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OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION

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*Improving our future by degrees*

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# *Agenda*

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December 10, 2021

#### NOTE

This document contains recommendations and reports to the State Regents regarding items on the December 10, 2021 special meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to [www.okhighered.org](http://www.okhighered.org) State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on December 10, 2021.

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

**A G E N D A**

655 Research Parkway, Suite 200  
Oklahoma City, Oklahoma  
Friday, December 10, 2021 at 9 a.m.  
Chair Jeffrey W. Hickman, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.
4. **Chancellor.** Swearing in of Chancellor Allison D. Garrett as the ninth Chancellor of The Oklahoma State System of Higher Education.
5. **Comments from the Chair.** A brief comment on current activities. (No Action, No Discussion.)
6. **Comments from the Chancellor.** A brief comment on current activities. (No Action, No Discussion.)
7. **Higher Education Distinguished Service Award.** Presentation of Higher Education Distinguished Service Award. (Oral Presentation)

**FACULTY**

8. **Faculty Advisory Council.**
  - a. Presentation of the Faculty Advisory Council Annual Report. Page 1.
  - b. Membership. Recognition of Faculty Advisory Council members who have completed their service and recognition of new members elected by the Faculty Assembly to represent faculty. Page 7.

**ACADEMIC**

9. **New Programs.**
  - a. Oklahoma State University. Approval to offer the Master of Arts in Peace, Conflict, and Security Studies, the Bachelor of Science in Recreational Therapy, the Graduate Certificate in Aging Studies, the Graduate Certificate in Learning and Motivation, the Certificate in Public Health. Page 9.

- b. Carl Albert State College. Approval to offer the Associate in Applied Science in Digital Media Technology. Page 41.
- 10. **New Program Protest.** Disposition of the proposed Doctor of Science in Forensic Science requested by Oklahoma State University Center for Health Sciences in Tulsa and protested by the University of Central Oklahoma. Page 49.
- 11. **Program Deletions.** Approval of institutional requests for program deletions. Page 51.
- 12. **Summer Academies.** Approval of 2022 Summer Academy Grants. Page 53.
- 13. **Academic Policy.**
  - a. Approval of Revisions to the Credit for Prior Learning policy. Page 59.
  - b. Approval of a request for an exception to the Concurrent Enrollment policy from Oklahoma City Community College. Page 67.
- 14. **Teacher Education.** Approval of incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program. Page 69.
- 15. **Scholars for Excellence in Child Care.** Approval of contract modification between the Oklahoma Department of Human Services and the Oklahoma State Regents for the Scholars for Excellence in Child Care Program. Page 71.

## FISCAL

- 16. **E&G Budget.** Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 83.
- 17. **EPSCoR.** Approval of Allocation for Oklahoma Research Day. Page 85.
- 18. **Contracts and Purchases.** Approval of contracts over \$100,000 for FY2022. Page 87.
- 19. **Investments.** Approval of new investments managers. Page 89.

## EXECUTIVE

- 20. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 91.
- 21. **Administrative Rules.** Posting of proposed Administrative rules for the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service. Page 95.
- 22. **2022 Legislative Agenda.** Approval of the State Regents' 2022 Legislative Agenda. Page 97. (Supplement)

## CONSENT DOCKET

23. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
- a. Programs. Modifications. Approval of institutional requests. Page 99.
  - b. Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs. Page 107.
  - c. Reconciliation. Approval of institutional request. Page 163.
  - d. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 165.
  - e. Operations.
    - (1) Ratification of purchases over \$25,000. Page 167.
    - (2) FY2021 Annual Audit Report. Page 169.
    - (3) Personnel. Approval of appointment for Director of Student Preparation for College Readiness. Page 171.
  - f. Non-Academic Degrees.
    - (1) University of Oklahoma. Ratification of request from the University of Oklahoma to award a posthumous degree. Page 175.
    - (2) Oklahoma State University. Ratification of request from the Oklahoma State University to award a posthumous degree. Page 177.
  - g. Resolutions. Resolutions honoring retiring staff. Page 181.

## REPORTS

24. **Reports.**
- a. Programs. Current Status Report on Program Requests. Page 183. (Supplement)
  - b. Annual Reports.
    - (1) Academic Scholars Program. 2020-2021 Academic Scholars Program Year-End Report. Page 185.

- (2) Oklahoma Tuition Aid Grant. 2020-2021 Oklahoma Tuition Aid Grant Year-End Report. Page 187.
- (3) Oklahoma Tuition Equalization Grant. 2020-2021 Oklahoma Tuition Equalization Grant Year-End Report. Page 195.
- (4) Regional University Baccalaureate Scholarships. 2020-2021 Regional University Baccalaureate Scholarships Year-End Report. Page 201.
- (5) Academic Policy Exception Quarterly Report. Page 207.
- (6) ACT Annual Report. Annual Report on the ACT Scores for the 2021 graduating class. Page 209.
- (7) FY22 Tuition and Analysis Report. Page 213. (Supplement)
- (8) Financial Operations Report, June 30, 2021. Page 215. (Supplement)

25. **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.

26. **Proposed Executive Session.** Page 217.

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

27. **Announcement of Next Regular Meeting – the next regular meetings are scheduled to be held on, Wednesday, February 2, 2022 at 10:30 a.m. and Thursday, February 3, 2022 at 9:00 a.m. at the State Regents Office in Oklahoma City.**

28. **Adjournment.**

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #8-a:**

**Faculty Advisory Council.**

**SUBJECT:** Presentation of the Faculty Advisory Council Annual Report.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

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

**POLICY ISSUES:**

This report details annual activities of the FAC for 2021 as required by the State Regents' Faculty Advisory Council policy.

**ANALYSIS:**

In light of the COVID-19 pandemic, the members of FAC have developed the following work plan for 2021. These topics are critical to our institutions' missions; however, each of these topics will be addressed through the lens of equity.

1. Diversity on campus (including gender equity) and creating an inclusive environment for students, faculty, and staff;
2. Support and provide advice on current online education training and teaching practices from Online Consortium of Oklahoma (OCO);
3. Improve graduation rates and retention of college students and identify best practices in career advisement, student motivation, program changes, faculty development, and enrollment management;
4. Campus security and safety including prohibition of weapons on campus;
5. Faculty well-being, mental health, and work/life balance;
6. Improve student preparation for college and services for college students, including concurrent students as a result of COVID-19.

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

Attachment



**Oklahoma State Regents for Higher Education  
Faculty Advisory Council  
2021 Annual Report**

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

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

**2021 MEMBERS**

**Research Universities**

Melinda McCann, Oklahoma State University  
Lora Cotton, Oklahoma State University Center for Health Sciences  
Nedra Wilson, Oklahoma State University Center for Health Sciences  
Amy Bradshaw, University of Oklahoma  
Lynn Jefferies, University of Oklahoma Health Sciences Center

**Regional Universities**

Pamela Louderback, Northeastern State University  
Amanda Smith, Southwestern Oklahoma State University  
Mary Riegel, Northwestern Oklahoma State University  
Charla Lewis, Oklahoma Panhandle State University

**Community Colleges**

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

**Independent Colleges**

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

## CHAIRMEN

January – March 2021	Lora Cotton
April, May & September 2021	Amanda Smith
October – December 2021	LuAnne Kuelzer

During the 2021 year, Chancellor Glen D. Johnson worked in partnership with the FAC to serve the interests of higher education faculty and institutions of Oklahoma. Dr. Rachel Bates, Associate Vice Chancellor for Educational Partnerships, served as advisor and liaison.

## 2021 WORK PLAN

In October 2020, the annual statewide survey of higher education faculty leaders was administered. Results were compiled and discussed during the Faculty Assembly held November 7, 2020. The 2020-2021 FAC members used this information to design a work plan that focused on issues of most concern to higher education faculty in Oklahoma.

In 2021, the FAC addressed the following work plan items:

1. **Diversity on campus** was discussed by Ms. Kyla Lewis, MHR, Diversity/Organizational Development Consultant and adjunct professor. Information about implicit bias in education was presented.
2. **Concurrent online education** was addressed by learning more about online education opportunities. Mr. Brad Griffith, Director of Online Learning Initiatives, Oklahoma State Regents for Higher Education, provided several Oklahoma Council of Online Learning (OCO) resources for FAC members to share with their colleagues, and also provided members with information regarding the Oklahoma Learning Innovations' future training opportunities.
3. **Graduation and retention efforts** continued to be a central topic. Dr. Ina Agnew, Vice President of Student Services, Oklahoma State University Institute of Technology discussed enrollment management and recruitment and retention strategies. Mr. Bryon Dickens, M.Ed., Director, Students Connecting with Mentors for Success, Oklahoma City Community College, presented Students Connecting with Mentors for Success (SCMS)
4. **Campus security** efforts were stressed by FAC members drafting a formal resolution regarding weapons on campus. Mr. Andy Pelosi, Executive Director, The Campaign to Keep Guns Off Campus, discussed weapons-on-campus efforts. Mr. Devin DeBock, Dean of Students, Oklahoma State University Institute of Technology, discussed classroom management techniques.
5. **Faculty well-being** was discussed by Jessica Heavin MS, LPC, NCC, CEAP, Director of Wellness Services, Tulsa Community College. FAC members were provided with Crisis Tips for faculty.

6. **Improve student preparation** was discussed by Dr. Pamela Northrup. Her presentation highlighted the lessons learned during the COVID-19 remote learning period. Ms. Angel Icenhour, Coordinator for Academic Affairs Student Success Initiatives, Oklahoma State Regents for Higher Education, provided members with information regarding the Course Equivalency Project (CEP) and the new CEP course transfer database.

Additionally, in 2021, the FAC addressed the following topics:

- Community collaboration efforts: connecting institutions of higher education with organizations (Oklahoma Women in Technology, Tulsa Regional STEM Alliance, and The Girl Scouts of America).
- What happens after COVID-19? Is there a return to normal?

### **2021 ACTIVITIES**

In 2021, the FAC conducted the following activities:

1. Discussed the work plan items and matters affecting all higher education institutions in Oklahoma. Copies of the minutes are on the FAC web site at <http://www.okhighered.org/fac>.
2. Participated in the annual tuition hearing on Friday, May 29, 2021. FAC Chair discussed the importance of keeping tuition rates flat and providing affordable meal plans for students; also that fear of higher education debt is keeping potential students from pursuing higher education and the need for a tuition waiver for critical occupations (i.e.; teachers, medical practitioners and nurses).
3. Conducted the annual Faculty Opinion Survey of faculty leaders at Oklahoma public and independent colleges and universities in October 2021.
4. Hosted the annual Faculty General Assembly on November 6, 2021. Faculty leaders at all Oklahoma public and independent colleges and universities were invited to attend. Dr. Debbie Blanke, Senior Vice Chancellor for Academic and Student Affairs, Oklahoma State Regents for Higher Education, provided an overview of the state system.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #8-b:**

**Faculty Advisory Council.**

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

*This is an oral presentation of members.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #9-a:**

**New Programs.**

**SUBJECT:** Oklahoma State University. Approval to offer the Master of Arts in Peace, Conflict, and Security Studies, the Bachelor of Science in Recreational Therapy, the Graduate Certificate in Aging Studies, the Graduate Certificate in Learning and Motivation, the Certificate in Public Health.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University's requests to offer the Master of Arts in Peace, Conflict, and Security Studies via traditional and electronic delivery, the Bachelor of Science in Recreational Therapy, the Graduate Certificate in Aging Studies via electronic delivery, the Graduate Certificate in Learning and Motivation via electronic delivery, and the Certificate in Public Health via traditional and electronic delivery at OSU-Stillwater and OSU-Tulsa, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Master of Arts in Peace, Conflict, and Security Studies.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 8 students in Fall 2025; and
  - Graduates: a minimum of 4 students in 2025-2026.
  
- **Bachelor of Science in Recreational Therapy.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 18 students in Fall 2026; and
  - Graduates: a minimum of 5 students in 2026-2027.
  
- **Graduate Certificate in Aging Studies.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 3 students in Fall 2024; and
  - Graduates: a minimum of 1 student in 2024-2025.
  
- **Graduate Certificate in Learning and Motivation.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 7 students in Fall 2025; and
  - Graduates: a minimum of 5 students in 2025-2026.
  
- **Certificate in Public Health.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 35 students in Fall 2027; and

Graduates: a minimum of 25 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) 2021-2022 Academic Plan lists the following institutional priorities and new funding initiatives:

**College Arts and Sciences (CAS)**

Student retention and degree progression remain academic priorities within the College of Arts and Sciences. Senior college leadership frequently discuss strategies for improving retention and progression including: scholarship funding for economically disadvantaged students, course enrollment management to address bottlenecks, efforts to upgrade and improve academic facilities, and instructional technologies, and methods to improve the quality and effectiveness of instruction and student advising. The CAS Dean's Office has developed a dashboard system useful for making strategic decisions aimed at improving retention and student progression.

Tulsa based programs are a high priority for the coming year. CAS is working closely with the OSU-Tulsa Administration on plans to offer a BS in Psychology, BA in History, and BA/BS in Sociology. Recent approval has been given to offer the BA in Strategic Communication at OSU-Tulsa with an option in Entertainment Media and offering the existing BFA in Graphic Design and BA in Global Studies are under consideration. At the graduate level, approval for Oklahoma's first Professional Science Masters (PSM) in Geology has been requested from OSRHE. This program is intended to serve demand within Tulsa-based energy companies.

**College of Education and Human Sciences (CEHS)**

The year 2020 brought both excitement and challenge in the newly formed CEHS. The college was formed through the merger of the College of Education, Health and Aviation and the College of Human Sciences, a search for an inaugural dean began, and the COVID-19 pandemic hit. These challenges made progress on planned activities difficult.

The first pressing academic priority for CEHS is to determine the optimal size and arrangement of the undergraduate programs, given the recent merger. Synergies and overlap in current programs within the college will be identified. These data will be shared with the leadership team and the faculty advisory committee for discussion. Using a set of established criteria, these groups will review proposals for the development of new programs or reorganization of current programs into new units, if needed.

The second academic priority for CEHS is to increase enrollment in the online and face-to-face undergraduate and graduate programs, especially for students from underrepresented and marginalized backgrounds. Plans to develop programming that will not only bring students from underrepresented and marginalized groups to the college, but will also increase their opportunity to be involved in leadership development and success initiatives are underway. The collaboration with EAB Research Group and Hanover Research Group will help focus the efforts on the following high growth potential undergraduate majors: Human Development and Family Science, Family and Community Services option, Elementary Education online, Recreation Therapy, Applied Exercise Science, and Public Health. At the graduate level, the focus will be on growth in the following programs: Family Financial Planning; Educational Psychology; Aviation and Space; Dietetics; Special Education; Educational Technology; and Design, Housing and Merchandising. A capacity study will be conducted to determine the optimal size and arrangement of these



programs, given the current resources.

The third academic priority for CEHS is comprehensive internationalization. Strategies include increasing student mobility as a means to re-establish and expand academic travel, both international and domestic; developing web-based opportunities for global engagement, such as, COIL projects, international seminars and conferences, and virtual internships; establishing in-person opportunities to facilitate intercultural learning and engagement; and re-establishing an International Programs Advisory Committee, representing all 7 of the college's academic units, to guide these efforts.

### **College of Engineering, Architecture and Technology (CEAT)**

CEAT's highest overarching academic priorities continue to focus on student and faculty success and increasing the number of highly qualified graduates as related to the needs of industry. More engineering graduates are needed in all disciplines, but the greatest and most urgent needs are related to software engineering and electrical and computer engineering. CEAT will strive to increase the number of new students with focused recruiting in Oklahoma and Texas, new articulation agreements with Oklahoma community colleges, programs to stimulate an interest in STEM for K-12 students, and an expansion of scholarships to attract qualified students. Expanding the diversity of students and faculty in CEAT, including more females and underrepresented populations, will remain a priority. A significant limitation is the continuing budget reductions. For current CEAT students, priority will be on increasing retention, graduation rates, and diversity and inclusion initiatives. The new DISCOVERY facility in Oklahoma City will be leveraged to support the above priorities.

### **Ferguson College of Agriculture (FCA)**

FCA's first academic priority is to improve undergraduate student academic success, particularly among first generation college students. Work on this priority includes continuing to evaluate student success across the curriculum to identify courses where significant opportunity gaps exist. FCA teaching workshops and faculty peer coaching programs will be used to encourage faculty use of inclusive and experiential course pedagogy to strengthen student learning. Expansion of student peer tutoring and other academic support collaborations to meet student needs is planned. Also, FCA will continue the college's increased investment in experiential learning opportunities, including department and college-level undergraduate research programs, additional honors add-on courses, service-learning connections, student employment programs, and student organization activities.

Another academic priority of FCA is to increase enrollment in undergraduate and graduate programs where capacity is available. Potential growth programs include horticulture, landscape architecture, plant and soil sciences, food science, international agriculture, environmental science, biosystems engineering, agricultural systems technology, forestry, and agricultural leadership. At the undergraduate level, updates and expansion of the transfer guides with Oklahoma's 2-year institutions is underway, along with an increase in the number of FCA degree programs approved for inclusion in the Academic Common Market (ACM). Graduate program strategies for this priority include development of 3+2 and 4+1 undergraduate to graduate degree agreements, and formalized agreements with international institutions, such as dual degree and bridge programs.

Another important FCA academic priority is updates and maintenance on facilities and equipment to support high-quality instruction. Plans include renovation of the teaching lab space to support the newly approved Agricultural Systems Technology major and review of current animal and plant facilities used in instruction to determine critical needs and opportunities for program efficiency.

## **Spears School of Business (SSB)**

An academic priority in SSB is to improve learner performance by addressing issues of under-performance, reducing DFW and academic-alert rates, and identifying academically at-risk learners early. Initiatives in this area include: undertaking a pre-business admission process that will require that undergraduate learners complete several core classes and earn a GPA threshold before full admittance to business majors and creating the Department of Business Administration to provide academic support early to academically at-risk learners and to offer a highly flexible, personalized business degree.

Another SSB priority is to increase learner knowledge of technology and analytics throughout SSB. Initiatives in this area include adding a required business analytics course for undergraduate majors, revisiting existing technology courses in the undergraduate core to ensure relevance and a smooth transition between the three technology-related courses to optimize learner knowledge and retention, encouraging each discipline to ensure appropriate integration of technology in the upper-division courses and in the graduate programs, and ensuring that faculty technology training is up-to-date.

An additional priority is to oversee the launch of three new centers/institutes to magnify the social impact of SSB. The Center for Financial Health and Wellness will address the problem of financial illiteracy and students graduating with excessive student loans and credit card debt. The Institute for Predictive Medicine, a unit of the Center for Health Systems Innovation, is a collaboration of OSU Center for Health Sciences (OSU-CHS) and the Spears School of Business. The objectives of the institute are to expand OSU's research capacity in data science and artificial intelligence (AI), further develop predictive medicine technologies, develop text-mining technologies to process medical documents, provide data and analytic support for medical studies, contribute to the invention and commercialization of AI health workers, and develop workforce training in health data science and AI. The Spears Center for Social and Business Impact will bring together the departments within the college for a coordinated effort to impact businesses and society by combining the research power with data for good efforts.

## **School of Global Studies and Partnerships (SGSP)**

The SGSP academic priorities continue to focus around obtaining additional financial resources, which will allow additional faculty to be hired and help to retain current faculty and staff. One SGSP priority is more faculty-led study abroad. SGSP faculty will make available at least three short-term study abroad trips for students in spring/summer 2022. These programs will greatly expand study abroad opportunities for students across OSU and will create programs that expose students to regions and nations that are not normally available. Another priority is job placement and career coaching. A career coaching speaker series is planned along with networking events, both virtual and face-to-face, and workshops for the coming year will resume. Another academic goal for SGSP is to revise the international studies minor.

## **Center for Health Sciences (OSU-CHS)**

OSU-CHS is prioritizing the employability of its graduates; collaborating academically with OSU-Tulsa and Stillwater campuses; and enhancing diversity, equity, and inclusion (DEI) efforts in the campus community. To address employment needs of graduates, the graduate programs office recently deployed a professional development arm to better prepare students for the workforce. To address collaborations, conversations with campus leaders are ongoing to help enhance undergraduate pathways toward advanced graduate and medical education. To address DEI efforts, all campus units are partnering with the recently created Office of DEI, which includes an assistant dean and coordinator, for ongoing programming, recruitment, and retention efforts of faculty, staff, and students.

## **College of Veterinary Medicine (CVM)**

Academic priorities in CVM include adopt and execute a revised pre-clinical curriculum, improve the clinical year experience for 4th year students, and institute a required CVM Scholarship of Teaching for new faculty and promote it to existing faculty. Activities that are planned to achieve these priorities include feedback to revised curriculum proposals – April-August 2021 and development and planning of the new curriculum – August 2021-August 2022. An ongoing committee will address concerns and work with faculty and students to improve facilities, IT support, culture, and pedagogy. CVM is working with ITLE to develop programs for the fall 2021 semester.

## **New Programs:**

### **College Arts and Sciences (CAS)**

CAS will propose several new degrees and certificates. The Boone Pickens School of Geology will propose a BS in Environmental Geoscience on the Stillwater campus using a face-to-face format. The Department of Geography will propose a BS in Global Studies to be offered on the Stillwater and Tulsa campuses using face-to-face and online formats. The BA in Global Studies in Tulsa will also be offered face-to-face and online. The Department of Integrative Biology will propose to offer the BS in Biology in Tulsa using the face-to-face format. The Department of Philosophy will propose an undergraduate Certificate in Ethics to be offered on the Stillwater campus using face-to-face and online formats. An undergraduate Certificate in Biblical Studies will be proposed as a face-to-face program on the Stillwater campus. The Department of Plant Biology, Ecology and Evolution will offer an undergraduate Certificate in Biotechnology on both the Stillwater and Tulsa campuses via face-to-face and online delivery. The Gender and Women's Studies Program and Center for African Studies will offer an undergraduate Certificate in Interdisciplinary Diversity Studies using face-to-face and online formats on the Stillwater campus. The Department of History will offer an undergraduate Certificate in Middle East Studies on the Stillwater campus using a face-to-face format.

### **College of Education and Human Sciences (CEHS)**

CEHS proposes to separate the Recreation Management and Recreational Therapy bachelor's degree into two degrees. Once it is a separate degree, Recreational Therapy has an opportunity to focus on preparing students for careers in the allied health fields. Undergraduate certificates are proposed in Fashion Design, Product Development for Apparel, and Public Health. Also proposed are, a PhD in Health and Human Performance and a PhD in Community Health Sciences; these currently exist as emphasis areas within the existing umbrella PhD in Health, Leisure, and Human Performance. Under discussion is an Applied Exercise Science option in Sport and Tactical Training and an MS in Social Work. A graduate certificate in Sport and Tactical Training is being explored.

### **College of Engineering, Architecture and Technology (CEAT)**

New programs to be proposed in CEAT are a Master of Civil Engineering to replace the non-thesis MS Civil Engineering, the minor in Environmental Engineering in the School of Civil and Environmental Engineering, the Mechatronics and Robotics (MERO) Mechanical Engineering Technology (MET) Program, the MERO minor in EET for MAE students, MERO minor in MET for ECE students, Design and Manufacturing minor in MET for MAE students, and Master of Engineering in MSE already submitted for approval and in process.

### **Ferguson College of Agriculture (FCA)**

Undergraduate and graduate certificates in various specialized areas of study are under consideration in

FCA, including food safety, extension education, agricultural leadership, agritourism, ag systems management, sustainable ag production, urban horticulture, regenerative horticultural production, precision agriculture management, biosecurity and bioforensics applications in agriculture and the environment, environmental science, plant protection and data science in agriculture. Most certificate programs will not require additional faculty resources.

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

The Biochemistry and Molecular Biology department is evaluating opportunities for a new professional master's degree that would meet the needs of industry and government. The department is also considering an MS and a PhD, in agricultural data science and bioinformatics. The department is looking at grant program opportunities that may support startup of these new degrees.

The Department of Agricultural Education, Communications and Leadership has proposed a Teacher Certification option to the current Master of Agriculture degree program. The department may also develop a graduate certificate to support professional licensure of alternately certified teachers. A Master of Agriculture in Teacher Certification program is also under consideration.

A possible development is a wildlife management degree to focus more on management and less on basic ecology. Oklahoma Department of Wildlife Conservation (ODWC) wants graduates who are more capable to conduct field activities and understand the practical aspects of wildlife management. These are desired skills needed by agencies such as ODWC or Natural Resources Conservation Service (NRCS).

### **Spears School of Business (SSB)**

The degree options, minors, and certificates in varying states of discussion, development, approvals, or completion in SSB are described below.

Collaborative efforts include areas such as: Property and Real Estate Management Certificate, between Hospitality and Tourism Management and Finance; a joint five-year degree between the School of Accounting and the Department of Management Science and Information Systems; development of a Doctor of Business Administration degree, which is a college-wide collaboration; undergraduate and graduate Supply Chain certificates between Management, Marketing, Management Science & Information Systems, and potentially other colleges; and options or certificates in technopreneurship or predictive medicine between Management Science and Information Systems and the Institute for Predictive Medicine.

The School of Accounting is considering an undergraduate certificate, such as Accounting for Corporate Decision Making, a post-baccalaureate certificate focused on learners who do not have an accounting degree, but would like to sit for the CPA exam, a new track in the MS program based on current course offerings, and a BSBA in Accounting at OSU-Tulsa.

The Department of Finance is planning an undergraduate Finance and Investment Banking certificate and a Certified Financial Planner track; a replacement of the undergraduate Commercial Bank Management option with two new options, such as a Financial Analyst option and/or an Investment Banking option; and a degree plan for risk management.

The School of Hospitality and Tourism Management is developing an Event Management minor, a Hospitality Business Management minor, a Travel and Tourism Management Certificate, and a Beverage Management option.

The School of Marketing and International Business is preparing a certificate in International Business.

### **School of Global Studies and Partnerships (SGSP)**

No new programs are under discussion. There are plans to revise the international studies minor for undergraduates by requiring a core course in Global Studies. On-line programs and certificates in Tulsa are under consideration, but due to restrained resources, those priorities are on hold.

### **Center for Health Sciences (OSU-CHS)**

OSU-CHS is committed to enhancing existing degree programs as well as successfully launching new programs currently under review by OSRHE. Recently approved programs included five graduate certificate programs: Forensic Investigative Sciences, Forensic Psychology, Health Care Administration, Health Care Administration in Finance, and Health Care Administration in Global Health. The Master of Science in Physician Assistant Studies (PA) was awarded national accreditation recently; the first cohort of 25 graduate students began in the summer of 2021. Currently proposed programs include an interdisciplinary Graduate Certificate in Neuroscience, which is a collaborative effort among the Stillwater, Tulsa, and CHS campuses to advance the goals of OSU's Brain Initiative. Also, two specialty doctoral programs, a Doctor of Forensic Sciences (DFS) and a Doctor of Healthcare Administration (DHA) are pending OSRHE approval. Other discussions include CHS helping fill gaps in undergraduate curriculum by providing practical experiences for students moving up through health-related programs from TCC and OSU-Tulsa. CHS is currently engaged with collaborative nursing programs with Langston University in Tulsa and Connors State on the Cherokee Nation Campus in Tahlequah. In addition, graduate certificate options in the School of Health Care Administration in Healthcare Compliance and Health Systems Science are being explored. Other programs under discussion include graduate degree programs in Indigenous & Rural Health, Medical Informatics, Criminology, Health Related Clinical Research, Doctorate in Physical Therapy, and a Professional doctoral degree in Athletic Training.

### **APRA Implementation**

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

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

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

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

## Program Review

OSU offers 328 degree and/or certificate programs as follows:

85	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
110	Baccalaureate Degrees
83	Master's Degrees
50	Doctoral Degrees
0	First Professional Degrees

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

## Program Development Process

OSU's faculty developed the proposals, which were reviewed and approved by institutional officials. OSU's governing board approved delivery of the Graduate Certificate in Aging Studies at their March 5, 2021 meeting and the Master of Arts in Peace, Conflict, and Security Studies, the Bachelor of Science in Recreational Therapy, the Graduate Certificate in Learning and Motivation, and the Certificate in Public Health at their September 10, 2021 meeting. OSU is currently approved to offer the following degree programs through online delivery:

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Graduate Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration in Business Administration (035);

- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management (403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Science in Liberal Studies (442);
- Bachelor of Arts in Liberal Studies (443);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (496);
- Master of Science in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- Graduate Certificate in Integrative Design of the Building Envelope (525);
- Bachelor of University Studies in University Studies (025);
- Master of Science in Education Technology (462);
- Master of Science in Education Psychology (068);
- Graduate Certificate in Museum and Curatorial Studies (531);
- Certificate in Interface Excellence (495);
- Graduate Certificate in Program Evaluation (538);
- Graduate Certificate in Workforce and Adult Education (539);
- Bachelor of Science in Early Child Care and Development (537);
- Graduate Certificate in Elementary Mathematics Specialist (548);
- Graduate Certificate in Effective Teaching in Secondary Schools (551);
- Graduate Certificate in Comparative and International Education (554);
- Certificate in Communication Sciences and Disorders (265);
- Bachelor of Science in Computer Science (052);
- Graduate Certificate in K-12 STEM Educator (266);
- Graduate Certificate in Effective Teaching in Elementary Schools (267);
- Master of Science in Dietetics (264);
- Bachelor of Science in Psychology (176);
- Master of Science in Interdisciplinary Studies (155);
- Doctor of Education in Applied Educational Studies (069);
- Graduate Certificate in Environmental Science with Regulatory Certification (272);
- Graduate Certificate in Health Care Administration (276);
- Graduate Certificate in Health Care Administration-Global Health (278);

- Graduate Certificate in Health Care Administration-Finance (277);
- Graduate Certificate in Forensic Arson and Explosives Investigation (275);
- Certificate in Learning and Motivation (280);
- Graduate Certificate in Dietetics (281);
- Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Leadership (458);
- Graduate Certificate in Forensic Psychology (282);
- Graduate Certificate in Aviation/Aerospace Administration (283);
- Graduate Certificate in Forensic Investigative Sciences (284);
- Graduate Certificate in Hidden Student Populations (286);
- Master of Science in Aging Studies (287);
- Bachelor of Science in Elementary Education (074);
- Bachelor of Science in Engineering Technology in Fire Protection and Safety Engineering Technology (079);
- Bachelor of Science in Business Administration in Management Information Systems (452);
- Bachelor of Science in Human Sciences in Nutritional Sciences (097);
- Bachelor of Science in Business Administration in Finance (446);
- Doctor of Philosophy in Health, Leisure and Human Performance (428);
- Certificate in Business Essentials (295);
- Certificate in Business Financial Essentials (296);
- Master of Science in Family and Community Services (304);
- Graduate Certificate in Neuroscience (299);
- Graduate Certificate in Business (298);
- Bachelor of Arts in History (120);
- Bachelor of Science in Sociology (184);
- Bachelor of Arts in Sociology (258);
- Certificate in Food Safety (306);
- Graduate Certificate in Geographic Information Systems (309);
- Certificate in Travel and Tourism Management (308);
- Professional Science Masters in Geoscience (310);
- Bachelor of Science in Business Administration in Accounting (444);
- Bachelor of Professional Studies in Organizational Leadership (315);
- Bachelor of Professional Studies in Public Safety (316);
- Certificate in Property and Real Estate Management (314);
- Graduate Certificate in Facilitating Career Development (312);
- Graduate Certificate in Hospitality and Tourism Analytics (311); and
- Master of Engineering in Materials Science and Engineering (313).

OSU requests authorization to offer these programs as outlined below.

**POLICY ISSUES:**

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



## ANALYSIS:

### Master of Arts in Peace, Conflict, and Security Studies

**Program purpose.** The proposed program will enable students to learn conditions that promote negative peace (absence of violence) and positive peace (setting a foundation for a just and sustainable society).

**Program rationale and background.** An informal poll was administered on the first day of the Political Science department's required POLS 3103: Political Inquiry class during the Spring 2016, Fall 2016, and Fall 2017 semesters. The results of the voluntary and anonymous online survey showed that approximately 30-40 percent of Political Science majors had an interest in global politics of some form. Over the past several years, the Political Science department's courses in international relations have met with high enrollment. For example, the enrollment capacity has consistently been met and often exceeded in POLS 3893: Terrorism and Counterterrorism. There has also been consistently strong enrollment in the POLS 4033: Civil Wars and POLS 4043: Global Political Economy courses. Students in these courses will be the primary target audience for the proposed program. Another area of potential student demand may be found amongst members of the United States armed forces. Discussions with members of OSU's veterans' organization suggest there is strong interest in the proposed program amongst this population and on the nearby military installations. OSU's Stillwater campus is within reasonable proximity of three major military installations: Vance Air Force Base in Enid; Tinker Air Force Based in Oklahoma City; and Fort Sill in Lawton. All of these bases are home to a substantial prospective student pool of military service members.

The Political Science department will convene an interdisciplinary Faculty Advisory Committee (FAC), comprised of faculty from across the university who have research and teaching expertise in security studies and related areas, to support the proposed program. The FAC should provide guidance on program development, curriculum issues, and potential course offerings. Members of the FAC will include at least one representative of the School of Global Studies, as well as representatives from departments with expertise in related areas, including Geography, School of Media and Strategic Communication, Fire and Emergency Management, and others. The FAC will meet at least once each semester.

**Employment opportunities.** This proposed program aims to prepare students for careers in the public, private, and non-profit sectors in fields such as security and intelligence, human rights, peacebuilding, international development, post-conflict reconstruction, and community advocacy/organizing. In the government sector, people trained in this area can work for the United States Intelligence Community, the Department of Defense, the Department of Homeland Security, the State Department, the United States Agency for International Development (USAID), and various other outlets. These are areas of continued growth, given the U.S. government's various commitments with its allies, the continuing use of diplomacy, and the need for a strong national defense. Those with advanced degrees are often hired at a higher civil service rank than the average applicant for government positions. In the private sector, defense contractors such as Lockheed Martin, Boeing, Raytheon, and SAIC (all companies present in Oklahoma) need employees who can evaluate conflict risk, assess the suitability of foreign markets for investment, and serve as liaisons to government officials. In the non-profit and international organization sector, there is a need for specialists that are able to determine risk, understand trends, and gather information that will allow these organizations to bring relief to at-risk areas. Further, for some organizations like the United Nations, there is a need for individuals trained in conflict resolution and management, as it frequently brings warring sides together to seek resolution. Finally, the growth of academic programs in this area will provide opportunities for graduates of the proposed program to serve as instructors, lecturers, and professors.

**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.

### Master of Arts in Peace, Conflict, and Security Studies

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	8	Fall 2025
Minimum graduates from the program	4	2025-2026

**Duplication and impact on existing programs.** There are no Master of Arts in Peace, Conflict, and Security Studies programs in Oklahoma. A system wide letter of intent was communicated by email on July 22, 2021. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The Master of Arts in Peace, Conflict, and Security Studies will consist of 33 total credit hours, as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment A).

### Master of Arts in Peace, Conflict, and Security Studies

Content Area	Credit Hours
Program Core	15
Electives	12
Thesis or Formal Report	6
<b>Total</b>	<b>33</b>

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

**Delivery method and support services.** Canvas will be the primary platform used to deliver content in online courses. This system will be used to deliver course materials, to submit course assignments, and for grading. Additional programs such as Adobe Connect, Zoom, Microsoft Teams, and Skype for Business will be used to complement the Canvas system as needed. The library, classrooms, and equipment are adequate for the proposed program.

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

**Program resource requirements.** Program resource requirements for the Master of Arts in Peace, Conflict, and Security Studies program are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$11,753	\$23,506	\$23,506	\$31,341	\$31,341
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 3, 6, 6, 8, and 8, 17 credit hours of enrollment per year, and in-state tuition plus fees of \$230.45 per credit hour.</i>					
<b>TOTAL</b>	<b>\$11,753</b>	<b>\$23,506</b>	<b>\$23,506</b>	<b>\$31,341</b>	<b>\$31,341</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$8,450	\$18,850	\$18,850	\$24,700	\$24,700
<i>Explanation: Funds will cover a portion of four faculty members' average salaries of \$65,000 (i.e., .0325 FTE in year 1, .0725 FTE in years 2 and 3, and .095 FTE in years 4 and 5).</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	\$1,000	\$1,500	\$1,500	\$2,000	\$2,000
<i>Explanation: The amounts above will cover estimated costs to print marketing materials for recruitment.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$2,000	\$3,000	\$3,000	\$4,000	\$4,000
<i>Explanation: The amounts above will cover estimated expenses for faculty to travel to recruitment opportunities at professional conferences and military installations.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$11,450</b>	<b>\$23,350</b>	<b>\$23,350</b>	<b>\$30,700</b>	<b>\$30,700</b>

### Bachelor of Science in Recreational Therapy

**Program purpose.** The proposed program will enable students to become entry-level recreational therapists eligible for professional credentialing including national certification and state licensing.

**Program rationale and background.** Recreational Therapy is currently an option in the Bachelor of Science in Recreation Management and Recreational Therapy (180) at OSU. The option is accredited by

the Committee on Accreditation of Recreational Therapy Education (CARTE) through the Committee on Accreditation of Allied Health Education Programs (CAAHEP). There are currently 95 students pursuing the Recreational Therapy option. Program faculty discussions with advisory board members during multiple annual meetings, and focus group discussions with practitioners at the Oklahoma Recreational Therapy Association conferences for the past three years have suggested that a stand-alone Recreational Therapy degree is needed.

**Employment opportunities.** Recreational therapists may work in a variety of settings, including hospitals, nursing homes, and parks and recreation departments. The majority of OSU’s graduates from the Recreational Therapy option in the Bachelor of Science in Recreation Management and Recreational Therapy (180) are employed in Oklahoma and Texas in the behavioral health and physical rehabilitation units of medical facilities and other organizations. Current employers with graduates from the program include: Integris Healthcare System; SSM St. Anthony – Oklahoma City; Bethany Children’s Hospital; Cedar Ridge Behavioral Health in Oklahoma City; St. Mary's Regional Medical Center in Enid; Laureate Psychiatric and Clinic in Tulsa; Post Acute Medical Rehabilitation Hospital of Tulsa; Oklahoma City Veterans Administration Hospital; Muskogee Veterans Administration Hospital; Jane Phillips Hospital in Bartlesville; Oklahoma Public Schools; Cypress Creek Hospital in Houston, Texas; and Dallas Children’s Hospital. Other graduates are employed or attending graduate school throughout the United States. According to the U.S. Bureau of Labor Statistics, employment of recreational therapists is projected to grow 10 percent from 2020 to 2030, which is about as fast as the average for all occupations. The significant number of potential employers available to graduates in Oklahoma and high national employment demand suggests that the proposed program will have strong continuous enrollment.

**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.

**Bachelor of Science in Recreational Therapy**

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	18	Fall 2026
Minimum graduates from the program	5	2026-2027

**Duplication and impact on existing programs.** There are no Bachelor of Science in Recreational Therapy programs in Oklahoma. A system wide letter of intent was communicated by email on August 25, 2021. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Curriculum.** The Bachelor of Science in Recreational Therapy will consist of 120 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

**Bachelor of Science in Recreational Therapy**

Content Area	Credit Hours
General Education	41
College/Departmental Requirements	21
Major Requirements	46-56

Electives	2-12
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<b>Total</b>	<b>120</b>
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**Faculty and staff.** Existing faculty will teach courses in the proposed program.

**Support services.** The library, classrooms, and equipment are adequate for the degree program.

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

**Program resource requirements.** Program resource requirements for the Bachelor of Science in Recreational Therapy are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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 amount that will be allocated from the university/college to the department for the proposed program.</i>					
Student Tuition	\$26,783	\$53,565	\$64,278	\$80,348	\$96,417
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 5, 10, 12, 15, and 18, 30 credit hours of enrollment per year, and in-state tuition of \$178.55 per credit hour.</i>					
<b>TOTAL</b>	<b>\$53,783</b>	<b>\$80,565</b>	<b>\$91,278</b>	<b>\$107,348</b>	<b>\$123,417</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
<i>Explanation: Funds will cover 0.5 FTE of one faculty member's \$70,000 salary.</i>					
Graduate Assistants	\$7,000	\$16,800	\$16,800	\$16,800	\$16,800
<i>Explanation: Funds will cover 0.5 FTE of one 10-month graduate teaching assistant's \$1,400 month pay in year 1, and 0.5 FTE of two 12-month graduate teaching assistants' \$1,400 month pay in years 2-5.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$4,000	\$9,000	\$11,000	\$20,000	\$20,000

*Explanation: Funds will be used to purchase equipment for use by recreational therapy students in developing therapy techniques (e.g., wheelchairs, walkers, and warm-water therapy laboratory equipment).*

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	\$2,500	\$2,500	\$2,500	\$2,500
<i>Explanation: Funds will cover estimated costs to print course materials (e.g., assessments, treatment tools).</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$46,000</b>	<b>\$63,300</b>	<b>\$65,300</b>	<b>\$74,300</b>	<b>\$74,300</b>

### Graduate Certificate in Aging Studies

**Program purpose.** The proposed certificate will improve professionals' ability to understand and address the needs of the growing aging population and to enhance their quality of life.

**Program rationale and background.** The proposed certificate will be comprised of a subset of required and elective courses in the Master of Science in Aging Studies (287) program. The Master of Science in Aging Studies (287) program is collaboratively delivered by peer institutions of the Great Plains Interactive Distance Education Alliance (Great Plains IDEA). As a result, peer institutions delivering courses for the proposed certificate will include OSU, Iowa State University, Kansas State University, North Dakota State University, Texas Tech University, University of Arkansas, and University of Missouri. Some completers of the proposed certificate will use it to leverage previous education, while others may complete the certificate, then decide to apply for admittance to the Master of Science in Aging Studies (287) program at a later time. OSU's similar Graduate Certificate in Gerontology (261) is an on-campus offering that has not had any students enrolled for several years. OSU will submit a request to delete this certificate during the current academic year.

**Employment opportunities.** The proposed certificate will be completely online, therefore prospective students may reside anywhere in the United States. The U.S. Census anticipates older adults will outnumber children for the first time in American history by 2035. This large group of older adults will result in increased demand for healthcare, social services, and other gerontology professionals. Potential career paths for graduates with the certificate will include geriatric social work, research, occupational therapy, mental health therapy, education, healthcare management, and nursing. According to the Oklahoma Employment Security Commission (OESC), employment for social and community service managers is projected to grow 11.2 percent and employment for medical and health services managers is projected to grow 11 percent from 2018 to 2028. In addition, the U.S. Bureau of Labor Statistics suggests that employment of social and community service managers is projected to grow 15 percent and employment of medical and health services managers is projected to grow 32 percent from 2020 to 2030, which is faster than the average for all occupations. OSU anticipates continual student enrollment in the proposed program considering the growing aging population across the United States.

**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	3	Fall 2024
Minimum graduates from the program	1	2024-2025

**Duplication and impact on existing programs.** There are no Graduate Certificate in Aging Studies programs in Oklahoma. A system wide letter of intent was communicated by email on April 13, 2021. 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 Graduate Certificate in Aging Studies will consist of 15 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

### Graduate Certificate in Aging Studies

Content Area	Credit Hours
Required Courses	6
Elective	9
<b>Total</b>	<b>15</b>

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

**Delivery method and support services.** All courses will be delivered via online course management systems employed by OSU and the Great Plains Interactive Distance Education Alliance (Great Plains IDEA) partner institutions. The Great Plains IDEA is a consortium of Human Sciences academic units at 12 universities that has delivered collaborative online programs since 2002. At OSU, currently the online course management system is Canvas. Other collaborating institutions use Blackboard, Canvas, or Brightspace for delivery of online courses. Online learning will be facilitated using discussion boards, prerecorded lectures, small teams facilitated via Skype, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone or Zoom conferences as needed. The libraries and equipment are adequate for the certificate.

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

**Program resource requirements.** Program resource requirements for the Graduate Certificate in Aging Studies are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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



<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$8,850	\$17,700	\$26,550	\$26,550	\$26,550
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 1, 2, 3, 3, and 3, 15 credit hours of enrollment, and an in-state tuition rate of \$590 per credit hour.</i>					
<b>TOTAL</b>	<b>\$8,850</b>	<b>\$17,700</b>	<b>\$26,550</b>	<b>\$26,550</b>	<b>\$26,550</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$0	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: Funds will cover approximately 3 percent of the Great Plains IDEA coordinator's \$47,670 salary and 39.88 percent benefits starting in year 2.</i>					
Faculty	\$5,365	\$6,706	\$13,411	\$13,411	\$13,411
<i>Explanation: Funds will cover pay for 1 faculty member to teach 1 course in year 1 (i.e., \$4,000 plus 34.12 percent benefits), increased pay for 1 course in year 2 (i.e., \$5,000 plus 34.12 percent benefits), and 2 courses in years 3-5 (i.e., \$5,000 per course plus 34.12 percent benefits).</i>					
Graduate Assistants	\$0	\$0	\$3,751	\$3,751	\$3,751
<i>Explanation: Funds will cover a graduate teaching assistant's monthly salary of \$776 (.25 FTE) for 4.5 months (one semester) plus 7.42 percent benefits in years 3-5.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$2,213	\$4,425	\$6,625	\$6,625	\$6,625
<i>Explanation: Funds will cover payment (i.e., 25 percent of tuition income) to the Great Plains IDEA lead institution and other teaching institutions.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
<i>Explanation: Funds will cover the estimated costs for subscriptions to Camtasia recording software for lectures, workshops and webinars for course instructors, and other services.</i>					
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
<b>TOTAL</b>	<b>\$7,578</b>	<b>\$13,131</b>	<b>\$25,787</b>	<b>\$25,787</b>	<b>\$25,787</b>



## Graduate Certificate in Learning and Motivation

**Program purpose.** The proposed program will help graduate students in various degree programs and professionals in various career fields better understand student learning and motivation.

**Program rationale and background.** OSU anticipates interest in the proposed certificate from K-12 educators who want to enhance their teaching in today's educational environment marked by standardized testing and shifting demographics.

