



OKLAHOMA STATE SYSTEM
OF HIGHER EDUCATION

Improving our future by degrees

Agenda

April 21, 2023

NOTE

This document contains recommendations and reports to the State Regents regarding items on the April 21, 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 April 21, 2023.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

A G E N D A

Friday, April 21, 2023 at 10:30 a.m. or
immediately following the Tuition Hearing
Rogers State University, Dr. Carolyn Taylor Center
1701 W. Will Rogers Blvd.
Claremore, Oklahoma
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.)
6. **President's Welcome.** Welcome from President Larry Rice of Rogers State University. Page 1. (Oral Presentation)

ACADEMIC

7. **New Programs.**
 - a. Oklahoma State University. Approval to offer the Doctor of Philosophy in Health and Human Performance and the Doctor of Business Administration in Business Administration. Page 3.
 - b. The University of Oklahoma. Approval to offer the Doctor of Philosophy in Astrophysics and the Master of Science in Sustainable Architecture. Page 15.
 - c. Northeastern State University. Approval to offer the Bachelor of Science in Advocacy and Justice Studies. Page 27.
 - d. Northwestern Oklahoma State University. Approval to offer the Certificate in Cybersecurity, the Certificate in Plant and Soil Science, and the Certificate in Animal Science. Page 35.
 - e. Southeastern Oklahoma State University. Approval to offer the Master of Science in Healthcare Administration. Page 45.

- f. The University of Central Oklahoma. Approval to offer the Bachelor of Music in Musical Theatre and the Certificate in Audio Post-Production. Page 51.
 - g. Murray State College. Approval to offer the Bachelor of Applied Technology in Gunsmithing. Page 63.
 - h. University of Central Oklahoma. Approval to institute an Early College Program. Page 71.
 - i. Deleted Item. Page 81.
8. **Program Deletions.** Approval of institutional requests. Page 87.
9. **Grants.** Approval of Grant Allocation for the Hunger Free Campus Act. Page 91.

FISCAL

10. **E&G Allocation.** Approval of a supplemental allocation of state appropriations. Page 93.
11. **Policy.** Exception to Tuition and Fee policy. University of Oklahoma. Page 95.
12. **Contracts and Purchases.** Approval of contracts over \$100,000 for FY2023. Page 97.
13. **Investments.** Approval of Investment Managers. Page 99.

EXECUTIVE

14. **Permanent Rule Revisions.** Posting of permanent rule revisions for the Tulsa Reconciliation Education and Scholarship Program. Page 101.

CONSENT DOCKET

15. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
- a. Program Modifications. Approval of institutional requests. Page 105.
 - b. Certificates of 15 or Fewer Credit Hours. Ratification of institutional requests. Southwestern Oklahoma State University. Page 111.
 - c. Micro-credentials. Ratification of institutional requests. Page 113.
 - d. Reinstatement. Ratification of institutional request. Page 117.
 - e. Suspensions. Ratification of institutional requests. Page 119.
 - f. Reconciliations. Ratification of institutional requests. Page 121.

- g. Cooperative Agreement. Ratification of an institutional request from Western Oklahoma State College regarding a cooperative agreement program with Southwest Technology Center. Page 123.
- h. Electronic Delivery.
 - (1) Southeastern Oklahoma State University. Approval to offer the following existing programs via electronic delivery. Bachelor of Arts in Psychology and the Bachelor of Arts in Theatre. Page 127.
 - (2) The University of Central Oklahoma. Approval to offer the following existing programs via electronic delivery. Master of Education in Educational Leadership and the Master of Education in Curriculum and Instruction. Page 131.
 - (3) Murray State College. Approval to offer the following existing program via electronic delivery. Associate in Applied Science in Occupational Therapy Assistant. Page 133.
- i. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 135.
- j. Operations.
 - (1) Ratification of purchases over \$25,000. Page 137.
 - (2) Personnel. Ratification of personnel appointments. Page 139.
- k. Resolution. Approval of a resolution honoring an outgoing member. Page 153.

REPORTS

16. Reports.

- a. Programs. Acknowledge receipt of the Current Status Report on program requests. Page 155. (Supplement)
- b. Annual Reports.
 - (1) Acknowledge receipt of the 2019-2020 Overview of Student Financial Aid at State System Institutions Report. Page 157.
 - (2) Acknowledge receipt of the Policy Exception Report. Quarterly Policy Exception Report. Page 173.
 - (3) Acknowledge receipt of the Current Income and Expenditure Report, FY2022. Page 175.

17. 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.
18. **Proposed Executive Session.** Page 183.
- 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.
19. **Announcement of Next Regular Meeting – The next regular meetings are scheduled to be held on Thursday, May 25, 2023 at 10:30 a.m. and Friday, May 26, 2023 at 9 a.m. at the State Regents office, 655 Research Parkway, Suite 200, Oklahoma City, OK.**
20. ***Adjournment.**

****Following adjournment, Regents will have the opportunity to tour and eat lunch on campus, but no public business will be discussed and no action will be taken.***

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
April 21, 2023

AGENDA ITEM #6:

President's Welcome.

Oral Presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #7-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Doctor of Philosophy in Health and Human Performance and the Doctor of Business Administration in Business Administration.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's requests to offer the Doctor of Philosophy in Health and Human Performance, via traditional delivery, and the Doctor of Business Administration in Business Administration, via traditional and electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Doctor of Philosophy in Health and Human Performance.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 5 students in Fall 2025; and
Graduates: a minimum of 4 students in 2025-2026.
- **Doctor of Business Administration in Business Administration.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 15 students in Fall 2027; and
Graduates: a minimum of 10 students in 2027-2028.

BACKGROUND:

Academic Plan

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

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

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

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

Program Review

OSU offers 346 degree and/or certificate programs as follows:

93	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
116	Baccalaureate Degrees
85	Master’s Degrees
52	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OSU’s faculty developed the proposals, which were reviewed and approved by institutional officials. OSU’s governing board approved delivery of the Doctor of Philosophy (Ph.D.) in Health and Human Performance and the Bachelor of Business Administration in Business Administration at their March 25, 2022 meeting. OSU is currently approved to offer 124 degree and certificate programs through electronic delivery. OSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Doctor of Philosophy in Health and Human Performance

Program purpose. The proposed program is designed to educate future faculty members and researchers in the Health and Human Performance (HHP) industry.

Program rationale and background. Graduates of the proposed program will become the next generation of the university faculty members as well as researchers in public and private businesses, agencies, and laboratories. Upon graduation, doctoral students will have the knowledge and experience to develop into leading scholars able to conduct high quality basic and applied research, to provide relevant instruction, develop effective interventions, and contribute to the development of informed services that will enhance quality of life for all.

Employment opportunities. The Bureau of Labor Statistics reported in 2019 that research and faculty positions in Health and Human Performance are expected to continue growing in the foreseeable future. Job postings in the field are projected to increase. Coupled with the increasing number of retirements, this will create a greater need to fill open position with appropriate qualifications and education. According to OK.gov, the three top supersectors for anticipated growth in Oklahoma are: 1) Education and Health Care,

2) Business Services, and 3) Recreation. Health and Human Performance both as faculty and lab researchers fit within this list as part of Business Services providing research for businesses in the field, and Education and Health Care as a critical component to both elements.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	5	Fall 2025
Minimum Graduates from the program	4	2025-2026

Duplication and impact on existing programs. There are no Ph.D. in Health and Human Performance programs in Oklahoma. A system wide letter of intent was communicated by email on January 19, 2022. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on April 11, 2022. Neither OU nor any other State System institutions notified State Regents’ staff of a protest to the proposed program. Due to uniqueness of the proposed program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Ph.D. in Health and Human Performance program 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
Research Core	15
Option Core	9
Guided Electives	6
Dissertation	30
Total	60

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

For these reasons, two external reviewers, Drs. Sara Campbell and Joseph Weir, conducted an electronic review (i.e., no site visit) of the proposed degree program. Dr. Campbell holds a Doctor of Philosophy in Exercise Science from Florida State University. She is currently a tenured Associate Professor in the Department of Kinesiology and Health at Rutgers University and the Director of the Graduate Program in Kinesiology and Applied Physiology. Dr. Weir holds a Doctor of Philosophy in Exercise Physiology from the University of Nebraska-Lincoln. He currently is a tenured Full Professor in the Department of Health, Sport, and Exercise Science at the University of Kansas. Both reviewers have extensive experience in the academic area of exercise science as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

The external evaluators’ charge was to assess the viability and quality of the proposed degree program with specific attention to issues of duplication of programs, student demand, productivity standards and funding

implications. The evaluators used the OSRHE’s Academic Program Approval policy and background information on the OSRHE’s Academic Planning/Resource Allocation initiative to frame the review.

The team’s overall evaluation included the following findings:

The goals and outcomes of the program are clearly indicated and align with the traditional research focus of the degree outcomes. The specific measurement assessments associated with each program outcome are well devised and tied to the program objectives as well as the mission of OSU. The curriculum is well thought out and reflects on competencies associated with the proposed area of study and competencies set forth by national governing bodies of community health education. The program meets the criteria established by the Oklahoma State Regents for Higher Education.

The team’s overall evaluation included the following recommendations:

- Course syllabi are very uniform, however largely lacking in content, particularly with regards to readings, textbooks, and assignments making the extent of the program rigor difficult to ascertain.
- The number of supported students is not entirely clear nor how they will be supported. A clearer outline for how this will be accomplished would be helpful to the program moving forward.

In summary, the team declared support without reservation to establish the program at OSU. OSU responded satisfactorily to the team’s recommendations.

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

Delivery method and support services. The proposed Ph.D. in Health and Human Performance will be offered traditionally. The library, facilities, and equipment are adequate for the proposed program.

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

Program resource requirements. Program resource requirements for the Ph.D. in Health and Human Performance 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	\$27,000	\$27,000	\$27,000	\$27,000	\$27,000
<i>Explanation: Estimated from School and College budget allocations for each program/degree area. This estimate has been approximately \$27,000 per year per program/degree area for the past 3 years.</i>					
Student Tuition	\$5,530	\$8,296	\$11,061	\$13,827	\$16,592

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<i>Explanation/Calculations: Calculated for 12 credit hours per student per year based on OSU graduate tuition of \$230.45 per credit hour. Student enrollments are estimated to be 2, 3, 4, 5, and 6 for years 1 through 5 respectively.</i>					
TOTAL	\$32,530	\$35,296	\$38,061	\$40,827	\$43,592

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	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
<i>Explanation: Five faculty with base salary of \$60,000 per year at 0.05 FTE.</i>					
Graduate Assistants	\$7,955	\$10,955	\$12,000	\$13,955	\$15,000
<i>Explanation: Graduate Assistants with base salary of \$3,000 per month at 0.5 FTE, 5.33 months per year 1; 7.33 months per year 2; 8 months for year 3; 9.33 months for year 4; and 10 months for year 5.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$9,000	\$9,000	\$10,000	\$11,000	\$12,000
<i>Explanation: Disposable materials and need for replacement of materials including but not limited to: gloves, towels, cleaners, electrodes, balance balls, anatomical mannequins, sensors, and updating software.</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	\$31,955	\$34,955	\$37,000	\$39,955	\$42,000

Doctor of Business Administration in Business Administration

Program purpose. The proposed program will offer a practitioner focused doctoral degree to business leaders so they may be better equipped to lead their organizations and make a positive impact.

Program rationale and background. The proposed Doctor of Business Administration (DBA) in Business Administration's core curriculum is a blend of research methods and design, current literature, and emerging trends in management, marketing, entrepreneurship, finance, and data analytics. Students will have the opportunity to take additional courses in departments that align with their individual area of

interest. The proposed DBA program will serve a unique student population. The target market is working professionals who seek a practice-based doctoral program. Unlike the research-focused Doctor of Philosophy in Business Administration (036) program which prepares graduates for academic tenure-track positions, the purpose of the proposed DBA is to develop business leaders so that they may make a positive impact in their organizations.

Employment opportunities. The goal of the program is not to prepare students for immediate employment in business related industries or to prepare executive DBA graduates for a new hire placement through traditional recruiting methods, but rather to enhance their credentials so that they may advance within their current organizations. According to Oklahoma Employment Security Commission data, job opportunities for management and top executive positions are expected to increase 10 to 12 percent through 2030.

Student demand. The proposed Doctor of Business Administration in Business Administration 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	15	Fall 2027
Minimum graduates from the program	10	2027-2028

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

Institution	Existing Program
University of Oklahoma	Doctor of Philosophy in Business Administration (026)

A system wide letter of intent was communicated by email on February 22, 2022. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on April 11, 2022. Neither OU nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Due to the high demand for business majors in Oklahoma, approval to offer the program will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Business Administration in Business Administration 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 B).

Content Area	Credit Hours
Program Core	33
Guided Electives	9
Dissertation	18
Total	60

External Review. Doctoral programs represent a long-term commitment for an institution. Faculty, support staff, equipment, facilities and resources are required for research and training doctoral students.

This translates to considerable investments in time and funds, therefore institutions infrequently develop new doctoral programs.

For these reasons, two external reviewers, Drs. Shal Khazanchi and Viswanath Venkatesh, conducted an electronic review (i.e., no site visit) of the proposed degree program. Dr. Khazanchi holds a Doctor of Philosophy in Business Administration from the University of Cincinnati. She is currently the Associate Dean of Research and Graduate Programs as well as the Ph.D. Program Director at the Saunders College of Business at the Rochester Institute of Technology. Dr. Venkatesh holds a Doctor of Philosophy in Business Administration from the University of Minnesota. He currently is an Eminent Scholar and Verizon Chair at the Pamplin College of Business at Virginia Tech. Both reviewers have extensive experience in the academic area of business administration as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

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

The team's overall evaluation included the following findings:

Both Dr. Khazanchi and Dr. Venkatesh strongly support the establishment of the proposed program. Aside from the fact that it does not duplicate any existing programs and does not take up additional resources, more importantly, it fills a critical need in the local area to train executives seeking scientific rigor in conducting research in the corporate world. This will be a critical contribution to executives in the local area seeking to further their education with a practice-oriented program.

The team's overall evaluation included the following recommendations:

- The program could benefit from greater clarity on admission and academic standards to include key areas such as prior experience and test score requirements.
- Additional synergies such as data access should be considered to further the research agenda of the college.
- Look into pursuing teaching load partnerships to alleviate any harmful impact the additional teaching load may cause to faculty.

In summary, the team declared support without reservation to establish the program at OSU. OSU responded satisfactorily to the team's recommendations.

Faculty and staff. Existing faculty will be responsible for teaching courses in the proposed program.

Delivery method and support services. The proposed program will be offered in the traditional and electronic format utilizing Canvas, Zoom, and face-to face course options. Faculty teach both synchronous and half synchronous courses using Zoom for synchronous coursework and Canvas for asynchronous modules. The library, facilities, and equipment are adequate for the proposed program.

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

Financing. The proposed program will be offered on a self-supporting model. The current tuition and fee structure will be sufficient to adequately fund the program.

Program resource requirements. Program resource requirements for the Doctor of Business Administration in Business 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	\$774,000	\$1,451,250	\$2,089,800	\$2,271,690	\$2,517,444
<i>Explanation and Calculations: Funding is tuition revenue generated from outreach program fees. The recommended program fee is \$129,000 for 60 total credit hours over 3 years broken down as follows: \$51,600 in year 1 (24 credit hours), \$45,150 in year 2 (21 credit hours), and \$32,250 in year 3 (15 credit hours). The 5-year revenue projection assumes 15 students in cohorts 1 & 2, 18 students in cohorts 3 & 4, and 20 students in cohort 5.</i>					
TOTAL	\$774,000	\$1,451,250	\$2,089,800	\$2,271,690	\$2,517,444

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$226,800	\$226,800	\$226,800	\$226,800	\$226,800
<i>Explanation: Program director (\$120,000) and 1.25 FTE support staff (at \$48,000 annual each) plus fringe calculated at 26 percent. Assumes no annual pay increase over 5 years.</i>					
Faculty	\$241,920	\$347,760	\$532,980	\$532,980	\$567,000
<i>Explanation: Faculty overload pay (\$12,000 average) for course instruction and advisory board. Assumes 16 faculty in year 1, 23 in year 2, and 24 in years 3 through 5. In addition, thesis committee pay is added in year 3 through 5 (\$3,000 average). Assumes 3 faculty per committee for 15 doctoral candidates in years 3 & 4 and 18 in year 5. Fringe calculated at 26 percent and no annual pay increase over 5 years.</i>					
Graduate Assistants	\$30,240	\$60,480	\$60,480	\$60,480	\$60,480
<i>Explanation: Graduate Assistant pay per course (\$6,000) plus fringe calculated at 26 percent. Assumes 4 graduate assistants in year 1 and 8 graduate assistants in years 2 through 5. Also, no annual pay increase over 5 years.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$21,000	\$32,250	\$85,680	\$88,671	\$101,564
<i>Explanation: Student books, software, research funds, etc. Yearly projections based on compounding effect of</i>					

15 students in cohorts 1 & 2, 18 students in cohorts 3 & 4, and 20 students in cohort 5.

Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$23,900	\$48,995	\$85,352	\$92,408	\$103,377
<i>Explanation: Residency lunches, receptions, student parking, and facilities rental. Yearly projections based on compounding effect of student growth and 2.5 percent cost escalation.</i>					
Other Support Services	\$36,000	\$36,900	\$37,823	\$38,768	\$39,373
<i>Explanation: Digital marketing campaigns for student recruitment plus 2.5 percent annual cost escalation.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$2,200	\$2,000	\$3,000	\$3,000	\$3,000
<i>Explanation: Purchase of binders, name tags, and miscellaneous office supplies, and printing of research workshop and residency materials. Increase in years 3 through 5 is for printing of thesis writing workshop and committee materials.</i>					
Telecommunications	\$650	\$650	\$650	\$650	\$650
<i>Explanation: Office land line for support staff.</i>					
Travel	\$19,700	\$23,700	\$26,700	\$26,700	\$26,700
<i>Explanation: Cost for visiting scholars and Tulsa-based faculty/staff to attend monthly residencies at Stillwater campus (travel, lodging, meals).</i>					
Research Support	\$40,000	\$425,000	\$675,000	\$815,000	\$960,000
<i>Explanation: Spears Business departments will support additional research, scholarships, student workers, and graduate assistants.</i>					
Transfers and Fees	\$131,580	\$246,713	\$355,266	\$386,187	\$427,965
<i>Explanation: Transfer for University General Services calculated at 16 percent of tuition revenue (equivalent in-state tuition percentage paid to the university). Additional support fees are allocated to the Registrar and bad debt fees to the Bursar, estimated at 1 percent of tuition.</i>					
TOTAL	\$773,990	\$1,451,248	\$2,089,731	\$2,271,644	\$2,516,909

Attachments

**OKLAHOMA STATE UNIVERSITY
DOCTOR OF PHILOSOPHY IN HEALTH AND HUMAN PERFORMANCE**

Degree Requirements	Credit Hours
Research Core	15
HHP 6063	Grant Writing in Kinesiology, Applied Health & Recreation
	3
STATISTICS	To be approved by committee on Plan of Study
	9
HHP 6020	Research Colloquium (1 credit hour, must take 3 times)
	3
Option Core	9
Applied Physiology Option:	
HHP 5823	Applied Neuromuscular Anatomy & Physiology
	3
HHP 5873	Human Bioenergetics
	3
HHP 5843	Quantitative Biomechanics
	3
Practitioner Option:	
HHP 5603	Principles of Performance Enhancement
	3
HHP 5853	Clinical Exercise Testing & Prescription
	3
HHP 5873	Human Bioenergetics
	3
Guided Electives	6
Courses approved by committee on Plan of Study	
Dissertation	30
HHP 6000	Dissertation Research
	30
Total	60

**OKLAHOMA STATE UNIVERSITY
DOCTOR OF BUSINESS ADMINISTRATION IN BUSINESS ADMINISTRATION**

Program Requirements		Credit Hours
Program Core		33
MGMT 6343	Contemporary Research in Management I	3
MGMT 6353	Advanced Methods in Management Research	3
BADM 6913	Mixed Methods in Management Research	3
BADM 6513	Micro Issues in Business	3
BADM 6523	Macro Issues in Business	3
MKTG 6100	Advanced Seminar in Marketing	3
EEE 6343	Entrepreneurship Processes	3
FIN 6660	Seminar in Finance	3
MSIS 6300	Contemporary Topics in MSIS Research	3
BADM 6713	Theory Building & Scientific Research in Business	3
BADM 6533	Creativity, Innovation, & Leadership	3
Guided Electives		9
VARIOUS	Any Doctoral level or equivalent course that aligns with a student's individual area of interest. Elective courses must be approved by an advisory board for a minimum of 9 credit hours.	9
Thesis		18
BADM 6723	Dissertation & Thesis Design	3
BADM 6000	Research & Thesis I, II, & III (3 semesters)	15
Total		60

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #7-b:

New Programs.

SUBJECT: The University of Oklahoma. Approval to offer the Doctor of Philosophy in Astrophysics and the Master of Science in Sustainable Architecture.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's requests to offer the Doctor of Philosophy in Astrophysics, via traditional delivery, and the Master of Science in Sustainable Architecture, via traditional and electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Doctor of Philosophy in Astrophysics.** 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 4 students in 2026-2027.

- **Master of Science in Sustainable Architecture.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 78 students in Fall 2026; and
 - Graduates: a minimum of 53 students in 2026-2027.

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

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

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

Program Review

OU offers 345 degree and/or certificate programs as follows:

61	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
126	Baccalaureate Degrees
101	Master’s Degrees
57	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OU’s faculty developed the proposals, which were reviewed and approved by institutional officials. OU’s governing board approved delivery of the Doctor of Philosophy (Ph.D.) in Astrophysics at their May 13, 2022 meeting and the Master of Science in Sustainable Architecture at their March 7, 2023 meeting. OU is currently approved to offer 74 degree and certificate programs through electronic delivery. OU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Doctor of Philosophy in Astrophysics

Program purpose. The proposed program will educate students to thoroughly understand the discipline of astrophysics; develop expertise in using the various research methods (including theoretical, experimental, and computational) necessary for investigation in the field; conduct effective, sustained research; and understand the ways in which data driven challenges can be solved.

Program rationale and background. During the past few decades astrophysics research has evolved in many ways that have diverged from the traditional physics degree with astrophysics emphasis. The proposed program will better prepare students for future careers both in astronomy research and outside of academia. One feature of the proposed program would be a larger emphasis on using large data samples for research, which would help students both in astronomy research and in data science careers in industry or government. The value of such a degree can be partially illustrated by the many peer institutions that offer degrees similar to the one proposed. Offering such a program will make OU’s research program more competitive among peer institutions.

Employment opportunities. A search of the American Astronomical Society (AAS) Job Register Archives in March 2021 yielded 65 academic position announcements (including faculty and post-doctoral

fellowships) in the United States and abroad. A search of indeed.com in March 2021, showed 72 positions announcements for persons holding Ph.D.'s in astrophysics, including positions in Data Science.

Student demand. The proposed Ph.D. in Astrophysics 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	20	Fall 2026
Minimum Graduates from the program	4	2026-2027

Duplication and impact on existing programs. There are no Ph.D. in Astrophysics programs in Oklahoma. A system wide letter of intent was communicated by email on December 27, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to uniqueness of the proposed program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Ph.D. in Astrophysics program will consist of 90 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
Program Core	30
Guided Electives	2-60
Dissertation	0-58
Total	90

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

For these reasons, two external reviewers, Drs. Lucas Macri and Elisabeth Mills, conducted an electronic review (i.e., no site visit) of the proposed degree program. Dr. Macri holds a Doctor of Philosophy in Astronomy from Harvard University. He is currently an Associate Dean and Professor in the Department of Physics at Texas A&M University. Dr. Mills holds a Doctor of Philosophy in Astronomy from the University of California, Los Angeles. She currently is an Assistant Professor in the Physics & Astronomy Department at the University of Kansas. Both reviewers have extensive experience in the academic areas of physics and astronomy as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

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

The team's overall evaluation included the following findings:

The proposed program is central to the mission of the University of Oklahoma to provide the best possible educational experience for students through excellence in teaching, research and creative activity, and services to the state and society. There is no duplication with any program of the like in the state. Also, the core group of faculty teaching in the program have the academic preparation and research expertise to oversee and grow the proposed program, as they have already demonstrated through their prior activities within the existing Ph.D. in Physics program.

The team’s overall evaluation included the following recommendations:

- Reduce the total number of required formal courses to 8: 5 in Astronomy, 2 in Physics (to be chosen from the set of currently listed courses) and 1 in Statistics (to align with the stated goal of producing graduates well versed in Big Data).
- Limit the degree plan to only 2 formal courses per semester during the first 2 years and increase the number of required research credit hours, such that students are engaged in research activities from day one.
- Immediately replace recent faculty losses at the junior and mid-career level and plan for at least 1 additional hire to start by Fall 2026.

In summary, the team declared support without reservation to establish the program at OU. OU responded satisfactorily to the team’s recommendations.

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

Delivery method and support services. The proposed program will be offered in the traditional format. The library, facilities, and equipment are adequate for the proposed program.

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

Program resource requirements. Program resource requirements for the Ph.D. in Astrophysics 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	\$117,302	\$201,100	\$251,389	\$301,683	\$335,221
<i>Explanation/Calculations: Tuition was calculated using resident graduate tuition rates of \$334.75 per credit hour and nonresident graduate tuition rates of \$962.35 per credit hour. The budget assumes the</i>					

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<i>headcount (7, 12, 15, 18, & 20 in years 1 through 5 respectively) and assumes 18 credit hours to be taken each academic year. Based on historic graduate enrollment in Physics, it is assumed a mix of 5 percent resident and 95 percent nonresident. As an example, year 1 revenue of \$117,302 = (18 credit hours x 7 students x \$334.75 per credit hour x 5 percent resident) + (18 credit hours x 7 students x \$962.35 per credit hour x 95 percent nonresident).</i>					
TOTAL	\$117,302	\$201,100	\$251,389	\$301,683	\$335,221

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	\$2,305	\$3,932	\$4,900	\$5,862	\$6,500
<i>Explanation: New staff are not required to administer this program, as existing classes will be utilized. The amount above represents the estimated cost of staff proportionally allocated to this program based on the program's estimated credit hour production relative to total credit hour production in the department.</i>					
Faculty	\$20,644	\$35,209	\$43,878	\$52,494	\$58,209
<i>Explanation: New faculty are not required to administer this program, as existing classes will be utilized. The amount above represents the estimated cost of staff proportionally allocated to this program based on the program's estimated credit hour production relative to total credit hour production in the department.</i>					
Graduate Assistants	\$4,913	\$8,379	\$10,442	\$12,493	\$13,853
<i>Explanation: New graduate assistants (GAs) are not required to administer this program, as existing classes will be utilized. The amount above represents the estimated cost of GAs proportionally allocated to this program based on the program's estimated credit hour production relative to total credit hour production in the department.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$116	\$197	\$246	\$294	\$326
<i>Explanation: Estimated proportional cost of books, periodicals, electronic journals, printed materials, etc., used to support instructional delivery in the classroom.</i>					
Library	\$18	\$31	\$39	\$47	\$52
<i>Explanation: Estimated proportional costs of research/library materials necessary for faculty and GAs to conduct research and scholarly activity to support the department.</i>					
Contractual Services	\$3	\$5	\$7	\$8	\$9
<i>Explanation: Estimated proportional cost of memberships for faculty to support research and scholarly activity in the department.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$185	\$316	\$393	\$471	\$522
<i>Explanation: Estimated proportional cost of supplies, materials to support the department. Supplies may include computers, general office supplies, and other items to adequately operate the department.</i>					
Printing	\$0	\$0	\$0	\$0	\$0

Telecommunications	\$229	\$390	\$486	\$581	\$645
<i>Explanation: Estimated proportional cost of telecommunication to support phones, postage, and other utilities to support the department.</i>					
Travel	\$5	\$8	\$10	\$11	\$13
<i>Explanation: Estimated proportional cost of conference and other travel for faculty and GAs to support the department.</i>					
Awards and Grants	\$58,651	\$100,550	\$125,694	\$150,841	\$167,611
<i>Explanation: Estimated cost of graduate assistance tuition waivers calculated based on 50 percent of reported gross tuition revenue. The department provides graduate assistantships to all incoming graduate students. However, about half are supported on research assistantships from grants. As such, the University will receive tuition remission from the grants for students (approximately 50 percent) on research assistantships but will provide tuition waivers to students on teaching assistantships (approximately 50 percent).</i>					
TOTAL	\$87,069	\$149,017	\$186,095	\$223,102	\$247,740

Master of Science in Sustainable Architecture

Program purpose. The proposed program will meet the growing demand for up-to-date expertise in design and construction.

Program rationale and background. Building modelling and analysis capabilities have evolved dramatically in the last decade. Whereas architects once may have convinced clients with beautiful renderings, models, and videos, clients now expect data and evidence to support design decisions. Architects must justify design decisions with evidence about lifecycle costs, energy use, resiliency, sustainability, and more. Evidence-based sustainable design describes architectural design processes guided not simply by intuition or art, but rather by research and analysis. Architects and designers who graduated more than ten years ago generally lack expertise in the new methods and tools of practice associated with sustainable evidence-based design. Today, architects can use software to quickly analyze, for example, how the window design and choice of glass impact energy usage in a building. An elementary school classroom design can be analyzed for acoustics, glare, daylight, and even views in a matter of minutes. These analytical tools help architects make better design decisions and communicate the rationale to clients. Given this professional context, the prospective market for this program is architects, interior designers, facility managers, and others in the design and construction industry who have an interest or need in acquiring the latest expertise and skills in evidence-based design.

Employment opportunities. To isolate potential job opportunities for graduates of the proposed program, OU conducted a study utilizing filters to hone in on jobs within architecture, construction management, and related fields that require key skills in sustainability. The overarching occupational groups studied included general architects, architectural and engineering managers, landscape architects, and architectural and civil drafters. In 2022, Lightcast reported 33,513 job postings for the field of architecture. Program graduates would be eligible for other architectural job postings that don't mention these skills, and their expertise in growing trends and tools in sustainable architecture may give them a competitive advantage.

Student demand. The proposed Master of Science in Sustainable Architecture 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	78	Fall 2026
Minimum graduates from the program	53	2026-2027

Duplication and impact on existing programs. There are no Master of Science in Sustainable Architecture programs in the state of Oklahoma. A system wide letter of intent was communicated by email on November 16, 2022. None of the State System institution notified State Regents’ staff of a protest to the proposed program. Due to the uniqueness of the program, approval to offer the program will not constitute unnecessary duplication.

Curriculum. The proposed Master of Science in Sustainable Architecture will consist of 30 total credit hours as shown in the following table. Fifteen new courses will be developed and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Program Core	30
Total	30

Faculty and staff. Existing faculty will be responsible for teaching courses in the proposed program.

Delivery method and support services. The proposed program will be offered in the traditional and electronic format utilizing Canvas, Zoom, and face-to face course options. Faculty teach both synchronous and half synchronous courses using Zoom for synchronous coursework and Canvas for asynchronous modules. The library, facilities, and equipment are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. 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. The proposed program will be offered on a self-supporting model. The current tuition and fee structure will be sufficient to adequately fund the program.

Program resource requirements. Program resource requirements for the Master of Science in Sustainable Architecture 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

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$941,906	\$1,717,594	\$1,717,594	\$1,717,594	\$1,717,594
<i>Explanation and Calculations: The tuition estimates assume three starts per academic year with a Spring 2024 start. The Spring 2024 class is estimated to have 25 students, while subsequent summer, fall, and spring starts will also have 25 new enrollments. Using a 70 percent retention rate (for budgeting purposes, the retention rate is applied in semester preceding the starting semester, in August for summer starts, and in January for fall starts). The headcount enrollments align with the estimated student demand anticipated which is 25 students in year 1, 78 in year 2, and 95 in years 3 through 5. Under the 15-month program, it is assumed 7.5 credit hours will be taken per semester per matriculated student at a rate of \$985 per credit hour.</i>					
TOTAL	\$941,064	\$1,717,594	\$1,717,594	\$1,717,594	\$1,717,594

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$29,925	\$29,925	\$29,925	\$29,925	\$29,925
<i>Explanation: 0.5 FTE staff position split between other online programs to provide administrative support to faculty and students enrolled in the online program.</i>					
Faculty	\$320,780	\$420,280	\$420,280	\$420,280	\$420,280
<i>Explanation: Faculty will be paid \$3,333 plus fringe per credit hour to teach on an overload basis in the program. Some faculty costs may eventually be absorbed by full-time instructional faculty, but the total budget would remain the same. Also, includes \$16,000 plus fringe per year as a stipend for a faculty program coordinator and course development costs to create initial online offerings. Also, Year 1 includes \$100,000 for course development support to create new online courses.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,000	\$6,200	\$6,200	\$6,200	\$6,200
<i>Explanation: Estimated cost of equipment and materials for use in course preparation and delivery and research related to this program. Future year increases are based on projected enrollment increases. Costs could include classroom supplies, handouts, data sets, in-class equipment (whiteboards, projectors, etc.), etc.</i>					
Library	\$1,250	\$3,875	\$3,875	\$3,875	\$3,875
<i>Explanation: Estimated cost of library materials for use in course preparation and delivery and research related to this program. Future year increases are based on projected enrollment increases.</i>					
Contractual Services	\$376,763	\$687,038	\$687,038	\$687,038	\$687,038
<i>Explanation: Digital marketing costs; third-party support for student recruitment infrastructure and onboarding to OU.</i>					
Other Support Services	\$93,100	\$93,100	\$93,100	\$93,100	\$93,100
<i>Explanation: Internal support (0.5 FTE) from the Office of Digital Learning to support the creation and</i>					

maintenance of online courses and ongoing support from OU Online (0.5 FTE).

Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,250	\$3,875	\$3,875	\$3,875	\$3,875
<i>Explanation: Estimated cost of printing for use in research and class delivery for this program. Future year increases are based on projected enrollment increases.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$825,068	\$1,244,293	\$1,244,293	\$1,244,293	\$1,244,293

Attachments

**THE UNIVERSITY OF OKLAHOMA
DOCTOR OF PHILOSOPHY IN ASTROPHYSICS**

Degree Requirements	Credit Hours
Program Core	15
PHYS 5000 Introduction to Graduate Studies	0
PHYS 5013 Mathematical Methods in Physics	3
PHYS 5153 Classical Mechanics	3
PHYS 5163 Statistical Mechanics	3
PHYS 5393 Quantum Mechanics I	3
PHYS 5573 Electrodynamics I	3
Guided Electives	15
Additional 5 core courses that cover application of physics principles in astrophysical settings can be selected from Astronomy & Physics courses at the 5000 level and above (excluding 5980 & 6980) or in related fields at the G4000 level and above if approved by the advisory committee and the graduate liaison. Select from the following:	
ASTR G4303 Stellar Astrophysics	3
ASTR 5403 High Energy Astrophysics	3
ASTR 5453 Extragalactic Astronomy & Cosmology	3
ASTR 5463 Stellar Atmospheres	3
ASTR 5473 Stellar Interiors	3
ASTR 5513 Interstellar Medium	3
ASTR 5523 Advanced Observatory Methods	3
ASTR 5900 Special Topics in Astrophysics	3
Dissertation	2-60
PHYS 6980 Research for Doctoral Dissertation	2-60
Additional Electives	0-58
Additional electives to reach 90 credit hours, as approved by the advisory committee and graduate liaison.	
Total	90

**THE UNIVERSITY OF OKLAHOMA
MASTER OF SCIENCE IN SUSTAINABLE ARCHITECTURE**

Program Requirements		Credit Hours
Program Core		30
*ARCH 5812	Human Centric Design: Equity & Comfort	2
*ARCH 5822	Foundations of Building Physics & Analysis	2
*ARCH 5832	Introduction to Building Performance Analysis	2
*ARCH 5842	Introduction to Research Methods for Analysis	2
*ARCH 5852	Sustainable Design & BIM Workflows	2
*ARCH 5862	Sustainable Urban Design	2
*ARCH 5872	LEED GA Exam	2
*ARCH 5882	WELL AP Exam	2
*ARCH 5892	LCCA & the Circular Economy	2
*ARCH 5902	Building Operations Management	2
*ARCH 5912	Sustainable Design Case Studies	2
*ARCH 5932	Sustainable Design Literature Reviews	2
*ARCH 5942	Case Study Research	2
*ARCH 5952	Comprehensive Exam	2
*ARCH 5962	Case Study Development & Presentation	2
Total		30

*Denotes a new course.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #7-c:

New Programs.

SUBJECT: Northeastern State University. Approval to offer the Bachelor of Science in Advocacy and Justice Studies.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's request to offer the Bachelor of Science in Advocacy and Justice Systems with options in Environmental Advocacy, Legal Advocacy, and Human Rights Advocacy, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Science in Advocacy and Justice Studies.** 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. Northeastern State University's (NSU) 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, NSU has taken the following program actions in response to APRA:

1	Degree and/or certificate programs deleted
18	Degree and/or certificate programs added

Program Review

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

46	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
63	Baccalaureate Degrees
27	Master’s Degrees
0	Doctoral Degrees
1	First Professional Degrees

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

Program Development Process

NSU’s faculty developed the proposal, which was reviewed and approved by institutional officials. NSU’s governing board approved delivery of the Bachelor of Science in Advocacy and Justice Studies at their January 27, 2023 meeting. NSU is currently approved to offer 84 degree and certificate programs through electronic delivery. NSU 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 the Distance Education and Traditional Off-Campus Courses and Programs policies.

ANALYSIS:

Bachelor of Science in Advocacy and Justice Studies

Program purpose. The proposed program will prepare students for a career in non-profit organizations which exist to improve the quality of life of others and provide humanitarian or environmental aid.

Program rationale and background. The proposed program provides an interdisciplinary curriculum that will prepare students for work in non-profit sectors in government and non-government organizations. Coursework in the program will include criminal justice, sociology, women’s and gender studies, American Indian studies, geography, communication, social work, political science, and history. The program will provide foundational knowledge, theory, research methods, and practice applications to the non-profit sector. The key objectives of the program will include: 1) demonstration of knowledge of critical issues, current scholarship, and context regarding advocacy and justice studies topics; 2) develop the ability to identify ways to respond to local, state, federal, tribal, and global community needs; 3) develop an understanding of advocacy approaches and policies designated to foster community change; and 4) engagement with non-profit organizations as advocates in immersive learning experiences, such as service-learning projects and internships.

Employment opportunities. The proposed Bachelor of Science in Advocacy and Justice Studies will prepare students to hold a number of positions in nonprofit organizations from program coordinators, project managers, director of major gifts, donor relations managers, coordinators of planned giving, and community outreach specialists, as well as prepare them for further education in various programs of Master of Arts, Master of Sciences, and law school levels. Students within the program will be required to complete an internship which will consist of 120 hours. NSU is working with various area agencies to provide this internship. The American Red Cross, Lake Area United Way and the Legal Aid Services of Oklahoma have all agreed to provide internship opportunities for students in the proposed program. Additionally, two representatives from the American Red Cross, the Executive Director of the Lake Area United Way, and the Executive Director of Legal Aid Services of Oklahoma have provided letters of support for the program.

In Oklahoma, non-profit organizations employ over 85,000 people, making up 7 percent of private employment. There are over 20,639 registered non-profits with a reported \$13.6 billion in revenue and \$43 billion in assets. According to the Oklahoma Nonprofit Sector: Economic Impact Report of 2022, non-profits pay wages of \$670 billion yearly. Employment projections in Oklahoma through 2026 estimate community service-oriented professions to grow steadily. At the national level, the US. Bureau of Labor Statistics has shown a steady growth in the non-profit sector. They report the growth rate from 2007 to 2012 to be 8.5 percent and from 2012 to 2017 to be 9.3 percent. It is anticipated for this to continue to grow at an even faster rate over the next several years.

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. There are no Bachelor of Science in Advocacy and Justice Studies programs in Oklahoma. A system wide letter of intent was communicated by email on January 5, 2023. No State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the unique focus of the proposed program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in Advocacy and Justice Studies program will consist of 124 total credit hours as shown in the following table. Four new courses will be developed and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	46
Program Core	21
Program Option	15
Minor	18
General Electives	24
Total	124

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

Delivery method and support services. The proposed Bachelor of Science in Advocacy and Justice Studies will be offered via traditional and electronic delivery. NSU utilizes Blackboard as its learning management system to deliver program content for online courses. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment are adequate for the proposed program.

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

Financing. A sum of \$1,000 will be dedicated annually to supporting promotion of the program. All other program needs will be financed on a self-supporting basis. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Bachelor of Science in Advocacy and Justice 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	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Explanation: Reallocation from current administrative and travel budgets to promote the program.</i>					
Student Tuition	\$11,099	\$14,799	\$22,198	\$33,298	\$44,397
<i>Explanation/Calculations: Grad student tuition, COLA enhancement fee, Electronic Media fee = \$348.95 /cr. hr. x 15 x # headcount of students from enrollment demand projection.</i>					
TOTAL	\$12,099	\$15,799	\$23,198	\$34,298	\$45,397

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	\$9,600	\$9,600	\$9,600	\$9,600	\$9,600
<i>Explanation: Cost of teaching the 2 courses annually that are unique to the program.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0

Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$500	\$500	\$500	\$500
<i>Explanation: Funds used for hard copy for the promotion of the program.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$500	\$500	\$500	\$500	\$500
<i>Explanation: Funds used for program recruitment travel.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$10,600	\$10,600	\$10,600	\$10,600	\$10,600

Attachment

**NORTHEASTERN STATE UNIVERSITY
BACHELOR OF SCIENCE IN ADVOCACY AND JUSTICE STUDIES**

Degree Requirements	Credit Hours
General Education	46
MATH 1313 or MATH 1473 or MATH 1513 or MATH 1523	Elementary Statistics or Applied Mathematics or College Algebra or Functions & Change 3
ENGL 1113	English Composition I 3
ENGL 1213	English Composition II 3
COMM 1113 or COMM 2213 or COMM 3223 or COMM 3303	Fundamentals of Oral Communication or Public Speaking or Business & Professional Communication or Group Dynamics 3
POLS 1113	American Federal Government 3
HIST 1483 or HIST 1493	American History to 1877 or American History since 1877 3
ECON 2213 or ECON 2313 or GEOG 2243 or PSYC 1113 or SOC 1113	Principles of Microeconomics or Principles of Macroeconomics or Fundamentals of Geography or Introduction to Psychology or Introduction to Sociology 3
GLOBAL PERSPECTIVES	Select 3 credit hours from approved list 3
H ED 1113 or NUTR 1653	Personal Health or Basic Nutrition 3
LIFE SKILLS	Select 3 credit hours from approved list 3
HUMANITIES	Select 6 credit hours from approved list 6
BIOLOGICAL SCIENCES	Select 3-4 credit hours from approved list. One science course must include a lab. 3-4
PHYSICAL SCIENCES	Select 3-5 credit hours from approved list. One science course must include a lab. 3-5
UNIV 1003	University Strategies 3
Program Core	21
*CR J 1733	Introduction to Advocacy, Public Policy, & Social Justice 3
WGS 2123	Introduction to Women & Gender Studies 3
CR J 3693	Humanitarian Organizations 3
*CR J 4473	Non-profit Financing & Budgeting 3

SOC 4313	Social Research Methods	3
SOC 4713	Social Change	3
SOC 4993	Practicum	3
Program Option		15
Students will select 5 courses from one option. Courses from 1 option cannot be applied to another.		
Environmental Advocacy Option		
GEOG 3033	Environmental Geography	3
GEOG 4273	Natural Hazards	3
GEOG 4343	Biodiversity & Environmental Change	3
GEOG 4743	Climate Change	3
CR J 3653	Environmental & Global Security	3
CR J 4503	Environmental & Wildlife Law	3
CR J 4613	Social Dimensions of Disasters	3
SOC 3413	Rural Sociology	3
SOC 4423	Urban Sociology	3
Legal Advocacy Option		
AIS 4123	Cherokee Legal History	3
CR J 3473	Constitutional Law: Civil Rights	3
CR J 3413	Electronic Legal Research & Writing	3
CR J 4113	Introduction to Law & the American Court System	3
CR J 4323	Current Issues in Native American Law	3
CR J 4513	Legal Analysis	3
POLS 4543	Philosophy of Law	3
SOWK 4863	Social Policy	3
*SOC 4263	Law & Social Advocacy	3
*SOC 4243	Sociology of Law	3
Human Rights Advocacy Option		
COMM 2543	Intercultural Communication	3
CR J 3423	Gender & Crime	3
CR J 3433	Race, Ethnicity, & Crime	3
HIST 3753	African American History	3
POLS 4223	Women in Politics	3
SOC 3233	Racial & Cultural Minorities	3
SOC 4513	Social Psychology	3

SOC 4533	Sociology of Gender	3
SOC 4723	Social Stratification	3
SOWK 4133	Human Rights	3
Minor		18
Select minor from approved list.		
General Electives		24
Total		124

*Denotes a new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #7-d:

New Programs.

SUBJECT: Northwestern Oklahoma State University. Approval to offer the Certificate in Cybersecurity, the Certificate in Plant and Soil Science, and the Certificate in Animal Science.

RECOMMENDATION:

It is recommended that the State Regents approve Northwestern Oklahoma State University's requests to offer via traditional delivery the Certificate in Cybersecurity, the Certificate in Plant and Soil Science, and the Certificate in Animal Science with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Cybersecurity.** This certificate will be embedded within the Bachelor of Science in Computer Science (049) and will be included in the initial program review due in 2027.
- **Certificate in Plant and Soil Science.** This certificate will be embedded within the Bachelor of Science in Agriculture (003) and will be included in the initial program review due in 2027.
- **Certificate in Animal Science.** This certificate will be embedded within the Bachelor of Science in Agriculture (003) and will be included in the initial program review due in 2027.

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 program deleted
2	Degree and/or certificate programs added

Program Review

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

8	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
36	Baccalaureate Degrees
9	Master's Degrees
1	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 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 Certificate in Cybersecurity, the Certificate in Plant and Soil Science, and the Certificate in Animal Science at their January 27, 2023 meeting. NWOSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Cybersecurity

Program purpose. The proposed certificate will prepare students to take the industry certification exams in the Data System, Network, and Cybersecurity fields as well as the Digital Forensics field.

Program rationale and employment opportunities. There is critical demand for employees with cybersecurity skills. CyberSeek, a joint project between CompTIA, labor analysis firm Lightcast, and the

National Initiative for Cybersecurity Education (NICE), shows that there are over 714,500 job postings in the United States requesting cybersecurity-related skills. Many of these openings are for dedicated cybersecurity positions such as cybersecurity analysts or penetration testers. CompTIA’s State of the Tech Workforce report shows that demand in those areas will remain strong with growth expected to be 253 percent above the national rate over the next 10 years. According to Lightcast, the overall U.S. labor market is expected to grow 1 percent in 2022 and 7.8 percent over the next 10 years. According to Oklahoma’s Labor Market and Occupational Employment projections, the next 10 years will manifest a continuing demand for all types of computer science-related jobs but especially for security positions.

Student demand. NWOSU evaluated student interests over the last 2 years by offering courses in Digital Forensics, Information Security, and Cybersecurity. These courses attracted large enrollments even though they were not required courses. Additionally, students routinely request for more information and course offerings in this area of study.

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

Institution	Existing Program
Cameron University	Certificate in Cybersecurity (214)
Rogers State University	Certificate in Cybersecurity and Information Assurance (130)
University of Central Oklahoma	Certificate in Cybersecurity (159)

A systemwide letter of intent was communicated by email on October 11, 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 Cybersecurity will consist of 24 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
Program Requirements	24
Total	24

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 delivery. The libraries, classrooms, and equipment are adequate for the proposed certificate.

Financing and program resource requirements. The proposed Certificate in Cybersecurity will be embedded within the Bachelor of Science in Computer Science (049). Program resource requirements are supported through the 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.

Certificate in Plant and Soil Science

Program purpose. The proposed certificate will provide students the opportunity to add value to their undergraduate degree by studying the biological principles associated with modern, efficient crop and forage production practices.

Program rationale and employment opportunities. The proposed Certificate in Plant and Soil Science is designed to help students develop a deeper understanding of production practices associated with morphology, genetics, breeding, fertilization, and pest management of agricultural field and forage-crop species. Employment opportunities in Oklahoma and surrounding states remain plentiful for Agricultural Education graduates. Survey data submitted by graduating NWOSU Agricultural Education seniors over the past 5 years indicate a 100 percent job placement rate. In addition, recent (fall 2022) teacher staffing surveys conducted by the Oklahoma State School Boards Association (OSSBA) indicate exceptionally high teacher vacancy rates for all subject areas (more than 1,000 statewide vacancies), and also reveal record hiring rates of emergency-certified personnel (more than 2,950 hires). Demand by secondary schools in Oklahoma and surrounding states for teachers holding formal certification in Agricultural Education is high, and is expected to remain high for the foreseeable future. Additional exposure to agricultural content received by students completing this certificate will increase the marketability of NWOSU Agricultural Education graduates given this tight educational labor market environment.

Agriculture in the Great Plains utilizes more than 80 percent of the total land area, and has a total market value of \$92 billion (43 percent crop, 46 percent livestock) according to data compiled by the United States Department of Agriculture, Economic Research Service. In Oklahoma, the value of production for grain-producing row crops alone accounted for over \$1.6 billion in annual receipts in 2021 (Oklahoma Agricultural Statistics Bulletin, 2022). In addition, data reported in the State of Oklahoma's Labor Market Information Unit's Employment Projections program predict that employment in the agriculture industry in Oklahoma will increase over 11 percent between 2020 and 2030. As a result of these market forces, college graduates that have received formal instruction in modern plant and soil production systems are in constant demand by employers within numerous economic sectors. By completing the requirements outlined in the track 2 of the proposed certificate, non-Agriculture and non-Agricultural Education majors will have the ability to diversify their undergraduate educational experience in a way that better positions them to capture career-related opportunities.

Student demand. Many college freshmen students enter NWOSU having already completed between 15 to 30 credit hours of college-level credits via advanced placement (AP) and/or concurrent enrollment programs. Completion of these hours by students during high school creates flexibility with regard to semester course loads throughout their collegiate degree program; however, many students find themselves faced with the decision to either graduate early with respect to the traditional 4-year graduation timetable, or to complete additional courses in an effort to add value to their undergraduate degree. Therefore, an increasing number of Agricultural Education students have expressed a desire to complete additional coursework that is formally documented on official transcripts. This certificate is designed to satisfy those requests.

Duplication and impact on existing programs. There are no Certificate in Plant and Soil Science programs in Oklahoma. A systemwide letter of intent was communicated by email on October 25, 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 Plant and Soil Science will consist of 21 total credit hours as shown in the following table. No new courses will be developed, and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
General Education	4
Program Requirements	17
Total	21

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 delivery. The libraries, classrooms, and equipment are adequate for the proposed certificate.

Financing and program resource requirements. The proposed Certificate in Plant and Soil Science will be embedded within the Bachelor of Science in Agriculture (003). Program resource requirements are supported through the 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.

Certificate in Animal Science

Program purpose. The proposed Certificate in Animal Science will provide students the opportunity to add value to their undergraduate degree by studying the biological principles associated with modern, efficient livestock production practices.

Program rationale and employment opportunities. The proposed certificate is designed to help students develop a deeper understanding of production practices associated with the conformation, breeding, feeding, marketing, and health management of agricultural livestock species. Employment opportunities in Oklahoma and surrounding states remain plentiful for Agricultural Education graduates. Survey data submitted by graduating NWOSU Agricultural Education seniors over the past 5 years indicate a 100 percent job placement rate. In addition, recent (fall 2022) teacher staffing surveys conducted by the Oklahoma State School Boards Association (OSSBA) indicate exceptionally high teacher vacancy rates for all subject areas (more than 1,000 statewide vacancies), and also reveal record hiring rates of emergency-certified personnel (more than 2,950 hires). Demand by secondary schools in Oklahoma and surrounding states for teachers holding formal certification in Agricultural Education is high, and is expected to remain high for the foreseeable future. Additional exposure to agricultural content received by students completing this certificate will increase the marketability of NWOSU Agricultural Education graduates given this tight educational labor market environment.

Agriculture in the Great Plains utilizes more than 80 percent of the total land area, and has a total market value of \$92 billion (43 percent crop, 46 percent livestock) according to data compiled by the United States Department of Agriculture, Economic Research Service. In Oklahoma, the value of production for cattle, hog, and poultry enterprises alone accounted for over \$4.8 billion in annual receipts in 2021 (Oklahoma Agricultural Statistics Bulletin, 2022). In addition, data reported in the State of Oklahoma's Labor Market Information Unit's Employment Projections program predict that employment in the livestock production industry in Oklahoma will increase over 34 percent between 2020 and 2030. As a result of these market forces, college graduates that have received formal instruction in modern animal science production systems are in constant demand by employers within numerous economic sectors. By completing the requirements outlined in this certificate, non-Agriculture and non-Agricultural Education majors will have the ability to diversify their undergraduate educational experience in a way that better positions them to capture career-related opportunities.

Student demand. Many college freshmen students enter NWOSU having already completed between 15 to 30 credit hours of college-level credits via advanced placement (AP) and/or concurrent enrollment programs. Completion of these hours by students during high school creates flexibility with regard to semester course loads throughout their collegiate degree program; however, many students find themselves faced with the decision to either graduate early with respect to the traditional 4-year graduation timetable, or to complete additional courses in an effort to add value to their undergraduate degree. Therefore, an increasing number of Agricultural Education students have expressed a desire to complete additional coursework that is formally documented on official transcripts. This certificate is designed to satisfy those requests.

Duplication and impact on existing programs. There are no Certificate in Animal Science programs in Oklahoma. A systemwide letter of intent was communicated by email on October 25, 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 Animal Science will consist of 22 total credit hours as shown in the following table. No new courses will be developed, and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
General Education	4
Program Requirements	18
Total	22

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 delivery. The libraries, classrooms, and equipment are adequate for the proposed certificate.

Financing and program resource requirements. The proposed Certificate in Animal Science will be embedded within the Bachelor of Science in Agriculture (003). 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.

Attachments

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN CYBERSECURITY**

Program Requirements		Credit Hours
Program Requirements		24
CMSC 3093	Network Essentials & Security	3
CMSC 3143	Ethics in Information Technology	3
CMSC 3513	Information Security	3
CMSC 3533	Cybersecurity	3
CMSC 3703	Spreadsheet Modeling	3
CMSC 3713	Data Visualization	3
CMSC 4093	Ethical Hacking & Network Defense	3
CMSC 4213	Digital Forensics	3
Total		24

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN PLANT AND SOIL SCIENCE**

Program Requirements		Credit Hours
General Education		4
BIOL 1114	General Biology	4
Program Requirements		17
Track 1: For Agriculture Education majors only		
AGRI 1214	Introduction to Plant Science	4
AGRI 3214	Soil Science	4
	Choose 9 credit hours from the following:	9
AGRI 3173	Crop Adaptation & Distribution	3
AGRI 4133	Crop Production & Cultural Systems	3
AGRI 4143	Agri-Chemicals & Waste Management	3
AGRI 4163	Crop Consulting	3
AGRI 4423	Soil Conservation & Fertility	3
AGRI 4453	Natural Resource Conservation	3
Track 2: For non-Agriculture and non-Agriculture Education majors		
AGRI 1214	Introduction to Plant Science	4
AGRI 3214	Soil Science	4
AGRI 4143	Agri-Chemicals & Waste Management	3
	Choose 6 credit hours from the following:	6
AGRI 3173	Crop Adaptation & Distribution	3
AGRI 4133	Crop Production & Cultural Systems	3
AGRI 4163	Crop Consulting	3
AGRI 4423	Soil Conservation & Fertility	3
AGRI 4453	Natural Resource Conservation	3
Total		21

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN ANIMAL SCIENCE**

Program Requirements	Credit Hours
General Education	4
BIOL 1114 General Biology	4
Program Requirements	18
AGRI 1124 Introduction to Animal Science	4
AGRI 2123 Livestock Feeding	3
AGRI 3112 Live Animal Evaluation	2
Choose 9 credit hours from the following Advanced Agriculture Courses	9
AGRI 3413 Animal Genetics	3
AGRI 3443 Animal Reproduction	3
AGRI 3543 Principles of Animal Nutrition	3
AGRI 4613 Purebred & Cow/Calf Beef Cattle Management	3
AGRI 4623 Stocker & Feedlot Cattle Management	3
AGRI 4643 Swine Science	3
AGRI 4753 Advanced Livestock Production	3
Total	22

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #7-e:

New Programs.

SUBJECT: Southeastern Oklahoma State University. Approval to offer the Master of Science in Healthcare Administration.

RECOMMENDATION:

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

- **Master of Science in Healthcare Administration.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 15 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. Southeastern Oklahoma State University's (SEOSU) 2022-2023 Academic Plan is available at: <https://okhighered.org/complete-college-america/degree-completion-plans.shtml>.

APRA Implementation

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

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

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

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

Program Review

SEOSU offers 56 degree and/or certificate programs as follows:

6	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
36	Baccalaureate Degrees
14	Master’s Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

SEOSU’s faculty developed the proposal, which was reviewed and approved by institutional officials. SEOSU’s governing board approved delivery of the Master of Science in Healthcare Administration at their January 27, 2023 meeting. SEOSU is currently approved to offer 33 degree and certificate programs through electronic delivery. SEOSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Science in Healthcare Administration

Program purpose. The proposed program is designed to prepare future healthcare leaders in an environment of academic excellence that enables students to reach their highest potential with the knowledge, skills, and habits that promote values for career preparation needed to meet the critical challenges of the dynamic environment of today’s healthcare industry.

Program rationale and background. The proposed program will prepare future healthcare leaders in an environment of academic excellence. Students will learn the thought processes, knowledge, skills, and habits needed to reach their highest potentials. Learning outcomes of the proposed program will include: 1) demonstration of systems thinking and in-depth understanding of the healthcare industry; 2) evaluation of environmental factors and operational performance impacting the management of healthcare organizations; 3) analysis of potential short- and long-term implications of healthcare policies, laws, and operational decisions; 4) demonstration of ethical, strategic leadership, and decision-making skills necessary in healthcare; 5) provide solutions to cost, access, and quality of care problems; 6) analysis of data, evidence-based practice, and financial systems to ensure quality and safety in processes; 7)

development of strategies to recruit, train, and create a healthy culture in order to retain an effective healthcare workforce; and 8) demonstration of professional communication and interpersonal skills appropriate for a healthcare setting.

Employment opportunities. Graduates will be prepared to plan, direct, and coordinate medical and health services in a variety of settings including hospitals, clinics, managed care organizations, public health agencies, skilled nursing facilities, etc. In 2021, the U.S. Bureau of Labor Statistics (BLS) estimates that the national demand for medical and health service managers will increase by 32 percent by 2030. Approximately 51,800 openings for these administrators are projected each year through 2030. State, local, and private hospitals employ just over a third of these administrators. According to the BLS, Oklahoma expects to see an increased demand of 3.3 percent for health administrators, generating approximately 900 openings per year. Regionally, southeastern Oklahoma has a higher demand for medical and health managers with an increase in demand of 4.1 percent. Having a regional university offering this program will increase the opportunity for current and future healthcare leaders to be better prepared to face the challenges of the healthcare system.

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	15	Fall 2027
Minimum Graduates from the program	5	2027-2028

Duplication and impact on existing programs. There are no Master of Science in Healthcare Administration programs in Oklahoma. The proposed program may share similar content to the following programs:

Institution	Existing Program
University of Central Oklahoma	Master of Business Administration option in Healthcare (008)
Northeastern State University	Master of Business Administration option in Healthcare Administration (056)

A system wide letter of intent was communicated by email on February 14, 2023. Oklahoma State University (OSU) requested a copy of the proposal which was sent on February 28, 2023. Neither OSU nor any other State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the unique focus of the proposed program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Science in Healthcare Administration program will consist of 33 total credit hours as shown in the following table. Eight new courses will be developed and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	33
Total	33

Faculty and staff. SEOSU will utilize existing faculty for the proposed program, along with additional resources to hire a Director of Nursing and Allied Health and anticipate hiring an additional faculty member in Spring 2023 as part of the university plan to address workforce needs. This is in addition to the nursing partnership with Murray State College.

Delivery method and support services. The proposed Master of Science in Healthcare Administration will be offered via electronic delivery. SEOSU utilizes Canvas as its learning management system to deliver program content for online courses. TurnItIn will be utilized for written work, Respondus for tests, interactive videos will be produced through YuJa Panorama to ensure accessibility, and instructors can utilize LinkedIn Learning for coursework. Students will also have 24/7 access to tutoring through tutor.com. The Henry G. Bennett Memorial library at SEOSU utilizes the Discovery system linked to their online catalog. This system includes 134 databases including journals, videos, and eBooks. Plans are being made to add to the database for allied health courses pending program approval. The library, classrooms, and equipment are adequate for the proposed program.

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

Financing. The proposed Master of Science in Healthcare Administration is the first to be developed in order to generate tuition income as well as support the growth of additional master’s courses in healthcare and to support the department. The proposed tuition rate for graduate students in the Department of Nursing and Allied Health will be \$355 per credit hour. The proposed program will eventually move to being financed on a self-supporting basis. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Master of Science in Healthcare Administration 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	\$142,000	\$273,500	\$294,500	\$294,500	\$315,500
<i>Explanation: The amounts above are current funds that have been allocated in the budget for faculty salaries that will be used to support the proposed program.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$70,290	\$70,290	\$117,150	\$140,580	\$175,725
<i>Explanation/Calculations: Tuition rate of \$355 per credit hour with an estimated 33 credit hours required.</i>					

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
TOTAL	\$212,290	\$343,790	\$411,650	\$435,080	\$491,225

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	\$35,500	\$35,500	\$85,200	\$85,200
<i>Explanation: It is estimated that an Administrative Assistant will be needed to assist the department by year 2 estimated at \$25,000. Estimated Professional Academic Advisor to be hired by Year 4 at approximately \$35,000. Salary benefits is estimated at 42 percent.</i>					
Faculty	\$142,000	\$248,500	\$269,500	\$269,500	\$290,500
<i>Explanation: Program Director salary estimated at \$100,000. Additional faculty member hired at estimated \$75,000. Salary benefits is estimated at 42 percent. Estimated expense of adjunct faculty beginning in Year 3 and additional adjunct faculty member in Year 5 for this program.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$16,100	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: Graduate program factoring a conservative 40 percent share in expenses related to new healthcare initiatives. Network and other technology, furniture, and general renovation.</i>					
Library	\$10,000	\$8,000	\$8,000	\$7,000	\$7,000
<i>Explanation: Graduate program factoring an approximate and conservative 50 percent share in library expenses.</i>					
Contractual Services	\$35,145	\$35,145	\$58,575	\$70,290	\$87,862
<i>Explanation: Academic Partnerships Cost-Share.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$500	\$500	\$500	\$500
<i>Explanation: Funds used for hard copy promotional materials such as brochures and posters.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$203,745	\$329,645	\$374,075	\$434,490	\$473,062

Attachment

ATTACHMENT A

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
 MASTER OF SCIENCE IN HEALTHCARE ADMINISTRATION

Degree Requirements		Credit Hours
Program Core		33
*AHHA 5103	Introduction to Healthcare Administration	3
*AHHA 5113	Healthcare Informatics – Data Driven Decisions	3
*AHHA 5233	Healthcare Policy & Law	3
*AHHA 5213	Ethics in Health Administration	3
*AHHA 5303	Healthcare Quality & Patient Safety	3
*AHHA 5313	Leadership for Health Professionals	3
*AHHA 5323	Strategic Management in Healthcare	3
*AHHA 5993	Health Administration Capstone	3
MNGT 5223	Behavior Management	3
FIN 5213	Financial Management	3
MNGT 5153	HR Management	3
Total		33

*Denotes a new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #7-f:

New Programs.

SUBJECT: The University of Central Oklahoma. Approval to offer the Bachelor of Music in Musical Theatre and the Certificate in Audio Post-Production.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's requests to offer the Bachelor of Music in Musical Theatre and the Certificate in Audio Post-Production, via traditional delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Music in Musical Theatre.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 60 students in Fall 2027; and
 - Graduates: a minimum of 15 students in 2027-2028.

- **Certificate in Audio Post-Production.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 6 students in Fall 2027; and
 - Graduates: a minimum of 3 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 Central Oklahoma's (UCO) 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. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

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

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

Program Review

UCO offers 140 degree and/or certificate programs as follows:

13	Certificates
0	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees
73	Baccalaureate Degrees
50	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 UCO’s program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

Program Development Process

UCO’s faculty developed the proposals, which were reviewed and approved by institutional officials. UCO’s governing board approved delivery of the Bachelor of Music in Musical Theatre and the Certificate in Audio Post-Production at their January 27, 2023 meeting. UCO requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Music in Musical Theatre

Program purpose. The proposed program is a rigorous interdisciplinary program that includes comprehensive training in singing, dancing, and acting, and offers a diverse range of training and performance opportunities.

Program rationale and background. The proposed Bachelor of Music in Musical Theatre program is an interdisciplinary program that includes comprehensive training in all areas of musical theatre. The UCO Musical Theatre’s mission is to enlighten and enrich students with professional artist training through exceptional cultural and educational experiences, fostering creative, ethical, and engaged graduates. Musical theatre students at UCO graduate with the skills to lead in their field and are well-prepared to serve as professional performers as well as in leadership roles in professional productions and organizations related to the performing arts. Currently Musical Theatre is being offered as an option in the Bachelor of Music in Music (126) program. This change would allow Musical Theatre to be a stand-alone program. The current Musical Theatre option will be deleted upon the approval of the proposed program.

Employment opportunities. Almost all musicians and theatre professionals are self-employed entrepreneurs who work primarily as freelance contract employees, so it is difficult to provide evidence of employer demand in the method requested. However, it is possible to indicate how the arts in general affect Oklahoma and then show how UCO musical theatre students and graduates find success as professionals and contribute to the workforce. According to the U.S. Bureau of Economic Analysis, the Arts and Culture sector contributed \$4.9 billion to Oklahoma’s economy in 2019, representing 2.4 percent of the state’s budget and 42,427 jobs. This contribution to Oklahoma’s economy by arts and culture was approximately 4 times that of the educational sector. In greater Oklahoma City alone, the arts generated approximately \$602.7 million in 2015 as well as \$61.7 million in tax revenues. Additionally, students graduating under the current Musical Theatre option are finding professional employment on Broadway, in national tours, and around the world.

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	60	Fall 2027
Minimum graduates from the program	15	2027-2028

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

Institution	Existing Program
Oklahoma State University	Bachelor of Fine Arts in Musical Theatre (342)
University of Oklahoma	Bachelor of Fine Arts in Musical Theatre (294)

A system wide letter of intent was communicated by email on November 9, 2022. None of the State System institution notified State Regents’ staff of a protest to the proposed program. Due to the creation of a stand-alone program from an existing option, approval will not constitute unnecessary duplication.

Curriculum. The Bachelor of Music in Musical Theatre will consist of 125-130 total credit hours, as shown in the following table. Two new courses will be developed and the curriculum is detailed in the attachments (Attachment A).

Content Area	Credit Hours
General Education	42-44
Music Courses	35
Musical Theatre Courses	22
Applied Voice	16
Piano	4
Major Ensemble	2
Guided Electives	6
Total	127-129

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

Delivery method and support services. The proposed program will be offered in the traditional format. The classrooms, library, facilities, and equipment are adequate for the proposed program.

Financing. The current allocation of funds for the Bachelor of Music in Music (126) option in Musical Theatre will be used to fund the proposed program for the first year. There is no planned increase to total student enrollments since the proposed program would replace the current option. All salary and non-salary funds which are currently being utilized for the Musical Theatre option will transfer directly to the proposed program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Bachelor of Music in Musical Theatre 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	\$238,559	\$0	\$0	\$0	\$0
<i>Explanation: UCO will transition the funds from the option to the new program for core faculty salaries for the first year. The salaries for the full-time core musical theatre faculty total \$211,258.79 and the salaries for the part-time core musical theatre faculty total \$27,300. The remainder of the salaries will be covered through tuition for the first year and subsequent years.</i>					
Student Tuition	\$250,842	\$501,684	\$752,526	\$752,526	\$752,526
<i>Narrative/Explanation: Tuition and fees are based on projected enrollment of each student with 30 credit hours per academic year and a per undergraduate resident credit hour cost of \$418.07 (\$330.41 per credit hour graduate tuition, \$87.66 per credit hour College of Fine Arts and Design fee) under the assumption of no substantial tuition and fees increase within the next 5 years. The full-time enrollment headcounts for the 5 years are 20 for year 1, 40 for year 2, and 60 for years 3 through 5.</i>					
TOTAL	\$489,401	\$501,684	\$752,526	\$752,526	\$752,526

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	\$28,265	\$28,265	\$28,265	\$28,265	\$28,265
<i>Explanation: The direct support staff for this program currently comprises \$113,061.28. Dividing this amount by 4 options under the current program, the option allocation is \$28,265. This amount is to be used for the new program. No staff increases are expected over the first 5 years.</i>					
Faculty	\$434,729	\$434,729	\$434,729	\$434,729	\$434,729
<i>Explanation: No faculty increases are expected over the first 5 years and no expected salary bumps from</i>					

promotions. Faculty total \$211,258.79 and the salaries for the part-time core musical theatre faculty total \$27,300. The salaries of other full-time faculty teaching students in the current option and new program, if approved, comprise \$350,763.40 with part-time faculty comprising \$41,578. It is important to note that these other full-time and part-time faculty only teach approximately 50 percent of their full load in the Musical Theatre option. Thus, total salaries from other non-core faculty teaching students in the program prorated at 50 percent are \$196,170.70. Total salaries supporting this new program are estimated at \$434,729.

Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$4,800	\$4,896	\$4,994	\$5,094	\$5,196
<i>Explanation: The new program will support one student assistant per year starting at \$4,800. It is expected to have a gradual increase in student wages at an average of 2 percent per year.</i>					
Equipment and Instructional Materials	\$8,240	\$16,480	\$24,720	\$24,720	\$24,720
<i>Explanation: The current allocation for the option for equipment and instructional materials is \$30,500 with a total enrollment of 74 students. Therefore, the per student allocation for this budget category is \$412 (\$30,500.74). This allocation was used per student and multiplied by the estimated headcount per year of 20, 40, 60, 60, and 60 for years 1 through 5 respectively. Examples of equipment and student materials are props and scenic materials for productions, costumes for productions, amplifiers, and electric keyboards, gaff tape, etc.</i>					
Library	\$250	\$250	\$250	\$250	\$250
<i>Explanation: The funding for library development for the entire School of Music is \$3,000. With 3 programs housed under the School of Music, the total per program is \$1,000. The current option is 1 of 4 options within the current Bachelor of Music in Music (126) program; therefore, the allocation for library development for the new program is estimated at \$250.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
<i>Explanation: The current option allocates \$7,000 for programming expenses such as performance rights and marketing. This amount will remain the same for the new program.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$304	\$608	\$912	\$912	\$912
<i>Explanation: This amount is the prorated amount for 4.5 FTE faculty. With the current option serving 74 students, per student allocation is \$15.20. This allocation per student was multiplied by the estimated headcount per year of 20, 40, 60, 60, and 60. Examples of printing costs are class handouts, photocopied music, or other materials for rehearsals and performances.</i>					
Telecommunications	\$211	\$422	\$632	\$632	\$632
<i>Explanation: This amount is the prorated amount for 4.5 FTE faculty. With the current option serving 74 students, per student allocation is \$10.54. This allocation per student was multiplied by the estimated headcount per year of 20, 40, 60, 60, and 60. Examples of telecommunication costs are communication with guest artists, suppliers for equipment and materials, and publishing companies for performance nights.</i>					
Travel	\$2,700	\$5,400	\$8,100	\$8,100	\$8,100
<i>Explanation: Travel for recruitment is currently set at \$10,000 for a per student allocation of \$135 per student. This allocation was multiplied by the estimated headcount per year of 20, 40, 60, 60, and 60.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$486,499	\$498,050	\$509,602	\$509,702	\$509,804

Certificate in Audio Post-Production

Program purpose. The proposed certificate will provide an opportunity for Oklahoma audio engineers to continue their education and enhance their creative skills, in order to develop professional careers and gain the skills needed to support the growing Oklahoma film industry.

Program rationale and background. In speaking with area business stakeholders, and with the increase in film production in Oklahoma, it has become clear there is a workforce need in the field of audio for post-production projects (which includes films, television, advertising, online media, video games, interactive media, and immersive media). All of the courses offered in the proposed certificate are currently being offered as part of the Associate in Applied Science in Contemporary Music Production (195) program, the minor in Contemporary Music Production – Post Production, and the Bachelor of Applied Technology in Audio Production (237) program. The proposed certificate will give UCO’s Academy of Contemporary Music (ACM) the ability to partner with area post-production businesses such as Green Pastures Studios, Prairie Surf Media, and the Cherokee Nation and provide a 1-year certificate that will make non-traditional university students ready to enter the workforce as professional post-production audio engineers.

Employment opportunities. Over the past 10 years, the State of Oklahoma Film Enhancement Rebate Program and the Oklahoma Film + Music Office have incentivized film and television productions to contribute over \$300 million dollars into the state economy. In the 2020 fiscal year, The Oklahoma Film + Music Office recruited 34 film and TV projects that used the Oklahoma Film Enhancement Rebate Program. These productions employed 3,960 Oklahomans and contributed a direct fiscal impact of more than \$32.8 million to the state’s economy. For the 2021 fiscal year, the film commission estimated the 33 film and TV productions using the state’s incentive program would create 10,218 local jobs with a direct fiscal impact of \$161.7 million. This data does not include the more than 150 productions in Oklahoma that did not use the state incentive program, including music videos, student films, and commercial projects. As production companies continue to choose Oklahoma for their projects, it is the right time to begin shifting resources to take full advantage of the opportunities they bring.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	6	Fall 2027
Minimum graduates from the program	3	2027-2028

Duplication and impact on existing programs. There are no Certificate in Audio Post-Production programs in Oklahoma. A system wide letter of intent was communicated by email on November 9, 2022. None of the State System institutions notified State Regents’ staff of a protest to the proposed certificate. Due to uniqueness of the proposed certificate, approval will not constitute unnecessary duplication.

Curriculum. The Certificate in Audio Post-Production will consist of 31 total credit hours, as shown in the following table. No new courses will be developed and the curriculum is detailed in the attachments (Attachment B).

Content Area	Credit Hours
Program Core	31
Total	31

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

Delivery method and support services. The proposed certificate will be offered in the traditional format. The ACM@UCO campus features 4 professional recording studios, 5 large rehearsal spaces, fully equipped classrooms and practice rooms, 2 technology labs, a 200-capacity concert venue and a 75-capacity songwriting and performance venue. All spaces have state-of-the-art equipment. The ACM Business Development Center (BDC) helps students obtain internships and jobs in Los Angeles, New York, London, and across Oklahoma.

Financing. ACM@UCO will be reallocating \$10,000 for location recording equipment specific to film recording for the first year of the program. The proposed certificate will then move to a self-sustaining model. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Certificate in Audio Post-Production 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	\$10,000	\$0	\$0	\$0	\$0
<i>Explanation: The funds in Year 1 will come from reallocation of the ACM@UCO annual equipment budget. Funding will be for an initial equipment expense for \$10,000 for location recording equipment specific to film recording. This includes booms, zoom recorders, and microphones that students could check out for film recording.</i>					
Student Tuition	\$96,508	\$96,508	\$96,508	\$96,508	\$96,508
<i>Narrative/Explanation: Tuition and fee estimates are based on the projected enrollment of a student cohort (6 undergraduate students) enrolled in 31 credit hours per student per year (6 students x 31 credit hours) at a cost of \$518.86 per credit hours (\$274.47 UCO tuition/fees + \$87.66 CFAD fee + \$156.73 ACM fee) for an annual project revenue total of \$96,507.96 in undergraduate, resident student tuition and fees.</i>					
TOTAL	\$106,508	\$96,508	\$96,508	\$96,508	\$96,508

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	\$2,621	\$2,621	\$2,621	\$2,621	\$2,621
<i>Explanation: \$2621 is 10 percent of an Administrative Assistant (CFAD) annual salary of \$26,210.</i>					
Faculty	\$21,700	\$21,700	\$21,700	\$21,700	\$21,700
<i>Explanation: Faculty cost is calculated at 31 credit hours multiplied by the adjunct rate of \$700.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0

Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$10,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Explanation: Initial equipment expense of \$10,000 is for location recording equipment specific to film recording. In Years 2 through 5, there will be a \$1,000 annual maintenance expense for this equipment that will come from the annual equipment budget paid for through the ACM@UCO course fee.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<i>Explanation: Guest artist and visiting instructor contract stipends.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$500	\$500	\$500	\$500
<i>Explanation: Student printing projects, including paper and ink for a variety of large format printers.</i>					
Telecommunications	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<i>Explanation: This cost will cover Izotope post-production audio plugins needed for student audio post-production projects.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$42,821	\$33,821	\$33,821	\$33,821	\$33,821

Attachments

**UNIVERSITY OF CENTRAL OKLAHOMA
BACHELOR OF MUSIC IN MUSICAL THEATRE**

Degree Requirements	Credit Hours	
General Education Courses		
	42-44	
ENGL 1113 or ENGL 1153	English Composition or English Composition for International Students	3
ENGL 1213 or ENGL 1223	English Composition & Research or English Composition & Research for International Students	3
MCOM 1113	Fundamentals of Speech	3
MATH	Select 3 credit hours from select MATH prefix courses	3
LIFE SCIENCE	Select 4 credit hours from select BIO prefix courses (one science must include a lab)	4
PHYSICAL SCIENCE	Select 3-4 credit hours from select PHY or CHEM prefix courses (one science must include a lab)	3-4
HUM 2113 or HUM 2223	General Humanities – Ancient through Medieval or General Humanities – Renaissance through Modern	3
PHIL 1103 or PHIL 1113 or PHIL 1123 or PHIL 1073	Logic & Critical Thinking or Introduction to Philosophy or Contemporary Moral Problems or Social & Political Philosophy	3
POL 1113	American National Government	3
HIST 1483 or HIST 1493	History of the US to 1877 or History of the US since 1877	3
CULTURAL & LANGUAGE ANALYSIS	Select 3-4 credit hours from a select list language or cultural courses.	3-4
SOCIAL & BEHAVIORAL ANALYSIS	Select 3 credit hours from a select list of social & behavioral courses.	3
HLTH 1112	Healthy Life Skills	2
THRT 1513	Beginning Acting	3
Music Courses		
	35	
MUS 1120	Recital Attendance (must be taken 6 times)	0
MUS 1714	Music Theory Musical Theatre I	4
MUS 1724	Music Theory Musical Theatre II	4
MUS 1742	Musical Theatre I	2
MUS 1752	Musical Theatre II	2
MUS 2742	Musical Theatre III	2
MUS 2752	Musical Theatre IV	2
MUS 3393	History of Music Theatre I	3
MUS 3673	History of Music Theatre II	3

MUS 3552	Vocal Sight Singing	2
MUS 3742	Musical Theatre V	2
MUS 3752	Musical Theatre VI	2
MUS 4213	Musical Theatre Directing I	3
MUS 4742	Musical Theatre VII	2
MUS 4752	Musical Theatre VIII	2
Musical Theatre Courses		22
DANC 1621	Beginning Tap Dancing	1
DANC 2431	Beginning Ballet	1
DANC 2441	Beginning Jazz/Theatre Dance	1
DANC 2481	Intermediate Ballet	1
DANC 2491	Intermediate Jazz/Theatre Dance	1
DANC 2621	Intermediate Tap Dancing	1
MUS 3261	Musical Theatre Dance Styles I	1
MUS 3381	Musical Theatre Dance Styles II	1
MUS 4321	Musical Theatre Dance Styles III	1
MUS 4351	Musical Theatre Dance Styles IV	1
THRT 2123	Stage Make-up	3
THRT 2613	Intermediate Acting	3
MPER 3131	Musical Theatre Performance (take 6 times)	6
Applied Voice		16
Complete 16 credit hours of applied voice courses.		
Piano		4
All students must enroll in Class Piano (MPER 2731 & MPER 2831) the first 2 semesters of study.		
Major Ensemble		2
University Choir, Band, Symphony Orchestra, Opera Performance, Opera Workshop, Concert Chorale, Cantilena, Cantare, Second Street Singers, Kaleidoscope Dance Company can be taken.		
Guided Electives		6
Courses to be selected from ACM, MPER, MUED, MUS, DANC, and/or THRT at the 3000/4000 level.		
Total		127-129

ATTACHMENT B**UNIVERSITY OF CENTRAL OKLAHOMA
CERTIFICATE IN AUDIO POST-PRODUCTION**

Degree Requirements		Credit Hours
Program Core		31
ACM 1212	Introduction to the Music Industry	2
ACM 1252	Studio Recording I	2
ACM 1432	Studio Recording II	2
ACM 1522	DAW I	2
ACM 1622	DAW II	2
ACM 2212	Studio Recording III	2
ACM 2232	Post Production in Technology	2
ACM 2712	Studio Recording IV	2
ACM 3513	Sound Design	3
ACM 4143	Mixing for Sound Design	3
ACM 4443	Writing Music for Film & TV	3
ACM 4603	Music Supervision	3
ACM 4643	Music Copyright	3
Total		31

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #7-g:

New Programs.

SUBJECT: Murray State College. Approval to offer the Bachelor of Applied Technology in Gunsmithing.

RECOMMENDATION:

It is recommended that the State Regents approve Murray State College's request for a function exception request to offer the Bachelor of Applied Technology in Gunsmithing, 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 Applied Technology in Gunsmithing.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 60 students in Fall 2027; and
Graduates: a minimum of 12 students in 2027-2028.

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 programs deleted
2	Degree and/or certificate programs added

Program Review

MSC offers 40 degree and/or certificate programs as follows:

14	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 Degrees

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

Program Development Process

MSC’s faculty developed the proposal, which was reviewed and approved by institutional officials. MSC’s governing board approved the function exception and delivery of the Bachelor of Applied Technology in Gunsmithing at their April 19, 2022 meeting. 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 policy.

ANALYSIS:

Bachelor of Applied Technology in Gunsmithing

Program purpose. The proposed program will prepare a diverse Gunsmithing student population for a successful and productive career in Gunsmithing and other related industrial applications.

Program rationale and background. The proposed program will provide comprehensive, quality instruction in a highly specialized blend of machining, metalworking, woodworking, and artisanship. Graduates will have a broad spectrum of leadership and other applicable skills necessary to compete in the modern firearms industry. Program-specific curriculum consists of coursework focused on developing practical skills for the entry-level gunsmiths, including development in machining, metalwork, blueprint reading, and tool practices to ensure graduates are competent in a broad spectrum of applicable skills for multiple industrial and technical occupations. The program-specific upper division coursework provides advanced, in-depth specialty coursework to ensure comprehensive instruction that is not achievable within the credit hour limitation and skill level of an associate’s degree. Upper division coursework will also incorporate courses designed to develop leadership skills. By strengthening the rigor and depth of knowledge and adding additional general education and leadership coursework, the Bachelor of Applied

Technology in Gunsmithing program graduates will be eligible for federal employment and career advancement.

Employment opportunities. Projected employment data specifically for gunsmithing from the U.S. Bureau of Labor (BLS) Statistics or the Oklahoma Employment Security Commission is unavailable. The BLS classifies gunsmiths under Mechanics and Repairers; the occupational data for this group has a national projected employment increase of 4.1 percent in the next 10 years. MSC conducted a survey of current students and graduates of the Associate in Applied Science in Gunsmithing program regarding the demand for a bachelor’s degree. Survey results show 67 percent of respondents feel that having a bachelor’s degree would benefit them in their current career or field. Seventy percent of respondents are very interested in pursuing a bachelor’s degree in gunsmithing and 100 percent of respondents would have selected a bachelor’s degree instead of an associate’s degree if it were an option at the time they attended MSC.

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	60	Fall 2027
Minimum Graduates from the program	12	2027-2028

Duplication and impact on existing programs. There are no Bachelor of Applied Technology in Gunsmithing programs in Oklahoma. A systemwide letter of intent was communicated by email on January 13, 2023. None of the State System institutions notified State Regents’ staff of a protest to the proposed certificate. Additionally, Southeastern Oklahoma State University submitted a letter of support for the proposed program, noting that due to the technical and occupational nature of the program, there is no opportunity for the two institutions to collaborate. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Applied Technology in Gunsmithing program will consist of 122 total credit hours as shown in the following table. Twelve new courses will be developed and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	42
Major Requirements	80
Total	122

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. Current facilities consist of 3 lecture classrooms, 5 laboratory classrooms, and 1 computer lab. These facilities support the current students in the Associate program and will accommodate the anticipated first 2 years of new students associated with the Bachelor of Applied Technology in Gunsmithing program. There is sufficient office space available for current faculty and staff, with additional classroom and office space open in a vacated building resulting from the recent construction of a new Science and Agriculture facility. Planning is underway for a new facility to house the Gunsmithing program. The library and corresponding resources are adequate for the proposed program.

Financing. The proposed program will be self-supporting and 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 Applied Technology in Gunsmithing 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	\$12,150	\$21,600	\$29,700	\$37,800	\$37,800
<i>Explanation: Each student is charged course fees for consumables and equipment. The per course fees are calculated for courses with a GS prefix using the suggested course sequence and multiplied by the number of students projected to enroll.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$42,000	\$84,000	\$130,200	\$176,400	\$176,400
<i>Explanation/Calculations: Tuition per year was calculated using the standard on-campus tuition rate and suggested course sequence for courses with a GS prefix. It was multiplied by the estimated student demand for each year. Enrollment is projected to be 15, 30, 45, 60, and 60 students in years 1 through 5.</i>					
TOTAL	\$54,150	\$105,600	\$159,900	\$214,200	\$214,200

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	\$5,000	\$5,000	\$7,500	\$20,000	\$20,000
<i>Explanation: The Bachelor of Applied Technology in Gunsmithing program will share an administrative assistant/advisor with the Associate in Applied Science in Gunsmithing program. Expense is calculated based on position salary multiplied by the percentage of GS department students in the proposed program. Students will also receive assistance from an Academic Success Advisor embedded in the School of Agriculture, Business, and Occupational Technology.</i>					
Faculty	\$0	\$60,000	\$120,000	\$120,000	\$120,000
<i>Explanation: No additional faculty or staff is needed for the program's first year. The second and third year requires the hiring of one additional faculty member per year. The expense is calculated using the full-time base salary for faculty.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$12,150	\$21,600	\$29,700	\$37,800	\$37,800

Explanation: Consumables and equipment calculated using 2022 cost per student multiplied by enrollment projections. This expense is covered by student-paid course fees.

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	\$250	\$250	\$250	\$250	\$250

Explanation: Half of the allotted departmental budget for paper, toner, and other printed materials within the program and through MSC printing services.

Telecommunications	\$250	\$250	\$250	\$250	\$250
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Explanation: Half of the allotted departmental budget is for landline telecommunication services and equipment.

Travel	\$0	\$1,000	\$1,000	\$1,500	\$1,500
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Explanation: These are available for faculty travel related to recruitment and shows. Students are responsible for their own travel expenses related to gun shows.

Awards and Grants	\$0	\$0	\$0	\$0	\$0
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TOTAL	\$17,650	\$88,100	\$158,700	\$179,800	\$179,800
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Attachment

**MURRAY STATE COLLEGE
BACHELOR OF APPLIED TECHNOLOGY IN GUNSMITHING**

Degree Requirements	Credit Hours	
General Education	42	
ENG 1113	Composition I	3
ENG 1213	Composition II	3
HIST 1483 or HIST 1493	US History to 1864 or US History since 1864	3
GVT 1113	US Government	3
HUMANITIES	Any Humanities course labeled in Academic Catalog	6
MTH 1483 or MTH 1513 or MTH 1213 or MTH 1123	Mathematical Functions or Precalculus (Algebra) or Introduction to Statistics or Technical Math	3
SCIENCE	Any lab science course in Academic Catalog	8
ARTS & SCIENCES	Any course with PSY, HST, GVT, ECO, SPA, MU, ART, or TH prefix	3
LIBERAL ARTS	Any Liberal Arts course in Academic Catalog	6
CIS 1113	Computer Applications	3
COL 1211	Student Success Strategies	1
Program Requirements	80	
GS 1001	Basic Firearm Maintenance	1
GS 1102	Firearm Theory I	2
GS 1112	Firearm Theory II	2
GS 1602	Muzzle Loading Rifle	2
GS 1911	Technician Development	1
GS 1012	Gun Bluing	2
GS 1103	Introduction to Firearms Repair I	3
GS 1213	Bench Metal	3
GS 1313	Machine Tool Practices	3
GS 1512	Blueprint Reading	2
GS 2223	General Metals	3
GS 2122	Introduction to Firearms Repair II	2
GS 2324	Machine Metal I	4
GS 2613	Riflesmithing	3

GS 2023	Metal Finishing	3
GS 2521	Gun Store Management	1
GS 2623	Stockmaking I	3
*GS 3133	Advanced Firearms Repair I	3
*GS 3653	Assessment and Improvements for the Modern Shotgun	3
*GS 4142	Advanced Firearms Repair II	2
*GS 4163	Applied Firearms Repair	3
*GS 3333	Precision Machining	3
*GS 3633	Custom Pistolsmithing	3
*GS 4042	Firearms Restoration	2
*GS 4696	Custom Metalsmithing Capstone	6
*GS 4983	Industry Leadership Development	3
*GS 4033	Tools, Fixtures, and Processes for Gunsmithing	3
*GS 4683	Design and Development of Custom Revolvers	3
*GS 4686	Stockmaking Capstone	6
Total		122

*Denotes a new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #7-h:

New Programs.

SUBJECT: University of Central Oklahoma. Approval to institute an Early College Program.

RECOMMENDATION:

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

BACKGROUND:

Concurrent Enrollment Policy

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

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

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

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

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

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

In 2020, the policy was revised to include definitions and terminology for the “final composite score” for the ACT exam. The policy was updated on April 15, 2021 to add a section regarding geographic service areas, on May 28, 2021 to add a policy framework for Early College High School Programs, and on March 24, 2022 to add evaluation of and procedures for approval of Early College High School Programs.

Early College Programs

As demand for a college educated workforce has grown, employers have looked to institutions of higher education to produce educated employees, and to do so as efficiently as possible. At the same time, higher education thought leaders have recognized that long-standing equity gaps have hindered many of the most vulnerable students from completing a college degree and, by extension, competing for the well-paying, in-demand jobs typically filled by college graduates. In recent years, evidence has mounted that the more college credits a student completes in high school, the more likely the student will be to complete a degree. This has led to the creation of early college high school (ECHS) programs across the nation, where students begin taking college coursework as early as middle school and often graduate high school with an associate’s degree. The concept has gained momentum nationally with organizations such as Jobs for the Future (JFF) and the Bill and Melinda Gates Foundation supporting ECHS programs. These programs have demonstrated significant success; among other findings, the American Institutes for Research has reported:

- In high school, Early College students performed better on state assessments in English language arts and mathematics than their peers in traditional high schools in their local districts, a 2009 study found. Students earned an average of 23 college credits by the time they graduated, and 88 percent had enrolled in college the fall after graduation. In interviews, alumni of Early Colleges “generally felt their schools had effectively prepared them to manage their time and to be successful in rigorous classes,” and “capable of navigating the college system and comfortable becoming involved in campus life.”
- Early College students were significantly more likely to enroll in college and earn a college degree than students in a comparison group with similar characteristics who were not enrolled in Early Colleges, according to a 2014 study. These findings mirror the findings in the latest impact evaluation, which followed student outcomes for 10 years.
- The 2019 study found that, over 4 years, Early Colleges cost about \$3,800 more per student than traditional high schools. However, the estimated return on that investment was about \$33,709 in increased lifetime earnings for each student. (<https://www.air.org/resource/evidence-effectiveness-early-college-high-schools>).

Over the past decade, Oklahoma State System of Higher Education institutions have also had great success with ECHS programs. Examples include the EXCELerate program partnership between Tulsa Community College (TCC) and Union Public Schools, the partnership between Oklahoma City Community College (OCCC) and Pathways Middle College at Santa Fe South High School, and partnerships between Oklahoma Panhandle State University (OPSU) and its feeder high schools.

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

guidance prioritizes equity in ECHS programs and requires institutions to demonstrate how the proposed program would benefit the students, the community, and the state. Institutions are still required to request permission from the State Regents to implement ECHS programs.

POLICY ISSUES:

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

ANALYSIS:

The University of Central Oklahoma (UCO) requests to institute an ECHS program designed as follows:

Targeted Admission Design

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

The University of Central Oklahoma (UCO) and Edmond Public Schools District (EPS) propose an early college program to serve a yearly cohort of 30 participants. Participants will be under-resourced students who qualify for Oklahoma’s Promise and/or who may be the first in their family to attend college. Our two institutions are eager to serve students who fall within these target student populations in alignment with the mission of each institution. Edmond Public Schools’ mission of empowering all students to succeed in a changing society drives the program to equip these students with the skills and knowledge to enter the workforce or pursue a two- or four-year degree. Ranked among the top 10 percent of institutions nationally for its Social Mobility Index, UCO is the perfect partner for EPS, which is the closest school district within our service area. This project is in alignment with our mission to create ethical, creative, and engaged citizens and leaders through transformative learning experiences and to provide opportunities for quality higher education and career development to the Oklahoma City Metropolitan Area.

The proposed Early College Program will serve eligible under-resourced students from three high schools in the Edmond Public Schools District: Edmond Memorial, Edmond North, and Edmond Santa Fe. Each of these high schools serve a diverse group of students. According to the 2020-2021 school report cards for each high school, these schools serve the following student populations below, which are traditionally underserved student populations.

Table 1. Percent of Student Population in Edmond Public Schools District High Schools

Under-resourced Groups	Memorial HS	North HS	Santa Fe HS
Eligible for free or reduced lunch	19.7%	16.9%	25.3%
Students of color	26.7%	24.0%	41.0%
English Learners	3.2%	2.6%	3.1%
Students with Disabilities	9.8%	8.7%	9.7%

Sources: Oklahoma School Report Card, n.d.a., Oklahoma School Report Card, n.d.b., Oklahoma School Report Card, n.d.c.

Additionally, the Oklahoma State Regents for Higher Education (OSRHE) 2020-2021 report shows an average of 128 graduates per year over the past five years who were enrolled in the Oklahoma’s Promise Program (OSRHE, 2022). These students are economically disadvantaged students who perform well academically and who will receive financial assistance for post-secondary education should they meet the Oklahoma’s Promise academic requirements upon high school graduation. While these data reflect only graduates, the number of students per year at each school is well above the target number of students for the proposed yearly cohort to be served by the early college program. For instance, there are 581 seventh grade students in the EPS district who qualify for free or reduced lunch this academic year. Looking at data from the district, on average, 480 students qualify for free or reduced lunch at each grade level from ninth to twelfth grade this academic year (K. Gilpin, personal communication, February 16, 2023). With a total eligible student population of close to 500 on average among the three schools, EPS and UCO are confident the program will be able to serve up to 30 underserved students per cohort.

Table 2. Graduated from EPS High Schools Graduates with Oklahoma’s Promise

High School	2017	2018	2019	2020	2021	5-yr. Avg.
Memorial HS	43	31	47	39	42	40
North HS	35	37	36	26	43	35
Santa Fe HS	44	41	48	74	51	52
Total	122	109	131	139	136	128

Source: Oklahoma State Regents for Higher Education, 2022

Program Design and Benefits to Students

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

UCO and EPS are eager to provide an early college program to prepare students to enter the workforce or continue their post-secondary education. The program is designed to provide a cohort of 30 students with dual credit totaling 45-62 credit hours of college coursework which will lead to a two- or a four-year degree. The dual credit will ensure students graduate high school having met the college-bound curriculum and having accumulated enough college credits toward a two-year degree.

For many of the students in the target population this is an achievement in and of itself. Yet, this achievement has benefits beyond high school graduation. The accumulation of the number of credits proposed will benefit students in two ways. First, the program is designed with no cost to the students thereby lowering the costs of receiving a post-secondary credential. At a time when student debt is at the forefront of conversations at the national level, lowering the costs for our target population to obtain a two-year and, eventually, four-year credential will make a difference that will have a ripple effect across generations for them and for their families. The second benefit to the students is that the college-level curriculum is designed to prepare students in four disciplines that will contribute to the state’s workforce demand: Business, Computer Science, Health Sciences, and Pre-Education. A look at Oklahoma’s critical occupations indicates at least one or more occupations fall within the disciplines the program targets. Additionally, the recently created

Inspire to Teach Program demonstrates the need for elementary and secondary school teachers in the state.

Table 3. Examples of Critical Occupations in Oklahoma and Projected Percent Change

Discipline	Critical Occupation	2021-2030 Percent Change
Business	Business Operations Specialists, All Other	9%
Business	Human Resource Specialist	8%
Business	Accountants and Auditors	7%
Computer Science	Information Security Analysts	25%
Computer Science	Software Developers	23%
Computer Science	Data Scientists	17%
Health Sciences	Registered Nurses	2%
Pre-Education	Special Education Teachers, Secondary School	3%

Source: Oklahoma Office of Workforce Development, 2023

One benefit of our partnership is to provide a clear pathway to a bachelor’s degree as many of the critical occupations listed above require a bachelor’s degree. UCO intends to apply for a function exception to provide students with an associate degree upon graduation and is mapping these degrees to provide seamless pathways to a four-year degree. While the college-level courses transfer to any four-year university in the state, the curriculum for this program is designed for seamless transfer to a specific UCO bachelor’s degree program, thereby reducing the time and costs to the students to obtain a four-year degree. Finally, the Early College Program will provide exposure and connections to the same UCO faculty who will be teaching the bachelor’s programs.

To ensure academic readiness of program participants, students will apply to participate in the program. The EPS and UCO liaison will collaborate to select program participants. Eligible students must have a 3.0 non-weighted GPA and rank within the upper 50 percent of class or must score a 20 or above on the ACT or pre-ACT to be admitted into the program. Students who have not taken the ACT or pre-ACT will be placed into college-level coursework using UCO’s placement examinations (currently the Accuplacer for reading and writing and the ALEKS for mathematics courses). Also, the college-level course sequence is designed for students to clear any academic deficiencies prior to taking courses major requirements.

Program participants will take 45 percent of courses at the EPS location and 55 percent of courses at UCO starting the spring of their junior year. Most of the coursework will be offered face-to-face and onsite. Courses in the summer, comprising 4 credit hours, or seven percent of credits, will be taught through online or virtual asynchronous modalities to allow for summer travel of program participants.

Student Support

Before implementing an early college program, an institution should build a strong partnership with participating high schools. An institution should also carefully design support services for students in the program and readiness tools to ensure the student has requisite educational, emotional and maturity skills necessary for success in college level work while in high school. In recognition of developmental and preparation differences between early college participants and traditional concurrent students, institutions should implement policy and practice to mitigate future negative consequences for students, academically or otherwise, as much as practically possible. Institutions must provide traditional support systems vital to college success to early college student participants.

Partnership between the Institution and Participating High School

The partnership between UCO and EPS is strong. We have collaborated in the program's design from curriculum to building a holistic support system for the students. Members of the UCO and EPS team met to develop the curriculum for the program to ensure the curriculum meets both the graduation requirements for high school and OSRHE's general education and requirements. The latter is an important point as the general education requirements included as part of the curriculum will be recognized at any public institution of higher education in the state for associate's and bachelor's programs, including transferability of credits at UCO.

The program is built around holistic support for students to succeed through the program through the seamless coordination of services and efforts. The intentional structure of the cohort-based model will allow for both institutions to maximize our resources for the targeted group. Monthly meetings between the EPS and UCO team coordinators will provide a space to ensure student success. Also, faculty teaching in this program will attend a program orientation to learn more about its purpose and outcomes and about the student population. During the orientation, faculty will be introduced to the individuals at both EPS and UCO who will coordinate the program support services and will have an opportunity to engage in professional development exercises to meet students where they are and help them succeed.

The UCO and EPS coordinators will monitor student attendance and performance on a weekly basis and will reach out to students as needed. The coordinators will meet bi-weekly as the program is launched to ensure students and faculty have the resources needed. Once the program is fully launched, the frequency of meetings will be reduced to monthly meetings. Faculty will submit progress reports on a bi-weekly basis to the UCO coordinator who will then share any concerns with the EPS coordinator during the bi-weekly meetings. The UCO coordinator will also be on each campus bi-weekly to meet with students to connect students to resources offered at UCO. Based on student needs, these conversations will serve to connect students to faculty, programs, and on-campus resources. The coordination between the two institutions will help maximize resources and provide a space to discuss specific student services needed for the cohort or for specific students who may need additional support based on the faculty feedback

Designated Support Services for Participating Students

To assist students to be successful in obtaining a high school diploma while at the same time maximizing the number of college credits toward an associate or bachelor's degree, the program will provide students with holistic wrap-around services that will ensure they are prepared for the rigor of college-level course work.

Academic readiness:

To ensure academic readiness from students, students will apply to be part of the program. Eligible students must have a 3.0 non-weighted GPA and ranking in the upper 50 percent of class or a 20 on ACT or pre-ACT to be admitted into the program. With the limited number of spots available, the program coordinators will select students who demonstrate a level of maturity and readiness for entering college-level course work.

The program will provide an information session for students and parents to inform them of the program goals and expectations and answer questions about the program. Once participants have been selected, participants and their parents will be required to attend an orientation to discuss in more details about the program expectations and to meet the coordinators for EPS and UCO along with faculty who will be teaching their first year. The orientation will provide a chance to start building the foundation for a supportive community for participants. This supportive environment will continue by having a kick-off meeting at the beginning of year to introduce students and parents to the faculty who will be teaching the courses as well as all the EPS and UCO staff who are available to support their student's success in the program.

Finally, selected participants will be enrolled in an introductory pathway course during the 9th grade to teach them more about career options and prepare them for the college coursework through student success coaching in time management, study skills, independent learning skills, and critical thinking skills. This yearlong class during their first year in the program will be led by EPS instructors in collaboration with UCO's coordinator and faculty to ensure the students sharpen their skillsets for engaging in college level courses starting during the 10th grade of high school.

Academic support:

UCO and EPS will coordinate services to support the academic success of participants. The coordinators will create an intensive student advising model that will include multiple check-ins with students, tutoring, career counseling, and the use of UCO's Early Alert System. UCO will use the Early Alert System to ensure the academic success of participants. Faculty will use the system to provide information on potential challenges students may be encountering in their courses. The UCO and EPS coordinators will use this information in their check-ins with students. The EPS coordinator will meet with students bi-weekly, while the UCO coordinator will be on the EPS campuses weekly to ensure students are on track with their coursework and assignments. Students who express concerns with assignments or course content will be referred to tutoring services at EPS, which are on-site and are provided by EPS teachers. Participants will also be encouraged to use the Broncho Education Learning Lab (BELL) and the 24/7 online tutoring lab. The UCO BELL provides one-on-one services in English, grammar, Science, Math, Statistics, study skills and academic time management. Additionally, participants will receive student guidance and career counseling provided by the EPS coordinator. Moreover, students will have in-person and online access to the UCO Chambers Max Library including online journals, assistance from a librarian on research projects, and access to academic workshops.

Non-academic support:

Addressing the non-academic needs of participants will be important. Through the Early Alert System and conversations with the program coordinators, students will be referred to on-campus or community resources to address non-academic challenges they may be experiencing during the academic year. These referrals could include UCO and EPS health and wellness resources, the UCO and/or EPS food pantries, and other community organizations which can meet students' needs. The program will also conduct parent engagement workshops to ensure parents are informed about the program requirements and the differences between high school and college course expectations. The workshop will cover tips and ideas on how to best support their students. In addition to parent workshops, the program will host career and resume writing workshops to prepare students to enter the

workforce after graduation. UCO will also offer financial aid and scholarship application assistance workshops to students and their families and resources for applying to UC

Mitigation of Future Negative Consequences for Students

UCO and EPS have policies and practices to mitigate negative academic consequences for students who may not be ready to pursue the college-level coursework. In addition to proactively monitoring student attendance and performance in classes bi-weekly, any student failing midterm with a grade below a “D” will receive a notification and will be assigned to tutoring for one-on-one assistance. These students will have the option at this time to switch into the high school equivalent course, if desired. Students who continue to be enrolled in the college-level courses will be withdrawn during the 12th week of a 16-week course or the 6th week of an 8-week course should the student have a grade of “F” in a class. For students who are withdrawn from a course, EPS will provide credit recovery classes if the courses are core classes to ensure the students receive credit to meet high school graduation requirements. If students are withdrawn more than once, students along with their parent or guardian will meet with the EPS coordinator to determine the best path forward.

