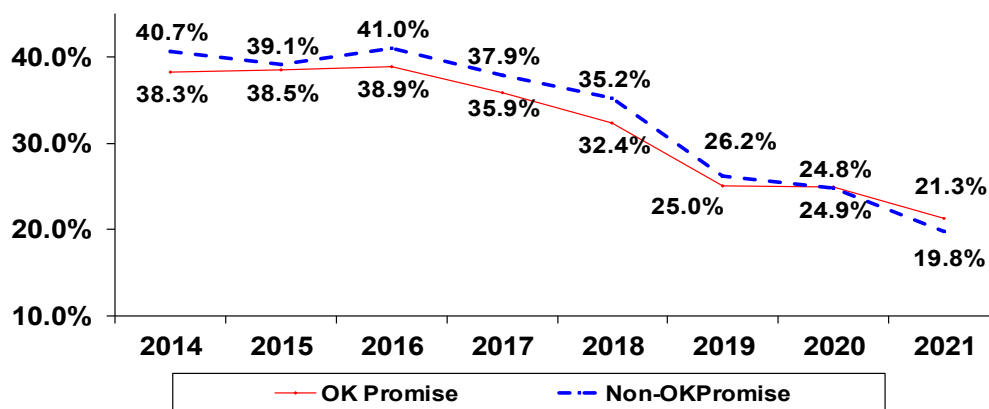
While remediation rates for Oklahoma's Promise students have generally been lower than non-Oklahoma's Promise students, the rates for both groups were nearly identical for 2020 high school graduates (2020-2021 college freshmen). For 2021-2022 first-time freshmen, the non-Oklahoma's Promise students actually had a lower remediation rate than the Oklahoma's Promise students. As the table further below shows, one reason may be the significant decline in non-Oklahoma's Promise freshmen attending college in the past two years. While the number of Oklahoma's Promise college freshmen from the high school graduating classes of 2019 – 2021 remained basically flat, the number of non-Oklahoma's Promise freshmen declined by over 2,200 or 17 percent. The decline in non-Oklahoma's Promise students may have been concentrated among students less prepared academically for college.

Many Oklahoma's Promise students come from lower socioeconomic status (SES) backgrounds. The average family income of Oklahoma's Promise scholarship recipients is about \$37,000. Research shows that students with low SES backgrounds experience considerably lower academic outcomes. As a point of comparison, Michigan found up to 40 percent of low SES students needing remediation while only 10% high SES students needed remediation. However, these data show that the Oklahoma's Promise program helps lower SES students reach the academic performance levels of higher SES students. A future comparison will include the remediation rates for Oklahoma low SES students that were not in the Oklahoma Promise program.



College Remediation Rates

(Students Enrolled in Zero-Level Remedial Courses)



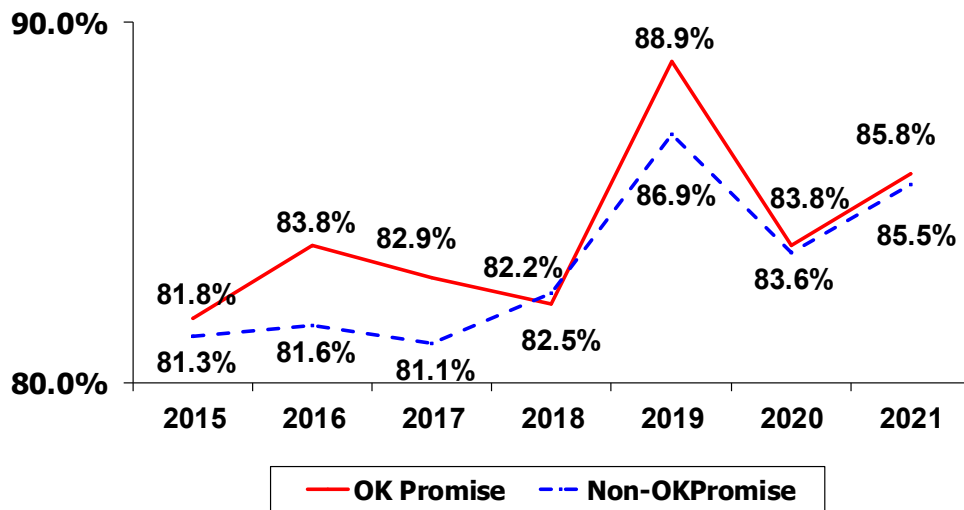
HS Grad Year	OKPromise HS Grads in Cohort	OKPromise Grads Remediation Rate		Non-OKP HS Grads in Cohort	Non-OKP Grads Remediation Rate	Difference between OKP & Non-OKP
2019	3,324	25.0%		13,247	26.2%	-1.2%
2020	3,479	24.9%		12,183	24.8%	+0.1%
2021	3,326	21.3%		11,017	19.8%	+1.5%

College Freshmen GPA

In most years, the percentage of Oklahoma's Promise college freshmen students with at least a 2.0 GPA has been slightly higher than comparable non-Oklahoma's Promise students. In 2021-2022, the percentages for both groups were nearly identical with Oklahoma's Promise recipients at 85.8 percent compared to 85.5 percent for non-Oklahoma's Promise students.



College Freshmen – GPA of at least 2.0



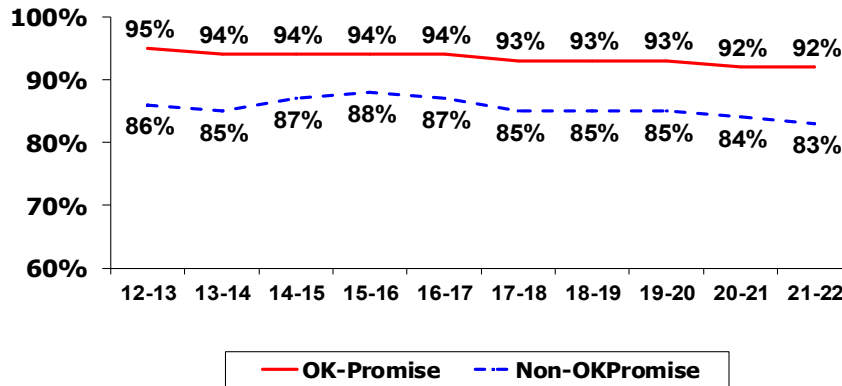
Percentages calculated based on students with GPA reported to UDS.

Full-Time College Enrollment

While the percentage has declined slightly over the past ten years, more than 90 percent of Oklahoma’s Promise students enroll in at least twelve semester credit hours during either the fall or spring semester. This rate is generally six to nine percentage points higher than non-Oklahoma’s Promise students.



Full-Time College Enrollment



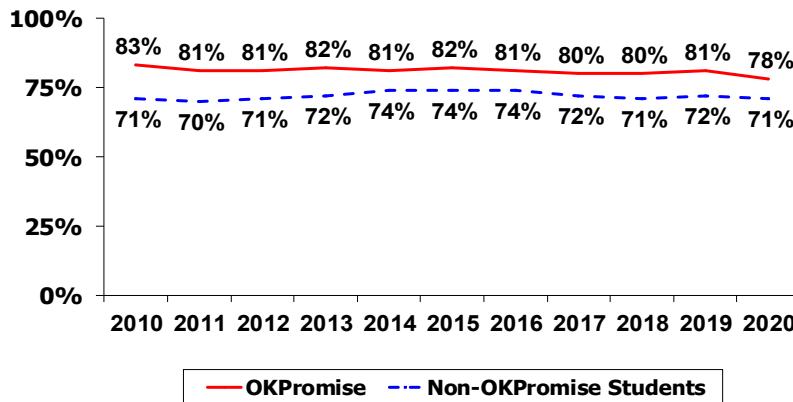
First-time entering students enrolled full-time in fall or spring semester

Freshman to Sophomore Persistence

The freshman-to-sophomore persistence rate for Oklahoma’s Promise students dropped an unusual three percentage points in 2021-2022. Over ten years, the gap between the two groups has declined from twelve percent to seven percent.



College Freshman to Sophomore Persistence Rates



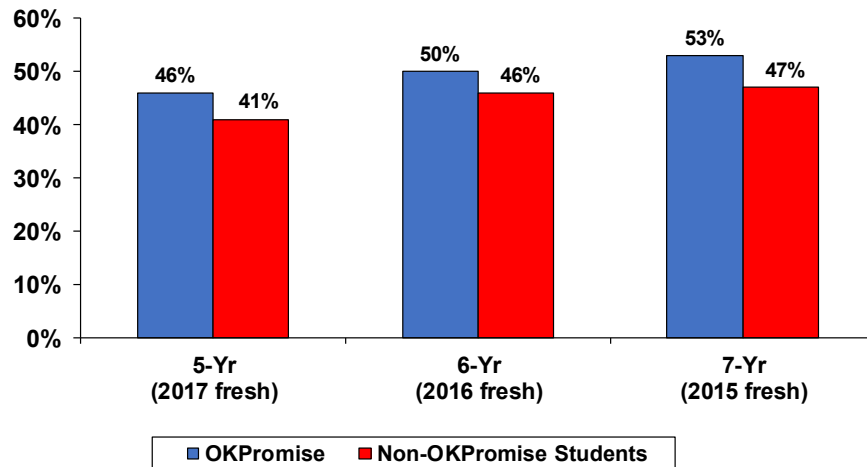
College Completion Rates

Oklahoma’s Promise students consistently complete college certificates and 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.



College Completion Rates

(First Certificate, Associate Degree or Bachelor Degree earned through 2021-22)



Degrees and Certificates Awarded in 2021-2022

The number of degrees and certificates earned by current and former Oklahoma’s Promise scholarship recipients in 2021-2022 totaled 4,500. Over 80 percent were either associate degrees or bachelor’s degrees followed by master’s degrees at 10 percent.

<u>Degrees/Certificates</u>	<u>2021-2022</u>	<u>% of Total</u>
Certificates	135	3%
Associate Degrees	1,453	32%
Bachelor’s Degrees	2,330	52%
Graduate Certificates	34	1%
Masters Degrees	450	10%
Doctorate Degrees	7	<1%
Professional Degrees	91	2%
Total	4,500	100%

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 tables below show that after one year, more than 90 percent of Oklahoma’s Promise graduates at all degree levels are employed in the state. The one-year rates exceed those of all Oklahoma resident graduates by +1.9 percent to +13.4 percent. After five years, Oklahoma’s Promise graduates continue to remain in Oklahoma at rates higher than all Oklahoma resident graduates.

Percent of Graduates Employed in Oklahoma One Year after Graduation

Degree Level	OK Promise Grads	All OK Resident Grads	% Difference
Associate Degree	92.6%	90.7%	+1.9%
Bachelor’s Degree	92.0%	89.9%	+2.1%
Master’s Degree	92.1%	87.6%	+4.5%
Doctorate Degree	91.7%	78.3%	+13.4%
Professional Degree	91.8%	87.9%	+3.9%

Percent of Graduates Employed in Oklahoma Five Years after Graduation

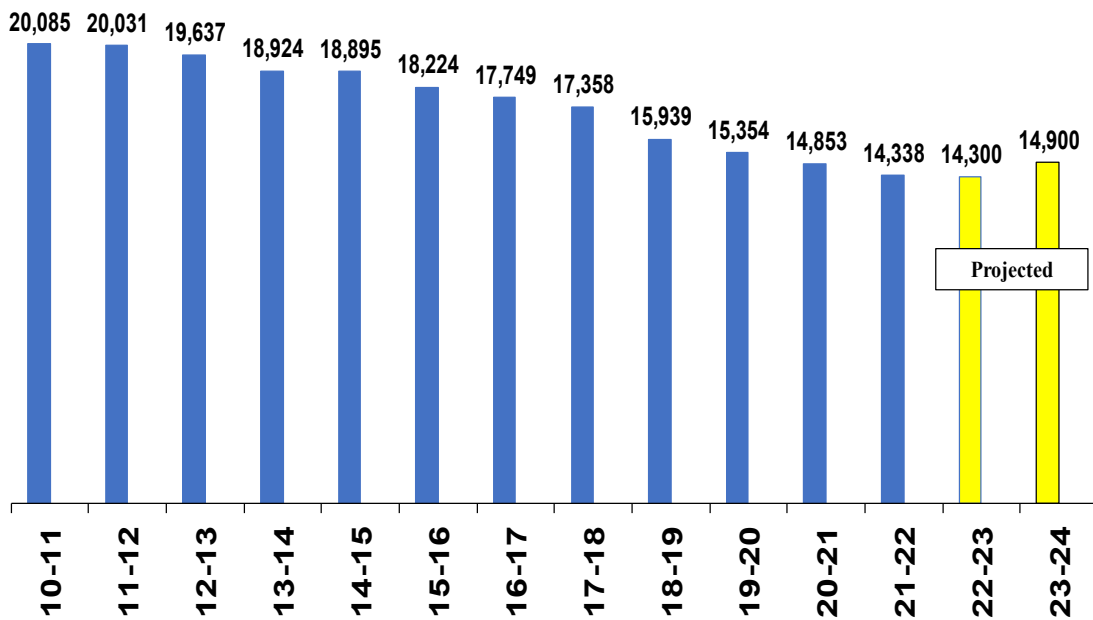
Degree Level	OK Promise Grads	All OK Resident Grads	% Difference
Associate Degree	92.6%	89.3%	+3.3%
Bachelor’s Degree	89.5%	87.0%	+2.5%
Master’s Degree	90.5%	85.7%	+4.8%
Doctorate Degree	90.9%	78.9%	+12.0%
Professional Degree	86.4%	85.8%	+0.6%

Number of Scholarship Recipients

After the number of scholarship recipients steadily declined for eleven consecutive years, the number is projected to begin increasing again in 2023-2024 due to the increased application income limits in 2017, 2021, and 2022 as well as the expansion of the application period into the 11th grade beginning in 2021.



Scholarship Recipients



As of 1/23/23

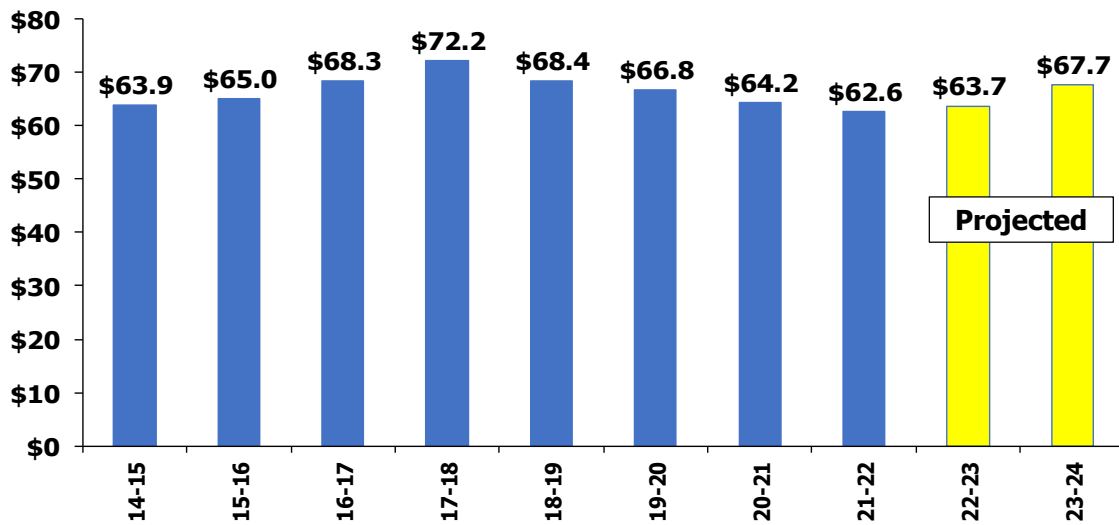
Scholarship Expenditures

For the fourth straight year, scholarship expenditures in 2021-2022 declined from the previous year. The cumulative reduction from 2017-2018 to 2021-2022 totaled \$9.6 million or 13 percent. Several factors contributed to the reduction: (1) the statutory change requiring the student's family income to be checked each year in college, (2) the statutory change prohibiting payment of the scholarship for noncredit remedial courses, (3) the overall decline in enrollment of high school students in the program, and (4) the increase in the number of colleges not raising tuition rates. Scholarship expenditures are projected to begin increasing gradually in future years as program enrollment rises.