**Employment opportunities.** The proposed certificate can potentially enhance the marketability and employability of students who will complete or who have completed graduate programs at OSU in fields that entail a broader understanding of human learning and motivation including business, economics, education, health promotion, hotel and restaurant administration, human services, journalism, marketing, natural resource management, political science, and theatre. For example, the proposed certificate coupled with a graduate degree in Communications would convey to potential employers that the certificate holder understands human psychology that provides insight into how to best reach the target audience.

**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	7	Fall 2025
Minimum graduates from the program	5	2025-2026

**Duplication and impact on existing programs.** There are no Graduate Certificate in Learning and Motivation programs in Oklahoma. A system wide letter of intent was communicated by email on July 22, 2021. 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 Graduate Certificate in Learning and Motivation will consist of 12 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

## Graduate Certificate in Learning and Motivation

Content Area	Credit Hours
Required Courses	9
Electives	3
<b>Total</b>	<b>12</b>

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

**Delivery method and support services.** All courses will utilize Canvas to maximize flexibility with student schedules. Online learning will be facilitated using discussion boards, prerecorded lectures, small teams facilitated via Skype, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone or Zoom conferences as needed. The library and equipment are adequate for the certificate.

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

**Program resource requirements.** Program resource requirements for the Graduate Certificate in Learning and Motivation are shown in the following table.

<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
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	\$5,359	\$10,718	\$13,398	\$16,078	\$18,757
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 4, 5, 6, and 7, 12 credit hours of enrollment per year, and in-state tuition plus fees of \$223.30 per credit hour.</i>					
<b>TOTAL</b>	<b>\$5,359</b>	<b>\$10,718</b>	<b>\$13,398</b>	<b>\$16,078</b>	<b>\$18,757</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$490	\$980	\$1,400	\$1,785	\$1,995
<i>Explanation: The amounts above represent a portion of the school (department) administrative assistant's salary (\$35,000/year): .014 FTE in year 1, .028 FTE in year 2, .04 FTE in year 3, .051 FTE in year 4, and .057 FTE in year 5.</i>					
Faculty	\$3,450	\$6,600	\$7,200	\$8,850	\$9,000
<i>Explanation: Funds will cover a portion of 1 faculty member's average salary of \$60,000 (i.e., .0575 FTE in year 1, .11 FTE in year 2, .12 FTE in year 3, .1475 FTE in year 4, and .15 FTE in year 5).</i>					
Graduate Assistants	\$397	\$994	\$1,540	\$1,540	\$2,447
<i>Explanation: The amounts above represent a portion of 1 graduate teaching assistant's salary (\$3,105 per month for four months): .032 FTE in year 1, .08 FTE in year 2, .124 FTE in years 3 and 4, and .197 FTE in year 5.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$500	\$1,000	\$1,300	\$1,600	\$1,900
<i>Explanation: The amounts above are approximate costs for teaching resources, and reference texts such as the Handbook of Educational Psychology, the Handbook of Research on Learning and Instruction, and the Cambridge Handbook of Motivation and Learning.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0

Other Support Services	\$0	\$300	\$800	\$1,000	\$1,900
<i>Explanation: The amounts above are approximate costs for additional support (e.g. instructional consultation) that may be needed.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$700	\$1,000	\$1,250	\$1,500
<i>Explanation: The amounts above are approximate costs to print course materials (e.g., readings, handouts, exams) for the proposed certificate.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$5,337</b>	<b>\$10,574</b>	<b>\$13,240</b>	<b>\$16,025</b>	<b>\$18,742</b>

### Certificate in Public Health

**Program purpose.** The proposed certificate will enable students to understand and communicate public health information and support increased health and quality of life for others with an equitable and socially just approach.

**Program rationale and background.** According to the Centralized Application Service for Public Health (SOPHAS), there were 20,059 applications for bachelor's, master's and doctoral degree programs in public health during the 2018 - 2019 academic year. This number of national applications speaks to the larger student demand for studies in the field of public health. The proposed certificate could be an additional credential for students in degree programs that do not have a primary focus in public health, but prepare graduates for health-related careers (e.g., human sciences, psychology, sociology, exercise science, leisure/recreation, etc.). The proposed certificate could also be helpful for pre-professional students (e.g. pre-med, pre-physical therapy) who plan to pursue graduate-level health-focused professional programs and who want to stand out from other candidates. As a result, students enrolled in UNIV 2511: Introduction to Health Careers, which had 34 students enrolled in Spring 2021, and UNIV 3511: Health Profession School Preparation, which had 51 students enrolled in Spring 2021, will be target audiences for the proposed certificate.

**Employment opportunities.** Graduates with the proposed certificate may pursue medical and health services manager positions at healthcare institutions, governmental agencies, research institutes, and non-profit organizations. According to OESC data, employment for medical and health services managers is projected to grow 11 percent between 2018 and 2028. In addition, Oklahoma Works has identified medical and health service manager as a critical occupation in Oklahoma for 2020-2022. Furthermore, the U.S. Bureau of Labor Statistics projects that employment of medical and health services managers will grow 32 percent from 2020 to 2030, which is much faster than the average for all occupations. Based on the high employment demand for public health professionals, OSU anticipates ongoing student demand for the proposed certificate.

**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	35	Fall 2027

Minimum graduates from the program	25	2027-2028
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**Duplication and impact on existing programs.** Consistent with the OSRHE plan for review of academic programs delivered in the immediate Tulsa area by Oklahoma public universities and colleges, this proposal has been reviewed to ensure no unjustifiable program duplication and to ensure that the needs of all Tulsa area students are met. This review is consistent with the Academic Program Approval policy and involves consideration of student demand for the degree, employer demand for the degree, demand for services or intellectual property of the program, and alternative forms of delivery and consortial or joint programs. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program (whether it is a new program or an extension of an existing program) is sufficiently different from the existing program(s) offered by other institutions or that access to the existing program(s) is sufficiently limited to warrant initiation of a new program offering.

There are no Certificate in Public Health programs in Oklahoma. A system wide letter of intent was communicated by email on July 22, 2021. 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 Certificate in Public Health will consist of 16 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment E).

**Certificate in Public Health**

Content Area	Credit Hours
Required Courses	16
<b>Total</b>	<b>16</b>

\*Typically, lower-division coursework in the Tulsa metropolitan area should not duplicate that offered by Tulsa Community College (TCC). Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the certificate will be completed at TCC or transferred to OSU from another institution. The coursework required for the proposed certificate is either not offered at TCC or is upper-division and therefore will not duplicate coursework offered by TCC.

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

**Delivery method and support services.** All courses will utilize Canvas to maximize flexibility with student schedules. Online learning will be facilitated using discussion boards, prerecorded lectures, small teams facilitated via Skype, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone or Zoom conferences as needed. The library, classrooms, and equipment at OSU-Stillwater and OSU-Tulsa are adequate for the proposed certificate.

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

**Program resource requirements.** Program resource requirements for the Certificate in Public Health are shown in the following table.

<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
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	\$57,976	\$72,732	\$81,310	\$91,506	\$101,701
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 16, 20, 25, 30, and 35, 7 credit hours of enrollment in year 1 and 9 credit hours in year 2, and in-state tuition and fees of \$291.30 and out-of-state tuition and fees of \$808.65 per credit hour. The amounts for each year reflect the following estimates of in-state, out-of-state, new, and returning students: year 1: 9 new in-state and 7 new out-of-state; year 2: 10 new in-state, 4 new out-of-state, 3 returning in-state, 3 returning out-of-state; year 3: 15 new in-state, 5 new out-of-state, 3 returning in-state, 2 returning out-of-state; year 4: 20 new in-state, 5 new out-of-state, 3 returning in-state, 2 returning out-of-state; year 5: 25 new in-state, 5 new out-of-state, 3 returning in-state, 2 returning out-of-state).</i>					
<b>TOTAL</b>	<b>\$57,976</b>	<b>\$72,732</b>	<b>\$81,310</b>	<b>\$91,506</b>	<b>\$101,701</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$4,350	\$8,700	\$8,700	\$8,700	\$8,700
<i>Explanation: Funds for year 1 will cover .05 FTE of the department's administrative assistant's annual salary (i.e., \$30,000) and assistant director's annual salary (i.e., \$57,000). Funds for years 2-5 will cover .1 FTE of their salaries.</i>					
<b>Faculty</b>	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000
<i>Explanation: Funds will cover .1 FTE of 8 program faculty members' average salaries of \$65,000.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$435	\$435	\$435	\$435	\$435
<i>Explanation: Funds will cover 30 weeks (i.e. 2 semesters) of pay for one student office worker (\$ 7.25 per hour for 2 hours).</i>					
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	\$400	\$400	\$400	\$400	\$400
<i>Explanation: Funds will cover copier maintenance costs and cost of paper needed for course materials (e.g.,</i>					

*assignments, tests).*

Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$57,185</b>	<b>\$61,535</b>	<b>\$61,535</b>	<b>\$61,535</b>	<b>\$61,535</b>

Attachments

**OKLAHOMA STATE UNIVERSITY  
MASTER OF ARTS IN PEACE, CONFLICT, AND SECURITY STUDIES**

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>Program Core</b>		<b>15</b>
POLS 5203	ProSeminar in International Relations	3
POLS 5403	ProSeminar in Comparative Politics	3
*POLS 5XX3	Conflict Management and Peacebuilding	3
POLS 5103	Research Design	3
POLS 5013	Quantitative Methods	3
<b>Electives</b>		<b>12</b>
Select courses from the list below. Students must take at least one class in a different area.		
<b>Conflict and Peace Studies</b>		
POLS 5210	Topics in International Relations - Terrorists and Insurgents	3
POLS 5163	International Organizations	3
POLS 5673	Understanding and Responding to Terrorism	3
*POLS 5XX3	Diplomacy	3
GEOG 6130	Seminar in Political Geography	3
GS 5313	Global Communication and Public Diplomacy	3
GS 5323	Geopolitics of New Media	3
GS 5523	Transnational Criminal Organizations and the War on Drugs	3
GS 5533	Complex Emergencies	3
SOC 5583	Comparative Criminal Justice Systems	3
<b>Justice and Sustainability</b>		
POLS 5210	Topics in International Relations – Human Rights/Transitional Justice	3
POLS 5213	Seminar in the International Political Economy	3
POLS 5410	Topics in Comparative Politics – Social Movements	3
POLS 5410	Topics in Comparative Politics - Electoral Integrity	3
POLS 5810	Seminar in Women and Politics	3
FEMP 5623	Emergency Management in the International Setting	3
GEOG 5073	Climate Change: Past, Present and Future	3
GEOG 5233	Human Dimensions of Global Environmental Change	3
GEOG 5243	Geography of the World’s Indigenous Peoples	3

GS 5043	Politics of the Global Economy	3
GS 5413	Global Development	3
GS 5553	Global Poverty and Inequality	3
SOC 5333	Global Population and Social Problems	3
SOC 5493	Seminar in Environmental Justice	3
	Any elective(s) with approval of Director of Graduate Studies	3
<b>Thesis or Formal Report</b>		<b>6</b>
Option I		
POLS 5000	Thesis	6
Option II		
POLS 5100	Directed Study	3
POLS 5020	Formal Report	3
<b>Total</b>		<b>33</b>

\*Denotes new course



**OKLAHOMA STATE UNIVERSITY  
BACHELOR OF SCIENCE IN RECREATIONAL THERAPY**

<b>Program Requirements</b>	<b>Credit Hours</b>
<b>General Education</b>	<b>41</b>
ENGL 1113 or ENGL 1313	Composition I Critical Analysis and Writing I 3
ENGL 1213 or ENGL 1413 or ENGL 3323	Composition II Critical Analysis and Writing II Technical Writing 3
HIST 1103 or HIST 1483 or HIST 1493	Survey of American History American History to 1865 American History Since 1865 3
POLS 1113	American Government 3
MATH 1513	College Algebra 3
	Humanities (courses designated H) 6
BIOL 1114	Introductory Biology 4
CHEM 1314 or CHEM 1215	Chemistry I Chemical Principles I 4
	Social and Behavioral Sciences (courses designated S) 6
	Additional General Education (courses designated A, H, N, or S) 6
<b>College/Departmental Requirements</b>	<b>21</b>
EDHS 1112	First Year Seminar 2
HDFS 2113	Lifespan Human Development 3
HHP 2654	Applied Anatomy 4
RT 3110	Leisure Services Workshop: Psychomotor Development 2
PSYC 3443	Abnormal Psychology 3
STAT 2013 or STAT 2023 or STAT 2053	Elementary Statistics Elementary Statistics for Business and Economics Elementary Statistics for the Social Sciences 3
BIOL 3204	Physiology 4
<b>Major Requirements</b>	<b>46-56</b>
RT 2433	Introduction to Recreational Therapy 3
RT 2443	Contemporary Issues in Diversity 3
RT 2463	Recreational Therapy Experiential Laboratory 3
RT 3413	Recreational Therapy and Mental Illness/ Intellectual Disability 3
RT 3423	Recreational Therapy in Geriatric Practices 3

RT 3433	Recreational Therapy and Physical Disabilities	3
RT 3441	Warm Water Therapy Lab	1
RT 3443	Assessment in Recreational Therapy	2
RT 3473	Medical Terminology and Procedures for Recreational Therapy	3
RT 3843	Recreational Therapy Facilitation and Intervention	3
RT 3480	Junior Internship in Recreational Therapy	3-6
RT 4480	Senior Internship in Recreational Therapy	2-9
RT 4483	Administrative Documentation in Internship for Recreational Therapy	3
RT 4581	Senior Seminar in Recreational Therapy	1
RT 4833	Recreational Therapy and Pediatrics	3
RT 4843	Recreational Therapy and Healthcare Administration	3
RT 4933	Advanced Methods in Recreational Therapy	3
<b>Electives</b>		<b>2-12</b>
Select courses from the list below.		
Upper division RT course		
EPSY 3113	Psychological Foundations of Childhood	3
EPSY 3413	Child and Adolescent Development	3
EPSY 4063	Exploration of the Creative Experience	3
HDFS 2233	Development of Creative Expression, Play and Motor Skills in Early Childhood	3
HDFS 3203	Children's Play: A World Perspective	3
HDFS 3413	Infant and Child Development	3
HDFS 3423	Adolescent Development in Family Contexts	3
<b>Total</b>		<b>120</b>

**OKLAHOMA STATE UNIVERSITY  
GRADUATE CERTIFICATE IN AGING STUDIES**

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>6</b>
HDFS 5413	Adult Development and Aging	3
HDFS 5403	Perspectives in Gerontology	3
<b>Electives</b>		<b>9</b>
Select courses from the list below.		
HS 5543	Environments and Aging	3
HDFS 5493	Aging and Families	3
NSCI 5323	Nutrition and Physical Activity in Aging	3
HDFS 5203	Family Systems	3
HS 5533	Economics of Aging and Public Policy	3
HS 5633	Program Evaluation and Research Methods in Gerontology	3
REMS 5953	Statistical Methods in Education	3
HS 5240	Master's Creative Component (Practicum)	3
HDFS 5110	Directed Study in HDFS	3
HDFS 5400	Professional Seminar in Gerontology	3
<b>Total</b>		<b>15</b>

**OKLAHOMA STATE UNIVERSITY  
GRADUATE CERTIFICATE IN LEARNING AND MOTIVATION**

<b>Degree Requirements</b>	<b>Credit Hours</b>
<b>Required Courses</b>	<b>9</b>
EPSY 5103      Human Development	3
EPSY 5463      Psychology of Learning	3
EPSY 5553      Motivation in Educational Contexts	3
<b>Electives</b>	<b>3</b>
Select a course from the list below.	
EPSY 5473      Psychology of Adult Learning	3
EPSY 5603      Developmental Issues in Instruction	3
EPSY 5983      Instructional Effectiveness in Higher Education	3
<b>Total</b>	<b>12</b>

**OKLAHOMA STATE UNIVERSITY  
CERTIFICATE IN PUBLIC HEALTH**

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>16</b>
HLTH 2213	Introduction to Public Health	3
HLTH 3351	Comparative Healthcare Policy and Systems	1
HLTH 3613	Community Health	3
HLTH 3643	Health Behavior Theory	3
HLTH 3723	Principles of Epidemiology	3
HLTH 4973	Program Design in Public Health	3
<b>Total</b>		<b>16</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #9-b:**

**New Programs.**

**SUBJECT:** Carl Albert State College. Approval to offer the Associate in Applied Science in Digital Media Technology.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Carl Albert State College’s request to offer the Associate in Applied Science in Digital Media Technology 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.**

- **Associate in Applied Science in Digital Media Technology.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 45 students in Fall 2024; and  
Graduates: a minimum of 15 students in 2024-2025.

**BACKGROUND:**

**Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Carl Albert State College’s (CASC) 2021-2022 Academic Plan lists the following institutional priorities and new funding initiatives:

The academic focus of CASC for the current year contains bold steps to move not just toward a return to normalcy, but to place CASC academics at the forefront of emerging trends, while employing the long-held critical concepts of academic integrity and student support. Among these priorities are development of badges and microcredentials, an emphasis on awarding appropriate technical block credit for Associate in Applied Science (AAS) programs, aggressive pursuit of transfer agreements and development of 8-semester degree paths with 4-year partners, requiring proof of innovation from instructors concerning course design and delivery method, and the elimination or adaptation of outdated curriculum, courses, and programs.

Forthcoming AAS programs in Cybersecurity (2021), Digital Media Tech (2022) and a to-be-determined technology program for 2023 are partially funded through a Native American Serving Non-Tribal Institution NASNTI grant.

Emerging emphasis on badges and microcredentials will provide access points to credit-bearing coursework in concert with continuing education/community education programs. CASC will use BADGR platform for institutional badges, and CREDLY for statewide badges.

The overarching goals for Academic Affairs will be to:

- Assess the state and direction of all academic programs;
- Increase faculty, Division Chair, Director, and VP research on innovative and emerging trends;
- Deliver clear, written, and high expectations for programs, faculty, and students;
- Provide opportunities for student achievement through scaffolded badges, micro-credentials; certificates, and degrees; and
- Support academic programs through library and ARC services; support library and ARC through academic services (symbiosis).

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

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

**Program Review**

CASC offers 31 degree and/or certificate programs as follows:

9	Certificates
15	Associate in Arts or Sciences Degrees
7	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 CASC'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**

CASC's faculty developed the proposal, which was reviewed and approved by institutional officials. CASC's governing board approved delivery of the Associate in Applied Science in Digital Media



Technology at their January 19, 2021 meeting. CASC is currently approved to offer the following degree programs and certificates through electronic delivery:

- Associate in Arts in Business Administration (006);
- Associate in Arts in Psychology/Sociology (037);
- Associate in Arts in History and Political Science (036);
- Associate in Applied Science in Computer Technology (040);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Applied Science in Child Development (012);
- Associate in Arts in Child Development (055);
- Associate in Arts in General Studies (039);
- Associate in Applied Science in Occupational Health and Safety (107);
- Associate in Applied Science in Healthcare Information Technology (159);
- Certificate in Child Development Infant Toddler (066);
- Certificate in Child Development (048);
- Associate in Arts in Pre-Law Criminal Justice (030);
- Associate in Arts in Exercise Science (074);
- Associate in Arts in Health, Physical Education and Recreation (016);
- Associate in Applied Science in Cybersecurity Technology (015); and
- Associate in Applied Science in Applied Technology (875).

CASC requests authorization to offer this program as outlined below.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

##### **Associate in Applied Science in Digital Media Technology**

**Program purpose.** The proposed program will prepare students for entry-level jobs in the digital design and multimedia industry.

**Program rationale and background.** A team, which included the director of CASC's Sallisaw Campus, CASC's marketing and community relations director, area business representatives from the local Workforce Investment Group, and the Southern Workforce Development Board, identified the proposed AAS in Digital Media Technology as a high need program in CASC's service area. Input was also solicited from stakeholders in the Choctaw and Cherokee Nations. In addition, CASC reports that enrollment in the proposed program should be strong since funds from a five-year Native American-Serving Nontribal Institutions (NASNTI) grant will enable the institution to market the proposed program widely to employers and prospective students.

**Employment opportunities.** Graduates from the proposed program will qualify for employment as web designers, graphic artists/designers, multimedia specialists, web developers, web content specialists, media specialists, information specialists, digital media specialists, animation specialists, interface designers, and many new jobs yet to be defined in this expanding field. A recent Regional Needs Assessment prepared for CASC by Hanover Research indicated specific employer demand for web development and digital interface

designers. According to the Oklahoma Employment Security Commission, employment for web developers is projected to grow 8.1 percent between 2018 and 2028. The U.S. Bureau of Labor Statistics also indicates that employment of web developers and digital designers is projected to grow 13 percent from 2020 to 2030, which is faster than the average for all occupations. The high employment demand in the digital technology field and significant community support suggest that the proposed program will attract many students.

**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	45	Fall 2024
Minimum Graduates from the program	15	2024-2025

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

Institution	Existing Program
Northern Oklahoma College	Associate in Applied Science in Digital Media Animation and Design (071)
Oklahoma City Community College	Associate in Applied Science in Digital Media Design (006)
Rose State College	Associate in Applied Science in Multimedia Digital Design (113)
Tulsa Community College	Associate in Applied Science in Digital Media (216)

A system wide letter of intent was communicated by email on October 2, 2020. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Associate in Applied Science in Digital Media Technology program will consist of 61 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

**Associate in Applied Science in Digital Media Technology**

Content Area	Credit Hours
General Education	19
Major Courses	27
Electives	15
<b>Total</b>	<b>61</b>

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

**Delivery method and support services.** CASC will deliver the program using ZOOM and the learning management system, Blackboard. Blackboard offers a variety of online features including discussion,

assignments, assessments, group work, individual work, and projects. The library, classrooms, and equipment are adequate for the proposed program.

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

**Program resource requirements.** Program resource requirements for the Associate in Applied Science in Digital Media Technology are shown in the following table.

<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Total Resources Available from Federal Sources	\$122,710	\$112,117	\$108,078	\$0	\$0
<i>Explanation: A NASNTI grant will support the proposed program in the first three years.</i>					
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	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000
<i>Explanation: The amount above represents the portion of the Communications department budget that will be allocated to support the proposed program.</i>					
Student Tuition	\$57,263	\$114,525	\$171,788	\$229,050	\$286,313
<i>Explanation and Calculations: Tuition was estimated assuming enrollments of 15, 30, 45, 60, and 75 each year, and 30 credit hours of enrollment per year at a cost of \$127.25 per credit hour.</i>					
<b>TOTAL</b>	<b>\$234,973</b>	<b>\$281,642</b>	<b>\$334,866</b>	<b>\$284,050</b>	<b>\$341,313</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$90,900	\$90,900	\$90,900	\$0	\$0
<i>Explanation: The amount above will cover the salaries and fringe for the NASNTI grant director and an administrative assistant. Both positions will end once the grant ends, therefore the faculty and division chair will determine processes needed to sustain the proposed program after year 3 without support from the grant.</i>					
Faculty	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
<i>Explanation: The amount above will cover half the salary and fringe benefits of a full-time faculty member (approximately \$30,000) and pay for adjunct faculty (approximately \$20,000).</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$31,810	\$20,067	\$17,178	\$10,000	\$10,000
<i>Explanation: The amount above is the estimated cost of instructional materials, such as Adobe Creative Cloud software licenses, digital tablets, industrial printer, and digital SLR cameras, that will be utilized</i>					

*for the proposed program.*

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
<i>Explanation: The amount above is the estimated departmental share for paper cost since printing of materials is done in-house.</i>					
Telecommunications	\$250	\$250	\$250	\$250	\$250
<i>Explanation: The amount above is the estimated departmental share for phone service since telecommunications is done in-house.</i>					
Travel	\$0	\$1,150	\$0	\$0	\$0
<i>Explanation: The amount above is the estimated cost of travel expenses for NASNTI grant staff to attend a national digital technology conference.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$173,210</b>	<b>\$162,617</b>	<b>\$158,578</b>	<b>\$60,500</b>	<b>\$60,500</b>

Attachment

**CARL ALBERT STATE COLLEGE  
ASSOCIATE IN APPLIED SCIENCE IN DIGITAL MEDIA TECHNOLOGY**

<b>Program Requirements</b>		<b>Credit Hours</b>
<b>General Education</b>		<b>19</b>
ENGL 1113	English Composition I	3
SPCH 1113	Introduction to Speech Communication	3
POS 1113	American Federal Government	3
HIST 1483 or HIST 1493	American History to 1865 American History 1865 - Present	3
MATH 1453	Math Structures	3
ORI 1111	Freshman Orientation	1
CS 1103	Microcomputer Applications	3
<b>Program Core</b>		<b>27</b>
JOUR 1013	Introduction to Mass Communication	3
CS 1433	Introduction to Photoshop	3
DGMT 1133	Graphic Design I	3
MKTG 2103	Introduction to Marketing	3
DGMT 1233	Digital Audio and Video Engineering	3
DGMT 1421	Graphic Design Internship I	1
DGMT 2422	Graphic Design Internship II	2
DGMT 2233	Digital Media Production	3
DGMT 2443	Social Media Strategy and Campaign Development	3
DGMT 2943	Publication and Creativity Design	3
<b>Electives</b>		<b>15</b>
Choose courses from the following list:		
DGMT 1613	Digital Imaging and Printing	3
CS 1413	Multimedia Production and Design	3
CS 1443	Animation and Interactive Media I	3
CS 2443	Animation and Interactive Media II	3
JOUR 2243	Introduction to Broadcasting	3
JOUR 2023	Writing for Mass Media	3
CS 2013	Database Management	3
CS 2243	Internet Programming	3
CS 1403	Digital Media	3

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CS 1453	Digital Video	3
<b>Total</b>		<b>61</b>

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Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #10:**

**New Program Protest.**

**SUBJECT:** Disposition of the proposed Doctor of Science in Forensic Science requested by Oklahoma State University Center for Health Sciences in Tulsa and protested by the University of Central Oklahoma.

**RECOMMENDATION:**

**It is recommended that the State Regents move forward with the new program review process for Oklahoma State University Center for Health Sciences' request to offer the Doctor of Forensic Sciences in Forensic Sciences.**

**BACKGROUND:**

On June 30, 2000, the State Regents reviewed and approved a request from the Oklahoma State University Center for Health Sciences (OSU-CHS) to offer the Master of Science in Forensic Sciences (004). This program has a five-year average of 105.4 majors and 26.4 graduates for the 2015-2020 period. The Forensic Toxicology and Forensic Biology tracks in the Master of Science in Forensic Sciences (004) are accredited by the Forensic Science Education Programs Accreditation Commission (FEPAC).

On June 28, 2018, the State Regents reviewed and approved a request for OSU-CHS to offer the Doctor of Philosophy (PhD) in Forensic Sciences (009). In the 2019-2020 academic year, this new program had 20 majors and 1 graduate.

These programs were designed to provide opportunities for advanced training in research and technology in the forensic sciences and to meet the educational needs of scientists, faculty, and forensic laboratory managers. The changing standards in accreditation for forensic laboratories now require supervisory positions to have more advanced degrees, thus creating a demand for graduate programs in Forensic Sciences. Few graduate programs in Forensic Sciences are offered in the United States.

On June 30, 1999, the State Regents reviewed and approved a request from the University of Central Oklahoma (UCO) to offer the Master of Science in Forensic Science (179). This program has a five-year average of 29 majors and 6.4 graduates for the 2015-2020 period. The Master of Science in Forensic Science (179) at UCO does not hold FEPAC accreditation status.

On December 21, 2018, UCO submitted a Letter of Intent for the Doctor of Philosophy in Applied Science with an option in Forensic Science. However, this Letter of Intent was not distributed to the system due to the systemwide moratorium on consideration of function change and mission expansion requests. On December 1, 2020, UCO submitted a Letter of Intent for a first-professional degree, the Doctor of Science in Forensic Science, as allowed by policy 3.4.2.B. This Letter of Intent was distributed to the system. On March 8, 2021, UCO submitted the program proposal. There were no requests for copies of this proposal.

On June 24, 2021, the State Regents approved a plan for submission and consideration of requests for function change/expansion and mission expansion, thus lifting the moratorium on such requests that was put in place on May 25, 2018 by State Regents action. As a result of this action, UCO submitted another Letter of Intent on October 13, 2021 for the Doctor of Science in Forensic Science along with a request for a function exception/mission expansion.

### **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.

APRA and related initiatives have reduced unnecessary program duplication. Within the proposal for any new program, the institution must address the issue of unnecessary program duplication. The case must be made that the uniqueness of the program, the demand for the program, and/or the distance between institutions that offer the program precluded concerns for unnecessary duplication.

### **POLICY ISSUES:**

This action is consistent with the *Academic Program Approval* policy and the APRA principles. The policy allows institutions to request copies of new program proposals and provide written comments, submit questions, or protest the proposed program (3.4.4). Agency practice includes sharing all information submitted by all parties, including the proposing institution's response to questions, comments, and protests. Institutions are encouraged to resolve issues independently. If resolution is not achieved, the Chancellor may facilitate a meeting among all parties to reach resolution. If no resolution is reached during this meeting, the Chancellor and staff proceed with a recommendation to the State Regents regarding moving forward with the review of the new program request.

### **ANALYSIS:**

The *Academic Program Approval* policy (3.4) begins with stating the purpose of the policy to include "In carrying out their constitutional responsibilities, the State Regents recognize the primary role of institutional faculty, administrators, and governing boards in initiating and recommending needed changes in educational programs. The institutional faculty are the discipline experts responsible for developing and teaching the curriculum. The institutional administrators and governing board view the proposed program in light of the institution's priorities. The State Regents provide the system perspective and their review should add value to the evaluation process. The State Regents consider the statewide capacity for each new program request as well as linking academic planning with resource allocation. The State Regents also must ensure that requests and mandates are applied consistently." (3.4.1).

Consistent with this statement in the policy purpose, *New Degree and Certificate Program Request Criteria* (3.4.5) provides guidance for institutions in considerations of new academic programs, including centrality to mission, curriculum, academic standards, faculty, and support resources, aligning these policy requirements with internal institutional processes where possible, so that institutions are not required to duplicate efforts. In addition to the system perspective on capacity, the State Regents' review includes demand for the program and unnecessary duplication (3.4.5.F. and 3.4.5.H).

In the official written protest letter dated December 22, 2020, UCO President Neuhold-Ravikumar states that UCO's protest is based on two concerns:



1. The professional doctorate in Forensic Science is “better suited” to the function and mission of UCO than that of OSU-CHS. [NOTE: UCO is not currently functioned to offer the professional doctorate, but has made request for this function.]
2. UCO is “better prepared” to deliver the Doctor of Forensic Science degree program based on concerns regarding:
  - a. Academic rigor;
  - b. Faculty credentials and experience; and
  - c. Equipment, Facilities and Collaborations.

OSU provided a written response letter dated March 2, 2021 from President Hargis, which addressed the following:

1. No comment on UCO’s function request since it is not within OSU’s purview, other than to note the current program proposal is within Oklahoma State University’s existing function as defined by the Oklahoma State Regents for Higher Education.
2. OSU is confident that its program has academic rigor, has qualified faculty with adjunct faculty professionals from the FBI, ATF, DEA, the United States Attorney’s Office, and the military, as well as equipment, facilities, and collaborations with appropriate agencies and accreditation of two tracks within its Master’s level program through the Forensic Science Education Programs Accreditation Commission (FEPAC), the same accreditor for UCO’s bachelor’s degree program.

Chancellor Johnson and State Regents staff conducted a hearing on October 18, 2021 in the Regents Conference Room at 3:00pm for both parties to provide testimony and any additional information prior to final consideration of the protest. At this hearing, the following additional points were made by the parties:

UCO:

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

OSU:

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

Based on all written documentation and verbal testimony of each party, OSU-CHS has demonstrated it meets all criteria required in State Regents’ policy to move the program proposal to the next step with an external evaluation. In addition, OSU-CHS is currently functioned to offer professional doctorate degrees. Further, OSU-CHS and UCO have both indicated strong demand for students to participate in the growing field of forensic sciences from both metropolitan areas of Oklahoma, as well as the region and nation.

Although UCO argues there are deficiencies in academic rigor in the proposed program and expressed concerns regarding FEPAC accreditation, the proposal has yet to undergo the State Regents' required external evaluation (3.4.4.E.3) by faculty with expertise in the field. As stipulated in policy, "the external evaluation is conducted by a team of out-of-state qualified external evaluators required to sign a conflict of interest form verifying that the individual team member has no direct or indirect association with the institution proposing the doctoral program. Evaluators will be supplied with the necessary documents needed to conduct a desk review of the proposed program" including all policy criteria regarding new program proposals.

Additionally, in the FEPAC *Statement of Support for Establishing Ph.D. Programs in Forensic Science*, it states that FEPAC "recognizes that institutions may develop forensic science doctoral programs differently and does not endorse one model over another." (<https://fepac-edu.org/fepac-statement-support-establishing-phd-programs-forensic-science>).

Finally, although UCO is not currently allowed to offer a doctoral degree of any kind under the State Regents' *Functions of Public Institutions* (3.2), OSU has repeatedly stated that if UCO was allowed a function change in the future and proposed a Doctor of Forensic Science degree program, OSU would not protest its proposal due to both the general student demand and the difference in the student populations to be served in both Oklahoma and nationally.

In conclusion, it is recommended that the State Regents move forward with the new program review process for Oklahoma State University Center for Health Sciences' request to offer the Doctor of Science in Forensic Sciences.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #11:**

**Program Deletions.**

**SUBJECT:** Approval of institutional requests for program deletions.

**RECOMMENDATION:**

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

**BACKGROUND:**

Southwestern Oklahoma State University (SWOSU) requests authorization to delete the programs below:

- Master of Science in Nursing in Nursing Informatics (164)
- Master of Science in Nursing in Nursing Administration (165)

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

- Associate in Applied Science in Clinical Research Coordinator (153)
- Certificate in Clinical Research Coordinator (154)

**POLICY ISSUES:**

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

**ANALYSIS:**

SWOSU requests authorization to delete the Master of Science in Nursing in Nursing Informatics (164) and the Master of Science in Nursing in Nursing Administration (165) beginning the 2022-2023 academic year. These programs were approved at the December 03, 2015 State Regents' meeting. SWOSU reports:

- Options were added to the Master of Science in Nursing in Nursing (MSN) (163) program to address the content that was covered in these programs. To enhance efficiency, the institution will maintain one active MSN program rather than maintaining multiple MSN programs as originally planned.
- There are currently no students enrolled in the programs.
- No courses will be deleted.
- No funds are available for reallocation.

OCCC requests authorization to delete the Associate in Applied Science in Clinical Research Coordinator (153) effective immediately. This program was approved at the June 25, 2009 State Regents' meeting. OCCC reports:

- This program was initially grant funded and tuition and other costs were covered for all students. Interest and enrollment in the program decreased significantly when the grant expired.

- There are currently no students enrolled in the program.
- Eleven courses will be deleted.
- No funds are available for reallocation.

OCCC requests authorization to delete the Certificate in Clinical Research Coordinator (154) effective immediately. This program was approved at the June 25, 2009 State Regents' meeting. OCCC reports:

- This program was initially grant funded and tuition and other costs were covered for all students. Interest and enrollment in the program decreased significantly when the grant expired.
- There are currently two students enrolled in the program. Both students will be advised of the program closure.
- Seven courses will be deleted.
- No funds are available for reallocation.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #12:**

**Summer Academies.**

**SUBJECT:** Approval of 2022 Summer Academy Grants.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the 2022 Summer Academy proposals recommended for \$536,576.75 in FY22 funding, as described below.**

**BACKGROUND:**

Since 1990, Oklahoma institutions of higher education have been awarded Summer Academy grants designed to reach students who will be entering the eighth through twelfth grades with emphasis on the introduction of students to hands-on mathematics, science and multidisciplinary topics, as well as demonstration of academic links with Oklahoma business and industry. All accredited Oklahoma higher education institutions are eligible to submit proposals.

Prior to 2004, the State Regents' Summer Academy program included in-depth learning experiences through one-, two-, three- and even four-week Academies. Due to a severe cut in grant funding, Academies are now limited to one or two weeks.

Due to the COVID-19 Pandemic, seven Summer Academies approved for the summer of 2020 deferred until the summer of 2022.

**POLICY ISSUES:**

The State Regents' Summer Academies provide stimulating learning opportunities to heighten students' interest and confidence in science, mathematics, and multidisciplinary studies to further develop and promote their career and educational aspirations.

**ANALYSIS:**

The Summer Academy grant program will be on a year to year basis depending on the funds available. The response to the call for proposals for 2022 resulted in twenty-four additional proposals. The attached list includes twenty-four academies being recommended for the 2022 Summer Academy grant program.

**Outcomes**

State Regents' staff receive many appreciative messages regarding the Summer Academy program. This is a small but representative sample from students:

- “Thank you so so so so much to those who made it possible for me to attend this program. It gave me so much information and stuff I need to help pursue a career in forensic science.”

- “So today was the last day. (sad face) We did a hard but fun scavenger hunt and learned more about GPS. I've had so much fun at this camp and it's honestly sad to leave.”
- “I had a great experience! I got a better idea of what my dreams of going into the medical field would look like. I also got to learn a lot about Native American culture, and it was all cool information.”
- “I learned a lot at this interactive summer academy, and it made me realize how important and rewarding having a job in healthcare can be.”
- I felt smart and it made me realize I like chemistry more than I thought. I also met some wonderful people such as the professors as well as making some great friends!

Parent responses:

- “I am very appreciative this camp was available for my daughter. A big thank you to NSU, the professors & funding sources. This camp was a big hit!!”
- “My daughter loved the problem-solving and practical uses of math & science in daily life.”

Attachment.

**2022 Summer Academy Grants**

<b>Institution</b>	<b>Project Title</b>	<b>Grades served</b>	<b>Student Slots</b>	<b>2022</b>
Cameron University	Engineering and Applied Mathematics Summer Academy	9-12	68	\$51,000.00
Connors State College, Warner	Building Futures: STEM Pathways Academy	10-12	25	\$11,100.00
Murray State College	Mars or Bust	8-9	50	\$30,000.00
Northeastern State University, Broken Arrow	Get Green for Blue: STEM Investigations Connecting Water to You	8-10	24	\$14,400.00
Northeastern State University, Broken Arrow	Camp Biomed: A Glowing Overview	8-10	24	\$14,400.00
Northern Oklahoma College, Tonkawa	Power Up Your Summer	8-9	60	\$7,200.00
Northwestern Oklahoma State University	Exploring Renewable Energy: A Summer STEM Camp	8-12	50	\$18,750.00
Oklahoma Panhandle State University	Panhandle Protégés	10-12	20	\$36,292.75
Oklahoma State University Center for Health Sciences	OKStars and NativeOKStars	11-12	15	\$9,000.00
Oklahoma State University Institute of Technology	Emerging and Converging Technology Summer Academy	8-10	36	\$25,760.00
Oklahoma State University	Design Thinking Summer Academy	10-12	20	\$12,000.00
Rose State College	ROCK the Earth	8-9	30	\$16,744.00

<b>Institution</b>	<b>Project Title</b>	<b>Grades served</b>	<b>Student Slots</b>	<b>2022</b>
Rose State College	Rockets and PI	8-9	30	\$15,098.00
Seminole State College	Engineering and Construction Management	11-12	22	\$16,500.00
Seminole State College	Peek Into Engineering	9-12	44	\$33,000.00
Southeastern Oklahoma State University	PI-STEM Summer Academy	8-9	30	\$18,000.00
Southwestern Oklahoma State University	SWOSU Summer Science and Mathematics Academy	10-12	32	\$47,951.00
University of Central Oklahoma	UCO Future Engineers Summer Academy	8-10	30	\$15,984.00
University of Central Oklahoma	ESTEEM-Builder for Emerging Careers: 2022 High School Summer Academy	9-12	44	\$26,397.00
The University of Tulsa	2022 Cryptography Summer Academy	8-9	35	\$25,500.00
The University of Tulsa	Summer Engineering Academy at The University of Tulsa	8-12	20	\$12,000.00
The University of Tulsa	2022 TEC Summer Academy	8-9	35	\$25,500.00
Tulsa Community College	TCC Summer STEM Academy	9-12	60	\$36,000.00
University of Science and Arts of Oklahoma	Where does our food come from and how does it get there?	8-9	24	\$18,000.00
<b>Total of 24 Summer Academies to Approve</b>			<b>828</b>	<b>\$536,576.75</b>



			<b>Total Students</b>	<b>Funds</b>
<b>Total of 24 Summer Academies</b>			<b>828</b>	<b>\$536,576.75</b>
<b>7 Deferred 2020 Academies Previously Approved</b>			<b>224</b>	<b>\$186,000.00</b>
<b>Grand Total of All Summer Academies</b>			<b>1,052</b>	<b>\$722,576.75</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #13-a:**

**Academic Policy.**

**SUBJECT:** Approval of Revisions to the Credit for Prior Learning policy.

**RECOMMENDATION:**

**It is recommended that the State Regents approve revisions to the Credit for Prior Learning policy, as described below.**

**BACKGROUND:**

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

Revisions to the Credit for Prior Learning policy adopted by the State Regents in recent years are summarized below:

- July 28, 1975 – Revisions to the fee requirement for examinations.
- October 23, 1985 – Revisions removed the limits on the number of credits that can be awarded, added the procedures by which institutions can validate extrainstitutional learning, removed minimum scores for advanced standing exams, and removed the statement regarding fees.
- July 8, 1995 – Revisions updated terminology, reinstated the 12-hour requirement for validation of credit awarded, updated nationally recognized methods for assessing extrainstitutional learning, and added a statement regarding what can be charged by institutions for the assessment.
- June 29, 2006 – Revisions updated the nomenclature and publications referenced in the policy.
- January 29, 2015 – Revisions updated nomenclature and publications referenced in policy to align with language used nationally relative to credit for prior learning. Additionally, the changes to policy were made to align with the revisions to the cooperative alliance policy. Lastly, the policy title was changed from Credit for Extrainstitutional Learning to Credit for Prior Learning.
- May 27, 2016 – Revisions established a minimum required score on an Advanced Placement (AP) examination for granting course credit for a particular lower-division course. Colleges and universities within the State System were prohibited from requiring an AP score of more than three. These revisions allowed institutions to request an exception to the policy to require a higher AP score if institutions can demonstrate the higher score is necessary for a student to be successful in a related and more advanced course for which the lower-division course is a prerequisite.

## POLICY ISSUES:

The Credit for Prior Learning policy sets the principles, definitions, criteria and guidelines to assist institutional officials in validating learning achieved through non-traditional learning environments.

## ANALYSIS:

The proposed revisions affect several portions of the Credit for Prior Learning policy.

- Over the past year, State Regents' staff have worked with State System institutions and the U.S. Army to streamline the process for awarding college credit for military experience. As a result of this work, the Credit for Prior Learning policy must be updated to reflect new opportunities for veterans of the armed forces to gain credit for their military training.
- For many years, Oklahoma State University and the University of Oklahoma have worked with the Oklahoma School of Science and Mathematics (OSSM) to provide college credit opportunities to OSSM graduates. Proposed revisions to the Credit for Prior Learning policy create a framework for any State System institution to grant college credit for OSSM coursework.
- Governor Stitt signed House Bill 2750 into law during the 2021 legislative session. This new statute requires State System institutions to grant college credit for an Advanced Placement (AP) test score of three. The section of the Credit for Prior Learning policy must be updated to match the statutory requirements.
- State System institutions frequently utilize third-party assessments and nationally-recognized certifications to grant college credit, thereby lessening the time it takes for students to earn a degree. Updates to the Credit for Prior learning policy make improvements to this process, making it more streamlined for both institutions and students.

Specific changes are described in the table below.

<b>Policy Section</b>	<b>Description of Proposed Revision</b>
3.16.3 Principles	<ul style="list-style-type: none"><li>• Clarifies that military training need not necessarily be reviewed by the American Council on Education (ACE) to be considered for college credit.</li><li>• Adds new section detailing how students can receive college credit for coursework taken on the main campus of OSSM.</li><li>• Clarifies that technical assessments are not required to be associated with a technology center to be eligible for college credit.</li><li>• Replaces language regarding required granting of credit for AP tests with new statutory language.</li><li>• Adds new language about the review of the Technical Assessment Inventory.</li></ul>
3.16.4 Prior Learning Credit for Military Experience	<ul style="list-style-type: none"><li>• Creates a new framework for institutions to grant college credit for military training outside of credit recommendation services such as ACE.</li></ul>
3.16.6 Compliance with Policy	<ul style="list-style-type: none"><li>• Adds to the policy a new reporting requirement created by HB 2750.</li></ul>

It is recommended that the State Regents approve the proposed revisions to the Credit for Prior Learning policy.

Attachment.

### 3. ACADEMIC AFFAIRS POLICY

#### 3.16 Credit for Prior Learning

##### 3.16.1 Purpose

In recognition of the need to evaluate learning acquired from other sources, such as work experience, non-degree granting institutions, professional training, military training or open source learning, the State Regents have adopted the following policy. State System institutions shall provide a systematic and comparable means through which students may be awarded credit for prior learning. State System policy should assure the maintenance of uniform academic standards with regard to the evaluation of experiences leading to the awarding of credit for prior learning, and provide for uniform transfer of credit for prior learning among State System institutions. State System institutions shall provide students with a means of evaluation of prior learning and shall develop institutional policies and procedures consistent with this policy. These policies should include provisions for oversight and periodic evaluation to protect the integrity and credibility of this program and academic credits.

##### 3.16.2 Definitions

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

“Prior Learning” is acquired outside the sponsorship of legally authorized postsecondary and higher education institutions accredited as degree-granting institutions. The term applies to learning acquired from, but not limited to, work and life experiences, non-degree granting institutions, professional training, military training, or open source learning.