Additionally, students must maintain a 2.0 cumulative GPA or higher in college-level coursework during their participation in the program. Any student who falls below a 2.0 GPA in college-level courses will be placed on probation for one semester and will receive one-on-one tutoring and other academic and non-academic support to increase their GPA. Students who do not meet the 2.0 GPA after they are placed on probation will be placed in high school level courses and will no longer participate in the program. Some pathways may require students to maintain at least a “C” in major coursework. Students in these pathways will be monitored and advised even more closely.

Faculty will be encouraged to work with students who face challenges beyond their control to minimize negative academic consequences, as practically as is possible. Faculty will also communicate closely with the UCO and EPS coordinators using the Early Alert System at UCO to ensure participants have the resources needed to be successful whether these are academic or non-academic in nature. The UCO and EPS coordinators will help the students connect to those resources during the semester. Finally, the program will have an intensive student advising model with frequent check-ins with the UCO and EPS coordinators as described above.

Cost of Participation

Institutions must not ask student participants to assume the cost of tuition, and institutions should pursue options to reduce or eliminate cost for student fees and books for participants. Before implementing an early college program, institutions must provide a comprehensive plan detailing how the program will be financed, including plans to assure access and eliminate any financial burden for student participants. If institutions rely on potential supporters and financial partners to finance the ECHS program, detailed written commitments must be in place before the program is launched.

A primary goal for the program is to reduce the cost for the students to achieve a credential that will allow them to either enter the workforce or apply their credits toward a four-year degree. The total cost of the program is \$2,084,837 to include tuition, fees, book and materials, and marketing. UCO will cover participants’ tuition through a combination of tuition waivers and by leveraging OSRHE tuition reimbursement funds for up to 18 credits hours during the senior year of

participants' enrollment (see the Cost Share section of the budget enclosed). EPS will cover the fees for books and materials for participants to ensure their success. The calculations for tuition, fees, and books and materials are based on 16 credits hours during the cohort's sophomore year, 22 credits during the junior year, and 24 credit hours during the senior year. Efforts have begun to find private donors through both the EPS and UCO Foundations to ensure the costs for the fees are also covered through grants and private donations to achieve our goal to offer the program at no cost to the program participants.

Student Success Measures

The program is built with two goals in mind: 1) addressing workforce demand and 2) providing opportunities for under-resourced students. First, the proposed program is intended to support workforce demand, including in critical occupations in alignment with the recently approved *Blueprint 2030* strategic plan for Oklahoma higher education. Students will accumulate sufficient credits to earn an associate's degree with a focus on Business, Computer Science, Health Science, and Pre-Education. Each of these disciplines has at least one critical occupation on the Top 100 Critical Occupations lists published by the Oklahoma Department of Workforce Development (2023). Therefore, the program prepares students for entering the workforce in areas needed in the state of Oklahoma. The program accomplishes this by reducing the time participants will take to earn a two-year and ultimately a four-year degree in these disciplines. Participants will explore different careers in these sectors and learn about occupations where there is a need during the first year of the program, as well as gaining additional information on college pathways that will lead to these occupations toward the end of the program. Additionally, the courses are designed to transfer seamlessly to UCO degrees and other four-year degrees in the state, thereby decreasing the time for participants to fill critical occupations in the state in the business, health, STEM and education sectors.

The second success goal is driven by EPS' mission of empowering all students to succeed in a changing society and UCO's strong emphasis on accessibility and inclusivity, both values which advance equitable opportunities for a quality higher education and career development to EPS students who are under-resourced. The focus on students who qualify for Oklahoma's Promise based on their income level speaks to our goal. Indeed, the latest data from the National Center for Education Statistics (NCES, 2022) show that students who received a Pell Grant based on their income level graduate from college at lower rates. For example, 50.4 percent of students nationwide attending a public institution that receives Title IV funds graduated; however, only 40.6 percent of students who received a Pell Grant graduated (NCES, 2022). This is a difference of ten-percentage points in completion rates. Although there is variability in the differences between bachelor's or associate seeking cohorts in the report, the completion rates of Pell Grant recipients are lower. Some of these students may not complete while other students may continue to be enrolled but are not captured because the completion rate is calculated at 150 percent of normal time of six years for bachelor's and 3 years for associates. Competing financial obligations can be a factor that extends the time to completion for Pell Grant recipients. Also, some eligible program participants will be the first in their family to attend college, as this is one of the target populations. For first-generation college students, where neither parent has obtained a college degree, navigating post-secondary education can be overwhelming. Moreover, these students tend to work longer hours, about 8 more hours per week, compared to their continuing generation peers and these jobs tend to be off campus jobs (Center for First-Generation Student Success, 2020). This program thus is designed to provide dedicated support for the target population to complete credits toward a two-year degree and provide them with the confidence and support network at UCO to continue their studies toward completion of a four-year

Program Success Metrics

- 80 percent of participants enrolled qualify for Oklahoma's Promise and/or will be first-generation college students
- 90 percent of participants maintain good academic standing in college-level coursework from year to year (retention)
- 85 percent of participants complete 45-62 college credits toward an associate's or bachelor's degree upon high school graduation
- 10 percent of participants who complete less than 45 credit hours complete a two-year degree within a year after high school graduation
- 75 percent of participants enroll in a four-year degree within a year after high school graduation.
- 15 percent of participants enter the workforce within the field of study during the Early College Program

Staff analysis of UCO's proposal found it to be one of the strongest proposals submitted so far, in both thoroughness of research and program design. State Regents' approval is recommended.

Upon State Regents' approval, UCO's ECHS program will begin in the Fall 2023 semester with a five-year approval, concluding at the end of the Spring 2028 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Spring 2026 semester and a final report will be submitted at the conclusion of the approval period. Based on the reported outcomes in the interim report, the State Regents may renew approval of the program during the 2026-2027 academic year.

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AGENDA ITEM #7-i:

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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 program below:

- Doctor of Philosophy in Counseling Psychology (040)

East Central University (ECU) requests authorization to delete the programs below:

- Graduate Certificate in Human Resources – Addictions Counseling (099)
- Bachelor of Science in Sociology (041)

Northeastern Oklahoma A&M College (NEOAMC) requests authorization to delete the programs below:

- Certificate in Administrative Assistant (088)
- Certificate in Farm and Ranch Management (095)
- Certificate in Legal Assistant (080)
- Certificate in Legal Assistant (098)
- Certificate in Medical Assistant (084)

Oklahoma City Community College (OCCC) requests authorization to delete the programs below:

- Certificate in Advanced Emergency Medical Technician (168)
- Certificate in Emergency Medical Technician (059)

Seminole State College (SSC) requests authorization to delete the program below:

- Associate in Arts in Art (201)

Western Oklahoma State College (WOSC) requests authorization to delete the program below:

- Associate in Applied Science in Aviation (003)

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 Doctor of Philosophy in Counseling Psychology (040) effective immediately. This program was approved at the July 12, 2006 State Regents Meeting. OU reports:

- This program was approved for suspension at the February 28, 2018 State Regents' meeting due to lack of program faculty and OU has no plans to reactivate.
- There are no students enrolled in the program.
- 12 courses will be deleted.
- No funds are available for reallocation.

ECU requests authorization to delete the Graduate Certificate in Human Resources – Addictions Counseling (099) effective immediately. This program was approved at the September 5, 2015 State Regents Meeting. ECU reports:

- This program was approved for suspension at the April 15, 2021 State Regents' meeting due to low enrollment and ECU has no plans to reactivate.
- There are no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

ECU requests authorization to delete the Bachelor of Science in Sociology (041) effective immediately. This program was approved prior to 2002. ECU reports:

- This program was approved for suspension at the March 26, 2020 State Regents' meeting due to decreased enrollment and ECU has no plans to reactivate.
- There are no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NEOAMC requests authorization to delete the Certificate in Administrative Assistant (088) effective immediately. This program was approved at the June 28, 2007 State Regents Meeting. NEOAMC reports:

- This program has been inactive for over five years and NEOAMC has no plans to reactivate.
- There are no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NEOAMC requests authorization to delete the Certificate in Farm and Ranch Management (095) effective immediately. This program was approved at the June 28, 2007 State Regents Meeting. NEOAMC reports:

- This program has been inactive for over five years and NEOAMC has no plans to reactivate.
- There are no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NEOAMC requests authorization to delete the Certificate in Legal Assistant (080) effective immediately. This program was approved at the June 28, 2007 State Regents Meeting. NEOAMC reports:

- This program has been inactive for over five years and NEOAMC has no plans to reactivate.
- There are no students enrolled in the program.
- Five courses will be deleted.
- No funds are available for reallocation.

NEOAMC requests authorization to delete the Certificate in Legal Assistant (098) effective immediately. This program was approved at the June 28, 2007 State Regents Meeting. NEOAMC reports:

- This program has been inactive for over five years and NEOAMC has no plans to reactivate.
- There are no students enrolled in the program.
- Ten courses will be deleted.
- No funds are available for reallocation.

NEOAMC requests authorization to delete the Certificate in Medical Assistant (084) effective immediately. This program was approved at the June 28, 2007 State Regents Meeting. NEOAMC reports:

- This program has been inactive for over five years and NEOAMC has no plans to reactivate.
- There are no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OCCC requests authorization to delete the Certificate in Advanced Emergency Medical Technician (168), effective the 2023-2024 academic year. This program was approved at the January 28, 2016 State Regents Meeting. OCCC reports:

- The Emergency Medical Science program was redesigned to better align with new educational standards of the accreditation body.
- There are currently six students enrolled in the program with an expected graduation date during the 2022-2023 academic year.
- No courses will be deleted.
- No funds are available for reallocation.

OCCC requests authorization to delete the Certificate in Emergency Medical Technician (059), effective the 2023-2024 academic year. This program was approved at the August 28, 1998 State Regents Meeting. OCCC reports:

- The courses for the Emergency Medical Science program are being removed from the curriculum.
- There are currently 20 students enrolled in the program with an expected graduation date during the 2022-2023 academic year.
- No courses will be deleted.
- No funds are available for reallocation.

SSC requests authorization to delete the Associate in Arts in Art (201), effective immediately. This program was approved prior to 2002. SSC reports:

- This program was approved for suspension at the May 28, 2021 State Regents' meeting due to low enrollment and SSC has no plans to reactivate.
- There are no students enrolled in the program.
- Three courses will be deleted.
- Funds will be reallocated to Liberal Studies – Emphasis in Art degree program.

WOSC requests authorization to delete the Associate in Applied Science in Aviation (003), effective immediately. This program was approved at the August 01, 2012 State Regents Meeting. WOSC reports:

- This program was approved for suspension at the March 24, 2022 State Regents' meeting due to low enrollment and WOSC has no plans to reactivate.
- There are currently six students enrolled in the program with an expected graduation date during the 2023-2024 academic year.
- 18 courses will be deleted.
- No funds are available for reallocation.

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AGENDA ITEM #9:

Grants.

SUBJECT: Approval of Grant Allocation for the Hunger Free Campus Act.

RECOMMENDATION:

It is recommended that the State Regents approve the Hunger-free Campus Act Pilot Program FY23 allocations to six institutions in the amount of \$160,000.

BACKGROUND:

According to the U.S. Department of Agriculture, Oklahoma ranks fourth in the nation in food insecurity and the 2021 Annual Impact Report of Hunger Free Oklahoma reports that nearly 15 percent of Oklahomans are food-insecure, well above the national average of 10.5 percent. Studies and presentations cited by the American Psychological Association found that 41 percent of 86,000 students from 123 U.S. educational institutions reported food insecurity, and that food-insecure students are more likely to fail assignments and exams, withdraw from classes, and have lower grade point averages, making food insecurity a significant barrier to college completion.

In order to combat hunger at institutions, Representative Daniel Pae, R-Lawton, authored HB 3417, which led to the increase in the Oklahoma State Regents for Higher Education’s legislative budget allocation to fund the Hunger Free Campus Act, a pilot program to be coordinated between the Regional Food Bank of Oklahoma (RFBO) and the Oklahoma State Regents for Higher Education (OSRHE). The purpose of the pilot program is to:

1. Address post-secondary student hunger.
2. Leverage more sustainable solutions to address basic food needs on campus.
3. Raise and enhance awareness of services currently offered on campus that address basic food needs.
4. Cultivate strategic partnerships at the local, state, and national levels to address food insecurity among students.

In March 2023, OSRHE accepted applications and proposals from Oklahoma institutions to participate in the pilot program. Applications were scored according to a grading rubric established by a selection committee of appointees from the RFBO, OSRHE staff, and a designated community member. Selected institutions must agree to the following:

- Have an established hunger task force that (a) meets at least three times per academic year and (b) sets at least three goals with action plans.
- Have identified a designated staff member or staff positions who will be responsible for assisting students with Supplemental Nutrition Program (SNAP) enrollment.
- Participate in an awareness day campaign activity and plan at least one (1) campus awareness event during National Hunger and Homelessness Awareness Week.
- Commit to provide matching dollars.
- Have at least one designated area that serves as a food pantry on campus.

- Conduct a standardized annual student survey on hunger and submit the results to OSRHE.
- Submit an annual report to OSRHE detailing how grant funds aided efforts to address student hunger.
- Send delegates to a Kickoff event at the Oklahoma State Capitol to be announced.

Six (6) rural and urban non-research institutions were chosen. Selected institutions and their allocations are listed in the table below.

Institution	Allocation*
Oklahoma State University Institute of Technology	\$26,667.00
Rose State College	\$26,667.00
Redlands Community College	\$26,667.00
Southwestern Oklahoma State University	\$26,667.00
Tulsa Community College	\$26,667.00
Oklahoma City Community College	\$26,667.00

* The total allocation is \$160,000.00; however, \$160,000.00 divided by 6 is \$26666.66666666670; therefore, individual institutional allocations have been rounded up to \$26,667.00.

POLICY ISSUES:

No policy issues are related to this action.

ANALYSIS:

The Hunger-Free Pilot program will be funded for five (5) years with the selected institutions, as funding permits. Once the pilot begins, the chosen institutions will form a steering committee that will guide the work and determine what data will be collected and reported.

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AGENDA ITEM #10:

E&G Allocation.

SUBJECT: Approval of a supplemental allocation of state appropriations.

RECOMMENDATION:

It is recommended that the State Regents allocate \$9,000,000 from the receipt of FY2023 supplemental appropriations to fund the Oklahoma National Guard Educational Assistance Program.

BACKGROUND:

In December 2022, the State Regents requested supplemental appropriations in the amount of \$9 million to fully fund the Oklahoma National Guard Assistance Program established by the legislature with the passage of SB1418 during the 2022 legislative session. This request represents the estimated need for reimbursement to our system institutions for waivers awarded to eligible members of the National Guard. In April 2023, the state legislature approved supplemental appropriations based on our request in the amount of \$9 million.

POLICY ISSUES:

The recommendation is consistent with Regents' policy and actions.

ANAYLIS:

House Bill No. 2885 authorizes the State Regents to expend an additional \$9 million from supplemental appropriations from the General Revenue for fiscal year 2022. The supplement allocation will be allocated to the Oklahoma National Guard Assistance Program to reimburse the colleges and universities for tuition and fee waivers awarded during the academic year 2022-2023.

The Oklahoma National Guard Educational Assistance program was designed by the Oklahoma National Guard to incentivize recruitment and retention efforts and to make our state's program more competitive with surrounding states who offer similar educational assistance programs.

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AGENDA ITEM #11:

Policy.

SUBJECT: Exception to Tuition and Fee policy. University of Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents approve an exception to policy to waive specific fees at the University of Oklahoma for online and in-person delivery of concurrent enrollment classes beginning with the Fall 2023 semester.

BACKGROUND:

The University of Oklahoma requested to waive fourteen (14) mandatory and fourteen (14) academic service fees for online and in-person delivery of concurrent enrollment students. The institution feels that these fees are not applicable to this specific segment of their student population.

POLICY ISSUES:

State Regents' policy (4.18.6 – D) states, "Fees may neither be assessed nor waived unless authorized by general policy or by specific authorization of the State Regents." The University of Oklahoma is currently requesting an ongoing exception in order to waive the fees for off campus students and remain in compliance with policy.

ANALYSIS:

The University of Oklahoma plans enhancements to concurrent enrollment classes by adding online delivery options for Fall 2023. The Budget and Fiscal Affairs Policy and Procedures Manual provides that institutions may waive certain fees for courses offered in an online format. Delivery of these courses will expand high-quality, easily accessible course offerings to students enrolled in OU's concurrent programs. Increased enrollment by Oklahoma high school juniors and seniors will improve their time to an undergraduate degree and reduce their college costs.

Mandatory fees in the requested waiver include:

1.	Academic Excellence Fee	\$39.10/CH
2.	Connectivity Fee	\$17.50/CH
3.	Assessment Fee	\$1.25/CH
4.	Library Excellence Fee	\$12.50/CH
5.	Facility Fee	\$49.40/CH
6.	Activity Fee	\$7.45/CH
7.	Transit Fee	\$2.50/CH
8.	Special Event Fee	\$2.00/CH
9.	Security Services Fee	\$3.75/CH

- 10. International Programs Fee \$0.50/CH
- 11. Records Fee \$2.00/CH
- 12. Health Fee \$4.98/CH
- 13. Cultural & Recreation Fee \$0.80/CH
- 14. Academic Advising Fee \$2.66/CH

Academic service fees included in the requested waiver include:

**Academic Service Fee
Waiver Request**

Institution	Name of Fee	Type of Fee	Course Number(s)	Per CH Fee Rate
OU - Norman	College of Architecture Program & Tech Fee (Undergrad)	Other Special Fee	N/A	166.80
OU - Norman	College of Arts & Sciences Program & Technology Fee (Undergraduate)	Other Special Fee	N/A	117.20
OU - Norman	Arts & Sciences STEM Fields Course Fee (Undergraduate)	Other Special Fee	Courses in ASTR, BIOL, CHEM, HES, MPBIO, PHYS	40.00
OU - Norman	College of Atmospheric and Geographic Sciences Program & Technology Fee (Undergraduate)	Other Special Fee	N/A	168.00
OU - Norman	College of Business Program & Technology Fee (Undergraduate)	Other Special Fee	N/A	226.00
OU - Norman	College of Earth & Energy Program & Technology Fee (Undergraduate)	Other Special Fee	N/A	177.00
OU - Norman	College of Education Program & Technology Fee (Undergraduate)	Other Special Fee	N/A	122.35
OU - Norman	College of Engineering Program & Technology Fee (Undergraduate)	Other Special Fee	N/A	179.00
OU - Norman	College of Fine Arts Program & Technology Fee (Undergraduate)	Other Special Fee	N/A	130.00
OU - Norman	College of International Studies Program & Technology Fee (Undergraduate)	Other Special Fee	N/A	114.00
OU - Norman	College of Journalism & Mass Communication Program & Technology Fee (Undergraduate)	Other Special Fee	N/A	155.75
OU - Norman	Honors College (Undergraduate)	Other Special Fee	N/A	117.20
OU - Norman	University College Program & Technology Fee (Undergraduate)	Other Special Fee	N/A	110.00
OU - Norman	College of Professional and Continuing Studies (Undergraduate)	Other Special Fee	N/A	115.00

The University of Oklahoma estimates the budgetary cost of these waivers to be \$120,000 at current concurrent levels. For the academic year beginning Fall 2023, OU may utilize unrestricted donated funding available at the University of Oklahoma Foundation to offset these costs

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AGENDA ITEM #12:

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) Copper River in the amount of \$450,000.00 for the purchase of Adva Optical equipment needed to upgrade the hardware that is at the end of life/end of support to deliver 100 Gigabit Ethernet services for OneNet optical system. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 2) Vyve BCI Broadband in the amount of \$100,885.00 for circuits to provide service to OneNet subscribers. These costs are current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet).

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AGENDA ITEM #13:

Investments.

SUBJECT: Approval of Investment Managers.

RECOMMENDATION:

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

BACKGROUND:

Pavilion Mercer, investment consultants for the fund, has suggested a new manager recommendation for consideration. This manager will continue to diversify our fund portfolio and meet the objectives of realignment to the policy asset class targets. Funding will come from cash on-hand and reallocations within the portfolio.

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

ANALYSIS:

Mercer is recommending the following manager for the portfolio:

K6 Private Investors -- \$10,000,000. This manager is a specialty growth capital group focused on enterprise software and other IT sector investments. The fund is expected to be deployed to make control buyouts and minority investments in lower middle-market enterprise software companies in North America. Investments will target companies that provide mission critical applications involving systems of record and have resilient revenues.

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AGENDA ITEM #14:

Permanent Rule Revisions.

SUBJECT: Posting of permanent rule revisions for the Tulsa Reconciliation Education and Scholarship Program.

RECOMMENDATION:

It is recommended that the State Regents post proposed permanent rule revisions for the Tulsa Reconciliation Education and Scholarship Program and initiate the process for adoption of permanent rule revisions as described below.

BACKGROUND:

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

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

During the 2022 session, the Oklahoma Legislature appropriated \$1.5 million to the program. At their June 2022 meeting, the State Regents increased the scholarship award amount for the second category of awards from \$1,000 to \$2,000 for the 2022-2023 school year. For the Fall 2022 semester, 23 students have been awarded the scholarship.

POLICY ISSUES:

Due to the unique nature and purpose of the TRESP, it is recommended that the local Tulsa community be more directly involved in the administration of the TRESP, including the distribution and collection of applications, the review of applications, and the recommendation of scholarship recipients. It is also recommended that direct lineal descendency be a required preference factor to be considered for those

applicants deemed otherwise eligible if those other eligibility factors prove inadequate to narrow the pool of applicants sufficiently.

ANALYSIS:

The proposed permanent rule revisions would allow the State Regents to designate Langston University – Tulsa (LU-Tulsa) administrators to coordinate the application process for the TRESP. The revisions would authorize the President of Langston University, or designee, to organize an advisory committee of Tulsa community representatives to review applications and recommend scholarship recipients to the State Regents. The changes to the use of lineal descentance changes it to a preference factor required for consideration when two conditions are met: 1) the applicant is eligible for the scholarship according to the requirements already present at OAC 610:25-29-4(b)(3)(A) & (B), and 2) when the requirements at OAC 610:25-29-4(b)(3)(A) & (B) prove inadequate to narrow the pool of applicants sufficiently.

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS
SUBCHAPTER 29. TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP ACT**

610:25-29-4. Principles for awards, continuation of awards, disbursements, refunds, and applications

(a) **Award amounts.** Subject to the availability of funds, the State Regents shall award:

(1) For participants enrolled in an institution in the Oklahoma State System of Higher Education, an amount not to exceed the equivalent of the average dollar amount of undergraduate resident tuition that the eligible Program participant is obligated to pay.

(2) For participants enrolled in a private institution of higher education, an amount not to exceed the equivalent of the average dollar amount of undergraduate resident tuition that the eligible Program participant would receive if enrolled in a school within the Oklahoma State System of Higher Education.

(3) For participants enrolled in a postsecondary career technology education program, an amount not to exceed the equivalent of the dollar amount that the eligible program participant is obligated to pay, which amount shall not exceed the amount the participant would have received for comparable enrollment at a two-year institution within the Oklahoma State System of Higher Education. An award to an eligible participant who is enrolled in a postsecondary vocational-technical program may be used to pay for both vocational-technical and college work if both are required by the academic program.

(b) **Award limitations.**

(1) Program benefits will not be awarded for courses or other postsecondary units taken by the participant:

(A) That are in excess of the requirements for completion of a baccalaureate program.

(B) That are taken more than five (5) years after the student's first semester of participation in the program, except in hardship circumstances as determined by the State Regents. Even when such a hardship is found to exist, in no event shall the participant receive benefits after the participant has been enrolled for a five (5) year cumulative time period.

(2) Program benefits shall be awarded to *not more than 300 eligible participants annually, subject to the amount of funds available for the program and the number of eligible participants.* [70 O.S. §2625(E)]

(3) If sufficient funds to provide awards to the maximum number of eligible participants are not available, the State Regents shall make awards based upon need.

- (A) For all academic years, participants who have previously received awards shall be given an absolute priority for continued financial support by the Program, superior to any residents who are applying for such benefits for the first time.
- (B) Thereafter, the order of preference of the applicants for awards based upon need shall be determined by the State Regents using the following factors:
- (i) the family income of the applicant from taxable sources is not more than Seventy Thousand Dollars (\$70,000.00 per year),
 - (ii) the applicant attended a Tulsa public school where seventy-five percent (75%) or more of the students enrolled in school qualify for the free and reduced lunch program, and
 - (iii) the applicant resides in a census block area within the Tulsa School District where thirty percent (30%) or more of the residents are at or below the poverty level established by the United States Bureau of the Census. [70 O.S. §2623]
- (C) When the factors listed above prove inadequate to narrow the pool of applicants sufficiently, the State Regents ~~may~~ shall consider, as an additional order of preference factor applied to applicants otherwise deemed eligible pursuant to the provisions of this subchapter, whether the applicant is a direct lineal descendant of a person who resided in the Greenwood Area in the City of Tulsa between April 30, 1921 and June 1, 1921.
- (i) Except for the absolute priority given to eligible participants who have already received an award(s) under the Program, this factor shall be applied to all applicants regardless of race when utilized by the State Regents.
 - (ii) The Oklahoma Historical Society shall verify all applicant claims of lineal descent.
- (D) When making awards, the State Regents shall take other grants and scholarships received by the eligible participant into consideration. In such cases, the Program benefit may be used to cover additional educational costs not covered by the other grants and scholarships.
- (4) The award for the high school scholarships *shall be limited to a one-year full-time-equivalent period. Following successful completion of such award, recipients who meet the criteria provided in 610:25-29-4(b)(3)(B) shall be eligible to apply and be considered for continued participation in the full Tulsa Reconciliation Education and Scholarship Program. Any student subsequently awarded such scholarship shall have the duration of the high school scholarship deducted from five-year limit on scholarship eligibility.* [70 O.S. 2623]
- (c) **Disbursement.** Funds will be disbursed from the Tulsa Reconciliation Education and Scholarship Trust Fund to the institution at which the student is enrolled. The high school scholarship *award may only be funded with state funds appropriated to the Tulsa Reconciliation Education and Scholarship Trust Fund and income therefrom, and shall be made subject to the availability of such funds.* [70 O.S. 2623]
- (d) **Refunds.** Refunds resulting from student withdrawal will be remitted to the State Regents.
- (e) **Application.**
- (1) Students must fully complete an application form provided by the State Regents.
 - (2) Applications will be processed by the State Regents according to deadlines established annually.
 - (3) Any falsified or incomplete information on the application form may result in disqualification from the Program.
 - (4) The State Regents shall designate Langston University administrators to assist with coordinating the application process. The coordination shall include the following:
 - (A) Distribution of the application form and collection of completed application forms, and
 - (B) Organization of an advisory committee of Tulsa community members with a connection to the Greenwood Area to review the applications and make recommendations to the State Regents for scholarship recipients who meet all applicable eligibility requirements.
 - (i) The advisory committee shall consist of seven members, appointed by the Chancellor for Higher Education, including the President of Langston University, or designee; the Superintendent of Tulsa Public Schools, or designee; two members of the Oklahoma Legislature representing the Greenwood Area in the City of Tulsa, or their designees; and three members of the Tulsa community with a connection to the Greenwood Area. At least

two of the members of the advisory committee shall be descendants of a person who resided in the Greenwood Area in the City of Tulsa between April 30, 1921 and June 1, 1921.

(ii) The President of Langston University, or designee, shall be responsible for coordinating the advisory committee and shall submit to the Chancellor for Higher Education a list of proposed committee members for review and approval.

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AGENDA ITEM #15-a:

Program Modifications.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

East Central University (ECU)

28 degree program requirement changes

Northwestern Oklahoma State University (NWOSU)

1 degree program requirement change

Southeastern Oklahoma State University (SEOSU)

1 degree program option addition

University of Central Oklahoma (UCO)

4 degree program requirement changes

Oklahoma City Community College (OCCC)

2 degree program requirement changes

POLICY ISSUES:

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

ECU – Bachelor of Science in Accounting (001)

Bachelor of Fine Arts in Art (002)

Bachelor of Science in Biology (004)

Bachelor of Science in Business Administration (007)

Bachelor of Science in Chemistry (010)

Bachelor of Science in Education in Elementary Education (013)

Bachelor of Arts in English (014)

Bachelor of Science in Environmental Health Science (016)

Bachelor of Arts in Political Science (018)

Bachelor of Science in Kinesiology (020)

Bachelor of Arts in History (022)
Bachelor of Arts in Human Services Counseling (026)
Bachelor of Science in Mathematics (029)
Bachelor of Science in Music (033)
Bachelor of Science in Nursing (034)
Bachelor of Science in Physics (035)
Bachelor of Science in Psychology (037)
Bachelor of Arts in Theatre (045)
Bachelor of Science in Mass Communication (049)
Bachelor of Social Work in Social Work (050)
Bachelor of Science in Computer Science (051)
Bachelor of Arts in Criminal Justice (052)
Bachelor of Science in Early Childhood Education (054)
Bachelor of Science in Legal Studies (055)
Bachelor of Arts in Interdisciplinary Studies (056)
Bachelor of Arts in Native American Studies (059)
Bachelor of Science in Information Technology Management (061)

Degree program requirement changes

- For General Education Requirements:
 - Remove 6 credit hours of Communication.
 - Remove 4 credit hours of Life Sciences and 4 credit hours of Physical Sciences.
 - Add 7-8 credit hours of Nature and Science to be selected from a list of approved courses.
 - Remove 12 credit hours of Humanities and Social Sciences.
 - Add 6 credit hours of Cultural and Aesthetic Awareness to be selected from a list of approved courses.
 - Add 3 credit hours of Exploration and Personal Enrichment to be selected from a list of approved courses.
 - Add 7-8 credit hours of General Education Electives.
 - Change credit hours required for General Education from 44 to 40.
- The proposed changes are the result of General Education reform at the institution to reduce the number of credit hours required for their degrees.
- Four new courses will be developed and one course will be deleted.
- Total credit hours for all programs will change from 124 to 120.
- No funds are requested from the State Regents.

ECU – Bachelor of Science in Kinesiology (020)

Degree program requirement changes

- Add KIN 3103 and KIN 3233.
- Change credit hours required for Electives from 18 to 19.
- The proposed changes align the curriculum with changes with the General Education requirements.
- 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.

NWOSU – Master of Education in Curriculum and Instruction (083)

Degree program requirement changes

- Combine the tracks 1 and 2 into one concentration.
- Add EDUC 5043 to Program Requirements.
- The proposed changes will better streamline the program for students.
- One new course will be developed and no courses will be deleted.
- Total credit hours for the degree will change from 32-35 to 32.
- No funds are requested from the State Regents.

SEOSU – Bachelor of Science in Recreation Sport Management (041)

Degree program option additions

- Add the following options:
 - Business.
 - Sports Studies.
 - Communication Leadership.
- The proposed changes will better meet student needs.
- 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.

UCO – Bachelor of Arts in Technical Writing (220)

Degree program requirement changes

- Add a Core Courses category with 6 required credit hours.
- Add ENG 2303 and ENG 4063 to Core Courses requirement.
- Change the credit hours for the Literature requirement from 18 to 9 and make all listed courses options instead of required.
- Remove ENG 4023, ENG 4653 and ENG 4893 from Language and Rhetoric required courses.
- Add ENG 3083 and ENG 3163 to required Language and Rhetoric courses.
- Add a Technical Writing category with 9 required credit hours.
- Change credit hours for required Electives from 21 to 12.
- Add an ENG course at 3000/4000 level category with 3 credit hours required.
- The proposed changes will better align the program with the university's desired focus.
- 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.

UCO – Bachelor of Science in Public Health (108)

Degree program requirement changes

- Change Public Health Major Requirement credit hours from 65 to 62.
- Change Required Related Course Work credit hours from 8 to 5.
- The proposed changes will better align the program with best practices in the field.

- 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.

UCO – Bachelor of Science in Nursing (129)

Degree program requirement changes

- Change Nursing Major Requirement credit hours from 94-98 to 97-98.
- Change RN to BS Track credit hours from 56 to 59.
- The proposed changes will better align the program with recruitment efforts.
- 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.

UCO – Bachelor of Business Administration in Marketing (021)

Degree program requirement changes

- For Professional Selling option:
 - Change Marketing Professional Selling Required Courses credit hours from 21 to 18.
 - Remove MRKT 4353 from Marketing Professional Selling Required Courses.
 - Change Elective Marketing Courses credit hours from 6 to 9.
- For Marketing option:
 - Change Marketing Required Courses credit hours from 12 to 15.
 - Add MRKT 3433 and MRKT 4253 to Marketing Required Courses.
 - Change Elective Marketing Courses credit hours from 15 to 12.
- The proposed changes will better align the program with university and industry standards.
- One 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.

OCCC – Associate in Applied Science in Emergency Medical Science (014)

Degree program requirement changes

- Remove EMS 1014, BIO 1314, EMS 1015, BIO 1414, EMS 1113, EMS 2054, EMS 2064, EMS 2274, and EMS 2284.
- Add EMS 1011, EMS 1017, EMS 2013, EMS 2103, EMS 2115, EMS 2125, EMS 2102, and EMS 2203.
- The proposed changes will better align the program with accrediting body standards.
- Five new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will change from 67 to 60.
- No funds are requested from the State Regents.

OCCC – Certificate in Emergency Medical Paramedic (069)

Degree program requirement changes

- Remove EMS 1014, BIO 1314, EMS 1015, BIO 1414, EMS 1113, EMS 2054, EMS 2064, EMS 2274, and EMS 2284.

- Add EMS 1011, EMS 1017, EMS 2013, EMS 2103, EMS 2115, EMS 2125, EMS 2102, and EMS 2203.
- The proposed changes will better align the program with accrediting body standards.
- Five new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will change from 48 to 41.
- No funds are requested from the State Regents.

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AGENDA ITEM #15-b:

Certificates of 15 or Fewer Credit Hours.

SUBJECT: Ratification of institutional requests. Southwestern Oklahoma State University.

RECOMMENDATION:

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

BACKGROUND:

Southwestern Oklahoma State University (SWOSU)

- Certificate in Human Resource Management

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:

SWOSU requested authorization to offer the Certificate in Human Resource Management.