Scholarship Expenditures

(In \$ millions, by academic year)



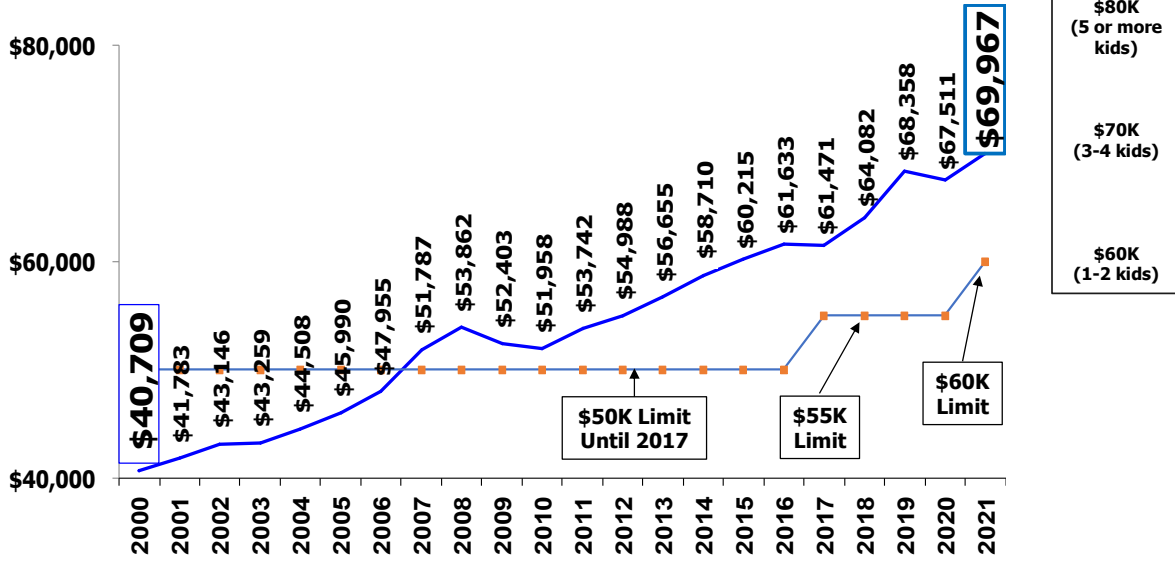
As of 9/19/2022

Oklahoma's Promise Family Income Limit Compared to Oklahoma Median Family Income

The chart below provides context for the recent increases in the program’s application family income limit. In 2000, the \$50,000 income limit was more than \$9,000 above the median family income. In 2021, the \$60,000 income limit was about \$10,000 below the median family income. Between 2000 and 2021 the median family income increased nearly 72 percent from \$40,709 to \$69,967, while the Oklahoma's Promise family income limit increased 20 percent from \$50,000 to \$60,000. Under the current three-level income limit structure, the \$70,000 limit for families with 3-4 dependent children is almost identical to the 2021 Oklahoma median family income.



Oklahoma Median Family Income (50th Percentile)



Source: US Census Bureau, 2000, 2010, 2020 Census, American Community Survey, 2001-2021

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #13:

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 \$2,203,010.13 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$2,203,010.13 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 \$4,406,020.26 This amount is sufficient for a transfer of \$2,203,010.13 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 \$104,513,534.28.

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

5-Year History of Allocations	Amount to Each Entity
FY 2019 Total	\$5,170,195.74
FY 2020 Total	\$5,455,784.70
FY 2021 Total	\$5,062,359.40
FY 2022 Total	\$5,357,330.35
FY 2023 Y-T-D	\$4,704,480.58

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #14:

EPSCoR.

SUBJECT: Approval of allocation for EPSCoR Coalition Dues.

RECOMMENDATION:

It is recommended that the State Regents ratify the payment of annual EPSCoR/IDeA Coalition dues in the amount of \$37,500 for the calendar year 2023.

BACKGROUND:

The Oklahoma EPSCoR and IDeA programs help build the research competitiveness of Oklahoma's universities through strategic support of research instruments and facilities, research collaborations, integrated education and research programs, and high-performance computer networks. Six federal agencies participate in EPSCoR Programs: the National Science Foundation, the National Institutes of Health, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. The Coalition of EPSCoR states includes 24 states and three territories.

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

The EPSCoR/IDeA Coalition serves as an advocate to Congress on behalf of the EPSCoR/IDeA states to secure federal research funding. The Coalition works with the EPSCoR/IDeA Foundation, congressional leadership and state jurisdictions to address the geographic imbalance of federal research dollars and to advocate, grow and evolve critical research opportunities. Their activities include congressional and public outreach on the need for broadly based research support. The work of the Coalition is evident in the growth of federal funding awarded to the participant states. The Coalition also works to defeat amendments, which would severely impact the EPSCoR programs.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #15:

Revenue Bonds.

SUBJECT: Review and approval for transmittal to Attorney General the University of Oklahoma Health Sciences Center's Statement of Essential Facts for a 2023A/B General Revenue Bonds.

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the University of Oklahoma Health Sciences Center, General Revenue Bonds, Series 2023A/B for an amount up to approximately \$50,000,000 and currently expected to consist of approximately \$35,000,000 (Tax-Exempt) and \$15,000,000 (Taxable), is substantially accurate.

BACKGROUND:

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

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2023 A/B bonds will be used (a) to construct, renovate, remodel, expand and equip a steam and chilled water plant on the University of Oklahoma Health Sciences campus in Oklahoma City, and (b) to pay the costs of issuance and any necessary bond insurance.

The bonds to be issued as fully registered bonds will be payable on January 1 each of the years 2023 through 2048, with interest payments commencing on July 1, 2023, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents of the University of Oklahoma. These bonds are being issued on parity with the following existing General Revenue bond issuances: 2008B, 2013A, 2017A, 2020A, and 2020B with the exception of the dedicated tobacco revenues pledges as additional security to only the 2008B and 2017A series.

The University has pledged, as security for the bonds the General Revenues consisting of any or all revenues of the University of Oklahoma Health Sciences Center derived from or attributable to any member of the financing system as defined in the bond resolution to include general revenue, but excluding appropriated tax revenue, and any restricted revenue. No reserve requirement will be established with respect to this

series of bonds. The pledged revenues as anticipated by the University's Board will provide sufficient revenue to pay principal of and interest on the Bonds.

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

A copy of the Preliminary Official Statement is available for review.

A listing of the project being funded by the bond proceeds:

- Series 2023A: Tax-Exempt Construction of a Steam and Chilled Water Plant
- Series 2023B: Taxable Construction of a Steam and Chilled Water Plant

Financial data was provided by the University of Oklahoma Health Sciences Center and reviewed by Mr. Michael Newman, Financial Consultant to the University of Oklahoma Health Sciences Center, Ken Rowe, Vice President for Administration and Finance, OUHSC and Terry Henson, Senior Associate Vice President for Administration and Finance, OUHSC, and internally reviewed by Mark Tygret, Vice Chancellor for Budget and Finance, OSRHE.

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AGENDA ITEM #16:

Contracts and Purchases.

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

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

OneNet

- 1) Dobson Technologies in the amount of \$235,000.00 to extend optical infrastructure for the University of Central Oklahoma located in Edmond to provide fault tolerance. Costs will be recovered through OneNet user fees. (Funded by 718 OneNet).

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AGENDA ITEM #17:

Policy.

SUBJECT: Approval of investment policy revisions.

RECOMMENDATION:

It is recommended that the State Regents approve the revisions to the investment policy.

BACKGROUND:

The investment policy outlines the responsibility of the State Regents to determine a recommended asset allocation policy and approval of investment managers. Our investment consultant, Pavilion/Mercer, has recommended that the investment policy be reviewed at least annually, and have proposed the following changes to help ensure our investment policy is current allowing for any necessary adjustments to the market environment and to meet long-term policy objectives.

POLICY ISSUES:

This item is consistent with Regents' practice on adoption of policy revisions.

ANALYSIS:

Policy Recommendations:

The following changes in the investment policy are recommended to update the responsibilities of the Chancellor and Staff to sell assets at the recommendation of the Consultant, permissible asset classes and their corresponding comparative indices in Table A, to update the allowable allocation and allowable ranges with the target asset policy in Table B, and to make minor Scrivener's updates throughout the policy.

The policy edits are included for review and are recommended to be approved.

**4.1 STATEMENT OF INVESTMENT POLICY FOR THE FUNDS
ADMINISTERED BY THE OKLAHOMA STATE REGENTS FOR
HIGHER EDUCATION**

4.1.1 Statement of Purpose

The intent of this statement is to design an investment environment with specific parameters that reflects the philosophy of the Regents, thereby providing the Investment Committee, administration, and the Consultant with clearly defined policies and objectives. Although these policies and objectives are intended to govern the investment activity, they are designed to be sufficiently flexible to be practical.

- A. Define the investment policies, guidelines and objectives of the Endowment Fund (the “Endowment.”)
- B. Create a framework from which the Investment Committee can evaluate performance, explore new opportunities and make recommendations to the Oklahoma State Regents for Higher Education (the “Regents.”)
- C. Provide guidance for, expectations of, and limitations on all parties bearing responsibilities related to the Endowment Fund of the Oklahoma State Regents for Higher Education.

4.1.2 Roles and Responsibilities

A. Board of Regents

The Regents, ultimately, are responsible as fiduciaries for managing the Endowment (70 O.S. 2001, §3951.) Therefore, the Regents’ specific responsibilities are as follows:

- 1. Set overall policies for the investment of the Endowment and approve a written Investment Policy Statement;
- 2. Establish the spending rate;
- 3. Establish the real return need and delegate the performance oversight to the Investment Committee; and
- 4. Oversee activities of the Investment Committee as they relate to the investment of the Endowment.

B. Investment Committee

The Investment Committee’s responsibilities are as follows:

- 1. Review and recommend to the Regents an appropriate Investment Policy.
- 2. Ensure that the Investment Policy is being implemented.
- 3. Recommend to the Board appropriate Investment Policy guidelines, to include:
 - a) The spending rate and calculation thereof.

- b) The Endowment's real return need (i.e. sum of spending rate, management costs and desired growth rate, if any.)
 - c) New guidelines as appropriate.
4. Establish appropriate implementation guidelines, to include:
 - a) The time horizon for the portfolio.
 - b) The acceptable asset classes for investment (e.g. U.S. large-cap stocks, U.S. small-cap stocks, emerging markets stocks, etc.)
 - c) The allocation of assets among the available asset classes (e.g. 15% to U.S. large-cap stocks, 10% to U.S. small-cap stocks, etc.)
 5. Recommend and evaluate the Investment Consultant.
 6. Establish investment practices, including:
 - a) Determine the portfolio's rebalancing rules.
 7. Monitor, review and evaluate investment results in the context of predetermined performance standards.
 8. Monitor the performance of the individual fund managers, recommend manager changes to the Regents as appropriate.
 9. Ensure that adequate and appropriate research is being conducted concerning the future performance of the portfolio and its investments.
 10. Confer at least quarterly to review the performance of the portfolio and the managers, interface with the administration and Consultant to address current issues, and develop recommendations for policy changes to be reviewed and presented for adoption to the Regents.
 11. Report regularly on the status of the Endowment to the Regents.

C. Chancellor and Staff

The responsibilities of the Chancellor and staff are as follows:

1. Implement the decisions approved by the Regents.
2. Invest new gifts made to the Endowment according to established guidelines.
3. Sell assets as needed to fund the spending allowance or as recommended by the Consultant.
4. Rebalance the portfolio as directed by the Investment Policy.
5. Serve as the primary communication link with the

Investment Committee and Investment Consultant.

D. Consultant.

The consultant's responsibilities are as follows:

1. Assist in the development and implementation of investment policies, objectives and guidelines.
2. Prepare an asset allocation analysis and recommend an asset allocation strategy with respect to the Endowment's objectives.
3. Review investment managers – including search, selection and recommendation.
4. Prepare and present performance evaluation reports in accordance with CFA Institute standards.
5. Attend Investment Committee meetings to present evaluation reports on a quarterly basis. Attend other meetings on an "as needed" basis.
6. Review contracts and fees for both current and proposed investment managers.
7. Review and recommend special investment strategies that complement existing asset classes or strategies to be considered.
8. Notify the Investment Committee and staff of any changes in personnel or ownership of the consulting firm.
9. Notify the staff and Investment Committee immediately of any litigation or violation of securities regulations in which any Investment Manager utilized by the Endowment is involved.
10. Notify staff and Investment Committee of any significant changes in portfolio managers, personnel or ownership of any investment management firm, which is utilized by the Endowment.
11. Adhere to all regulatory agency guidelines.

E. Investment Managers

The investment managers' responsibilities are as follows:

1. Invest assets under their management
2. Exercise discretionary authority over the assets entrusted to them.
3. Provide written documentation of portfolio activity, portfolio valuations, performance data, and portfolio characteristics on a quarterly basis in addition to other information as requested by the Investment Committee or Investment Consultant.

4. Vote proxies vigorously in the best interest of the Endowment, where possible.

F. Custodian

The custodian's responsibilities are as follows:

1. Provide timely reports detailing investment holdings and account transactions monthly and an annual report summarizing the following to be submitted to the administration within 21 days following each fiscal year end.
2. The reports will include the following:
 - a) Statement of all securities and other assets on hand.
 - b) Statement of all property received representing contributions to the accounts.
 - c) Statement of all sales, redemptions, and principal payments.
 - d) Statement of all distributions from the account.
 - e) Statement of all expenses paid.
 - f) Statement of all purchases.
 - g) Statement of all income.
3. Establish and maintain an account(s) for each Investment Manager of the Endowment.
4. Provide all normal custodial functions including security safekeeping, collection of income, settlement of trades, collection of proceeds of maturing securities, daily investment of uninvested cash, etc.
5. Prepare additional accounting reports as requested by the Administration or Investment Consultant.

4.1.3 Investment Policies and Objectives

- A. General Investment Philosophy – Providing for future spending needs while meeting current spending needs is the objective of the funds administered by the Oklahoma State Regents for Higher Education.
 1. Time Horizon: The Endowment has an infinite life.
 2. Return: The long-term minimum need of the Endowment is to achieve a total return averaging at least the spending rate of approximately 4.5%, plus inflation, fees, and costs. Returns experienced in excess of the need provide for the long-term growth of the Endowment.
 3. Risk: The overall level of risk in the investment portfolio will be primarily mitigated by attention to asset

allocation. The focus is on overall portfolio risk, not risk related to specific asset classes.

4. Taxes: The Endowment is owned by a tax-exempt organization.

B. Return Measurement Objectives.

The investment objectives of the Endowment are based upon a long-term investment horizon allowing interim fluctuations to be viewed in an appropriate perspective. While there cannot be complete assurance that the defined objectives will be realized, it is believed that the likelihood of their realization is enhanced by the Investment Policy Statement of the Endowment.

Over time, the Endowment will aim to achieve the return goal while maintaining acceptable risk levels. To accomplish this goal, the Endowment will diversify its assets among several asset classes. The table included as part of this statement provides permissible asset classes and appropriate index measures of these classes. Active managers will be expected to provide returns greater than or equal to their appropriate benchmark while utilizing acceptable risk levels.

All return objectives described are understood to be net of (after) investment expense. To evaluate the progress of the portfolio, the Investment Committee will review performance at least quarterly. It is not anticipated that the goals defined below will be satisfied in every single quarter or year. It is, however, expected that performance goals will be met over a full market cycle, normally defined as a three- to five-year period. Analysis of performance should always be within the context of the prevailing investment environment and the manager's particular investment style. The investment performance of the Fund will be evaluated relative to the following standards:

1. Investment portfolio assets should return, over a full market cycle (expected to be 3 to 5 years,) an annualized nominal rate of return greater than or equal to the long-term return objective plus the rate of inflation, net after all fees and costs.
2. Investment portfolio assets should return, over rolling sixty-month periods, a nominal rate of return greater than or equal to a composite index created by combining various indices in the same proportion as the Endowment's policy allocation.
3. Each investment manager should return, over rolling sixty-month periods, a nominal rate of return greater than or equal to the appropriate market index for that asset class, with not more than commensurate risk.

TABLE A

**PERMISSABLE ASSET CLASSES AND
COMPARATIVE INDICES
FOR INVESTMENT MANAGERS**

ASSET CLASS	COMPARATIVE INDEX
GROWTH ASSETS: Domestic Equity U.S. All Cap Stocks U.S. Large Stocks U.S. Large Cap Quality Stocks U.S. Large Cap Growth Stocks U.S. Large Cap Value Stocks U.S. Mid Cap Stocks U.S. Small Cap Stocks International Equity Int'l Large Stocks Int'l Small Stocks Emerging Mkt Stocks Global Equity Private Equity ¹ Opportunistic Fixed Income	Dow Jones US Total Stock Market Index Dow Jones US Total Stock Market Index S&P 500 NASDAQ US Dividend Achievers Index Russell 1000 Growth Index Russell 1000 Value Index Russell Mid Cap Index Russell 2000 Index MSCI ACWI ex US Index MSCI EAFE Index MSCI EAFE Small Cap Index MSCI Emerging Markets Index MSCI ACWI Index Burgiss Global Private Equity Index 50% Bank of America Merrill Lynch High Yield Master Index / 50% Credit Suisse Leveraged Loans Index
RISK REDUCTION ASSETS: Domestic Fixed Income Int'l Fixed Income Cash Equivalents Hedge Funds ²	Bloomberg Barclays US Aggregate Index FTSE World Government Bond Index U.S. Treasury Bills HFRI Fund of Funds Composite Index
INFLATION PROTECTED ASSETS: <u>Inflation Protected Fixed Income</u> Public Natural Resources Global Listed Infrastructure REITs Private Real Estate Private Natural Resources	<u>Bloomberg US TIPS Index</u> S&P North America Natural Resources Index Custom Infrastructure Index S&P Global Property Index NCREIF Open End Diversified Core Index Mercer Illiquid Natural Resources Index

¹ Private equity managers will additionally be monitored against a cost of capital benchmark, the Dow Jones US Total Stock Market Index +5.3%.

² Hedge fund managers will also be monitored against a cost of capital benchmark, T-Bills + 4%.