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

##### 3.16.3 Principles

- A. Students eligible to receive credit for prior learning must be enrolled or eligible to re-enroll at the institution awarding the credit.
- B. Credit awarded to a student for prior learning must be validated by successful completion of 12 or more semester hours at the awarding institution before being placed on the student's official transcript. An institutional policy exception to this provision must be requested by the institution and approved by the State Regents.
- C. State System institutions awarding credit for prior learning shall review and validate the learning on an individual basis using State Regents’ recognized or approved methods. The following publications and methods are among acceptable options for validating prior learning for awarding credit:

1. American Council on Education (ACE) Guide to Evaluation of Educational Experiences in the Armed Forces, National Guide to College Credit for Workforce Training, and ACE recommendations of college credit by examination, as well as ACE credit recommendations on the Joint Service Transcript, and other publications as recommended by ACE. Military credit not reviewed for ACE may be included on the systemwide military assessment inventory.
2. Use of the systemwide assessment inventory of industry, technical, and other assessments associated with a Military MOS/Navy Rating/Air Force Specialty Code that have been evaluated for college credit.
3. The University of the State of New York's National College Credit Recommendation Service (CCRS).
4. Standardized examinations such as College Board Advanced Placement (AP) or College Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES).
5. Degree-relevant prior learning credit awarded and transcribed by other institutions accredited as degree-granting institutions.
6. Assessment of individual student portfolios using Council for Adult and Experiential Learning (CAEL) or other standardized guidelines.
7. Courses delivered on the main campus and transcribed by the Oklahoma School of Science and Mathematics (OSSM). OSSM offers a high-level curriculum delivered by faculty possessing graduate degrees in the content area of instruction and has highly competitive admission criteria. OSSM has a legislatively mandated statewide mission, and a legislatively prescribed board of trustees which requires scientists, mathematicians, and those who hold graduate degrees as members. Institutional faculty shall annually review and approve OSSM prior learning credit. Each institution shall provide information on its website specifying which courses have been reviewed for college credit. All other Oklahoma public and private high schools are not included in this provision. These high schools may utilize AP and concurrent enrollment opportunities, similar to the OSSM satellite campuses connected to a school district.
8. Higher Level courses in the International Baccalaureate Organization Diploma Program.
9. Institutionally prepared assessments developed by qualified faculty with content expertise.
10. Use of the systemwide prior learning assessment inventory of industry recognized, technical, and other assessments, which are typically, but not ~~associated~~ necessarily, associated with

technology center programs that have been evaluated for college credit.

- D. ~~In establishing the minimum required score on an AP examination for granting course credit for a particular lower division course, State System institutions shall not require an AP score of more than three.~~  
~~Policy exceptions may be granted if a State System institution determines, based on evidence, that a higher score on the examination is necessary for a student to be successful in a related and more advanced course for which the lower division course is a prerequisite.~~  
~~The process for requesting a policy exception is outlined in the *Academic Affairs Procedures Handbook*.~~  
In accordance with 70 O.S. § 3207.1, State System institutions shall not require an Advanced Placement Exam score of more than three, except the requirement of an Advanced Placement Exam score of more than three shall be permitted for granting additional course credit for a lower division course or courses sequenced with the initial lower division course.
1. Credit policy regarding all Advanced Placement Exams shall be posted on institutional websites.
  2. State System institutions shall conduct biennial reviews of their Advanced Placement policy.
- E. Neither the ACT nor the SAT shall be utilized by State System institutions for awarding credit.
- F. Direct instruction or coursework from technology centers shall not be utilized by State System institutions for awarding credit through this policy.
- G. Through a faculty driven process a systemwide prior learning assessment inventory shall be maintained and updated as needed by the State Regents. The inventory shall consist of State Regents approved industry, technical, and alternative assessment instruments and methods, which are typically, but not necessarily, associated with technology center programs that have been evaluated for credit. The inventory of approved prior learning assessments is maintained online, reviewed at least annually, and updated as needed by the State Regents through a college faculty-driven process detailed in the *Academic Affairs Procedures Handbook*.
- H. Credit awarded for prior learning may be applied to a degree program subject to meeting the requirements of the institution conferring the degree.
- I. Credit awarded for prior learning (number of semester hours and level) shall not exceed HLC standards and ACE recommendations.
- J. Examination scores, used to validate prior learning, must meet or exceed the minimums recommended by ACE for national examinations, at least a four (on a seven-point scale) in the Higher Level course in the International Baccalaureate Organization Diploma Program, and a grade

level of C or better for locally developed examinations that validate non-technical coursework. Cutoff scores for locally developed and administered advanced standing examinations shall be established by means of standard setting examinations.

- K. The institutional procedures used to validate prior learning should be objective to the extent that external evaluators would reach the same conclusion.
- L. Institutional prior learning assessments, to validate learning from non-degree granting entities and other sources not associated with technology centers, shall be developed by qualified faculty. ~~These assessments may be submitted to the State Regents for review and, if approved by the State Regents, be listed on the systemwide technical assessment inventory.~~
- M. Institutions shall only award credit for prior learning in programs for which they are approved to offer by the State Regents. Institutions shall assign their own course title and number to the credit awarded and the neutral grades of pass (P) or satisfactory (S) shall be utilized to designate credit awarded for prior learning. Conventional letter grades shall not be used. All awarded credit for prior learning shall be appropriately identified by source and method on the transcript.
- N. Costs to students to assess credit should be comparable throughout the State System, and reflect as closely as possible the actual costs for institutional administration. Institutional charges for evaluating prior learning, by means other than nationally developed examination, shall be based upon the actual costs of the evaluations. Charges for administration and recording of credit for prior learning based on nationally developed examinations shall be at the rate established by the national testing agency for the particular test. No other charges shall be made for the administration or recording of this credit.
- O. Credit for prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution.

#### 3.16.4. Prior Learning Credit for Military Experience

Through a faculty driven process, a systemwide military experience inventory shall be maintained and updated as needed by the State Regents. The inventory shall consist of State Regents approved prior military training that have been evaluated for credit. Detailed information regarding the process may be found in the *Academic Affairs Procedures Handbook*.

#### 3.16.4.5. Oversight and Evaluation

To protect the integrity and credibility of this policy, State System institutions shall report the following information:

1. Documentation for all credit awarded for prior learning, to include the method(s) used, the amount of credit awarded by each method, and the total number of credit hours awarded through this policy. Detailed information on reporting is available in the *Academic Affairs Procedures Handbook*.



2. Summary information of credit awarded through prior learning assessments will be regularly reported to the State Regents.

3.16.5-6. Compliance with Policy

1. This policy shall apply at all State System institutions. It is also recommended for the consideration and use of independent institutions in order that standards of education relating to credit for prior learning be comparable for students at all institutions of Oklahoma higher education.
2. Institutions may establish higher standards or use other validation methods to meet these standards, as approved by the State Regents.
3. As required by 70 O.S. § 3207.1, the State Regents shall report noncompliance of State System Institutions with section 3.16.3(D) to the Oklahoma House of Representatives Common Education Committee, the Oklahoma House of Representatives Higher Education and Career Tech Committee, the Oklahoma Senate Education Committee, or a similarly named House committee if the named committees no longer exist, annually by December 1.

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*Approved July 24, 1972. Revised July 28, 1975; October 23, 1985; February 8, 1995; January 29, 2015, May 27, 2016, XXX XX, 2021.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #13-b:**

**Academic Policy.**

**SUBJECT:** Approval of a request for an exception to the Concurrent Enrollment policy from Oklahoma City Community College.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma City Community College's request for an exception to the Concurrent Enrollment policy.**

**BACKGROUND:**

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 was 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 2005, the State Regents approved revisions to the Student Tuition and Fees policy to align with amendments to 70 O.S. §628.23. This statutory amendment established a program for high school seniors to receive a tuition waiver for up to six hours of concurrent coursework per academic term.

On May 26, 2017, the State Regents approved revisions that moved the concurrent enrollment policy language from the Institutional Admission and Retention policy to a new stand-alone Concurrent Enrollment policy. Revisions were made to the 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 2018, the Legislature passed SB 1196. This legislation, which updated 70 O.S. § 628.13, specified that each high school senior who meets the eligibility requirements for concurrent enrollment shall be entitled

to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of 18 credit hours in their senior year. The bill also provided that, subject to the high school senior concurrent enrollment program being fully funded, each high school junior who meets the eligibility requirements for concurrent enrollment shall be entitled to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of nine credit hours in their junior year, subject to the availability of funds.

**POLICY ISSUES:**

This proposed action is an exception to the State Regents' Concurrent Enrollment policy.

**ANALYSIS:**

While the new Concurrent Enrollment policy has increased access, the policy limits concurrent enrollment to high school juniors and seniors.

The proposed exception would allow Oklahoma City Community College (OCCC) to admit qualified sophomores from Pathways Middle College High School (PMCHS) to participate in concurrent enrollment during the Spring 2022 semester.

As background, PMCHS is housed on OCCC's campus and was initially approved February 23, 2016. This program is designed to foster college preparation because it integrates college level norms and values into the high school experience. As such, by being on a college campus, PMCHS students gain experience utilizing college resources, attending college programming events, and interacting with college professors. These experiences provide them with a realistic view of the expectations and demands of college.

All PMCHS sophomores who wish to be admitted through this proposed exception must meet the admission and course placement requirements that are detailed within the Concurrent Enrollment policy.

OCCC anticipates that it will admit up to 35 PMCHS sophomores through this proposed exception. At the conclusion of the Spring 2022 semester, OCCC will submit a report detailing the course grades and semester grade point averages earned by PMCHS sophomores.

It is recommended that the State Regents approve this request.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #14:**

**Teacher Education.**

**SUBJECT:** Approval of incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the Teacher Shortage Employment Incentive Program award of \$8,200.00 for each teacher eligible in 2022.**

**BACKGROUND:**

Senate Bill 1393, passed in 2000, called for the Oklahoma State Regents for Higher Education to establish a financial incentive program to recruit and retain math and science teachers who commit to teaching in either one or both subjects for five consecutive full years in an Oklahoma public secondary school. House Bill 1499 amended Senate Bill 1393 in 2001 by specifying a formula for the incentive amount. The formula stipulates the award cannot exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education.

Current rules require eligible students to sign a Participation Agreement with their college of education before graduation. After teaching secondary mathematics or science for five consecutive full years at Oklahoma Public Schools, participants return the required documentation to be reviewed for eligibility to receive the Teacher Shortage Employment Incentive Program (TSEIP) incentive payment. The TSEIP incentive amount is paid directly to the employing school district for disbursement to eligible candidates. Recipients must apply the funding towards their eligible education loans. If recipients do not have student loans, they may retain the incentive award amount.

**POLICY ISSUES:**

Procedures for TSEIP awards are guided by Administrative Procedures Act rules. The State Regents recognized the importance of providing incentives to recruit teachers into teaching shortage areas in the 2002 Teacher Supply and Demand Study, which included among its recommendations that “teachers should be paid salary supplements in high demand subject areas.” The 2015 and 2018 Teacher Supply and Demand Studies continue to identify major shortages in secondary mathematics and science.

**ANALYSIS:**

Since 2006, when the first round of eligible recipients was awarded the TSEIP incentive, 468 teachers have received cash incentives for teaching secondary mathematics and/or science in an Oklahoma public school. Since its inception, 1,094 teachers have enrolled in the Teacher Shortage Employment Incentive Program, with on average, less than half meeting the requirements, including teaching in Oklahoma for the five years.

The total disbursement amount to the school district for each eligible participant will be \$8,200. The award amount of \$7,617.28 will be distributed to the teacher with a FICA reimbursement to the school district in the amount of \$582.72.

The FY22 budget allowed for this year’s program incentive amount to remain the same as in FY21; however, this award is still not meeting the obligation intended in the law. As stated in statute, the incentive award should not exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education. **The FY22 award, as a factor of funds available to higher education, is 38 percent of the actual average tuition formula set forth in statute. Based on this calculation, students eligible in 2022 should receive an award of \$20,279. However, with current budget restrictions, in an effort to disburse the incentive amount equitably, the award amount was reduced to \$7,617.28.** No supplemental funds are available to augment the award to the average tuition costs as stated above.

Table 1. Teacher Shortage Employment Incentive Program (TSEIP) disaggregated data and yearly distribution.

TSEIP Year	Teachers			* Total Payout	Incentive Amount	Employer Share of FICA	Total Incentive
	Mathematics	Science	Math/Sci				
2006	18	24	0	42	\$10,347.00		<b>\$434,574.00</b>
2007	10	19	0	29	\$11,148.00		<b>\$323,292.00</b>
2008	5	16	0	21	\$12,168.00		<b>\$255,528.00</b>
2009	9	14	0	23	\$13,602.00		<b>\$312,846.00</b>
2010	8	12	1	21	\$13,602.00		<b>\$285,642.00</b>
2011	22	20	0	42	\$14,362.00		<b>\$603,204.00</b>
2012	26	13	0	39	\$15,267.00		<b>\$595,413.00</b>
2013	28	18	0	46	\$16,227.00		<b>\$746,442.00</b>
2014	15	11	0	26	\$16,936.00		<b>\$440,336.00</b>
2015	19	13	0	32	\$17,868.00		<b>\$571,776.00</b>
2016	15	12	0	27	\$14,362.00	\$1,098.69	<b>\$417,438.63</b>
2017	13	11	0	24	\$9,220.00	\$705.33	<b>\$238,207.92</b>
2018	13	8	0	21	\$7,379.13	\$564.60	<b>\$166,818.33</b>
2019	15	10	0	25	\$7,617.28	\$582.72	<b>\$205,000.00</b>
2020	20	10	0	30	\$7,617.28	\$582.72	<b>\$246,000.00</b>
*2021	10	10	0	20	\$7,617.28	\$582.72	<b>\$164,000.00</b>
<b>Total</b>	<b>246</b>	<b>221</b>	<b>1</b>	<b>468</b>			

\*Year not complete

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #15:**

**Scholars for Excellence in Child Care.**

**SUBJECT:** Approval of contract modification between the Oklahoma Department of Human Services and the Oklahoma State Regents for the Scholars for Excellence in Child Care Program.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the Scholars for Excellence in Child Care Program contract modification to modify the contract budget per Contract Modification Attachment B, for FY22. The budget increased from \$1,196,901 to \$1,710,695.**

**BACKGROUND:**

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

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

**POLICY ISSUES:**

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

**ANALYSIS:**

The Scholars Program has achieved success since its inception. Through summer 2020, there have been approximately 443 child care providers that, through taking courses at the community colleges, have obtained a Child Development Associate, a nationally recognized credential; approximately 3,865 have earned a certificate of mastery; and 1,206 an associate degree through the Scholars program initiative. There have been

416 directors/assistant directors who have obtained a Director's Certificate of Completion awarded through the Scholars program. Thirty-two scholars have received a bachelor's degree through the bachelor's scholarship.

Since spring 2007, the inception of the Early Education Pathway to Your CDA curriculum, area technology centers have offered online and classroom training to prepare students for the national CDA Credential. The Scholars program has provided a scholarship to assist with the cost. Since June 2020, approximately 483 child care providers in the state have obtained a national CDA Credential.

The contract modification will continue the program through FY22.

Note: Supplement to the contract is on file in the State Regents' office.

Attachment



**ATTACHMENT**

**Contract Modification**

The State of Oklahoma Department of Human Services (hereinafter “DHS”) and the Oklahoma State Regents for Higher Education (hereinafter “OSRHE”) hereby mutually agree to amend the current contract PA# 20000526, PO# 0600526 (Attachment A), effective 12/10/2021.

This modification serves to amend the contract budget per Attachment B for FY22 and to modify paragraph H of “OSRHE Responsibilities.” The budget increased from \$1,196,901 (One Million One Hundred Ninety-Six Thousand Nine Hundred One Dollars) to \$1,710,695 (One Million Seven Hundred Ten Thousand Six Hundred Ninety-Five Dollars) for FY22.

Under OSRHE Responsibilities, paragraph H currently states: “Assure accountability measures through the Scholars program’s database to determine the project’s success. In addition, information will be evaluated to determine any needed program adjustments.”

Under OSRHE Responsibilities, paragraph H is modified to state as follows: “Assure accountability measures through the Scholars program’s database to determine the project’s success. The Scholars program’s database is to be designed, maintained, and supported by New World Application and Design Development. In addition, information will be evaluated to determine any needed program adjustments.”

All terms, conditions and provisions of the contract as enacted shall remain in full force and effect except as modified by this amendment.

Approval:

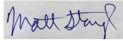
Approval:

\_\_\_\_\_  
Authorized Representative  
Oklahoma Department of Human Services

\_\_\_\_\_  
Allison D. Garrett, Chancellor  
Oklahoma State Regents for Higher Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Approved as to Form:  


10/26/21

Contract Modification Attachment A

**DIVISION OF CHILD CARE  
OKLAHOMA DEPARTMENT OF HUMAN SERVICES  
PROFESSIONAL SERVICES CONTRACT**

This agreement is entered into the 1st day of July, 2019, by the Oklahoma Department of Human Services (Department), Oklahoma Child Care Services Division (OCCS) and the Oklahoma State Regents for Higher Education (OSRHE), P. O. Box 108850, Oklahoma City, OK 73101. OSRHE hereby offers and agrees to administer the Scholars for Excellence in Child Care (Scholars), a comprehensive scholarship program for eligible child care providers attending two year colleges and technology centers pursuing education toward a Child Development Associate (CDA) credential, Certificate of Mastery, Director's Certificate of Completion, an associate of arts or science in early childhood education/child development, or a bachelor's degree.

**Contract Allowable Cost and Payment schedule**

For and in consideration of the performance of this contract by OSRHE, the Department agrees to pay an amount not to exceed \$870,258 (Eight Hundred Seventy Thousand Two Hundred Fifty Eight Dollars) for services agreed upon herein (Budget Attachment A). Payments will be made in accordance with written authorization by the Department on a quarterly basis (or upon receipt of properly completed invoices.) OSRHE shall be allowed to transfer budget authority from within the initial line items. Changes to budget authority greater than 10% must have prior written approval from the Department.

**Contract Term**

It is agreed by both parties this agreement will be in effect for a period beginning 7-1-19 and ending 6-30-20. This agreement will be renewable for three one year periods at the level of services outlined in Attachments A and B.

**OSRHE Responsibilities**

- A. Maintain the Scholars scholarship program as outlined in Attachment B.
- B. Employ staff to administer the scholarship program with qualifications agreed upon by DHS Child Care Services.
- C. Process scholarship applications within two weeks of receipt.
- D. All employees must meet the responsibilities listed in the current job descriptions as well as any other responsibilities deemed by the OSRHE Special Programs Manager.
- E. Maintain program records to include statistical records. On a semester, annual, or as needed basis, the Special Programs Manager shall submit reports detailing

- E. Maintain program records to include statistical records. On a semester, annual, or as needed basis, the Special Programs Manager shall submit reports detailing services and expected outcomes. Contents of the report to be specified by DHS Child Care Services.
- F. DHS Child Care Services will have the right of approval of any staff hired during the contract term.
- G. Update the Scholars website within 30 days of significant program changes.
- H. Assure accountability measures through the Scholars program's database to determine the project's success. In addition, information will be evaluated to determine any needed program adjustments.

**Billing Procedures**

Payments will be made in accordance with written authorization by the Department upon receipt of claims. The Department may withhold a part or all of a final payment until disputes of claims are resolved, or to assure compliance with all terms of the contract. Pursuant to O.S. 62 41.4b, interest shall be paid upon the forty-fifth day of receipt of a properly submitted claim.

In the event that any payments are subsequently disallowed by federal or state authorities due to negligence/performance of OSRHE, OSRHE agrees to reimburse the Department in an amount equal to the disallowance.

Revenues attributed to the scholarship program collected by OSRHE will be maintained within a segregated account by OSRHE. The balance of this accumulation account will be reconciled and offset payment of the final claim.

Invoices should be submitted to the following address:

OKDHS-Oklahoma Child Care Services  
P.O. Box 25352  
Oklahoma City, OK 73125

The Department will also provide indirect cost in the sum of 13.175% in performance of the contract guidelines to OSRHE. The indirect cost is figured at 13.175% of the cost of personnel, maintenance and operations for the scholarship program budget.

**Terms and Conditions**

**Modification**

Any modifications or amendments to the contract shall be in writing and agreed to by both the OSRHE and the Department.

### **Termination**

It is agreed by both parties that this agreement may be terminated by notice in writing by either party 30 days before effective date of termination.

### **Subcontracting**

The service to be performed under this contract shall not be subcontracted in whole or in part, to any other person or entity without the written consent of the Department. The terms of this contract and such additional terms as the Department may require shall be included in any approved subcontract, and approval of any subcontract shall not relieve OSRHE of any responsibility for performance under this contract.

### **Unavailability of Funding**

Due to possible future reductions in State and/or Federal appropriations, the Department cannot guarantee the continued availability of funding for this Contract, notwithstanding the consideration stated above. In the event funds to finance this Contract become unavailable, either in full or in part, due to such reductions in appropriations, the Department may terminate the Contract or reduce the consideration upon notice in writing to the OSRHE. Said notice shall be delivered by certified mail, return receipt requested or in person with proof of delivery. The Department shall be the final authority as to the availability of funds. The effective date of such Contract termination or reduction in consideration shall be specified in the notice as the date of service of said notice, or the actual effective date of the federal funding reduction, whichever is later. PROVIDED, that reductions shall not apply to payments made for services satisfactorily completed prior to said effective date. In the event of a reduction in consideration, the OSRHE may cancel this Contract as of the effective date of the proposed reduction upon the provision of advance written notice to the Department.

The OSRHE represents that it has, or will have by the date services are delivered, under its control, the personal services, labor and equipment, machinery or other facilities to perform work required from it pursuant to this agreement.

### **Supporting Documentation**

The OSRHE assures that all costs billed will be supported by documentation that will include copies of paid invoices, payroll records and time reports and approved methods for application of indirect costs. The OSRHE further assures that all billings will be based on actual costs incurred. All costs billed will be supported by documentation that will include copies of invoices dated within the contract period.



### **Travel**

Travel expenses to be incurred by OSRHE pursuant to this contract for services shall be included in the total amount of the contract award. The Department will only pay travel expenses (including per diem) specified in and charged against the total amount of the contract award and shall not be in excess of the rate established by the Oklahoma State Travel Reimbursement Act and OKDHS policy.

### **Assurances**

The Department and OSRHE and Colleges will comply with Titles VI and VII of the Civil Rights Act of 1964, Executive order 11246, as amended, the Federal Regulations set forth in Title 45, Code of Federal Regulations, Part 80 (which implement PL 38-32), Civil Rights Act of 1964, Part 84 (which implements PL 93-112), Rehabilitation Act of 1973, part 90 (which implements PL 94-135), Age Discrimination Act of 1975), and Americans with Disability Act of 1990.

### **Marketing**

The Department retains ownership to all names, artwork, publications, web content and web domains associated with the services provided by the contractor on behalf of the Department.

The Department will determine the overall branding of services (may include, but not limited to: name of the service, artwork or logos) provided by contractor on behalf of the Department. The Department and the Contractor agree to collaborate on the marketing of services provided by the contractor on behalf of the Department. The Department agrees that there may be reference to the contractor or designee in certain marketing publications.

All major publications or web content associated with a service provided on behalf of the Department, or paid by the Department, will be furnished to the Department prior to use or distribution.

Contractor agrees that the marketing terms will be complied with by all sub-contractors or grantees of the contractor providing services on behalf of the Department.

### **Data Security**

The OSRHE agrees to comply with all applicable federal and state law and the OSRHE's policies concerning information security risk assessments, confidential information and data security.

Patrick Klein  
DHS Official  
Oklahoma Department of Human Services

Glen D. Johnson  
Glen D. Johnson, Chancellor  
Oklahoma State Regents for  
Higher Education

Date: 7/10/19

Date: 7-1-19

Approved  
As To Form  
Initials DH

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

SECOND RENEWAL AND THIRD MODIFICATION OF SCHOLARSHIP CONTRACT

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

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

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

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

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

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

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

WHEREAS, both parties now desire to renew the Agreement for the second one-year period (effective July 1, 2021 through June 30, 2022) and modify the Agreement as set forth below.

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

I. Renewal

The contract amount for FY22 is not to exceed \$1,196,901 (One Million One Hundred Ninety-Six Thousand Nine Hundred One Dollars).

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

See "Attachments A & B" attached hereto.

This Agreement may be renewed for the third of three (3) one-year renewal periods. That renewal period shall be in effect for a period beginning July 1, 2022, and ending June 30, 2023.

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

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

Oklahoma Department of Human Services

Oklahoma State Regents for Higher Education

*Lindsey Kanaly*  
By: \_\_\_\_\_  
DHS Representative

**Lindsey Kanaly**  
E-signed 2021-07-22 03:17PM CDT  
lindsey.kanaly@okdhs.org



*Bleen Johnson*  
\_\_\_\_\_   
en D. Johnson, Chancellor

Date: \_\_\_\_\_

Date: 6-28-21

Approved as to Form:  
*Matt Stang*



Contract Modification Attachment B

Oklahoma State Regents for Higher Education  
Scholars for Excellence in Child Care  
Scholarship Program (356)  
FY22 Budget

Personnel Costs	\$181,523
Operating Costs	\$58,725
Indirect Cost Rate @ 13.175%	\$31,653
Scholarships	\$1,438,794
<b>Total:</b>	<b>\$1,710,695</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #16:**

**E&G Budget.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve the allocation of \$1,403,378.71 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,403,378.71 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

The fund currently has on deposit \$2,806,757.42 This amount is sufficient for a transfer of \$1,403,378.71 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$96,989,254.97.

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

5-Year History of Allocations	Amount to Each Entity
FY2018 Total	\$6,185,257.93
FY 2019 Total	\$5,170,195.74
FY 2020 Total	\$5,455,784.70
FY 2021 Total	\$5,062,359.40
FY 2022 Y-T-D	\$2,837,531.62

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #17:**

**EPSCoR.**

**SUBJECT:** Approval of Allocation for Oklahoma Research Day.

**RECOMMENDATION:**

**It is recommended that the State Regents approve an allocation in the amount of \$12,000 to Cameron University for the annual Oklahoma Research Day.**

**BACKGROUND:**

Cameron University is hosting the 2022 Oklahoma Research Day. This annual event promotes cross-campus and cross-disciplinary research among all institutions of higher learning in the state of Oklahoma. The State Regents' support enables students to participate in the day-long poster display and symposium without cost. An estimated 1,000 students from regional universities will participate.

**POLICY ISSUES:**

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

**ANALYSIS:**

**Cameron University requests \$12,000 in support for the annual research exposition and symposium.** The 2022 virtual platform will allow for a venue for networking among researchers and interchange of ideas among those studying and researching in their respective academic disciplines. State Regents funds will support supplies to each participating institution to assist students on their campus in preparing their virtual presentations, as well as support for judges and awards. Participating universities will also facilitate mini Research Day Conferences on the individual campuses where participants can network with their peers and then join in the virtual plenary presentations and individual student research presentations hosted by Cameron University. The State Regents along with several additional sponsors have agreed to host this annual event.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #18:**

**Contracts and Purchases.**

**SUBJECT:** Approval of contracts over \$100,000 for FY2022.

**RECOMMENDATION:**

**It is recommended that the State Regents approve FY2022 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

OCAN

- 1) Copper River in the amount of \$180,000.00 for Adva optical equipment to deliver 100 Gigabit Ethernet services from Oklahoma Community Anchor Network's (OCAN) Elk City Hut, which will expand interconnection between OneNet and Lonestar Research and Education Network (LEARN) at the western Oklahoma/Texas network edge. Costs recovered from OCAN user fees. (Funded from 720-OneNet)





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #19:**

**Investments.**

**SUBJECT:** Approval of new investments managers.

**RECOMMENDATION:**

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

**BACKGROUND:**

Pavilion Mercer, investment consultants for the fund, has suggested new manager recommendations for consideration. These managers will continue to diversify our fund portfolio and meet the objectives of realignment to the policy asset class targets. 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 managers for the portfolio:

**Hammes Partners Fund IV** -- \$5,000,000 This fund will execute a strategy to target well-located, high-quality healthcare related real estate in the United States. The properties will generally include medical office buildings, ambulatory/outpatient care centers and other healthcare facilities that are expected to remain integral to established hospitals, healthcare systems and larger independent group practices.

**Tiger Global Crossover** – (allocation of up to \$10,000,000) This is an evergreen hedge fund vehicle that will pursue long-only public and private equity investments. The firm intends to build a high-conviction, long-term portfolio of companies across various geographies, sectors and market capitalizations, emphasizing the themes of consumer internet, enterprise software and financial technology. The fund will invest in opportunistic sectors and industries that offer the most attractive risk/reward return. The final amount of the allocation will be determined by the investment firm's availability but will not exceed \$10 million.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #20:**

**Commendations.**

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

**RECOMMENDATION:**

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

**RECOGNITIONS:**

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

- **Rachel Bates**, assistant vice chancellor for educational partnerships has been selected for the National Alliance of Concurrent Enrollment Partnerships (NACEP) Leadership Class of 2022. This experience will help catalyze natural leadership, communication, and collaboration skills while integrating NACEP's work in the dual and concurrent enrollment field.
- **Dr. Rachel Bates**, associate vice chancellor for educational partnerships, **Dr. Stephanie Beauchamp**, associate vice chancellor for academic affairs, and **Brad Griffith**, director of online learning initiatives, researched and developed a presentation for the Oklahoma State University Transfer Conference on October 19, 2021 in Stillwater. Their collaborative presentation highlighted system wide transfer and math pathways data and was presented by Drs. Beauchamp and Bates.
- **Dr. Melissa Brevetti**, coordinator for teacher education programs, and **Dr. Goldie Thompson**, assistant vice chancellor for teacher preparation and special programs presented "Discussions on Personal and Professional Self-Care" at the Oklahoma Association of Colleges for Teacher Education (OACTE) on November 12, 2021.
- **Dr. Melissa Brevetti**, coordinator for teacher education programs, served as a submissions reviewer and moderator for the Oklahoma Women in Higher Education (OKWHE) Virtual Fall Conference called "Pathways, Pitfalls, and Purpose in Higher Education" on November 18, 2021.
- **Chancellor Allison D. Garrett** was appointed by Governor Stitt to serve as one of Oklahoma's representatives on the Southern Regional Education Board. Established as an interstate compact by governors and legislators in 1948, SREB partners with its 16-member states to improve public education at every level, from early childhood through postsecondary education.
- **Sara Lorenzen**, Oklahoma Money Matters outreach specialist, was invited to speak at the annual Financial Education in Oklahoma conference on Nov. 9. This event, coordinated by the Oklahoma

JumpStart Coalition, hosted a virtual conference in which participants were able to gain tools and solutions to help guide their communities toward financial recovery. Sara provided information for successful post-COVID student loan management and repayment.

- **Lisa Nelson**, director of student preparation, and **Annette Long**, coordinator for student preparation, held four conferences for PK-12 school personnel during the months of October and November sharing information regarding PreACT and OSRHE resources. **Theresa Shaklee**, OKCollegeStart Coordinator, provided training for the Individual Career Academic Plan (ICAP) on OKcollegestart at each conference:
  - At Shangri-La Resort near Afton on October 24-25, thirteen counselors and administrators from the following school districts were in attendance: Adair, Bluejacket, Bristow, Garber, Locust Grove, Muskogee, Schuler, Skiatook, Waukomis and Wyandotte.
  - At Quartz Mountain Lodge near Altus on October 27-28, sixteen counselors, coordinators and administrators from the following school districts/agency were in attendance: Altus, Blanchard, Chickasha, Drumright, Duncan, Enid, Geronimo, Mangum, Mountain View–Gotebo, Southwest Technology Center and Yukon.
  - At Long Lake Resort near Poteau on November 2-3, eleven counselors and coordinators from the following school districts were in attendance: Boswell, Heavener, Hilldale, Rock Creek, Stigler, Stilwell, Quinton and Whitesboro.
  - At the Artesian in Sulphur on November 7-8, thirteen counselors from the following school districts were in attendance: Blackwell, Caney, Chandler, Little Axe, Marietta, Milburn, Pauls Valley, Silo, Stratford and Tonkawa.

The school personnel expressed their sincere appreciation at each conference of the information shared. Participants pay registration fees to cover the costs of these conferences.

- **Mary Ray**, assistant director of software development, **Austin Sloan**, application system analyst III, and **Erik Welch**, web systems manager provided expertise to update software for the FAFSA Completion Initiative with **Irala Magee**, assistant vice chancellor for scholarships and grants. The previous software was developed by Colorado and used by many states, but is no longer updated by the state. The Oklahoma IT team had the updated software program up and running early in the FAFSA application year.
- **Theresa Shaklee**, Student Portal coordinator, and **Sarah Sanders**, Student Portal Specialist, were invited by the Office of School Support & Improvement to provide OKcollegestart.org training as part of the Oklahoma State Department of Education’s Individual Career Academic Plan (ICAP) Webinar Series in August, October, and November. The Office of School Support & Improvement provides targeted support to school districts in need of additional resources required to build capacity and sustain change that positively impacts students and their achievement. Webinar participants received general OKcollegestart training for new users, specific guidance as they customized ICAPs for their schools and ran reports to track student progress, and had the opportunity to join a question and answer session addressing school-specific questions and concerns.
- **Kylie Smith**, vice chancellor for administration; **Payton Hamlin**, coordinator; **Janet Jackson**, senior coordinator; **Amanda Winge**, staff assistant III; and **Angela Caddell**, associate vice chancellor for communications volunteered their time to plan and organize the Chancellor Glen D. Johnson Appreciation Gala on November 9, 2021, honoring Chancellor Emeritus Johnson’s public service to higher education and the State of Oklahoma. Additionally, **Erin Stelter**, graphic design specialist II, volunteered to design the invitations, program, and donor recognition sheet used for the gala. Several State Regents’ staff volunteered to help with set-up, registration, seating, and

clean-up during the actual gala, including **Sheri Mauck**, interim vice chancellor for budget and finance; **Dr. Debbie Blanke**, senior vice chancellor for academic and student affairs; **Lindsay Echols**, executive director of campus compact and director of student affairs and diversity issues; **Elizabeth Walker**, coordinator for academic administration; **Edurne Lopez**, interim associate vice chancellor for student performance data; and **Fariba Williams**, assistant director of records management. Finally, the gala would not have been success without the support provided by the **State Regents** during the gala planning process and in the establishment of the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service, which was publicly announced during the gala.

- **Sheila Smith**, senior Reach Higher manager, **Tisha Bradford**, Reach Higher manager, **Brittany Blake**, coordinator for academic affairs initiatives, **Dr. Stephanie Beauchamp**, associate vice chancellor for academic affairs, **Irala Magee**, assistant vice chancellor for scholarships and grants, **Lindsay Echols**, executive director of campus compact and director of student affairs and diversity, and **Dr. Debbie Blanke**, senior vice chancellor for academic and student affairs, organized and presented the Reach Higher “Lunch and Learn” series, along with institutional speakers, addressing the following topics:
  - September 22 - Serving Others While Honoring Ourselves
  - September 30 - Juggling Work & School/How to Balance It All & Still Stay Sane
  - October 6 - Communication Strategies in Working with Adult Learners
  - October 28 - Understanding Experiences of Veteran and Military Students
  - November 3 - Financial Aid and Scholarship Strategies
  - November 10 - Navigating the Degree Completion Process-Steps and Strategies
  - December 1 - Diversity, Equity, and Inclusion Conversations
- **Landis Tindell**, OCAP communications coordinator, was recognized as the 2021 recipient of the Public Relations Student Society of America Hall of Fame award on Oct. 13 during the Virtual Public Relations Society of America Conference. The award recognizes individuals who have built a distinguished career in public relations and who continue to contribute to public relations education through PRSSA involvement.
- **Elizabeth Walker**, coordinator for academic affairs administration, developed a webinar presentation on the State Authorization Reciprocity Agreement (SARA), and she and **Dr. Kyle Foster**, assistant vice chancellor for academic affairs, presented it by Zoom on November 2 to public and private Oklahoma SARA participating institutions. The webinar covered the history of SARA; the respective roles and responsibilities of institutions, states, regional compacts, and NC-SARA; the institutional application and renewal process; and data reporting and professional licensure requirements.
- **Fariba Williams**, assistant director of records management, led the Records department team over the past year, in collaboration with IT staff, in the successful development and implementation of an extensive Electronic Records retention process for the Oklahoma State Regents for Higher Education through the use of the Laserfiche content management system. Record retention is mandated by state statute, and the proper management of records generates cost savings through more effective use of storage space, provides easy access to documents for remote work, and ensures agency compliance with statute. Prior to implementation of an Electronic Records process, printed documents were required for imaging records for deposit in the agency’s records management system. During the agency’s shift to telework as a result of the COVID-19 pandemic, many departments began receiving and processing documents electronically. The ability to upload

these electronic documents directly into the records management system without the need to print hard copies for scanning provides a more efficient method of systematically managing and sharing agency records, especially when staff work remotely. Additionally, implementation of Electronic Records is expected to save staff time and generate cost savings for the agency by eliminating the need for departments to print thousands of paper records to be imaged and then later shredded.

- Several agency staff organized and prepared presentations for the Oklahoma Office of Workforce Development's 2021 Partners Conference held November 3-5, 2021 at the Embassy Suites Oklahoma City Northwest. Staff presenters included:  
**Gina McPherson**, special programs manager, and **Debbie Myrick** assisted in the organization and logistics for the conference.  
**Angel Icenhour**, coordinator for academic affairs student success initiatives, presented the **ShowWhatYouKnowOK** website and the new transfer search function module for the **Course Equivalency Project**.  
**Sarah Sanders**, student portal specialist, presented on the **OKCollegeStart** website.
- Many agency staff researched, prepared, and presented sessions at the 2021 Oklahoma Association of Community Colleges 54th Annual Conference which was held virtually on Wednesday, October 27 and in-person on Thursday, October 28. Staff presenters included:
  - **Brad Griffith**, director of online learning initiatives, **Dr. Stephanie Beauchamp**, associate vice chancellor for academic affairs, and **Brittany Blake**, coordinator of academic affairs initiatives presented "**Growing Workforce Readiness with Micro-Credentials.**"
  - **Theresa Shaklee**, OKCollegeStart Coordinator, **Colbi Beam**, coordinator for academic affairs and K-12 & postsecondary student success initiatives presented "**The Impact of ICAP on Higher Education.**"
  - **Sheila Smith**, senior reach higher manager, **Tisha Bradford**, reach higher manager, and **Brittany Blake**, coordinator of academic affairs initiatives presented "**Reach Higher-Oklahoma's Degree Completion Initiative.**"
  - **Dr. Kyle Foster**, assistant vice chancellor academic affairs and **Colbi Beam**, coordinator for academic affairs and K-12 & postsecondary student success initiatives presented "**Developments in Early College Programs in Oklahoma.**"
  - **Angel Icenhour**, coordinator for academic affairs student success initiatives and **Dr. Stephanie Beauchamp**, associate vice chancellor for academic affairs presented "**Show What You Know (+).**"
  - **Dr. Rachel Bates**, associate vice chancellor educational partnerships and **Dr. Goldie Thompson**, assistant vice chancellor for teacher preparation and special programs presented "**Undergraduate Mathematics and Teacher Education.**"
  - **Brad Griffith**, director of online learning initiatives and **Brittany Blake**, coordinator of academic affairs initiatives presented "**Oklahoma's Online Collaboration Groups.**"

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #21:**

**Administrative Rules.**

**SUBJECT:** Posting of proposed Administrative rules for the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service and submission of Notice of Rulemaking Intent to the Oklahoma Office of Administrative Rules.

**RECOMMENDATION:**

**It is recommended that the State Regents initiate the rulemaking process for new Administrative rules for the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service (*Oklahoma Administrative Code*, Title 610, Chapter 25, Subchapter XX) by posting draft proposed administrative rules and submitting a Notice of Rulemaking Intent the Office of Administrative Rules.**

**BACKGROUND:**

Chancellor Glen D. Johnson retired from his role as the 8<sup>th</sup> chancellor of the Oklahoma State Regents for Higher Education on November 7, 2021, after almost 15 years of service to the State Regents. In conjunction with his retirement as Chancellor, the State Regents have established the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service to honor his commitment to improve college access, maintain college affordability, and increase the number of college graduates in Oklahoma to meet the state's current and future workforce needs.

**POLICY ISSUES:**

Revisions to the State Regents' *Policy and Procedures Manual* creating a new section of State Regents' policy for the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service were approved by the State Regents at their meeting on October 21, 2021.

To complete the process for establishing the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service, the State Regents must now develop administrative rules for the scholarship program through the permanent rulemaking process.

**ANALYSIS:**

Currently, Title 610, Chapter 25 of the *Oklahoma Administrative Code* provides administrative rules outlining procedures for the following scholarship programs actively administered by the State Regents:

- Academic Scholars Program
- Chancellor Hans Brisch scholarship Program
- William P. Willis Scholarship Program
- Oklahoma Tuition Aid Grant Program

- Future Teachers' Scholarship Program
- Chiropractic Education Assistance Program
- Heartland Scholarship Program
- Oklahoma Higher Learning Access Program
- Teacher Shortage Employment Incentive Program
- Tulsa Reconciliation Education and Scholarship Act
- Oklahoma Tuition Equalization Grant Program
- Regional University Baccalaureate Scholarship Program

To initiate the administrative rulemaking process for Chancellor Glen D. Johnson Scholarship in Leadership and Public Service, draft permanent rules have been attached for posting. Additionally, State Regents' staff will transmit the attached Notice of Rulemaking Intent to the Oklahoma Office of Administrative Rules for publication in the *Oklahoma Register*.



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

**RULEMAKING ACTION:**

Notice of proposed PERMANENT rulemaking

**PROPOSED RULES:**

Subchapter **XX**. Chancellor Glen D. Johnson Scholarship in Leadership and Public Service [NEW]

**SUMMARY:**

Chancellor Glen D. Johnson retired from his role as the chief executive officer for the Oklahoma State System of Higher Education on November 7, 2021, after 14.5 years of service to the State Regents. To honor Chancellor Johnson's commitment to improving college access, maintaining college affordability, and increasing the number of college graduates in Oklahoma to meet the state's current and future workforce needs, the State Regents are establishing the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service. The State Regents have committed \$100,000 in one-time funds from the FY22 appropriation to start the scholarship fund and private funds are being contributed to grow the fund's corpus. The scholarship will be awarded each year to outstanding college students attending one of Oklahoma's public colleges or universities who demonstrate strong leadership potential, a significant commitment to community engagement activities, and interest in pursuing a career in public service. The proposed new permanent rules outline the purpose of the scholarship, eligibility requirements, the award process, and fiscal aspects for administering the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service

**AUTHORITY:**

Board of Regents for the Oklahoma State Regents for Higher Education; 70 O.S. § 3206(i)

**COMMENT PERIOD:**

Persons wishing to present their views in writing may do so before 5:00 p.m. on January 21, 2022, at the following address: Matt Stangl, General Counsel, 655 Research Parkway, Suite 200, Oklahoma City, OK 73104-3603; or, at P.O. Box 108850, Oklahoma City, OK 73101-8850; or, at [mstangl@osrhe.edu](mailto:mstangl@osrhe.edu).

**PUBLIC HEARING:**

A public hearing has not been scheduled; however, pursuant to 75 O.S. § 303(B)(9), "persons may demand a hearing" by contacting Matt Stangl, General Counsel, at [mstangl@osrhe.edu](mailto:mstangl@osrhe.edu) or 405.225.9129 no later than 5:00 p.m. on January 21, 2022.

**REQUESTS FOR COMMENTS FROM BUSINESS ENTITIES:**

N/A

**COPIES OF PROPOSED RULES:**

Copies of proposed rules are available in the office of the Oklahoma State Regents for Higher Education (655 Research Parkway, Suite 200, Oklahoma City, OK 73104), by email to [mstangl@osrhe.edu](mailto:mstangl@osrhe.edu), and on the agency's website at <https://www.okhighered.org>.

**RULE IMPACT STATEMENT:**

Pursuant to 75 O.S., Section 303(D), a rule impact statement will be prepared and will be available on the agency's website at <https://www.okhighered.org>.

**CONTACT PERSON:**

Matt Stangl, General Counsel, 405.225.9129, or [mstangl@osrhe.edu](mailto:mstangl@osrhe.edu)

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

**SUBCHAPTER XX. CHANCELLOR GLEN D. JOHNSON SCHOLARSHIP IN LEADERSHIP  
AND PUBLIC SERVICE [NEW]**

**610:25-XX-1. Purpose [NEW]**

The Chancellor Glen D. Johnson Scholarship in Leadership and Public Service honors Chancellor Johnson's commitment to increasing the number of college graduates in Oklahoma to meet the state's current and future workforce needs in today's knowledge-based, global economy. The scholarship is awarded each year to outstanding college students attending one of Oklahoma's public colleges or universities who demonstrate strong leadership potential, a significant commitment to community engagement activities, and interest in pursuing a career in public service.

**610: 25-XX-2. Eligibility Requirements [NEW]**

Recipients of the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service shall meet the following eligibility requirements:

- (1) Oklahoma resident.
- (2) Enrolled full-time (minimum of 12 credit hours per semester) at a public institution within the Oklahoma State System of Higher Education.
- (3) In good academic standing with a minimum GPA of 3.0 at the time of nomination.
- (4) Completed at least 30 hours of college coursework/credits and will be classified as a sophomore, junior, or senior for the academic year in which the scholarship will be received.

**610:25-XX-3. Award Process [NEW]**

- (1) **Number of Scholarships Awarded Annually.** Each year, a total of six scholarships will be awarded through the Chancellor Glen D. Johnson Scholarship in Leadership and Public Services as follows:
  - (A) Two (2) scholarships to students attending Oklahoma's public two-year colleges;
  - (B) Two (2) scholarships to students attending Oklahoma's public regional universities (including the University of Science and Arts of Oklahoma); and
  - (C) Two (2) scholarships to students attending Oklahoma's public research universities.
- (2) **Selection Process.** Recipients of the award will be selected from nominations received from Oklahoma's state system institutions.
- (3) **Call for Nominations.** A call for nominations and application materials will be sent to institutions no later than November 30th each year. Nominations must be received by the Oklahoma State Regents for Higher Education by February 28th each year.
- (4) **Institutional Submissions.**
  - (A) Two-year community colleges and regional universities may submit only 1 nomination each year. Nominations must be submitted by the institution's president.
  - (B) Oklahoma State University and the University of Oklahoma may submit up to 2 nominations each for the 2 scholarships to be awarded to the research institutions.
- (5) **Evaluation Criteria.** Recipients will be selected from the nominations received from Presidents by a committee appointed by the State Regents based on the following criteria:
  - (A) Leadership experience;
  - (B) Demonstrated interest in public service, community engagement and civic participation;
  - (C) A short essay on the importance and value of public service; and
  - (D) A letter of recommendation from an individual who can attest to the student's leadership potential and commitment to public service (e.g., professor, dean, advisor, president, community leader, etc.).