- The proposed certificate will provide learners with knowledge of strategic alignment across recruitment, selection, training, development, and performance management. Certificate holders will demonstrate an understanding of employment law, labor relations, and safety in the workplace.
- The employer demand for this certificate is high. Oklahoma Works and Oklahoma.gov indicate that Human Resource-related professions are in high demand and are projected to grow over the next 2 to 5 years.
- The certificate will be a stand-alone program and will consist of 12 total credit hours as detailed in the attachment (Attachment A).
- No new courses will be developed for the certificate.
- No funds are requested from the State Regents.

Delivery method and support services. The certificate will be offered in the traditional and electronic delivery format. Existing resources are sufficient to support this program.

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

Attachment

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN HUMAN RESOURCE MANAGEMENT**

Program Requirements		Credit Hours
Required Course		6
ENTRP 4133	Employment Law	3
MNGMT 3333	Human Resource Management	3
Electives		6
Select 6 credit hours from the following list:		
ENTRP 3353	Benefits & Compensation	3
ENTRP 3423	Business Communication	3
ENTRP 4123	Professional Development	3
MNGMT 3253	Leadership	3
MNGMT 3343	Talent Management	3
MNGMT 3533	Organizational Behavior	3
MNGMT 4103	Negotiation & Conflict	3
MNGMT 4113	Gender Issues in HR Management & Development	3
MNGMT 4283	Team Leadership	3
MNGMT 4633	International Management	3
TECH 3113	Industrial Safety	3
Total		12

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AGENDA ITEM #15-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:

Northeastern State University (NSU) requested to offer the following micro-credentials:

- Differentiated Instruction Pedagogy
- Learner-Centric Pedagogy
- Brain-Based Pedagogy
- Classroom Management

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

- Community Policing
- Fundamentals of Detention and Corrections

Southwestern Oklahoma State University (SWOSU) requested to offer the following micro-credential:

- Authentic Leadership

Eastern Oklahoma State College (EOC) requested to offer the following micro-credential:

- Economic Foundations

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

- Women's Studies
- Minor Vehicle Service 2
- ASEP Transmission Specialist
- Engine Specialist
- Transmission Specialist
- ASEP Minor Vehicle Service 1
- ASEP Minor Vehicle Service 2
- ASEP Engine Specialist
- Content Writing
- Digital Content Creation
- Media Specialist
- Digital Audio-Visual Production
- Leadership and Management

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

- Medical Coding
- Medical Billing

Redlands Community College (RCC) requested to offer the following micro-credential:

- Artificial Insemination

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

- Department of Corrections

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
NSU	Differentiated Instruction Pedagogy	N/A	Institution
NSU	Learner-Centric Pedagogy	N/A	Institution
NSU	Brain-Based Pedagogy	N/A	Institution
NSU	Classroom Management	N/A	Institution
RSU	Community Policing	Rogers County Sheriff’s Office	State Regents
RSU	Fundamentals of Detention and Corrections	Rogers County Sheriff’s Office	State Regents
SWOSU	Authentic Leadership	N/A	Institution
EOSC	Economic Foundations	N/A	State Regents
OCCC	Women’s Studies	N/A	State Regents
OCCC	Minor Vehicle Service 2	Firestone, Hibdon, Hyde Automotive, MADA, ONG, Carvana, Honda Dealers, Nissan Dealers, Subaru Dealers, Toyota Dealers	State Regents
OCCC	ASEP Transmission Specialist	Oklahoma Natural Gas, GM Dealers, Other Certified GM Service Centers	State Regents

INSTITUTION	MICRO-CREDENTIAL	INDUSTRY PARTNER(S)	DIGITAL BADGE HOSTED BY
OCCC	Engine Specialist	Firestone, Hibdon, Hyde Automotive, MADA, ONG, Carvana, Honda Dealers, Nissan Dealers, Subaru Dealers, Toyota Dealers	State Regents
OCCC	Transmission Specialist	Firestone, Hibdon, Hyde Automotive, MADA, ONG, Carvana, Honda Dealers, Nissan Dealers, Subaru Dealers, Toyota Dealers	State Regents
OCCC	ASEP Minor Vehicle Service 1	Oklahoma Natural Gas, GM Dealers, Other Certified GM Service Centers	State Regents
OCCC	ASEP Minor Vehicle Service 2	Oklahoma Natural Gas, GM Dealers, Other Certified GM Service Centers	State Regents
OCCC	ASEP Engine Specialist	Oklahoma Natural Gas, GM Dealers, Other Certified GM Service Centers	State Regents
OCCC	Content Writing	N/A	State Regents
OCCC	Digital Content Creation	N/A	State Regents
OCCC	Media Specialist	N/A	State Regents
OCCC	Digital Audio-Visual Production	N/A	State Regents
OCCC	Leadership and Management	N/A	State Regents
OSU-OKC	Medical Coding	N/A	State Regents
OSU-OKC	Medical Billing	N/A	State Regents
RCC	Artificial Insemination	IMV	State Regents
SSC	Department of Corrections	Department of Corrections	Institution

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

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AGENDA ITEM #15-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:

The University of Oklahoma (OU) requested authorization to reinstate the Graduate Certificate in Applications of Educational Research and Evaluation (400), which was suspended April 22, 2020.

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 Graduate Certificate in Applications of Educational Research and Evaluation (400) was suspended due to low enrollment. OU indicates that based upon course enrollments in courses required for the certificate and the needs of the educational field, the graduate certificate appears to be of interest to students both inside and outside the College of Education.

It is understood that with this action, OU 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 #15-e:

Suspensions.

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Northeastern Oklahoma A&M College (NEOAMC) requested authorization to suspend the program listed below:

- Associate in Applied Science in Construction Management (014)

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

- Bachelor of Arts in Social Studies (022)
- Bachelor of Music in Music (057)

The University of Central Oklahoma (UCO) requested authorization to suspend the programs listed below:

- Master of Arts in Gerontology (201)
- Master of Education in Early Childhood Education (157)

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:

NEOAMC requested authorization to suspend the Associate in Applied Science in Construction Management (014).

- NEOAMC reports low enrollment in the program and suspension will give them time to determine the future viability of the program.
- This suspension will be effective beginning the 2023-2024 academic year.
- NEOAMC will reinstate or delete the program by April 30, 2025.

OPSU requested authorization to suspend the Bachelor of Arts in Social Studies (022).

- OPSU reports low enrollment in the program and suspension will give them time to determine the future viability of the program.
- This suspension is effective immediately.
- OPSU will reinstate or delete the program by April 30, 2024.

OPSU requested authorization to suspend the Bachelor of Music in Music (057).

- OPSU reports low enrollment in the program and suspension will give them time to determine the future viability of the program.
- This suspension is effective immediately.
- OPSU will reinstate or delete the program by April 30, 2026.

UCO requested authorization to suspend the Master of Arts in Gerontology (201)

- UCO reports low enrollment in the program and suspension will give them time to determine the future viability of the program.
- This suspension will be effective beginning the 2023-2024 academic year.
- UCO will reinstate or delete the program by April 30, 2026.

UCO requested authorization to suspend the Master of Education in Early Childhood Education (157)

- UCO reports low enrollment in the program and suspension will give them time to determine the future viability of the program.
- This suspension will be effective beginning the 2023-2024 academic year.
- UCO will reinstate or delete the program by April 30, 2025.

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

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AGENDA ITEM #15-f:

Reconciliations.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requested degree program modifications for the Master of Science in Learning Experience Design and Technology (491) to reconcile institutional practice with the official degree program inventory.

Tulsa Community College (TCC) requested degree program modifications for the Certificate in Healthcare Specialist/Paramedic (362) to reconcile institutional practice with the official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OU requested the new program, Master of Science in Learning Experience Design and Technology (491), which was approved at the February 14, 2023 State Regents' meeting. Specifically, the program requirements included 7 Department Core courses. OU reports there was an error on the Department Core list and 8 courses were included. Course ELM 5313: Systems Thinking was included as a Department Core elective option but should not have been. This reconciliation will remove ELM 5313 from the Department Core list. This action will correct this error and reconcile institutional practice with the official degree program inventory.

TCC requested the Certificate in Healthcare Specialist/Paramedic (362) be deleted which was approved at the September 8, 2022 State Regents' meeting. TCC reports this deletion was made in error and had intended to delete an option within the Certificate in Fire and Emergency Medical Services (252). TCC will submit a program modification to the correct option deletion. This reconciliation will reactivate the Certificate in Healthcare Specialist/Paramedic program and reconcile institutional practice with the official degree program inventory.

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AGENDA ITEM #15-g:

Cooperative Agreement.

SUBJECT: Ratification of an institutional request from Western Oklahoma State College regarding a cooperative agreement program with Southwest Technology Center.

RECOMMENDATION:

It is recommended that the State Regents ratify Western Oklahoma State College's request to delete a cooperative agreement program, as described below.

BACKGROUND:

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

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

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

POLICY ISSUES:

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

ANALYSIS:

Western Oklahoma State College (WOSC) submitted a request to delete a CAP with Southwest Technology Center, as specified in Attachment A.

It is understood that WOSC has deleted the program and has presented two teach-out options for the remaining students to be able to complete this program or transition into the Associate in Applied Science in Applied Technology (875) with an option in Aviation degree program dependent upon the student's degree progression.

CAP Deletion**Attachment A**

Institution	Program Name	Career Technology Centers	Up to the following credit hours			Delete CAP
			Contract Hours	CPL Hours	Transfer Credit	
WOSC	Associate in Applied Science in Aviation (003)	Southwest Technology Center		31		Yes

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AGENDA ITEM #15-h (1):

Electronic Delivery.

SUBJECT: Southeastern Oklahoma State University. Approval to offer the following existing programs via electronic delivery Bachelor of Arts in Psychology and the Bachelor of Arts in Theatre.

RECOMMENDATION:

It is recommended that the State Regents approve Southeastern Oklahoma State University's request to offer the following existing program via electronic delivery: Bachelor of Arts in Psychology (042).

BACKGROUND:

Southeastern Oklahoma State University (SEOSU) is currently approved to offer 34 degree programs and certificates via electronic delivery. SEOSU's governing board approved offering the existing Bachelor of Arts in Psychology (042) online at their November 18, 2022 meeting. SEOSU 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:

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

Bachelor of Arts in Psychology

Demand. A Self-Study Report for the Bachelor of Arts in Psychology at SEOSU (2022) indicated that from 2017-2021, enrollment in online psychology courses was between 63 to 77 percent greater than the university average. According to the American Psychological Association (APA) website, "...the [APA] sees some positive value in the place of Online Learning in Psychology Higher Education," as advancements in technology have increasingly and directly impacted the academic world. Nationally, Psychology is typically 1 of the 5 most popular majors. In looking at the number of degrees conferred, Psychology is number 3 behind Business and Management and Nursing. Based on data from the SEOSU Office of Academic Affairs, Psychology conferred the fourth highest number of bachelor's degrees in 2019.

The University and the Psychology program have every expectation that the creation of an online Psychology Bachelor’s degree program will dramatically increase the overall enrollment. Furthermore, the proposed online program, along with onsite options, have been designed to maximize the applied value of the degree. This will ensure that the degree program can lead more directly into professional positions in human services agencies or graduate school, the two most popular routes for graduates.

Delivery method. Coursework will be delivered online using Blackboard and eventually Canvas. 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. 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. SEOSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

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. The proposed Bachelor of Arts in Psychology may share similar content with the following programs:

Institution	Existing Program
University of Oklahoma	Bachelor of Science in Psychology (194)
University of Oklahoma	Bachelor of Arts in Psychology (310)
Oklahoma State University	Bachelor of Science in Psychology (176)
Oklahoma State University	Bachelor of Arts in Psychology (257)
Cameron University	Bachelor of Science in Psychology (165)
East Central University	Bachelor of Science in Psychology (037)
Langston University	Bachelor of Arts in Psychology (043)
Northeastern Oklahoma A&M College	Bachelor of Science in Psychology (072)
Northwestern Oklahoma State University	Bachelor of Science in Psychology (056)
Panhandle State University	Bachelor of Science in Psychology (020)
Southwestern Oklahoma State University	Bachelor of Science in Psychology (048)
University of Central Oklahoma	Bachelor of Science in Psychology (141)
University of Science and Arts of Oklahoma	Bachelor of Science in Psychology (020)

A systemwide letter of intent was communicated by email on January 5, 2023. The University of Central Oklahoma (UCO) requested a copy of the proposal which was sent on February 7, 2023. Neither UCO nor

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

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

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AGENDA ITEM #15-h (2):

Electronic Delivery.

SUBJECT: The University of Central Oklahoma. Approval to offer the following existing programs via electronic delivery. Master of Education in Educational Leadership and the Master of Education in Curriculum and Instruction.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the following existing programs via electronic delivery: Master of Education in Curriculum and Instruction (160) and the Graduate Certificate in Teaching and Learning in PreK – 6 (228).

BACKGROUND:

The University of Central Oklahoma (UCO) is currently approved to offer 21 degree programs and certificates via electronic delivery. UCO's governing board approved offering the existing Master of Education in Curriculum and Instruction (160) and the Graduate Certificate in Teaching and Learning in PreK – 6 (228) online at their January 27, 2023 meeting. UCO 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:

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

Master of Education in Curriculum and Instruction

Demand. Over the past 2 years, UCO has hosted some of the courses for this program via Interactive Video Experience (IVE) and has had very positive responses from students. The program has enrolled around 15 graduate students in each of the courses and these students come from across the Oklahoma City metro, as well as other parts of Oklahoma. Students have commented on the convenience of being able to complete classes in the virtual format, particularly working adults. Because the coursework within this option is

required for those seeking an alternative pathway for teacher certification, the department believes offering the entire program using the online format would better serve students.

Graduate Certificate in Teaching and Learning in PreK - 6

Demand. The state of Oklahoma has been experiencing a major teacher shortage over the past several years, with no immediate end in sight. The number of new teachers being hired with no formal training or experience with children (emergency certified teachers) has only grown over the past 5 years. In order to help prepare these emergency certified teachers for the realities of the classroom, UCO has hosted classes over the past 2 years using virtual platforms. The response and participation in these courses have been positive. Students have commented on the convenience of being able to enroll in courses in the virtual format. In addition to the success of previous cohorts of students completing these courses on virtual platforms, UCO received a \$100,000 gift from the Mason Charities of Oklahoma to utilize in targeting some of these courses to teachers in rural Oklahoma. These areas of Oklahoma have an acute shortage of not only qualified teachers but also a shortage of ways to get emergency certified teachers trained. UCO is confident they can continue to provide quality experiences for these students in a virtual, synchronous format.

Delivery method. Coursework will be delivered online using remote meeting platforms such as Desire 2 Learn (D2L) and IVE. Learning will be facilitated using breakout rooms, polls, screen sharing, discussion boards, online exams, video lectures, calendars, and assignments submitted via drop box. 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. UCO 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 Master of Education in Curriculum and Instruction (160) and the Graduate Certificate in Teaching and Learning PreK - 6 (228) was communicated by email on November 9, 2022. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Approval will not constitute unnecessary duplication.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #15-h (3):

Electronic Delivery.

SUBJECT: Murray State College. Approval to offer the following existing program via electronic delivery. Associate in Applied Science in Occupational Therapy Assistant.

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 Occupational Therapy Assistant (065).

BACKGROUND:

Murray State College (MSC) is currently approved to offer 13 degree programs and certificates via electronic delivery. MSC's governing board approved offering the existing Associate in Applied Science in Occupational Therapy Assistant (065) online at their October 25, 2022 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 Occupational Therapy Assistant

Demand. Online programs have demonstrated tremendous growth at MSC, indicating the demand for online options. A short survey was conducted with occupational therapy practitioners, those who employ occupational therapy assistants, and potential students. The findings indicate an interest in more information about a blended program and a high likelihood of encouraging others who would be interested in an online/blended program. In response to sending the survey, the Occupational Therapy Assistant program has already seen an increase in the number of inquiries from potential students. In addition, the 2018-2028 Oklahoma Employment Security Commission's (OESC) Occupational Projections Chart Book from the Economic Research and Analysis Division indicates that Occupational Therapy Assistant is one of the fastest growing occupations, with a projected employment growth of 27 percent. OESC projects

Occupational Therapy Assistants will be one of the top occupations with the most growth and highest median annual wage.

Delivery method. Coursework will be delivered online using Blackboard. Learning will be facilitated using discussion boards, online exams, video lectures, supplemental information, and assignments submitted via drop box. 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 Occupational Therapy Assistant (065) was communicated by email on January 13, 2023. 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 request to offer the existing degree program through electronic delivery, as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #15-i:

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 2021, Oklahoma public and private institutions enrolled a total of

7,298 out-of-state students in distance education programs, more than 3 and a half 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 April 21, 2023, State Regents' staff received SARA renewal applications from the institutions listed below:

Seminole State College;
The University of Tulsa; and
Family of Faith Christian 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #15-j (1):

Operations.

SUBJECT: Ratification of purchases over \$25,000.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between February 21, 2023 and March 22, 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 February 21, 2023 and March 22, 2023, there are 4 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) National Early Childhood Program Accreditation in the amount of \$31,000.00 for the Online National Administrator Credential (NAC) which is conducted online and is an award for demonstrated mastery of child care administration skills. SECC has been tasked and funded by OKDHS to provide 50 scholarships for the NAC to Oklahoma Directors and Assistant Directors as part of the new QRIS Stars Rating Program. (Funded from 210-Core).
- 2) Krush in the amount of \$75,000.00 for the Statewide media buy to promote the Oklahoma's Promise Scholarship program, including development and executions of marketing strategy and creative assets. (Funded from 210-Core).

OneNet

- 3) Centurylink Communications in the amount of \$65,349.70 for Juniper equipment to upgrade OneNet's hub site equipment at OneNet's NEL site. Costs are recovered through OneNet user fees. (Funded from 718- OneNet).
- 4) Chickasaw Telecom Inc. in the amount of \$85,872.82 for a replacement switch for Murray State College to allow them to connect their buildings at 10Gbps to provide good access to the OFFN science DMZ. Costs are recovered through OneNet user fees. (Funded from 718- OneNet NSF OFFN Grant Funds).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #15-j (2):

Operations.

SUBJECT: Personnel. Ratification of personnel appointments.

RECOMMENDATION:

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

BACKGROUND/POLICY ISSUES:

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

ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.

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

Associate Vice Chancellor for Teacher Preparation and Special Programs. It is recommended that the State Regents ratify a title change and salary adjustment for Dr. Goldie Thompson based on an expansion in scope and level of responsibility associated with the Inspired to Oklahoma Future Teacher Scholarship and Employment Incentive Program "Inspired to Teach" and the addition of administrative oversight for grant writing, grant training, and grant opportunity research for the division. Inspired to Teach was launched with legislative appropriations in FY23 in the amount of \$17 million as an investment in Oklahoma's future teachers. As of March, 2023, 2,098 students have enrolled and received awards totaling \$1.8 million. To date, 34 institutions have active participants in the program. We expect this number to continue to climb and the program to grow. Dr. Goldie Thompson will additionally be subsuming management of external grants for the academic affairs division. Dr. Goldie Thompson hired Jess Tucker, Coordinator for Teacher Education Scholarships and Incentive Programs to assist in coordinating Inspired to Teach and with the organization change she will also be supervising Christine Fisher, Coordinator for Grant Writing and External Funding Assistance.

It is recommended that Dr. Goldie Thompson's title be changed from Assistant Vice Chancellor for Teacher Preparation and Special Programs to Associate Vice Chancellor for Teacher Preparation, and Special Programs and she is to be paid an annual salary of \$101,240.00, which aligns closer to the salary of an Associate Vice Chancellor at the Oklahoma State Regents for Higher Education. Dr. Goldie Thompson has been employed by the State Regents since 2004, holding positions of increasing responsibility. She holds a Bachelor's, Master's, and Doctorate from the University of Oklahoma. A copy of the revised job description and Dr. Goldie Thompson's resume are attached. The Associate Vice Chancellor for Teacher Preparation and Special Programs will continue to perform work under the Vice Chancellor for Academic and Student Affairs.



JOB DESCRIPTION

Associate Vice Chancellor for Teacher Preparation, and Special Programs

FLSA: Exempt

Position #100104

Grade 12

Cost Center: OKTC 13400

Worker's Comp Code: 8810

ESSENTIAL FUNCTION

Responsible for providing leadership in teacher preparation programs and reaching the goals identified for the Oklahoma Teacher Connection (OTC), directing and managing operations, developing and implementing programs, employing and coordinating staff, and seeking external funding to support and /or enhance goals and objectives of teacher education programs. Responsible for supervision of staff and programs under the Oklahoma Human Services (OHS) grant for the Scholars/TANF, and other programs as assigned. Must be willing and able to perform necessary job-related travel.

RESPONSIBILITIES AND DUTIES

Teacher Preparation

- Provide leadership in developing, implementing and executing OTC programs, including grants, curriculum and special activities.
- Provide leadership in developing, implementing, executing and managing the Oklahoma Future Teacher Scholarship and Employment Incentive Program "Inspired to Teach".
- Act as liaison between the Oklahoma State Regents for Higher Education and the colleges of education, the State Department of Education and the Office of Educational Quality and Accountability.
- Coordinate support services to colleges of education.
- Coordinate any federal grants which provide funding to higher education institutions to support professional development to K-12 teachers.
- Coordinate the Teacher Shortage Employment Incentive Program (TSEIP).
- Develop and implement activities, including conferences, in K-12 schools and higher education institutions which enhance the image of the teaching profession and improve the professional knowledge and skills of faculty and K-12 teachers.
- Target federal and private funding sources and submit proposals for funding to support and enhance the programs, goals and objectives.
- Represent the State Regents on assigned Commissions and Associations, e.g., Office of Educational Quality and Accountability, Oklahoma Association of Colleges for Teacher Education,

Revised April 2023

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

Oklahoma Association of Teacher Educators, American Association of Colleges of Teacher Education, Data Governance Council, et al.

- Represent the Chancellor on the Oklahoma School of Science and Mathematics Board, and other boards as assigned.
- Represent the State Regents on state teacher education accreditation visits.

GRANT RESPONSIBILITIES AND DUTIES

- Act as the primary liaison and resource person for the State Regents with internal and external partners, including the Oklahoma State Department of Education (OSDE), the U.S. Department of Education (USDE), and others as it concerns teacher education or grants as assigned.
- Prepare request for proposals and oversee the development and coordination of the pre-award, organization, preparation and post-award administration of state and federally-funded grants as necessary.
- Oversee and provide technical assistance on compliance of progress with federal and state grants.
- Oversee, manage, and/or conduct site visits of awarded sub-grants if required to ensure grant program efficiency, effectiveness, and adherence to all state and federal guidelines, regulations and requirements.
- Participate in grant conferences as necessary.
- Oversee department liaison to educational consultants from other agencies, departments or organizations.
- Oversee department's maintenance of knowledge of developments and trends in, and theories related to, educational processes and grant administration.
- Provide leadership and administrative oversight for grant writing, grant training, grant opportunity research and dissemination for Core and OneNet.

Special Programs

- Provide leadership and supervision to the OHS grant programs offered through the agency.
- Provide leadership for the Single Mothers Academic Resources Team (SMART) grant activities with the Women's Foundation of Oklahoma.
- Provide leadership and serve as the agency liaison for the DaVinci Institute.

Other Duties

- Prepare, present and submit appropriate reports, minutes, budgets, materials and information concerning the operations and program effectiveness and needs to the Oklahoma State Regents for Higher Education.
- Work with members of the legislature to promote quality education in Oklahoma.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee(s) status.
- Other similar duties as assigned.

Revised April 2023

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

MINIMUM QUALIFICATIONS

Master of education degree or related field required. Required experience includes four (4) years of full-time paid employment as a public school teacher and/or other educational agency or higher education institution. Have an understanding of the legislative process, legislative impacts to teacher education and teacher education policy. Good organizational, written and verbal skills. Some in and out-of-state travel required.

PREFERRED QUALIFICATIONS

PhD or EdD preferred.

PHYSICAL REQUIREMENTS

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

SUPERVISION

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

Goldie V. Thompson

Professional Vita

Education

University of Oklahoma Norman, OK

B.A., African and African-American Studies - May 1998

MHR, Human Relations - December 2000

PhD, Educational Leadership & Policy Studies - May 2014

Teaching Experience

UNIVERSITY OF OKLAHOMA Norman, OK

Graduate Teaching Assistant 1/11 – 5/12

Schools in American Culture - EDS 4003

- Collaborate in the EDS 4003 course development – (weekly planning meetings)
- Assist in applied research to determine course effectiveness and areas for improvement
- Ensure course objectives meet the National Council for Accreditation of Teacher Education (NCATE) Standard 1.0 (Knowing the economic, social, political, legal, and organizational foundations and functions of schools)
- Ensure students understand the legal, sociological, historical and philosophical principles associated with schooling
- Prepare students to understand the cultural context of schooling, the multicultural phenomena and their impact, current social and political issues and a variety of perspectives
- Oversee student field experiences (35-40 hours) and ensure complete journal artifact at termination of semester
- Prepare students in broadening awareness and understanding of course content and its application in clinical practice

Work Experience

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION Oklahoma City, OK

Assistant Vice Chancellor, Teacher Preparation and Special Programs 7/18 - Present

Director, Teacher Education and the Oklahoma Teacher Connection 9/12 – 7/18

- Supervise Oklahoma Teacher Connection (OTC) staff and provide leadership in developing, implementing and executing all OTC programs conducted by the OTC – (pre-collegiate, collegiate, ESEA Title II, Part A and teacher scholarship/ incentive grant programs, as well as state conferences and news publications)
- Responsible for supervision of staff and programs under the Oklahoma Human Services (OHS) grant for Scholars/TANF, and other programs as assigned

- Act as primary liaison between the Oklahoma State Regents for Higher Education and the colleges of education, the State Department of Education and the Oklahoma Office of Educational Quality and Accountability
- Act as the primary liaison and resource person for the State Regents with external partners, including the Oklahoma State Department of Education (OSDE) and the U.S. Department of Education (USDE)
- Prepare request for proposals and oversee the development and coordination of the pre-award, organization, preparation and post-award administration of the federally-funded higher education teacher professional development grants as necessary
- Oversee and provide technical assistance on compliance of progress with federal and state grants
- Oversee and conduct site visits of awarded sub-grants to assure the continued quality of statewide professional development for K-16 education as necessary
- Participate in USDE, SDE, and other grantors conferences as necessary
- Oversee department liaison to educational consultants from other agencies, departments or organizations
- Oversee department's maintenance of knowledge of developments and trends in, and theories related to, educational processes and grant administration
- Coordinate support services to the colleges of education
- Coordinate federal grants, including the Title II-A federal grants, which provide funding to higher education institutions to support professional development to K-12 teachers.
- Oversee and provide technical assistance on compliance of progress with federal and state grants
- Coordinate the Teacher Shortage Employment Incentive Program (TSEIP)
- Oversee the development and implementation of the Oklahoma Future Teacher Scholarship and Employment Incentive Program – (Inspired to Teach), as well as the program advisory committee
- Oversee the budgetary and reporting requirements for the Inspired to Teach program
- Ensure compliance with federal and state funded grants
- Monitor state and federal legislation impacting teacher preparation programs in Oklahoma
- Represent the Chancellor and/or the State Regents at local, state, regional and national meetings and conferences
- Represent the State Regents on state teacher education accreditation visits
- Maintain all financial budgets for the OTC department and monitor functions related to departmental activities
- Submit an annual teacher education report, teacher education admission survey report, as well as program related agenda items to the State Regents
- Prepare, present and submit appropriate reports, minutes, budgets, materials and information concerning the operations and program effectiveness and needs to the Oklahoma State Regents for Higher Education
- Work with members of the legislature to promote quality education in Oklahoma
- Provide professional development and training to teachers as well as conduct presentations as necessary regarding teacher education to various audiences, including the state Council on Instruction (COI) and the Council of (university) Presidents (COP)
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee(s) status.
- Collaborate with other state educational agencies and organizations in the interest of teacher education – (Oklahoma State Department of Education, Oklahoma Office of

- Educational Quality and Accountability, Oklahoma Education Association, Oklahoma Association of Colleges for Teacher Education, Oklahoma Association of Teacher Educators, American Federation of Teachers, and Professional Oklahoma Educators)
- Represent the State Regents on assigned Commissions and Associations, e.g., Office of Educational Quality and Accountability, Oklahoma Association of Colleges for Teacher Education, Oklahoma Association of Teacher Educators, American Association of Colleges of Teacher Education, Data Governance Council, et al.
 - Represent the Chancellor on the Oklahoma Science and Technology Research and Development Board, the Oklahoma School of Science and Mathematics Board, the Southwest Comprehensive Center, and the Dyslexia Task Force. (Previously represented the Chancellor on the Oklahoma Commission for Teacher Preparation Board prior to the legislative mandate changing the agency to the Office of Educational Quality and Accountability.)
 - Represent the Oklahoma State Regents and teacher preparation on the Educator Quality & Diversity Advisory Committee (Formerly, the Oklahoma Teacher Shortage Task Force)
 - Oversee policy governing colleges of education at public universities
 - Provide leadership and supervision to the DHS grant programs offered through the agency.
 - Provide leadership for the Single Mothers Academic Resources Team (SMART) grant activities with the Women's Foundation of Oklahoma.
 - Provide leadership and serve as the agency liaison for the DaVinci Institute.
 - Other similar duties as assigned

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION Oklahoma City, OK

Oklahoma Teacher Connection Coordinator 3/04 – 8/12

(Formerly called Minority Teacher Recruitment Center Coordinator)

- Coordinate and supervise OTC Pre-Collegiate and Collegiate grant programs throughout the state
- Oversee the development and implementation of services and programs designed to recruit, retain and place teachers in Oklahoma
- Maintain OTC pre-collegiate curriculum and oversee curriculum updates / modifications
- Inform State Regents via annual reports concerning OTC initiatives and outcomes
- Provide professional development and training to teachers as well as conduct presentations regularly regarding teacher recruitment/retention/placement programs
- Promote other OTC services and programs (i.e. Teacher Shortage Employment Incentive Program)
- Assist in working with other OTC sponsored conferences and events
- Coordinate, market and facilitate OTC pre-collegiate conferences
- Assist with research and writing (as needed) on grant initiatives
- Attend meetings, conferences and other events on behalf of the OTC (i.e. legislative hearings, Oklahoma Commission for Teacher Preparation meetings, State Department of Education Board meetings, etc.)
- Assist various educational agencies to strengthen partnerships and further the impact of the OTC in education
- Assist as liaison to the OTC to further teacher recruitment, retention and placement efforts in Oklahoma

Presentations and Research

WORK

- Thompson, G. (2023), AACTE 75th Annual Conference, *Inspired to Teach* (Co-Presentation with Dr. Melissa Brevetti, Oklahoma State Regents), (Indianapolis, IN)
- Thompson, G. (2023), AACTE 75th Annual Conference, Advisory Council of State Representatives (ACSR) Meeting for State Affiliate Leaders – Panel Presentation, *Strategic Collaboration: Honing Context-specific Messages and Building Strong Coalitions to Address Challenges and Advance Goals* (Panelists: Dr. Jennifer Barce (President, IACTE - Indiana), Renee Launey-Rodolf (Interim Executive Director, OEQA), Jennifer Gambrell (Assistant Director, OEQA), (Indianapolis, IN)
- Thompson, G. (2022) Oklahoma Association of Community Colleges 55th Annual Conference, *Inspired to Teach: A Roadmap for Oklahoma Teacher Education* (Co-Presentation with Dr. Melissa Brevetti, Oklahoma State Regents), (Oklahoma City, OK)
- Thompson, G. (2022) AACTE Conference, *More Than A Number: Collaborative Advocacy for Teacher Quality in Oklahoma* (Co-Presentation with Dr. Bryan Duke (UCO), Dr. Vanessa Anton (NSU), Dr. Robin Fuxa (OSU), Dr. Aiyana Henry (OU), Renee Launey-Rodolf (OEQA), Jennifer Gambrell (OEQA)), (New Orleans, LA)
- Thompson, G. (2022), OACTE Meeting, *More Than A Number: Collaborative Advocacy for Teacher Quality in Oklahoma* (Co-Presentation with Dr. Vanessa Anton (NSU), Dr. Robin Fuxa (OSU), Dr. Aiyana Henry (OU), Renee Launey-Rodolf (OEQA), Jennifer Gambrell (OEQA)), (Oklahoma City, OK)
- Thompson, G. (2022), Oklahoma Learning Innovations Summit - *The Seven Wonders of the Great Remote Learning Shift* (Virtual Presentation with Dr. Melissa Brevetti - OSRHE), (Oklahoma City, OK)
- Thompson, G. (2022) State Regents Scholarships and Grants Workshop - *Teacher Education Scholarship Program*, Presentation over the Oklahoma Future Teacher Scholarship and Employment Incentive Program, (Oklahoma City, OK)
- Thompson, G. (2021), OACC *Undergraduate Mathematics and Teacher Education* (Virtual co-presentation with Dr. Rachel Bates - OSRHE), (Oklahoma City, OK)
- Thompson, G. (2021), OACTE *Discussions on Personal and Professional Self-Care, Oklahoma Association of Colleges for Teacher Education* (OACTE) Oklahoma Office of Educational Quality & Accountability (OEQA) Fall Conference (Co-presentation with Dr. Melissa Brevetti), (Norman, OK)
- Thompson, G. (2019), Council of Chief State Schools Officers (CCSSO) and the Center for American Progress Panel Presentation, *Increasing Teacher Diversity by Alleviating Student Loan Debt* (Panelists: Cortez Moss (Mississippi), Bayliss Fiddiman (Senior Policy Analyst, CAP), and Subira Gordon, (Virtual)
- Thompson, G. (2018). *The Legacy You Leave in Your Classroom*. Served as keynote presenter at the Kappa Delta Pi International Honor Society Initiation Ceremony at the University of Central Oklahoma (Edmond, OK).
- Thompson, G. (2018). *Deconstructing Resiliency: How Layers of Trust & Care Make Moral Education a Must*. Presentation with Drs. Melissa Brevetti (Langston University) and Joy Thomas (Oklahoma Department of Career and Technology Education) at the Oklahoma Women in Higher Education Fall 2018 Conference (Edmond, OK).
- Thompson, G. (2016). *STEM Education Pathways*. Panel presentation at the “Governor Mary Fallin’s 2016 STEM Summit,” highlighting support for students entering STEM education through online tools, teacher preparation programs, and Project Lead the Way Implementation. Panelists included Kelly Arrington, Oklahoma Department of Career

- and Technology Education; Chelsea Hunt, Oklahoma State Regents for Higher Education; Dr. Kristen Baum, Oklahoma State University; Robin Schott, Project Lead the Way; and Dr. Kathy Dodd, Union Public Schools (Oklahoma City, OK).
- Thompson, G. (2014). *Honor What We Know. Hear Our Voices*. Panel presentation, highlighting teacher education policy, during the “Honoring the Noble Profession” conference at the University of Central Oklahoma. Panelists included Dr. James Machell, UCO Education Dean, Mr. Ted Gillispie, Oklahoma Association of Colleges for Teacher Education, and Dr. Sherry Labyer, Office of Educational Quality and Accountability Director. The conference featured the National Teacher of the Year, Sean McComb, and contained a series of informative and educational breakout sessions, while honoring, inspiring, and empowering educators (Edmond, OK).
- Thompson, G. (2014). *Becoming Unpuzzled: Increasing your Marketability from a Bachelor’s Degree and beyond*. Presentation with OTC colleague, Melissa Michie, during the “Women in Higher Education” conference at the University of Central Oklahoma, detailing the research, action and support mechanisms necessary for young women to advance in academic and professional pathways (Edmond, OK).
- Thompson, G. (2013). *Character Education*. Presentation with OTC colleague, Deena Thomas, to Northwestern Oklahoma State University College of Education Pre-service Teachers (Alva, OK).
- Thompson, G. (2009-2012). *Future Teacher Leadership Day*. Workshop for high school graduates at the University of Central Oklahoma regarding the need for teachers in Oklahoma classrooms (Edmond, OK).
- Thompson, G. (2009). *Minority Teacher Recruitment Center Operations*. Presentation with MTRC colleagues to Northwestern Oklahoma State University College of Education Pre-service Teachers (Alva, OK).
- Thompson, G. (2009). *A Day and Age of Accountability & Teaching Pedagogy*. Presented to teachers at the “New Century, New Teacher” Conference at Northeastern State University, (Broken Arrow, OK).
- Thompson, G. (2008). *Recruiting Teachers Early*. Presented information about the Minority Teacher Recruitment Center (MTRC) collegiate and pre-collegiate programs at the “Great Teachers for Our City Schools: National Summit on Recruiting, Preparing and Retaining Quality Urban Teachers,” (Denver, CO).
- Thompson, G. (2006-2011). *Creating Your Own Teacher Workforce*. Presentation to education deans, faculty, students and administrators at the annual Oklahoma Association of Colleges of Teacher Education, Oklahoma Association of Teacher Educators and the Oklahoma Commission for Teacher Preparation Conference, (Norman, OK).
- Thompson, G. (2004-2012). *Minority Youth Leadership Seminar*. Conducted leadership seminar with education colleagues for high school students at the University of Central Oklahoma to promote, academic, leadership and college success (Edmond, OK).
- Thompson, G. (2006). *Academic Commitment to Education (ACE) and Leadership, Education and Achievement Program (LEAP)*. Presented program information to teachers and administrators at the “Three R’s: Rigor, Relevance and Relationships” Conference, (Midwest City, OK).
- Thompson, G. (2006). *Integrating International Awareness into the Curricula*. Presented to college faculty, administrators, teachers, community leaders and students at the University of Central Oklahoma Multicultural Institute Conference (Edmond, OK).
- Thompson, G. (2005). *Preparing Students for Global Competition in the 21st Century*. Presented to conference participants at the Oklahoma Association of Minorities in Career and Technology Education Conference (Oklahoma City, OK).
- Thompson, G. (2004). *Our Journey to Leadership*. Presented to participants at the Oklahoma Association of Minorities in Career and Technology Education Conference, (Tulsa, OK).