C. Volatility and Risk

Risk is defined as the probability of failing to meet the Endowment’s objectives over the time horizon. Therefore, in order to minimize the probability of failure, thereby minimizing risk, the following variables should be considered in all aspects of the decision-making process with regards to the Endowment’s investable assets:

1. Probability of missing the goal return
2. Inflation
3. Asset/Style Allocation

D. Spending Policy

The purpose of the Endowment Fund is to provide in perpetuity. The Investment Committee shall recommend to the Regents the distribution at the end of each fiscal year. The distribution will not necessarily be equivalent to actual earnings during the year, but to maintain a distribution rate from year to year that, as a goal, will approximate four and one-half percent of the asset values based on an average of the past three years for the endowment trust fund.

E. Asset Allocation

The single most important decision that affects the Endowment is the asset allocation decision. Investment research has determined that a significant portion of an Endowment's investment behavior can be attributed to (1) the asset classes/styles employed by the Endowment, and (2) the weighting of each asset class/style. Given its importance, the policy asset allocation should be reviewed periodically and revised as necessary.

The target asset allocation is based on a comprehensive allocation study completed by the Investment Consultant. The target asset allocation of the Endowment is designed to give balance to the overall structure of the Endowment's investment program over a long-term horizon. Asset allocation decisions will not be based on market timing. However, some factors may impact the policy allocation, thereby requiring an asset allocation review and possible rebalancing. Some of these factors include a change in the assessment of the intermediate or long-term outlook for different types of asset classes and styles or divergence in the performance of the different asset classes and styles. The following table outlines the target asset allocation policy for the Endowment.

TABLE B

TARGET POLICY ASSET ALLOCATION AND ALLOWABLE RANGES			
<u>Asset Class</u>	<u>Target Allocation</u>	<u>Minimum Allocation</u>	<u>Maximum Allocation</u>
<u>GROWTH ASSETS:</u>			
<u>Domestic Equity</u>	<u>28</u> 22	<u>12</u>	<u>45</u>
<u>International Equity</u>	<u>13</u> 12	<u>5</u>	<u>25</u>
<u>Global Equity</u>	<u>5</u> 10	<u>0</u>	<u>10</u>
<u>Opportunistic Fixed Income</u>	<u>6</u> 8	<u>0</u>	<u>10</u>
<u>Private Equity</u>	<u>20</u>	<u>0</u>	<u>25</u> 20
<u>Total, Growth Assets</u>	<u>72</u>	<u>20</u>	<u>85</u>
<u>RISK REDUCTION ASSETS:</u>			
<u>Domestic/Fixed Income</u>	<u>8</u> 6	<u>5</u>	<u>30</u>
<u>International Fixed Income</u>	<u>0</u>	<u>0</u>	<u>10</u>
<u>Absolute Return (Hedge Funds)</u>	<u>10</u> 12	<u>0</u>	<u>20</u> 25
<u>Cash</u>	<u>2</u>	<u>0</u>	<u>15</u>
<u>Total, Risk Reduction Assets</u>	<u>20</u>	<u>5</u>	<u>60</u>
<u>INFLATION PROTECTED ASSETS:</u>			
<u>Inflation Protected Fixed Income</u>	<u>0</u>	<u>0</u>	<u>10</u>
<u>Real Assets</u>	<u>8</u>	<u>0</u>	<u>15</u>
<u>Total, Inflation Protected Assets</u>	<u>8</u>	<u>0</u>	<u>25</u>
<u>TOTAL:</u>	<u>100</u>		

F. Portfolio Rebalancing

Since asset allocation is the most critical component of the Endowment's return, the portfolio will be rebalanced at least annually. In addition, the Endowment will be rebalanced in the event any asset class allocation differs from policy by more than 20% of the target weight, but with a 2% minimum deviation threshold (before rebalancing is required.)

Alternative asset classes may require a longer period of time to achieve target allocation due to their illiquid structure. Please refer to the table above for allowable target asset allocation ranges.

Approved March 12, 1992. Revised June 29, 1994, May 30, 1997, May 25, 2001, April 3, 2003, April 27, 2006, February 8, 2007, September 13, 2007, October 18, 2017, December 4, 2019, December 2, 2020, and February 9, 2023.

4.14 Other Funds and Programs Administered by the Oklahoma State Regents

A. William P. Willis Scholarship Program

1. Oklahoma Statute 70 Section 2291 requires that the State Regents, in their role as Board of Trustees for the William P. Willis Scholarship Fund, "invest the trust capital in a reasonable and prudent manner which, consistent with any long-term investment needs, will produce the greatest trust income over the term of the investment while preserving the trust capital."
2. Given that the principal of the fund is not to be expended, the fund can tolerate the volatility of investments other than fixed income. The principal of the fund, defined as the total legislative appropriations, may be treated as quasi-endowment funds and invested in up to sixty percent (60%) equity and equity-like investments. The remainder of the principal should be held in fixed income investments and cash.
3. All earnings generated through the investment of these funds will be credited to the William P. Willis Scholarship Fund.

B. Oklahoma Tuition Aid Grant Funds

1. Funds appropriated to the Oklahoma Tuition Aid Grant Program (OTAG) by the Oklahoma legislature are eligible for investment at the discretion of the Oklahoma State Regents. These funds cannot tolerate volatility since the full appropriation is expended each year.
2. Therefore, investment of these funds is restricted to investment grade fixed income securities. Securities should be fully collateralized or backed by the full faith and credit of the federal government, a federal agency, or the state of Oklahoma.
3. Fixed income investment maturities should coincide with scheduled OTAG distributions. That is, since the cash flows of the program are known, the maturity date of individual investments should be set to the time of the expected cash distribution rather than purchasing a security with a significantly

longer maturity with the expectation of realizing a capital gain at the time of sale.

4. All earnings generated through the investment of these funds will be credited to the Oklahoma Tuition Aid Grant Fund.

C. Oklahoma State Regents' Retirement Funds

1. To fund the liability associated with the supplemental retirement plan, the State Regents must hold a pool of funds equal to the actuarial value of the retirement liability. The year-to-year cash need of the fund will vary depending on the number of retirees and is projected to extend to approximately the year 2025 ~~2021~~.
2. The long-time horizon of these funds permits exposure to volatility associated with equity investments. As a general rule, equity and equity-like investments should comprise no more than fifty percent (50%) of the portfolio. The balance of the fund may be invested in a variety of fixed income investments.
3. Alternately, the State Regents will purchase annuities to fund all or part of this obligation.

D. Investment of All Other Funds

All other funds eligible for investment by the State Regents shall be restricted to fixed income investments. Only by a direct action of the State Regents may staff be authorized to invest funds for which an investment policy does not exist in any vehicle other than investment grade fixed income securities.

4.1.5 Investment Risk

- A. In addition to considering the asset allocation between fixed income and equity investments, careful attention shall be given to analyzing the risk attributes of all securities purchased. Normally, funds other than endowments shall not be invested in equities. Any funds invested in equities must be able to tolerate the volatility, or market risk, associated with the stock market. As a general rule, funds, which cannot be invested for more than five years, should not have equity exposure.
- B. Fixed income investments should be examined on the basis of liquidity, maturity, duration, quality, and yield. Fixed income investment portfolios should be diversified on the basis of these characteristics. For investments other than those made in endowment and quasi-endowment funds, maturities should coincide with cash need. That is, when the cash flows of a program are known, the maturity date of an individual investment should be set to the time of the expected cash distribution rather than purchasing a security with a significantly longer maturity with the expectation of realizing a capital gain at the time of sale.
- C. Special care shall be exercised before purchasing derivative or non-traditional securities. For example, the volatility associated with certain mortgage-backed securities, even though backed by the federal government, would not be suitable for most non-endowment funds.

Approved March 12, 1992. Revised June 29, 1994, May 30, 1997, April 7, 2000 and February 9, 2023.

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AGENDA ITEM #18:

Investments.

SUBJECT: Approval of Investment Managers.

This item will be available at the meeting.

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AGENDA ITEM #19:

Strategic Plan.

SUBJECT: Approval of State Regents' Strategic Plan – *Blueprint 2030: Innovating and Elevating Oklahoma Higher Education for Tomorrow's Workforce.*

This item will be available at the meeting.

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AGENDA ITEM #20:

Commendations.

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

RECOMMENDATION:

It is recommended that the State Regents commend staff for state and national recognitions.

RECOGNITIONS:

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

- **Dr. Rachel Bates**, assistant vice chancellor for educational partnerships presented “Building Math Readiness into Early College Programs” at the *Annual Virtual Hawai'i Early College Convening*; held a virtual national webinar as part of her National Alliance of Concurrent Enrollment Partnerships (NACEP) Leadership Class capstone project (November, 2022). The webinar was titled “The Mathematics Disconnect: Misalignment in Course Offerings and Student Aspirations”. This professional presentation included panelists Kathleen Almy (CEO, Almy Education) and Dr. Brandon Protas (Complete College America).
- **Dr. Melissa Brevetti**, coordinator for teacher education programs, was presented to the Oklahoma State Regents for Higher Education's Council on Student Affairs (COSA) after fulfilling training and certification from the National Association of Free & Charitable Clinics with International Project Hope about mental health supports. Her presentation, entitled “Mental Health and Resilience” included research and insights about resiliency, as well as mental health resources from training director Dr. Nancy Miller, was held at the University of Oklahoma Health Science Center (OUHSC); authored the article “3 Innovative Insights on Keeping Teachers Engaged and Valued” with *eSchool News*; honored by the Global Science Press as a Special Guest Reviewer in the *Innovative Teaching and Learning Journal*. Dr. Brevetti also served as reviewer for the *Oklahoma Women in Higher Education's* 2023 Fall Conference called “Creative Leadership: Together We Can!” at the University of Central Oklahoma (UCO.)
- **Sara Lorenzen**, outreach specialist III with OCAP's Oklahoma Money Matters initiative, recently spoke at the Coalition of Higher Education Assistance Organization's (COHEAO) national conference. Sara worked with experts across the country on sharing successful ways to implement financial education programs in higher education institutions.
- **Dr. Goldie Thompson**, assistant vice chancellor for teacher preparation and special programs **Dr. Melissa Brevetti**, coordinator for teacher education programs, presented “Inspired to Teach: A Roadmap for Oklahoma Teacher Education” at the 55th *Annual Conference of the Oklahoma*

Association of Community College at Oklahoma City Community College (OCCC). In this presentation, Dr. Thompson and Dr. Brevetti gave insight to the mission and programs of the Oklahoma Teacher Connection (OTC). Programs include the new Oklahoma Future Teacher Scholarship and Employment Incentive Program (“Inspired to Teach”), OTC pre-collegiate programs and collegiate programs, state professional development conferences, and teacher education partnerships and policy.

- **Jess Tucker**, coordinator of teacher education scholarships and incentive programs, and **Dr. Melissa Brevetti**, coordinator for teacher education programs, presented “Oklahoma Teacher Education: What’s Next?” at the *Annual Conference of the Oklahoma Association of Colleges for Teacher Education (OACTE)* and the *Oklahoma Office of Educational Quality and Accountability*, at the University of Oklahoma (OU)- Norman, OK. This professional presentation included data and vision on how to continue innovating and sharing our work in educator preparation programs.
- **Sonja Wall**, OneNet senior director of operations, was selected to serve as Oklahoma’s program volunteer for the AARP Senior Planet Fellow's Program: Empowering People to Navigate in a Digital Age. Oklahoma and Alabama are the first two states that were chosen to implement this program. The program's purpose is to ensure that best-of-class and locally relevant technology-themed programming is provided to diverse audiences of older adults aged 60+. Wall was selected for a six-month term and will receive training and technical assistance from the Older Adults Technology Services Division of AARP. Once training is completed, Wall will survey local needs, plan trainings and programs, lead trainings in collaboration with select AARP State Offices and/or community sites, and assist local nonprofit partners using OATS’ flagship Senior Planet curricula.

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AGENDA ITEM #21-a (1):

Programs.

SUBJECT: Program Modifications. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU)

- 9 degree program requirement changes
- 1 degree program name change
- 1 degree program option addition

University of Oklahoma (OU)

- 8 degree program requirement changes
- 4 degree program option name changes

Northeastern State University (NSU)

- 13 degree program requirement changes
- 1 degree program option deletion
- 1 degree program designation change

Southeastern Oklahoma State University (SEOSU)

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

Oklahoma State University – Oklahoma City (OSU-OKC)

- 1 degree program requirement change
- 1 degree program name change

Tulsa Community College (TCC)

- 7 degree program requirement changes
- 1 degree program option name change

POLICY ISSUES:

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

OSU – Bachelor of Science in Applied Exercise Science (514)

Degree program requirement changes

- For the Pre-professional option:
 - Remove HHP 3223 from Major Requirements.
 - Change NSCI 2114 to NSCI 2013.
 - Change Major Requirement credit hours from 68 to 64.
 - Change Major Electives credit hours from 7 to 11.
 - Total credit hours for the option will not change.
- For the Strength and Conditioning option:
 - Change NSCI 2114 to NSCI 2013.
 - Move HHP 2802, HHP 3223, HHP 3333, HHP 3553, and HHP 4773 from Major Requirements to Major Electives.
 - Change College/Departmental Requirement credit hours from 20 to 19.
 - Change Major Requirements credit hours from 42 to 28.
 - Change Major Electives credit hours from 18 to 33.
 - Total credit hours for the option will not change.
- For the Sport and Coaching Science option:
 - Change graduation GPA requirement from 2.75 to 2.00.
 - Change NSCI 2114 to NSCI 2013.
 - Remove HHP 2712 and HHP 3223 from Major Requirements.
 - Add HHP 4013 to Major Requirements.
 - Change College/Departmental Requirements credit hours from 16 to 15.
 - Change Major Requirements credit hours from 39 to 37.
 - Change Major Electives credit hours from 26 to 28.
 - Total credit hours for the option will change from 121 to 120.
- The proposed changes will eliminate redundancy and align the program with professional standards.
- No new courses will be developed and no courses will be deleted.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Human Sciences in Design, Housing and Merchandising (050)

Degree program name change

- Change degree program name to Design and Merchandising.
- The proposed change will better reflect the program content.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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

Degree program requirement changes

- Change NSCI 2114 to NSCI 2013.
- Change Major Requirement credit hours from 48 to 46.
- The proposed changes will eliminate redundancy and align the program with professional standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 122.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Nutritional Sciences (097)

Degree program requirement changes

- Change NSCI 2114 to NSCI 2013.
- Add NSCI 2011 to Major Requirements.
- The proposed changes will better align the program with university standards.
- Two new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Public Health (116)

Degree program requirement changes

- Change NSCI 2114 to NSCI 2013.
- For the Community Health option:
 - Change College/Departmental Requirement credit hours from 16 to 15.
 - Change Major Requirement credit hours from 64 to 65.
 - Change Elective credit hours from 16 to 17.
- For the Exercise and Health option:
 - Change College/Departmental Requirement credit hours from 16 to 15.
 - Change Major Requirement credit hours from 64 to 65.
 - Change Elective credit hours from 11 to 12.
- The proposed changes will better align the program with university standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Nursing: RN to BSN (515)

Degree program requirement changes

- Change NSCI 2114 to NSCI 2013.
- Change Natural Science credit hours in General Education Requirements from 8 to 7.
- Change Additional General Education credit hours in General Education Requirements from 8 to 9.
- The proposed changes will better align the program with university standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Business Administration in Management (449)

Degree program option addition

- Add program option Management Consulting.
- The proposed change will better serve students and the marketing industry.
- No new course will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Engineering Technology in Electrical Engineering Technology (077)

Degree program requirement changes

- Remove EET 1104 and EET 1214.
- Add ENSC 2613, ENSC 2411, and PHYS 2114.
- Change College/Departmental Requirement credit hours from 23 to 19.
- Change Major Requirement credit hours from 57 to 59.

- The proposed changes will better facilitate timely graduation.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will change from 122-123 to 120.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Engineering Technology in Mechanical Engineering Technology (081)

Degree program requirement changes

- Add PHYS 2114, ENSC 2613, and ENSC 2411.
- Remove EET 1134, EET 1104, EET 1214, and EET 1244.
- Change General Education credit hours from 40 to 44.
- Change Major Requirement credit hours from 30 to 26.
- The proposed changes will better facilitate timely graduation.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Certificate in Pre-Nursing (534)

Degree program requirement changes

- Change the 1 credit hour First Year Seminar course to EDHS 1112.
- Change NSCI 2114 to NSCI 2013.
- Remove foreign language requirement.
- The proposed changes better align the certificate with OSU's nursing program requirements.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OSU – Graduate Certificate in Human Resource Management (517)

Degree program requirement change

- Remove MGMT 5523.
- The proposed change better serves students.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the certificate will change from 15 to 12.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in Ethics and Religion (078)

Degree program requirement changes

- Change Major Requirement credit hours from 36 to 30.
- Add a section titled RELS-Coded Electives with 21 credit hours required.
- Change Upper-Division Required credit hours in the major from 21 to 15.
- Add RELS 2653 and RELS 4323 to Major Requirements.
- The proposed changes will increase rigor, flexibility, and accessibility to students in various degree programs.
- Two new courses will be developed and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in Integrative Studies (231)

Degree program requirement changes

- Remove LSTD 1053, LSTD 2533, LSTD 1313, LSTD 3113, LSTD 3173, and LSTD 3193.