(E)

**610.25-XX-4. Fiscal Aspects of the Program [NEW]**

- (1) **Fund Establishment.** The State Regents are allocating one-time funds in the amount of \$100,000 to establish the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service fund.
- (2) **Donations.** Private donations to the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service will be added to the fund's corpus.
- (3) **Award Amount.** Each year, the scholarship award amount will be determined by the State Regents based on prior year's investment earnings from the Chancellor Glen D. Johnson Scholarship fund.
- (4) **Disbursement.** Funds made available to the student as part of the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service will be paid directly to the student's institution on behalf of the student. Disbursement of funds will occur the first week of August, prior to the start of the fall semester.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #22:**

**2022 Legislative Agenda.**

**SUBJECT:** Approval of the State Regents' 2022 Legislative Agenda.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the 2022 Legislative Agenda, as described below.**

**BACKGROUND:**

The Legislative Agenda is developed as a guideline to frame issues of interest to the Oklahoma state system of higher education that could be addressed by the Oklahoma Legislature.

**POLICY ISSUES:**

This action is consistent with State Regents' policy.

**ANALYSIS:**

The 2022 Legislative Agenda sets forward the following list of issues of interest to the Oklahoma state system of higher education, which may be brought before the Oklahoma Legislature during the 2022 Legislative Session.

- **Workforce and economic development initiatives.** Degree and certificate program production in STEM disciplines has increased 43 percent over the last decade. Funding requested for FY23 will support continued growth in nursing, medicine, allied health, science, technology, engineering, teacher education and business. Strategic innovations include development of micro-credentials, alternative learning pathways directly aligned with high-demand skills requested by employers that help individuals adapt and succeed, equipping both students pursuing a degree and current degree-holders to fill critical workforce needs.
- **Concurrent enrollment.** The concurrent enrollment program allows outstanding juniors and seniors to earn college credit while still in high school. Concurrent enrollment improves college readiness, lowers family costs for college, increases degree completion and reduces the time required to complete a degree. FY22 funding provided the opportunity to fully fund the concurrent enrollment program for high school seniors. To fully fund concurrent enrollment for high school seniors and juniors will require an additional investment of \$4 million.
- **Oklahoma's Promise.** The state system of higher education strongly supports protecting the dedicated funding source for Oklahoma's Promise, which has been named by the Southern Regional Education Board as a top promise scholarship program in the nation.

- **Task Force on the Future of Higher Education.** Oklahoma higher education continues to implement the cost-saving, innovative strategies reflected in the recommendations issued by the State Regents' Task Force on the Future of Higher Education in 2018. To date, progress in implementing Task Force recommendations includes completion of long-term fiscal viability reviews for each state system college and university; implementation of institutional collaborations and partnerships resulting in increased efficiencies and cost savings; expansion of the concurrent enrollment tuition waiver program to qualified high school juniors; implementation of a systemwide micro-credentialing initiative in partnership with Coursera; and expansion of institutional capability to offer college credit for prior learning gained through employment, military service, or attendance at an Oklahoma technology center.
- **Increasing degree completion.** Graduation rates at every tier in Oklahoma higher education have risen significantly over the last decade. The State Regents' Reach Higher adult degree completion programs provide specialized advising and support systems to help adult students return and complete degrees in high-demand fields. A dedicated website, ShowWhatYouKnowOK.org, empowers students to earn college credit for knowledge gained through prior work experiences, military training, non-degree granting institutions, and other learning environments. More than 10,000 degrees have been awarded through Reach Higher since the initiative's inception in 2007.
- **Maintain current law on weapons on campus.** Oklahoma higher education supports the second amendment and gun ownership. Under the current law, campus presidents have the discretion to permit the carrying of weapons on campus when an exception is warranted. The State Regents and our 25 public colleges and universities strongly believe that the current law is working, and that expanding authorization to carry weapons on campus would create a more dangerous environment for students, faculty, staff and visitors. Maintaining the current law regarding weapons on campus will continue to be a state system priority in partnership with the business community.
- **OneNet.** Driving digital learning, OneNet provides the technology and connectivity necessary to support advanced higher education academic research and enhance the quality and delivery of online education opportunities in changing learning environments. OneNet operates Oklahoma's most advanced research, education and technology network, providing the infrastructure required for high-speed broadband services at an equitable rate.

(Supplement)

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #23-a:**

**Programs.**

**SUBJECT:** Modifications. Approval of institutional requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

Oklahoma State University (OSU)

10 degree program requirement changes

1 degree program option addition

1 degree program option name change

Cameron University (CU)

2 degree program requirement changes

1 degree program option deletion

Northwestern Oklahoma State University (NWOSU)

2 degree program requirement changes

Southwestern State University (SWOSU)

6 degree program requirement changes

1 degree program option name change

1 degree program option deletion

Connors State College (CSC)

1 degree program requirement change

1 degree program name change

Redlands Community College (RCC)

1 degree program requirement change

**POLICY ISSUES:**

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

## **ANALYSIS:**

### **OSU – Master of Science in Statistics (192)**

Degree program requirement changes

Remove STAT 5013.

Add three credit hour elective with STAT or MATH prefix.

The proposed changes will provide students with more flexibility.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

### **OSU – Graduate Certificate in Workforce and Adult Education (111)**

Degree program requirement changes

Remove WAED 5153 and three credit hour elective.

Add WAED 5123 and WAED 5313.

The proposed changes will better prepare students for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the certificate will not change.

No funds are requested from the State Regents.

### **OSU – Doctor of Philosophy in Nutritional Sciences (509)**

Degree program requirement changes

Change admission criteria:

For the 60-credit hour program, remove requirement to have a Master of Science degree.

For the 60-credit hour program, add option to have 30 graduate credit hours of course work in biochemistry, biology, dietetics, exercise science, food science, health education, hospitality/restaurant management, nutrition science, or other field related to nutrition.

Remove requirement to earn a Master of Science degree during the 80-credit hour program.

Remove HS 6993.

The proposed admissions changes will align admission criteria with similar doctoral programs at peer institutions.

The proposed curricular changes will remove a barrier to completion and a course that is no longer offered.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

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

Degree program requirement changes

Remove MATH 2123 as an alternative for MATH 2144.

Remove MATH 2133 as an alternative for MATH 2153.

Add other approved Calculus II course as an alternative for MATH 2153.

Remove MET 2223/1223 and ENGR 2400.

Add MET 3223 and ENSC 3431.

Remove GENT 1153 as an alternative for MET 1123.

Add ENGR 1322/MET 1121 and ENGR 1332/MET 1121 as alternatives for MET 1123.

Remove GENT 3433 as an alternative for MET 3433.

Remove GENT 4433 as an alternative for MET 4433.

Add MET 3453 as an alternative for MET 4433.

Add MET 4133 as an alternative for MET 4103.



Add MET 4143 as an alternative for MET 4123.  
Change credit hours for Controlled Electives from 6 to 5.  
The proposed changes will enhance the academic rigor of the program, add transparency to degree requirements for students, and provide students with more flexibility.  
Three new courses will be added and no courses will be deleted.  
Total credit hours for the degree will change from 120-123 to 120.  
No funds are requested from the State Regents.

### **OSU – Bachelor of Arts in Arts Administration (536)**

Degree program requirement changes

Remove MATH 1483, three credit hour course with S designation, and ART 2423.

Add ART 1203.

Remove ART 3423 as an alternative for MC 2023.

Add ART 1303 as an alternative for MC 2023.

Change credit hours for courses with A, H, N, or S designation from 10 to 7.

Change credit hours for Core Requirements from 30 to 24.

Change credit hours for Electives from 10 to 16.

The proposed changes will better prepare students for employment, and provide students with more flexibility.

One new course will be added and no courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

### **OSU - Bachelor of Science in Human Sciences in Design, Housing and Merchandising (050)**

Degree program requirement changes

For the Fashion Design and Production option:

Remove DHM 4893 as an alternative for DHM 4453.

The proposed change will remove a course that is no longer being taught.

No new courses will be added and one course will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

### **OSU – Graduate Certificate in Effective Teaching in Secondary Schools (551)**

Degree program requirement changes

Remove CIED 5010.

Change credit hours for electives from 3 to 6.

The proposed changes will better prepare students for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the certificate will not change.

No funds are requested from the State Regents.

### **OSU – Master of Science in Counseling (194)**

Degree program requirement changes

Change the admission criteria:

Remove requirement to submit Graduate Record Examination or Miller Admissions Test score.

For the Mental Health Counseling option:

Remove CPSY 6323 and add CPSY 5413.

For the School Counseling option:

Remove CPSY 6323 and CPSY 5533.

Add CPSY 5673 and six credit hours of electives.

The proposed admissions change will align admission criteria with similar programs at peer institutions.

The proposed curricular changes will better align the curriculum with CACREP accreditation standards and better prepare students for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree will change from 57-60 to 60.

No funds are requested from the State Regents.

### **OSU – Master of Science in Design, Housing and Merchandising (051)**

Degree program option addition

Add option:

Digital Design.

The proposed option will expand students' career options.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

### **OSU - Master of Science in Human Development and Family Science (095)**

Degree program option name change and degree program requirement changes

For the Gerontology option:

Change option name to Aging Sciences.

Remove HDFS 5513, HDFS 5423, HDFS 5433, HDFS 5173, HDFS 5133, and HDFS 5160.

Add HDFS 5523, HDFS 5013, HDFS 5123, REMS 5953, and HDFS 5163.

Change credit hours for Core from 15 to 12.

For thesis students, require six credit hours of electives.

For non-thesis students, change credit hours for electives from 3 to 9.

For the Applied Human Services option:

Remove HDFS 5513, HDFS 5173, and HDFS 5163.

Add HDFS 5523, HDFS 5123, and REMS 5953.

Require HDFS 5000 (6 credit hours) or HDFS 5160 (3 credit hours).

Change credit hours for Electives from 15 to 9-12.

For the Developmental and Family Science option:

Remove HDFS 5513, HDFS 5173, and HDFS 5133.

Add HDFS 5523.

Require HDFS 5123/STAT 5013/STAT 5063 or PSYC 5304/PSYC 5314/HDFS 6143.

Change credit hours for Electives from 6 to 9.

For the Early Childhood Education option:

Remove HDFS 5173, HDFS 5513, HDFS 5343, and HDFS 5363.

Add HDFS 5353, HDFS 5523, and HDFS 5123.

For the Marriage and Family Therapy option:

Remove HDFS 5513, HDFS 5173, and HDFS 5133.

Add HDFS 5523 and HDFS 5123.

For thesis students, require REMS 5953, STAT 5013, or committee approved equivalent.

The proposed option name change will better align the option with current industry trends and enhance marketability.

The proposed curricular changes will better align the curriculum with current industry standards and better prepare students for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

### **OSU – Doctor of Philosophy in Educational Psychology (070)**

Degree program requirement changes

For the Educational Psychology option:

Remove EPSY 5320.

Add EPSY 6001 and EPSY 6153.

The proposed changes will better meet the academic needs of students.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

### **CU - Bachelor of Arts in English (120)**

Degree program option deletions and degree program requirement changes

Delete options:

Creative Writing.

There are currently 8 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.

Literature.

There are currently 8 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.

Add ENGL 2333, ENGL 4133, ENGL 4143, and ENGL 4153.

Remove ENGL 3113, ENGL 3303/PRWR 3303, and ENGL 3023/ENGL 3033/ENGL 3043/ENGL 3053/ENGL 3063/ENGL 3073.

Change credit hours for Major Requirements from 45 to 42.

Change credit hours for electives with ENGL or PRWR prefix from 9 to 18.

The proposed option deletions will provide students with more flexibility.

The proposed curricular changes will better prepare students for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

### **CU – Bachelor of Arts in English Education (125)**

Degree program requirement changes

Add PRWR 2013, ENGL 2983, ENGL 4133, ENGL 4143, ENGL 4153, and ENGL 4163.

Remove ENGL 3023, ENGL 3033, ENGL 3043, ENGL 3053, ENGL 3063, ENGL 3073, ENGL 3113, ENGL 3303, and 2 credit hours of electives with ENGL or PRWR prefix.

Change credit hours for Major Requirements from 74 to 66.

The proposed curriculum changes will better prepare students for employment and provide them with more flexibility.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

### **NWOSU – Bachelor of Business Administration in Accounting (001)**

Degree program requirement changes

Remove GBUS 2013, ACCT 4303, and three-credit hour upper level Accounting elective.

Add ACCT 3143, ACCT 4123, and ACCT 4503.

The proposed changes will align the curriculum with new requirements for the uniform CPA exam.

One new course will be added and no courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

### **NWOSU – Certificate in Accounting (068)**

Degree program requirement changes

Remove ACCT 4303, and three-credit hour upper level Accounting elective.

Add ACCT 3143 and ACCT 4123.

The proposed changes will align the curriculum with new requirements for the uniform CPA exam.

No new courses will be added and no courses will be deleted.

Total credit hours for the certificate will not change.

No funds are requested from the State Regents.

### **SWOSU – Bachelor of Science in Microbiology (034)**

Degree program requirement change

Remove BIOL 4355 as an alternative for BIOL 3355.

The proposed change will update the curriculum to better meet the academic needs of students.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

### **SWOSU – Bachelor of Science in Education in Natural Science Education (039)**

Degree program requirement changes

Add BIOL 4853 and SECED 4XX1 (Natural Science Practicum).

Remove requirement to complete 14-15 credit hour Concentration.

Require 4 credit hours of General Science Electives.

Change credit hours for Science courses from 7-8 to 8.

Change credit hours for Required Core Courses from 33 to 36.

Change credit hours for Professional Education Requirements from 36 to 37.

The proposed changes will better align the curriculum with National Science Teachers Association accreditation requirements.

One new course will be added and no courses will be deleted.

Total credit hours for the degree will change from 126 to 121.

No funds are requested from the State Regents.

### **SWOSU – Bachelor of Science in Health Science (137)**

Degree program requirement changes

Remove ALHLT 1401, ALHLT 3963, and ALHLT 4081.

Add ALHLT 1323, ALHLT 3033, and HIM 3123.

Add ALHLT 2154 and KINES 3343 as alternatives for BIOL 3704.

Add ALHLT 2164 as an alternative for BIOL 3904/KINES 4234.

Change credit hours for Core Requirements from 34 to 38.

Remove requirement to select a Minor.

Require 30 credit hours of Guided Electives.

Change credit hours for Free Electives from 4-8 to 12.

The proposed changes will provide students with more flexibility and better prepare them for employment and/or applying to graduate school.

No new courses will be added and one course will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

### **SWOSU – Bachelor of Applied Science in Health Science (166)**

Degree program requirement changes

Remove ALHLT 3963, ALHLT 4093, and HIM 4113.

Add ALHLT 3033.

Add ALHLT 2154 and KINES 3343 as alternatives for BIOL 3704.

Add ALHLT 2164 as an alternative for BIOL 3904/KINES 4234.

Change credit hours for Electives from 9 to 15-16.

The proposed changes will provide students with more flexibility and better prepare them for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

### **SWOSU - Bachelor of Science in Applied Engineering Management (026)**

Degree program option name change and degree program requirement changes

For the Electronics Technology option:

Change option name to Computer Electronics Technology.

Remove TECH 2813, TECH 3883, TECH 4223, and six credit hours of electives.

Add MFET 3433, COMSC 1033, COMSC 1103, COMSC 2603, and COMSC 4043.

For the Manufacturing Technology option:

Add TECH 4853.

The proposed option name change will better align the option with current industry trends and better reflect the focus of the coursework.

The proposed curricular changes will align the curriculum with advisory board recommendations, remove courses with consistently low enrollment, and better prepare students for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree will change from 120-121 to 121-123.

No funds are requested from the State Regents.

### **SWOSU - Bachelor of Science in Engineering Technology (128)**

Degree program option deletion and degree program requirement changes

Delete option:

Computer Electronics Engineering Technology.

There are currently 2 students enrolled in the option with an expected graduation date during the 2022-2023 academic year.

Remove COMSC 1433 and add COMSC 1033.

For the Environmental Engineering Technology option:

Remove BIOL 4355.

Require BIOL 2354 and CHEM 3111 or BIOL 3355.

For the Manufacturing Engineering Technology option:

Add TECH 4853.

The proposed option deletion is due to low student enrollment.

The proposed curricular changes will remove two courses no longer being taught, provide students with more flexibility, and better prepare students for employment.

No new courses will be added and two courses will be deleted.

Total credit hours for the degree will change 120-121 to 121-123.

No funds are requested from the State Regents.

### **CSC - Associate in Arts in Pre-Law (041)**

Degree program name change and degree program requirement changes

Change program name to Political Science / Pre-Law.

Remove BUSN 2113, BUSN 2123, BUSN 2213, BUSN 2543, BUSN 2643, CJPS 2013, and CJPS 2023.

Require 12 credit hours of POLS or CJPS courses.

Change credit hours for Guided Major Electives from 0-3 to 11-12.

The proposed name change will reflect the changing focus of the program and enhance recruitment efforts.

The proposed curricular changes will provide students with more flexibility.

Five new courses will be added and no courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

**RCC – Associate in Applied Science in Applied Technology (875)**

Degree program requirement changes

Add COL 1111.

The proposed changes will enhance students' ability to succeed at the institution and better prepare them for employment.

No new courses will be added and no courses will be deleted.

Total credit hours for the degree will change from 60 to 61-62.

No funds are requested from the State Regents.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #23-b:**

**Post Audit.**

**SUBJECT:** Approval of institutional requests for final approval and review schedule extensions for existing programs.

**RECOMMENDATION:**

**It is recommended that the State Regents approve institutional requests for final approval and extension of the review schedule of existing degree programs, as described below.**

**BACKGROUND:**

The State Regents approve new programs provisionally with institutionally established and State Regents' approved criteria to be met prior to final approval. Examples of final program approval criteria include: minimum number of enrollments, graduates, and/or full-time equivalent enrollments (FTE's); accreditation from a regional or national accrediting agency; post-graduation employment rates; specific academic achievement profile; and/or minimum ranking or pass rates on standardized tests or licensure examinations.

A summary of the recommendations is provided below. The accompanying table outlines the criteria, productivity, and recommendation for each degree program.

University of Oklahoma (OU)  
5 final approvals  
12 review schedule extensions

University of Oklahoma Health Sciences Center (OUHSC)  
1 review schedule extension

Oklahoma State University (OSU)  
4 final approvals  
15 review schedule extensions

Cameron University (CU)  
1 review schedule extension

East Central University (ECU)  
1 final approval  
4 review schedule extensions

Langston University  
1 final approval  
1 review schedule extension

Northeastern State University (NSU)  
 1 final approval  
 9 review schedule extensions

Northwestern Oklahoma State University (NWOSU)  
 1 review schedule extension

Rogers State University (RSU)  
 2 review schedule extensions

Southeastern Oklahoma State University (SEOSU)  
 1 final approval

Southwestern Oklahoma State University (SWOSU)  
 1 review schedule extension

University of Central Oklahoma (UCO)  
 2 final approvals  
 10 review schedule extensions

Murray State College (MSC)  
 2 review schedule extensions

Northeastern Oklahoma A&M College (NEOAMC)  
 1 review schedule extension

Oklahoma City Community College (OCCC)  
 1 review schedule extension

Rose State College (RSC)  
 1 review schedule extension

Seminole State College (SSC)  
 1 review schedule extension

Tulsa Community College (TCC)  
 3 final approvals  
 2 review schedule extensions

Western Oklahoma State College (WOSC)  
 1 review schedule extension

**POLICY ISSUES:**

These actions are consistent with the State Regents' Academic Program Approval policy.

**ANALYSIS:**

As noted above, the following recommendations are included in the table (Attachment A), that lists the degree program, date of approval, criteria established by the institution and approved by the State Regents,



productivity level, and recommendation for the program.

### **Recommendation: Final Approval**

#### **OU - Doctor of Philosophy in Biomedical Engineering (354)**

This program was provisionally approved at the June 30, 2003 State Regents' meeting with continuation of the program beyond Fall 2008 dependent upon enrolling 13 students in Fall 2007 and graduating 5 students in 2007-2008. This program exceeded the productivity criterion for enrollment (achieved 20 of the 13 required), but did not meet the productivity criterion for graduates (achieved 2 of the 5 required).

At their December 4, 2008 meeting, the State Regents granted an extension of the review schedule with revised criteria, with continuation of the program beyond Fall 2013 dependent upon enrolling 13 students in Fall 2012 and graduating 3 students in 2012-2013. This program did not meet the productivity criterion for enrollment (achieved 12 of the 13 required), but exceeded the productivity criterion for graduates (achieved 5 of the 3 required).

At their December 5, 2013 meeting, the State Regents approved another extension of the review schedule, with continuation of the program beyond Fall 2016 dependent upon enrolling 13 students in Fall 2015 and graduating 3 students in 2015-2016. The program did not meet the productivity criteria for enrollment (achieved 8 of the 13 required) or for graduates (achieved 0 of the 3 required).

At their December 1, 2016 meeting, the State Regents granted a third extension of the review schedule, with continuation of the program beyond Fall 2019 dependent upon enrolling 13 students in Fall 2018 and graduating 3 students in 2018-2019. This program exceeded the productivity criterion for enrollment (achieved 15 of the 13 required), but did not meet the productivity criterion for graduates (achieved 2 of the 3 required).

At their December 5, 2019 meeting, the State Regents approved a fourth and final extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 13 students in Fall 2020 and graduating 3 students in 2020-2021. This program exceeded the productivity criterion for enrollment (achieved 21 of the 13 required), but did not meet the productivity criterion for graduates (achieved 2 of the 3 required).

OU reports that the Stephenson School of Biomedical Engineering obtained custodianship of the program in 2016. Over the past five years, the Stephenson School has overhauled the program, including raising student stipends (necessary for competitive recruiting against universities in other states), creating a new General Exam policy, revising the curriculum, and creating an active Student Recruiting Committee. OU is requesting a policy exception for the program since these efforts have resulted in strong enrollment and the number of students graduating from the program meets the five-year average for productivity for a Doctor of Philosophy degree. Since OU has demonstrated a strong program that is meeting area needs, final approval is recommended.

#### **OU – Master of Science in Interior Design (383)**

This program exceeded the productivity criteria for enrollment (achieved 17 of the 15 required) and for graduates (achieved 6 of the 5 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

#### **OU – Bachelor of Arts in Art (398)**

This program exceeded the productivity criteria for enrollment (achieved 113 of the 30 required) and for graduates (achieved 12 of the 10 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**OU – Master of Science in Geography and Environmental Sustainability (425)**

This program exceeded the productivity criteria for enrollment (achieved 35 of the 7 required) and for graduates (achieved 8 of the 3 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**OU – Master of Science in Finance (450)**

This program exceeded the productivity criteria for enrollment (achieved 87 of the 35 required) and for graduates (achieved 30 of the 21 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**OSU - Doctor of Philosophy in Fire and Emergency Management Administration (470)**

This program received provisional approval at the May 23, 2008 State Regents' meeting with the continuation of the program beyond Fall 2013 dependent upon enrolling 14 students in Fall 2012 and graduating 5 students in 2012-2013. This program exceeded the productivity criterion for enrollment (achieved 30 of the 14 required), but did not meet the productivity criterion for graduates (achieved 2 of the 5 required).

At their December 5, 2013 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2016 dependent upon enrolling 14 students in Fall 2015 and graduating 5 students in 2015-2016. The program exceeded the productivity criterion for enrollment (achieved 25 of the 14 required), but did not meet the productivity criterion for graduates (achieved 4 of the 5 required).

At their December 1, 2016 meeting, the State Regents approved another extension of the review schedule, with continuation of the program beyond Fall 2019 dependent upon enrolling 14 students in Fall 2018 and graduating 5 students in 2018-2019. This program exceeded the productivity criterion for enrollment (achieved 27 of the 14 required), but did not meet the productivity criterion for graduates (achieved 3 of the 5 required).

At their December 5, 2019 meeting, the State Regents approved a third and final extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 14 students in Fall 2020 and graduating 5 students in 2020-2021. The program exceeded the productivity criterion for enrollment (achieved 38 of the 14 required), but did not meet the productivity criterion for graduates (achieved 3 of the 5 required).

OSU reports that most of the students in the program attend school part time and work full time in emergency management or first responder positions. The COVID-19 pandemic had a major impact on these students during the 2020-2021 academic year, because many of them worked in emergency operations centers for nearly 18 months. The demanding work schedules slowed a lot of students' progress toward graduation.

Over the last several years, the following steps have been taken to improve retention and graduation of students in the program: streamlining the curriculum; developing a program handbook; developing a seminar class, which requires students to map out their plan of study through the semester they plan to graduate; and adding a doctoral-student only section of FEMP 5013: Research Design and Methodology, which enables them to begin focusing on their dissertation topics and methodology from the first semester of the program.

OSU has demonstrated a strong program that is meeting area needs as reflected in the program's ability during all review periods to exceed its enrollment productivity criterion and meet or exceed the minimum

five-year average productivity criterion for number of students graduating from a Doctor of Philosophy degree. Final approval is recommended.

**OSU – Doctor of Philosophy in Materials Science and Engineering (502)**

This program exceeded the productivity criterion for enrollment (achieved 9 of the 6 required) and met the productivity criterion for graduates (achieved 2 of the 2 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

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

This program exceeded the productivity criteria for enrollment (achieved 406 of the 18 required) and for graduates (achieved 68 of the 5 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**OSU – Bachelor of Science in Music Industry (523)**

This program exceeded the productivity criterion for enrollment (achieved 50 of the 13 required) and for graduates (achieved 6 of the 5 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**ECU - Master of Management in Management (102)**

This program exceeded the productivity criteria for enrollment (achieved 31 of the 18 required) and for graduates (achieved 15 of the 8 required). ECU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**LU - Associate in Arts in General Studies (072)**

This program exceeded the productivity criteria for enrollment (achieved 443 of the 50 required) and for graduates (achieved 37 of the 35 required). LU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**NSU – Bachelor of Science in Cell and Molecular Biology (161)**

This program exceeded the productivity criteria for enrollment (achieved 254 of the 45 required) and for graduates (achieved 72 of the 10 required). NSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**SEOSU - Bachelor of Science in Health and Human Performance (115)**

This program exceeded the productivity criteria for enrollment (achieved 91 of the 12 required) and for graduates (achieved 24 of the 6 required). SEOSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**UCO - Master of Education in Secondary Education (200)**

This program exceeded the productivity criterion for enrollment (achieved 58 of the 50 required) and met the productivity criterion for graduates (achieved 10 of the 10 required). UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**UCO - Master of Science in Business Analytics (218)**

This program exceeded the productivity criteria for enrollment (achieved 74 of the 25 required) and for graduates (achieved 32 of the 20 required). UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**TCC - Associate in Arts in Criminal Justice (365)**

This program exceeded the productivity criteria for enrollment (achieved 287 of the 154 required) and for graduates (achieved 37 of the 25 required). TCC has demonstrated a strong program and is meeting area

needs. Final approval is recommended.

**TCC - Associate in Arts in Psychology (366)**

This program exceeded the productivity criteria for enrollment (achieved 706 of the 293 required) and for graduates (achieved 158 of the 58 required). TCC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**TCC - Associate in Arts in Sociology (367)**

This program exceeded the productivity criteria for enrollment (achieved 51 of the 38 required) and for graduates (achieved 9 of the 8 required). TCC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**Recommendation: Review Schedule Extension**

**OU - Graduate Certificate in Executive Management in Aerospace/Defense (384)**

This program received provisional approval at the September 5, 2019 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 10 students in Fall 2020 and graduating 5 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 2 of the 10 required) or for graduates (achieved 1 of the 5 required).

OU reports the certificate is the only program of its kind in the country. To meet the minimum productivity requirements for enrollment and graduation prior to the next review, the program will invest in additional marketing strategies, including: contracting with a vendor to develop and run a social media campaign; increasing outreach and partnerships with employers in the Aerospace and Defense industry; advertising and/or becoming exhibitors at multiple conferences, including Aviation Week MRO Americas (April 2022), Tinker and the Primes (August 2022), US Air Force Association (September 2022); and running virtual program presentations and hosting informal question and answer sessions.

To increase student engagement, the program will increase efforts to connect students to the broader cohort of students in the Executive Master of Business Administration in Aerospace and Defense (457) program. For example, the students will take courses with the Executive Master of Business Administration in Aerospace and Defense (457) students and be involved in group projects, presentations, and other activities. The program anticipates that helping students in the certificate build better connections to the Price College of Business and students with similar interests will increase their likelihood of completion.

Based on increased marketing and retention efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2023; and
- Graduates: 5 in 2023-2024.

**OU – Professional Master of Science (386)**

**Professional Master of Arts (387)**

These programs were provisionally approved at the September 8, 2011 State Regents' meeting. These programs did not meet the productivity criteria for enrollment (achieved 0 of the 8 required) or for graduates (achieved 0 of the 3 required).

At their December 1, 2016 meeting, the State Regents approved an extension of the review schedule with continuation of the programs beyond Fall 2021 dependent upon enrolling 8 students in Fall 2020 and graduating 3 students in 2020-2021. These programs did not meet the productivity criteria for enrollment (achieved 0 of the 8 required) or for graduates (achieved 0 of the 3 required).

OU reports that the programs are housed within OU's Graduate College and were designed as a transitional/incubator degree for new programs with a professional component. The purpose of the programs is to allow students to pursue a graduate degree and tailor the curriculum to meet their specific career goals. If successful and with enough student interest, the incubator degree would then be channeled through the program approval process and submitted to the State Regents for approval. Therefore, while students may enroll in the Professional Master of Science (386) or Professional Master of Arts (387), it is likely they will transition into and graduate with another degree. For example, the Master of Arts in Teaching English to Speakers of Other Languages (136) was developed through the Professional Master of Arts (387) incubation process.

Although there are currently no new programs incubating, OU would like to keep these programs active to accommodate future program development. Based upon the unique nature of the programs, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 8 in Fall 2023; and
- Graduates: 3 in 2023-2024.

#### **OU - Doctor of Philosophy in Planning, Design, and Construction (396)**

This program received provisional approval at the October 17, 2013 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 16 students in Fall 2018 and graduating 3 students in 2018-2019. This program did not meet the productivity criteria for enrollment (achieved 11 of the 16 required) or for graduates (achieved 0 of the 3 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 8 students in Fall 2020 and graduating 2 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 9 of the 16 required) or for graduates (achieved 1 of the 3 required).

OU reports that in 2019, admission criteria for the program were revised. Now, a student who meets all admission criteria is only accepted when a Gibbs College of Architecture faculty agrees to serve as the student's doctoral committee chair and a second faculty agrees to be a co-chair. These admission requirements were established to ensure every student admitted into the program is well guided to succeed and graduate on time. Considering the current number of doctoral faculty in the Gibbs College of Architecture and available resources, a minimum of 8 enrolled students in the program is a more realistic target each academic year.

In 2020, the COVID-19 pandemic had a tremendous negative effect on students' abilities to collect data and finish their dissertations on time. OU anticipates that 3 or 4 students will graduate by the end of 2021-2022, since a few students would have graduated in 2020-2021 in normal circumstances.

Based on admission criteria revisions, faculty availability and resources, and expected graduates, an extension of the review schedule with revised productivity criteria is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 8 in Fall 2023; and
- Graduates: 2 in 2023-2024.

#### **OU - Master of Science in Planning, Design, and Construction (397)**

This program received provisional approval at the April 24, 2014 State Regents' meeting with continuation of the program beyond Fall 2018 dependent upon enrolling 6 students in Fall 2017 and graduating 4 students in 2017-2018. This program did not meet the productivity criteria for enrollment (achieved 4 of the 6 required) or for graduates (achieved 1 of the 4 required).

At their December 6, 2018 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 6 students in Fall 2020 and graduating 4 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 1 of the 6 required) or for graduates (achieved 0 of the 4 required).

OU reports many of the students who enroll in this program are international students transitioning from professional undergraduate degrees into the realm of research and academia. In 2020, the COVID-19 pandemic had a tremendous negative effect on OU's ability to recruit students, especially international students, into this program. The program faculty anticipate enrollments will rebound and grow once pandemic restrictions on travel are lifted and visas are easier to obtain for international students.

The program faculty are also in the early stages of planning an online option in Sustainable Building Technology, which will introduce students to new software tools for evidence-based building designs.

Based on anticipated resurgence of international recruitment opportunities and planned curriculum changes, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2023; and
- Graduates: 4 in 2023-2024.

#### **OU - Bachelor of Arts in Japanese (405)**

This program received provisional approval at the April 9, 2015 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 25 students in Fall 2020 and graduating 15 students in Fall 2020-2021. The program exceeded the productivity criterion for enrollment (achieved 27 of the 25 required), but did not meet the productivity criterion for graduates (achieved 6 of the 15 required).

OU reports since 2016, enrollment in the program has been among the fastest-growing in the entire Department of Modern Languages, Literatures and Linguistics. To continue to increase enrollment, the number of gateway classes, courses taught in English on Japanese culture, literature, cinema and art will be increased. Typically, at least two students in each of the gateway courses enroll in the program.

To encourage students' ongoing participation and interest, the program will host more academic events and extracurricular offerings, such as an annual Japanese film festival program that will feature current films, speakers and roundtable events and an international exhibition of Japanese archaeological discoveries, and conducting special student-focused seminars with the material.

The program anticipates that the return of study abroad offerings will also lead to higher graduation numbers. Once Japan's borders reopen, which may occur in December 2021 for people with COVID-19 vaccinations, it is expected that students in the program will be able study abroad again.

Based on curriculum changes, increased departmental cultural events, and resumed study abroad opportunities, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2023; and

- Graduates: 15 in 2023-2024.

#### **OU - Master of Education in 21<sup>st</sup> Century Teaching and Learning (412)**

This program received provisional approval at the September 3, 2015 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 15 students in Fall 2020 and graduating 12 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 0 of the 15 required) or for graduates (achieved 0 of the 12 required).

OU reports that this program is no longer active given recent faculty departures and new strategic areas of focus. As a result, OU intends to submit a deletion request for this program. Based upon OU's intention and time needed for the deletion process, a final extension of the review schedule is recommended. Should the program not be deleted by Fall 2022, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2021; and
- Graduates: 12 in 2021-2022.

#### **OU - Certificate in The Business of Healthcare (417)**

This program received provisional approval at the March 3, 2016 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 24 students in Fall 2020 and graduating 6 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 4 of the 24 required) or for graduates (achieved 2 of the 6 required).

OU reports that the Price College of Business added a Healthcare Business option to the Bachelor of Business Administration in Marketing/Supply Chain Management (152) during the 2020-2021 academic year. OU is also working on a broader related program option for non-business majors, so the certificate is no longer needed. As a result, OU intends to submit a deletion request for this program.

Based upon OU's intention and time needed for the deletion process, a final extension of the review schedule is recommended. Should the program not be deleted by Fall 2022, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 24 in Fall 2021; and
- Graduates: 6 in 2021-2022.

#### **OU - Bachelor of Arts in Environmental Studies (422)**

This program received provisional approval at the May 27, 2016 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 32 students in Fall 2020 and graduating 8 students in 2020-2021. The program did not meet the productivity criterion for enrollment (achieved 21 of the 32 required), but exceeded the productivity criterion for graduates (achieved 9 of the 8 required).

OU reports that the program had a mission that was not clearly defined. To rectify this issue, the program's curriculum was completely reorganized from a loose structure that was mostly a collection of electives to a core sequence plus electives model. It is hoped that having a well-defined mission in place will improve the program's ability to recruit new students.

The popular general education course ENST 1013: Consumption and the Environment will be used as a platform to reach students directly. The program faculty will also conduct outreach to student organizations, and encourage academic advisors in University College to make freshman more aware of the program.

Since the program's inception, enrollment has been split roughly evenly between this program and the Bachelor of Science in Environmental Studies (423). Therefore, the recently approved deletion of the Bachelor of Science in Environmental Studies (423) should also have a positive impact on enrollment in this program.

Based on curriculum changes, recruitment efforts, and the deletion of a similar program, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 32 in Fall 2023; and
- Graduates: 8 in 2023-2024.

**OU - Graduate Certificate in Earth Observation Science for Society and Sustainability (424)**

This program received provisional approval at the May 27, 2016 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 20 students in Fall 2020 and graduating 15 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 3 of the 20 required) or for graduates (achieved 0 of the 15 required).

OU reports low student interest in the certificate. To give the department time to evaluate the certificate's challenges and to reorganize the program for recruiting students, OU intends to submit a suspension request for the program in 2021-2022.

Based on OU's intention and time needed for the suspension process, an extension of the review schedule is recommended. Should the program not be suspended by Fall 2022, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2021; and
- Graduates: 15 in 2021-2022.

**OU - Bachelor of Architectural Studies in Architecture (429)**

This program received provisional approval at the September 1, 2016 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 72 students in Fall 2020 and graduating 13 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 38 of the 72 required) or for graduates (achieved 11 of the 13 required).

OU reports the program is part of an accelerated degree track that allows students to earn a Master of Architecture in Architecture (012) degree in five years. Students spend their first two years in the Bachelor of Architecture in Architecture (011) program, then apply for the accelerated master's program. If accepted, students enter the Bachelor of Architectural Studies in Architecture (429) program in their third year and graduate in their fourth year. Thus, they only spend two years in this program. Students who are not admitted into the accelerated program continue in the Bachelor of Architecture in Architecture (011) program. The original enrollment goal for the Bachelor of Architectural Studies in Architecture (429) program should have only estimated the total number of students who would be in the last two years of the program at one time, rather than estimated the total number of students who would be in each of the five years of the accelerated degree track at one time.

Since the program's inception, the department has also learned that few students are both well prepared for the rigor of an accelerated program and have the time to invest in the additional coursework required. Moreover, the department learned that undergraduates with 3.0 GPAs are not fully prepared to meet the rigorous requirements of the Graduate College. Therefore, the minimum admissions GPA requirement for



this program was increased from 3.0 to 3.25. These findings have also suggested that the department should limit enrollment in the program to 8-10 students per year.

Based on admissions requirement changes and plans to limit enrollment, an extension of the review schedule with revised productivity criteria is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 72 in Fall 2023; and
- Graduates: 13 in 2023-2024.

#### **OU - Executive Master of Business Administration in Energy (451)**

This program received provisional approval at the September 6, 2018 State Regents' meeting with continuation beyond Fall 2021 dependent upon enrolling 52 students in Fall 2020 and graduating 34 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 45 of the 52 required) or for graduates (achieved 29 of the 34 required).

OU reports in 2020, the program was ranked the #1 graduate energy program in the United States. However, also in 2020, the oil and gas industry experienced its third price collapse in 12 years, which was a result of a supply shock with an unprecedented demand drop, a global humanitarian crisis, investor skepticism, and increasing public and government pressure regarding impact on climate and the environment. These factors lead to several students in the program losing their jobs or having their financial sponsorships from their companies reduced or discontinued.

Furthermore, because of COVID-19, the program was unable to host its annual Energy Symposium in 2020 and 2021. In the past, the symposium generated media attention and resulted in admission applications for the program. To keep the program economically and strategically relevant despite the volatile market conditions and to ensure that students are prepared to manage the transformation of the global energy sector from fossil-based to zero-carbon, significant changes have been made to the program's curriculum (i.e. adding two new courses, revising multiple courses) and development of a new course is also in process.

In addition, program faculty are considering adding a new option to the program, which will contain content from a similar program that will be suspended. The merging of the two programs should streamline enrollment and result in more graduates for the program.

Based on curriculum changes, and anticipated suspension of a similar program, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 52 in Fall 2023; and
- Graduates: 34 in 2023-2024.

#### **OUHSC - Graduate Certificate in Healthcare Administration (091)**

This program received provisional approval at the September 7, 2017 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 15 students in Fall 2018 and graduating 5 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 7 of the 15 required) or for graduates (achieved 3 of the 5 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 15 students in Fall 2020 and graduating 5 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 4 of the 15 required) or for graduates (achieved 0 of the 5 required).

OUHSC reports that the certificate has not met its enrollment goals because most prospective students do not learn about the certificate until the Fall semester when they begin the Master of Business Administration in Business Administration (MBA) (025) program. After learning about the certificate, most students initially matriculate in the Spring or Summer semesters.

The certificate had 10 actively enrolled students in Spring 2021 and another large class of new students is expected to start in Spring 2022. The COVID-19 pandemic may have contributed to this enrollment growth by increasing the public's awareness of health care and public health careers, and heightening interest in healthcare management education. Seven students are expected to graduate with the certificate in Fall 2021 and 6 students are expected to graduate in Spring 2022.

In the past year, the Health Administration and Policy department has welcomed three full-time faculty members with specific experience in health services research. The department has also welcomed adjunct faculty with decades of experience in the field. Furthermore, the Hudson College of Public Health has hired two new staff members to lead recruitment efforts for all programs, and a director to improve the college's social media and communications presence. A brand-new website that is much more user-friendly and tailored to prospective students has also been developed for the College.

To continue to attract students to the certificate, the program faculty and recruitment staff plan to participate in many upcoming on-campus and off-campus recruitment events to garner interest from current MBA students, MBA program graduates, and undergraduate business students. The certificate faculty will also host virtual and in-person information sessions at OU's Oklahoma City and Norman campuses.

Based on current and planned marketing and recruitment efforts, the addition of new faculty and staff, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2023; and
- Graduates: 5 in 2023-2024.

### **OSU - Certificate in Communication Sciences and Disorders (265)**

This program received provisional approval at the May 31, 2019 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 5 students in Fall 2020 and graduating 3 students in 2020-2021. The program exceeded the productivity criterion for enrollment (achieved 7 of the 5 required), but did not meet the productivity criterion for graduates (achieved 2 of the 3 required).

OSU reports that the COVID-19 pandemic was an obstacle for students who planned to finish the certificate by the end of the 2020-2021 academic year. The department head along with the undergraduate advisor and program faculty will continue to advertise the certificate through social media, the department website, and networking with other related programs in the state.

Social media posts will include information for non-Communication Sciences and Disorders majors about the benefits of enrolling in the certificate program. The certificate would enable these students to complete pre-requisites for the graduate program in one year or less, rather than having to spend 3-4 years completing a Communication Sciences and Disorders undergraduate program. The department head will also share information about the certificate through the Oklahoma Speech-Language-Hearing Association network.

Based on current enrollment and marketing efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 5 in Fall 2023; and
- Graduates: 3 in 2023-2024.

### **OSU - Graduate Certificate in Bioinformatics (481)**

This program received provisional approval at the June 24, 2010 State Regents' meeting with the continuation of the program beyond Fall 2013 dependent upon enrolling 6 students in Fall 2012 and graduating 3 students in 2012-2013. This program exceeded the productivity criterion for enrollment (achieved 7 of the 6 required), but did not meet the productivity criterion for graduates (achieved 2 of the 3 required).

At their December 5, 2013 meeting the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2016 dependent upon enrolling 6 students in Fall 2015 and graduating 3 students in 2015-2016. The program did not meet the productivity criterion for enrollment (achieved 3 of the 6 required), but met the productivity criterion for graduates (achieved 3 of the 3 required).

At their December 1, 2016 meeting the State Regents approved another extension of the review schedule, with continuation of the program beyond Fall 2019 dependent upon enrolling 6 students in Fall 2018 and graduating 3 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 0 of the 6 required) or for graduates (achieved 1 of the 3 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 6 students in Fall 2020 and graduating 3 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 0 of the 6 required) or for graduates (achieved 0 of the 3 required).

OSU reports that by the end of Fall 2021, the certificate should have three graduates and at least nine enrolled students. To ensure the certificate meets or exceeds the enrollment and graduation productivity requirements in the future, the program's leadership will conduct extensive advertising on the OSU-system websites, gather personal statements from graduates regarding how the certificate enhanced their careers that can be used in advertisements, utilize new courses to enhance cohesion of the curriculum, add courses focused on non-academic career tracks, provide extensive availability to internships for students in the industrial and academic tracks, and provide students with generous stipends and supplemental funding for research activities. Short-format Genomics workshops, which highlight the certificate, will also be presented on a regular semester schedule in collaboration with the Library and the High Performance Computing Center.

Based on current enrollment, curriculum changes, and planned advertising and retention efforts, a fourth and final extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2023; and
- Graduates: 3 in 2023-2024.

### **OSU - Master of Arts in Art History (485)**

This program received provisional approval at the June 24, 2010 State Regents' meeting with the continuation of the program beyond Fall 2013 dependent upon enrolling 6 students in Fall 2012 and graduating 3 students in 2012-2013. This program exceeded the productivity criterion for enrollment (achieved 7 of the 6 required), but did not meet the productivity criterion for graduates (achieved 2 of the 3 required).

At their December 5, 2013 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2016 dependent upon enrolling 6 students in Fall 2015 and graduating 3 students in 2015-2016. The program did not meet the productivity criterion for enrollment (achieved 3 of the 6 required), but met the productivity criterion for graduates (achieved 3 of the 3 required).

At their December 1, 2016 meeting, the State Regents approved another extension of the review schedule, with continuation of the program beyond Fall 2019 dependent upon enrolling 6 students in Fall 2018 and graduating 3 students in 2018-2019. This program did not meet the productivity criteria for enrollment (achieved 0 of the 6 required) or for graduates (achieved 1 of the 3 required).

At their December 5, 2019 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 6 students in Fall 2020 and graduating 3 students in 2020-2021. The program met the productivity criterion for enrollment (achieved 6 of the 6 required), but did not meet the productivity criterion for graduates (achieved 2 of the 3 required).

OSU reports that there are currently seven students enrolled in the program. Four of these students are expected to graduate in Spring 2022. This high number of students is the result of increased promotion and visibility of the program. Last year, the program's graduate director ran a highly successful virtual information session in January (just before the February application deadline). As a result, two virtual information sessions will be offered in October and January during the coming year.