Thompson, G. (2004-Present). Academic Commitment to Education (ACE), Leadership, Education and Achievement Program (LEAP), and Future Educators Association (FEA) - (Statewide Presentations and Professional Development).

GRADUATE SCHOOL

- Thompson, G. (2013). *Educating Activism: Re-imagining the Future of Leadership and Stewardship in the Professoriate*. Welcome address for the annual meeting of the Oklahoma Educational Studies Association.
- Thompson, G. (2012). *Race, Remembering and Jim Crow's Teachers*, Book review panel featuring Dr. Hilton Kelly (Book author and Assistant Professor of Education, Davidson College), Goldie Thompson (Graduate Student, University of Oklahoma), Dr. Gaetane Jean-Marie (Associate Professor Educational Administration, University of Oklahoma), and Dr. Lucy Townsend (Professor Educational Psychology, Northern Illinois University). The panel discussion will consist of responses to Kelly's book and will take place during the Society for Educating Women Conference in St. Louis, MO.
- Thompson, G. (2012). *The Future of the Professoriate*. Coordinated panel featuring Dr. Lisa Holder (Oklahoma State Regents for Higher Education, Director of Teacher Education and the Oklahoma Teacher Connection), Dr. Nancy Mergler (University of Oklahoma, Senior Vice President and Provost), Dr. Terry Spigner (University of Central Oklahoma, Professor of Advanced Professional and Special Services), and Dr. Penny Pasque (University of Oklahoma, Assistant Professor of Educational Leadership and Policy Studies). Panel discussion highlighted Administration, Policy, Research and Practice in higher education.
- Thompson, G. (2011-Present). *Teacher Understanding of Care*. Current Dissertation Research Study on Care Theory (University of Oklahoma).
- Thompson, G. (2011). *Race and the University, 1967-1971: Learning from Henderson's Faculty Memoir*. Presented with panel members featuring Dr. George Henderson (book author and University of Oklahoma, Sylvan Goldman Professor Emeritus), Dr. Susan Laird (University of Oklahoma Professor of Education), Dr. Hilton Kelly (Davidson College Assistant Professor of Sociology), Dr. Aaron Schutz (University of Wisconsin-Milwaukee Associate Professor of Education); and Dr. Cherry McGee Banks (University of Washington-Bothell Professor of Education). Panel discussion held during the American Educational Studies Association (AESA) Conference, (St. Louis, MO).
- Thompson, G. (2011). *Anna Julia Cooper's Theory of Re-education: Reconciling the Law of Reason and the Law of Love*. Paper presented at the Society of Philosophy and History of Education Conference, (San Antonio, TX).
- Thompson, G. (2011). *Graduate Student Forum*. Presented to new graduate students regarding membership in the Oklahoma Educational Studies Association (OESA), (Norman, OK).
- Thompson, G. (2011). *Race and the University: A Memoir* (University of Oklahoma Press, 2010). Coordinated book review panel featuring Dr. George Henderson (book author and University of Oklahoma, Sylvan Goldman Professor Emeritus); Dr. Jeanette Davidson (University of Oklahoma Professor of African and African American Studies); Bruce Fisher (Oklahoma Historical Society); Joyce Henderson (Retired, Oklahoma City Public Schools Administrator); Dr. Ben Keppel (University of Oklahoma Associate Professor of History); and Dr. Gloria Pollard (Retired, Oklahoma State Department of Career and Technology Education Career Development Specialist). Panel discussion held during the Oklahoma Educational Studies Association (OESA) Conference entitled "New Frontiers" (Norman, OK).
- Thompson, G. (2011). *Anna Julia Cooper's Theory of Re-education: Reconciling the Law of Reason and the Law of Love*. Paper presented at the Oklahoma Educational Studies Association (OESA) Conference, (Norman, OK).

- Thompson, G. (2010). *A Curriculum of Care, Concern and Connection*. Paper presented at the American Educational Studies Association (AESA) Conference, (Denver, CO).
- Thompson, G. (2010). *A Curriculum of Care, Concern and Connection*. Paper presented at the Society of Philosophy and History of Education (SOPHE) Conference, (Oklahoma City, OK).
- Thompson, G. (2009). *President Obama's Proposed Initiatives for Education Reform*. Hosted panel discussion featuring Dr. Nancy Mergler (University of Oklahoma Sr. Vice President & Provost); Dr. William Frick (University of Oklahoma Asst. Professor of Education); Lela Odom (Oklahoma Education Association Executive Director); and Carla Kimberling (Norman Public Schools Asst. Superintendent). Panel discussion held during the Oklahoma Educational Studies Association (OESA) Conference, (Norman, OK).

Publications

- Laird, S. & Thompson, G. (2012). A historic model for teaching and learning social activism [A review of *Race and the university: A memoir*, by Dr. George Henderson]. *Educational Studies*, 48 (3), 316-320. doi: 10.1080/00131946.2012.677294
- Thompson, G. (2012). Reconciling the law of love and the law of reason. *Journal of Philosophy and History of Education*, 62(1), 107-117.
- Thompson, G. (2013). Teacher Understanding of Care: mediating the structure of schools with the relational aspects of the classroom. *Oklahoma Association of Teacher Educators Journal*, 16, 32-42.

Professional Service

- National Council for Accreditation of Teacher Education (NCATE) and Council for the Accreditation of Educator Preparation (CAEP) Accreditation Reviews for Educator Preparation Programs, 2012 – Present
- External Grant Reviewer – University of Central Oklahoma, 2022 & 2023
- CARE (Central Association for Responsive Educators) Advocacy Teacher Panel, University of Central Oklahoma College of Education, 2022
- Buchanan Elementary, Black History Month Speaker, *The History of Tap Dance*, (Co-Presented with Erin Thompson, Theatre Performer), 2021
- Awards Presenter, *Making It Work Day at the Capitol* - Oklahoma Career and Technical Education Equity Council, 2019 - Present
- Executive Committee, DaVinci Institute, 2018 – Present
 - DaVinci Fall Forum, 2018 - Present
 - Presenter for DaVinci Honors & Awards Ceremony, 2019 - Present
- External Evaluator for the Capstone Research Experience Colloquium - University of Central Oklahoma Graduate students (Masters of Education in Secondary Education), 2018 & 2019
- Keynote presenter at the Kappa Delta Pi International Honor Society Initiation Ceremony at the University of Central Oklahoma, 2018
- Member of Student Teaching Performance Rubric Development Committee – University of Oklahoma, 2017
- Tutor – Shidler Elementary School, 2014 & 2015
- Oklahoma Educator Supply and Demand Study, 2014-2015
- Oklahoma Educational Studies Association (OESA), 2008-2014
 - President, 2011-2012

- President Elect, 2010-2011
- Secretary, 2009-2010
- Member, 2008 - 2014
- OESA Professional Development Panel - 2012
- OESA Conferences – 2009, 2011 & 2013
- Panel member for special presentation – *The Color of Fear*, 2013
- Conference Proposal Reviewer for the American Educational Studies Association (AESA), 2012
- Graduate Student Council, 2011-2012
- Portfolio Reviewer for Oklahoma City University College of Education, 2011
- Jeannine Rainbolt College of Education Collection of Schools Supplies for Tuscaloosa, Alabama Elementary Students - tornado devastation, 2011
- Autism Walk, Lupus Walk, Kidney Walk, 2011

Professional Committees and Organizations

WORK

- Executive Committee, DaVinci Institute, 2018 – Present
- Women’s Foundation of Oklahoma, Single Mothers Academic Resource Team (SMART) Grant Committee, 2018-Present
- Data Governance Council, 2017 – Present
- Educator Quality & Diversity Advisory Committee (Formerly, the Oklahoma Teacher Shortage Task Force), 2016 - Present
- Chancellor’s designee for the following boards: Oklahoma Commission for Teacher Preparation board - prior to the new legislative statute creating the Oklahoma Office of Educational Quality and Accountability (2012-2014); Oklahoma Science and Technology Research and Development board (2012-2021); Dyslexia Task Force (2018-2020); and the Oklahoma School of Science and Math board, (2012-Present)
- Team member for both state accreditation and the Council for the Accreditation of Educator Preparation (CAEP) – formerly, the National Council for Accreditation of Teacher Education, 2012-Present
- American Association of Colleges for Teacher Education (AACTE), 2012-Present
- Certification Examination for Oklahoma Educators (CEOE) Bias Review and Content Review Committee, 2011-Present
- Program Accreditation Committee, 2012-2014
- Central and South-Central Comprehensive Centers Regional Advisory Board, comprised of six states, 2018-2019
- Oklahoma Commission for Teacher Preparation / Council for the Accreditation of Educator Preparation (OCTP/CAEP) State Partnership Task Force, 2014
- State Higher Education Executive Officers Association, 2012-2018
- Centennial High School NCA Accreditation Committee, 2011
- Phi Delta Kappa Future Educators Scholarship Evaluator, 2010
- Oklahoma Professional Teaching Examination (OPTE 6-12), Content Advisory Committee, 2009
- Single Mothers Academic Resource Team “SMART”, 2009
- Oklahoma Association of Minorities in Career and Technology Education, 2008-2009

- Oklahoma Commission for Teacher Preparation (OCTP), Professional Development, Program Accreditation, and Education Leadership Oklahoma (ELO), 2007-2008
- State Personnel Development Grant (SPDG) Advisory, 2007-2012
- Minority Teacher Recruitment Task Force, 2006-2010
- University of Central Oklahoma Multicultural Institute Committee, 2004-2012, 2019

GRADUATE SCHOOL

- Oklahoma Educational Studies Association (OESA), 2008 – 2014
- American Educational Studies Association (AESA) Conference Program Committee, 2012
- Graduate Student Council, 2011-2012
- American Educational Studies Association (AESA), 2009 – 2012
- Oklahoma Mothers and Educators Collaborative (OMEC), 2009

Professional Development

- Online Executive Development Program for State Officials, 2021
- (Oklahoma Association of Colleges for Teacher Education) OACTE and (American Association of Colleges for Teacher Education) AACTE, Annually
- Brustein & Manasevit, (PLLC Attorneys at Law) Federal Grant Training, 2015, 2016, 2018
- Summit on Project Pipeline Repair: Restoring Minority Male Participation and Persistence in Educator Preparation Programs, Hosted by State Higher Education Executive Officers Association (SHEEO), 2019
- Central and South-Central Comprehensive Centers (C3/ SC3) Regional Advisory Board Meeting, 2019
- State of Oklahoma Legislative Process - Training and Development, 2014

Honors and Awards

- American Association of Colleges of Teacher Education (AACTE) David G. Imig Award for Distinguished Achievement in Teacher Education (Nominee), 2023
- Council for Online Learning Excellence Award (Oklahoma Teacher Connection, a division of the State Regents, Team Leadership Award, 2022
- Oklahoma African American Educators Hall of Fame Recipient, 2019
- University of Oklahoma, Jeannine Rainbolt College of Education (JRCoE) Hall of Fame Recipient, 2019
- University of Oklahoma College of Education Outstanding Graduate Student and Outstanding Service in Educational Leadership and Policy Studies Award – (Norman, OK), 2014
- University of Oklahoma College of Education Outstanding Graduate Student Award – (Norman, OK), 2013
- University of Oklahoma College of Education Travel Scholarship – (Norman, OK), 2012
- University of Oklahoma College of Education Travel Scholarship – (Norman, OK), 2011
- University of Oklahoma College of Education Graduate Scholarship – (Norman, OK), 2009

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #15-k:

Resolution.

SUBJECT: Approval of a resolution honoring an outgoing member.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #16-a:

Programs.

SUBJECT: Acknowledge receipt of the Current Status Report on program requests.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Current Status Report on program requests.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2022 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2022-2023).

The current status report contains the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Electronic Delivery for Existing Program Requests Under Review
4. Approved New Program Requests
5. Approved Electronic Media Requests
6. Approved New Certificates of 15 or Fewer Credit Hours
7. Requested Degree Program Deletions
8. Approved Degree Program Deletions
9. Requested Degree Program Name Changes
10. Approved Degree Program Name Changes
11. Requested Degree Designation Changes
12. Approved Degree Designation Changes
13. Cooperative Agreements
14. Suspended Programs
15. Reinstated Programs
16. Inventory Reconciliations
17. Net Reduction Table

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #16-b (1):

Annual Reports.

SUBJECT: Acknowledge receipt of the 2019-2020 Overview of Student Financial Aid at State System Institutions Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Overview of Student Financial Aid at State System Institutions Report for 2019-2020.

BACKGROUND:

This report utilizes information from the State Regents (OSRHE) Financial Aid Database that has been implemented over the past decade to collect student-level financial aid data from Oklahoma public colleges and universities. The process of developing the new database initially began in 2008 with a project utilizing the consulting firm Noel Levitz.

Currently, State System institutions annually submit student level financial aid information for each aid recipient. This data can be combined with enrollment data from the Unitized Data System (UDS) and information from the federal financial aid application information to generate a more complete perspective of the resources students use to finance a college education. The database allows analysis of the types of student aid that individual students receive and in what combination. OSRHE staff has worked with institutional representatives to review and verify the accuracy of the submitted data. The following report includes information for the eight most recent years. [Veteran's education benefits are not included in this analysis. For federal financial aid purposes, the U.S. Department of Education does not consider veteran's education benefits to be part of a student's financial aid package.]

POLICY ISSUES:

The information provided by this report is important for analyzing the impact of financial aid in relation to the policy goals of the State Regents to increase the number of students earning college degrees in Oklahoma.

ANALYSIS:

See the following sections.

Highlights and Trends

- Since 2012-2013, the total amount of financial aid for undergraduate and graduate/professional students at state system institutions has grown gradually from \$1.39 billion to \$1.47 billion. Undergraduate student aid, at about \$1.17 billion, accounts for 80 percent of total student aid.
- Eight-Year Trends in Undergraduate Student Aid, by Type of Aid: Following are the changes in amounts of undergraduate aid, by type of aid, for the period 2012-2013 to 2019-2020.

Undergraduate Student Aid Changes, 2013 to 2020 (in \$ Millions)

Type of Student Aid	2012-13	2019-20	\$ Change	% Change
Federal Grants (Pell)	\$275.5	\$237.9	-\$37.6	-14%
State Grants and Scholarships	\$82.0	\$80.7	-\$1.3	-2%
Institution Aid (tuition waivers, scholarships)	\$206.5	\$316.1	+\$109.6	+53%
Other Scholarships, work study	\$64.0	\$72.7	+\$8.7	+14%
Loans	\$500.5	\$463.7	-\$36.8	-7%
Total Undergraduate Student Aid	\$1,128.5	\$1,171.1	+\$42.6	+4%

Federal Pell Grants and loans declined while institution aid increased significantly by over \$100 million or 53 percent. Within the loan category, federal subsidized/unsubsidized loans dropped by over \$117 million or 28 percent, while federal PLUS (parent) loans grew by \$50 million or 92 percent and private loans increased by \$33.5 million or 163 percent.

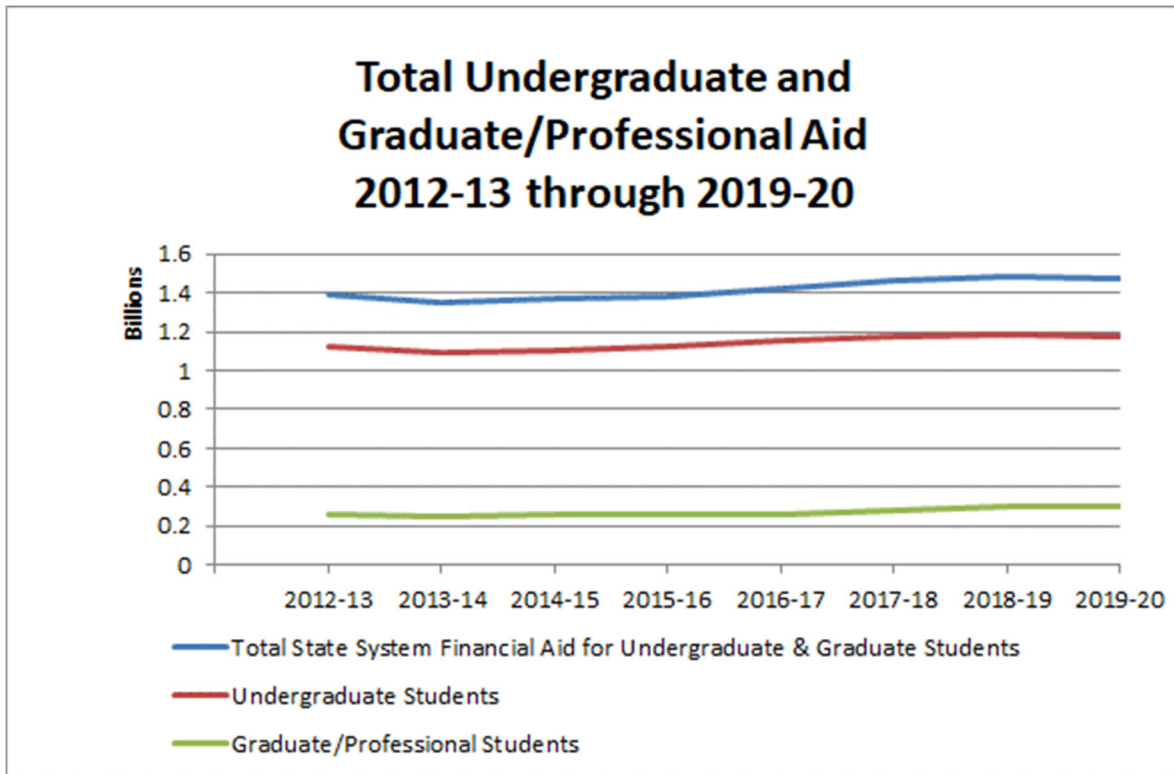
- Since 2012-2013, the percentage of undergraduate students who receive some form of financial aid has gradually increased from 70.6 percent to 73.8 percent.
- Over the eight-year period, the total amount of undergraduate financial aid going to the research universities has increased by \$142 million or 35 percent while the amount going to community colleges has decreased by \$77 million or 24 percent. The amount going to the regional universities decreased moderately by \$22 million or 6 percent.
- By tier, undergraduate loan volume has dropped significantly at the community colleges (-\$51 million or -39 percent) and the regional universities (-\$35 million or -20 percent) while increasing at the research universities (+\$49 million or +25 percent).
- Since 2012-2013, the percentage of undergraduate aid comprised of loans has declined from 44 percent to 40 percent; non-loan aid (grants, scholarships, work-study) increased from 56 percent to 60 percent.
- Nonresident students account for more than 29 percent of the total undergraduate student loan volume (\$134 million of \$464 million). At the research universities, nonresident students account for 43 percent of the undergraduate student loan volume.
- Many low-income Pell Grant recipients also rely on student loans. Nearly half of Pell Grant recipients also take out student loans. While Pell Grant recipients make up one-third of overall undergraduate enrollment, they account for more than 42 percent of the total undergraduate loan volume (\$197 million of \$464 million).

- Of the \$299 million in graduate/professional student aid, 68 percent was in the form of loans.

Total Financial Aid for State System Undergraduate and Graduate/Professional Students

- Since 2012-2013, total student financial aid received by all students in the state system of higher education, both undergraduate and graduate students, has grown from \$1.39 billion to \$1.47 billion. In 2019-2020, about 80 percent, or \$1.17 billion, of the total was received by undergraduate students while the remaining 20 percent went to graduate students.

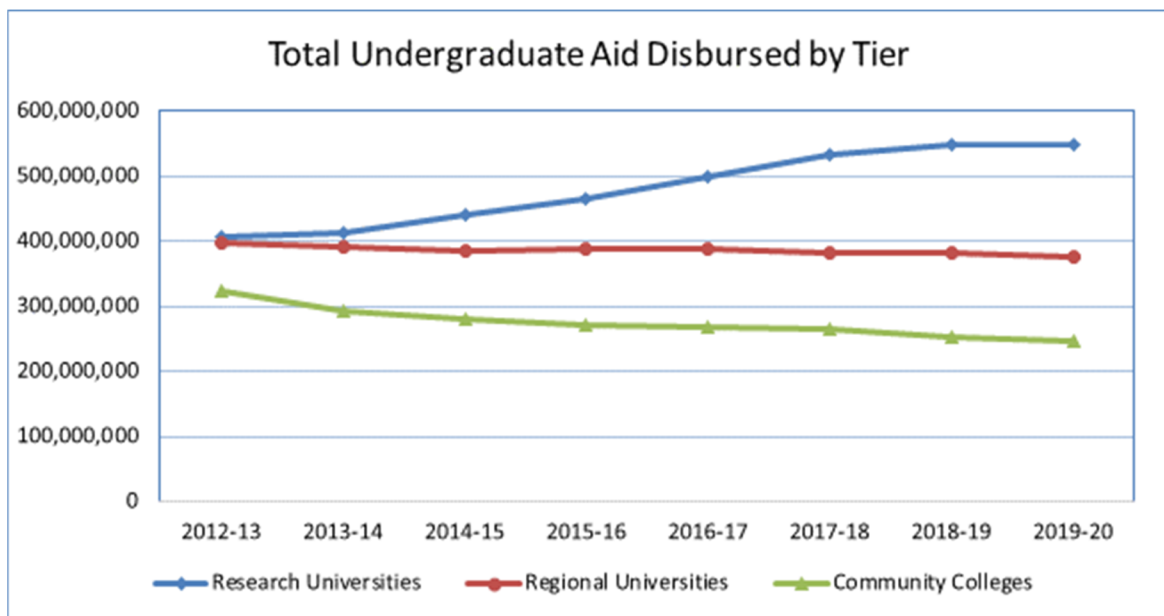
	Total State System Financial Aid for Undergraduate & Graduate Students	Undergraduate Students	Graduate/Professional Students
2012-13	\$1,389,285,750	\$1,128,518,707	\$260,767,043
2013-14	\$1,347,664,322	\$1,095,824,720	\$251,839,602
2014-15	\$1,368,632,106	\$1,106,857,413	\$261,774,693
2015-16	\$1,379,874,360	\$1,121,617,868	\$258,256,492
2016-17	\$1,421,241,795	\$1,157,831,969	\$263,409,826
2017-18	\$1,461,197,710	\$1,179,169,080	\$282,028,630
2018-19	\$1,482,662,818	\$1,184,322,527	\$298,340,291
2019-20	\$1,471,061,060	\$1,171,125,772	\$299,935,288



Undergraduate Student Financial Aid

- Of the nearly \$1.2 billion in undergraduate student aid in 2019-2020, \$549 million went to the research university tier, \$375 million to the regional university tier and \$247 million went to students at community colleges. While the total amount of undergraduate aid increased by almost \$43 million or four percent over eight years, the amount awarded at the research universities increased by about \$142 million or 35 percent. In contrast, the amount awarded by the regional universities declined by \$22 million or nearly 6 percent while the amount awarded at the community colleges dropped by almost \$77 million or 24 percent.

Academic Year	Total State System Undergraduate Financial Aid	Research Universities	Regional Universities	Community Colleges
2012-13	1,128,518,707	407,048,227	397,814,329	323,656,151
2013-14	1,095,824,720	411,622,897	390,931,511	293,270,312
2014-15	1,106,857,413	440,130,881	385,727,561	280,998,971
2015-16	1,121,617,868	463,986,459	387,672,718	269,958,691
2016-17	1,157,831,969	500,417,630	388,687,421	268,726,918
2017-18	1,179,169,080	533,993,620	381,415,632	263,759,828
2018-19	1,184,322,527	547,947,832	383,142,910	253,231,785
2019-20	1,171,125,772	548,778,723	375,346,404	247,000,645

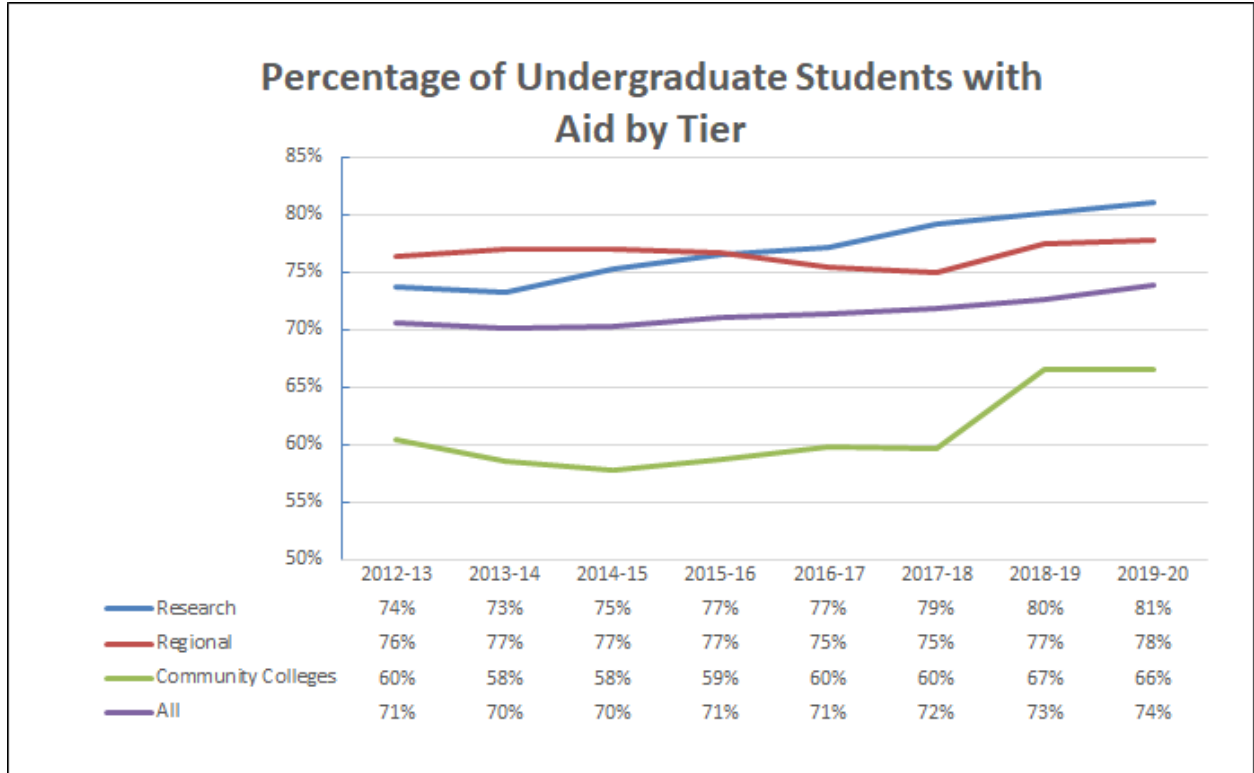


Percentage of Undergraduate Students Receiving Financial Aid

- Since 2012-13, the percentage of undergraduate students who receive some form of financial aid has increased gradually from 70.6 percent to 73.8 percent.

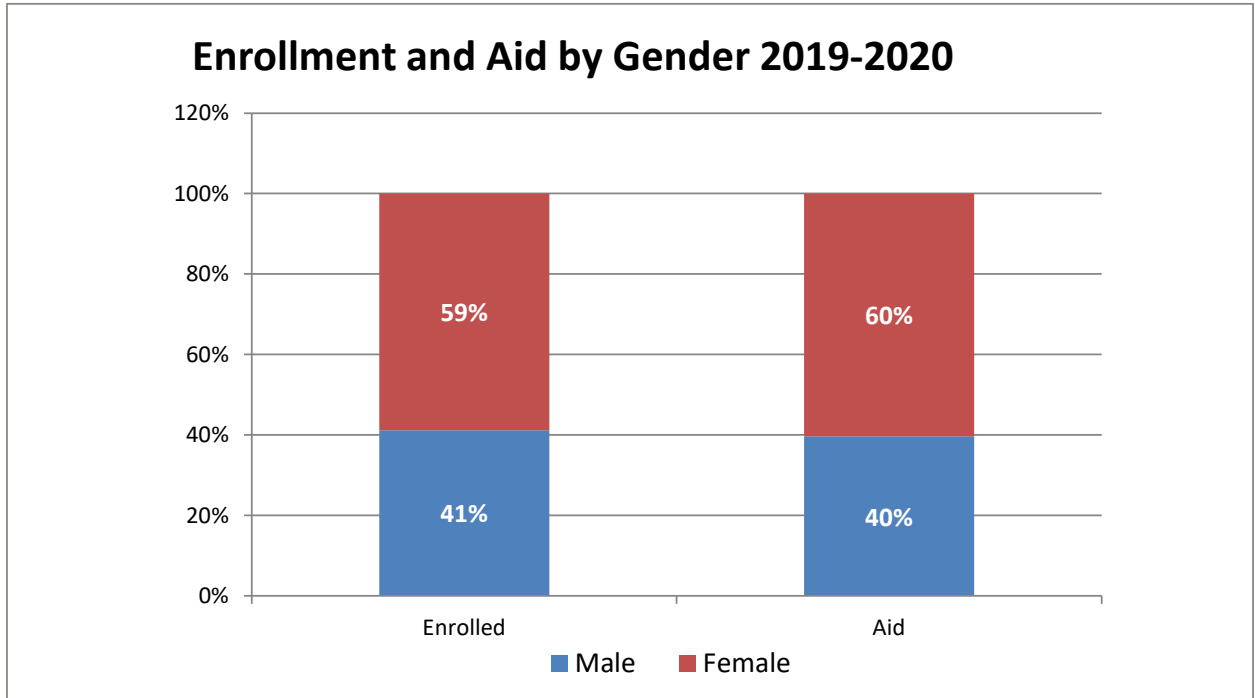
Academic Year	Total Undergraduate Enrollment	Total Undergraduates Receiving Aid	Percent of Undergraduates Receiving Aid
2012-13	203,951	144,061	70.6%
2013-14	193,101	135,086	70.0%
2014-15	188,880	132,751	70.3%
2015-16	185,270	131,562	71.0%
2016-17	181,053	129,200	71.4%
2017-18	176,891	127,053	71.8%
2018-19	170,703	124,017	72.7%
2019-20	166,335	122,777	73.8%

- By tier, the percentage of undergraduate students receiving aid in 2019-20 ranged from a high of 81 percent at the research and 78 percent at regional universities to 66 percent at the community colleges. The total number of undergraduate students receiving aid by tier in 2019-20 was almost 37,000 at the research universities, over 38,000 at the regional universities, and almost 48,000 at the community colleges

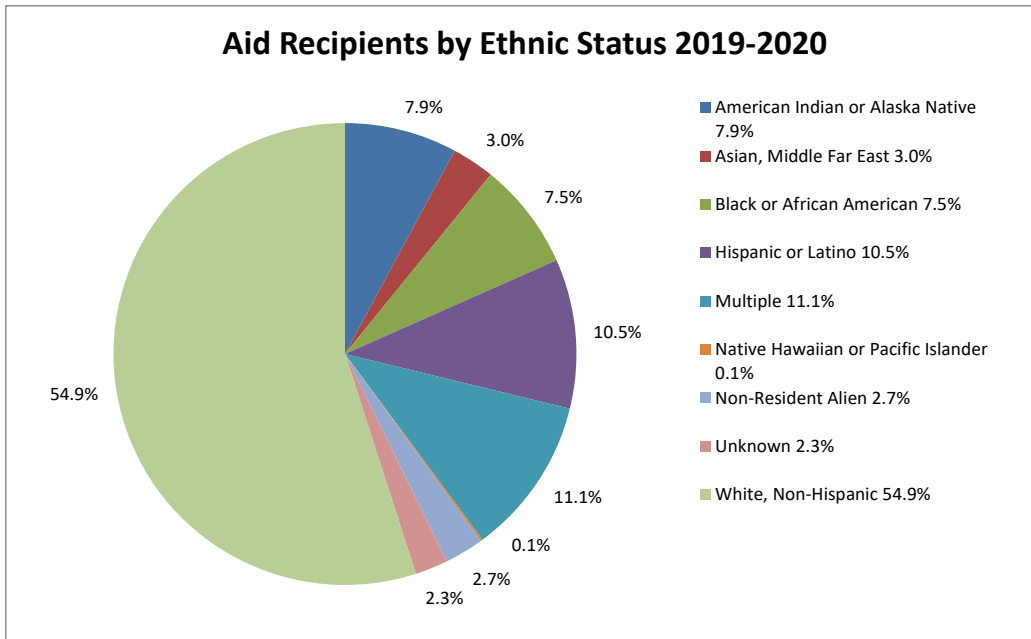


Gender and Ethnicity of Undergraduate Financial Aid Recipients

- In the past eight years, the proportion of aid recipients by gender closely reflects the proportion of all enrolled students by gender. In 2019-20, 60 percent of aid recipients were female compared to 59 percent of all enrolled students.