- Change University-Wide General Education credit hours from 37-49 to 37-47.
- Remove all Major Requirement courses.
- Add following statement to Major Requirements: “Every candidate for this degree must select their plan of study, which is a set of courses that meets the student’s professional and personal goals. These courses must total a minimum of 30 credit hours completed at the upper-division level (3000-4000 level). Courses should be selected in consultation with an advisor to submit a Proposed Plan of Study to the Associate Dean.”
- Change Major Requirement credit hours from 39 to 30.
- The proposed changes will more appropriately address the needs of adult completion students.
- No new courses will be developed 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 Art (268)

Degree program requirement changes

- For Studio Arts option:
 - Remove “Choose one ART Studio course” in the Core Studio Courses section.
 - Remove “or” from ART 2533 or Art 2523 and now require both courses.
- The proposed changes will benefit students in learning diverse skills.
- No new courses will be developed 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 Musical Theatre (342)

Degree program requirement changes

- Remove MTHR 4192.
- Change Major Required credit hours from 86 to 84.
- The proposed changes will better prepare students.
- No new courses will be developed but one course will be deleted.
- Total credit hours for the degree will change from 123-133 to 121-131.
- No funds are requested from the State Regents.

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

Degree program requirement changes

- For the Vocal Music Education option:
 - Change Minimum Total Credit Hours from 123-139 to 124-139.
- For the Instrumental Music Education option:
 - Change Minimum Total Credit Hours from 126-139 to 124-139.
- The proposed changes will correct a program error and maintain consistency.
- No new courses will be developed and no courses will be deleted.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Science Education (203)

Degree program option name changes

- Change the Biological Sciences option name to Science Education: Biological Sciences.
- Change the Chemistry option name to Science Education: Chemistry.
- Change the Earth Science option name to Science Education: Earth Science.
- Change the Physical Science option name to Science Education: Physical Science.
- Change the Physics option name to Science Education: Physics.

- The proposed changes will better reflect each program option intent.
- No new courses will be developed 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 Interdisciplinary Programs (318)

Degree program option name change

- Change the Interdisciplinary/Special Programs option name to Interdisciplinary Programs.
- The proposed change will better align the option with the program name.
- No new courses will be developed 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 Interdisciplinary Programs (317)

Degree program option name change

- Change the Interdisciplinary/Special Programs option name to Interdisciplinary Programs.
- The proposed change will better align the option with the program name.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Education in Special Education (219)

Degree program requirement change

- Change major required credit hours from 33-34 to 33-37.
- The proposed change will accurately reflect the number of hours required for the program.
- No new courses will be developed 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 Health and Exercise Science (292)

Degree program option name change

- Change the Health and Sport Science option name to Health and Exercise Science.
- The proposed change will better align the option with the program name.
- No new courses will be developed 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 Science of Psychology, Data, and Research in Education (055)

Degree program requirement change

- Change major required credit hours from 30-33 to 33.
- The proposed change will accurately reflect the degree requirements.
- No new courses will be developed 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 changes

- Change Additional Coursework Requirement credit hours from 30-42 to 30-44.
- Change Dissertation Research credit hours from 30-42 to 28-42.

- The proposed changes will allow for ease of transferable graduate coursework.
- No new courses will be developed 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 Sociology (081)

Degree program requirement changes

- Add SOC 4713 and SOC 4573.
- Remove SOC 3123.
- The proposed changes will better align the program with best practices.
- Two new courses will be developed 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 Business Administration in Accounting (001)

Degree program requirement changes

- Change Business Core required credit hours from 42 to 30.
- Remove ACCT 2203, BADM 3963, ECON 2213, ECON 2313, IS 3063, MGMT 3183, and MGMT 3213 from Business Core Requirements.
- Add BADM 3003, IS 3083, and MGMT 4013 to Business Core Requirements.
- Change Accounting Core required credit hours from 15 to 21.
- Add ACCT 2203, ECON 2213, and ECON 2313 to Accounting Core Requirements.
- Change Major Total credit hours from 24 to 30.
- Change Total Business Core & Major credit hours from 66 to 60.
- The proposed changes will better align the program requirements with accreditation requirements, competitive trends, and advisory board recommendations.
- No new courses will be developed 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 Business Administration in Business Administration (012)

Degree program requirement changes

- Change Business Core required credit hours from 42 to 30.
- Remove ACCT 2203, BADM 3963, ECON 2213, ECON 2313, IS 3063, MGMT 3183, and MGMT 3213 from Business Core Requirements.
- Add BADM 3003, IS 3083, and MGMT 4013 to Business Core Requirements.
- Remove HCA 3113 and HCA 3413 from Health Care Management Required Courses.
- Add HCA 3313 and HCA 4223 to Health Care Management Required Courses.
- Change Total Business Core & Major credit hours from 66 to 54.
- The proposed changes will better align the program requirements with accreditation requirements, competitive trends, and advisory board recommendations.
- No new courses will be developed 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 Business Administration in Entrepreneurship (136)

Degree program requirement changes

- Change Business Core required credit hours from 42 to 30.

- Remove ACCT 2203, BADM 3963, ECON 2213, ECON 2313, IS 3063, MGMT 3183, and MGMT 3213 from Business Core Requirements.
- Add BADM 3003, IS 3083, and MGMT 4013 to Business Core Requirements.
- Change Small Business/Digital required credit hours from 12 to 21.
- Change Small Business/Digital required elective credit hours from 6 to 9.
- Add ECON 2213 and ECON 2313 to Small Business/Digital Requirements.
- Add 3 credit hours of Required Courses selected by department to the Small Business/Digital Requirements.
- Change Social Entrepreneurship required credit hours from 12 to 21.
- Change Social Entrepreneurship required elective credit hours from 6 to 3.
- Add ECON 2213 and ECON 2313 to Social Entrepreneurship Requirements.
- Add 9 credit hours of Required Electives approved by department to the Social Entrepreneurship Requirements.
- Change Total Business Core & Major credit hours from 66 to 54.
- The proposed changes will better align the program requirements with accreditation requirements, competitive trends, and advisory board recommendations.
- No new courses will be developed 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 Business Administration in Finance (030)

Degree program requirement changes

- Change Business Core required credit hours from 42 to 30.
- Remove ACCT 2203, BADM 3963, ECON 2213, ECON 2313, IS 3063, MGMT 3183, and MGMT 3213 from Business Core Requirements.
- Add BADM 3003, IS 3083, and MGMT 4013 to Business Core Requirements.
- Add a Finance Core Requirement with 9 credit hours required.
- Add ECON 2213, ECON 2313, and FIN 3633 to the Finance Core Requirements.
- Remove FIN 3633 and 6 credit hours of FIN Electives from the Financial Management Requirements.
- Add FIN 3013, FIN 4193, and FIN 4383 to Financial Management Requirements.
- Remove FIN 3633 from the Financial Planning Requirements.
- Change Business Electives in the Financial Planning Requirements from 6 credit hours to 9.
- Change Major Total credit hours from 24 to 33.
- Change Total Business Core & Major credit hours from 66 to 63.
- The proposed changes will better align the program requirements with accreditation requirements, competitive trends, and advisory board recommendations.
- No new courses will be developed 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 Business Administration in International Business Management (126)

Degree program requirement changes

- Change Business Core required credit hours from 42 to 30.
- Remove ACCT 2203, BADM 3963, ECON 2213, ECON 2313, IS 3063, MGMT 3183, and MGMT 3213 from Business Core Requirements.
- Add BADM 3003, IS 3083, and MGMT 4013 to Business Core Requirements.
- Remove IBUS/MGMT Electives from the International Business Requirements.
- Add ECON 2313 to International Business Requirements.

- Change Major Total credit hours from 24 to 33.
- Change Total Business Core & Major credit hours from 66 to 63.
- The proposed changes will better align the program requirements with accreditation requirements, competitive trends, and advisory board recommendations.
- No new courses will be developed 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 Business Administration in Management (054)

Degree program requirement changes

- Change Business Core required credit hours from 42 to 30.
- Remove ACCT 2203, BADM 3963, ECON 2213, ECON 2313, IS 3063, MGMT 3183, and MGMT 3213 from Business Core Requirements.
- Add BADM 3003, IS 3083, and MGMT 4013 to Business Core Requirements.
- Change Management Core credit hours from 12 to 18.
- Remove MGMT 4013 from Management Core Requirements.
- Add ECON 2313, MGMT 3183, and MGMT 3213 to Management Core Requirements.
- Change General Management credit hours from 12 to 15.
- Remove MGMT 3613 from General Management Requirements.
- Add 6 credit hours of Upper Division Electives to General Management Requirements.
- Change Human Resource Management credit hours from 12 to 15.
- Remove 3 credit hour MGMT Elective from Human Resource Management Requirements.
- Add 6 credit hours of Upper Division Electives to Human Resource Management Requirements.
- Change Project Management credit hours from 12 to 15.
- Add IS 4353 and 3 credit hours of Upper Division Electives to Project Management Requirements.
- Change Major Total credit hours from 24 to 33.
- Change Total Business Core & Major credit hours from 66 to 63.
- The proposed changes will better align the program requirements with accreditation requirements, competitive trends, and advisory board recommendations.
- No new courses will be developed 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 Business Administration in Marketing (055)

Degree program requirement changes

- Change Business Core required credit hours from 42 to 30.
- Remove ACCT 2203, BADM 3963, ECON 2213, ECON 2313, IS 3063, MGMT 3183, and MGMT 3213 from Business Core Requirements.
- Add BADM 3003, IS 3083, and MGMT 4013 to Business Core Requirements.
- Change Marketing Core credit hours from 12 to 15.
- Add ECON 2213 to Marketing Core Requirements.
- Change General Marketing credit hours from 12 to 18.
- Change Digital Marketing credit hours from 12 to 18.
- Change Digital Marketing Electives from 3 credit hours to 6.
- Add 3 credit hours of Upper Division Electives to Digital Marketing Requirements.
- Change Major Total credit hours from 24 to 33.

- Change Total Business Core & Major credit hours from 66 to 63.
- The proposed changes will better align the program requirements with accreditation requirements, competitive trends, and advisory board recommendations.
- No new courses will be developed 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 Business Administration in Health Organizations Administration (004)

Degree program option deletion and degree program requirement changes

- For the Long Term Care Administration option:
 - Delete program option Long Term Care Administration.
 - No students are enrolled in the option.
 - The proposed deletion will eliminate an option that is no longer feasible.
- Change Business Core required credit hours from 42 to 30.
- Remove ACCT 2203, BADM 3963, ECON 2213, ECON 2313, IS 3063, MGMT 3183, and MGMT 3213 from Business Core Requirements.
- Add BADM 3003, IS 3083, and MGMT 4013 to Business Core Requirements.
- Change HOA Core Required credit hours from 21 to 12.
- Remove HCA 3003, HCA 3113, HCA 4950, and HCA 4990 from HOA Core Requirements.
- Change Healthcare Administration credit hours from 12 to 15.
- Change Upper Division Healthcare Administration Required Electives from 3 credit hours to 6.
- Change Health Informatics credit hours from 12 to 15.
- Add 3 credit hours of Upper Division Electives to Health Informatics Requirements.
- Remove 12 credit hours of Long Term Care Administration Requirements.
- Remove LTCA 4103, LTCA 4553, LTCA 4883, and LTCA 4993 from Long Term Care Administration Requirements.
- Change Major Total credit hours from 33 to 27.
- Change Total Business Core & Major credit hours from 75 to 57.
- The proposed changes will better align the program requirements with accreditation requirements, competitive trends, and advisory board recommendations.
- No new courses will be developed 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 Business Administration in Hospitality and Tourism Management (093)

Degree program requirement changes

- Change Business Core required credit hours from 42 to 30.
- Remove ACCT 2203, BADM 3963, ECON 2213, ECON 2313, IS 3063, MGMT 3183, and MGMT 3213 from Business Core Requirements.
- Add BADM 3003, IS 3083, and MGMT 4013 to Business Core Requirements.
- Change HTM Core required credit hours from 27 to 12.
- Remove HTM 1233, HTM 3233, HTM 3423, HTM 4113, HTM 4430, and HTM 4453 from HTM Core Requirements.
- Change Major Elective credit hours from 3 to 12.
- Change Major Total credit hours from 30 to 24.
- Change Total Business Core & Major credit hours from 72 to 54.
- The proposed changes will better align the program requirements with accreditation requirements, competitive trends, and advisory board recommendations.

- No new courses will be developed 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 Business Administration in Information Systems (123)

Degree program requirement changes

- Change Business Core required credit hours from 42 to 30.
- Remove ACCT 2203, BADM 3963, ECON 2213, ECON 2313, IS 3063, MGMT 3183, and MGMT 3213 from Business Core Requirements.
- Add BADM 3003, IS 3083, and MGMT 4013 to Business Core Requirements.
- Change Information Systems Core Requirements credit hours from 18 to 21.
- Remove IS 3023, IS 3043, IS 3003, and IS 4353 from Information Systems Core Requirements.
- Add IS 3063, IS 3513, and IS 3533 to Information Systems Core Requirements.
- Change Major Elective required credit hours from 6 to 12.
- Change Major Total credit hours from 24 to 33.
- Change Total Business Core & Major credit hours from 66 to 63.
- The proposed changes will better align the program requirements with accreditation requirements, competitive trends, and advisory board recommendations.
- No new courses will be developed 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 Business Administration in Supply Chain Management (145)

Degree program requirement changes

- Change Business Core required credit hours from 42 to 30.
- Remove ACCT 2203, BADM 3963, ECON 2213, ECON 2313, IS 3063, MGMT 3183, and MGMT 3213 from Business Core Requirements.
- Add BADM 3003, IS 3083, and MGMT 4013 to Business Core Requirements.
- Change Supply Chain Management Core required credit hours from 15 to 18.
- Remove SCM 3113, MRKT 3553, TECH 3733, and MKT 4353 from Supply Chain Management Core Requirements.
- Add ECON 2213 and MGMT 3213 to Supply Chain Management Core Requirements.
- Change Major Total credit hours from 30 to 33.
- Change Total Business Core & Major credit hours from 72 to 63.
- The proposed changes will better align the program requirements with accreditation requirements, competitive trends, and advisory board recommendations.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Certificate in Event Management (179)

Degree program requirement changes

- Remove HTM 3233, HTM 3423, and HTM 4453 from Certificate Requirements.
- Add HTM 3113, HTM 3623, and 3 credit hours of select electives to the Certificate Requirements.
- The proposed changes will better align this embedded certificate with its host program.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the certificate will not change.

- No funds are requested from the State Regents.

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

Degree program designation change

- Change program designation from Bachelor of Science (B.S.) to Bachelor of Science in Speech-Language Pathology (B.S.S.L.P.).
- The proposed change better suits the program so students can accelerate to a master's degree the last semester of the bachelor's program.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU – Master of Arts in Clinical Mental Health Counseling (078)

Degree program requirement changes

- Remove COUN 5373 and COUN 5543 from Major Requirements.
- Add COUN 5773 and COUN 5743 to Major Requirements.
- The proposed changes will better align curriculum with course content.
- Two new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU – Master of Science in Sports Administration (109)

Degree program option additions

- Add degree program option Leadership.
- Add degree program option Strategic Communication.
- The proposed changes will provide students with more opportunities to expand their leadership and communication skills.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Science in Healthcare Administration (071)

Degree program requirement changes and degree program name change

- Change program name to Healthcare Management.
- Add HCM 1103, HCM 2143, HCM 2103, and HCM 2123.
- The proposed changes will better align the program with industry standards.
- Four new courses will be developed 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 Arts in World Languages (008)

Degree program requirement changes

- For the French option
 - Change Controlled Elective credit hours from 8-9 to 8.
 - Total credit hours for the option will change from 60-61 to 60.
 - The proposed change will better align the program with the French certificate.
- For the Spanish option
 - Change Controlled Elective credit hours from 8-9 to 8.
 - Total credit hours for the option will change from 61 to 60.

- The proposed change will improve the timeline to graduation for students.
- No new courses will be developed and no courses will be deleted.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Air Traffic Control (280)

Degree program requirement changes

- Remove AVST 2113 and AVST 2263 from Major Requirements.
- Add AVST 2266 to Major Requirements.
- The proposed changes will better align requirements with necessary skills for the industry.
- One new course will be developed and one course 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 Respiratory Care (073)

Degree program requirement changes

- Remove MATH 1513 and RESP 2563 from Major Requirements.
- Add ALDH 1323 and RESP 2562 to Major Requirements.
- The proposed changes will better align requirements with Advisory Board recommendations.
- One new course will be developed and one course will be deleted.
- Total credit hours for the degree will change from 71 to 70.
- No funds are requested from the State Regents.

TCC – Associate in Science in Engineering (007)

Degree program requirement changes and degree program option name change

- Change Computer Engineering option name to Engineering.
- Change Specialized Course Requirement credit hours from 40-45 to 41-48.
- Remove 6 credit hours of Computer Information Systems Requirement.
- Remove ENGR 2613, CSCI 2473, and CSCI 2843 from Major Requirements.
- Change Engineering Requirement credit hours from 6 to 5.
- Add ENGR 1242 to Engineering Requirements.
- Add 6-10 credit hours of Controlled Electives.
- The proposed changes will create more flexibility for transferring to a 4-year institution.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will change from 61-65 to 62-69.
- No funds are requested from the State Regents.