The program has also gained interest from many prospective students at conferences. This year, the program faculty expect to resume recruitment at in-person events and to continue reaching out to colleagues and the program's growing network of alumni across the country to help promote the program.

Based on the current enrollment, planned recruitment efforts, and expected graduates, a fourth and final extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2023; and
- Graduates: 3 in 2023-2024.

### **OSU - Graduate Certificate in Grassland Management (488)**

This program received provisional approval at the June 21, 2012 State Regents' meeting with continuation of the program beyond Fall 2016 dependent upon enrolling 20 students in Fall 2015 and graduating 10 students in 2015-2016. The program did not meet the productivity criteria for enrollment (achieved 1 of the 20 required) or for graduates (achieved 0 of the 10 required).

At their December 1, 2016 meeting, the State Regents approved an extension of the review schedule, with continuation of the program beyond Fall 2019 dependent upon enrolling 20 students in Fall 2018 and graduating 10 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 0 of the 20 required) or for graduates (achieved 0 of the 10 required).

At their December 5, 2019 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 20 students in Fall 2020 and graduating 10 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 2 of the 20 required) or for graduates (achieved 0 of the 10 required).

OSU reports that the institution is a participant in the AG\*IDEA Consortium, which is a group of institutions that provides online courses for the certificate. There are currently 18 students from the five institutions in the consortium who are completing the certificate. Another 65 students have enrolled in a

course included in the certificate program, but have not applied for admission into the certificate program. Certificate faculty from the five participating institutions are meeting quarterly this year to develop a plan of action, which will focus on revision of student learning outcomes and development of a marketing strategy to attract more students to the certificate. OSU's certificate coordinator plans to work with the Graduate College to develop a specific marketing strategy for the certificate at the institution.

Based on planned recruitment and marketing strategies, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2023; and
- Graduates: 10 in 2023-2024.

### **OSU - Graduate Certificate in Business Sustainability (490)**

This program received provisional approval at the September 6, 2012 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 10 students in Fall 2016 and graduating 6 students in 2016-2017. The program did not meet the productivity criteria for enrollment (achieved 5 of the 10 required) or for graduates (achieved 0 of the 6 required).

At their December 7, 2017 meeting, the State Regents granted an extension of the review schedule, with continuation of the program beyond Fall 2020 dependent upon enrolling 10 students in Fall 2019 and graduating 6 students in 2019- 2020. The program did not meet the productivity criteria for enrollment (achieved 3 of 10 required) or for graduates (achieved 2 of the 6 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 10 students in Fall 2020 and graduating 6 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 3 of the 10 required) or for graduates (achieved 3 of the 6 required).

OSU reports that in 2021, 29 admissions applications were received for the certificate and 16 new students were admitted. This significant increase in interest may be the result of changes made to the website, word of mouth, direct recruitment from the Master of Business Administration in Business Administration (MBA) (035) program, and social media efforts.

To continue to increase enrollment, the certificate faculty will participate in on-campus recruitment fairs to create awareness of the program, increase the certificate's social media presence, conduct at least three externally facing recruitment events each year (in person or online), and update the certificate's website. Faculty will also integrate recruitment efforts more fully with the MBA program and encourage academic advisors to inform undergraduate students that the certificate is a practical way to try out the MBA program, and to show faculty in the MBA program that they could be successful in the program.

Based on current enrollment and anticipated recruitment and marketing efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2023; and
- Graduates: 6 in 2023-2024.

### **OSU - Graduate Certificate in International Disaster and Emergency Management (503)**

This program received provisional approval at the May 29, 2015 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 8 students in Fall 2018 and graduating 5 students

in 2018-2019. This program did not meet the productivity criteria for enrollment (achieved 0 of the 8 required) or for graduates (achieved 1 of the 5 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 8 students in Fall 2020 and graduating 5 students in 2020-2021. This program did not meet the productivity criterion for enrollment (achieved 0 of the 8 required), but exceeded the productivity criterion for graduates (achieved 6 of the 5 required).

OSU reports that the certificate appeals primarily to students in the Master of Science in Fire and Emergency Management Administration (414) program who wish to obtain additional instruction in the international aspects of emergency management. The School of Global Studies and Partnerships is planning targeted emails to alert all students in this master's program to the benefits of adding the certificate to their degree plan. The timing of these informational email messages will be scheduled early in the student's progress on the master's degree in hopes they will add the certificate by the fall prior to their planned graduation.

The School of Global Studies and Partnerships will also work more closely with advisors in the Master of Science in Fire and Emergency Management Administration (414) program to identify students who might be interested in the certificate early in their program. Information about certificates is already shared by advisors with students. However, more directed action is needed since this certificate is in the School of Global Studies and Partnerships and the Master of Science in Fire and Emergency Management Administration (414) program is in the College of Engineering, Architecture and Technology.

Based on planned marketing and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 8 in Fall 2023; and
- Graduates: 5 in 2023-2024.

#### **OSU – Certificate in Sustainable Business Management (508)**

This program received provisional approval at the December 3, 2015 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 8 students in Fall 2019 and 6 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 1 of 8 required) or for graduates (achieved 0 of the 6 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 8 students in Fall 2020 and graduating 6 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 0 of 8 required) or for graduates (achieved 0 of the 6 required).

OSU reports low student interest in the certificate and intends to submit a suspension request for the program in 2021-2022. Based on OSU's intention and time needed for the suspension process, an extension of the review schedule is recommended. Should the program not be suspended by Fall 2022, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 8 in Fall 2021; and
- Graduates: 6 in 2021-2022.

#### **OSU - Graduate Certificate in Infant Mental Health (516)**

This program received provisional approval at the September 1, 2016 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 6 students in Fall 2020 and graduating 3 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 2 of the 6 required) or for graduates (achieved 2 of the 3 required).

OSU reports that the COVID-19 pandemic caused significant disruption in course offerings within the certificate. As a result, the certificate faculty met in Spring 2021 to discuss adjustments needed to make courses readily available for students in the future. Planned curriculum changes include combining two courses, so that the total number of credit hours required by the certificate program can be reduced to 12 and offering courses every other year, so that the certificate will take two years to complete and align with the timeframe of the students' master's degree programs.

Also, to increase retention, the certificate faculty have recommended that department leadership create graduate-level course sections, which will better ensure that certificate students receive ample attention in classes, and continue to provide the certificate in a fully online format. To increase enrollment, the certificate will be advertised broadly to all students whose master's degree programs are related to childhood education and family issues via direct email messages.

Based on planned curriculum changes, retention efforts, and advertising strategies, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2023; and
- Graduates: 3 in 2023-2024.

#### **OSU - Graduate Certificate in Human Resource Management (517)**

This program received provisional approval at the October 20, 2016 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 6 students in Fall 2020 and graduating 3 students in 2020-2021. The program met the productivity criterion for enrollment (achieved 6 of the 6 required), but did not meet the productivity criterion for graduates (achieved 2 of the 3 required).

OSU reports that the certificate attracts working professionals interested in pursuing specialized training in human resources or changing their careers from a non-human resources field. To attract new students, the Watson Graduate School of Management has updated the program website. The department will also conduct education fairs to create awareness of the program, and find ways to co-market this program with the Master of Business Administration in Business Administration (035) program.

To better ensure that students complete the certificate, students will be encouraged to identify as certificate participants as early in their master's degree as possible, which will allow faculty advisors to more easily track students' progress in the certificate. The program faculty will also move forward with development of a master's degree in Human Resources. Once the new program exists, students who enroll will be encouraged to work towards completing the certificate simultaneously.

Based on current enrollment, and planned marketing, recruitment, and retention efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2023; and
- Graduates: 3 in 2023-2024.

#### **OSU - Graduate Certificate in Health Analytics (521)**

This program received provisional approval at the December 1, 2016 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 6 students in Fall 2020 and graduating 3 students in 2020-2021. The program did not meet the productivity criterion for enrollment (achieved 3 of the 6 required), but exceeded the productivity criterion for graduates (achieved 5 of the 3 required).

OSU reports the slow enrollment growth can be attributed to lack of advertising and OSU's offering of several other related certificates. An agreement to connect the Master of Business Administration in Business Administration (035) program and Master of Science in Health Care Administration (006) program offered by the OSU Center for Health Sciences (OSUCHS) was recently completed. The certificate faculty will discuss the possibility of adding the certificate to this agreement and other ways to build awareness of the certificate with students in additional related graduate programs (e.g., Master of Science in Business Analytics and Data Science (505) and OSUCHS's Master of Science in Biomedical Sciences (005)) with program leaders.

The certificate faculty will also investigate and find ways to advertise the certificate to professionals in the field of healthcare who are not currently pursuing a graduate degree at OSU.

Based on planned advertising and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2023; and
- Graduates: 3 in 2023-2024.

#### **OSU - Master of Engineering in Electrical Engineering (524)**

This program received provisional approval at the June 29, 2017 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 6 students in Fall 2018 and graduating 3 students in 2018-2019. This program did not meet the productivity criteria for enrollment (achieved 0 of the 6 required) or graduates (achieved 0 of the 3 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 6 students in Fall 2020 and graduating 3 students in 2020-2021. The program met the productivity criterion for enrollment (achieved 6 of the 6 required), but did not meet the productivity criterion for graduates (achieved 1 of the 3 required).

OSU reports a key hurdle for students in the program has been financial aid. If students are in the "4+1" program, which allows them to get a baccalaureate degree and this master's degree in five years, they are not eligible for student loans during their fifth year when they are officially matriculated in the program. Likewise, when students enroll in this non-thesis program, they typically are not considered for graduate research assistantships.

To address these financial aid issues, the School of Electrical and Computer Engineering (ECE) will utilize some of its state and private funding sources to offer students in this program graduate teaching assistantships (GTA) or graduate student scholarships.

In addition to making funding more readily available, ECE will partner with the College of Engineering, Architecture and Technology's Online and Marketing offices to promote the program. It is anticipated that targeted marketing to major employers of ECE graduates such as Tinker Air Force Base, Boeing, and Northrop Grumman will boost enrollment in the program.



Based on increased funding opportunities and planned marketing and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2023; and
- Graduates: 3 in 2023-2024.

#### **OSU - Certificate in Family Financial Planning (540)**

This program received provisional approval at the October 25, 2018 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 9 students in Fall 2020 and graduating 1 student in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 0 of the 9 required) or for graduates (achieved 0 of the 1 required).

OSU reports that classes for the certificate began in Fall 2019, then the COVID-19 pandemic disrupted course offerings beginning in Spring 2020. To attract students to the certificate, the Human Development and Family Science department has worked with the College of Education and Human Sciences' Marketing and Communications office to update the certificate's website. The revised website, which separates information about the certificate from information about other programs in the department, will become viewable in Fall 2021.

In addition, the certificate faculty will submit a request to offer the certificate at OSU-Tulsa. If the request is approved, the department will work with OSU-Tulsa's Marketing office to develop a website that showcases the certificate.

Based on planned marketing efforts and anticipated expansion to the OSU-Tulsa campus, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 9 in Fall 2023; and
- Graduate: 1 in 2023-2024.

#### **OSU - Master of Science in Family and Consumer Sciences Education (544)**

This program received provisional approval at the April 25, 2019 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 4 students in Fall 2020 and graduating 2 students in 2020-2021. The program met the productivity criterion for enrollment (achieved 4 of the 4 required), but did not meet the productivity criterion for graduates (achieved 0 of the 2 required).

OSU reports the program faculty spent the first year marketing the program to Family and Consumer Sciences (FCS) public school teachers and Cooperative Extension Service county educators in Oklahoma and throughout the United States. The marketing efforts included live and recorded presentations at state and national professional conferences, a direct mail campaign in Oklahoma, and contacts with FCS leaders in all states.

For the direct contact messages, an informational flyer was developed and distributed. Documentation required to appear on the approved list of institutions where teachers could complete their master's work for both the Delaware Department of Education and the Georgia Department of Education was also submitted. In addition, the degree was promoted through the program's weekly newsletter, *Friday FACS at OSU*.

When the program was initially approved, OSU's Cooperative Extension Service county educators were required to complete a master's degree. This requirement has recently not been enforced, primarily due to

the shortage of FCS educators. As a result, county Extension educators who had inquired about the master's program delayed submitting their applications. In recent talks with Extension administrators, the program administrator was informed that the requirement might be reinstated in the near future, which should lead to more students applying for admission into the program.

The program faculty plan to continue the marketing efforts utilized in the first year, therefore the program flyer and list of national contacts have been updated. In addition, the presentations given by the program administrator during professional meetings and conferences that will resume this year will include encouragement for participants to apply for the master's program.

Based on current enrollment and recruitment and marketing efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 4 in Fall 2023; and
- Graduates: 2 in 2023-2024.

#### **OSU - Graduate Certificate in Recreation and Leisure Management (549)**

This program received provisional approval at the March 28, 2019 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 3 students in Fall 2020 and graduating 2 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 0 of the 3 required) or for graduates (achieved 1 of the 2 required).

OSU reports there are currently 14 students enrolled in the program. Seven of these students are anticipated to graduate with the certificate during the 2021-2022 academic year. Due to the COVID-19 pandemic, a couple of students admitted to the certificate delayed beginning coursework and a couple of students dropped courses in Fall 2020, then returned to school in Spring 2021. Fortunately, many students in master's degree programs in the College of Education and Human Sciences and the Spears School of Business have sought information on the certificate as a potential addition to their degrees. These inquiries have resulted in several admission applications in progress. Based on current enrollment, pending admission applications, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 3 in Fall 2023; and
- Graduates: 2 in 2023-2024.

#### **OSU - Graduate Certificate in Comparative and International Education (554)**

This program received provisional approval at the February 1, 2018 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 4 students in Fall 2020 and graduating 3 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 0 of the 4 required) or for graduates (achieved 0 of the 3 required).

OSU reports that the certificate faculty planned to invite comparative scholars to campus to generate attention to the certificate program and to advertise on campus through posters. Unfortunately, the COVID-19 pandemic negatively impacted these plans. To grow the program, the program faculty have created additional electronic materials to promote the certificate and are working with the enrollment coordinator to develop more ways to increase enrollment. These efforts appear to be yielding results, because there are students who expressed interest in enrolling in the certificate program for the Fall 2021 semester. Additionally, SCFD 5023: The Comparative Approach: Theory, Method and Practice, the required introductory course for the certificate which serves as a gateway course for recruitment, will be offered in Fall 2021.

Based on planned recruitment and marketing efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2023 dependent upon meeting the following criteria:

- Majors enrolled: 4 in Fall 2022; and
- Graduates: 3 in 2022-2023.

#### **CU - Associate in Arts in Strategic Communication (541)**

This program received provisional approval at the June 28, 2018 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 25 students in Fall 2020 and graduating 5 students in 2020-2021. The program did not meet the productivity criterion for enrollment (achieved 1 of the 25 required), but exceeded the productivity criterion for graduates (achieved 8 of the 5 required).

CU reports that the core curriculum for the program is made up of courses and electives required in the Bachelor of Arts in Strategic Communication (140) and Bachelor of Arts in Journalism and Media Production (141) programs. As a result, many students taking courses required in the associate's degree program typically declare one of the two bachelor's degree programs as their major.

The department plans to create an advertising and marketing campaign to increase awareness of the associate's degree program for students who are not admissible to a traditional bachelor's degree program in communication, students in the two bachelor's degree programs who may be unable to complete their degrees, and students who are earning or who have already earned degrees in other fields who want to add or strengthen fundamental skills in traditional speech, non-fiction writing, interpersonal communication, and the nature and use of the media.

Based on planned promotional activities, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2023; and
- Graduates: 5 in 2023-2024.

#### **ECU - Master of Science in Water Resource Policy and Management (103)**

This program received provisional approval at the April 21, 2016 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 30 students in Fall 2020 and graduating 10 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 18 of the 30 required) or for graduates (achieved 9 of the 10 required).

ECU reports that this distinctive program benefits from the Kerr Lab in Ada, work by the Chickasaw Nation on environmental issues, and the Oka' Institute on the ECU campus. The program experienced its largest increase in enrollment to 25 students in Spring 2019 upon offering students the option to complete the program completely online. Unfortunately, the COVID-19 pandemic which began in Spring 2020, seemingly contributed to an enrollment decline to 18 students in Fall 2020. However, Fall 2021 enrollment in the program is 24, which means that enrollment is trending upwards.

Currently, two online courses per 8-week term (or 4 courses per semester) are available in the program. This enables students to complete the degree program efficiently and ensures that class sizes are adequate. Program faculty will continue to market the option to complete the program completely online, which seems to be attractive to students. Program faculty will also reach out directly to undergraduate programs throughout the nation whose students may be interested in continuing their education in water policy issues.

Based on the unique nature of the program, current enrollment, and marketing efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 30 in Fall 2023; and
- Graduates: 10 in 2023-2024.

#### **ECU - Master of Education in Instructional Design and Technology (104)**

This program received provisional approval at the May 26, 2017 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 36 students in Fall 2020 and graduating 16 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 19 of the 36 required) or for graduates (achieved 8 of the 16 required).

ECU reports that one of the larger sources of enrollment for the program has been local area public school educators. However, in 2018, the largest public-school systems in ECU's service area dropped the requirement for teachers to complete a Master of Education degree by the end of their fifth year of employment.

In 2019, an online management provider, Learning House, began assisting ECU with advertising, recruiting, and retention activities for the program. The impact that these efforts have had on the program's enrollment have just recently become apparent and ECU expects to see this impact continue over the next 3 years. In addition to this partnership, program faculty are actively participating in recruitment activities.

Based on increased marketing, recruitment, and retention efforts, an extension of the review schedule with revised productivity criteria is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2023; and
- Graduates: 10 in 2023-2024.

#### **ECU - Master of Education in Sports Administration (105)**

This program received provisional approval at the May 26, 2017 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 119 students in Fall 2020 and graduating 49 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 69 of the 119 required) or for graduates (achieved 38 of the 49 required).

ECU reports that in 2018, SEOSU began offering their Master of Science in Sports Administration (124) program online, which has resulted in direct competition for students. Also, in 2018, the largest public-school systems in ECU's service area (which have been some of the biggest recruitment locations) dropped the requirement for teachers to complete a Master of Education degree by the end of their fifth year of employment.

In 2019, an online management provider, Learning House, began assisting ECU with advertising, recruiting, and retention activities for the program. The impact that these efforts have had on the program's enrollment have just recently become apparent and ECU expects to see this impact continue over the next 3 years. In addition to this partnership, program faculty are actively participating in recruitment activities.

Based on increased marketing, recruitment, and retention efforts, an extension of the review schedule with revised productivity criteria is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 119 in Fall 2023; and
- Graduates: 49 in 2023-2024.

### **ECU - Certificate in Business – Entrepreneurship (501)**

This program received provisional approval at the January 31, 2013 State Regents’ meeting with continuation of the program beyond Fall 2016 dependent upon the program enrolling 20 students in Fall 2015 and graduating 5 students in 2015-2016. This program did not meet the productivity criterion for enrollment (achieved 17 of the 20 required), but exceeded the productivity criterion for graduates (achieved 11 of the 5 required).

At their December 1, 2016 meeting, the State Regents approved an extension of the review schedule, with continuation of the program beyond Fall 2018 dependent upon enrolling 20 students in Fall 2017 and graduating 5 students in 2017-2018. The program did not meet the productivity criterion for enrollment (achieved 12 of the 20 required), but exceeded the productivity criterion for graduates (achieved 12 of the 5 required).

At their December 6, 2018 meeting, the State Regents approved another extension of the review schedule with continuation beyond Fall 2021 dependent upon enrolling 20 graduates in Fall 2020 and graduating 5 students in 2020-2021. This program did not meet the productivity criterion for enrollment (achieved 17 of the 20 required), but exceeded the productivity criterion for graduates (achieved 11 of the 5 required).

ECU reports that in past years while using Jenzabar, declaring the entrepreneurship certificate was not an automated process. Students would arrive at the end of their coursework for a degree, then discover that they had also completed the required classes to obtain the certificate and declare the additional major at that time. Therefore, the number of majors enrolled in the certificate in Fall semesters has underrepresented the true number of students enrolled in the program.

ECU implemented Ellucian Colleague in Fall 2021, which will inform students of their progress towards the certificate once they begin completing required coursework. It is anticipated that this knowledge will encourage students to declare their intent for the certificate earlier in the program and enable ECU to maintain a more accurate enrollment count.

Students who graduate with the certificate are required to participate in the annual Love’s Cup Entrepreneurship competition. Students at ECU have participated in this competition since 2013, and have won a total of \$156,000. The Love’s Cup Entrepreneurship Competition and successful entrepreneurial endeavors of recent certificate graduates have attracted students from various degree programs at ECU to the certificate. Even so, enrollment in the certificate declined in 2020-2021 due to limited resources (e.g., one faculty member that is shared with another program), the COVID-19 pandemic, and the inability to offer the certificate courses online as a result of the interactive nature of the field.

Since more in-person activities will be possible at ECU this academic year, like Tiger Tank (business idea pitch competition) and Oklahoma Business Week, the Stonecipher School of Business believes that more students will gain interest in the certificate. ECU anticipates that the certificate will have 21 students enrolled in Fall 2021 and 23 students in Fall 2022.

Based on the implementation of new software, upcoming promotional activities, and anticipated enrollment, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2023; and
- Graduates: 5 in 2023-2024.

**LU - Bachelor of Science in Accountancy (070)**

This program received provisional approval at the May 27, 2011 State Regents' meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 40 students in Fall 2013 and graduating 8 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 10 of the 40 required) or for graduates (achieved 3 of the 8 required).

At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 40 students in Fall 2016 and graduating 8 students in 2016-2017. The program did not meet the productivity criteria for enrollment (achieved 7 of the 40 required) or for graduates (achieved 3 of the 8 required).

At their December 7, 2017 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 40 students in Fall 2019 and 8 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 10 of the 40 required) or for graduates (achieved 0 of the 8 required).

At their March 4, 2021, the State Regents approved a third and final extension of the review schedule with continuation of the program dependent upon enrolling 40 students in Fall 2020 and graduating 8 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 10 of the 40 required) or for graduates (achieved 1 of the 8 required).

LU reports that the program has been offered exclusively at the Langston University-Tulsa campus and despite efforts to recruit students, enrollment in the program was persistently low. As part of an academic agreement with OSU (approved by the OSU/A&M Board of Regents on 9/11/2020), LU intends to submit a deletion request for this program. Based upon LU's intention and time needed for the deletion process, a final extension of the review schedule is recommended. Should the program not be deleted by Fall 2022, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 40 in Fall 2021; and
- Graduates: 8 in 2021-2022.

**NSU - Bachelor of Arts in Spanish (082) – Broken Arrow**

This program received provisional approval at the June 27, 2013 State Regents' meeting to be offered at the Broken Arrow campus, with continuation of the program beyond Fall 2018 dependent upon enrolling 12 students in Fall 2017 and graduating 5 students in 2017-2018. This program did not meet the productivity criteria for enrollment (achieved 9 of the 12 required) or for graduates (achieved 2 of the 5 required).

At their December 6, 2018 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 12 students in Fall 2020 and graduating 5 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 6 of the 12 required) or for graduates (achieved 4 of the 5 required).

NSU reports the strength of the program in Broken Arrow is retention. Once students declare the major, they normally continue in the program until completion. Overall, students in the program express high degrees of satisfaction with the courses and the faculty.

Since the primary concern with the program's productivity is currently recruitment, program faculty have been reaching out to local high schools and TCC to visit with their students. While progress was hampered by COVID restrictions and personnel changes at TCC last year, program faculty plan to recruit students in Broken Arrow and the Tulsa metropolitan area this year. Specific off-campus recruitment efforts will

include establishing positive relationships with high school Spanish teachers, attending the Oklahoma Foreign Language Teachers Conference, and meeting with prospective students via Zoom when face-to-face meetings are not possible.

Faculty are also increasing internal recruitment efforts, including encouraging students with a Spanish minor to pursue the degree, and encouraging undecided students at NSU to consider Spanish as a major. These efforts will be supported by providing more program sponsored engagement activities in Broken Arrow, and advertising the utility of Spanish as a second major to students in General Education.

Faculty also plan to make summer study abroad programs, which were a primary source of promotion for the program until 2019, a regular occurrence again. In addition, faculty have revitalized the Spanish Honors Society, Sigma Delta Pi, and Spanish Club, which have been met with great interest and provide additional levels of student integration and student community.

Moreover, the program faculty created a course sequence and roadmap document to make the course requirements for the program clearer to students. The document has been distributed to academic advisors and shared with students. The faculty also modified the course rotations for consistency and to eliminate bottlenecks in the matriculation process and developed complimentary online and blended courses to create a more comprehensive online learning presence for the program.

Based on recruitment efforts, revitalization of three student organizations, and curricular restructuring, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2023; and
- Graduates: 5 in 2023-2024

### **NSU - Bachelor of Arts in Education in Spanish Education (083) – Broken Arrow**

This program received provisional approval at the June 27, 2013 State Regents' meeting to be offered at the Broken Arrow campus, with continuation of the program beyond Fall 2018 dependent upon enrolling 12 students in Fall 2017 and graduating 5 students in 2017-2018. This program did not meet the productivity criteria for enrollment (achieved 5 of the 12 required) or for graduates (achieved 1 of the 5 required).

At their December 6, 2018 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 12 students in Fall 2020 and graduating 5 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 3 of the 12 required) or for graduates (achieved 0 of the 5 required).

NSU reports all 3000 and 4000 level Spanish courses required to complete the program are available in Broken Arrow for students on a regular rotation along with the professional sequence courses, which are available every semester on campus. The majority of students on the Broken Arrow campus who complete end-of-semester course evaluations provide positive feedback about the program. Program faculty know that demand for Spanish classroom teachers is high in the Tulsa metropolitan area and across northeastern Oklahoma, and that NSU graduates are successful at finding positions in local school districts.

One of the primary concerns for the program continues to be retention due to the appeal of the alternative certification route versus the very high demands of the traditional certification route. Students usually remain in the program until they reach the extensive field experience and testing requirements for traditional certification. At that point, the students often switch to the Bachelor of Arts in Spanish (082) program and pursue alternative certification after graduation. For example, over the past five years, approximately eight of the 27 graduates from the Bachelor of Arts in Spanish (082) program have become educators.

Program faculty have made SPAN 4043: Methods of Teaching World Languages available as an elective to Bachelor of Arts in Spanish (082) majors. This course provides an opportunity for students to learn more about the Bachelor of Arts in Education in Spanish Education (083) program and the value of the professional education sequence and practicing their craft prior to stepping in front of students as the teacher of record. To address the recruitment challenges for the program, similar to their recruitment efforts for the Bachelor of Arts in Spanish (082) program, faculty plan to establish positive relationships with high school Spanish teachers, attend the Oklahoma Foreign Language Teachers Conference, and meet with prospective students at high schools and TCC via Zoom when face-to-face meetings are not possible.

In addition, the program faculty created a course sequence and roadmap document to make the course requirements for the program clearer to students. The document has been distributed to academic advisors and shared with students. Moreover, the faculty modified the course rotations for consistency and to eliminate bottlenecks in the matriculation process and developed complimentary online and blended courses to create a more comprehensive online learning presence for the program. Based on recruitment efforts and curricular restructuring, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2023; and
- Graduates: 5 in 2023-2024

#### **NSU- Bachelor of Arts in Education in Cherokee (141)**

This program received provisional approval at the February 10, 2005 State Regents' meeting with continuation of the program beyond Fall 2010 dependent upon the program enrolling 18 students in Fall 2009 and graduating 6 students in 2009-2010. This program exceeded the productivity criterion for enrollment (achieved 19 of the 18 required), but did not meet the productivity criterion for graduates (achieved 1 of the 6 required).

At their December 2, 2010 meeting, the State Regents approved an extension of the review schedule with revised productivity, with continuation beyond Fall 2014 dependent upon enrolling 15 students in Fall 2013 and graduating 5 students in 2013-2014. The program exceeded the productivity criterion for enrollment (achieved 19 of the 15 required), but did not meet productivity criterion for graduates (achieved 1 of the 5 required).

Due to a data error in the degree inventory, NSU was not notified in 2014 that a Post Audit report was due. This oversight was found in Spring 2018 and communicated to NSU. At their December 6, 2018 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 15 students in Fall 2020 and graduating 5 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 6 of the 15 required) or for graduates (achieved 0 of the 5 required).

NSU reports that program faculty will engage in a review of curriculum during the 2021-22 academic year to ensure course content and course rotation are meeting the needs of students. The review will include input from Cherokee Nation representatives so that the program can be closely aligned with the Nation's language revitalization goals and help produce graduates who can meet them. In addition, through reallocation of faculty lines, the program will be able to fill an open line with a full-time faculty member who can teach Cherokee language courses and bring more stability to course offerings and rotations.

Moreover, NSU is developing an agreement to provide prior learning credit to graduates of the Cherokee Language Master Apprentice program, which should increase the number of students who can matriculate through the program. Partnerships with the Cherokee Nation will enable program faculty to create



additional immersive learning opportunities for students and expose them to possibilities of employment in the Nation's immersion schools/programs and other public schools that have language revitalization programs.

Based on the upcoming curriculum review, ongoing partnership with the Cherokee Nation, and plans to add a new faculty, and, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2023; and
- Graduates: 5 in 2023-2024.

#### **NSU - Bachelor of Science in Medical Laboratory Science in Medical Laboratory Science (147)**

This program received provisional approval at the June 25, 2009 State Regents' meeting with continuation of the program beyond Fall 2014 dependent upon the program enrolling 40 students in Fall 2013 and graduating 20 students in 2013-2014. This program exceeded the productivity criterion for enrollment (achieved 59 of the 40 required), but did not meet the productivity criterion for graduates (achieved 7 of the 20 required).

At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule, with continuation of the program beyond Fall 2018 dependent upon enrolling 40 students in Fall 2017 and graduating 20 students in 2017-2018. The program exceeded the productivity criterion for enrollment (achieved 46 of the 40 required), but did not meet the productivity criterion for graduates (achieved 11 of the 20 required).

At their December 6, 2018 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon the program enrolling 40 students in Fall 2020 and graduating 20 students in 2020-2021. The program exceeded the productivity criterion for enrollment (achieved 60 of the 40 required), but did not meet the productivity criterion for graduates (achieved 10 of the 20 required).

NSU reports that it is the only public institution in Oklahoma that offers this degree program. In addition, the program is accredited through the National Accrediting Agency for Clinical Laboratory Sciences (NCAALS). NSU is in good standing with NCAALS regarding the number of graduates per year, graduates' Board of Certification pass rate, and the program's attrition rate.

Even so, NSU acknowledges that the working adults in the 2 + 2 degree completion pathway in the program need more time to complete the program than originally anticipated and additional marketing efforts are needed to recruit more traditional students for the 3 + 1 degree completion pathway. To address the completion barriers for working adults, NSU offers a part-time enrollment option. In addition, NSU changed the degree type of the program from a Bachelor of Science to a Bachelor of Specialty to better retain traditional students who have completed fewer liberal arts and sciences courses.

NSU will also begin a new national advertisement campaign in Fall 2021 through the American Society for Clinical Laboratory Sciences organization to attract more traditional students.

Based on the unique nature of the program, strong current enrollment, and anticipated promotional activities, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 40 in Fall 2023; and
- Graduates: 20 in 2023-2024.

### **NSU - Bachelor of Arts in Cherokee Cultural Studies (148)**

This program received provisional approval at the September 3, 2009 State Regents' meeting with continuation of the program beyond Fall 2014 dependent upon the program enrolling 25 students in Fall 2013 and graduating 5 students in 2013-2014. This program did not meet the productivity criteria for enrollment (achieved 8 of the 25 required) or for graduates (achieved 4 of the 5 required).

At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule, with continuation of the program beyond Fall 2018 dependent upon enrolling 25 students in Fall 2017 and graduating 5 students in 2017-2018. The program did not meet the productivity criteria for enrollment (achieved 9 of the 25 required) or for graduates (achieved 2 of the 5 required).

At their December 6, 2018 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 25 students in Fall 2020 and graduating 5 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 7 of the 25 required) or for graduates (achieved 2 of the 5 required).

NSU reports that program faculty will conduct a curriculum review and comprehensive analysis of existing courses during the 2021-22 academic year. The College of Liberal Arts, the Department of Cherokee and Indigenous Studies, and representatives from the Cherokee Nation will have representation in this review to ensure university needs and those of community stakeholders are being met. Creating better differentiation between this degree program and NSU's other program focused on Cherokee Studies (i.e. Bachelor of Arts in Education in Cherokee Education (141)) will be one of the goals of the curriculum review. Upon completion of the review, faculty will submit curriculum modifications for approval that will potentially be implemented in Fall 2023.

Program faculty will also work with recruiters at NSU, local high schools, and community colleges, to educate potential students about job opportunities the degree offers such as work at museums, in human services, and in Cherokee language support staff positions.

Based on the upcoming curriculum review, and planned curriculum modifications, and recruitment activities, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2023; and
- Graduates: 5 in 2023-2024.

### **NSU - Bachelor of Science in Homeland Security (156)**

This program received provisional approval at the September 3, 2015 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 63 students in Fall 2020 and graduating 17 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 24 of the 63 required) or for graduates (achieved 7 of the 17 required).

NSU reports that during the past five years, increasing numbers of students have enrolled and graduated from the program. To build upon this growth, program faculty will examine the curriculum and make changes that will better accommodate students, increase efforts to market the degree in the *Military Times* and social media outlets, attend recruiting events on and off campus including events at community colleges near NSU, and invite to campus guest speakers employed with agencies such as the Federal Emergency Management Agency and the Oklahoma Office of Homeland Security who can encourage students to pursue the major.

Based on planned curriculum updates and increased marketing and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 63 in Fall 2023; and
- Graduates: 17 in 2023-2024.

#### **NSU - Bachelor of Science in Legal Studies (158)**

This program received provisional approval at the October 22, 2015 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 88 students in Fall 2020 and graduating 18 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 38 of the 88 required) or for graduates (achieved 13 of the 18 required).

NSU reports that faculty intend to make curriculum changes to the program that will better complement other majors in the department, and place less emphasis on paralegal studies, since most students seek employment as attorneys rather than paralegals. Faculty will also attend more recruiting events on and off campus, such as those held at TCC and other surrounding community colleges, and invite to campus guest speakers employed in the field, such as practicing attorneys and judges, who can encourage students to pursue the major.

Based on planned curriculum modifications and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 88 in Fall 2023; and
- Graduates: 18 in 2023-2024.

#### **NSU - Bachelor of Science in Applied Physics (159)**

This program received provisional approval at the June 30, 2016 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 20 students in Fall 2020 and graduating 5 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 13 of the 20 required) or for graduates (achieved 1 of the 5 required).

NSU reports that program faculty will encourage undecided students in science classes such as General Physical Science and General Physical Science lab to consider joining the program, continue developing a transfer plan with the Physical Science department at TCC to potentially increase enrollment from associate's degree recipients, and continue to engage in multiple retention efforts. These efforts include sponsoring the Society of Physics students' campus group and including students in faculty research.

Based on planned recruitment and retention activities, and a pending transfer agreement with TCC, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2023; and
- Graduates: 5 in 2023-2024.

#### **NSU - Bachelor of Science in Cyber Security (160)**

This program received provisional approval at the June 30, 2016 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 50 students in Fall 2020 and graduating 18 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 45 of the 50 required) or for graduates (achieved 8 of the 18 required).

NSU reports that during the past five years, increasing numbers of students have enrolled and graduated from the program. To build upon this growth, NSU will hire an Assistant Professor for the 2022-2023 academic year, submit a letter of intent to offer the degree online to better accommodate working students, enhance marketing of the degree in the *Military Times* and social media outlets, and find a donor whose gift would include naming rights for the program.

Based on plans to hire a new faculty member, increase marketing efforts, and offer the program online, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 50 in Fall 2023; and
- Graduates: 18 in 2023-2024.

### **NWOSU - Bachelor of Science in Agriculture Education (065)**

This program received provisional approval at the September 11, 2008 State Regents' meeting with continuation of the program beyond Fall 2013 dependent upon enrolling 15 students in Fall 2012 and graduating 7 students in 2012-2013. This program exceeded the productivity criterion for enrollment (achieved 29 of the 15 required), but did not meet the productivity criterion for graduates (achieved 4 of the 7 required).

At their December 5, 2013 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2016 dependent upon enrolling 15 students in Fall 2015 and graduating 7 students in 2015-2016. The program exceeded the productivity criterion for enrollment (achieved 23 of the 15 required), but did not meet the productivity criterion for graduates (achieved 1 of the 7 required).

At their December 1, 2016 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2019 dependent upon enrolling 15 students in Fall 2018 and graduating 7 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 10 of the 15 required) or for graduates (achieved 2 of the 7 required).

At their December 5, 2019 meeting, the State Regents approved a third and final extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 15 students in Fall 2020 and graduating 7 students in 2020-2021. This program exceeded the productivity criterion for enrollment (achieved 18 of the 15 required), but did not meet the productivity criterion for graduates (achieved 0 of the 7 required).

NWOSU reports some student attrition from the program due to difficulties in passing certification exams required for admission into the Teacher Education program and/or preparation for the professional semester. In addition, ease of entry into the education profession via non-traditional routes, such as alternative and emergency certification, has played a significant role in the loss of students from the program.

Several steps have been taken to address recruitment, retention, and program completion issues in the program. Program faculty have hosted certification exam preparation sessions. Additionally, efforts have been made to advise students into specific general education humanities courses in preparation for the Oklahoma General Education Test (OGET). Many students have benefitted from these efforts and have successfully passed the OGET.

In addition, recent administrative changes made by the NWOSU Teacher Education Committee (i.e., making successful completion of the Oklahoma Subject Area Test and Oklahoma Professional Teaching

Examination or Praxis Performance Assessment for Teachers requirements for licensure rather than requirements to enter the professional semester) should further increase student progression in the program.

To increase program enrollment, during the 2018-2019 and 2019-2020 academic years, program faculty delivered recruitment presentations at two-year Oklahoma colleges and participated in “State Teach Ag Results” events. In addition, the Agriculture department increased the number of scholarship awards for potential Agricultural Education students. Moreover, the Agriculture department anticipates that new institution-level scholarships targeted at junior-level education majors and state grant funds for education majors in their professional semester and initial year of teaching in Oklahoma schools will help recruit and retain students in the program. The significant increase in the number of students enrolled in the program over the past three years (i.e., 7 in Fall 2019; 18 in Fall 2020; 24 in Fall 2021) suggests that the aforementioned recruitment efforts have been effective.

Based on current enrollment and retention efforts, a fourth and final extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2023; and
- Graduates: 7 in 2023-2024.

### **RSU - Bachelor of General Studies in General Studies (126)**

This program received provisional approval at the October 16, 2014 State Regents’ meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 20 students in Fall 2018 and graduating 9 students in 2018-2019. The program exceeded the productivity criterion for enrollment (achieved 32 of the 20 required), but did not meet the productivity criterion for graduates (achieved 3 of the 9 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 20 students in Fall 2021 and graduating 9 students in 2020-2021. The program exceeded the productivity criterion for enrollment (achieved 29 of the 20 required), but did not meet the productivity criterion for graduates (achieved 4 of the 9 required).

RSU reports that all students enrolled in the program are transfer students rather than first-time freshmen. The program is attractive to transfer students due to the ability to optimize the credit hours that they have earned at their previous institution(s). At least one minor is required in the program. Therefore, as students complete courses in their minor(s), many find other degree programs associated with their selected minor(s) that are appealing, and they change their major prior to graduation.

RSU Graduating Senior Survey results indicated that more than half of graduates from the program were first-generation college students, and all who responded to the survey were employed while attending college. These data, along with the strong enrollment numbers, validate the need for this flexible program. During the 2020-2021 academic year, an ad hoc committee of the Academic Council reviewed key challenges in the degree program. Academic advisement was identified as a challenge. Advising is currently conducted in the Department of English and Humanities even though the current students in the program are engaged in 17 different minors housed in multiple departments at RSU. The six-credit hour junior and senior seminar/capstone requirement has also been managed and facilitated exclusively through the Department of English and Humanities. In Spring 2022, academic advisement will be dispersed and oversight of the capstone requirement will be shifted to the departments that house the primary disciplines selected by the students in the program.

Based on current enrollment and planned advisement restructuring, an extension of the review schedule is recommended, with continuation beyond Fall 2023 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2022; and
- Graduates: 9 in 2022-2023.

#### **RSU - Bachelor of Arts in History (127)**

This program received provisional approval at the October 20, 2016 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 18 students in Fall 2020 and graduating 6 students in 2020-2021. The program exceeded the productivity criterion for enrollment (achieved 38 of the 18 required), but did not meet the productivity criterion for graduates (achieved 5 of the 6 required).

RSU reports on June 24, 2021, OSRHE approved the addition of a Military History option to the program and the deletion of the Bachelor of Arts in Military History (124) program. Sixteen students have been moved from the deleted program to the new option. In addition, the faculty have created a degree map revealing how a student can effectively combine a history degree with another degree as a double major, making the students more marketable for both graduate and law school and for competitive employment options.

Furthermore, the program is currently working to establish relationships with several governmental agencies that need employees with strong backgrounds in analytical thinking, clear writing skills, and a solid understanding of history, which are all provided within the three program options. Based on current enrollment, advisement enhancements, and projected partnerships with employers, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 18 in Fall 2023; and
- Graduates: 6 in 2023-2024.

#### **SWOSU - Associate in Science in Wildland Firefighting (156)**

This program received provisional approval at the May 22, 2009 State Regents' meeting with continuation of the program beyond Fall 2013 dependent upon enrolling 30 students in Fall 2012 and graduating 15 students in 2012-2013. The program did not meet the productivity criteria for enrollment (achieved 16 of the 30 required) or for graduates (achieved 8 of the 15 required).

At their December 5, 2013 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2016 dependent upon enrolling 30 students in Fall 2015 and graduating 15 students in 2015-2016. The program exceeded the productivity criterion for enrollment (achieved 45 of the 30 required), but did not meet the productivity criterion for graduates (achieved 9 of the 15 required).

At their December 1, 2016 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2019 dependent upon enrolling 30 students in Fall 2018 and graduating 15 students in 2018-2019. The program exceeded the productivity criterion for enrollment (achieved 34 of the 30 required), but did not meet the productivity criterion for graduates (achieved 14 of the 15 required).

At their December 5, 2019 meeting, the State Regents approved a third extension of the review schedule, with revised graduation criterion, with continuation of the program beyond Fall 2021 dependent upon enrolling 30 students in Fall 2020 and graduating 10 students in 2020-2021. The program did not meet the

productivity criterion for enrollment (achieved 22 of the 30 required), but exceeded the productivity criterion for graduates (achieved 12 of the 10 required).

SWOSU reports that oftentimes, the same students who are interested in this program are interested in a bachelor's degree in either Parks and Recreation Management or Parks and Wildlife Law Enforcement. In several instances, students have taken nearly all the courses needed for the program, but preferred to focus on attaining a bachelor's degree.

To improve enrollment in the program, the program coordinator will reach out to all students enrolled in Wildland Firefighting courses to alert them about the ease of completing the paperwork to obtain the associate degree. The program coordinator will also advise students in the Wildland Firefighting courses to join the program at the beginning of their sophomore year. In addition, the Parks and Recreation Management department will adopt SWOSU's new focus on awarding students associate degrees while working towards their bachelor degrees. The department will advertise this new strategy through website revisions, social media posts, and other communications.

The department has also developed a partnership with the City of Weatherford to create a fire and emergency training center. Renovations to the building that will house the center should be completed within the next year. This new center will serve as a training facility for students in the program and area firefighters and raise the visibility of the program exponentially. Based on increased marketing and recruitment efforts and opening the new fire and emergency training facility, a fourth and final extension of the review schedule is recommended, with continuation beyond Fall 2023 dependent upon meeting the following criteria:

- Majors enrolled: 30 in Fall 2022; and
- Graduates: 10 in 2022-2023.

### **UCO - Bachelor of Arts in Humanities (193)**

This program received provisional approval at the May 23, 2008 State Regents' meeting with continuation of the program beyond Fall 2013 dependent upon enrolling 50 students in Fall 2012 and graduating 12 students in 2012-2013. This program did not meet the productivity criteria for enrollment (achieved 35 of the 50 required) or for graduates (achieved 6 of the 12 required).

At their December 5, 2013 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2016 dependent upon enrolling 50 students in Fall 2015 and graduating 12 students 2015-2016. The program did not meet the productivity criteria for enrollment (achieved 25 of the 50 required) or for graduates (achieved 4 of the 12 required).

At their December 1, 2016 meeting, the State Regents approved another extension of the review schedule with revised criteria, with continuation of the program beyond Fall 2019 dependent upon enrolling 35 students in Fall 2018 and graduating 7 students in 2018-2019. The program did not meet the productivity criterion for enrollment (enrolled 23 of the 35 required), but exceeded the productivity criterion for graduates (graduated 8 of the 7 required).

At their December 5, 2019 meeting, the State Regents approved a third extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 35 students in Fall 2020 and graduating 7 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 20 of the 35 required) or for graduates (achieved 1 of the 7 required).

UCO reports that the program will continue or resume the following recruitment efforts to increase enrollment: maintain a faculty presence at campus major fairs, freshman orientation events, college open

houses, and student involvement fairs; display promotional materials at recruitment events that were developed by the department's new enrollment committee to inform prospective students about career opportunities for Humanities graduates and to spotlight recent graduates who work in diverse settings such as libraries, museums, and non-profit organizations; host events and activities such as excursions to museums, faculty colloquia at other schools, and book clubs on campus to raise awareness of the program; and encourage program faculty to participate in community events and organizations such as the National Conference on Undergraduate Research (NCUR), the American Institute for Archaeology, and Medieval Fairs in Guthrie and Norman, to raise the profile of the program across the Oklahoma City metropolitan area. In an effort to retain students, the program will continue to encourage student participation in student organizations sponsored by departmental faculty.

Based on recruitment and retention efforts, a fourth and final extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 35 in Fall 2023; and
- Graduates: 7 in 2023-2024.