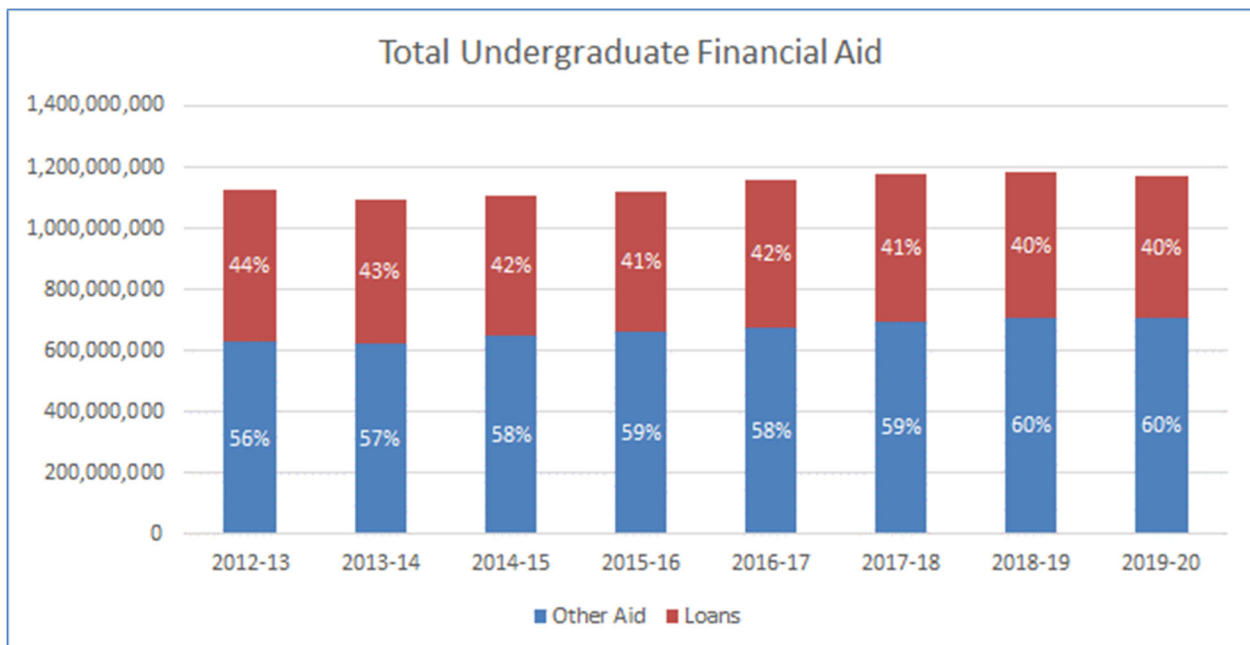


- By ethnicity, the largest group of undergraduate aid recipients was non-Hispanic Whites at 54.9 percent, followed by students that reported multiple ethnic statuses at 11.1 percent. Hispanic/Latino students were next at 10.5 percent.



Student Loan Data – Undergraduate Students

Loans as a Percentage of Total Aid: The percentage of undergraduate aid comprised of loans decreased from 44 percent to 40 percent over the eight years reported. Conversely, the proportion from non-loan aid (grants, scholarships, work-study) increased from 56 percent to 60 percent over the same time.

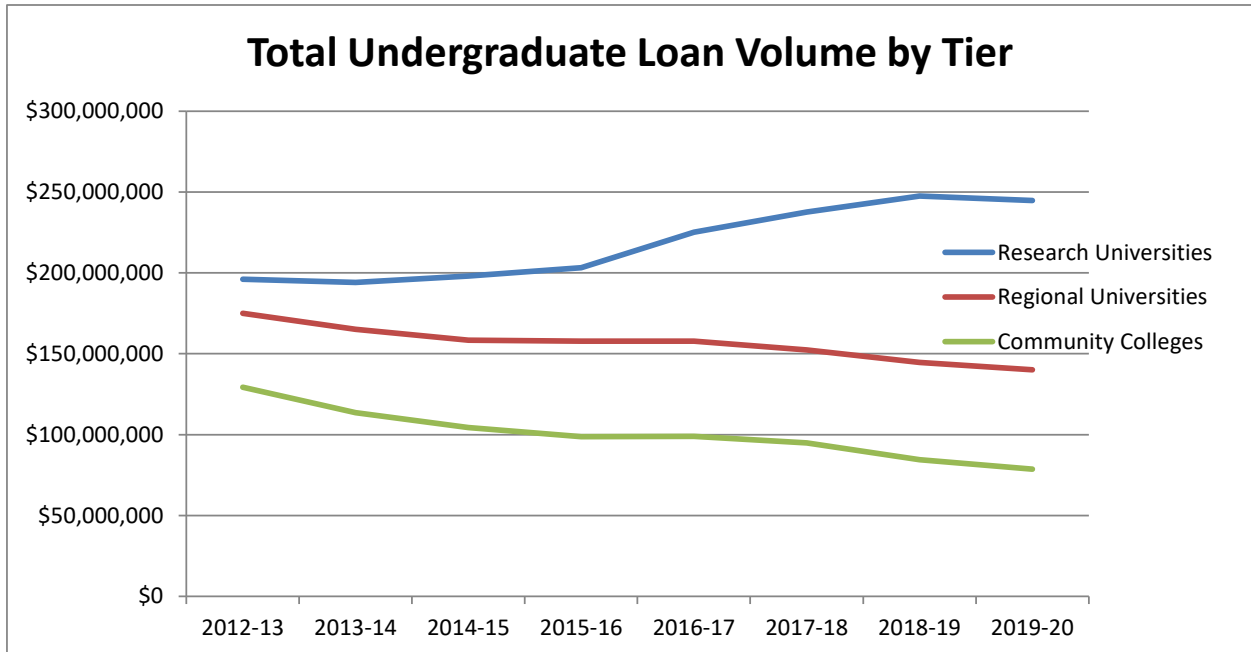


Percentage of Aid from Loans by Tier: By tier, the percentage of aid from loans ranged from 32 percent at the community colleges to 45 percent at the research institutions. The percentage of total undergraduate

students receiving loans varied by tier from 20 percent at the community colleges to about 41 percent at research universities.

2019-20	Total Aid	Percent of Aid from Loans	Percent of Aid Recipients with Loans	Percent of Enrolled Undergraduates with Loans
Research Universities	\$548,778,723	45%	50%	41%
Regional Universities	\$375,346,404	37%	52%	40%
Community Colleges	\$247,000,645	32%	30%	20%
Total	\$1,171,125,772	40%	42%	31%

Total Loan Volume by Tier: Total loan volume to all undergraduate students has declined slightly over the past eight years. However, while loan volume has seen a steady, significant decline at the regional universities and community colleges, loan volume at the research universities has increased by nearly \$50 million.



Total Undergraduate Loan Volume				
Academic Year	Research Universities	Regional Universities	Community Colleges	Total
2012-13	\$196,134,058	\$175,045,362	\$129,344,497	\$500,523,917
2013-14	\$194,177,996	\$165,224,885	\$113,578,231	\$472,981,112
2014-15	\$198,070,495	\$158,431,482	\$104,353,677	\$460,855,654
2015-16	\$203,310,584	\$157,809,000	\$98,691,342	\$459,810,926
2016-17	\$225,227,970	\$157,863,858	\$98,922,543	\$482,014,371
2017-18	\$237,699,221	\$152,394,852	\$94,882,010	\$484,976,083
2018-19	\$247,659,603	\$144,730,231	\$84,431,185	\$476,821,019
2019-20	\$244,916,401	\$140,172,377	\$78,638,992	\$463,727,770

Average Loan Amounts Per Borrower by Tier: In 2019-2020, almost \$464 million was loaned to undergraduate students and parents at state system colleges and universities. Of that amount, almost 53 percent went to students at the research universities, 30 percent to the regional universities, and almost 17 percent to the community colleges.

	Total Loans in Millions	Total Borrowers	Average Annual Loan Per Borrower
2019-20			
Research Universities	\$244,916,401	18,489	\$13,246
Regional Universities	\$140,172,377	19,657	\$7,131
Community Colleges	\$78,638,992	14,254	\$5,517
Total	\$463,727,770	51,412*	\$9,020

*Unduplicated

Average Loan Amounts by Student Residency Status: Of the \$464 million in student loans to undergraduates, \$134 million or 29 percent went to nonresident students. While the overall average loan amount was \$9,020, the average for resident students was \$7,608 compared to \$14,828 for nonresident students.

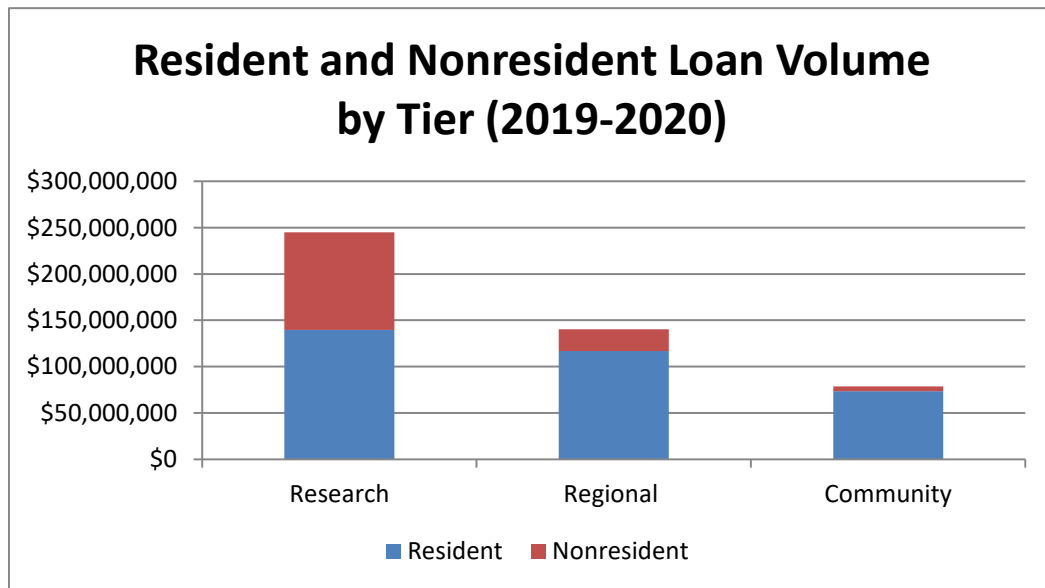
2019-2020	Volume	Borrowers	Average Loan
Resident	\$330,097,803	43,388	\$7,608
Non-Resident	\$133,629,967	9,012	\$14,828
System	\$463,727,770	51,412*	\$9,020

*Unduplicated

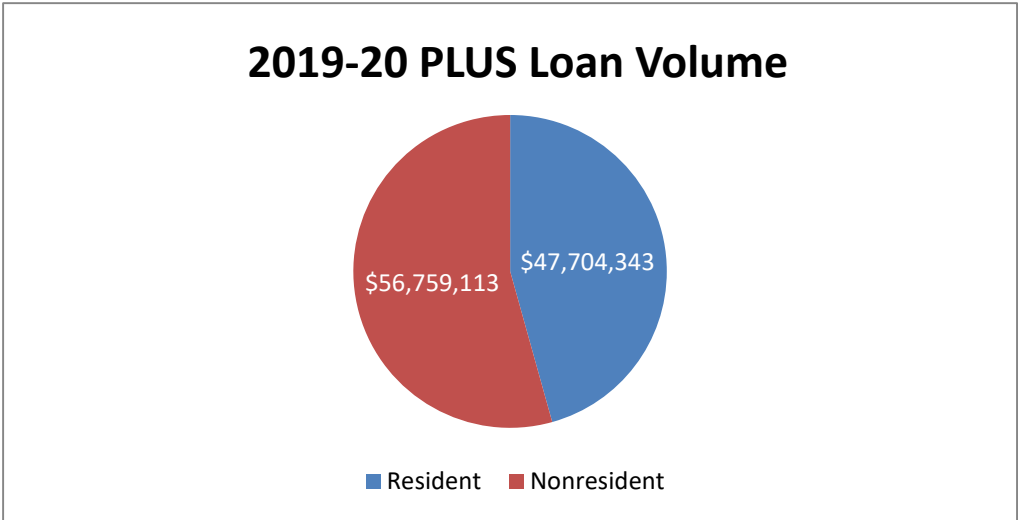
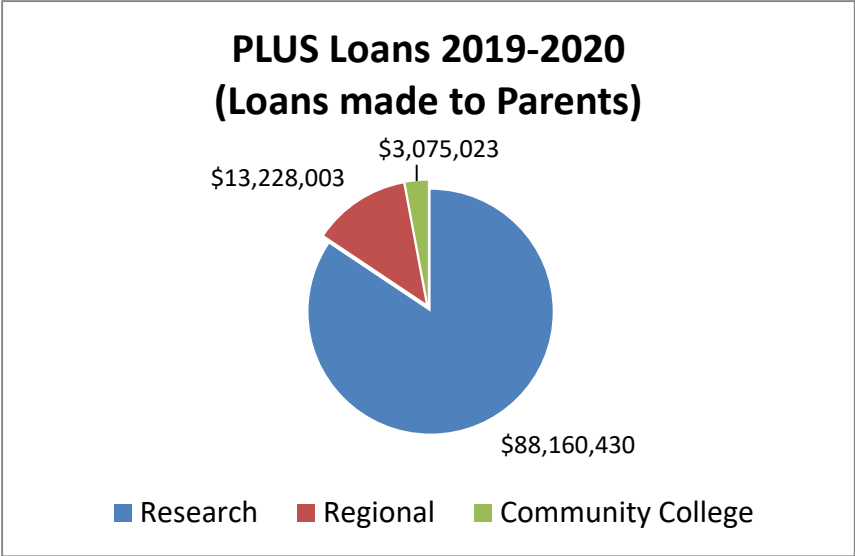
Resident vs. Nonresident Cost of Attendance: As defined by federal financial aid regulations, “cost of attendance” generally includes tuition, fees, books and supplies, room and board, and a limited allowance for transportation and personal expenses. Full-time, dependent student cost data are shown below. The cost of attendance for nonresident students is significantly higher than the cost for resident students.

2019-2020	Resident Average Cost of Attendance	Non-Resident Average Cost of Attendance
Research Universities	\$28,743	\$44,193
Regional Universities	\$20,442	\$29,476
Community Colleges	\$18,607	\$24,704
System	\$20,002	\$27,858

Nonresident Loan Volume by Tier: At the research institutions, more than 43 percent of the undergraduate student loan volume was for nonresident students and their parents. The percentages of loans related to nonresident students enrolled at the regional universities was 17 percent and the community colleges was 6 percent.



Federal Parent (PLUS) Loans: Federal PLUS loans are available to parents of undergraduate students and can be used to pay for costs not already covered by the student’s other financial aid. These loans are the obligation of the parent, not the student. PLUS loans totaled more than \$104 million in 2019-2020. About 84 percent of the loans were made to parents of students at the research universities and 54 percent of the loans were made to parents of nonresident students.

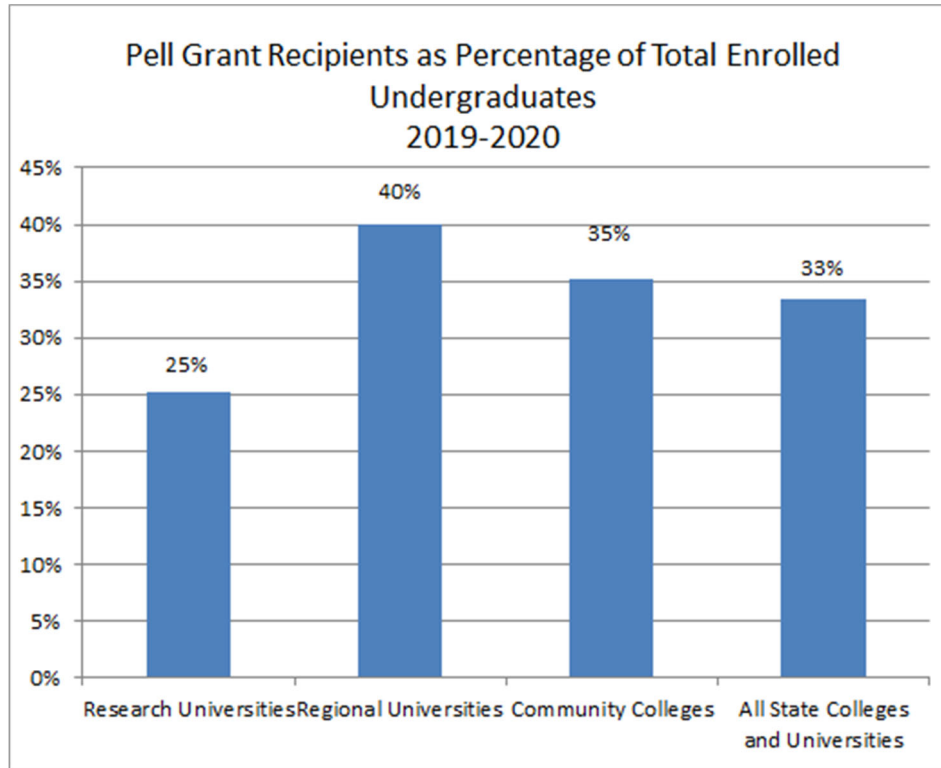


Parent PLUS Loans		Students	Average
Resident	\$47,704,343	3,807	\$12,531
Nonresident	\$56,759,113	2,546	\$22,293
Total	\$104,463,456	6,292*	\$16,603

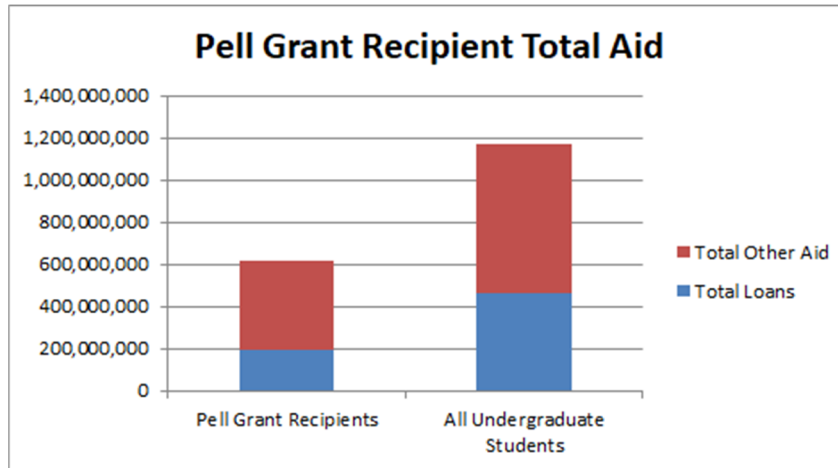
*Unduplicated count

Federal Pell Grant Recipients

- Pell Grant Recipients as Percentage of Enrolled Students: Federal Pell Grants are awarded to students with the least financial resources. In 2019-2020, Pell Grant recipients represented about one-third of all undergraduate students. By tier, their proportion of enrollment ranged from 25 percent at the research institutions to 40 percent at the regional universities. The total number of Pell Grant recipients has dropped over the past seven years from about 75,000 in 2012-2013 to about 56,000 in 2020-2021.



- Pell Grant Recipients and Student Loans: Though Pell Grant students receive need-based grant aid, almost half also rely on student loans to cover their education costs. In 2019-2020, Pell Grant recipients received about \$197 million in student loans which was nearly 42 percent of the total student loan volume of \$464 million.



State System Institutions
2019-2020 Undergraduate Financial Aid by Tier

Grants / Scholarships	State System	Research	Regional	Community
Federal				
Pell Grants	<u>\$225,382,276</u>	\$51,023,436	\$83,993,426	\$90,365,414
Other	<u>\$12,510,170</u>	<u>\$4,097,913</u>	<u>\$5,004,653</u>	<u>\$3,407,604</u>
Total Federal Grants	\$237,892,446	\$55,121,349	\$88,998,079	\$93,773,018
State				
Oklahoma's Promise	\$60,755,837	\$21,589,749	\$28,540,931	\$10,625,157
Oklahoma Tuition Aid Grant	\$14,005,429	\$3,674,671	\$5,037,940	\$5,292,818
Academic Scholars	\$5,037,027	\$4,526,938	\$385,089	\$125,000
Other	<u>\$907,890</u>	<u>\$8,274</u>	<u>\$798,850</u>	<u>\$100,766</u>
Total State Grants and Scholarships	\$80,706,183	\$29,799,632	\$34,762,810	\$16,143,741
Institutional				
Tuition Waivers	\$209,095,003	\$126,654,582	\$55,929,016	\$26,511,405
Foundation	\$34,558,328	\$26,365,861	\$6,204,078	\$1,988,389
Other	<u>\$72,396,736</u>	<u>\$38,401,359</u>	<u>\$19,831,914</u>	<u>\$14,163,463</u>
Total Inst. Schol., Grants & Waivers	\$316,050,067	\$191,421,802	\$81,965,008	\$42,663,257
Tribal Grants	\$28,374,121	\$7,709,774	\$13,413,226	\$7,251,121
Outside Scholarships & Grants	<u>\$37,743,180</u>	<u>\$16,958,186</u>	<u>\$14,067,518</u>	<u>\$6,717,476</u>
Total Grants and Scholarships	\$700,765,997	\$301,010,743	\$233,206,641	\$166,548,613
Loans				
Federal Subsidized	\$144,102,036	\$54,380,411	\$55,549,378	\$34,172,247
Federal Unsubsidized	\$157,649,998	\$56,043,664	\$62,584,591	\$39,021,743
Federal PLUS	\$104,463,456	\$88,160,430	\$13,228,003	\$3,075,023
Fed. Perkins and Other Fed. Loans	\$447,814	\$447,814		
Private	\$54,099,143	\$42,927,959	\$8,801,205	\$2,369,979
Institutional and Other	<u>\$2,965,323</u>	<u>\$2,956,123</u>	<u>\$9,200</u>	
Total Loans	\$463,727,770	\$244,916,401	\$140,172,377	\$78,638,992
Federal Work Study	<u>\$6,632,005</u>	<u>\$2,851,579</u>	<u>\$1,967,386</u>	<u>\$1,813,040</u>
Total Aid	\$1,171,125,772	\$548,778,723	\$375,346,404	\$247,000,645

State System Institutions
Change in Undergraduate Financial Aid, 2014-15 to 2019-20

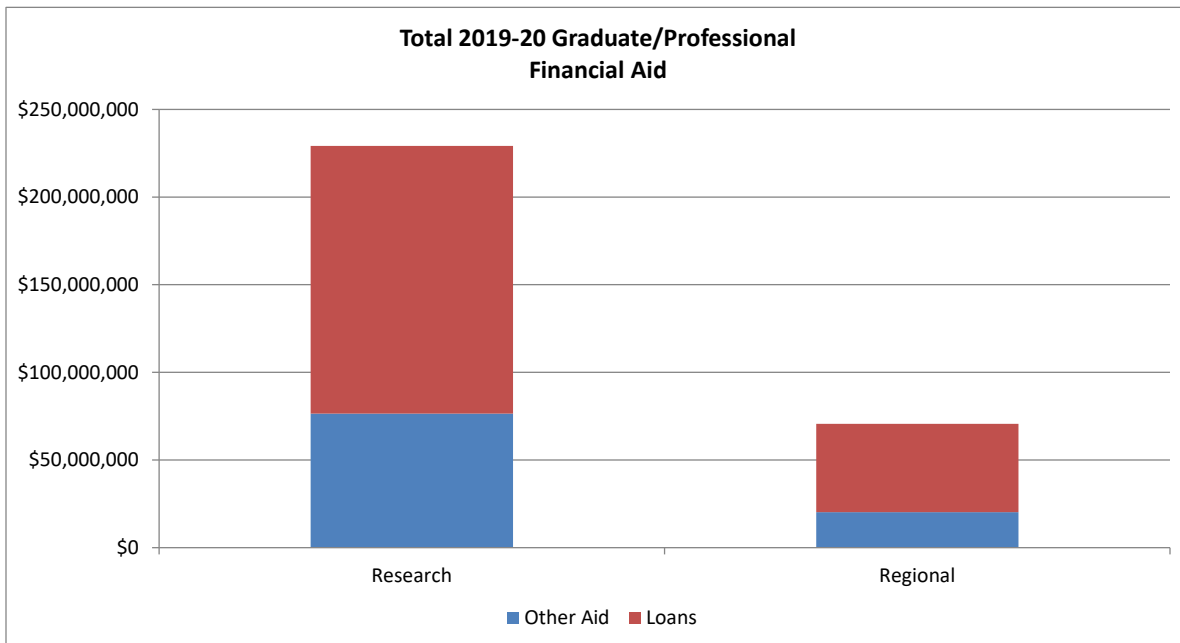
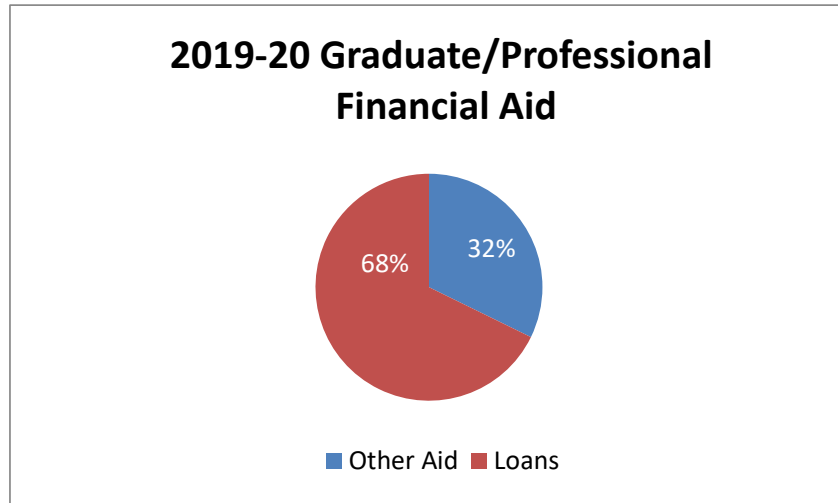
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	Change from 2014-15 to 2019-20	% Change
Grants / Scholarships								
Federal Programs								
Pell Grants	\$237,373,073	\$226,721,428	\$224,271,213	\$233,760,919	\$233,122,304	\$225,382,276	-\$11,990,797	-5.1%
Other	\$10,221,261	\$9,314,054	\$9,987,290	\$10,367,085	\$11,933,659	\$12,510,170	\$2,288,909	22.4%
Total Federal Grants	\$247,594,334	\$236,035,482	\$234,258,503	\$244,128,004	\$245,055,963	\$237,892,446	-\$9,701,888	-3.9%
State Programs								
Oklahoma's Promise	\$58,815,892	\$60,314,208	\$64,169,960	\$65,961,147	\$62,854,531	\$60,755,837	\$1,939,945	3.3%
Oklahoma Tuition Aid Grant	\$16,745,941	\$16,311,015	\$13,230,703	\$10,281,661	\$14,685,248	\$14,005,429	-\$2,740,512	-16.4%
Academic Scholars	\$8,614,522	\$8,818,068	\$9,241,952	\$9,715,749	\$8,709,201	\$5,037,027	-\$3,577,495	-41.5%
Other	\$1,205,119	\$1,304,175	\$1,655,295	\$1,498,452	\$1,160,505	\$907,890	-\$297,229	-24.7%
Total State Grants and Scho	\$85,381,474	\$86,747,466	\$88,297,910	\$87,457,009	\$87,409,485	\$80,706,183	-\$4,675,291	-5.5%
Institutional Aid								
Tuition Waivers	\$162,519,113	\$175,528,748	\$188,794,565	\$200,480,983	\$198,212,325	\$209,095,003	\$46,575,890	28.7%
Foundation	\$26,797,043	\$30,910,866	\$32,423,822	\$31,379,038	\$33,671,138	\$34,558,328	\$7,761,285	29.0%
Other	\$53,237,298	\$59,185,857	\$61,954,719	\$61,924,157	\$68,916,223	\$72,396,736	\$19,159,438	36.0%
Total Inst. Schol., Grants & I	\$242,553,454	\$265,625,471	\$283,173,106	\$293,784,178	\$300,799,686	\$316,050,067	\$73,496,613	30.3%
Tribal Grants	\$25,588,826	\$26,250,231	\$26,450,596	\$26,797,547	\$27,483,161	\$28,374,121	\$2,785,295	10.9%
Outside Scholarships & Grar	\$37,379,206	\$38,804,529	\$35,695,461	\$35,058,477	\$39,643,987	\$37,743,180	\$363,974	1.0%
Total Grants and Scholarships	\$638,497,294	\$653,463,179	\$667,879,576	\$687,225,215	\$700,392,282	\$700,765,997	\$62,268,703	9.8%
Loans								
Federal Subsidized	\$178,143,558	\$169,102,703	\$169,953,402	\$165,969,319	\$156,878,795	\$144,102,036	-\$34,041,522	-19.1%
Federal Unsubsidized	\$186,110,966	\$182,662,309	\$183,316,372	\$175,690,196	\$160,872,515	\$157,649,998	-\$28,460,968	-15.3%
Federal PLUS	\$64,730,445	\$72,546,783	\$86,159,748	\$95,106,756	\$104,523,234	\$104,463,456	\$39,733,011	61.4%
Fed. Perkins and Other Fed. L	\$5,497,519	\$4,497,123	\$5,270,203	\$4,599,685	\$255,206	\$447,814	-\$5,049,705	-91.9%
Private	\$24,456,850	\$29,016,912	\$35,020,159	\$40,729,798	\$51,262,167	\$54,099,143	\$29,642,293	121.2%
Institutional and Other	\$1,916,316	\$1,985,096	\$2,294,487	\$2,880,329	\$3,029,102	\$2,965,323	\$1,049,007	54.7%
Total Loans	\$460,855,654	\$459,810,926	\$482,014,371	\$484,976,083	\$476,821,019	\$463,727,770	\$2,872,116	0.6%
Federal Work Study	\$7,504,465	\$8,343,763	\$7,938,022	\$6,967,782	\$7,109,227	\$6,632,005	-\$872,460	-11.6%
Total Aid	\$1,106,857,413	\$1,121,617,868	\$1,157,831,969	\$1,179,169,080	\$1,184,322,528	\$1,171,125,772	\$64,268,359	5.8%

**2019-2020 Undergraduate Financial Aid Recipients
For Selected Programs**

	<u>State System*</u>	<u>Research Universities</u>	<u>Regional Universities</u>	<u>Community Colleges</u>
Grants and Scholarships				
Federal Programs				
Pell Grant	55,209	11,442	19,283	25,309
Federal SEOG	9,816	1,256	3,321	5,280
TEACH Grant	216	167	49	-
State Programs				
Oklahoma's Promise	14,139	4,515	5,509	4,683
Oklahoma Tuition Aid Grant	15,909	4,055	5,731	6,328
Academic Scholars	1,295	1,057	169	72
Institutional Aid				
Tuition Waivers	54,629	25,616	17,374	20,099
Foundation Scholarships/Grants	14,885	9,653	3,838	1,788
Institutional Scholarships/Grants	22,672	9,322	6,675	7,994
Tribal Grants & Scholarships	8,646	1,985	4,179	3,085
Loans				
Federal Loans				
Federal Subsidized Loans	39,488	13,232	15,052	11,511
Federal Unsubsidized Loans	38,594	14,204	14,531	10,155
Federal PLUS Loans	6,292	4,382	1,568	364
Private Loans	3,913	2,734	874	326
Work Study				
Federal Work Study	2,700	888	1,057	757
*Unduplicated within program				
Total Aid Recipients**	122,768	36,855	38,086	47,836
**Unduplicated systemwide				

Financial Aid for Graduate/Professional Students

In 2019-2020, \$300 million in financial aid was awarded to graduate/professional students at the state system institutions. Sixty-eight percent or \$203 million of that aid was in the form of loans compared to 40 percent for undergraduate students. Graduate/professional students at the research universities received \$229 million, 67 percent of which was in the form of loans. Total aid of over \$70 million was disbursed to graduate/professional students at the regional universities, 71 percent of which was loans.



2019-2020 Loans to Graduate Students			
	Amount	Borrowers	Average Annual Loan
Research Universities	\$152,794,021	5,978	\$25,559
Regional Universities	\$50,411,447	4,523	\$11,146
Total	\$203,205,468	10,501	\$19,351

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #16-b (2):

Annual Reports.

SUBJECT: Acknowledge receipt of the Policy Exception Report. Quarterly Policy Exception Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Quarterly Policy Exception Report.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 85nd report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Two exceptions to OSRHE academic policies were granted by the Chancellor since the December 9, 2022 report.

ANALYSIS:

Connors State College

Two exceptions were granted to the Oklahoma State Regents for Higher Education's Institutional Admission and Retention policy, which states that "Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards." [OSRHE Policy 3.9.8(D)] The exceptions allowed CSC to conditionally re-admit two students after a second academic suspension from the college. The exceptions were approved based the merit of the students' academic appeals, the additional student support CSC will provide them, and recommendation of the president.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #16-b (3):

Annual Reports.

SUBJECT: Acknowledge receipt of the Current Income and Expenditure Report, FY2022.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Current Income and Expenditure Report, FY2022.

BACKGROUND:

The report, *Financing Current Operating Costs of Higher Education in Oklahoma*, first published by the State Regents in 1963, was the culmination of a detailed study of the financial operations of Oklahoma's state, private and municipal colleges and universities. This landmark study involved analyses of current operating income and expenditures, future financial needs, instructional salary costs, budget building procedures, student costs, and student assistance programs.

One of the recommendations of the report was: "...that the State Regents continue to compile, analyze, and disseminate educational financial data...in order that up-to-date and reliable information will be available for continuous long-range planning."

In keeping with this recommendation, income and expenditure data from state-supported colleges and universities has been gathered, analyzed and published for every fiscal year since 1963 following the same general pattern of earlier years.

This publication reports the income and expenditures for FY2022 with comparisons to FY2021 and FY2019.

POLICY ISSUES:

This report is consistent with the State Regents policy.

ANALYSIS:

This Income and Expenditure Report for FY2022 details institutions' total income and expenditures for Educational and General Part I, Auxiliary Enterprises, Student Aid, Sponsored Research and Other Sponsored Programs, Hospitals and Clinics and Agency Special Activities. The following tables summarize data from this report.