TCC – Certificate in Horticulture Technology (209)

Degree program requirement changes

- Remove CSCI 1203 from Certificate Requirements.
- Add HORT 1323 to Certificate Requirements.
- The proposed changes will give students skills necessary to meet industry demands.
- One new course will be developed and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

TCC – Certificate in Manufacturing Production Technician I (288)

Degree program requirement changes

- Remove ELET 1212 from Certificate Requirements.
- Add ENGT 1223 to Certificate Requirements.

- The proposed changes will better serve students and the needs of industry partners.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the certificate will change from 17 to 18.
- No funds are requested from the State Regents.

TCC – Certificate in World Languages (171)

Degree program requirement changes

- For the Spanish option
 - Change Controlled Elective credit hours from 10 to 9.
 - Total credit hours for the option will change from 25 to 24.
- The proposed changes will better serve students.
- No new courses will be developed and no courses will be deleted.
- No funds are requested from the State Regents.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #21-a (2):

Programs.

SUBJECT: Program Suspension. Approval of institutional request.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma Panhandle State University (OPSU) requested authorization to suspend the program listed below:

- Associate in Arts in General Studies (039)

POLICY ISSUES:

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

ANALYSIS:

OPSU requested authorization to suspend the Associate in Arts in General Studies (039).

- OPSU reports a lack of resources to continue the program and suspension of the program will give them time to determine the future of the program.
- This suspension is effective immediately.
- OPSU will reinstate or delete the program by February 29, 2024.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #21-b:

Certificates of 15 or Fewer Credit Hours.

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU)

- Certificate in Leadership
- Certificate in Legal Studies

POLICY ISSUES:

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

ANALYSIS:

OU requested authorization to offer the Certificate in Leadership and the Certificate in Legal Studies.

- The proposed certificates will provide students with skills, knowledge, and expertise in the leadership/legal studies domain, in addition to their business degree.
- The certificates will be stand-alone programs.
- The certificates will each consist of 15 total credit hours as detailed in the attachments (Attachments A and B).
- No new courses will be added for the Certificate in Leadership and one new course will be added for the Certificate in Legal Studies.
- No funds are requested from the State Regents.

Delivery method and support services. The certificates will be offered in both the traditional and electronic format. Existing resources are sufficient to support these programs.

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

Attachments

**THE UNIVERSITY OF OKLAHOMA
CERTIFICATE IN LEADERSHIP**

Program Requirements	Credit Hours
Required Courses	9
MGT 2013 or MGT 3013	Introduction to Management or Principles of Management 3
MGT 3133 or MGT 3233	Leadership or Leadership in International Settings (JP Penney Leadership associates only) 3
MGT 3123	Supervision Skills 3
Elective Courses	6
<i>Choose two courses from the following electives. Courses must be from different categories:</i>	
International Leadership	
B AD 3513	International Business 3
MGT 4323	Cross Cultural Issues of Management 3
MGT 4973	International Human Resource Management 3
Human Capital & Leadership	
MGT 3363	Organizational Behavior 3
MGT 4183	Negotiation 3
MGT 3513	Human Resource Management 3
Experiential Leadership (with department permission)	
B AD 3700	Internship or Co-op in Business Administration 3
Outside of Price College	
<i>From a list maintained by the department</i>	
Total	15

**THE UNIVERSITY OF OKLAHOMA
CERTIFICATE IN LEGAL STUDIES**

Program Requirements	Credit Hours
Required Courses	6
L S 3323 Legal Environment of Business	3
* L S 3423 Legal Environment of Business II	3
Elective Courses	9
<i>Choose three courses from a list of approved electives maintained by the department, with at least two courses from the Price College of Business. Approved electives include:</i>	
L S 4413 Law of Business Transactions	3
L S 4613 Real Property Law	3
L S 4713 Law of International Business Transactions	3
L S 4523 Law of Commercial Transactions	3
MGT 3143 Legal Issues for Managers	3
ENT 4813 Entrepreneurial Law	3
EMGT 3603 Energy Law	3
MGT 4183 Negotiations	3
Total	15

*Denotes new courses

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AGENDA ITEM #21-c:

Micro-credentials.

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requested to offer the following micro-credentials:

- Rig Types and Well Design
- Hydrogeology and Fluid Mechanics
- Geology and Groundwater
- General Workplace Safety
- Drill Rig Safety
- Drilling Basics Online

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

- Livestock Ultrasound
- Drone Piloting and Licensure
- Pedagogy
- Agribusiness Sales Training

Rogers State University (RSU) requested to offer the following micro-credentials:

- Management and Supervisory Skills
- Advanced Sport Management
- Advanced Management
- Advanced Health Care Management
- Advanced Business Analytics
- Social Media Marketing
- Business Analytics
- Accounting for Managers
- Basic Accounting
- Advanced Accounting
- Law for Managers and Entrepreneurs
- Human Resources Management
- Personal Finance Management
- Organizational Conflict Management

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

- Minor Vehicle Service I
- Basic Anesthesia Technologist
- Advanced Anesthesia Technologist
- Paramedic Care I
- Paramedic Care II
- Paramedic Care III
- Paramedic Care IV

Seminole State College (SSC) requested to offer the following micro-credentials:

- Supply Chain Management
- Google Digital Marketing and E-commerce
- Google IT Support
- Google IT Automation with Python

Western Oklahoma State College (WOSC) requested to offer the following micro-credential:

- Career Readiness Certificate

POLICY ISSUES:

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

ANALYSIS:

The following institutions requested authorization to offer the micro-credentials as listed below:

INSTITUTION	MICRO-CREDENTIAL	INDUSTRY PARTNER(S)	DIGITAL BADGE HOSTED BY
OSU	Rig Types and Well Design	Associated Environmental Industries, Pumps of Oklahoma, and the National Ground Water Association	Institution
OSU	Hydrogeology and Fluid Mechanics	Associated Environmental Industries, Pumps of Oklahoma, and the National Ground Water Association	Institution
OSU	Geology and Groundwater	Associated Environmental Industries, Pumps of Oklahoma, and the National Ground Water Association	Institution

INSTITUTION	MICRO-CREDENTIAL	INDUSTRY PARTNER(S)	DIGITAL BADGE HOSTED BY
OSU	General Workplace Safety	Associated Environmental Industries, Pumps of Oklahoma, and the National Ground Water Association	Institution
OSU	Drill Rig Safety	Associated Environmental Industries, Pumps of Oklahoma, and the National Ground Water Association	Institution
OSU	Drilling Basics Online	Associated Environmental Industries, Pumps of Oklahoma, and the National Ground Water Association	Institution
CU	Livestock Ultrasound	ReproScan, Southwest Veterinary Clinic, Montford Cattle Co., and Hutson Angus Farms	State Regents
CU	Drone Piloting and Licensure	The Duncan Banner, Warner Brothers Seed Company, and The Lawton Constitution	State Regents
CU	Pedagogy	Lawton Public Schools	State Regents
CU	Agribusiness Sales Training	Farm Bureau Insurance, Wilbur-Ellis, and Spencer Feed and Supply	State Regents
RSU	Management and Supervisory Skills	N/A	State Regents
RSU	Advanced Sport Management	N/A	State Regents
RSU	Advanced Management	N/A	State Regents
RSU	Advanced Health Care Management	N/A	State Regents
RSU	Advanced Business Analytics	N/A	State Regents
RSU	Social Media Marketing	N/A	State Regents
RSU	Business Analytics	N/A	State Regents
RSU	Accounting for Managers	N/A	State Regents
RSU	Basic Accounting	N/A	State Regents
RSU	Advanced Accounting	N/A	State Regents
RSU	Law for Managers and Entrepreneurs	N/A	State Regents
RSU	Human Resources Management	N/A	State Regents

INSTITUTION	MICRO-CREDENTIAL	INDUSTRY PARTNER(S)	DIGITAL BADGE HOSTED BY
RSU	Personal Finance Management	N/A	State Regents
RSU	Organizational Conflict Management	N/A	State Regents
OCCC	Minor Vehicle Service I	Firestone, Hibdon, Hyde Automotive, MADA, ONG, Carvana, and various dealers for Honda, Nissan, Subaru, and Toyota	State Regents
OCCC	Basic Anesthesia Technologist	N/A	State Regents
OCCC	Advanced Anesthesia Technologist	N/A	State Regents
OCCC	Paramedic Care I	Moore FD, Chickasha FD, Edmond FD, Oklahoma City FD, EMSA, Tuttle FD, and Norman FD	State Regents
OCCC	Paramedic Care II	Moore FD, Chickasha FD, Edmond FD, Oklahoma City FD, EMSA, Tuttle FD, and Norman FD	State Regents
OCCC	Paramedic Care III	Moore FD, Chickasha FD, Edmond FD, Oklahoma City FD, EMSA, Tuttle FD, and Norman FD	State Regents
OCCC	Paramedic Care IV	Moore FD, Chickasha FD, Edmond FD, Oklahoma City FD, EMSA, Tuttle FD, and Norman FD	State Regents
SSC	Supply Chain Management	Enviro Systems	Institution
SSC	Google Digital Marketing and E-commerce	Kontoor Brands and BancFirst of Seminole	Institution
SSC	Google IT Support	N/A	Institution
SSC	Google IT Automation with Python	N/A	Institution
WOSC	Career Readiness Certificate	N/A	State Regents

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

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AGENDA ITEM #21-d:

Reinstatement.

SUBJECT: Ratification of institutional request.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requested authorization to reinstate the Master of Science in Environmental Engineering (029), which was suspended October 25, 2019.

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 Master of Science in Environmental Engineering (029) was suspended due to low enrollment. OSU indicates they have two new faculty in this area and that the field of environmental engineering has become more popular among their undergraduate students. Many of the undergraduate students have expressed interest in completing a Master of Science in Environmental Engineering (029); therefore, OSU expects to exceed the minimum number of enrollments and degrees granted.

It is understood that with this action, OSU 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.

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AGENDA ITEM #21-e:

State Authorization Reciprocity Agreement.

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

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

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

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

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

POLICY ISSUES:

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

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

ANALYSIS:

Prior to February 9, 2023, State Regents' staff received SARA renewal applications from the institutions listed below:

Oklahoma State University;
University of Central Oklahoma;
Langston University;
Northern Oklahoma College;
Oklahoma Baptist University;
Southern Nazarene University;
Oklahoma Christian University; and
Oklahoma Wesleyan University.

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

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AGENDA ITEM #21-f (1):

Electronic Delivery.

SUBJECT: Connors State College. Approval to offer the following existing programs via electronic delivery: Associate in Applied Science in Nursing, Associate in Applied Science in Occupational Therapy Assistant, Associate in Science in Pre-Nursing, Associate in Applied Science in Physical Therapist Assistant, Certificate in Certified Nursing Assistant, and the Certificate in Licensed Practical Nurse.

RECOMMENDATION:

It is recommended that the State Regents approve Connors State College's requests to offer the following existing programs via electronic delivery: Associate in Applied Science in Nursing (068), Associate in Science in Pre-Nursing (034), Certificate in Certified Nursing Assistant (094), Certificate in Certified Licensed Practical Nurse (093), Associate in Applied Science in Occupational Therapy Assistant (095), and Associate in Applied Science in Physical Therapist Assistant (096).

BACKGROUND:

Connors State College (CSC) is currently approved to offer 31 degree programs and certificates via electronic delivery. CSC's governing board approved offering the existing Associate in Applied Science in Nursing (068), the Associate in Science in Pre-Nursing (034), the Certificate in Certified Nursing Assistant (094), the Certificate in Certified Licensed Practical Nurse (093), the Associate in Applied Science in Occupational Therapy Assistant (095), and the Associate in Applied Science in Physical Therapist Assistant (096) online at their September 9, 2022 meeting. CSC requests authorization to offer these existing programs via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Associate in Applied Science in Nursing
Associate in Science in Pre-Nursing
Certificate in Certified Nursing Assistant
Certificate in Certified Licensed Practical Nurse

Demand. Approximately 50.8 percent of courses taught at CSC in Fall 2021 and Spring 2022 were taught online. According to Oklahoma Works, Nursing is one of 2020-2022's Critical Occupations with high projections for future growth. The Certificate in Certified Nursing Assistant and the Certificate in Certified Licensed Practical Nurse are embedded certificates intended to help nursing students generate income in their field while continuing their education toward a nursing degree. Connors will continue to pilot and test appropriate delivery methods in nursing courses and utilize best practices learned during the COVID-19 pandemic. The programs continue to focus on in-person learning for simulation labs, skills labs, and clinicals to ensure students receive hands-on practice and experience.

Associate in Applied Science in Occupational Therapy Assistant

Demand. According to the Oklahoma Employment Security Commission, Occupational Therapy Assistant positions are one of the fastest growing occupations in the healthcare field. It is estimated that the field of Occupational Therapy will grow by 27 percent between 2018 and 2028. On average, Occupational Therapy Assistants earn a median salary of \$60,310. The offering of online courses in this program will allow students to work on their schooling while also earning an income in their field of study.

Associate in Applied Science in Physical Therapist Assistant

Demand. The Oklahoma Employment Security Commission reports that Physical Therapist Assistant career paths are growing rapidly and quickly becoming a high demand field. It is estimated that between 2018 and 2028 there will be a 19.1 percent growth rate in the field. Estimates show approximately 1,860 new jobs should be available in the field by 2028. The median annual salary for a Physical Therapist Assistant is estimated to be \$60,200. This program is also offered in a cooperative agreement with Indian Capital Technology Center (ICTC). ICTC teaches the Physical Therapist Assistant courses while CSC offers the General Education courses. CSC has discussed the online delivery proposal with ICTC and the technology center's leadership has expressed support. At this time, the General Education courses will be the primary focus for online offerings.

Delivery method. Coursework will be delivered online using CSC's learning management system, Canvas. Canvas offers many integrations to support students and instructors including Zoom, Vid-Grid, Respondus, Tutor.com, and Microsoft Office 365. Students enrolled in these programs will have access to the IT Helpdesk to assist with any technology issues. CSC will continue to focus on in-person learning when necessary. Students will also have full access to library resources and instruction.

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

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

Duplication and impact on existing programs. A system wide letter of intent for electronic delivery of the Associate in Applied Science in Nursing (068), the Associate in Science in Pre-Nursing (034), the Certificate in Certified Nursing Assistant (094), the Certificate in Certified Licensed Practical Nurse (093), the Associate in Applied Science in Occupational Therapy Assistant (095), and the Associate in Applied Science in Physical Therapist Assistant (096) was communicated by email on September 19, 2022. Tulsa Community College (TCC) requested a copy of the Associate in Science in Pre-Nursing (034) proposal, which was sent on November 3, 2022. No State System institution requested a copy of the Associate in Applied Science in Nursing (068), the Certificate in Certified Nursing Assistant (094), the Certificate in Certified Licensed Practical Nurse (093), the Associate in Applied Science in Occupational Therapy Assistant (095), or the Associate in Applied Science in Physical Therapist Assistant (096) proposals. Neither TCC nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Due to employment demand, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-f (2):

Electronic Delivery.

SUBJECT: Murray State College. Approval to offer the existing Associate in Applied Science in Veterinary Nursing via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Murray State College's request to offer the following existing program via electronic delivery: Associate in Applied Science in Veterinary Nursing (036).

BACKGROUND:

Murray State College (MSC) is currently approved to offer 11-degree programs and certificates via electronic delivery. MSC's governing board approved offering the existing Associate in Applied Science in Veterinary Nursing (036) online at their August 17, 2021 meeting. MSC requests authorization to offer this existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Associate in Applied Science in Veterinary Nursing

Demand. MSC surveyed its veterinary nursing students and numerous veterinary clinics throughout the state on their interest for an online delivery format for the Veterinary Nursing program. Results indicated that 50 percent of respondents are interested in taking their courses online. Eighty-six percent of veterinary clinics that responded agreed that an online delivery format for the Veterinary Nursing program could be helpful to their clinics. Several clinics indicated a willingness to subsidize some part of the student costs of employees who earn the degree while working, which for many will only be possible if the degree program is offered electronically.

Delivery method. Coursework will be delivered online using Blackboard Ultra. Learning will be facilitated using instructor announcements, online syllabi, discussion boards for peer-to-peer conversations and instructor support, resource links, online exams, written assignments submitted via drop box, on demand grade book, video integration for lectures, and course resources as needed. MCS requires proctored exams to verify student identity in all online courses. Students will also have full access to library resources.

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

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

Duplication and impact on existing programs. A system wide letter of intent for electronic delivery of the Associate in Applied Science in Veterinary Nursing (036) was communicated by email on October 8, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-f (3):

Electronic Delivery.

SUBJECT: Seminole State College. Approval to offer the existing Certificate in Childhood Development via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Seminole State College's request to offer the following existing program via electronic delivery: Certificate in Childhood Development (229).