### **UCO - Associate in Applied Science in Contemporary Music Business (198)**

This program received provisional approval at the May 27, 2011 State Regents' meeting with continuation of the program beyond Fall 2013 dependent upon enrolling 70 students in Fall 2012 and graduating 40 students in 2012-2013. This program did not meet the productivity criteria for enrollment (achieved 51 of the 70 required) or for graduates (achieved 18 of the 40 required).

At their December 5, 2013 meeting, the State Regents approved an extension of the review schedule with revised criteria, with continuation of the program beyond Fall 2016 dependent upon enrolling 35 students in Fall 2015 and graduating 20 students in 2015-2016. The program exceeded the productivity criterion for enrollment (achieved 52 of the 35 required), but did not meet the productivity criterion for graduates (achieved 2 of the 20 required).

At their December 1, 2016 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2019 dependent upon enrolling 35 students in Fall 2018 and graduating 20 students in 2018-2019. The program exceeded the productivity criterion for enrollment (achieved 52 of the 35), but did not meet the productivity criterion for graduates (achieved 13 of the 20 required).

At their December 5, 2019 meeting, the State Regents approved a third extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 35 students in Fall 2020 and graduating 20 students in 2020-2021. The program exceeded the productivity criterion for enrollment (achieved 38 of the 35 required), but did not meet the productivity criterion for graduates (achieved 10 of the 20 required).

UCO reports the program has graduated over 100 students since its inception and that the graduation rate would increase if all enrolled students remained in the program. A new recruitment committee focusing on local and regional recruitment for the music programs has been created for the upcoming year. The current recruitment efforts have resulted in an average freshmen class size that fluctuates between 100-130 students each semester, a size that is close to the largest number of enrolled freshmen music majors in Oklahoma.

Throughout the program, students have the opportunity to learn from faculty members who are active music industry managers, venue operators, contractors, and professionals. Students gain a high level of professionalism and extensive experience curating shows and promoting live concerts through their work with other musicians and equipment at the Academy of Contemporary Music (ACM@UCO) live music



venue in downtown Oklahoma City, and through additional opportunities to work in the music industry through internships and on projects curated by the ACM@UCO Business Development Center. Students are also encouraged to participate as business leaders in numerous student organizations including the ACM@UCO Student Organization, EDM@UCO, Hip-Hop Student Organization, The Pitches acapella group, and Women's Audio Vision.

Based on current enrollment, current retention efforts, and expected graduates, a fourth and final extension of the review schedule, with revised graduation productivity criterion is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 35 in Fall 2023; and
- Graduates: 10 in 2023-2024.

### **UCO - Bachelor of Arts in Art History (209)**

This program received provisional approval at the April 24, 2014 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 40 students in Fall 2018 and graduating 12 students in 2018-2019. The program did not meet the productivity criteria for enrollment (enrolled 4 of the 40 required) or for graduates (graduated 2 of the 12 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 40 students in Fall 2020 and graduate 12 students in 2020-2021. The program did not meet the productivity criteria for enrollment (enrolled 6 of the 40 required) or for graduates (graduated 0 of the 12 required).

UCO reports implementation of a collaborative, interdisciplinary curriculum in the program that will utilize the teaching strengths of several existing faculty members and programs (i.e. history, humanities, English, mass communication, design, philosophy, and sociology). The new curriculum will allow more options for electives and provide a clear path toward the Master of Arts in Museum Studies (230) should students desire to continue their studies in a graduate program. The changes also allow easier paths for students to double major. The expansion of coursework and elective options introduce faculty from departments across campus, eliminating the need for students to rely so heavily on the sole faculty member, who previously taught the majority of courses in the program, for mentorship.

The name of the program was changed from Global Arts and Visual Culture in 2020 to enhance recruitment efforts. The previous title created confusion about the content of the degree. The new, more straightforward program name was recommended and mandated by the program's accreditor, the National Association of Schools of Art and Design.

The COVID-19 pandemic and social protocols prevented UCO from hosting traditional recruitment activities over the past year, such as open houses, large workshops and visiting artist talks, which served the program well in the past.

In the future, recruitment efforts will include such efforts as high school visits to discuss art history with art and history classes, targeting schools with a strong history of admissions to UCO and schools with underserved populations to familiarize those students with the opportunities existing in the field of art history; collaboration with the UCO Chambers Library to create workshops for high school teachers to discuss and work with new research tools and art historical shifts; increased promotion of program activities including visiting scholars, student presentations, conference involvement, and community events; offering a course entitled *Blueprint to Art History* to introduce incoming students to the program and the art history coordinator; opportunities, and career options.

Based on curriculum restructuring, the program name change, and increased recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 40 students in Fall 2023; and
- Graduates: 12 graduates in 2023-2024.

#### **UCO - Master of Arts in Liberal Studies (210)**

This program received provisional approval at the April 24, 2014 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 35 students in Fall 2018 and graduating 4 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 5 of the 35 required) or for graduates (achieved 0 of the 4 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 35 students in Fall 2020 and graduating 4 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 6 of the 35 required) or for graduates (achieved 0 of the 4 required).

UCO reports that the program is the only on-site master's level Liberal Studies program in Oklahoma. Many students leave the program before graduating to pursue graduate degrees in several complementary and related fields, including adult education, art history, anthropology, classics, English as a second language, law, library science, museum studies, music composition and performance, philosophy, political science, sociology, and speech pathology. To encourage students to remain in the program, they are permitted to shape their plan of study. Efforts to recruit students for the program include permitting undergraduate students to take courses in the program; maintaining a faculty presence at campus major fairs and college and university-wide open house activities; continuing to advocate with the Graduate College for funding opportunities for graduate students; encouraging program faculty to host community outreach activities such as public lectures at other institutions; and increasing contact with college and departmental alumni through the department's five active student organizations, including the Medieval Society and the new and very popular UCO Archaeology Club.

Based on flexible academic advising and planned recruitment activities, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 35 in Fall 2023; and
- Graduates: 4 in 2023-2024.

#### **UCO - Bachelor of Arts in Arts Administration (212)**

This program received provisional approval at the May 29, 2015 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 50 students in Fall 2019 and graduating 10 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 36 of the 50 required) or for graduates (achieved 7 of the 10 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 50 students in Fall 2020 and graduating 10 students in 2020-2021. This program did not meet the productivity criterion for enrollment (achieved 35 of the 50 required), but exceeded the productivity criterion for graduates (achieved 13 of the 10 required).

UCO reports that the Department of Dance will offer a *Blueprint in Arts Administration* course in Fall 2022 to expose incoming freshman to career options in the field utilizing research, guest presenters and

career/professional visits. The department will also develop marketing materials for the program to distribute at on-campus events such as Major Quest and High School Counselor Day as well as off-campus recruiting events.

In addition, the department will create a social media campaign featuring successful graduates from the program that are working at organizations such as the Oklahoma Contemporary Arts Center and the Oklahoma Arts Council. Moreover, the program faculty will apply to have this unique degree added to the Academic Common Market of the Southern Regional Education Board, which would allow eligible non-resident students to pay in-state tuition rates for the program.

Based on planned marketing and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2023 dependent upon meeting the following criteria:

- Majors enrolled: 50 in Fall 2022; and
- Graduates: 10 in 2022-2023.

#### **UCO - Master of Arts in Creative Writing (214)**

This program received provisional approval at the May 27, 2016 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 20 students in Fall 2018 and graduating 3 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 10 of the 20 required) or for graduates (achieved 2 of the 3 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 20 students in Fall 2020 and graduating 3 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 11 of the 20 required), but exceeded the productivity criterion for graduates (achieved 5 of the 3 required).

UCO reports that the COVID-19 pandemic and its associated economic disruption on the publishing industry and stage and film performance and production negatively affected enrollment levels in Creative Writing programs at both the undergraduate and graduate levels, at UCO and at other colleges and universities across the country. To ensure the continuing viability and growth of this program in the future, the Department of English will continue to work closely with the College of Liberal Arts and the Jackson College of Graduate Studies to develop innovative promotional materials for multiple media outlets and to engage program alumni who can assist in recruitment efforts. The department will also implement curriculum revisions in the Bachelor of Arts in English (097), Creative Writing option that will engage undergraduate students more actively in creative writing as an academic and professional field and stimulate interest in graduate study in this area. Based on current and planned recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2023; and
- Graduates: 3 in 2023-2024.

#### **UCO - Master of Arts in Literature (215)**

This program received provisional approval at the May 27, 2016 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 20 students in Fall 2018 and graduating 8 students in 2018-2019. The program did not meet the productivity criteria for enrollment (enrolled 14 of the 20 required) or for graduates (graduated 1 of the 8 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 20 students in Fall 2020 and graduating 8 students in 2020-2021. The program exceeded the productivity criterion for enrollment (achieved 22 of the 20 required), but did not meet the productivity criterion for graduates (achieved 7 of the 8 required).

UCO reports that during the 2020-21 academic year, many of the program's students, who are employed within the wider community, enrolled in fewer credit hours in order to focus their energies on overcoming the extraordinary economic, social, and familial challenges posed by the COVID-19 pandemic. As a result, some students who were scheduled to complete their degree requirements in 2020-2021, including a master's thesis or capstone portfolio, extended their time and will complete their degrees in a future academic year. Even so, the robust enrollment numbers within the program, which has emerged as the largest and most rapidly growing graduate program within the Department of English, suggest that the prescribed graduation target will be met within the next couple years.

To ensure the continuing viability and growth of this program in the future, the department will continue to work closely with the College of Liberal Arts and the Jackson College of Graduate Studies to develop innovative promotional materials for multiple media outlets and to engage program alumni who can assist in recruitment efforts. The department will also implement curriculum revisions in the Bachelor of Arts in English (097) program that will engage undergraduate students more actively in specialized scholarly and research activities within the field of literary studies and stimulate interest in graduate study in this area.

Based on current enrollment, planned recruitment efforts, and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2023; and
- Graduates: 8 in 2023-2024.

#### **UCO - Master of Arts in Composition and Rhetoric (216)**

This program received provisional approval at the May 27, 2016 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 12 students in Fall 2018 and graduating 3 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 11 of the 12 required) or for graduates (achieved 2 of the 3 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 12 students in Fall 2020 and graduating 3 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 6 of the 12 required) or for graduates (achieved 0 of the 3 required).

UCO reports that during the 2020-21 academic year, many of the program's students, who are employed within the wider community, either enrolled in fewer credit hours or chose to temporarily discontinue their graduate studies in order to focus their energies on overcoming the extraordinary economic, social, and familial challenges posed by the COVID-19 pandemic.

To ensure the continuing viability and growth of this program in the future, the Department of English will continue to work closely with the College of Liberal Arts and the Jackson College of Graduate Studies to develop innovative promotional materials for multiple media outlets and to engage program alumni who can assist in recruitment efforts. The department will also implement curriculum revisions in the Bachelor of Arts in English (097) program that will emphasize courses in composition and rhetoric in order to stimulate undergraduate students' interest in graduate study in this field.

Based on current and planned recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2023; and
- Graduates: 3 in 2023-2024.

### **UCO - Master of Arts in Teaching English as a Second Language (217)**

This program received provisional approval at the May 27, 2016 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 25 students in Fall 2018 and graduating 8 students in 2018-2019. The program did not meet the productivity criterion for enrollment (achieved 10 of the 25 required), but exceeded the productivity criterion for graduates (achieved 9 of the 8 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 25 students in Fall 2020 and graduating 8 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 4 of the 25 required) or for graduates (achieved 1 of the 8 required).

UCO reports that the enrollment and number of graduates in the program has declined significantly since the 2018-19 academic year. This decline, as feedback from both prospective and current students has indicated, correlates directly to the overall decline in the number of international students pursuing graduate studies at UCO and at institutions throughout the United States. The program was specifically designed to meet the needs of international students who wish to acquire the credentials necessary to become teachers of English at the college or university level in their home countries. Beginning during the 2018-19 academic year, increasingly restrictive policies governing the availability of student visas—especially for applicants from China, which has been one of the primary sources of enrollment for the program—prevented prospective applicants and admitted, but not yet matriculated, students from enrolling in the program.

In addition, some current students in the program who returned to their home countries were unable to return to the United States to complete their degree programs in a timely manner. The COVID-19 pandemic, which made international travel even more difficult, resulted in further diminution of enrollment and graduation levels for international students, and this disproportionately affected the program. Fortunately, within the last year, relaxation of student visa requirements, the warming of diplomatic relations between the United States and several of the nations from which the program recruits students, and the success of aggressive vaccination efforts in containing the COVID-19 pandemic, have allowed opening of borders and the gradual resumption of international travel. The Department of English is confident, based on assurances received from current and former students and from the university's Office of Global Affairs, that enrollment in the program will rebound quickly and significantly as a result of the aforementioned factors over the next three years.

To ensure the necessary growth and continuing vitality of the program in the future, the department has worked closely with University Communications, the Office of Global Affairs, the College of Liberal Arts, and the Jackson College of Graduate Studies to develop innovative promotional materials for a variety of media outlets and to engage program alumni in recruitment efforts in their home countries. In addition, the department will create an undergraduate course focused on teaching English as a second language as a means to engage domestic and international undergraduate students in the work of the field and promote interest in the graduate program.

Based on renewed international student access to the United States, recruitment efforts, and the addition of a related undergraduate course, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2023; and
- Graduates: 8 in 2023-2024.

### **UCO - Bachelor of Arts in Technical Writing (220)**

This program received provisional approval at the May 27, 2016 State Regents' meeting with continuation of the program beyond Fall 2021 dependent upon enrolling 25 students in Fall 2020 and graduating 7 students in 2020-2021. This program did not meet the productivity criteria for enrollment (achieved 16 of the 25 required) or for graduates (achieved 3 of the 7 required).

UCO reports that the Department of English has established a task force which is already working diligently to create and implement a promotional plan for the program and participating in on- and off-campus recruitment events. The department will also continue working closely with the College of Liberal Arts to support recruitment and retention efforts for the program such as developing innovative promotional materials for multiple media outlets and engaging proactively with local and regional employers in both the corporate and nonprofit sectors.

Based on current and anticipated recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2023; and
- Graduates: 7 in 2023-2024.

### **MSC - Associate in Arts in Communication and Performance Studies (066)**

This program received provisional approval at the June 25, 2015 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 25 students in Fall 2016 and graduating 5 students in 2016-2017. The program did not meet the productivity criteria for enrollment (achieved 5 of the 25 required) or for graduates (achieved 2 of the 5 required).

At their December 7, 2017 meeting, the State Regents approved an extension of the review schedule with continuation beyond Fall 2021 dependent upon enrolling 25 students in Fall 2020 and graduating 5 students in 2020-2021. This program did not meet the productivity criterion for enrollment (achieved 18 of the 25 required), but met the productivity criterion for graduates (achieved 5 of the 5 required).

MSC reports that one full-time instructor retired and another full-time instructor resigned from the program in 2020. Funding for these positions was not renewed. In addition, the mask mandate implemented to combat COVID-19, and the absence of live performance in 2020, lead many students in the program to take the year off. Currently, there is one full time instructor and 8 adjuncts teaching in the program.

The Arts and Humanities division recently received a grant from the Chickasaw Nation that will fund a part-time Art instructor for the program. The division also applied for a grant from the National Endowment for the Arts that could fund a full-time Music Instructor and expand the Art instructor position funded by the Chickasaw Nation grant to a full-time position.

The division plans to continue seeking grants that could fund a full-time Communications instructor and a full-time Theatre instructor. Moreover, the division plans to develop a social media campaign to make all of the high school students in MSC's service area aware of the program. The program chair and current students in the program will also visit high schools within driving distance of MSC and set up zoom meetings with schools further away to talk with prospective students.

Based on anticipated hiring of additional full-time instructors, and increased marketing and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2023; and
- Graduates: 5 in 2023-2024.

### **MSC - Associate in Applied Science in Custom Gunmaking Technology (067)**

This program received provisional approval at the March 3, 2016 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 24 students in Fall 2018 and graduating 12 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 6 of the 24 required) or for graduates (achieved 5 of the 12 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation beyond Fall 2021 dependent upon enrolling 25 students in Fall 2020 and graduating 12 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 13 of the 25 required) or for graduates (achieved 11 of the 12 required).

MSC reports the program is currently one of two custom gunmaking programs in the United States and has over a 90 percent job placement rate. Enrollment in the program has been limited, because the current facility that houses the program does not have sufficient lecture space, physical workspace, or storage for 25 students' tools, supplies and projects.

After many years in the same location, the program is currently poised to move into a larger building on campus, which will require significant modifications to accommodate the program's machinery, equipment, and workspace needs. MSC expects to move the program into the remodeled building within 2-3 years.

In addition, the program faculty are working to improve advertising efforts. In-person trade shows have traditionally been the major sources of student recruitment and networking in this field. However, for close to two years, every trade show has been cancelled due to concerns about the potential spread of COVID-19. As a result, the program faculty plan to utilize more modern advertising methods such as YouTube videos and search selective advertising.

The program faculty are also planning to move some foundation level classes online to reach students that may want to try out the program, before deciding whether or not to move across the country to enroll in the program.

Based on the unique nature of the program, anticipated move to a larger facility, online marketing efforts, and plans to offer foundational courses online, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2023; and
- Graduates: 12 in 2023-2024.

### **NEOAMC - Associate in Applied Science in Process Technology (123)**

This program received provisional approval at the September 8, 2011 State Regents' meeting with continuation of the program beyond Fall 2016 dependent upon enrolling 17 students in Fall 2015 and graduating 5 students in 2015-2016. The program exceeded the productivity criterion for enrollment (achieved 32 of the 17 required), but did not meet the productivity criterion for graduates (achieved 4 of the 5 required).

At their December 1, 2016 meeting, the State Regents approved an extension of the review schedule, with continuation of the program beyond Fall 2019 dependent upon enrolling 17 students in Fall 2018 and graduating 5 students in 2018-2109. The program did not meet the productivity criteria for enrollment (achieved 6 of the 17 required) or for graduates (achieved 3 of the 5 required).

At their December 5, 2019 meeting, the State Regents approved another extension of the review schedule with continuation beyond Fall 2021 dependent upon enrolling 17 students and graduating 5 students. The program exceeded the productivity criterion for enrollment (achieved 32 of the 17 required), but did not meet the productivity criterion for graduates (achieved 4 of the 5 required).

NEOAMC reports the intention of suspending the program, because the program has not had a full-time faculty member for the last academic year. Without a dedicated faculty member focused on curriculum, instruction, and recruitment in the program, achieving the required minimum productivity standards over time are unrealistic. In addition, student retention and completion have become major challenges for the program due to a lack of internship options, which is a result of a decline in major manufacturers in the region and partnerships with local companies.

Based on NEOAMC's intention and time needed for the suspension process, an extension of the review schedule is recommended. Should the program not be suspended by Fall 2022, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 17 in Fall 2021; and
- Graduates: 5 in 2021-2022.

#### **OCCC - Associate in Science in Physics (167)**

This program received provisional approval at the June 26, 2014 State Regents' meeting with continuation of the program beyond Fall 2018 dependent upon enrolling 25 students in Fall 2017 and graduating 5 students in 2017-2018. This program did not meet the productivity criteria for enrollment (achieved 9 of the 25 required) or for graduates (achieved 3 of the 5 required).

At their December 6, 2018 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 25 students in Fall 2020 and graduating 5 students in 2020-2021. This program exceeded the productivity criterion for enrollment (achieved 38 of the 25 required), but did not meet the productivity criterion for graduates (achieved 2 of the 5 required).

OCCC reports continuing work with their primary transfer institutions, OU, UCO, and OSU, to create 2+2 agreements to better ensure that students transfer successfully. Based on current enrollment, and plans to create articulation agreements with surrounding four-year institutions, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2023; and
- Graduates: 5 in 2023-2024.

#### **RSC - Associate in Applied Science in Engineering Technology (132)**

This program received provisional approval at the May 25, 2012 State Regents' meeting with continuation of the program beyond Fall 2016 dependent upon enrolling 20 students in Fall 2015 and graduating 7 students in 2015-2016. The program did not meet the productivity criteria for enrollment (achieved 8 of the 20 required) or for graduates (achieved 0 of the 7 required).



At their December 1, 2016 meeting, the State Regents granted an extension of the review schedule, with continuation of the program beyond Fall 2019 dependent upon enrolling 20 students in Fall 2018 and graduating 7 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 9 of the 20 required) or for graduates (achieved 0 of the 7 required).

At their December 5, 2019 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 20 students in Fall 2020 and graduating 7 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 11 of the 20 required) or for graduates (achieved 0 of the 7 required).

RSC reports the COVID-19 pandemic decreased opportunities for program faculty to meet with prospective students, parents, and guidance counselors. For example, tours of the Advanced Manufacturing Center (AMC), Digital Prototyping Center (DPC), and other facilities which house technological advancements used by students in the program had to be suspended during the pandemic.

Recently, two companies with a presence in the Oklahoma City metropolitan area, Quest Global and Ford Audio Video, contacted RSC to actively recruit graduates from the program. Moog, Tinker Air Force Base, and MTM have also expressed interest in hiring graduates from this program. These solicitations confirm that there is significant local employer demand for program graduates.

RSC's Workforce Development division conducts a 3-day, quarterly, bootcamp-style workshop on Additive Manufacturing that is well-attended by artisans from the Oklahoma City Air Logistics Complex. This workshop displays faculty expertise, equipment, and course material from the program's Advanced Design option and encourages participants to seek the degree rather than complete select courses from the degree.

To increase retention in the program in the future, RSC will explore the formation of advisory boards and internship programs. Additionally, RSC will streamline the requirements for the program by transferring the Advanced Design, Electronics, Mechanical Systems, and Quality Assurance options to the recently approved Associate in Applied Science in Applied Technology (875) program. The new degree will give substantial prior learning assessment credit to students who have earned their FAA Airframe and Powerplant ratings, thus dramatically reducing the number of additional credits needed to attain an associate's degree and better meeting the needs of working professionals.

Based on increasing employer demand, recruitment and retention efforts, and anticipated curriculum changes, a fourth and final, extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2023; and
- Graduates: 7 in 2023-2024.

### **SSC - Associate in Science in Agriculture (234)**

This program received provisional approval at the June 30, 2016 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 30 students in Fall 2018 and graduating 15 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 28 of the 30 required) or for graduates (achieved 2 of the 15 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 30 students in Fall 2020 and graduating 15 students in 2020-2021. The program did not meet the productivity criteria for enrollment (achieved 15 of the 30 required) or for graduates (achieved 3 of the 15 required).

SSC reports that the program was close to achieving its productivity goals, then COVID-19 slowed the pace of enrollment in the program. SSC has added a team competition sport to the program that should be very appealing to Agriculture students. There were 30 students who joined the program in Fall 2019 and 6 graduates in 2019-20. In Fall 2021, 38 students declared Agriculture as their major.

Based on current enrollment, and anticipated interest in the new team competition, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 30 in Fall 2023; and
- Graduates: 15 in 2023-2024.

### **TCC - Associate in Arts in Paralegal Studies (284)**

#### **Certificate in Paralegal Studies (165)**

This program and associated embedded certificate received provisional approval at the April 9, 2015 State Regents' meeting with continuation of the program and certificate beyond Fall 2019 dependent upon enrolling 50 students in Fall 2018 and graduating 7 students in 2018-2019. The program and certificate exceeded the productivity criterion for enrollment (achieved 53 of the 50 required), but did not meet the productivity criterion for graduates (achieved 3 of the 7 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program and certificate beyond Fall 2021 dependent upon enrolling 50 students in Fall 2020 and graduating 7 students in 2020-2021. The program and certificate exceeded the productivity criterion for enrollment (achieved 71 of the 50 required), but did not meet the productivity criterion for graduates (achieved 6 of the 7 required).

TCC reports that enrollment in the program and certificate has been consistently strong for several years and 25 students are currently pursuing the embedded Certificate in Paralegal Studies (165). One student will complete the certificate in Fall 2021 and nine other students have expressed an intent to graduate from the certificate in Summer 2022. These students will more than likely finish the additional requirements for the associate's degree within a year after completing the certificate. Based on current enrollment and expected graduates, an extension of the review schedule is recommended, with continuation beyond Fall 2023 dependent upon meeting the following criteria:

- Majors enrolled: 50 in Fall 2022; and
- Graduates: 7 in 2022-2023.

### **TCC - Associate in Applied Science in Healthcare Specialist/Paramedic (361)**

#### **Certificate in Healthcare Specialist/Paramedic (362)**

This program and associated embedded certificate received provisional approval at the May 26, 2017 State Regents' meeting with continuation of the program and certificate beyond Fall 2019 dependent upon enrolling 40 students in Fall 2018 and graduating 20 students in 2018-2019. This program and certificate did not meet the productivity criteria for enrollment (achieved 30 of the 40 required) or for graduates (achieved 13 of the 20 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program and certificate beyond Fall 2021 dependent upon enrolling 40 students in Fall 2020 and graduating 20 students in 2020-2021. This program and certificate did not meet the productivity criteria for enrollment (achieved 24 of the 40 required) or for graduates (achieved 4 of the 20 required).

TCC reports that since the last review the program and certificate have received initial accreditation from the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP), in cooperation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP), and 95.8 percent of graduates from the program gain employment after completion. In addition, the program was moved to the School of Health Sciences (SOHS) in February 2021 and is being added to the SOHS Smart Start orientation to help potential students understand the requirements for application and strategies for successful completion of the program and certificate. The program director will also work with SOHS's Education Specialist to develop additional strategies to promote and market the program.

Based on obtaining accreditation, exceptional graduate employment outcomes, and increased recruitment and marketing efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2023 dependent upon meeting the following criteria:

- Majors enrolled: 40 in Fall 2022; and
- Graduates: 20 in 2022-2023.

**WOSC - Associate in Science in Infants and Toddlers (072)  
Certificate in Infants and Toddlers (073)**

This program and associated embedded certificate received provisional approval at the April 21, 2016 State Regents' meeting with continuation of the program and certificate beyond Fall 2021 dependent upon enrolling 30 students in Fall 2020 and graduating 5 students in 2020-2021. The program and certificate did not meet the productivity criteria for enrollment (achieved 0 of the 30 required) or for graduates (achieved 0 of the 5 required).

WOSC reports the program and certificate currently have one full-time faculty/program director and one coordinator for the Scholars for Excellence in Child Care grant, which funds student scholarships. Adjunct faculty also teach courses in the program. The plan is to add a second full-time faculty member when the program grows.

The overall budget for the program and the Scholars' grant budget have been cut periodically over the past few years. Due to decreased funding, the Scholars program coordinator was not able to recruit students working in Head Start programs. In addition, last year, due to the COVID pandemic, many childcare centers closed, so there were very few positions available in the childcare field. Fortunately, the Scholars for Excellence in Child Care budget has recently increased by approximately 18 percent and many childcare facilities have reopened this year. As a result, the Scholars Coordinator will be able to resume recruiting students from Head Start programs.

The program's and certificate's ability to grow should also be positively impacted by the continued stability of personnel. The program director has been in place since 2018 and the Scholars Coordinator has been in place since 2019. Because COVID is still affecting everyday life in Oklahoma, WOSC anticipates that it will take more than one year to increase the enrollment and graduation rates for this program. At an Altus Air Force Leadership Luncheon in September 2020, several Air Force leaders voiced concerns over the lack of qualified workers for the Child Development Center on base as well as the surrounding area. These comments suggest that there is a significant need for qualified childcare workers in WOSC's service area.

Based on planned recruitment efforts and ongoing employment demand, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 30 in Fall 2023; and
- Graduates: 5 in 2023-2024.

Attachment

**ATTACHMENT A**  
**Productivity Criteria**

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OU - Doctor of Philosophy in Biomedical Engineering (354)	June 30, 2003	13 F2020	21	3 2020-21	2	2021	2026	Final Approval
OU - Master of Science in Interior Design (383)	October 21, 2010	15 F2020	17	5 2020-21	6	2021	2026	Final Approval
OU - Bachelor of Arts in Art (398)	June 26, 2014	30 F2020	113	10 2020-21	12	2021	2026	Final Approval
OU - Master of Science in Geography and Environmental Sustainability (425)	June 30, 2016	7 F2020	35	3 2020-21	8	2021	2026	Final Approval
OU – Master of Science in Finance (450)	September 6, 2018	35 F2020	87	21 2020-21	30	2021	2026	Final Approval
OU - Graduate Certificate in Executive Management in Aerospace/Defense (384)	September 5, 2019	10 F2020	2	5 2019-20	1	2021	2024	Review Schedule Extension
OU – Professional Masters of Science (386)	September 8, 2011	8 F2020	0	3 2020-21	0	2021	2024	Review Schedule Extension
OU - Professional Master of Arts (387)	September 8, 2011	8 F2020	0	3 2020-21	0	2021	2024	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OU - Doctor of Philosophy in Planning, Design, and Construction (396)	October 17, 2013	16 F2020	9	3 2020-21	1	2021	2024	Review Schedule Extension
OU - Master of Science in Planning, Design, and Construction (397)	April 24, 2014	6 F2020	1	4 2020-21	0	2021	2024	Review Schedule Extension
OU - Bachelor of Arts in Japanese (405)	April 9, 2015	25 F2020	27	15 2020-21	6	2021	2024	Review Schedule Extension
OU - Master of Education in 21 <sup>st</sup> Century Teaching and Learning (412)	September 3, 2015	15 F2020	0	12 2020-21	0	2021	2022	Final Review Schedule Extension
OU - Certificate in The Business of Healthcare (417)	March 3, 2016	24 F2020	4	6 2020-21	2	2021	2022	Final Review Schedule Extension
OU - Bachelor of Arts in Environmental Studies (422)	May 27, 2016	32 F2020	21	8 2020-21	9	2021	2024	Review Schedule Extension
OU - Graduate Certificate in Earth Observation Science for Society and Sustainability (424)	May 27, 2016	20 F2020	3	15 2020-21	0	2021	2022	Review Schedule Extension
OU - Bachelor of Architectural Studies in Architecture (429)	September 1, 2016	72 F2020	38	13 2020-21	11	2021	2024	Review Schedule Extension
OU - Executive Master of Business Administration in Energy (451)	September 6, 2018	52 F2020	45	34 2019-20	29	2021	2024	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
Ouhsc - Graduate Certificate in Healthcare Administration (091)	September 7, 2017	15 F2020	4	5 2020-21	0	2021	2024	Review Schedule Extension
OSU - Doctor of Philosophy in Fire and Emergency Management Administration (470)	May 23, 2008	14 F2020	38	5 2020-21	3	2021	2024	Final Approval
OSU – Doctor of Philosophy in Materials Science and Engineering (502)	September 4, 2014	6 F2020	9	2 2020-21	2	2021	2026	Final Approval
OSU – Bachelor of Science in Applied Exercise Science (514)	May 27, 2016	18 F2020	406	5 2020-21	68	2021	2026	Final Approval
OSU - Bachelor of Science in Music Industry (523)	March 23, 2017	13 F2020	50	5 2020-21	6	2021	2026	Final Approval
OSU - Certificate in Communication Sciences and Disorders (265)	May 31, 2019	5 F2020	7	3 2020-21	2	2021	2024	Review Schedule Extension
OSU - Graduate Certificate in Bioinformatics (481)	June 24, 2010	6 F2020	0	3 2020-21	0	2021	2024	Final Review Schedule Extension
OSU - Master of Arts in Art History (485)	June 24, 2010	6 F2020	6	3 2020-21	2	2021	2024	Final Review Schedule Extension
OSU - Graduate Certificate in Grassland Management (488)	June 21, 2012	20 F2020	2	10 2020-21	0	2021	2024	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OSU - Graduate Certificate in Business Sustainability (490)	September 6, 2012	10 F2020	3	6 2020-21	3	2021	2024	Review Schedule Extension
OSU - Graduate Certificate in International Disaster and Emergency Management (503)	May 29, 2015	8 F2020	0	5 2020-21	6	2021	2024	Review Schedule Extension
OSU – Certificate in Sustainable Business Management (508)	December 3, 2015	8 F2020	0	6 2020-21	0	2021	2022	Review Schedule Extension
OSU - Graduate Certificate in Infant Mental Health (516)	September 1, 2016	6 F2020	2	3 2020-21	2	2021	2024	Review Schedule Extension
OSU - Graduate Certificate in Human Resource Management (517)	October 20, 2016	6 F2020	6	3 2020-21	2	2021	2024	Review Schedule Extension
OSU - Graduate Certificate in Health Analytics (521)	December 1, 2016	6 F2020	3	3 2020-21	5	2021	2024	Review Schedule Extension
OSU - Master of Engineering in Electrical Engineering (524)	June 29, 2017	6 F2020	6	3 2020-21	1	2021	2024	Review Schedule Extension
OSU - Certificate in Family Financial Planning (540)	October 25, 2018	9 F2020	0	1 2020-21	0	2021	2024	Review Schedule Extension
OSU - Master of Science in Family and Consumer Sciences Education (544)	April 25, 2019	4 F2020	4	2 2020-21	0	2021	2024	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OSU - Graduate Certificate in Recreation and Leisure Management (549)	March 28, 2019	3 F2020	0	2 2020-21	1	2021	2024	Review Schedule Extension
OSU - Graduate Certificate in Comparative and International Education (554)	February 1, 2018	4 F2020	0	3 2020-21	0	2021	2023	Review Schedule Extension
CU – Associate in Arts in Strategic Communication (541)	June 28, 2018	25 F2020	1	5 2020-21	8	2021	2024	Review Schedule Extension
ECU - Master of Management in Management (102)	June 30, 2016	18 F2020	31	8 2020-21	15	2021	2026	Final Approval
ECU - Master of Science in Water Resource Policy and Management (103)	April 21, 2016	30 F2020	18	10 2020-21	9	2021	2024	Review Schedule Extension
ECU - Master of Education in Instructional Design and Technology (104)	May 26, 2017	36 F2020	19	16 2020-21	8	2021	2024	Review Schedule Extension
ECU - Master of Education in Sports Administration (105)	May 26, 2017	119 F2020	69	49 2020-21	38	2021	2024	Review Schedule Extension
ECU - Certificate in Business – Entrepreneurship (501)	January 31, 2013	20 F2020	17	5 2020-21	11	2021	2024	Review Schedule Extension
LU – Associate in Arts in General Studies (072)	September 28, 2016	50 F2020	443	35 2020-21	37	2021	2026	Final Approval



Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
LU – Bachelor of Science in Accountancy (070)	May 27, 2011	40 F2020	10	8 2020-21	1	2021	2022	Final Review Schedule Extension
NSU – Bachelor of Science in Cell and Molecular Biology (161)	June 30, 2016	45 F2020	254	10 2020-21	72	2021	2026	Final Approval
NSU - Bachelor of Arts in Spanish (082) – Broken Arrow	June 27, 2013	12 F2020	6	5 2020-21	4	2021	2024	Review Schedule Extension
NSU - Bachelor of Arts in Education in Spanish Education (083) – Broken Arrow	June 27, 2013	12 F2020	3	5 2020-21	0	2021	2024	Review Schedule Extension
NSU - Bachelor of Arts in Education in Cherokee (141)	February 10, 2005	15 F2020	6	5 2020-21	0	2021	2024	Final Review Schedule Extension
NSU - Bachelor of Science in Medical Laboratory Science in Medical Laboratory Science (147)	June 25, 2009	40 F2020	60	20 2020-21	10	2021	2024	Final Review Schedule Extension
NSU - Bachelor of Arts in Cherokee Cultural Studies (148)	September 3, 2009	25 F2020	7	5 2020-21	2	2021	2024	Final Review Schedule Extension
NSU - Bachelor of Science in Homeland Security (156)	September 3, 2015	63 F2020	24	17 2020-21	7	2021	2024	Review Schedule Extension
NSU - Bachelor of Science in Legal Studies (158)	October 22, 2015	88 F2020	38	18 F2020	13	2021	2024	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
NSU - Bachelor of Science in Applied Physics (159)	June 30, 2016	20 F2020	13	5 F2020	1	2021	2024	Review Schedule Extension
NSU – Bachelor of Science in Cyber Security (160)	June 30, 2016	50 F2020	45	18 F2020	8	2021	2024	Review Schedule Extension
NWOSU - Bachelor of Science in Agriculture Education (065)	September 11, 2008	15 F2020	18	7 2020-21	0	2021	2024	Final Review Schedule Extension
RSU - Bachelor of General Studies in General Studies (126)	October 16, 2014	20 F2020	29	9 2020-21	4	2021	2023	Review Schedule Extension
RSU - Bachelor of Arts in History (127)	August 14, 2016	18 F2020	38	6 2020-21	5	2021	2024	Review Schedule Extension
SEOSU - Bachelor of Science in Health and Human Performance (115)	September 1, 2016	12 F2020	91	6 2020-21	24	2021	2026	Final Approval
SWOSU - Associate in Science in Wildland Firefighting (156)	May 22, 2009	30 F2020	22	10 2020-21	12	2021	2023	Final Review Schedule Extension
UCO - Master of Education in Secondary Education (200)	April 19, 2012	50 F2020	58	10 2020-21	10	2021	2026	Final Approval
UCO - Master of Science in Business Analytics (218)	May 27, 2016	25 F2020	74	20 2020-21	32	2021	2026	Final Approval

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
UCO - Bachelor of Arts in Humanities (193)	May 23, 2008	35 F2020	20	7 2020-21	1	2021	2024	Final Review Schedule Extension
UCO - Associate in Applied Science in Contemporary Music Business (198)	May 27, 2011	35 F2020	38	20 2020-21	10	2021	2024	Final Review Schedule Extension
UCO - Bachelor of Arts in Art History (209)	April 24, 2014	40 F2020	6	12 2020-21	0	2021	2021	Review Schedule Extension
UCO - Master of Arts in Liberal Studies (210)	April 24, 2014	35 F2020	6	4 2020-21	0	2021	2024	Review Schedule Extension
UCO – Bachelor of Arts in Arts Administration (212)	May 29, 2015	50 F2020	35	10 2020-21	13	2021	2024	Review Schedule Extension
UCO - Master of Arts in Creative Writing (214)	May 27, 2016	20 F2020	11	3 2020-21	5	2021	2024	Review Schedule Extension
UCO - Master of Arts in Literature (215)	May 27, 2016	20 F2020	22	8 2020-21	7	2021	2024	Review Schedule Extension
UCO - Master of Arts in Composition and Rhetoric (216)	May 27, 2016	12 F2020	6	3 2020-21	0	2021	2024	Review Schedule Extension
UCO - Master of Arts in Teaching English as a Second Language (217)	May 27, 2016	25 F2020	4	8 2020-21	1	2021	2024	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
UCO – Bachelor of Arts in Technical Writing (220)	May 27, 2016	25 F2020	16	7 2020-21	3	2021	2024	Review Schedule Extension
MSC - Associate in Arts in Communication and Performance Studies (066)	June 25, 2015	25 F2020	18	5 2020-21	5	2021	2024	Review Schedule Extension
MSC - Associate in Applied Science in Custom Gunmaking Technology (067)	March 3, 2016	25 F2020	13	12 2020-21	11	2021	2024	Review Schedule Extension
NEOAMC - Associate in Applied Science in Process Technology (123)	September 8, 2011	17 F2020	32	5 2020-21	4	2021	2022	Review Schedule Extension
OCCC- Associate in Science in Physics (167)	June 26, 2014	25 F2020	38	5 2020-2021	2	2021	2024	Review Schedule Extension
RSC – Associate in Applied Science in Engineering Technology (132)	May 25, 2012	20 F2020	11	7 2020-21	0	2021	2024	Review Schedule Extension
SSC - Associate in Science in Agriculture (234)	June 30, 2016	30 F2020	15	15 2020-21	3	2021	2024	Review Schedule Extension
TCC - Associate in Arts in Criminal Justice (365)	March 29, 2018	154 F2020	287	25 2020-21	37	2021	2026	Final Approval
TCC - Associate in Arts in Psychology (366)	March 29, 2018	293 F2020	706	58 2020-21	158	2021	2026	Final Approval

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
TCC - Associate in Arts in Sociology (367)	March 29, 2018	38 F2020	51	8 2020-21	9	2021	2026	Final Approval
TCC - Associate in Arts in Paralegal Studies (284) TCC - Certificate in Paralegal Studies (165) (embedded)	April 9, 2015	50 F2020	71	7 2020-21	6	2021	2023	Review Schedule Extension
TCC - Associate in Applied Science in Healthcare Specialist/Paramedic (361) TCC - Certificate in Healthcare Specialist/Paramedic (362) (embedded)	May 26, 2017	40 F2020	24	20 2020-21	4	2021	2023	Review Schedule Extension
WOSC - Associate in Science in Infants and Toddlers (072) WOSC - Certificate in Infants and Toddlers (073) (embedded)	April 21, 2016	30 F2020	0	5 2020-21	0	2021	2024	Review Schedule Extension



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #23-c:**

**Reconciliation.**

**SUBJECT:** Approval of institutional requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

The University of Oklahoma (OU) requested degree program modifications for the Master of Science in Prevention Science (374) to reconcile institutional practice with the official degree program inventory.

**POLICY ISSUES:**

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

**ANALYSIS:**

OU requested degree program modifications for the Master of Science in Prevention Science (374), which were approved by the State Regents at their October 22, 2020 meeting. Specifically, the agenda item mistakenly included a degree designation change to Master of Science for the program. The degree designation should have remained a Master of Prevention Science. This action will correct this error and reconcile institutional practice with the official degree program inventory.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #23-d:**

**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:**

On May 29, 2015, the State Regents approved Oklahoma’s participation in the State Authorization Reciprocity Agreement (SARA). The Southern Regional Education Board approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 9, 2021.

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

**POLICY ISSUES:**

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

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

**STAFF ANALYSIS:**

Prior to December 9, 2021, State Regents’ staff received a SARA renewal application from the institutions listed below:

- University of Central Oklahoma;
- Murray State College;
- Redlands Community College; and
- Southern Nazarene University.

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #23-e (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 September 21, 2021 and November 1, 2021.**

**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 September 21, 2021 and November 1, 2021, there are 4 purchases in excess of \$25,000 but not in excess of \$100,000.

OneNet

- 1) Netfabric IT Solutions in the amount of \$26,335.04 for OneNet's Nimble Hybrid Storage maintenance. This storage is OneNet's primary enterprise storage for the Oklahoma City and Tulsa Data Centers. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 2) Dobson Technologies Transport in the amount of \$75,000.00 for FY22 statewide fiber locates. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 3) MidCon Recovery Solutions LLC in the amount of \$53,288.55 for the leasing of rack and power space located at 13431 Broadway Extension #500, Oklahoma City, Oklahoma. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 4) Dobson Technologies Transport in the amount of \$56,363.00 for fiber construction and expansion for the OneOklahoma Friction Free Network (OFFN) project from the Oklahoma Community Anchor Network (OCAN) fiber route to Cameron University's campus at FISTA Center. Cost recovered through National Science Foundation (NSF) grant award. (Funded from 718-OneNet).



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #23-e (2):**

**Operations.**

**SUBJECT:** FY2021 Annual Audit Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the annual FY2021 Audit Report.**

**BACKGROUND:**

The State Regents are required by statute to conduct an annual financial audit by an outside independent auditor. This is the last year of a five-year engagement that Arledge & Associates, P.C. has served our agency as independent auditor.

**POLICY ISSUES:**

This item is consistent with State Regents' policy.

**ANALYSIS:**

For the fiscal year ended June 30, 2021 the State Regents' independent auditor, Arledge & Associates, P.C., has completed the annual audit of the financial statements on the governmental activities, the business-type activities, each major fund and the aggregated remaining fund information of the Oklahoma State Regents for Higher, and the related notes to the financial statements. The discussion and analysis section of the Oklahoma State Regents for Higher Education financial statements provides an overview of the Regents' financial performance during the fiscal year.

The following reports are included with this item:

- Independent Auditor's Report on Financial Statements for the State Regents Operations including Compliance Reports, Schedule of Expenditures of Federal Awards required under Uniform Guidance, and a Schedule of Findings and Questioned Costs, if any.

Based upon the requirements of Governmental Accounting Standards Board (GASB) Statement 34, the federal student loan reserve fund meets the requirements of assets held in a trustee or agency capacity for the benefit of others and are presented as a fiduciary fund. Also, under the GASB 34 guidelines, the Regents' Endowment Fund and William P. Willis Trust Fund are properly classified as permanent funds.

The financial statements report the Oklahoma State Regents for Higher Education Supplemental Retirement Plan (*OSRHE Supplemental Retirement Plan, as amended and restated July 1, 2014*) and The Oklahoma State Regents for Higher Education Retiree Medical Plan (*OSRHE Retiree Medical Plan, as approved June*

25, 2015), as fiduciary funds. The assets of these two plans are held in a trustee or agency capacity for the benefit of others. The audit for the Oklahoma College Access Program (OCAP) has been consolidated into the Regents' report to more concisely present the OSRHE's audit as one agency, with a federal schedule included in order to meet OCAP's federal reporting requirements and other needs.

The Compliance Reports required by Uniform Guidance relate only to programs funded by the federal government. These reports focus on internal controls and compliance with the requirements of laws, regulations, and grants and contracts rules as applicable to the federal programs. There were no findings or questioned costs.

Professional standards also require the auditors to communicate certain matters concerning the financial reporting process. There were no concerns on the financial reporting process.

It is recommended that the State Regents acknowledge receipt of the FY2021 Audit Report.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #23-e (3):**

**Operations.**

**SUBJECT:** Personnel. Approval of appointment for Director of Student Preparation for College Readiness.

**RECOMMENDATION:**

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

**BACKGROUND/POLICY ISSUES:**

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

**ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.**

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

**Director of Student Preparation.** It is recommended that the State Regents approve the appointment of Ms. Annette Long to serve as the Director of Student Preparation for College Readiness, which will be vacated by the retirement of Ms. Lisa Nelson on December 31, 2021. This position provides leadership to the PK-12 community in its efforts to create a college-going culture with particular emphasis among traditionally underserved groups through extensive outreach to PK-12 counselors, administrators, teachers, federal program coordinators and tribal education leaders. The Director of Student Preparation for College Readiness also administers the OSRHE STEM Summer Academies program. This position will work primarily remotely with limited time in the State Regents' office in Oklahoma City.