Twenty-Five Colleges and Universities:

<i>Total Educational and General Part I Income: FY2022 Compared to FY2021</i>				
<i>25 Colleges and Universities</i>				
<i>Income:</i>	<i>FY2022</i>	<i>FY2021</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Tuition and Student Fees</i>	1,248,135,382	1,213,748,498	34,386,884	2.8%
<i>State Appropriations</i>	505,587,609	477,467,305	28,120,304	5.9%
<i>Federal Stimulus</i>	272,504,675	170,836,078	101,668,597	59.5%
<i>Gifts and Grants</i>	97,991,803	109,961,056	-11,969,254	-10.9%
<i>Other Sources</i>	95,425,058	112,183,044	-16,757,986	-14.9%
<i>Total Income</i>	2,219,644,526	2,084,195,981	135,448,545	6.5%
<i>Columns May Not Add Due to Rounding</i>				

<i>Total Educational and General Part I Expenditures: FY2022 Compared to FY2021</i>				
<i>25 Colleges and Universities</i>				
<i>Expenditures</i>	<i>FY2022</i>	<i>FY2021</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	780,040,147	753,094,965	26,945,183	3.6%
<i>Research</i>	91,606,199	82,376,560	9,229,639	11.2%
<i>Public Service</i>	55,961,565	42,969,985	12,991,580	30.2%
<i>Academic Support</i>	234,778,218	222,654,899	12,123,319	5.4%
<i>Student Services</i>	159,945,808	137,810,851	22,134,956	16.1%
<i>Institutional Support</i>	167,977,703	178,474,895	-10,497,192	-5.9%
<i>Physical Plant</i>	260,546,711	227,621,653	32,925,058	14.5%
<i>Scholarships</i>	416,955,690	373,475,285	43,480,405	11.6%
<i>Total</i>	2,167,812,040	2,018,479,093	149,332,947	7.4%
<i>Columns May Not Add Due to Rounding</i>				

For the fiscal year ending on June 30, 2022, Educational and General – Part I income for the twenty-five colleges and universities were reported at \$2,219,644,526, an increase of \$135.4 million (6.5 percent) over fiscal year 2020-2021. In FY2022, total income was comprised of \$1,248,135,382 (56.2 percent) from tuition and student fees, \$505,587,609 (22.8 percent) in state appropriations, \$272,504,675 (12.3 percent) in Federal Stimulus CARES Funds, \$97,991,803 (4.4 percent) in gifts and grants, and \$95,425,058 (4.3 percent) from other income sources.

From FY2021 to FY2022, tuition and student fees increased \$34.3 million (2.8 percent). State appropriations increased \$28.1 million (5.9 percent), Federal Stimulus increase \$101.6 million (59.5 percent), gifts and grants decreased \$11.9 million (-10.9 percent), and other sources decreased 16.7 million (-14.9 percent).

For the fiscal year ending on June 30, 2022, Educational and General Part I expenditures for the twenty-five institutions were reported at \$2,167,812,040, an increase of \$149.3 million (7.4 percent) over fiscal year 2020-2021. In FY2022, total expenditures were comprised of \$780.0 million (36.0 percent) for instruction, \$91.6 million (4.2 percent) for research, \$55.9 million (2.6 percent) for public service, \$234.7 million (10.8 percent) for academic support, \$159.9 million (7.4 percent) for student services, \$167.9 million (7.7 percent) for institutional support, \$260.5 million (12.0 percent) for physical plant, and \$416.9 million (19.2 percent) for scholarships.

From FY2021 to FY2022, expenditures for instruction increased \$26.5 million (3.6 percent), research increased \$9.2 million (11.2 percent), public service increased \$12.9 million (30.2 percent), academic support increased \$12.1 million (5.4 percent), student services increased \$22.1 million (16.1 percent), institutional support decreased \$10.4 million (-5.9 percent), physical plant increased \$32.9 million (14.5 percent) and scholarships increased \$43.4 million (11.6 percent).

Total Educational and General Part I Expenditures: FY2022 Compared to FY2021				
25 Colleges and Universities				
<i>Expenditures</i>	<i>FY2022</i>	<i>FY2021</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Teaching Salaries</i>	424,982,421	413,198,488	11,783,934	2.9%
<i>Professional Salaries</i>	304,776,220	284,797,040	19,979,180	7.0%
<i>Other Salaries & Wages</i>	173,447,305	165,858,793	7,588,512	4.6%
<i>Fringe Benefits</i>	305,343,480	306,144,684	(801,204)	-0.3%
<i>Sub-Total</i>	1,208,549,426	1,169,999,004	38,550,422	3.3%
<i>Professional Services</i>	57,200,895	60,570,710	(3,369,815)	-5.6%
<i>Travel</i>	10,673,772	4,213,767	6,460,004	153.3%
<i>Utilities</i>	66,296,024	73,423,217	(7,127,193)	-9.7%
<i>Supplies & Other Operating Expenses</i>	231,357,282	202,466,033	28,891,249	14.3%
<i>Property, Furniture & Equipment</i>	44,052,810	34,559,119	9,493,691	27.5%
<i>Library Books & Periodicals</i>	20,549,490	21,133,501	(584,010)	-2.8%
<i>Scholarships & Other Assistance</i>	437,147,263	380,881,739	56,265,524	14.8%
<i>Transfers & Other Disbursements</i>	91,985,080	71,232,003	20,753,077	29.1%
<i>Sub-Total</i>	959,262,615	848,480,089	110,782,526	13.1%
<i>Total</i>	2,167,812,040	2,018,479,093	149,332,948	7.4%
<i>Columns May Not Add Due to Rounding</i>				

For FY2022, salaries and fringe benefits totaled \$1,208,549,426, an increase of \$38,550,422 (3.3 percent) over FY2021. Other operating costs total \$959,262,615, an increase of \$110,782,526 (13.1 percent) over FY2021.

- Teaching salaries total \$424,982,421, an increase of \$11.7 million (2.9 percent) over FY2021.
- Professional Salaries total \$304,776,220, an increase of \$19.9 million (7.0 percent) over FY2021.
- Other Salaries and Wages total \$173,447,305, an increase of \$7.5 million (4.6 percent) over FY2021.
- Fringe Benefits total \$305,343,480, a decrease of \$801,204 (-0.3 percent) over FY2021.
- Professional Services total \$57,200,895, a decrease of \$3.3 million (-5.6 percent) from FY2021.
- Travel expenditures total \$10,673,772 an increase of \$6.4 million (153.3 percent) over FY2021.
- Utilities total \$66,296,024, a decrease of \$7.1 million (-9.7 percent) over FY2021.
- Supplies and Other Operating Expenses total \$231,357,282, an increase of \$28.8 million (14.3 percent) from FY2021.
- Property, Furniture & Equipment total \$44,052,810, an increase of \$9.4 million (27.5 percent) over FY2021.
- Library Books and Periodicals total \$20,549,490 a decrease of \$584,010 (-2.8 percent) from FY2021.
- Scholarships and Other Assistance total \$437,147,263, an increase of \$56.2 million (14.8 percent) over FY2021.
- Transfers and Other Disbursements total \$91,985,080, an increase of \$20.7 million (29.1 percent) over FY2021.

Ten Constituent Agencies:

<i>Total Educational and General Part I Income: FY2022 Compared to FY2021</i>				
<i>10 Constituent Agencies</i>				
<i>Income:</i>	<i>FY2022</i>	<i>FY2021</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Tuition and Student Fees</i>	188,937,195	179,942,932	8,994,263	5.0%
<i>State Appropriations</i>	178,126,814	174,413,009	3,713,805	2.1%
<i>Federal Stimulus</i>	26,977,979	25,713,832	1,264,147	4.9%
<i>Gifts and Grants</i>	22,585,746	24,001,661	-1,415,915	-5.9%
<i>Other Sources</i>	74,038,156	81,811,869	-7,773,713	-9.5%
<i>Total Income</i>	490,665,890	485,883,303	4,782,588	1.0%
<i>Columns May Not Add Due to Rounding</i>				

<i>Total Educational and General Part I Expenditures: FY2022 Compared to FY2021</i>				
<i>10 Constituent Agencies</i>				
<i>Expenditures</i>	<i>FY2022</i>	<i>FY2021</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	201,017,599	193,830,044	7,187,555	3.7%
<i>Research</i>	47,761,722	47,702,545	59,177	0.1%
<i>Public Service</i>	66,858,365	57,533,181	9,325,184	16.2%
<i>Academic Support</i>	53,633,702	47,816,236	5,817,467	12.2%
<i>Sub-Total</i>	369,271,389	346,882,006	22,389,383	6.5%
<i>Student Services</i>	14,904,050	14,927,031	-22,981	-0.2%
<i>Institutional Support</i>	43,368,191	44,951,091	-1,582,900	-3.5%
<i>Physical Plant</i>	56,176,644	52,030,385	4,146,259	8.0%
<i>Scholarships</i>	32,792,251	24,987,084	7,805,166	31.2%
<i>Sub-Total</i>	147,241,136	136,895,591	10,345,544	7.6%
<i>Total</i>	516,512,524	483,777,597	32,734,927	6.8%

For the fiscal year ending on June 30, 2021, Educational and General – Part I income for the ten constituent agencies were reported at \$490,665,890, an increase of \$4.7 million (1.0 percent) over FY2021.

In FY2022, total income was comprised of \$188,937,195 (38.5 percent) from tuition and student fees, \$178,126,814 (36.3 percent) in state appropriations, \$26,977,979 (5.5 percent) in federal appropriations, \$22,585,746 (4.6 percent) in gifts and grants, and \$74,038,156 (15.1 percent) from other income sources.

From FY2021 to FY2022, tuition and student fees increased \$8.9 million (5.0 percent). State appropriations increased \$3.7 million (2.1 percent), federal appropriations increased \$1.2 million (4.9 percent), gifts and grants decreased \$1.4 million (-5.9 percent) and other sources decreased \$7.7 million (-9.5 percent).

For the fiscal year ending on June 30, 2022, Educational and General Part I expenditures for the ten constituent agencies were reported at \$516,512,524, an increase of \$32.7 million (6.8 percent) over fiscal year 2020-2021. In FY2022, total expenditures were comprised of \$201.0 million (38.9 percent) for instruction, \$47.7 million (9.2 percent) for research, \$66.8 million (12.9 percent) for public service, \$53.6 million (10.4 percent) for academic support, \$14.9 million (2.9 percent) for student services, \$43.3 million (8.4 percent) for institutional support, \$56.1 million (10.9 percent) for physical plant, and \$32.7 million (6.3 percent) for scholarships.

Total Educational and General Part I Expenditures: FY2022 Compared to FY2021				
10 Constituent Agencies				
<i>Expenditures</i>	<i>FY2022</i>	<i>FY2021</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Teaching Salaries</i>	98,371,822	91,887,958	6,483,864	7.1%
<i>Professional Salaries</i>	108,505,697	107,274,662	1,231,035	1.1%
<i>Other Salaries & Wages</i>	48,116,411	46,145,369	1,971,042	4.3%
<i>Fringe Benefits</i>	81,174,370	85,536,263	(4,361,893)	-5.1%
<i>Sub-Total</i>	336,168,300	330,844,252	5,324,048	1.6%
<i>Professional Services</i>	8,647,020	11,125,070	(2,478,051)	-22.3%
<i>Travel</i>	2,776,048	992,931	1,783,118	179.6%
<i>Utilities</i>	15,590,921	13,819,733	1,771,188	12.8%
<i>Supplies & Other Operating Expenses</i>	73,330,548	68,335,960	4,994,589	7.3%
<i>Property, Furniture & Equipment</i>	11,223,969	9,616,063	1,607,906	16.7%
<i>Library Books & Periodicals</i>	6,493,489	6,320,710	172,779	2.7%
<i>Scholarships & Other Assistance</i>	33,111,462	25,299,857	7,811,604	30.9%
<i>Transfers & Other Disbursements</i>	29,170,768	17,423,021	11,747,747	67.4%
<i>Sub-Total</i>	180,344,224	152,933,345	27,410,879	17.9%
<i>Total</i>	516,512,524	483,777,597	32,734,927	6.8%

For FY2022, salaries and fringe benefits totaled \$366,168,300, an increase of \$5.3 million (1.6 percent) from FY2021. Other operating costs total \$180,344,224, an increase of \$27.4 million (17.9 percent) over FY2021.

- Teaching salaries total \$98,371,822, an increase of \$6.4 million (7.1 percent) from FY2021.
- Professional Salaries total \$108,505,697, an increase of \$1.2 million (1.1 percent) over FY2021.
- Other Salaries and Wages total \$48,116,411, an increase of \$1.9 million (4.3 percent) over FY2021.
- Fringe Benefits total \$81,174,370, a decrease of \$4.3 million (-5.1 percent) over FY2021.
- Professional Services total \$8,647,020, a decrease of \$2.4 million (-22.3 percent) over FY2021.
- Travel expenditures total \$2,776,048 million, an increase of \$1.7 million (179.6 percent) over FY2021.
- Utilities total \$15,590,921 an increase of \$1.7 million (12.8 percent) from FY2021.
- Supplies and Other Operating Expenses total \$73,330,548, an increase of \$4.9 million (7.3 percent) from FY2021.
- Property, Furniture & Equipment total \$11,223,969, an increase of \$1.6 million (16.7 percent) over FY2021.
- Library Books and Periodicals total \$6,493,489 an increase of \$172,779 (2.7 percent) from FY2021.
- Scholarships and Other Assistance total \$33,111,462, an increase of \$7.8 million (30.9 percent) over FY2021.
- Transfers and Other Disbursements total \$29,170,768, an increase of \$11.7 million (67.4 percent) over FY2021.
- Total FY2022 expenditures total \$516,512,524, an increase of \$32.7 million (6.8 percent) over FY2021.

Summary - Twenty-Five Colleges and Universities and the Ten Constituent Agencies:

Total Income for the 25 College and Universities and the 10 Constituent Agencies				
FY2022 Compared to FY2021				
Income	FY2022	FY2021	\$ Change	% Chg
<i>E&G Part I</i>	2,710,310,417	2,570,079,284	140,231,133	5.5%
<i>Sponsored Research</i>	569,726,749	506,047,274	63,679,475	12.6%
<i>Student Aid</i>	363,947,951	352,990,189	10,957,762	3.1%
<i>Auxiliary Services</i>	879,438,820	703,600,775	175,838,045	25.0%
<i>Hospitals and Clinics</i>	730,952,578	900,586,064	-169,633,486	-18.8%
<i>Agency Special</i>	347,936,601	248,928,375	99,008,226	39.8%
Total	5,602,313,115	5,282,231,961	320,081,154	6.1%

Total Expenditures for the 25 College and Universities and the 10 Constituent Agencies				
FY2022 Compared to FY2021				
Expenditures	FY2022	FY2021	\$ Change	% Chg
<i>E&G Part I</i>	2,684,324,565	2,502,256,690	182,067,874	7.3%
<i>Sponsored Research</i>	569,726,749	506,047,274	63,679,475	12.6%
<i>Student Aid</i>	373,373,822	421,124,736	-47,750,914	-11.3%
<i>Auxiliary Enterprises</i>	713,076,460	629,077,887	83,998,573	13.4%
<i>Hospitals and Clinics</i>	609,431,065	724,521,945	-115,090,880	-15.9%
<i>Agency Special</i>	291,623,867	247,008,364	44,615,503	18.1%
Total	5,241,556,527	5,030,036,897	211,519,630	4.2%

For the fiscal year ending on June 30, 2022, the total operating income for the twenty-five colleges and universities and ten constituent agencies totaled \$5,602,313,115, an increase of \$320.0 million (6.1 percent) over fiscal year 2020-2021. Income made in fiscal year 2021-2022 include \$2.7 billion (48.4 percent) for Educational and General Part I, \$569.7 million (10.2 percent) for Sponsored Research and Other Sponsored Programs, \$363.9 million (6.5 percent) for Student Aid, \$879.4 million (15.7 percent) for Auxiliary Enterprises, \$730.9 million (13.0 percent) for Hospitals and Clinics and \$347.9 million (6.2 percent) for Agency Special.

From fiscal year 2020-2021 to fiscal year 2021-2022, total income increased by 320.0 (6.1 percent). Income for Educational and General Part I increased \$140.2 million (5.5 percent), Sponsored Research and Other Sponsored Programs increased \$63.6 million (12.6 percent), Student Aid increased \$10.9 million (3.1 percent), Auxiliary Enterprises increased \$175.8 million (25.0 percent), Hospitals and Clinics decreased \$169.6 million (-18.8 percent) and Agency Special increased \$99.0 million (39.8 percent).

For the fiscal year ending on June 30, 2022, the total operating expenditures for the twenty-five colleges and universities and ten constituent agencies totaled \$5,241,556,527, an increase of \$211.5 million (4.2 percent) over fiscal year 2020-2021. Expenditures made in fiscal year 2021-2022 include \$2.6 billion (51.2 percent) for Educational and General Part I, \$569.7 million (10.9 percent) for Sponsored Research and Other Sponsored Programs, \$373.3 million (7.1 percent) for Student Aid, \$713.0 million (13.6 percent) for Auxiliary Enterprises, \$609.4 million (11.6 percent) for Hospitals and Clinics and \$291.6 million (5.6 percent) for Agency Special.

From fiscal year 2020-2021 to fiscal year 2021-2022, total expenditures increased by \$211,519,630 (4.2 percent). Expenditures for Educational and General Part I increased \$182.0 million (7.3 percent), Sponsored Research and Other Sponsored Programs increased \$63.6 million (12.6 percent), Student Aid decreased \$47.7 million (-11.3 percent), Auxiliary Enterprises increased \$83.9 million (13.4 percent),

Hospitals and Clinics decreased \$115.0 million (-15.9 percent) and Agency Special increased \$44.6 million (18.1 percent).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 21, 2023

AGENDA ITEM #18:

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

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

MINUTES

Eight Hundred and Twenty-Eight Meeting



March 23, 2023

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

Minutes of the Eight Hundred and Twenty-Eight Meeting
March 23, 2023

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

**Minutes of the Eight Hundred and Twenty-Eight Meeting
of the
Oklahoma State Regents for Higher Education
March 23, 2023**

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 Thursday, March 23, 2023, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on November 2, 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, Ann Holloway, Dennis Casey, Courtney Warmington, Steven W. Taylor, Joseph L. Parker, Jr., Michael C. Turpen and Jeffrey W. Hickman. Regent Dustin J. Hilliary arrived at 9:03 a.m.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Parker moved, seconded by Regent Holloway, to approve the minutes of the State Regents' meetings in February 2023. Voting for the motion were Regents Hilliary, Sherry, Holloway, Casey, Warmington, Taylor, Parker, Turpen and Hickman. Voting against the motion were none.

4. **COMMENTS FROM THE CHAIR.** Chair Turpen highlighted the recent Higher Education Day at the State Capitol, where close to 400 students from state system institutions participated in the event. Additionally, Chair Turpen announced the appointment by Governor Stitt of a new board member, Mitch Adwon, who is currently serving as a member of the Tulsa Community College Board of Regents. He is also President of Adwon Properties. Regent Adwon replace Regent Jody Parker, who has been a dedicated member of the State Regents for 18 years. Chair Turpen took a moment to acknowledge and express gratitude for Regent Parker's exemplary leadership and service to the State Regents. He also explained that he and the Chancellor had been working with various groups, including the Chickasaw Nation, to provide scholarships at our state system institutions.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Garrett acknowledged and commended the outstanding efforts of Regent Turpen, who has played a pivotal role in encouraging various groups to invest in our students. Furthermore, Dr. Jarrett Jobe, Vice Chancellor for Governmental Relations, was recognized for his exceptional work at the Capitol. During the update, Chancellor Garrett provided information on several ongoing projects, including the implementation of the SAS data warehouse, the commendable efforts of Associate Vice Chancellor for Communications Angela Caddell and the communications team in developing a new State Regents website, and the policy manual review underway.

6. **ITEM DELETED.** Item #6 was deleted.

7. **NEW PROGRAMS.**
 - a. Regent Casey moved, seconded by Regent Hickman, to approve a request from Oklahoma State University to offer the Bachelor of Business Administration in Data Analytics and the Certificate in Fashion Design: Digital Product Creation. No institution

protested the proposal within the 45-day protest period. Voting for the motion were Regents Hilliary, Sherry, Holloway, Casey, Warmington, Taylor, Parker, Turpen and Hickman. Voting against the motion were none.

- b. Regent Casey moved, seconded by Regent Parker, to approve a request from the University of Oklahoma to offer the Bachelor of Education in Early Childhood Education: Birth through Third Grade. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Sherry, Holloway, Casey, Warmington, Taylor, Parker, Turpen, Hickman and Hilliary. Voting against the motion were none.
- c. Regent Casey moved, seconded by Regent Holloway, to approve a request from the Langston University to offer the Master of Science in Sustainable Food and Agriculture Systems, Bachelor of Science in Plant Systems and Resource Sustainability, the Bachelor of Science in Animal Science and Management, and the Bachelor of Science in Agribusiness Management and Allied Economics. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Holloway, Casey, Warmington, Taylor, Parker, Turpen, Hickman, Hilliary and Sherry. Voting against the motion were none.
- d. Regent Casey moved, seconded by Regent Parker, to approve a request from Northeastern State University to offer the Master of Science in Applied Geographic Information Systems. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Casey, Warmington, Taylor, Parker, Turpen, Hickman, Hilliary, Sherry and Holloway. Voting against the motion were none.
- e. Item Deleted.
- f. Regent Casey moved, seconded by Regent Holloway, to approve a request from Tulsa Community College to offer the Associate in Science in Engineering Technology. No institution protested the proposal within the 45-day protest period. Voting for the motion

were Regents Taylor, Parker, Turpen, Hickman, Hilliary, Sherry, Holloway, Casey and Warmington. Voting against the motion were none.

8. **PROGRAM DELETION.** Regent Casey moved, seconded by Regent Parker, to approve a request from the University of Oklahoma to delete the Bachelor of Arts in World Cultural Studies. Voting for the motion were Regents Hilliary, Sherry, Holloway, Casey, Warmington, Taylor, Parker, Turpen and Hickman. Voting against the motion were none.

9. **POLICY.**

- a. Regent Casey moved, seconded by Regent Holloway to approve revisions to the Institutional Admission and Retention policy. Voting for the motion were Regents Sherry, Holloway, Casey, Warmington, Taylor, Parker, Turpen, Hickman and Hilliary. Voting against the motion were none.
- b. Regent Casey moved, seconded by Regent Sherry to approve a policy exception request from the University of Oklahoma. Regent Hickman asked if we should continue to make it easier for unprepared students to enter college through concurrent enrollment. Regent Taylor echoed similar sentiments. Dr. Robert Placido, Vice Chancellor for Academic and Student Affairs, explained that lowering the gates for students who may not typically attend college has a more significant impact than keeping a higher admittance bar for those who are better equipped. He further elaborated that various assessment models like ACT scores produce different outcomes, and it appears that a more holistic approach to evaluating a student's readiness might be a better method. Regent Turpen proposed the formation of a task force to conduct a thorough examination of concurrent enrollment. Chancellor Garrett acknowledged the importance of this suggestion, stating that a new concurrent enrollment task force would allow for a comprehensive review of all aspects of the program, including rigor, book and fee expenses, and location of instruction.

Regent Warmington also expressed an interest in the topic and volunteered to participate in the newly formed task force. Voting for the motion were Regents Holloway, Casey, Warmington, Taylor, Parker, Turpen, Hickman, Hilliary and Sherry. Voting against the motion were none.

10. **COURSE EQUIVALENCY PROJECT.** Regent Casey moved, seconded by Regent Sherry, to approve the Course Equivalency Project for the 2023-2024 academic year. Voting for the motion were Regents Casey, Warmington, Taylor, Parker, Turpen, Hickman, Hilliary, Sherry and Holloway. Voting against the motion were none.

11. **STATE AUTHORIZATION RECIPROCITY AGREEMENT.** Regent Casey moved, seconded by Regent Holloway, to approve to continue Oklahoma's membership in the State Authorization Reciprocity Agreement. Voting for the motion were Regents Warmington, Taylor, Parker, Turpen, Hickman, Hilliary, Sherry, Holloway and Casey. Voting against the motion were none.

12. **E&G BUDGET.** Regent Hickman moved, seconded by Regent Parker, to approve the allocations to the allocation of \$355,126.06 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$355,126.06 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents Taylor, Parker, Turpen, Hickman, Hilliary, Sherry, Holloway, Casey and Warmington. Voting against the motion were none.

13. **TUITION.**
 - a. Posting of legislative tuition and mandatory fee limits for resident and nonresident

undergraduate, graduate, and professional programs for Fiscal Year 2024 and posting of institutional requests for changes to academic services fees for Fiscal Year 2024. This item is for posting only.

- b. Posting of announcement of public hearing on fees and tuition scheduled for April 21, 2023 at 10:00 a.m. at Rogers State University in Claremore. This item is for posting only.

14. **MASTER LEASE PROGRAM.**

- a. Regent Hickman moved, seconded by Regent Parker, to authorize for submission to the Council of Bond Oversight the 2023A Equipment Master Lease Series. The total projects from one institution totaling \$6,650,000. Voting for the motion were Regents Parker, Turpen, Hickman, Hilliary, Sherry, Holloway, Casey, Warmington and Taylor. Voting against the motion were none.

- b. Regent Hickman moved, seconded by Regent Parker, to authorize for submission to the Council of Bond Oversight the 2023 Real Property Master Lease Series. The total projects from four entities amount to approximately \$11.2 million. Voting for the motion were Regents Turpen, Hickman, Hilliary, Sherry, Holloway, Casey, Warmington, Taylor and Parker. Voting against the motion were none.

15. **REVENUE BONDS.** Regent Hickman moved, seconded by Regent Hilliary, to certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the Oklahoma State University's General Obligation Bonds, Series 2023A in an amount of approximately \$44,000,000 (tax-exempt) is substantially accurate. Voting for the motion were Regents Hickman, Hilliary, Sherry, Holloway, Casey, Warmington, Taylor, Parker and Turpen. Voting against the motion were none.

16. **CONTRACTS AND PURCHASES.** Regent Hickman moved, seconded by Regent Parker, to

approve FY-2023 purchases for amounts that are in excess of \$100,000. Voting for the motion were Regents Sherry, Holloway, Casey, Warmington, Taylor, Parker, Turpen and Hickman. Regent Hilliary abstained. Voting against the motion were none.

17. **INVESTMENTS.** Regent Taylor moved, seconded by Regent Parker, to approve the recommendation to commit \$10,000,000 to the Intermediate Capital Group Strategic Equity Fund V. Voting for the motion were Regents Sherry, Holloway, Casey, Warmington, Taylor, Parker, Turpen, Hickman and Hilliary. Voting against the motion were none.
18. **DEGREES CONFERRED.** Regent Holloway moved, seconded by Regent Parker, to acknowledge receipt of the *2021-22 Degrees Conferred in Oklahoma Higher Education Report*. Dr. Stephanie Baird, Associate Vice Chancellor for Research, Planning and Evaluation, made a brief presentation covering key topics in the report. Voting for the motion were Regents Holloway, Casey, Warmington, Taylor, Parker, Turpen, Hickman, Hilliary and Sherry. Voting against the motion were none.
19. **COMMENDATIONS.** Regent Parker moved, seconded by Regent Casey, to recognize State Regents' staff for service and recognitions on state and national projects. Those recognized were Dr. Melissa Brevetti, Dr. Goldie Thompson and Jess Tucker. Voting for the motion were Regents Casey, Warmington, Taylor, Parker, Turpen, Hickman, Hilliary, Sherry and Holloway. Voting against the motion were none.
20. **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:
 - k. Program Modifications. Approval of institutional requests.
 - l. Certificates of 15 or Fewer Credit Hours. Ratification of institutional requests.

- (1) Northeastern State University. Ratification of institutional request to offer certificates of 15 or fewer credit hours.
 - (2) Southeastern Oklahoma State University. Ratification of institutional request to offer certificates of 15 or fewer credit hours.
 - (3) Southwestern Oklahoma State University. Ratification of institutional request to offer certificates of 15 or fewer credit hours.
- m. Micro-credentials. Ratification of institutional requests.
- n. Cooperative Agreements. Ratification of an institutional request from Oklahoma State University Institute of Technology regarding cooperative agreement programs with Oklahoma Technology Centers.
- o. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.
- p. Electronic Delivery.
- (4) Oklahoma State University. Approval to offer the following existing program via electronic delivery. Bachelor of Science in Business Administration in Entrepreneurship.
 - (5) University of Oklahoma. Approval to offer the following existing program via electronic delivery. Graduate Certificate in Social Work with American Indians.
 - (6) Southeastern Oklahoma State University. Approval to offer the following existing program via electronic delivery: Bachelor of Business Administration in Finance.
 - (7) Tulsa Community College. Approval to offer the Associate in Arts in Paralegal Studies, the Associate in Applied Science in Health Information Technology, and the Certificate in Paralegal Studies via electronic delivery.
- q. High School Courses for College Admission. Ratification of a request from the Oklahoma Department of Career and Technology Education.
- r. Operations.
- (1) Ratification of purchases over \$25,000.
 - (2) Amendment to the agency's Section 125 Cafeteria Plan Document.
- s. Non-Academic Degrees.
- (1) University of Oklahoma. Ratification of requests from the University of Oklahoma to award honorary degrees.
 - (2) Southeastern Oklahoma State University. Ratification of a request from Southeastern Oklahoma State University to award an honorary degree.

- (3) Western Oklahoma State College. Ratification of a request from Western Oklahoma State College to award a posthumous degree.

Voting for the motion were Regents Warmington, Taylor, Parker, Turpen, Hickman, Sherry, Holloway and Casey. Regent Hilliary abstained from Item #20-h (1). Voting against the motion were none.

21. **REPORTS.** Regent Taylor moved, seconded by Regent Hickman, to acknowledge receipt of the following reports:

- c. Programs. Current Status Report on program requests. (Supplement)
- d. Annual Reports.
 - (4) Acknowledge Receipt of the Oklahoma College Savings Plan Update for 2022.
 - (5) Acknowledge Receipt of the Annual Student Assessment Report.
 - (6) Acknowledge Receipt of the Supplemental Pension Report, FY2022.

Voting for the motion were Regents Taylor, Parker, Turpen, Hickman, Hilliary, Sherry, Holloway, Casey and Warmington. Voting against the motion were none.

22. **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.
23. **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.
24. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Turpen announced that the next scheduled meeting will be on Thursday, April 20, 2023 at 10:30 a.m. at Shangri La Hotel and Conference Center in Afton, Oklahoma and Friday, April 21, 2023 at 10:30 a.m. at Rogers State University's Dr. Carolyn Taylor Center in Claremore, Oklahoma. A Tuition Hearing will be held at 10:00 a.m. on Friday, April 21, 2023 at Rogers State University's Dr. Carolyn Taylor Center in Claremore, OK and via Zoom.
25. **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, March 22, 2023

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a special meeting at 1:00 p.m. on Wednesday, March 22, 2023, at the State Regents offices at 655 Research Parkway, Suite 200 in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Wednesday, March 15, 2023. 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, Courtney Warmington, Steven Taylor and Michael C. Turpen.
3. **STATE SYSTEM INSTITUTIONS.** University of Oklahoma (OU) President Joe Harroz provided an update on the University of Oklahoma Health Sciences Center (OUHSC) and OU-Tulsa. He explained the OUHSC has three primary objectives, including patient care, research, and instruction. He further noted that after a recent restructuring under OU Health, all three missions are on track to succeed and meet the healthcare workforce needs of the state. President Harroz also emphasized that higher education in Tulsa has faced multiple historical challenges, but explained that OU has taken steps to address these challenges in a manner that will benefit the community. To this end, OU has established the new Polytechnic Institute that will focus on addressing the challenges facing Tulsa in high-demand, advanced, and applied technology fields through innovative programs. The Polytechnic Institute will primarily concentrate on years 3 and 4 of education, offering bachelor's degree completion programs, as well as master's and doctoral level programs in critical STEM fields.
4. **WORKFORCE DEVELOPMENT.** Todd Pauley, Director of Government Relations for Boeing, and Josh Elleburg, Project Engineer and Chief of Staff to Boeing's Oklahoma City Site Director of Engineering, discussed The Boeing Company's public/private partnership with higher education. He explained that Boeing is a strong supporter of tuition assistance for their employees.
5. **STRATEGIC PLAN: BLUEPRINT 2030.** Chancellor Garrett addressed the pressing nursing challenges facing Oklahoma and higher education's response to them. As part of the strategic planning process, it was noted that more coordination among state system institutions was necessary to address the need for additional nursing graduates. This was due in part to concerns that some qualified students may be denied admission due to capacity constraints. Chancellor Garrett identified multiple challenges contributing to the capacity issues, including relatively low salaries for nursing faculty compared to practicing nurses and limited clinical placement opportunities. In support of Strategy 1G, the Oklahoma Statewide Nursing Pathways Advisory Group was created. Dr. Robert Placido, Vice Chancellor for Academic and Student Affairs, provided an update on the nursing pipeline nationwide. Dr. Stephanie Beauchamp, Associate Vice Chancellor for Academic Affairs, emphasized the importance of forming defined pathways, partnerships, and addressing administrative barriers to address these challenges in nursing

education statewide. She noted the complexities related to the challenges in the statewide nursing programs, including capacity, qualified students, burnout, faculty shortage, and salaries.

(Regents Hilliary and Regent Warmington left the meeting at approximately 2 p.m.)

6. **CHATGPT.** Mr. Ricky Steele, Associate Vice Chancellor for IT and Research Information Systems, provided an update on the new artificial intelligence program ChatGPT. This technology was developed by OpenAI and is designed to process and understand information from the user and to generate a response, pulling related information from databases across the web. Dr. Robert Placido, Vice Chancellor for Academic and Student Affairs, explained that this system is a disruption to the way we think about the intrinsic value of the knowledge worker. The prediction is that 80% of jobs will be impacted and 20% will be disrupted. Dr. Placido gave a demonstration of ChatGPT's abilities.
7. **BUDGET REPORT AND REVENUE UPDATE.** The budget report and revenue update were presented by Mr. Mark Tygret, Vice Chancellor for Budget and Finance. He informed the Regents that the general revenue fund is 21% above last year's June estimate. Additionally, he provided an update on the ARPA funds allocated to the State System institutions. Regent Hickman suggested that the Legislature should revisit funding of the "bond bank" for use by the institutions for high-cost maintenance and emergency repairs.
8. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Dr. Jarrett Jobe provided an update on legislative activity at the mid-way point of the session.
9. **PROPOSED EXECUTIVE SESSION.** Mr. Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, indicated that an executive session was not needed.
10. **"BEST OF HIGHER EDUCATION."** Regents received the March 2023 update on institutional activities via e-mail.
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