BACKGROUND:

Seminole State College (SSC) is currently approved to offer 15-degree programs and certificates via electronic delivery. SSC's governing board approved offering the existing Certificate in Childhood Development (229) online at their October 20, 2022 meeting. SSC requests authorization to offer the existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Certificate in Childhood Development

Demand. The current Associate in Arts in Child Development (228) is only offered in the electronic delivery format. Offering the certificate online would make it more accessible to working adults, and provide online students who do not wish to pursue the associate's degree another option that might better fit their needs. SSC also has the Scholars for Excellence in Childcare Program on its campus. This program's purpose is to recruit childcare providers to attend college and work towards completing 15 credit hours of child development and English composition coursework. An online delivery option will assist in further growth of this certificate. The State of Oklahoma has experienced a childcare worker shortage. Data from the Occupational Employment Statistics Program states that demand for childcare workers will increase by 11.1 percent in SSC's area over the next ten years. To address this increasing problem,

Oklahoma has also started the Care of Kids campaign which offers a \$1,000 employment incentive to licensed childcare professionals. The online offering of this certificate would further assist in addressing Oklahoma's childcare needs.

Delivery method. Coursework will be delivered online using Desire2Learn Brightspace, Zoom, Microsoft Teams, and GoTo Meeting for synchronous learning. Students will be able to access instructor announcements, online syllabi, discussion boards, instructor support, online exams, written assignments submitted via drop box, on demand grade book, video integration for lectures, and course resources as needed. Students will also have full access to library resources.

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

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

Duplication and impact on existing programs. A system wide letter of intent for electronic delivery of the Certificate in Childhood Development was communicated by email on October 25, 2022. Rose State College (RSC) requested a copy of the proposal. Neither RSC nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment demand, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-g:

Operations.

SUBJECT: Ratification of purchases over \$25,000.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between November 8, 2022 and January 9, 2023

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 8, 2022 and January 9, 2023, there are 4 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Zoom in the amount of \$25,881.93 for subscriptions for Zoom phone numbers to initiate cloud-based Zoom service for transitions of OSRHE phone services. (Funded from 210-Core).
- 2) Keentek Inc. in the amount of \$41,021.23 for new phone devices to be used in Zoom phone service upgrade for the Oklahoma State Regents for Higher Education. (Funded from 210-Core)
- 3) EBSCO in the amount of \$35,736.00 for the academic journal database used by libraries at state institutions. The Oklahoma State Regents for Higher Education holds the contract for these services. The Oklahoma Department of Libraries and the Oklahoma State Regents for Higher Education are jointly seeking a contract for a better cost for services to the state and institutions. In order to accommodate the contract processing requirements, we are extending the current contract until March 31, 2023. (Funded from 210-Core)

OneNet

- 4) Dell Marketing LP in the amount of \$27,252.03 for an UPS purchase to replace the failed units at the Enid Hub and McAlester Hub as well as provide for shelf stock. The smaller units are for the Community Anchor institutions and the Research Park customers. Costs are recovered through OneNet user fees. (Funded from 718- OneNet).

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AGENDA ITEM #21-h (1):

Non-Academic Degrees.

SUBJECT: Langston University. Ratification of a request from Langston University to award an honorary degree.

RECOMMENDATION:

It is recommended that the State Regents ratify Langston University's request to award an Honorary Degree.

STAFF ANALYSIS:

A request has been made from Langston University to award an Honorary Doctor of Humane Letters degree to Mr. Charles Kent Wilson.

The request to award an honorary degree is consistent with Oklahoma State Regents for Higher Education's (OSRHE) 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 LU request meets the requirements of the OSRHE's policy. The proposed diploma for the honorary degree is attached for State Regents' ratification.

*The Oklahoma State Regents for Higher Education
Acting Through*

LANGSTON UNIVERSITY

have admitted

CHARLES KENT WILSON

to the degree of

HONORARY DOCTOR OF HUMANE LETTERS

*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 Langston, Oklahoma on

the twenty first day of October, two thousand and twenty two.

Stewart Taylor
VICE CHAIRMAN

Renno Cary
SECRETARY

Allison D. Harvett
CHANCELLOR

[Signature]
CHAIRMAN, BOARD OF REGENTS

[Signature]
PRESIDENT OF THE UNIVERSITY

Ruth Ray Jackson
VICE PRESIDENT OF ACADEMIC AFFAIRS



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AGENDA ITEM #21-h (2):

Non-Academic Degrees.

SUBJECT: Oklahoma City Community College.

RECOMMENDATION:

It is recommended that the State Regents ratify Oklahoma City Community College's request to award a posthumous degree.

STAFF ANALYSIS:

A request has been made from Oklahoma City Community College to award an Associate of Arts degree posthumously to Mr. Dax A. Covalt.

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 his death, Mr. Covalt was within three credit hours of completing the requirements for his degree. This request was approved based on recommendation of the president.

State Regents' ratification is recommended.

The proposed diploma for the posthumous degree is attached for State Regents' ratification.

*The Oklahoma State Regents for Higher Education
acting through*

Oklahoma City Community College

have admitted posthumously

Max A. Cuvall

to the degree of

Associate in Arts

*and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of*

this award duly signed and sealed.

*Issued at Oklahoma City Community College on the
seventeenth day of December, two thousand and twenty two.*

For the State Regents

N. J. O'Byrne

Chairman

Denno Cozy

Secretary

William D. Hammett

Chancellor

For the College

[Signature]

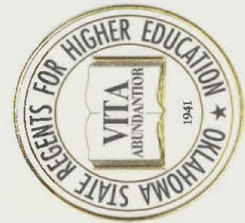
Chairman, Board of Regents

Walter J. Jones

President

Dr. James E. Budge

Vice President for Academic Affairs



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AGENDA ITEM #21-i (1):

Resolutions.

This item will be available at the meeting.

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #21-i (2):

Resolutions.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #22-a:

Reports.

SUBJECT: Programs. Current Status Report on program requests.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Current Status Report.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2022 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2022-2023).

The current status report contains the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Electronic Delivery for Existing Program Requests Under Review
4. Approved New Program Requests
5. Approved Electronic Media Requests
6. Approved New Certificates of 15 or Fewer Credit Hours
7. Requested Degree Program Deletions
8. Approved Degree Program Deletions
9. Requested Degree Program Name Changes
10. Approved Degree Program Name Changes
11. Requested Degree Designation Changes
12. Approved Degree Designation Changes
13. Cooperative Agreements
14. Suspended Programs
15. Reinstated Programs
16. Inventory Reconciliations
17. Net Reduction Table

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #22-b (1):

Annual Reports.

SUBJECT: Acknowledgement of receipt of the 2022 ACT Annual Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Annual Report on ACT scores for the 2022 graduating class.

BACKGROUND:

ACT scores can serve as a predictive measure of success in the first year of college and as indicators of preparation for college. For more than 25 years, the State Regents have been involved with ACT as partners in the Educational Planning and Assessment System (EPAS); ACT retired the EXPLORE and PLAN assessments in 2015. Since fall 2016, the PreACT has been used as the EPAS assessment for Oklahoma's tenth graders. Since spring 2016, Oklahoma high schools have provided juniors an ACT assessment funded by the Oklahoma State Department of Education. Due to the COVID-19 pandemic and the closure of schools, the class of 2021 was not provided an assessment their junior year; however, this class was offered an optional ACT the spring of their senior year funded by the Oklahoma State Department of Education. In the 2021 graduating class, 16,000 fewer Oklahoma students took the ACT than in the graduating class the prior year.

Oklahoma's PK-12 accountability system includes ACT scores as one piece of the School Report Card. Because of the inclusion of ACT scores and participation in this system, more school districts are availing themselves of the professional development and curriculum improvement afforded to them through the State Regents' Student Preparation for College Readiness Team.

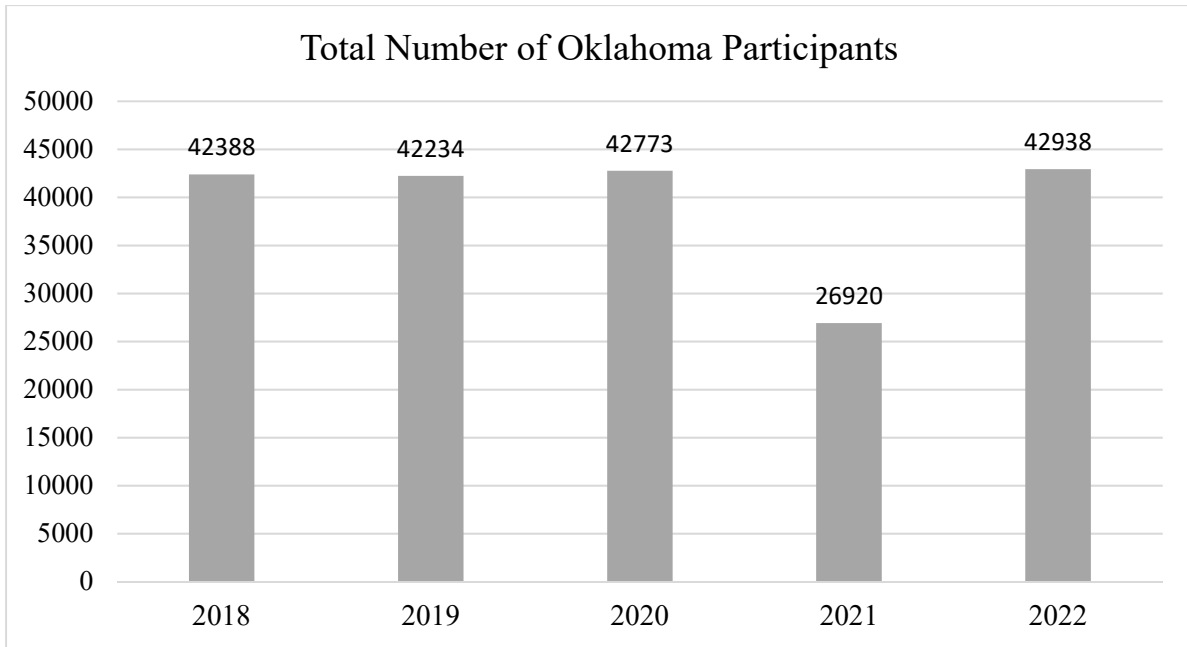
POLICY ISSUES:

No State Regents' policies are impacted by this action.

ANALYSIS:

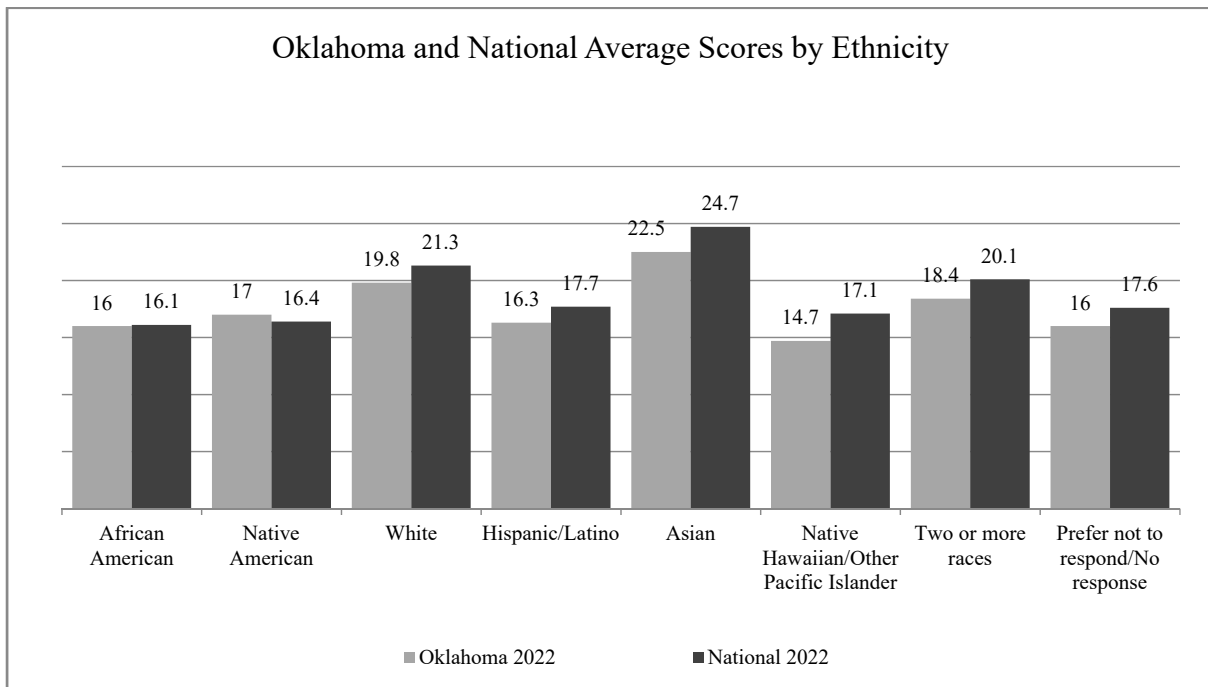
The period from 2016 to 2020 saw an increase in test takers due to the implementation of the state mandated assessment. After a decrease in test taking for the 2021 graduating class, the graduating class of 2022 saw a return to state mandated assessments.

For the Oklahoma graduating high school class of 2022, 42,938 students took an ACT test. As expected, scores have declined from last year, reflecting increased participation in the ACT and capturing students who may have never considered college previously.

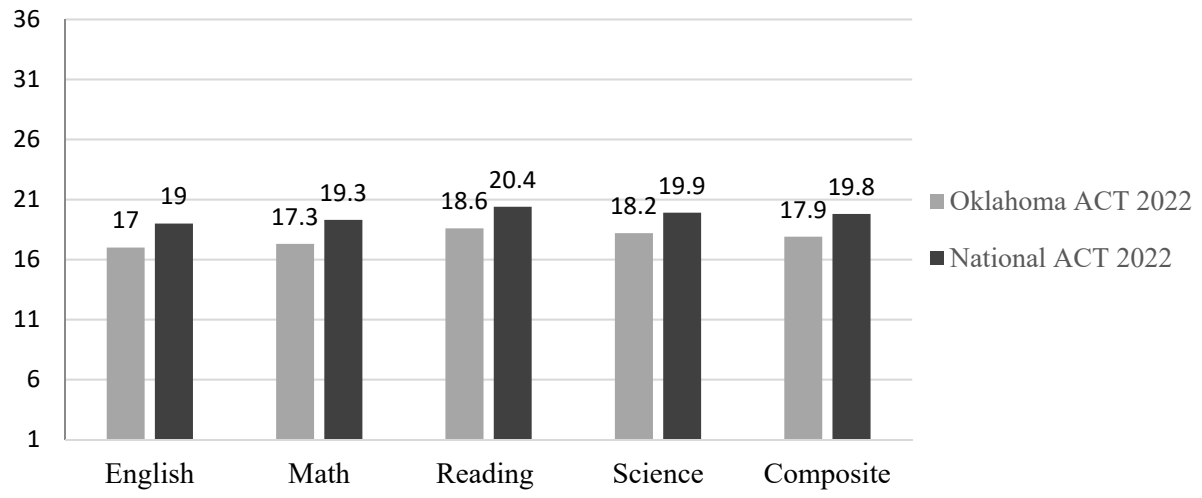


Ethnic Groups

Oklahoma's American Indian students continue to out-perform their national counterparts.



Oklahoma and National Average ACT Scores



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #22-b (2):

Annual Reports.

SUBJECT: Acknowledgement of Receipt of the Fall 2021 High School Indicators Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Fall 2021 High School Indicators Report.

BACKGROUND:

Section 13 of Senate Bill No. 183 (SB 183) was enacted in 1989 by the Oklahoma Legislature to establish a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only requires multiple types of evaluation by the Oklahoma State Department of Education (SDE), but also requires that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the “effectiveness” of individual schools or districts.

In response to the directive of SB 183, beginning in 1995, the Oklahoma State Regents for Higher Education (OSRHE) has provided the following four reports annually:

1. High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges and Universities;
2. Headcount, Semester Hours, and Grade Point Average (GPA) Report;
3. Mean ACT Scores by Oklahoma High School Site; and
4. Developmental Education (Remediation) Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

In compliance with SB 183, OSRHE will transmit these data to the Office of Educational Quality and Accountability.

POLICY ISSUES:

These reports are consistent with OSRHE’s policy.