Ms. Long earned a Bachelor of Arts in Sociology from Colorado College, a Master of Human Relations from the University of Oklahoma, and a Master of Education in Educational Administration from Southwestern Oklahoma State University. Additionally, Ms. Long holds secondary principal certification and school counselor certification, and she is a licensed professional counselor. Ms. Long has been employed by the Oklahoma State Regents for Higher Education since July 2018. It is recommended that Ms. Long assume the position of Director of Student Preparation for College Readiness effective January 1, 2022 at a salary of \$70,000. This position reports to Dr. Kyle Foster, Assistant Vice Chancellor for Academic Affairs. A copy of the job description and Ms. Long's resume are attached.

# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION



*Improving our future by degrees*

## **JOB DESCRIPTION**

**Director of Student Preparation for College Readiness**

**FLSA: Exempt**

**Position #100313**

**Grade 11**

**Cost Center: SJSTPR 17000**

**Worker's Comp Code: 8810**

## **ESSENTIAL FUNCTION**

Provide leadership to PK-12 community in its efforts to create a college-going culture with particular emphasis among traditionally underserved groups through extensive outreach to PK-12 counselors, administrators, teachers, federal program coordinators and tribal education leaders. Administer the OSRHE Summer Academies for Multidisciplinary, Science, Mathematics and Technology. This position will work primarily remotely with limited time in the State Regents' office in Oklahoma City.

## **RESPONSIBILITIES AND DUTIES**

- Monitor the progress and implementation of Oklahoma student preparation programs, including the statewide procurement and administration of the Pre-ACT.
- Provide coordination and leadership in the efforts to create and support a college-going culture in the PK-12 schools through effective student preparation and school enhancement via workshops, conferences, or other means.
- Work closely with the Regents' staff in programs that lead towards the goal of student preparation for success in post-secondary education.
- Serve as Regents' liaison to ACT, Inc. and College Board activities in Oklahoma.
- Provide coordination and leadership for the State Regents' Summer Academies for Math, Science and Multidisciplinary Studies, as funds are available.
- Develop relationships with Tribal Education Departments and create a path of communication between tribes and this agency to establish possible partnerships or outreach for current State Regents' programs such as Reach Higher, Oklahoma's Promise, OCAP, Oklahoma Teacher Connection and the OKCollegeStart student portal.
- Continue the development of the State Regents' Indian Education outreach to PK-12 Title VI programs and Tribal Education Departments and provide essential training to support their efforts of creating a college-going culture among their citizens.
- Responsible for recommending hiring, firing, advancement, promotion or other change in assigned employee(s) status.
- Coordinates with the Oklahoma State Department of Education and the Oklahoma Department of Career and Technology Education to advance college and career-readiness initiatives.
- Maintains a thorough knowledge of OSRHE policies related to college admission, course placement, retention, and concurrent enrollment and facilitates communication of these policies to stakeholders.
- In conjunction with the OSRHE communications department, develops informational publications about OSRHE programs and policies for school administrators, teachers, parents, and students.



- Other similar duties as assigned.

### **MINIMUM QUALIFICATIONS**

Master's degree required. Previous experience in PK-12 education, the Oklahoma State System for Higher Education or equivalent state government experience is required. Experience with group activities in a leadership role and the ability to work effectively with internal and external constituencies are required. Excellent analytical and organizational skills. Required computer skills include preparation of spreadsheets (Excel experience preferred), word processing (Microsoft Word experience preferred), presentation software such as PowerPoint, and videoconferencing software such as Zoom. Excellent verbal and written communication skills. Must provide personal car for in-state travel. A valid Oklahoma driver's license is required. Must provide a cellular telephone and service and have reliable internet access for work-related activities. Must have an acceptable remote workspace to complete the essential job duties for the position. Must reside in Oklahoma.

### **PREFERRED QUALIFICATIONS**

Experience as a high school academic counselor is 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 Assistant Vice Chancellor for Academic Affairs.

## **Annette Long**

### **Licenses and Certifications**

Secondary Principal Certification  
School Counselor Certification  
Licensed Professional Counselor

### **Education**

#### **M.Ed., Educational Administration – (2017)**

Southwestern Oklahoma State University, Weatherford, OK

#### **M.H.R., Master of Human Relations - (2000)**

University of Oklahoma, Norman, OK

#### **B.A., Sociology - (1995)**

Colorado College, Colorado Springs, CO

### **Professional Experience**

#### **Coordinator for Student Preparation - (2018 – Present)**

##### **Oklahoma State Regents for Higher Education, Oklahoma City, OK**

Develop and maintain relationships with PK-12 educators throughout the state to support their efforts toward creating a college-going culture. Prepare and deliver presentations to PK-12 educators in various settings. Coordinate regional counselor retreats, assist with annual counselor summer institute and regional fall workshops. Coordinate concurrent enrollment panel discussions throughout the state to assist in building relationships between high school educators and representatives from institutions of higher education. Assist with coordination of State Regents' Summer Academies for Math, Science, and Multidisciplinary Studies. Assist Director with preparation of agenda items. Serve as Chancellor's designee on the Oklahoma Advisory Council on Indian Education. Develop and maintain relationships with Indian Education Coordinators and tribal education leaders throughout the state. Work closely with Regents' staff in programs that lead toward the goal of student preparation for success in postsecondary education.

#### **School Counselor - (2006 - 2018)**

##### **Moore Public Schools, Moore, OK**

Responsible for developing, implementing and managing a comprehensive school counseling program to serve the academic, social and career development needs of students. Provided preventative and responsive services through individual, group and classroom guidance. Served as a resource and support for students, parents, teachers and other counselors in the district. Provided in-service training and professional development on topics related to the school counseling program and supporting student achievement. Provided extensive training on school level data from the ACT EXPLORE. Served as building test coordinator for state mandated and national level testing. Coordinated enrollment for 600 students. Provided crisis intervention and referral to outside agencies. Served as supervisor and consultant for adult students completing school counselor internships.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #23-f (1):**

**Non-Academic Degrees.**

**SUBJECT:** University of Oklahoma. Ratification of request from the University of Oklahoma to award a posthumous degree.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify the University of Oklahoma's request to award a posthumous degree.**

**STAFF ANALYSIS:**

A request has been made from the University of Oklahoma to award a Bachelor of Arts in Psychology degree posthumously to Ms. Lori Boss.

State Regents' Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work."

At the time of her death, Ms. Boss was in the last semester of her degree program and had maintained an overall GPA of 3.68. This request was approved based on recommendation of the president.

State Regents' ratification is recommended.

The proposed diploma for the posthumous degree is attached for State Regents' ratification.

*The Oklahoma State Regents for Higher Education  
acting through*

# **The University of Oklahoma**

*make known that*

**Lori E. Ross**

*having completed the requirements for the posthumous award of  
the degree of*

**Bachelor of Arts**  
(Psychology)

*has accordingly been admitted posthumously to that degree and all the honors,  
privileges and obligations belonging thereto, and in witness thereof  
have authorized the issuance of this Diploma duly signed and sealed.*

*Issued at the University of Oklahoma at Norman, Oklahoma on the  
seventeenth day of December two thousand and twenty-one.*

*For the State Regents*



*Chairman*

*Secretary*

*Chancellor*

*For the University*

*Chairman, Board of Regents*

*President of the University*

*Academic Dean*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #23-f (2):**

**Non-Academic Degrees.**

**SUBJECT:** Oklahoma State University. Ratification of request from the Oklahoma State University to award a posthumous degree.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify Oklahoma State University's requests to award posthumous degrees.**

**STAFF ANALYSIS:**

Oklahoma State University has requested to award a Bachelor of Business Administration in Finance degree posthumously to Mr. Timothy John Sullivan, and a Bachelor of Science in Business Administration in Accounting degree posthumously to Mr. Harry Benjamin "Ben" Hueston.

State Regents' Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work."

At the time of his death, Mr. Sullivan was a senior in good standing enrolled in upper division courses leading to dual degrees in Finance and Aviation Education; he had completed 95 hours towards his finance degree, and had earned recognition on the Dean's Honor Roll. This request was approved based on recommendation of the president.

At the time of his death, Mr. Hueston had earned a Bachelor of Science in Business Administration in Management, and was on track to complete a second Bachelor of Science in Business Administration degree in Accounting with a 3.6 GPA in December 2021. This request was approved based on recommendation of the president.

State Regents' ratification is recommended.

The proposed diplomas for the posthumous degrees are attached for State Regents' ratification.

*The Oklahoma State Regents for Higher Education acting through*

# Oklahoma State University

*have admitted*  
**Timothy John Sullivan**  
*to the degree of*

**Bachelor of Science in Business Administration  
Finance**

**Awarded Posthumously**

*and all the honors, privileges and obligations belonging thereto,  
and in witness thereof have authorized the issuance of  
this Diploma duly signed and sealed.*

*Issued at the Oklahoma State University at Stillwater, Oklahoma on the  
eighth day of May, two thousand twenty-one*

*For the Regents*

*Ann Holloway*  
Chairman

*Neil C. Fry*  
Secretary  
*Robert J. Turner*  
Chairman



*For the University*

*Rock Davis*

Chairman, Board of Regents

*V. Bruce Sturgis*  
President of the University

*Ronald X. Estrom*  
Dean of Students



*The Oklahoma State Regents for Higher Education acting through*

# Oklahoma State University

*have admitted*

**Harry Benjamin Hueston**

*to the degree of*

## Bachelor of Science in Business Administration Accounting

**Awarded Posthumously**

*and all the honors, privileges and obligations belonging thereto,  
and in witness thereof have authorized the issuance of*

*this Diploma duly signed and sealed.*

*Issued at the Oklahoma State University at Stillwater, Oklahoma on the  
eleventh day of December, two thousand twenty one*

*For the Regents*

*John W. Bell*

*Chairman*

*Sam Stanger*

*Secretary*

*Robert Johnson*

*Director*



*For the University*

*Frank Miller*

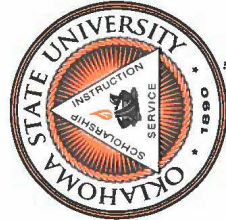
*Chairman, Board of Regents*

*Hayden Stinson, D*

*President of the University*

*Kenneth Z. Esterson*

*Dean of Division*







Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #23-g:**

**Resolutions.**

**SUBJECT:** Resolutions honoring retiring staff.

*This item will be available at the meeting.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #24-a:**

**Programs.**

**SUBJECT:** Current Status Report on Program Requests.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Current Status Report.**

**BACKGROUND:**

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2021 as well as requests pending from the previous year.

**POLICY ISSUES:**

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

**ANALYSIS:**

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2021-2022).

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

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

Supplement available upon request.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #24-b (1):**

**Annual Reports.**

**SUBJECT:** 2020-2021 Academic Scholars Program Year-End Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2020-2021 Academic Scholars Program Year-End Report.**

**BACKGROUND:**

For 2020-2021, the State Regents allocated \$6,056,989 from appropriations made by the 2020 Oklahoma Legislature for the Academic Scholars Program, which was a reduction of \$248,875 from 2019-2020. The program provides participants funding to use toward tuition, fees, room and board, and required textbooks or materials for up to four years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma.

To automatically qualify for the Academic Scholars Program, Oklahoma residents must have received the designation of National Merit Scholar, National Merit Finalist, or Presidential Scholar. Oklahoma residents may also qualify automatically by achieving a score in the top one-half percentile on the ACT or SAT. In addition, each public institution is authorized to award a certain number of freshmen scholarships to Institutional Nominees.

The annual award amounts for automatic qualifiers in the 2020-2021 academic year were \$5,500 for students attending a research university, \$4,000 for students attending a regional university, and \$3,500 for students attending a two-year college. The annual award amounts for Institutional Nominees were \$3,200 for students attending a research university, \$2,400 for students attending a regional university, and \$2,200 for students attending a two-year college. State system institutions also provide scholarship recipients a tuition waiver.

Due to reductions in program funding between FY2012 – FY2020 of \$2 million (24 percent), the State Regents took the following actions to reduce program costs.

- 2012-2013 – Reduced nonresident student funding from the statutory maximum of 25 percent to 20 percent.
- 2017-2018 – Reduced nonresident student funding from (20 percent to 10 percent).
- 2018-2019 – Reduced nonresident student funding from 10 percent to zero percent and cut 80 Institutional Nominee slots (40 from the University of Oklahoma and 40 from Oklahoma State University).

For 2020-2021, the State Regents maintained the prohibition on funding for nonresident students but were able to increase the number of Institutional Nominee freshmen scholarship slots by 116.

## **POLICY ISSUES:**

The statutory purpose of the program is to retain high-achieving Oklahoma students in the state for college. This agenda item also fulfills a statutory requirement to report the number of Academic Scholars Program participants that remain in Oklahoma within 5 years of leaving the program.

## **ANALYSIS:**

Following are some highlights from the report:

- A total of 1,491 students at Oklahoma public and private colleges and universities were enrolled in the Academic Scholars Program in Fall 2020, an increase of 18 students from 1,473 students enrolled for Fall 2019.
- The 2020 freshmen class totaled 464 students (220 “automatic qualifiers” and 244 Institutional Nominees), up 47 (11 percent) compared to 417 students in the 2019 freshmen class (247 “automatic qualifiers” and 170 Institutional Nominees).
- In the 2020-2021 fiscal year, total program expenditures were about \$6.2 million, an increase of almost \$300,000 (5 percent) compared to fiscal year 2019-2020.
- On average, about 15 percent of resident participants lose the scholarship after one year in the program (though the most recent year was only 9 percent). About 73 percent of resident participants retain the scholarship through their fourth year of eligibility.
- Of the 1,383 resident participants entering into the program between 2013-2015, 79 percent (1,095) earned at least an associate degree from an Oklahoma institution within six years.
- About 76 percent of all the program’s graduates remain in Oklahoma one year after graduation. The retention rate for Oklahoma residents in the program (82 percent) is significantly higher than for nonresidents (57 percent). Five years after graduation, 66 percent of residents and 29 percent of nonresidents remain in the state.
- About 75 percent of the program participants attend three universities—the University of Oklahoma (42 percent), Oklahoma State University (27 percent) and the University of Tulsa (6 percent). The remaining participants are distributed among public regional universities (15 percent), public two-year colleges (8 percent) and other private universities (2 percent).
- Available data indicate that program participants generally come from higher income families. About 30 percent of participants did not apply for federal financial aid, indicating a lack of financial need or eligibility for federal student aid. Of the 70 percent of participants who reported parental income on the 2020-2021 federal student aid application, a little more than half reported family income of \$100,000 or more.
- Participation rates for some ethnic minority students have remained small over the past 5 years. For 2020-2021, the ethnicity of participants was 71 percent white, 10 percent Asian, 4 percent Hispanic, 2 percent for American Indian, 0.2 percent Black, and 13 percent not reporting/other.

The full Academic Scholars Program 2020-2021 Year End Report is available upon request as a supplement.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #24-b (2):**

**Annual Reports.**

**SUBJECT:** 2020-2021 Oklahoma Tuition Aid Grant Year-End Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2020-2021 Oklahoma Tuition Aid Grant Year-End Report.**

**BACKGROUND:**

The 1971 Oklahoma Legislature enacted the Oklahoma Higher Education Tuition Aid Act authorizing the establishment of a need-based state tuition aid grant program. Congress amended the Federal Higher Education Act of 1965 to provide incentive grants to states to assist them in providing grants to students. However, those federal matching funds were discontinued in 2011-2012. The program currently awards grants of up to \$1,000 per academic year for attendance at public institutions and \$1,300 per year at private non-profit institutions. The maximum award for students attending public institutions has been \$1,000 since 1982.

Due to the passage of HB 1821 during the 2021 legislative session, the Oklahoma Tuition Aid Grant (OTAG) program will change significantly beginning in 2022-2023.

**POLICY ISSUES:**

This report reflects end-of-year data for awards provided to eligible students consistent with State Regents' policy.

**ANALYSIS:**

The 2020-2021 end of year report reflects information regarding the disbursement of OTAG awards to 15,847 individual students totaling \$13,977,621.

Following are a few highlights for the 2020-2021 report year:

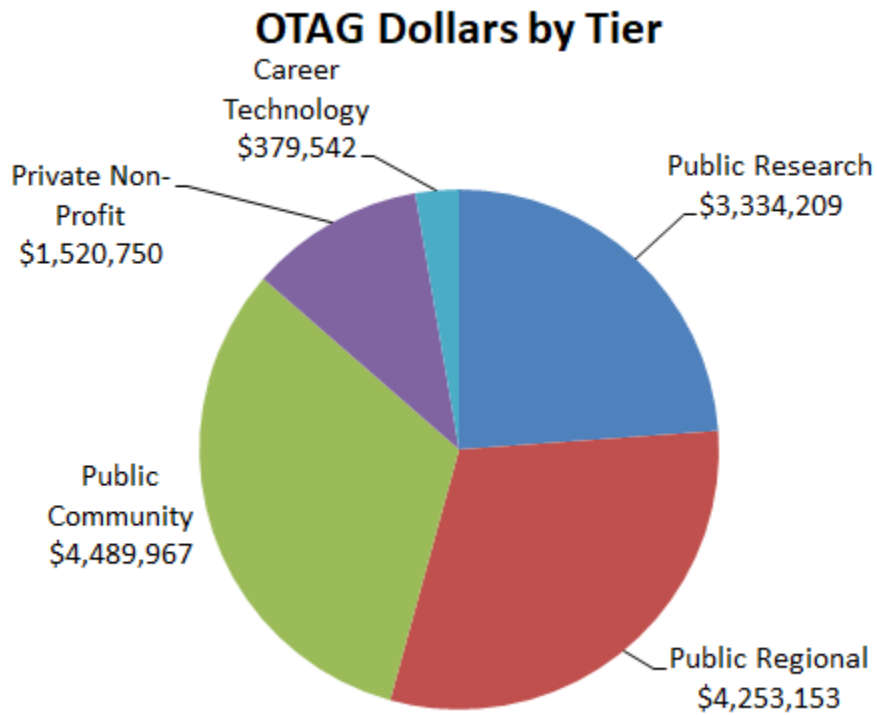
- Funds expended for the 2020-2021 Oklahoma Tuition Aid Grant Program came from the following sources:

\$14,404,839	State Appropriated Funds
<u>\$13,977,621</u>	Fund Expended
\$427,218	Carryover to 2021-2022

- Distribution of funds by type of institution:

Institution Type	Dollars Awarded	Percent of Total	Number of Awards	Percent of Total
Public Colleges and Universities	\$12,077,329	86.4%	14,007	88.2%
Private Colleges and Universities	\$1,533,324	11.0%	1,322	8.3%
Career-Technology Centers	\$366,968	2.6%	556	3.5%
Total	\$13,977,621	100.0%	15,885*	100.0%

\*Number of Recipients is a duplicated number due to 38 students attending more than one type of institution during the year.



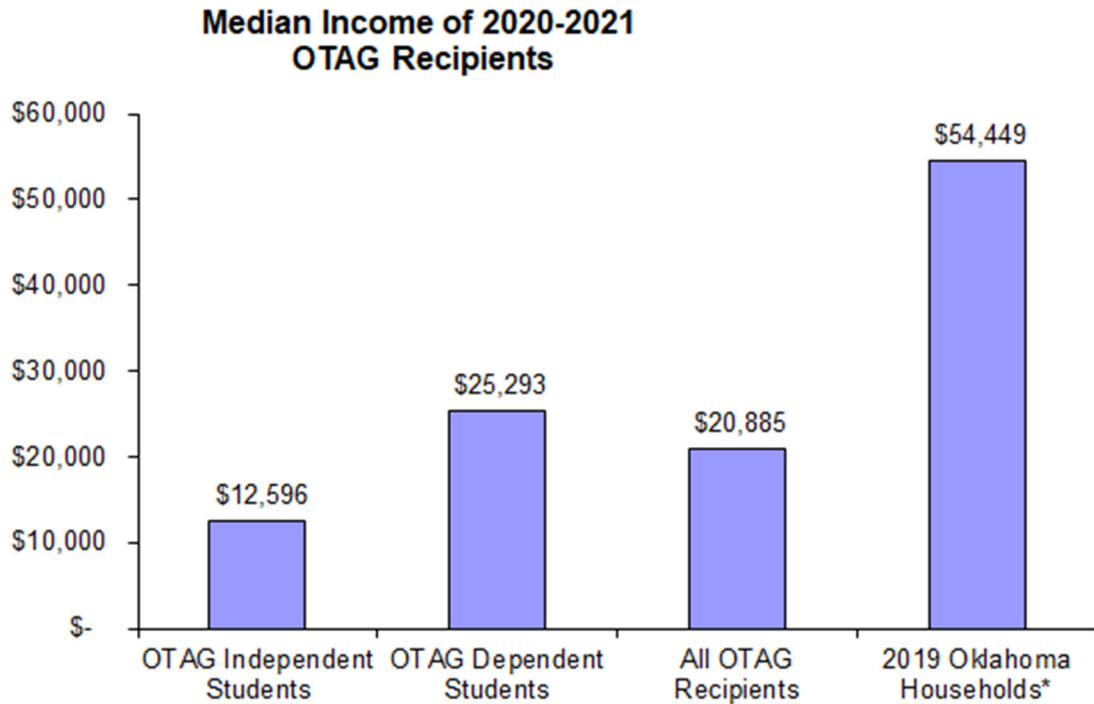
- The *average* household income of OTAG recipients was:

Independent Students	\$17,241
Dependent Students	\$21,881
All Students	\$20,871



Independent students include those students at least 24 years old and students under age 24 that are defined by federal standards as financially independent. Dependent students are students under age 24 that are defined by federal standards as financially dependent.

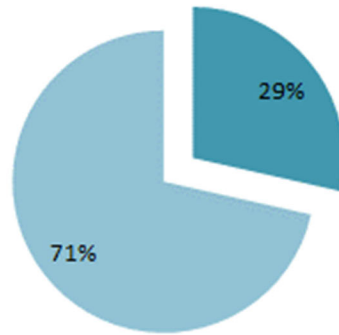
The following chart shows the *median* household income of OTAG recipients in 2020-2021.  
\*Data for Oklahoma Households from U.S. Census Bureau, 2019 American Community Survey.



- Of students receiving an award, 71 percent were “traditional” students under age 24 and 29 percent were “non-traditional” students age 24 and older.

## Distribution of OTAG Awards Traditional vs. Non-Traditional

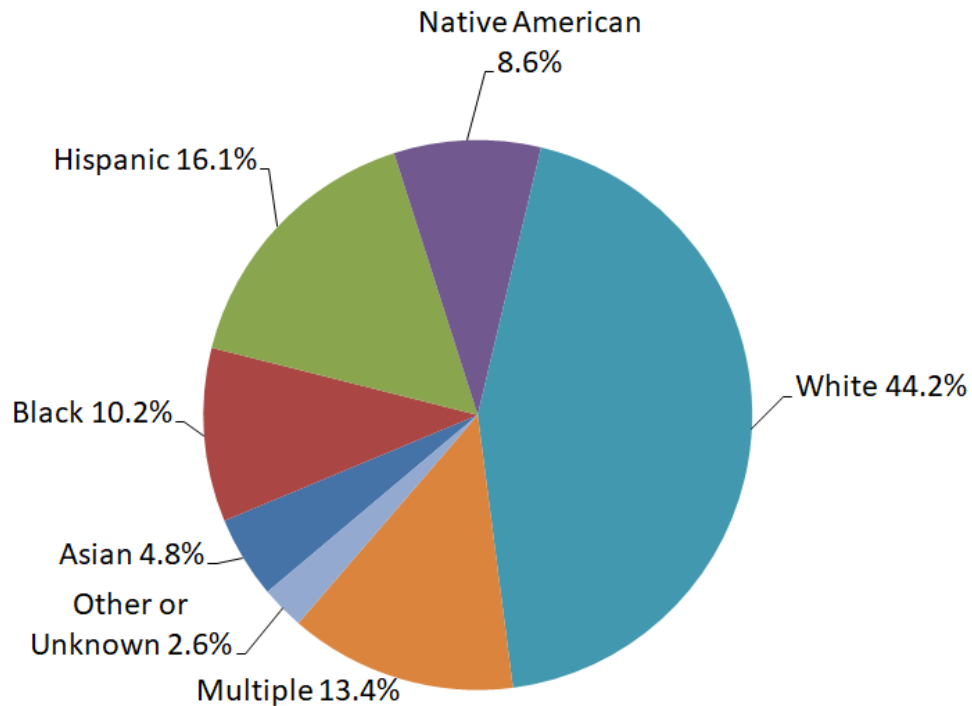
■ Adult Students (24 and Over)   ■ Traditional Students (Under Age 24)



Of the 2020-2021 award recipients for whom institutions provided data to the OSRHE Unitized Data System, the following information is provided:

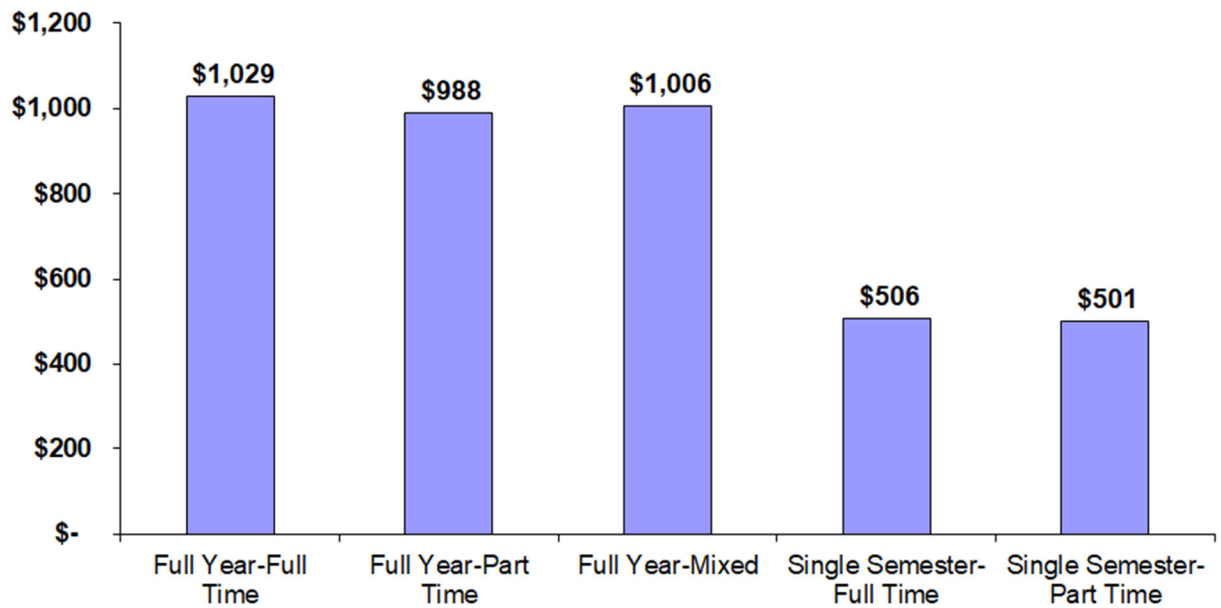
- Approximately 71 percent of award recipients were lower classmen (freshmen and sophomores), and approximately 29 percent were upper classmen (juniors and seniors).
- Female students received 70 percent of the awards and male students received 30 percent.
- The distribution of awards by race was:

## Distribution of OTAG Awards by Race

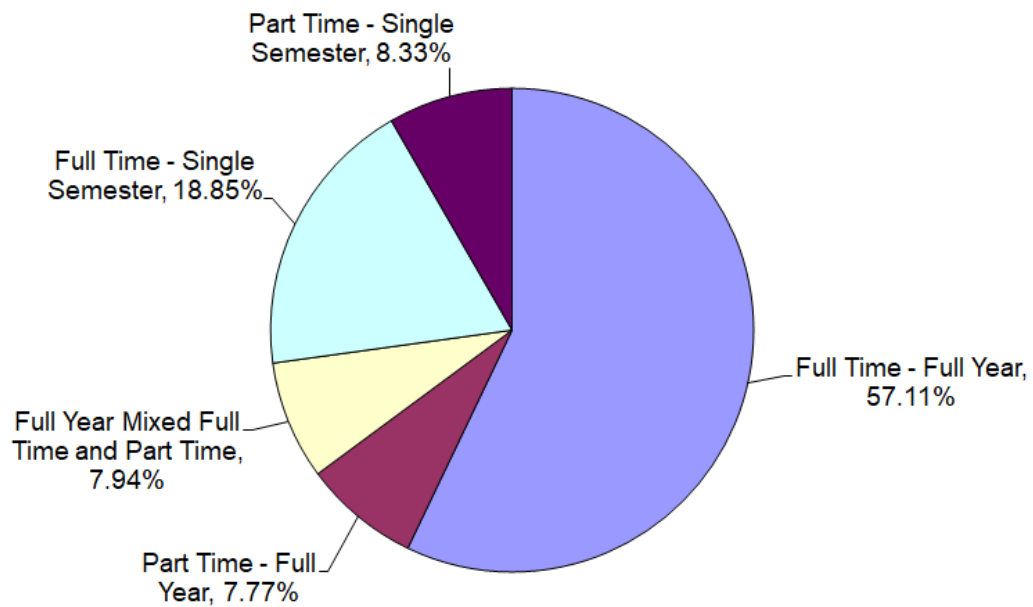


- **Undocumented Immigrant Students**  
2020-2021 was the seventeenth year in which OTAG funds were available to undocumented immigrant students in accordance with Senate Bill 596 enacted by the 2003 Oklahoma Legislature. One thousand dollars were disbursed to one qualified undocumented immigrant student in 2020-2021. The enactment of House Bill 1804 in the 2007 legislative session brought stricter eligibility requirements for undocumented students, and the volume of applicants and awards declined considerably beginning in 2009-2010.

### Average OTAG Awards by Enrollment Status



### Enrollment Status Distribution of OTAG Awardees 2020-2021



**Oklahoma State Regents for Higher Education  
Oklahoma Tuition Aid Grant Program  
Two-Year Comparison of Awards  
2019-2020 and 2020-2021**

Institution	2019-2020	2019-2020	2020-2021	2020-2021
	FINAL	FINAL	11/4/2021	11/4/2021
	# of Awards	\$ Paid	# of Awards	\$ Paid
<b><u>Research Universities</u></b>				
Oklahoma State University	2,115	\$ 1,902,171	1,967	\$ 1,756,209
University of Oklahoma	1,887	\$ 1,720,500	1,639	\$ 1,507,000
University of Oklahoma Health Sciences Center	61	\$ 57,000	74	\$ 71,000
<b>Total Research Universities</b>	<b>4,063</b>	<b>\$ 3,679,671</b>	<b>3,680</b>	<b>\$ 3,334,209</b>
<b><u>Regional Universities</u></b>				
Cameron University	663	\$ 594,399	536	\$ 468,500
East Central University	473	\$ 410,051	358	\$ 303,942
Langston University	220	\$ 190,500	164	\$ 138,000
Northeastern State University	978	\$ 847,978	894	\$ 772,781
Northwestern Oklahoma State University	200	\$ 173,740	150	\$ 132,000
Oklahoma Panhandle State University	65	\$ 52,000	53	\$ 46,000
Rogers State University	507	\$ 447,500	473	\$ 404,500
Southeastern Oklahoma State University	372	\$ 311,000	261	\$ 215,500
Southwestern Oklahoma State University	521	\$ 469,634	446	\$ 404,500
University of Central Oklahoma	1,775	\$ 1,566,000	1,454	\$ 1,255,500
University of Science & Arts of Oklahoma	143	\$ 129,365	125	\$ 111,930
<b>Total Regional Universities</b>	<b>5,917</b>	<b>\$ 5,192,167</b>	<b>4,914</b>	<b>\$ 4,253,153</b>
<b><u>Community Colleges</u></b>				
Carl Albert State College	322	\$ 259,630	313	\$ 247,429
Connors State College	314	\$ 252,500	245	\$ 203,500
Eastern Oklahoma State College	230	\$ 196,000	196	\$ 160,350
Murray State College	222	\$ 186,500	177	\$ 142,500
Northeastern Oklahoma A&M College	233	\$ 203,843	173	\$ 152,000
Northern Oklahoma College	417	\$ 353,000	320	\$ 269,000
Oklahoma City Community College	1,142	\$ 913,000	1,025	\$ 798,000
Oklahoma State University-Oklahoma City	562	\$ 461,750	405	\$ 328,500
Oklahoma State University Institute of Technology	362	\$ 306,000	299	\$ 254,000
Redlands Community College	127	\$ 102,000	104	\$ 84,500
Rose State College	563	\$ 468,441	521	\$ 430,188
Seminole State College	270	\$ 224,000	220	\$ 180,000
Tulsa Community College	1,501	\$ 1,219,500	1,442	\$ 1,129,500
Western Oklahoma State College	126	\$ 110,500	137	\$ 110,500
<b>Total Community Colleges</b>	<b>6,391</b>	<b>\$ 5,256,664</b>	<b>5,577</b>	<b>\$ 4,489,967</b>
<b><u>Tribal Colleges</u></b>				
College of Muscogee Nation	27	\$ 23,000	20	\$ 16,000
Comanche Nation College	0	\$ -	0	\$ -
<b>Total Tribal Colleges</b>	<b>27</b>	<b>\$ 23,000</b>	<b>20</b>	<b>\$ 16,000</b>

	2019-2020	2019-2020	2020-2021	2020-2021
	FINAL	FINAL	11/4/2021	11/4/2021
	# of Awards	\$ Paid	# of Awards	\$ Paid
<b>Independent Institutions</b>				
Bacone College	42	\$ 47,450	46	\$ 49,400
Community Care College	133	\$ 111,150	97	\$ 84,500
Family of Faith University	0	\$ -	1	\$ 1,300
Mid-America Christian University	150	\$ 165,750	130	\$ 155,350
Oklahoma Baptist University	184	\$ 220,350	184	\$ 217,750
Oklahoma Christian University	71	\$ 84,500	83	\$ 103,350
Oklahoma City University	79	\$ 97,500	63	\$ 75,400
Oklahoma Wesleyan University	90	\$ 99,450	64	\$ 72,800
Oral Roberts University	191	\$ 233,350	176	\$ 217,100
Randall University (Hillsdale Freewill Baptist Coll)	36	\$ 40,300	25	\$ 27,950
Southern Nazarene University	178	\$ 206,050	195	\$ 231,400
Southwestern Christian University	56	\$ 64,350	44	\$ 52,000
The University of Tulsa	227	\$ 282,100	175	\$ 216,450
<b>Total Independent Institutions</b>	<b>1,437</b>	<b>\$ 1,652,300</b>	<b>1,283</b>	<b>\$ 1,504,750</b>
<b>Career Technology Centers</b>				
Autry Technology Center	20	\$ 11,995	18	\$ 10,966
Caddo Kiowa Technology Center	7	\$ 5,050	9	\$ 6,166
Canadian Valley Technology Center	25	\$ 16,940	25	\$ 15,360
Central Oklahoma Technology Center	28	\$ 16,586	29	\$ 16,222
Chisholm Trail Technology Center	4	\$ 3,000	3	\$ 2,000
Eastern OK Technology Center	6	\$ 5,340	5	\$ 3,179
Francis Tuttle Technology Center	68	\$ 38,157	49	\$ 27,742
Gordon Cooper Technology Center	21	\$ 17,322	17	\$ 13,703
Great Plains Technology Center	11	\$ 5,500	6	\$ 3,000
Green Country Technology Center	10	\$ 7,375	19	\$ 12,574
High Plains Technology Center	6	\$ 4,329	4	\$ 1,628
Indian Capital Technology Center	71	\$ 47,250	51	\$ 39,250
Kiamichi Technology Center	64	\$ 48,500	43	\$ 30,750
Meridian Technology Center	21	\$ 13,347	8	\$ 3,835
Metro Technology Center	39	\$ 27,836	23	\$ 16,853
Mid-America Technology Center	1	\$ 1,000	5	\$ 3,104
Mid-Del Technology Center	4	\$ 3,500	13	\$ 9,739
Moore Norman Technology Center	22	\$ 17,400	14	\$ 11,540
Northeast Technology Center	30	\$ 26,300	27	\$ 20,600
Northwest Technology Center	2	\$ 1,395	2	\$ 1,395
Pioneer Technology Center	9	\$ 7,183	13	\$ 9,293
Pontotoc Technology Center	9	\$ 8,872	7	\$ 5,436
Red River Technology Center	6	\$ 5,000	5	\$ 3,500
Southern Oklahoma Technology Center	17	\$ 8,550	20	\$ 10,620
Southwest Technology Center	14	\$ 8,500	18	\$ 10,000
Tulsa Technology Center	117	\$ 72,564	113	\$ 74,567
Wes Watkins Technology Center	11	\$ 6,068	13	\$ 6,642
Western Oklahoma Technology Center	24	\$ 13,823	16	\$ 9,878
<b>Total Career Technology Centers</b>	<b>667</b>	<b>\$ 448,682</b>	<b>575</b>	<b>\$ 379,542</b>
<b>Grand Total of All Institutions</b>	<b>18,502</b>	<b>\$ 16,252,484</b>	<b>16,049</b>	<b>\$ 13,977,621</b>

**Notes:**

In 2019-2020 the award cutoff was FAFSA receipt dates through 1/31/19 and 1700 EFC.

In 2020-2021 the award cutoff is FAFSA receipt dates through 1/15/20 and 1700 EFC.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #24-b (3):**

**Annual Reports.**

**SUBJECT:** 2020-2021 Oklahoma Tuition Equalization Grant Year-End Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2020-2021 Oklahoma Tuition Equalization Grant Year-End Report.**

**BACKGROUND:**

In 2003, the Oklahoma Legislature enacted the Oklahoma Tuition Equalization Grant (OTEG) Act to provide grants to Oklahoma residents attending not-for-profit, independent institutions in Oklahoma. At that time, institutional eligibility was limited to institutions that were accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. A statutory amendment enacted in the 2008 Oklahoma legislative session expanded the accreditation requirements to include institutions accredited by any national accrediting body recognized by the United States Department of Education. Recipients must have family incomes of no more than \$50,000. Grants of \$2,000 per academic year (\$1,000 per semester) can be awarded to students for up to five consecutive years of full-time undergraduate study. Funding was provided for the program to award students beginning in 2004-2005.

**POLICY ISSUES:**

This report reflects 2020-2021 end-of-year data for awards provided to eligible students consistent with State Regents' policy. The report also complies with a statutory requirement (70 O.S. § 2632) that the State Regents provide to the Governor and legislative leaders a report about the program by February 1 of each year.

**ANALYSIS:**

The 2020-2021 end-of-year report reflects information regarding the allocation of OTEG funds to institutions and the disbursement of funds to students. The amount allocated to each institution was based on the institution's actual percentage of the total program awards for the prior year. A total of \$2,562,000 was allocated to the institutions, and \$2,554,000 was disbursed to 1,565 eligible students. A summary of the distribution of funds and awards at each institution is included in this report.

Following is a summary of the disposition of 2020-2021 OTEG funds:

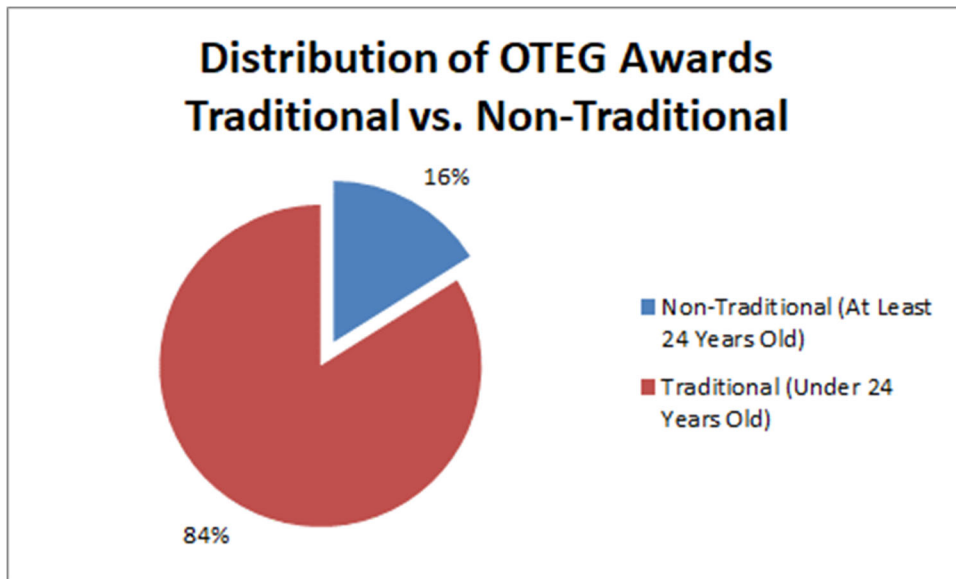
Final FY2021 State Appropriation	2,521,688
Carryover and interest earnings	<u>32,312</u>
	<u>2,554,000</u>
 Funds Allocated to institutions	 2,562,000

Funds Expended by Institutions  
 Unexpended funds

-2,554,000  
 8,000

Highlights for the 2020-2021 report year include:

- Independent students (generally adult students age 24 or older, or those under age 24 who are determined by federal standards to be financially independent) received 34 percent of the awards; dependent students (generally students under age 24 who are determined by federal standards to be financially dependent on parents) received 66 percent.
- Non-traditional students (age 24 and older) received 16 percent of the awards. Traditional Students (under age 24) received 84 percent of the awards. This is based strictly on age without reference to dependent/independent status.

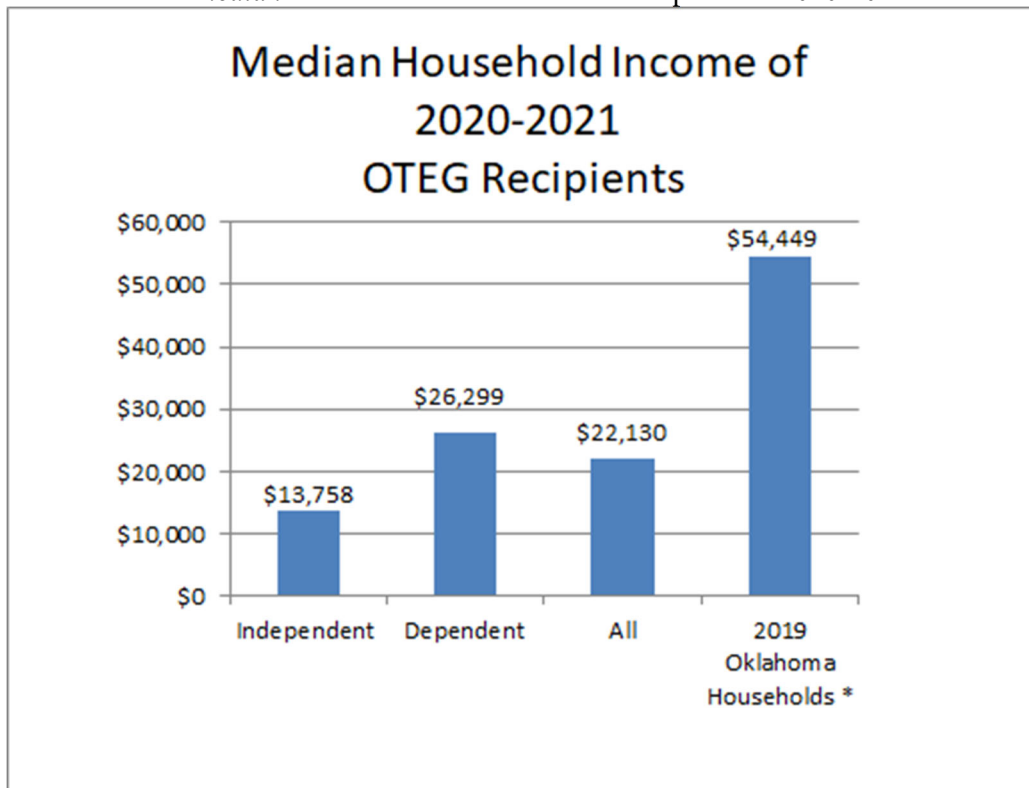


- The *average* household income of OTEG recipients was:

Independent Students	\$16,032
Dependent Students	\$24,036
All Students	\$21,279



- This chart shows the *median* household income of OTEG recipients in 2020-2021.



\*Data for Oklahoma Households from U.S. Census Bureau, 2019 American Community Survey.

- Institutions were directed to award their allocation of OTEG funds to qualified students who had the highest unmet financial need in meeting their cost of attendance after all other financial aid resources were considered. The average unmet financial need of recipients in 2020-2021 was:

Independent Students	\$14,115
Dependent Students	\$14,456
All Students	\$14,339

- Approximately 55 percent of the award recipients were lower classmen (freshmen and sophomores), and approximately 45 percent were upper classmen (juniors and seniors).
- Female students received 64 percent of the awards, and male students received 36 percent.
- The average cumulative GPA for all 2020-2021 recipients was 3.08.