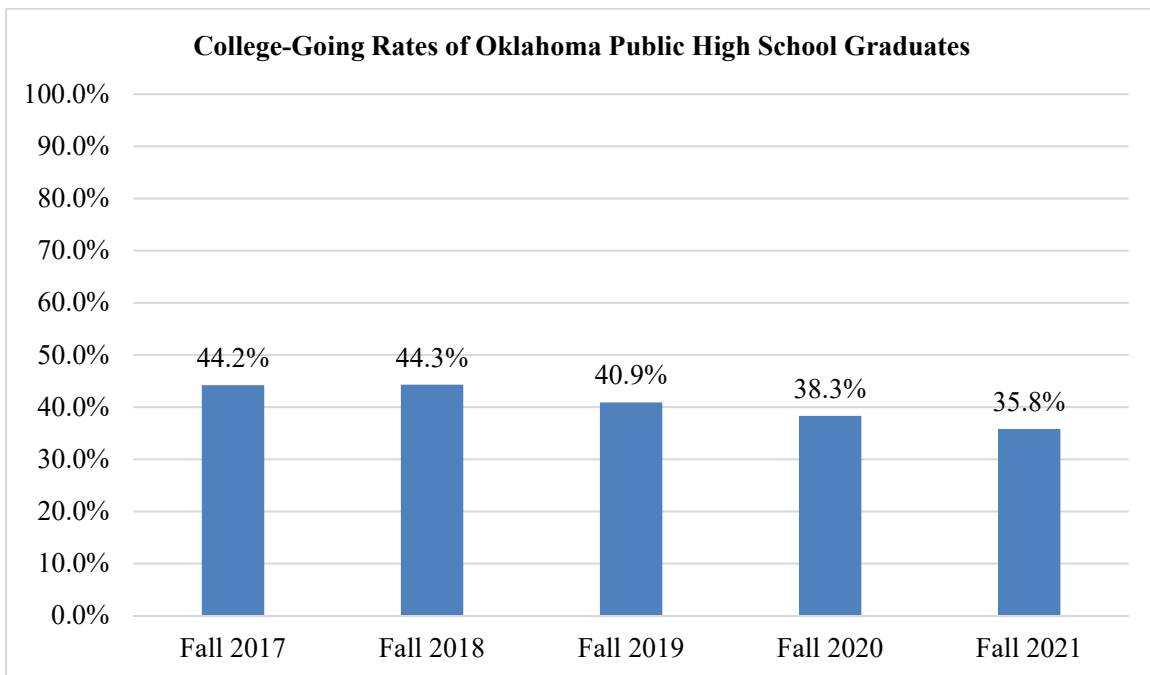
ANALYSIS:

High School to College-Going Rates Report

According to SDE, 42,202 high school students graduated from Oklahoma’s public high schools during the 2020-21 academic year. Of these graduates, 15,120 (35.8%) entered an Oklahoma college or university as first-time freshmen during the Fall 2021 semester. This represents a 2.5 percentage point decline in college-going rates from the 2019-20 high school graduating class. An additional 590 students, or 1.4% of high school graduates, enrolled in an Oklahoma college or university during the Spring 2022 semester. College-going rates of public high school graduates for the last five years are listed below.

Table 1. College-Going Rates of Oklahoma Public High School Graduates

Entering Year	College-Going Rate
Fall 2017	44.2%
Fall 2018	44.3%
Fall 2019	40.9%
Fall 2020	38.3%
Fall 2021	35.8%



A complete dataset for college-going rates of 2020-21 Oklahoma public high school graduates is available on the OSRHE website at <https://www.okhighered.org/studies-reports/preparation.shtml>.

The data describes 2020-21 Oklahoma public high school graduates who entered an Oklahoma college or university as first-time freshmen in Fall 2021. It lists the following information by county, district, and high school site:

1. The number of high school graduates;
2. The number of high school graduates who went directly to college the following fall;
3. The number of high school graduates who went to college the following academic year; and
4. The number of high school graduates who entered college at any point in time during the 2020-21 academic year, including those who delayed entry for one year or more.

Headcount, Semester Hours, and Grade Point Average (GPA) Report

The Headcount, Semester Hours, and GPA Report provides academic year headcount, semester hours, and GPA information for freshman-level courses taken by 2021 Oklahoma public high school graduates as Fall 2021 first-time entering, degree-seeking college freshmen in Oklahoma public institutions during the 2021-22 academic year or in previous academic years as concurrent high school students. The headcount and

semester hour data are reported by GPA ranges (0.0-1.6, 1.7-1.9, 2.0-2.9, 3.0+) numerically and by percent within each range.

Of the Fall 2021 first-time, degree-seeking freshmen who received college credit hours (13,845), 51.5% (7,128) earned a 3.0 or better GPA in their freshman-level courses, and approximately 75% (10,384) earned at least a 2.0. Cumulatively, students earned 280,150 credit hours of freshmen-level credits, with 91% of the credit hours earned by students with a 2.0 or higher GPA in their freshman-level courses.

Table 2. Credit Hours and GPA Earned by First-Time Freshmen

Entering Year	First-Time Freshmen	1,000-Level Credit Hours Earned*	Students Earning 3.0+ GPA	Students Earning 2.0+ GPA
Fall 2017	17,033	313,609	44%	72%
Fall 2018	16,780	314,410	46%	73%
Fall 2019	16,481	321,265	45%	72%
Fall 2020	15,379	290,524	48%	71%
Fall 2021	13,845	280,150	52%	75%

*Note: Measuring GPA and credit hour production for freshman-level courses only is a change requested by the Office of Educational Quality and Accountability, effective with the 2013 high school graduates. Additionally, credit hours reported are for courses that were not passed, rather than for all courses attempted. Because of these changes, comparisons with reports prior to 2013 will not be valid.

A complete list of headcount, semester credit hours, and GPA for first-time freshmen is available by high school site at <https://www.okhighered.org/studies-reports/preparation.shtml>.

Mean ACT Scores by Oklahoma High School Site Report

The Mean ACT Scores Report lists the computed mean subject and composite scores for 2021 Oklahoma public high school graduates taking the ACT test and the number of high school graduates taking the exam by county, district, and high school site. This computation is based on the *highest* test score of those who took the ACT more than one time. It is important to note that ACT, Inc. calculates the mean ACT composite score on the *last* test score. The student's ACT score is credited to the high school where the highest score was earned. If the high school code does not match a valid Oklahoma public high school site, the score is excluded from this report.

According to ACT, 1,295,349 high school graduates across the United States took the ACT test in 2021, a 22.5% decrease from 2020. Oklahoma high school graduates, with a valid Oklahoma public high school code, represent 23,443 of these test-takers. Although SDE pays for 100% of high school seniors to take the ACT or SAT, only 55.6% of the 2021 high school graduating class actually took the exam. The decrease in the number of students testing was attributable to disruptions from the COVID-19 pandemic. Oklahoma's 2021 high school graduating class scored an average composite score of 19.7, an increase of 0.9 from the previous year. Each average component score increased as well: English (1.1), Mathematics (0.5), Reading (1.1), and Science (0.8). Average composite scores by district ranged from a high of 25.0 to a low of 13.3.

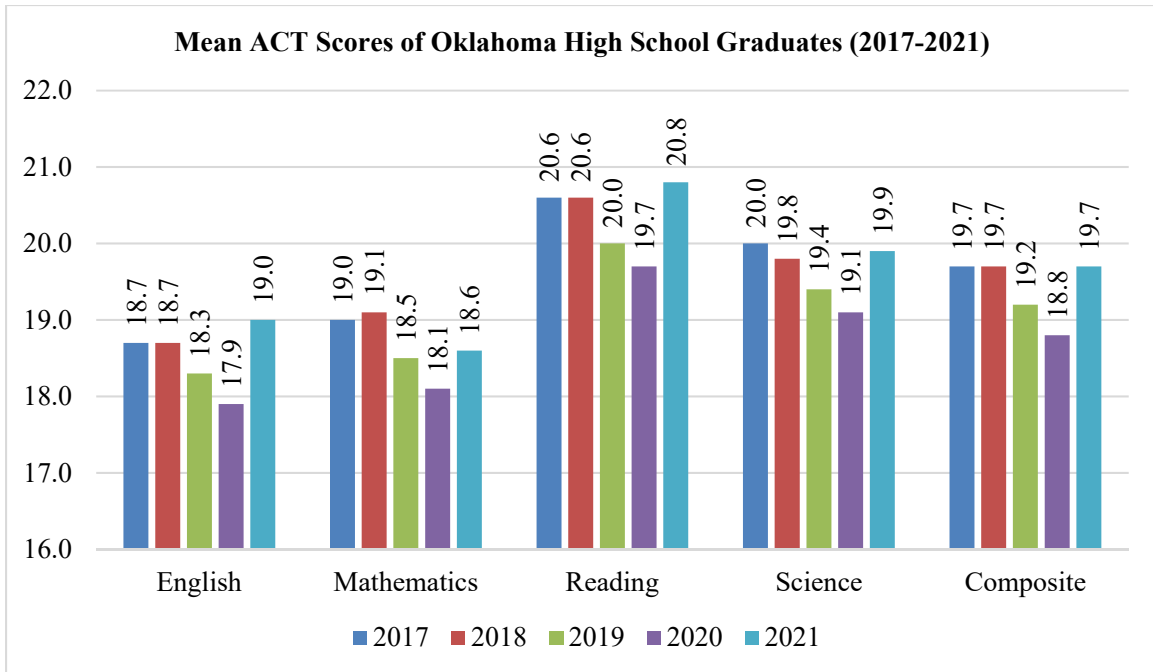


Table 3. Mean ACT Scores of Oklahoma Public High School Graduates

Year	OK Public High School Students	English	Math	Reading	Science	Composite	% of High School Graduating Class
2017	39,394	18.7	19.0	20.6	20.0	19.7	93.5%
2018	39,226	18.7	19.1	20.6	19.8	19.7	94.8%
2019	39,085	18.3	18.5	20.0	19.4	19.2	86.8%
2020	39,228	17.9	18.1	19.7	19.1	18.8	89.4%
2021	23,443	19.0	18.6	20.8	19.9	19.7	55.5%

The percentage of students failing to meet the ACT College Readiness Benchmark remains below 50% for three subject areas. The percentage meeting the English benchmark rose above the 50% mark at 54.9%. The remaining three benchmarks were 25.6% meeting the Mathematics benchmark, 42.5% meeting the Reading benchmark, and 29.4% meeting the Science benchmark. The percentage of students meeting all four ACT College Readiness Benchmarks was 17.7%, with 11.2% of students meeting the STEM readiness benchmark. Additionally, 62.1% of high school seniors taking the ACT failed to score 19 or higher on the Mathematics portion of the exam, which is OSRHE’s established benchmark for requiring remedial or co-requisite courses in mathematics.

Table 4. Public High School Graduates Meeting College Readiness Benchmarks

Subject Area	ACT College Readiness Score	Oklahoma Students Meeting Benchmark	National Average*
English	18	55.0%	56%
Mathematics	22	25.6%	36%
Reading	22	42.5%	44%
Science	23	29.4%	29%
All Four College-Readiness	--	17.7%	18%
STEM Readiness	26	11.2%	19%

*Note: [National average data comes from ACT’s National Profile Report 2021.](#)

A completed list of ACT scores by county, high school site, and district is available on the OSRHE website at <https://www.okhighered.org/studies-reports/preparation.shtml>.

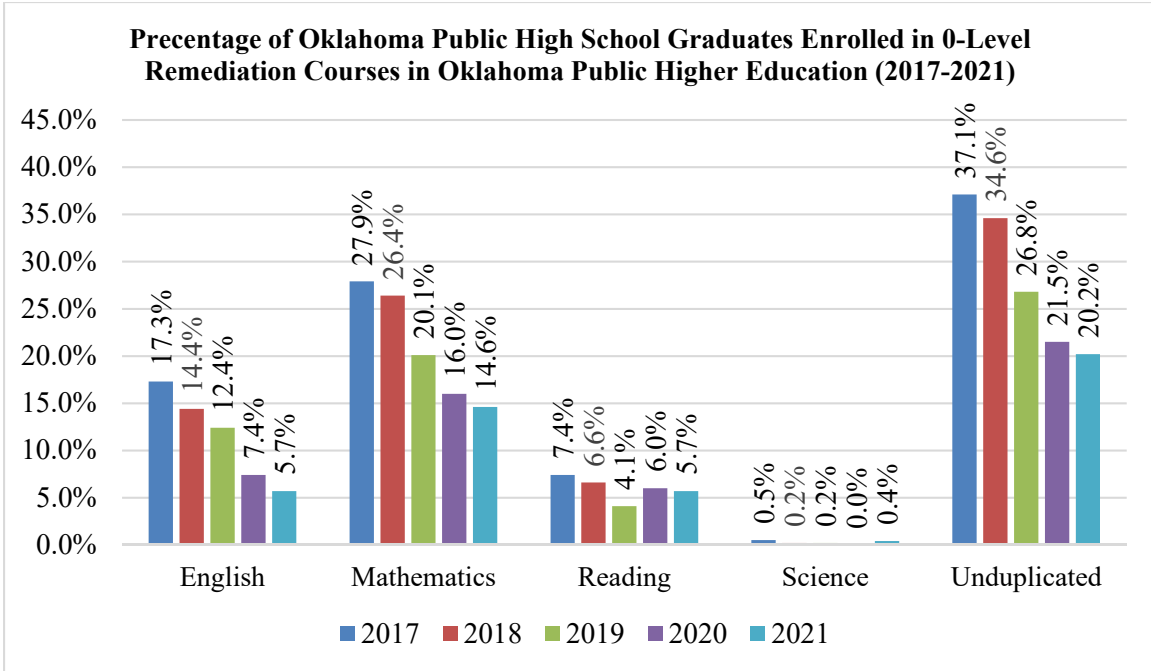
Remediation Rates Report

Of the Fall 2021 first-time, degree-seeking freshmen (14,336), 20.2% (2,894) enrolled in one or more 0-level remedial courses. A summary of students taking remedial courses by subject area for the last five years is provided below. The decline in the percentage of students enrolled in remedial, non-credit-bearing courses is largely attributed to various strategies implemented by OSRHE and our public colleges and universities over the last several years to improve student success. These include:

- Revising system-level assessment policies and practices to incorporate additional measures of college readiness, such as students' high school GPA and secondary placement testing, rather than depending solely on standardized test scores to determine course placement;
- Allowing student with remedial needs to enroll directly in college-level coursework with supplemental supports rather than requiring completion of pre-requisite non-credit remedial courses; and
- Creating gateway college-level mathematics courses that align better with a student's chosen field of study and allowing a student's major or career field to be considered in course placement decisions rather than a default to the traditional College Algebra course.

Table 5. Remediation Rates for First-Time, Degree-Seeking Freshmen

Entering Year	Headcount Enrollment	English	Mathematics	Reading	Science	Unduplicated
Fall 2017	17,598	17.3%	27.9%	7.4%	0.5%	37.1%
Fall 2018	17,309	14.4%	26.4%	6.6%	0.2%	34.6%
Fall 2019	17,149	12.4%	20.1%	4.1%	0.2%	26.8%
Fall 2020	15,938	7.4%	16.0%	6.0%	0.0%	21.5%
Fall 2021	14,336	5.7%	14.6%	5.7%	0.4%	20.2%



A complete list of remediation rates by high school site and district is available on the OSRHE website at <https://www.okhighered.org/studies-reports/preparation.shtml>.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2023

AGENDA ITEM #24:

Proposed Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; (2) Black Emergency Response Team, et al. v. O'Connor, et al., Case No. 5:21-cv-01022-G, in the United States District Court for the Western District of Oklahoma; (3) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 4:22-cv-00477-CVE, in the United States District Court for the Northern District of Oklahoma; and (4) Larry Love University, Muskogee, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Oklahoma City Community College, Visual and Performing Arts Center Atrium

MINUTES

Eight Hundred and Twenty-Fifth Meeting



December 9, 2022

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Oklahoma City Community College, Visual and Performing Arts Center Atrium

Minutes of the Eight Hundred and Twenty-Fifth Meeting
December 9, 2022

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Oklahoma City Community College, Visual and Performing Arts Center Atrium

**Minutes of the Eight Hundred and Twenty-Fifth Meeting
of the
Oklahoma State Regents for Higher Education
December 9, 2022**

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a special meeting at 9:00 a.m. on Friday, December 9, 2022, at Oklahoma City Community College's Visual and Performing Arts Center Atrium, located at 7777 S. May Avenue in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Friday, November 18, 2022. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Michael C. Turpen called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Dustin Hilliary, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, and Michael C. Turpen. Regents Warmington and Taylor were absent.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Parker moved, seconded by Regent Holloway, to approve the minutes of the State Regents' meetings on October 26-27, 2022. Voting for the motion were Regents Sherry, Hilliary, Parker, Holloway, Casey, Hickman and Turpen. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Turpen began by thanking Oklahoma City Community College for their hospitality. He then discussed the loss of Amanda Winge, a staff member in the Chancellor's office. After a moment of silence and the reading of a resolution

honoring Winge, Chair Turpen discussed the establishment of a scholarship in her honor to assist students studying abroad. The scholarship will accept donations and policy details will be decided at a later date.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Allison D. Garrett began by echoing Chair Turpen’s comments about the hospitality they have received from Oklahoma City Community College. She then discussed the strategic planning process. Along with Dr. Jarrett Jobe, she has been visiting with legislators about the strategic plan. Chancellor Garrett also provided an update on the current UDS system, which is in the process of being transferred to the new SAS data warehouse. Phase I of the project will be in place by the end of April 2023. She also discussed the transition from the current OSRHE website to the new website, which will provide enhanced dashboard capabilities. Chancellor Garrett concluded her remarks by introducing Dr. Robert Placido, the new Vice Chancellor for Academic and Student Affairs.

Vice Chancellor Placido shared his background in higher education and discussed his work experience with the University of Maine System where he served in the same role.

6. **PRESIDENT’S WELCOME.** Oklahoma City Community College (OCCC) President Mautra Jones began by thanking the State Regents for their work in higher education. She introduced Alexis Zimmerman, a psychology major who is a member of the TRIO program, the president’s leadership class, and the Students Connecting with Mentors for Success (SCMS) mentoring program.

Ms. Zimmerman discussed her work at OCCC during the time of COVID-19 and her ongoing pursuit of a higher education. She reflected on the impact that OCCC has had on her during her time on campus. She stated that the institution encourages a diverse student body and prepares students to address real-world issues. Her work with SCMS has inspired her, and the counselors

at OCCC have encouraged her as she takes the next step of attending the University of Central Oklahoma next year.

6.1 **DIGITAL CINEMA PRODUCTION.** Oklahoma City Community College (OCCC) Provost Dr. Jeremy Thomas began by discussing Gray Frederickson’s legacy at OCCC. In essence, the students are his legacy. It is here at OCCC that Gray Frederickson created from scratch the first film program in Oklahoma that was dedicated to producing graduates who were filmmakers with command of movie equipment and technology. The digital cinema program has about 200 students involved each year and graduates about 22. The program has developed partnerships with Oklahoma City Public Schools, the Department of Commerce, and Prairie Surf Media. He then introduced Mr. Matt Payne, CEO of Prairie Surf Media.

Mr. Payne stressed that one of the top digital cinema programs in the country is at OCCC. He discussed his partnership with OCCC and his work with the new Paramount series “Tulsa King,” which was filmed in Oklahoma City and Tulsa. He said that through this partnership, a generational industry has been established that will benefit Oklahoma for years to come.

Chair Turpen asked for a motion to recess to tour the Visual and Performing Arts Center. Regent Parker made a motion to take a brief recess, seconded by Regent Holloway. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Sherry, and Hilliary. Voting against the motion were none.

At 10:17 a.m., Chair Turpen called the meeting back to order. Present for the meeting were Regents Sherry, Hilliary, Parker, Holloway, Casey, Hickman, and Turpen.

7. **NEW PROGRAMS.**

a. Regent Casey moved, seconded by Regent Holloway, to approve a request from the University of Oklahoma to offer the Bachelor of Science in GeoEnergy Engineering.

Voting for the motion were Regents Hilliary, Parker, Holloway, Casey, Hickman, Turpen, and Sherry. Voting against the motion were none.

- b. Regent Casey moved, seconded by Regent Parker, to approve a request from Rogers State University to offer the Bachelor of Science in Chemical Engineering. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Sherry, and Hilliary. Voting against the motion were none.
- c. Regent Casey moved, seconded by Regent Holloway, to approve a request from Oklahoma City Community College to offer the Certificate in Childcare Administrator. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Hilliary and Parker. Voting against the motion were none.
- d. Regent Casey moved, seconded by Regent Parker, to approve a request from Rose State College to offer Associate in Science in Data Science and Analytics. Voting for the motion were Regents Casey, Hickman, Turpen, Sherry, Hilliary, Parker and Holloway. Voting against the motion were none.

8. **PROGRAM DELETIONS.** Regent Casey moved, seconded by Regent Parker, to approve institutional requests for program deletions at the University of Oklahoma. Voting for the motion were Regents Hickman, Turpen, Sherry, Hilliary, Parker, Holloway, and Casey. Voting against the motion were none.

9. **POLICY.**

- a. Regent Casey moved, seconded by Regent Hickman, to approve revisions to the In-state/Out-of-state Status of Enrolled Students policy. Voting for the motion were Regents Turpen, Sherry, Hilliary, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.
- b. Regent Casey moved, seconded by Regent Holloway, to approve the revisions to the

Functions of Research in the State System policy. Voting for the motion were Regents Sherry, Hilliary, Parker, Holloway, Casey, Hickman, and Turpen. Voting against the motion were none.

10. **GRANTS.** Regent Casey moved, seconded by Regent Parker, to approve the 2023 Summer Academy Grants. The Summer Academy grant program is funded on a year-to-year basis depending on available funds. The response to the call for proposals for 2023 resulted in 36 submissions. All proposals were reviewed by independent reviewers using a standard rubric. The funding recommendations are based on reviewer feedback, budgetary considerations, and geographic dispersion of academies. The recommendation provides \$604,124.50 across 20 Summer Academies and will provide STEM engagement opportunities to over 600 students this summer. Voting for the motion were Regents Hilliary, Parker, Holloway, Casey, Hickman, Turpen and Sherry. Voting against the motion were none.

11. **SCHOLARS FOR EXCELLENCE IN CHILD CARE.** Regent Casey moved, seconded by Regent Hickman, to approve the Scholars for Excellence in Child Care scholarship contract modification in the amount of \$2,088,083 and program contract modification in the amount of \$2,628,571. Regent Casey recognized Ms. Gina McPherson, director of special programs, to present this item. She recognized the success of OCCC's program and discussed the value of this scholarship program. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Sherry, and Hilliary. Voting against the motion were none.

12. **E&G BUDGET.**
 - a. Regent Hickman moved, seconded by Regent Parker, to approve the allocation of \$1,277,714.61 to Oklahoma State University Center for Health Sciences and \$1,277,714.61 to the University of Oklahoma Health Sciences Center (OUHSC) from

revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

The current accumulated allocation to each institution, including this allocation, totals to \$102,010,524.15. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Sherry, Hilliary, and Parker. Voting against the motion were none.

- b. Regent Hickman moved, seconded by Regent Parker, to approve a one-time Innovation and System Efficiency grant in the amount of \$375,000 to the University of Science and Arts Oklahoma and \$375,000 to Redlands Community College in support of a joint operations collaboration. Voting for the motion were Regents Casey, Hickman, Turpen, Sherry, Hilliary, Parker, and Holloway. Voting against the motion were none.
13. **EPSCoR.** Regent Hickman moved, seconded by Regent Parker, to approve an allocation in the amount of \$30,000 to the University of Central Oklahoma for the annual Oklahoma Research Day event. This funding will provide a venue for networking among researchers and allow the interchange of ideas among those studying and researching in their respective academic disciplines. State Regents funds will support supplies to each participating institution to assist students on their campus in preparing their virtual presentations, as well as support for judges and awards. Voting for the motion were Regents Hickman, Turpen, Sherry, Hilliary, Parker, Holloway, and Casey. Voting against the motion were none.
14. **CONTRACTS AND PURCHASES.** Regent Hickman moved, seconded by Regent Holloway, to approve FY23 purchases for amounts that are in excess of \$100,000. Voting for the motion were Regents Turpen, Sherry, Hilliary, Parker, Holloway, Casey, and Turpen. Voting against the motion were none.
15. **INVESTMENTS.** Regent Parker indicated that there was not an investment manager recommendation at this time.

16. **CONSENT DOCKET.** Regent Parker moved, seconded by Regent Holloway, to approve/ratify the following routine requests which are consistent with State Regents' policies and procedures or previous actions:

j. Programs.

(1) Program Modifications. Approval of institutional requests.

(2) Program Suspension. Ratification of an institutional request.

k. Certificates of 15 or Fewer Credit Hours. Ratification of an institutional request.

l. Micro-credentials. Ratification of an institutional request.

m. Reconciliations. Ratification of institutional requests.

n. Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs.

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

p. Electronic Delivery.

(1) University of Oklahoma. Approval to offer the following existing program via electronic delivery: Doctor of Education in Education Administration.

(2) Southwestern Oklahoma State University. Approval to offer the following existing program via electronic delivery: Associate in Science in Criminal Justice.

(3) University of Central Oklahoma. Approval to offer the following existing program via electronic delivery: Master of Science in Finance.

q. Operations.

- (1) Ratification of purchases over \$25,000.
 - (2) Audit, June 30, 2022 Acceptance of audited financials.
 - (3) Personnel. Ratification of personnel.
- r. Resolution honoring Amanda Winge.

Voting for the motion were Regents Sherry, Hilliary, Parker, Holloway, Casey, Turpen, and Hilliary. Voting against the motion were none.

17. **REPORTS.** Regent Holloway moved, seconded by Regent Casey, to acknowledge receipt of the following reports:

- c. Programs. Current Status Report on program requests.
- d. Annual Reports.
 - (3) Academic Scholars Program. 2021-2022 Year-End Report.
 - (4) Oklahoma Tuition Aid Grant. 2021-2022 Year-End Report.
 - (5) Oklahoma Tuition Equalization Grant. 2021-2022 Year-End Report.
 - (6) Regional University Baccalaureate Scholarship. 2021-2022 Year-End Report.
 - (7) Academic Policy Exception Quarterly Report.
 - (8) Oklahoma's Promise. Initial report required by SB 639 of the 2021 legislative session.
 - (9) FY23 Tuition and Analysis Report.
 - (10) Financial Operations Report, June 30, 2022.

Voting for the motion were Regents Hilliary, Parker, Holloway, Casey, Turpen, Hilliary, and Sherry. Voting against the motion were none.

18. **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.

19. **PROPOSED EXECUTIVE SESSION.** Mr. Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, advised State Regents that an executive session was not needed.

20. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Turpen announced that the next regular scheduled meetings will be held on Wednesday, February 8 at 10:30 a.m. and Thursday, February 9, 2022 at 9 a.m. at the State Regents office in Oklahoma City.

21. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Michael C. Turpen, Chair

Dennis Casey, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Suite 200 Oklahoma City

**MINUTES OF THE
COMMITTEE-OF-THE-WHOLE**

Thursday, December 8, 2022

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a special meeting at 10:30 a.m. on Thursday, December 8, 2022, at Oklahoma City Community College's Visual and Performing Arts Center Atrium, located at 7777 S. May Avenue in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Friday, November 18, 2022. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Michael C. Turpen called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Dustin Hilliary, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, and Michael C. Turpen. Regents Warmington and Taylor were absent.
3. **STATE SYSTEM INSTITUTIONS.**
 - a. **Seminole State College (SSC).** President Lana Reynolds provided an update on activities at Seminole State College. President Reynolds presented the "*Top 10*" things that are going on at SSC. These included: 10) History – history of the college and the ties to the community of Seminole; 9) Diversity – the student body is very diverse at SSC with 30 percent of the student body being Native American; 8) Enrollment – enrollment is on the rise, having increased 5 percent over 2021; 7) Concurrent Enrollment – concurrent enrollment has seen a 26 percent increase since 2019; 6) Online Degrees – expansion of online degree program offerings was a priority set by a strategic plan in 2019. SSC anticipated 30 students at the beginning of the first semester and by the end of the semester there were 90. Currently, there are 338 students participating in SSC's online degree programs; 5) Partnerships – SSC developed an educational partnership with East Central University (ECU) in Ada, sharing a full-time English faculty member. SSC also has partnerships with CareerTech and community services; 4) Tribal partnerships – SSC has tribal participation on its Educational Foundation. The Chickasaw Nation helped with the construction of the Boren Center, and the Seminole Nation helped with building the residence hall; 3) Partnership with Department of Commerce – the Department of Commerce, Representative Kevin Wallace, and Senator Roger Thompson helped develop a rural business and economic development center for small communities in the 5 county service area; 2) Bryan Crawford Memorial Sports Complex – this is home of the Trojan baseball team and includes access for high school baseball teams as well as an adapted field for children and adults with disabilities. This was all made possible by partnerships with various community organizations, the Department of Commerce, and the tribes; 1) Community Service – When Seminole was hit by two tornados on May 4, 2022, SSC stepped into help the community by serving as a space for housing community members, working with FEMA, and providing supplies and meals through the Red Cross.

- b. **University of Central Oklahoma (UCO).** President Patti Neuhold-Ravikumar began by discussing UCO's budgetary issues stemming from enrollment declines and the increase in faculty positions at the same time. To solve these budgetary issues, some things, like counseling, were cut which negatively impacts students. Over the past 3 years, UCO began to change through the development of its first ever strategic plan. The result was realignment of campus resources to meet the needs of the students, faculty and staff. UCO has invested in technology and innovation. UCO's forensic science program is the #1 program in the country providing a world-class academic experience to all students, through a unique multidisciplinary program. UCO's online programs went from 0 to 16 in just 3 years and UCO is now nationally ranked by *Newsweek* as a top institution with accredited online degree programs through Connected Campus. Funding from the State Regents will allow UCO to build new engineering labs and will triple the space for engineering. UCO has focused on offering micro-credentials and is starting the "John Michi Collective for the Greater Good," which will be a virtual center for students that will provide resources to address hunger and homelessness. President Neuhold-Ravikumar said that UCO graduates 2,500 students per year and 90 percent stay and work in Oklahoma. She stated the UCO is the "workhorse for the workforce." She also explained that 38 percent of UCO's students receive Pell grants and 10 percent receive OHLAP.
- c. **Oklahoma City Community College (OCCC).** President Mautra Jones began by stating that OCCC is celebrating its 50th Anniversary. She reviewed OCCC's history, discussing the establishment of South Oklahoma City Junior College (SOCJC) in 1972 and presented a video about the founding of the college. President Jones explained that OCCC just finished a successful accreditation process with the Higher Learning Commission. She said that *Movie Maker Magazine* named OCCC's Digital Cinema program one of the top-40 programs in the United States and Canada. The late Gray Frederickson was an artist in residence and studio coordinator with OCCC and his life and career had a major impact on OCCC's campus community. In his honor, OCCC recently renamed that program to the Gray Frederickson Digital Cinema Production program to honor Gray Frederickson's legacy. President Jones shared that the U.S. Department of Education recently awarded Oklahoma City Community College a five-year, \$1.16 million federal TRIO Program Educational Opportunity Centers grant. The grant will help promote college readiness and college access for adults pursuing postsecondary education.
4. **STUDENT SUCCESS.** Dr. Jason Johnson, Vice President for Student Affairs at OCCC, introduced Mr. Bryon Dickens, Students Connecting with Mentors for Success initiative (SCMS) Program Director. Dickens explained that this program was initially targeted toward the black male student population. SCMS was designed to provide degree-seeking students with mentors and intra-campus resources to facilitate successful academic achievement, higher retention rates, and graduation completion. It was an instant success. In 2019, the program was expanded to include black females, Hispanic and Native American students. The program's success has continued with 93 percent of the students enrolled in the program continuing to a 4-year institution. The SCMS program has enjoyed great support from faculty, staff and the OCCC Regents. Starting in the Spring of 2023, all of OCCC's student body will be eligible for participation in the program.
5. **WORKFORCE.** Mr. David Castillo, president of the Greater Oklahoma City Hispanic Chamber of Commerce, provided an update on the Chamber and its involvement with higher education. The Chamber is a community-based organization with over 400 members. The purpose of this organization is to promote the advancement of the commercial and economic interests of Hispanic-owned businesses, Hispanic-managed businesses, and the Hispanic-oriented businesses, trades and professionals in central Oklahoma. He explained that the demographics of Oklahoma's Hispanic

community has seen an 85 percent increase in the last 15 years. Currently, 13 percent of the population in Oklahoma are Hispanic, 21 percent of the population in Oklahoma City is Hispanic, and 1 in 4 children born in Oklahoma county are Hispanic, while 60 percent of the students in Oklahoma City Public Schools are Hispanic. The future of these students is vital to Oklahoma's future. He explained that education is the key. UCO and OCCO do a fantastic job in reaching out to the Hispanic community to build the trust needed for the students to succeed in college. Regent Hickman inquired about what would could be done to encourage more Hispanic students to attend college and to overcome the obstacles. Mr. Castillo suggested that a bilingual recruiter would solve many of the problems with trust issues and interpersonal relations.

6. **NURSING.** Chancellor Garrett introduced Ms. Carolyn Hill, President-elect of the Langston University National Alumni Association (LUNAA), who requested to address the board concerning Oklahoma State University's request to offer the Bachelor of Science in Nursing, which was not yet before the Regents for consideration. Ms. Hill indicated a desire for LUNAA to be involved in the consideration of program requests, such as the OSU nursing program, that might have a negative impact on. Langston University's mission.

Chairman Turpen recessed the meeting for lunch.

7. **PROPOSED EXECUTIVE SESSION.** Upon advice of Mr. Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, Regents returned from recess and Regent Jody Parker made a motion to go into Executive Session, pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; (2) Black Emergency Response Team, et al. v. O'Connor, et al., Case No. 5:21-cv-01022-G, in the United States District Court for the Western District of Oklahoma; and (3) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 4:22-cv-00477-CVE, in the United States District Court for the Northern District of Oklahoma, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest. The motion was seconded by Regent Ann Holloway. Voting for the motion were Regents Sherry, Hilliary, Parker, Holloway, Casey, Hickman, and Turpen.

Following the executive session, a motion was made by Regent Holloway, seconded by Regent Casey to return to the regular meeting. Voting for the motion were Regents Sherry, Hilliary, Parker, Holloway, Casey, Hickman, and Turpen. Regent Casey moved, seconded by Regent Parker, to proceed as discussed in executive session. Voting for the motion were Regents Sherry, Hilliary, Parker, Holloway, Casey, Hickman, and Turpen.

8. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Mr. Mark Tygret provided the budget report and revenue update for the Fall of 2022. He discussed the general revenue fund and the upcoming Board of Equalization meeting. He also discussed the Rainy-Day Fund meeting is constitutional cap.
9. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Dr. Jarrett Jobe provided an update on legislative requests based on the State Regents' legislative agenda. All Senate committee chairs have been announced while the House committee assignments will be announced soon.
10. **"BEST OF HIGHER EDUCATION."** Regents received the December 2022 update on institutional activities via e-mail on Wednesday, December 7, 2022.

11. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.
12. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

Michael C. Turpen, Chair

Dennis Casey, Secretary