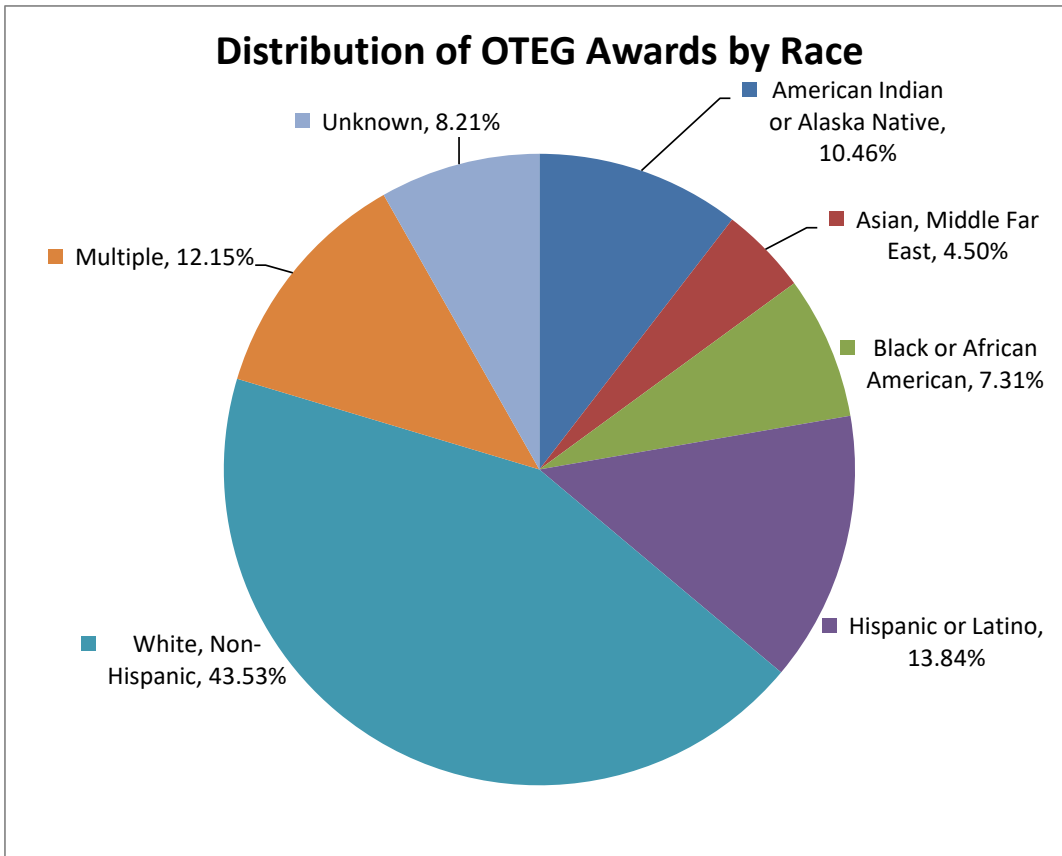
- The State Regents' Unitized Data System (UDS) contains records on the status of 16,650 individual students who have received the OTEG award since the program's inception in 2004-2005. These students show the following statuses as of the end of 2020-2021.

Bachelor's degree (or above) received by 2020-2021		5,765	37%
Enrolled 2020-2021	Associates degree received	232	1%
	No degree	1,388	9%
Not enrolled 2020-2021	Associates degree received	1,143	7%
	No degree	7,128	46%
		<b>**15,656</b>	<b>100%</b>

*Complete 2020-2021 UDS enrollment and degree completion records were received from: The University of Tulsa, Oklahoma Baptist University, Oklahoma City University, Oklahoma Christian University, Mid-America Christian University, Bacone College and Randall University.*

*\*\*Nine hundred ninety-four total students did not appear in the State Regents' Unitized Data System and are excluded from this analysis.*

- Forty-three percent of the 2020-2021 recipients received the award during a previous academic year.
- The distribution of awards by race was:



### 2020-2021 End of Year Report

Institution	Initial Allocation to Institutions <sup>1</sup>	Reallocated Funds Received	Total Funds Disbursed	Number of Recipients	Carryover to 2021-2022 <sup>2</sup>
Bacone College	124,000	\$0	\$124,000	80	-
Family of Faith Christian University	4,000	\$0	-	-	\$4,000
Randall University	66,000	\$0	\$66,000	41	-
Mid America Christian University	128,000	\$0	\$128,000	76	-
Oklahoma Baptist University	372,000	\$0	\$372,000	215	-
Oklahoma Christian University	146,000	\$0	\$146,000	85	-
Oklahoma City University	160,000	\$0	\$160,000	89	-
Oklahoma Wesleyan University	96,000	\$0	\$96,000	60	-

Oral Roberts University	332,000	\$0	\$332,000	191	-
Southern Nazarene University	286,000	\$0	\$286,000	163	-
Southwestern Christian University	58,000	\$0	\$58,000	38	-
The University of Tulsa	426,000	\$0	\$426,000	241	-
Community Care College	364,000	\$0	\$360,000	287	\$4,000
<b>Totals</b>	<b>\$2,562,000</b>	<b>\$0</b>	<b>\$2,554,000</b>	<b>1,566<sup>3</sup></b>	<b>\$8,000</b>

**Notes:**

<sup>1</sup>\$2,521,688 was provided for the OTEG program in 2020-2021. Available interest and 2019-2020 carryover allowed \$2,562,000 to be allocated to institutions for awards to students.

<sup>2</sup>Two institutions did not award all of their allocated funds to eligible students. A total of \$8,000 remained unexpended at the end of the year.

<sup>3</sup>One student attended two institutions during the year.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #24-b (4):**

**Annual Reports.**

**SUBJECT:** 2020-2021 Regional University Baccalaureate Scholarships Year-End Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2020-2021 Regional University Baccalaureate Scholarships Year-End Report.**

**BACKGROUND:**

The scholarship provides academically promising students awards of \$3,000 per year to assist with tuition, fees, room and board, and required textbooks or materials for up to four years of undergraduate study at the eleven regional universities in the Oklahoma State System of Higher Education. In addition, the institutions provide awardees with a tuition waiver scholarship. Participants in the program must be residents of Oklahoma.

For 2020-2021, the State Regents allocated \$717,054 for the Regional University Baccalaureate Scholarship, which is a reduction of 4 percent from 2019-2020. Program expenditures for 2020-2021 were \$668,250.

**POLICY ISSUES:**

The program is intended to enhance the academic quality of the state's public regional universities by attracting high performing students. To be eligible, students must achieve either a composite score of 30 on the ACT or be designated as a National Merit Semifinalist or National Merit Commended Student by the National Merit Scholarship Corporation. Historically, each regional university has been authorized to award a maximum of 15 freshmen awards each year. Due to budget cuts, freshman awards were reduced to three in 2017. The State Regents subsequently acted to increase freshman awards to six for 2018 and to twelve in 2019 and 2020. To retain the scholarship in college, students must remain enrolled full-time and maintain a 3.25 cumulative GPA.

**ANALYSIS:**

Program Participation Levels

As shown in the table below, in 2020-2021 a total of 225 recipients received awards with a total cost of \$668,250. This compares to 233 total recipients and a cost of \$693,750 in 2019-2020.

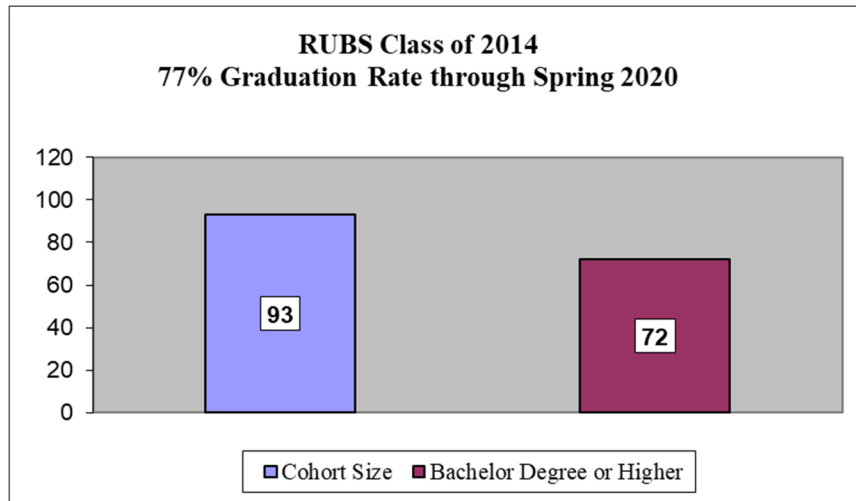
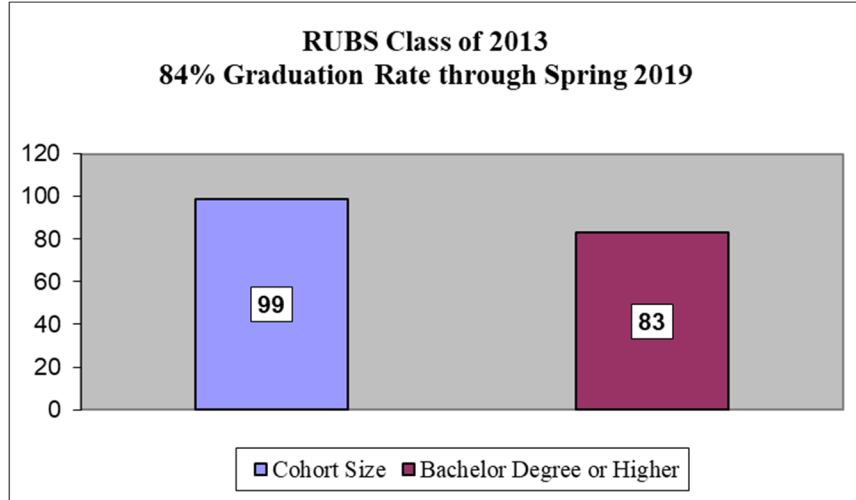
About 85 percent of the program's participants attended one of seven institutions— Northeastern State University (14 percent), Southwestern Oklahoma State University (13 percent), University of Central Oklahoma (13 percent), East Central University (12 percent), Rogers State University (12 percent), University of Science & Arts of Oklahoma (11 percent), or Southeastern Oklahoma State University (10 percent).

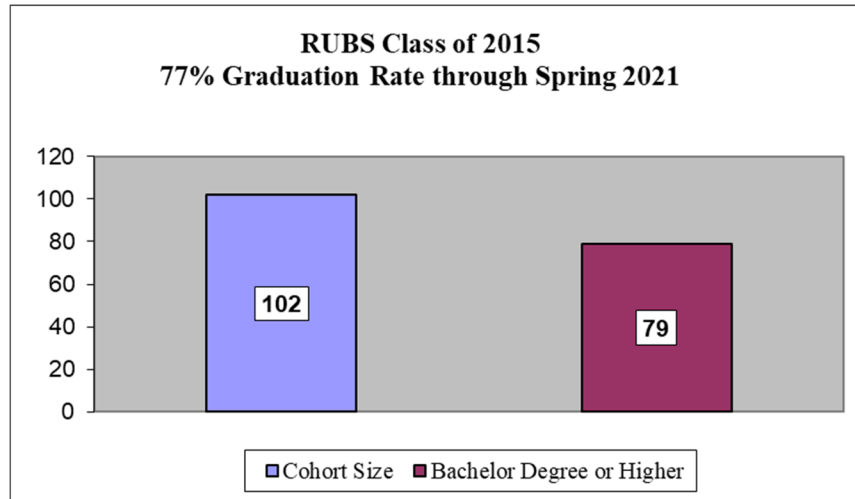
Oklahoma State Regents for Higher Education  
Regional University Baccalaureate Scholarship  
2020-2021 Year End Report

<b>Regional University</b>	<b>Student Count</b>	<b>2020-2021 Awards</b>
Cameron University	12	\$33,000
East Central University	28	\$81,000
Langston University	3	\$9,000
Northeastern State University	31	\$93,000
Northwestern Oklahoma State University	18	\$54,000
Oklahoma Panhandle State University	3	\$9,000
Rogers State University	27	\$79,500
Southeastern Oklahoma State University	23	\$67,500
Southwestern Oklahoma State University	28	\$87,000
University of Central Oklahoma	29	\$84,750
University of Science and Arts of Oklahoma	23	\$70,500
<b>TOTAL</b>	<b>225</b>	<b>\$668,250</b>

Completion Rates

For the 294 participants entering the program between 2013 and 2015, 80 percent (234) earned at least a baccalaureate degree within six years.





Funding and Expenditure History

The following table shows the recent history of appropriations and expenditures for the program. Between FY'2015 and FY'2021, state appropriations declined from \$986,068 to \$717,054, a decrease of \$269,014 or 27 percent.

Regional University Bacculaureate Scholarship  
Recent Funding History

	July 1 Beginning Balance	Appropriation Allocation	Investment Earnings	Scholarship Payments	June 30 Ending Balance
FY'2012 actual	\$43,535	\$975,746	\$9,050	(\$931,250)	\$97,081
FY'2013 actual	\$97,081	\$986,068	\$18,834	(\$974,250)	\$127,733
FY'2014 actual	\$127,733	\$986,068	\$9,725	(\$919,500)	\$204,026
FY'2015 actual	\$204,026	\$986,068	\$10,559	(\$918,000)	\$282,653
FY'2016 actual	\$282,653	\$912,164	\$10,912	(\$987,750)	\$217,979
FY'2017 actual	\$217,979	\$789,057	\$4,462	(\$951,750)	\$59,748
FY'2018 actual	\$59,748	\$751,029	\$564	(\$739,500)	\$71,841
FY'2019 actual	\$71,841	\$746,517	\$5,321	(\$672,000)	\$151,679
FY'2020 actual	\$151,679	\$746,517	\$7,680	(\$693,750)	\$212,126
FY'2021 actual	\$212,126	\$717,054	\$7,109	(\$668,250)	\$268,039

Total Scholarship Recipients

As the table below shows, the total number of scholarship recipients decreased from 338 in 2015 to 225 in 2020, a drop of 113 or 33 percent.



**Total Regional University Baccalaureate Scholars, 2010-2020**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Cameron University	30	27	33	22	26	28	20	17	14	13	12
East Central University	40	39	43	40	47	51	49	39	30	31	28
Langston University	0	0	1	1	1	1	0	0	3	1	3
Northeastern State University	52	49	52	47	50	48	45	32	25	26	31
Northwestern Oklahoma State University	15	13	14	18	13	11	13	11	15	17	18
Oklahoma Panhandle State University	1	1	1	3	2	3	2	0	2	3	3
Rogers State University	20	21	32	35	34	38	36	20	22	24	27
Southeastern Oklahoma State University	21	22	23	20	19	22	22	22	21	29	23
Southwestern Oklahoma State University	47	49	51	50	50	55	51	42	35	33	28
University of Central Oklahoma	53	44	47	44	48	50	49	39	32	31	29
University of Science and Arts of Oklahoma	44	46	38	34	28	31	36	31	31	25	23
<b>Total</b>	<b>323</b>	<b>311</b>	<b>335</b>	<b>314</b>	<b>318</b>	<b>338</b>	<b>323</b>	<b>253</b>	<b>230</b>	<b>233</b>	<b>225</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #24-b (5):**

**Annual Reports.**

**SUBJECT:** Academic Policy Exception Quarterly Report.

**RECOMMENDATION:**

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

**BACKGROUND:**

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 79<sup>th</sup> report of exceptions to academic policy granted by the Chancellor.

**POLICY ISSUES:**

Four exceptions to OSRHE academic policies were granted by the Chancellor since the September 9, 2021 report.

**ANALYSIS:**

**Rogers State University (RSU)**

An exception was granted to the OSRHE's Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, that allowed RSU to permit a ninth-grade student to participate in concurrent enrollment during the 2021-2022 academic year. The exception was approved based on the student's earning a 34 composite ACT score, having an exemplary academic record, strong recommendations from the middle school principal and an RSU faculty member, and recommendation of the president, with the understanding that RSU will closely monitor the student's progress to ensure success in the higher education environment.

**Northwestern Oklahoma State University (NWOSU)**

An exception was granted to the OSRHE's Concurrent Enrollment policy, which states that a concurrent student who fails to achieve a 2.0 college GPA shall not be eligible for concurrent enrollment at any State System institution, allowing NWOSU to permit a student to continue participating in concurrent enrollment as a high school senior after achieving a college GPA lower than 2.0 as an eleventh-grade student. The exception was approved based on recommendation of the president, with the understanding that NWOSU will provide the student with all necessary resources and support to succeed in the higher education environment.

### **Southwestern Oklahoma State University (SWOSU)**

An exception was made to the OSRHE's Undergraduate Degree Requirements policy, which states that students must complete a minimum of 60 hours, excluding physical education activity courses, at a baccalaureate degree-granting institution in order to be awarded a baccalaureate degree. This exception allows SWOSU to award a baccalaureate degree to a student who has only completed 54 credit hours at a baccalaureate degree-granting institution. The exception was requested due to an academic advising oversight and was approved based on the fact that the student had completed all other degree requirements and recommendation of the president.

### **Rose State College (RSC)**

An exception was made to the OSRHE Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, to permit RSC allow a tenth-grade student to participate in concurrent enrollment during the 2021-2022 academic year. The exception was approved based on the student's exemplary academic record, strong recommendation from the high school principal, and recommendation of the president.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #24-b (6):**

**Annual Reports.**

**SUBJECT:** ACT Annual Report. Annual Report on ACT Scores for the 2021 graduating class.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Annual Report on ACT scores for the 2021 graduating class.**

**BACKGROUND:**

ACT scores can serve as a predictive measure of success in the first year of college and as indicators of preparation for college. For more than 25 years, the State Regents have been involved with ACT as partners in the Educational Planning and Assessment System (EPAS); ACT retired the EXPLORE and PLAN assessments in 2015. Since Fall 2016, the PreACT has been used as the EPAS assessment for Oklahoma's tenth graders. Since Spring 2016, Oklahoma high schools have provided juniors an ACT assessment funded by the Oklahoma State Department of Education. Due to the COVID-19 pandemic and the closure of schools, the class of 2021 was not provided an assessment their junior year; however, this class was offered an optional ACT the spring of their senior year funded by the Oklahoma State Department of Education.

Oklahoma's PK-12 accountability system includes ACT scores as one piece of the School Report Card. The School Report Card was suspended for the 2020-2021 school year due to the COVID-19 pandemic. Because of the inclusion of ACT scores and participation in this system, more school districts are taking advantage of the professional development and curriculum improvement opportunities provided through the State Regents' Student Preparation for College Readiness Team.

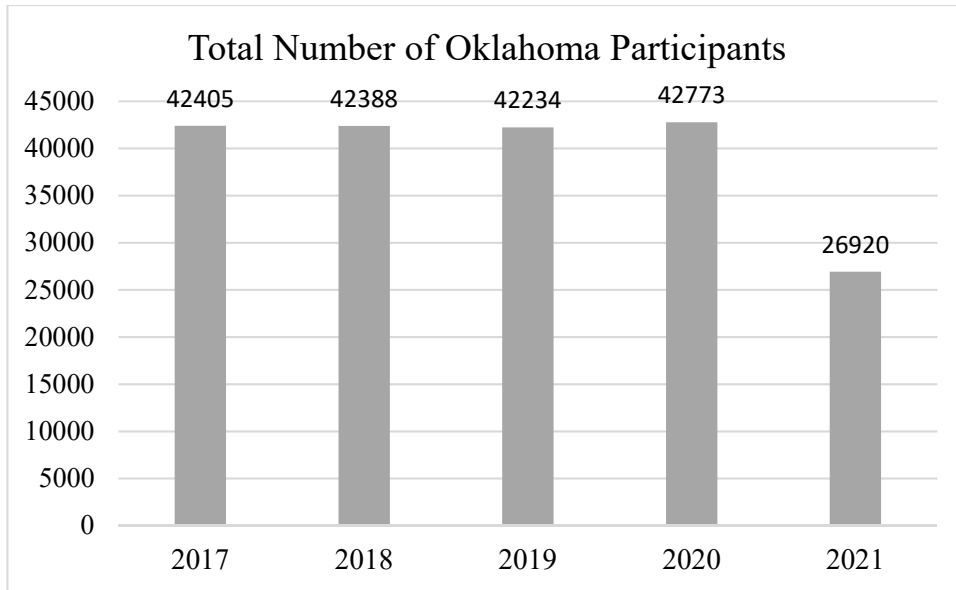
**POLICY ISSUES:**

No State Regents' policies are impacted by this action.

**ANALYSIS:**

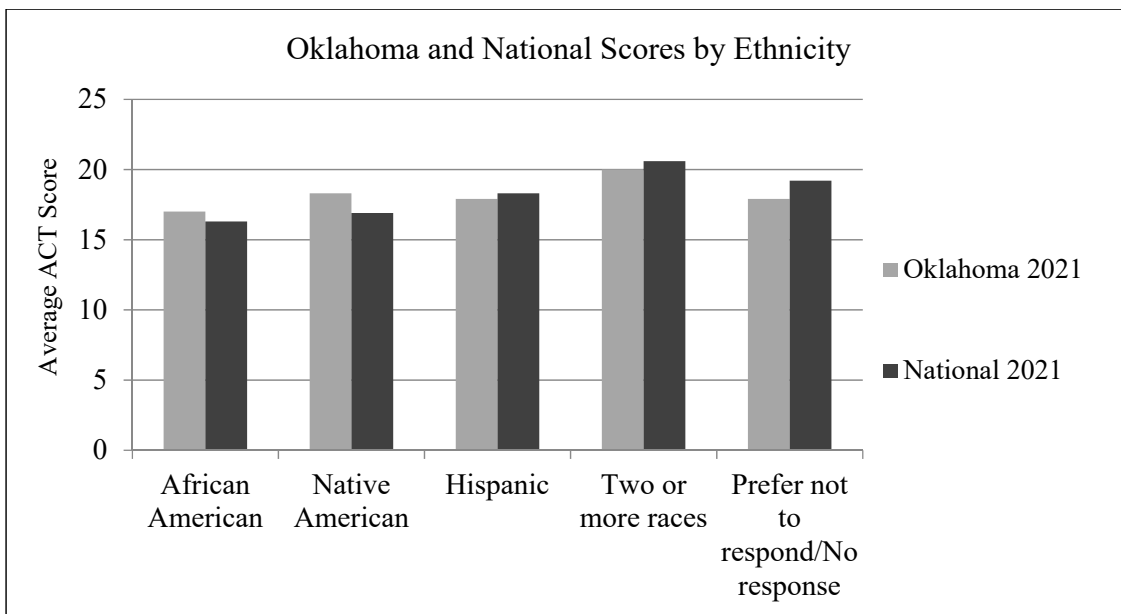
The period from 2016 to 2020 saw an increase in test takers due to the implementation of the state mandated assessment. Due to the COVID-19 pandemic, taking the ACT was optional for the graduating class of 2021, and approximately 16,000 fewer graduating seniors took the test than in 2020.

For the Oklahoma graduating high school class of 2021, 26,920 students took an ACT test. Due to the COVID-19 pandemic, the data for the graduating class of 2021 is likely not an accurate representation of the make-up of Oklahoma's high school students.

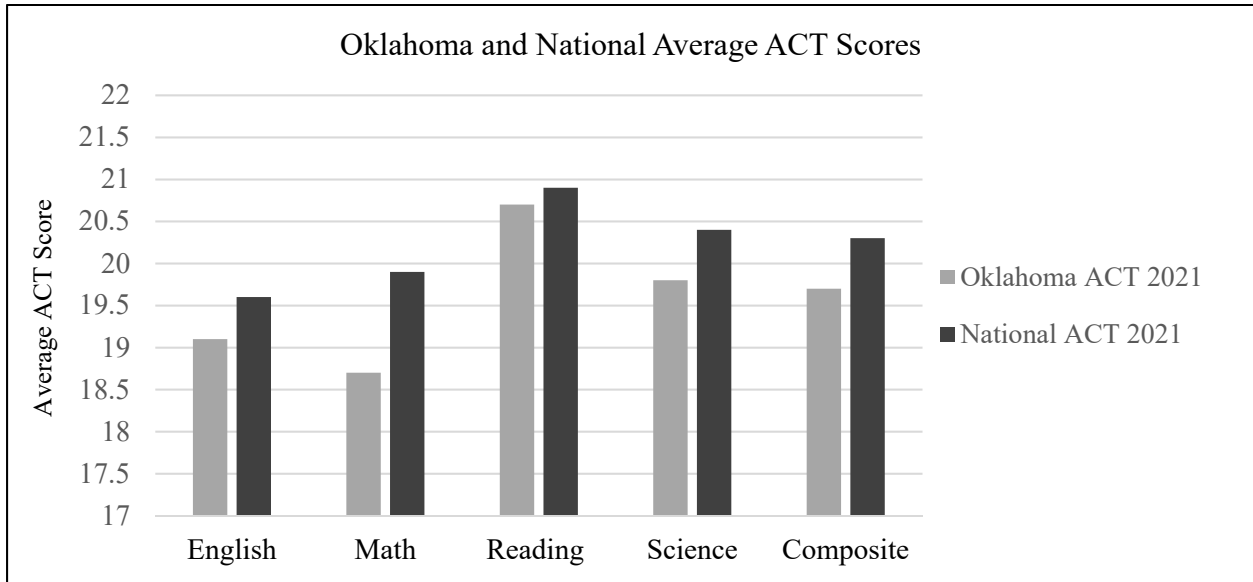


### Ethnic Groups

Oklahoma's American Indian students continue to out-perform their national counterparts. Additionally, this year, Oklahoma's African American students out-performed their national counterparts.



While the total group of Oklahoma ACT testers continues to lag behind the national average, the Oklahoma graduates' scores increased in every subject, while the national scores decreased in every subject.







Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #24-b (7):**

**Annual Reports.**

**SUBJECT:** FY22 Tuition and Analysis Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the FY2022 Tuition Impact Analysis Report for submission to the Governor, President Pro Tempore and the Speaker of the House as required by statute.**

**BACKGROUND:**

Oklahoma Statutes (Title 70, Section 3218.2) recognize the authority of the State Regents to prescribe and coordinate student fees and tuition at institutions in The State System and requires the annual reporting of tuition and fees approved for the current academic year to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the minority floor leaders and education chairs of both houses of the Oklahoma Legislature prior to January 1 each year.

**POLICY ISSUES:**

This report is consistent with the State Regents' policy.

**ANALYSIS:**

The *FY22 Tuition Impact Analysis Report* documents institutions' considerations in setting tuition and fees. Included in their consideration is the impact on students' ability to pay, the impact on enrollment, the availability of financial aid, the implementation of cost-effective measures, and institutions' communication with students. Additional information documents the portion of costs students pay, State Regents' initiatives, and the national perspective. Attachments are included documenting public hearings, legislative peer limits, and detailed listings of the tuition and fee rates. Following are observations from the report:

- All tuition and mandatory fees are within the legislatively prescribed limits.
- Institutions have seen average increases in undergraduate resident tuition and mandatory fees for FY22 of 2.6 percent at Research Universities, 1.3 percent at Regional Universities and 1.3 percent at the two-year Community Colleges.
- The average national published rate for FY22 tuition and mandatory fees is \$10,740 for undergraduate resident students attending a four-year institution and \$3,800 for those attending a two-year institution. Oklahoma's average rates are \$7,543 and \$4,642 respectively.

- Enrollments data shows a decrease for the fall 2021 term with preliminary enrollment headcount of 160,931; a decrease of 2.5 percent from the fall 2020 semester.
- Financial aid is readily available and institutions are committed to assisting eligible students to discover all sources of financial aid available to meet the costs associated with pursuing a college degree.
- Institutions continuously monitor administrative and programmatic costs in order to maximize their operational budgets and are implementing energy conservation programs to reduce utility costs and the impact on the environment and increase sustainability.
- Institutions presented information to students in a variety of ways and on a continuing basis. Students overall were supportive of reasonable increases for the purposes of improved and/or expanded student services, uncompromised quality of instruction, and recruitment and retention of quality faculty and staff.
- The investment in higher education has a significant return on investment for the individual and society as a whole, including higher lifetime earnings, increased level of civic participation, and an increase in contributions to tax revenues, among other things.

It is recommended that the State Regents approve the *FY22 Tuition Impact Analysis Report* and authorize its distribution to the Governor and legislative leaders.

(Supplement)

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #24-b (8):**

**Annual Reports.**

**SUBJECT:** Financial Operations Report, June 30, 2021.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Financial Operations Report, June 30, 2021.**

**ANALYSIS:**

Enclosed you will find the financial report for all operations and cost centers directly administered by the State Regents for the period July 1, 2020 through June 30, 2021. The financial statements presented in the report are prepared in accordance with fund accounting principles, and the statements are presented on a modified accrual basis.

There are currently 76 separate cost centers contained in the State Regents' accounting system. A brief description of the purpose and nature of some of the larger cost centers is contained in the report. Financial statements present information regarding each cost center, and all funds are accounted for by both cost center and cash fund.

The cash and investment balance of all funds at June 30, 2021, was \$1,138,980,638. State Regents previously directed that all funds be invested to the fullest extent possible. As of June 30, 2021, 80.70%, \$919.2 million of all funds was invested. The remaining amount of cash was necessary for working capital, was not within State Regents' authority to be invested, or was maintained in interest bearing cash accounts at the State Treasurer's Office. The majority of the invested funds pertain to the Regents' Endowment Fund, the Academic Scholars Fund, and the Regents Investment and Retirement Fund. Of the total \$919.2 million in investments, \$456,632,658 is invested in Equities and Fixed Income, \$114,815,789 is invested in Real Assets, \$197,643,925 in Private Equities, and \$150,061,282 in Hedge Funds.

State Regents' operations fall into two categories: (1) Core Administrative Operations involve those activities directly related to carrying out the State Regents' constitutional assignments, and (2) Special Programs Administration includes numerous programs (statutory, federal, other) assigned to the State Regents for administration and oversight, including Adult Degree Completion, Gear Up Grant, Information Technology, Lumina Adult Program, Oklahoma Teacher Connection Program, Scholarship Administration, Student Preparation, Scholars in Excellence in Child Care (SECC) and the State's Telecommunications Network (OneNet.) These programs contain personnel related expenses, while all other special programs' operations contain only direct non-personnel expenses of the program.

Oklahoma College Assistance Program - Total loans guaranteed from program inception to the ending of OCAP's authority to guaranty new loans was approximately \$8,075.3 million of which approximately \$876.3 million remains outstanding and for which OCAP continues to provide services and receive associated revenue streams.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 10, 2021

**AGENDA ITEM #26:**

**Proposed Executive Session.**

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



**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

655 Research Parkway, Oklahoma City

**MINUTES**

**Eight Hundred and Sixteenth Meeting**



October 21, 2021





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

Minutes of the Eight Hundred and Sixteenth Meeting  
October 21, 2021

CONTENTS

Announcement of Filing of Meeting and Posting of the Agenda .....	19996
Call to Order .....	19996
Minutes of Previous Meetings .....	19996
Comments from the Chair .....	19996
Report of the Chancellor .....	19997
Higher Education Distinguished Service Award .....	19997
Student Advisory Board.....	19997
New Programs.....	19997
Program Deletions .....	19998
Policy .....	19998
Oklahoma’s Promise.....	19999
Oklahoma Tuition Aid Grant.....	20000
Scholars for Excellence in Child Care .....	20000
Endowment .....	20001
Master Lease .....	20001
Purchasing Policy.....	20001
EPSCoR .....	20002
Contracts and Purchases .....	20002
Investments .....	20002
Commendations .....	20003
Administrative Operations .....	20003
Policy .....	20003
Deleted Item.....	20003
Consent Docket.....	20003
Reports .....	20004
Report of the Committees .....	20004
Proposed Executive Session .....	20005
New Business.....	20005
Announcement of Next Regular Meeting .....	20005
Adjournment .....	20005

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

**Minutes of the Eight Hundred and Sixteenth Meeting  
of the  
Oklahoma State Regents for Higher Education  
October 21, 2021**

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 their regular meeting at 9:00 a.m. on Thursday, October 21, 2021 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 December 3, 2020. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Jeffrey W. Hickman called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Courtney Warmington, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, and Steven W. Taylor. Regent Michael C. Turpen joined the meeting in progress at 9:19 a.m.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor made a motion, seconded by Regent Parker, to approve the minutes of the State Regents' meeting on September 9, 2021. Voting for the motion were Regents Sherry, Warmington, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Hickman began by stating that he did not know if there had ever been as much interest or engagement with higher education from legislators as they are seeing now. He stated that legislators have identified critical workforce needs and the importance of higher education to fulfill these positions. He stated that the interim studies they are

seeing and with the information that they have recently presented to legislators, there seems to be a great deal of focus on partnerships and ways to work with higher education to invest in critical workforce areas.

5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson provided Regents with a summary of presentations and engagements that he participated in on behalf of the State Regents from August 27, 2021 through October 11, 2021. Chancellor Johnson highlighted the retirement of State EPSCoR Director, Dr. Jerry Malayer, and the appointment of Dr. Raman Singh as the new State EPSCoR Director. He also highlighted the presentation that he and State Regents' Chair Jeff Hickman gave to the Joint Committee on Pandemic Relief Funding Workforce & Economic Developing Working Group at the State Capitol.
  
6. **HIGHER EDUCATION DISTINGUISHED SERVICE AWARD.** This item was taken after the approval of the minutes. Chancellor Glen D. Johnson and the State Regents presented Representative Kyle Hilbert with the 2020 and 2021 Higher Education Distinguished Service Award for his support during the 2020 and 2021 legislative sessions and thanked him for his service. Representative Hilbert provided remarks.
  
7. **STUDENT ADVISORY BOARD.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke recognized incoming members to the Student Advisory Board. Dr. Blanke noted that due to COVID-19, Student Advisory Board members will be installed and take their oath of office at their first meeting which will be held virtually over Zoom.
  
8. **NEW PROGRAMS.**
  - a. Regent Casey made a motion, seconded by Regent Holloway, to approve a request from the University of Oklahoma Health Sciences Center to offer the Doctor of Dental Surgery

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

- b. Regent Parker made a motion, seconded by Regent Casey, to approve a request from Oklahoma State University to offer the Bachelor of Professional Studies in Organizational Leadership in Tulsa, the Bachelor of Professional Studies in Public Safety in Tulsa, the Graduate Certificate in Hospitality and Tourism Analytics, the Graduate Certificate in Facilitating Career Development, the Master of Engineering in Materials Science and Engineering, and the Certificate in Property and Real Estate Management. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.
  - c. Regent Turpen made a motion, seconded by Regent Holloway, to approve a request from Rogers State University to offer the Bachelor of Arts in Environmental Studies. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Parker. Voting against the motion were none.
  - d. Regent Parker made a motion, seconded by Regent Turpen, to approve a request from the University of Central Oklahoma to offer the Master of Science in Data Science. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Parker, and Holloway. Voting against the motion were none.
9. PROGRAM DELETIONS. Regent Casey made a motion, seconded by Regent Holloway, to approve a request from the University of Oklahoma Health Sciences Center to delete the Doctor of Public Health in Public Health. Voting for the motion Regents Hickman, Turpen, Taylor, Sherry, Warmington, Parker, Holloway, and Casey. Voting against the motion were none.
10. POLICY

- a. Regent Casey made a motion, seconded by Regent Turpen, to approve the extension of a policy exception through the 2021-2022 academic year for the Early College pilot program at Oklahoma Panhandle State University (OPSU) that allows OPSU to admit high school sophomores. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.
- b. Regent Casey made a motion, seconded by Regent Holloway, to approve the revised Academic Program Approval policy. Voting for the motion were Regents Taylor, Sherry, Warmington, Parker, Holloway, Casey, Hickman, and Turpen. Voting against the motion were none.
- c. Regent Casey made a motion, seconded by Regent Holloway, to approve revisions to academic policies to reflect the disestablishment of the University Center of Southern Oklahoma. Voting for the motion were Regents Sherry, Warmington, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- d. Regent Casey made a motion, seconded by Regent Holloway, to approve the proposed revisions to the Teacher Education policy. Voting for the motion were Regents Warmington, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.
- e. Posting of revisions to the Credit for Prior Learning policy. This item was for posting only.

11. OKLAHOMA'S PROMISE.

- a. Regent Casey made a motion, seconded by Regent Parker, to provide to the State Board of Equalization a funding estimate of \$64.8 million for the Oklahoma's Promise scholarship program for fiscal year 2023 and further recommend that \$58.8 of the funding estimate be allocated from the General Revenue Fund with the remaining \$6

million funded from the program's trust fund reserves. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

- b. Posting of proposed permanent administrative rule revisions for Oklahoma's Promise, which address the following items: 1) incorporating the statutory change to extend the application period to the 11<sup>th</sup> grade; 2) modifying the program's high school curricular requirements to reflect changes in the college admission curricular requirements recently approved by the State Regents; and 3) deleting an obsolete reference to cooperative agreements between a public career technology center and an institution of The Oklahoma State System of Higher Education . This item was for posting only.
12. OKLAHOMA TUITION AID GRANT. Posting of proposed permanent administrative rule revisions for the Oklahoma Tuition Aid Grant Program. These changes include: 1) incorporating statutory changes authorized by HB 1821 allowing greater flexibility to institutions in the awarding of the grants; 2) removing restrictions on the State Regents' authority to set maximum award amounts; and 3) identifying priority factors that may be used in awarding the grants. This item was for posting only.
13. SCHOLARS FOR EXCELLENCE IN CHILD CARE. Regent Casey made a motion, seconded by Regent Holloway, to approve the community college Scholars for Excellence in Child Care Program FY22 allocations pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education. The contract amount was approved at the June 24, 2021 Oklahoma State Regents' meeting. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Parker. Voting against the motion were none.

14. ENDOWMENT.
- a. Regent Taylor made a motion, seconded by Regent Casey, to approve the following: (1.) the endowed chairs Use of Proceeds Agreement with the Oklahoma Capitol Improvement Authority (OCIA) for the funding of the state matching portion for the private gifts already on hand in the Endowed Chairs Program (2.) approve new accounts, increases to existing accounts and (3.) approve reallocations and renaming of accounts within the portfolio as requested by the University of Oklahoma and Oklahoma State University. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Parker, and Holloway. Voting against the motion were none.
- b. Regent Taylor made a motion, seconded by Regent Parker, to approve a distribution of 4.5 percent of the rolling average of June 30<sup>th</sup> market values totaling to the amount of \$31.4 million for fiscal year 2021, and \$3.9 million for prior years' carryover – totaling approximately \$35.4 million – for institutional expenditure from eligible Endowment Trust Fund accounts and approve the corresponding account reports for the year-ending June 30, 2021. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Parker, Holloway, and Casey. Voting against the motion were none.
15. MASTER LEASE. Regent Taylor made a motion, seconded by Regent Parker, to authorize for submission to the Council of Bond Oversight the 2021C Equipment Master Lease Series. The total projects from Southeastern Oklahoma State University total \$1.975 million. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.
16. PURCHASING POLICY. Posting of permanent revisions for the Administrative Operations – Purchasing rules to initiate the process for adoption of permanent rule revisions. These revisions include: 1) edits, clarification of terminology and changes to modernize the policy; 2) the addition

of a new section to authorize State System consortium purchasing opportunities to provide efficiency and savings for our public colleges and universities; 3) authorization for the Oklahoma State Regents for Higher Education to conduct competitive solicitations on behalf of the State System with the purpose of achieving efficiencies and savings; 4) an increase to threshold for the competitive bid requirements from \$2,500 to \$5,000 in recognition of the inflation that has occurred since the original rule was adopted in 2003; and 5) allowing an informal bid process to be used for purchases between \$5,001 to \$25,000. A minimum of three vendors must be solicited with at least two price quotations being received. This item was for posting only.

17. EPSCoR. Regent Taylor made a motion, seconded by Regent Parker, to acknowledge the appointment of the new State EPSCoR Director, Dr. Raman P. Singh, and approve the allocation of \$25,000 of administrative support funding to Oklahoma State University-Tulsa. Voting for the motion were Regents Taylor, Sherry, Warmington, Parker, Holloway, Casey, Hickman, and Turpen. Voting against the motion were none.
  
18. **CONTRACTS AND PURCHASES.** Regent Taylor made a motion, seconded by Regent Turpen, to approve FY-2022 purchases for amounts that are in excess of \$100,000. Voting for the motion were Regents Sherry, Warmington, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
  
19. **INVESTMENTS.** Regent Taylor made a motion, seconded by Regent Sherry, to approve new investments managers and allocation of funds for the endowment trust fund. The recommendation is to commit \$12,000,000 to Great Hill Equity Partners Fund VIII and \$10,000,000 to Lead Edge Capital VI. Voting for the motion were Regents Warmington, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Regent Parker voted in favor of approving Great Hill Equity Partners Fund



VIII as an investment manager and abstained from the vote for Lead Edge Capital VI. Voting against the motion were none.

20. **COMMENDATIONS.** Regent Parker made a motion, seconded by Regent Holloway, to accept the report and commend staff for state and national recognitions. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

21. **ADMINISTRATIVE OPERATIONS.** Regent Turpen made a motion, seconded by Regent Holloway, to approve the proposed revisions to the State Regents' Delegation of Authority to Chancellor policy. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Parker. Voting against the motion were none.

22. **POLICY.** Regent Turpen made a motion, seconded by Regent Parker, to approve a new policy section 5.19 establishing the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Parker, and Holloway. Voting against the motion were none.

23. **ADMINISTRATIVE RULES.** This item was deleted.

24. **CONSENT DOCKET.** Regent Taylor made a motion, seconded by Regent Sherry, to accept the following recommendations in the Consent Docket:

- a. Programs. Program Modifications. Approval of an institutional request.
- b. Electronic Delivery. Oklahoma State University. Approval to offer the existing Bachelor of Science in Business Administration in Accounting via electronic delivery.
- c. State Authorization Reciprocity Agreement. Ratification of institutional requests for

annual renewal of participation in the State Authorization Reciprocity Agreement.

d. Operations.

(1) Ratification of purchases over \$25,000.

(2) Personnel. Ratification of compensation adjustment for Director of Online Learning Initiatives.

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

25. **REPORTS.** Regent Parker made a motion, seconded by Regent Turpen, to acknowledge receipt of the following reports:

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

b. Annual Reports.

(1) Teacher Education Admission Study.

(2) Current Income and Expenditure Report, FY2020.

(3) Preliminary Enrollment Report.

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

26. **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.
27. **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.
28. **NEW BUSINESS.** Consideration of “any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda.”
29. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Hickman announced that the next regular meetings are scheduled to be held Thursday, December 9, 2021 at 10:30 a.m. and Friday, December 10, 2021 at 9:00 a.m. at the State Regents Office in Oklahoma City.
30. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

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Jeffrey W. Hickman, Chair

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Steven W. Taylor, Secretary

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

MINUTES OF THE  
COMMITTEE-OF-THE-WHOLE  
Wednesday, October 20, 2021

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 1:00 p.m. on Wednesday, October 20, 2021 in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on October 13, 2021. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Jack Sherry, Courtney Warmington, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven Taylor. Regent Hickman called the meeting to order.
3. **HIGHER EDUCATION DISTINGUISHED SERVICE AWARD.** Chancellor Glen D. Johnson and the State Regents presented Representative Chris Kannady with the Higher Education Distinguished Service Award for his support during the 2020 legislative session and thanked him for his service. Representative Kannady provided remarks.
4. **MERCER UPDATE.** Chancellor Glen D. Johnson introduced Ms. Beth Johnson, Mr. Tim Westrich and Mr. Matt Reckamp from Mercer. Regent Taylor, Chair of the Investment Committee, reflected on the work that had been done on the portfolio with Mercer this past year to achieve a 27 percent return.

Mr. Westrich began by discussing the markets, stating that for Q3, the markets were relatively flat and did not change the overall year-to-date picture much. He stated that the Dow Jones total stock market was down 10 basis points, global equity markets were down 1.1, the SNP was slightly positive, and non-U.S. developed markets were slightly negative. He added that outside of the U.S., emerging markets were down a little over 8 percent, but that overall everything was fairly flat. Mr. Westrich stated that year-to-date, U.S. equity markets were up close to 15 percent, fixed income markets were still flat but that they've seen a little bit of return in the trends this month, particularly in the large cap space where growth has outpaced value. He concluded by stating that overall things were shaping up well although they were relatively flat in Q3.

Ms. Johnson stated that the value of the portfolio was sitting just above \$950 million. She then discussed some of the changes they have made to the portfolio. She noted that the expected closing of the bonds on Endowed Chairs is November 18 and that Mercer will have a plan on how to invest the \$161.1 million when it comes in. She added that the State Regents will not execute on this plan until after their December meeting.

Mr. Reckamp then discussed the two private equity funds that they are recommending OSRHE commit to. He stated that these are both growth equity funds. He discussed both Great Hill Equity Partners Fund VIII, noting that the State Regents have invested in them before. He also discussed Lead Edge Capital Fund VI, stating that because they had a little more risk associated with, their recommendation is a smaller allocation to it.

Ms. Johnson then provided newer Regents with a brief background of Mercer's work with the OSRHE and their partnership. She then discussed Mercer's responsibilities and duties and that all decisions are in the hands of the State Regents.

5. **ENDOWED CHAIRS.** Interim Vice Chancellor for Budget and Finance Sheri Mauck provided an update on the status of the 2021 Endowed Chairs bond issuance. Ms. Mauck began by discussing the history and significant milestones of the Endowed Chairs program, noting that the Oklahoma legislature appropriated funding for the purpose of establishing an endowed chairs program in Spring 1988, and the State Regents adopted a policy to establish the endowed chairs program in October 1988. She then stated the definition of the endowment trust. Ms. Mauck stated that the purpose of the program was to enhance the quality of higher education in Oklahoma by providing state funds as a match for private donations for endowed chairs, distinguished professorships, visiting professorships, and enhance educational opportunities for students. She then discussed the requirements for the endowment accounts and described the various levels. She discussed the current timeline of the Endowed Chairs Bond issuance, series 2021, stating that they anticipate the closing of the bonds and proceeds to be available to OSRHE for investment on November 18, 2021. She concluded by stating that the current portfolio has 1035 accounts, 513 chairs, 349 professorships, and 173 lectureships, and that there will be 912 pending new accounts.
6. **AMERICAN RESCUE PLAN ACT (ARPA) PANDEMIC RELIEF FUNDING.** Dr. Tom McKeon began by providing an update on the Joint Committee on Pandemic Relief Funding, stating that the chairs of the committee stressed that they are looking for proposals that focus on community engagement, tap into multiple funding sources, that the projects address the impacts of COVID-19, and how the projects will support the most vulnerable populations in Oklahoma. He then discussed how the proposals can be submitted. He stated that there are two working groups of the Joint Committee that have been active. Chancellor Johnson then provided comments on his presentation at the Workforce & Economic Development Working Group on September 20 and September 23 regarding the impact of COVID-19 on Oklahoma's education systems.

Dr. McKeon then discussed the ARPA Proposal Submission Portal. He mentioned the establishment of the Council of Presidents' Task Force on Pandemic Relief Funding to assist in the process of developing system-wide proposals to the Joint Committee on Pandemic Relief Funding for consideration. He concluded by discussing the Task Force's meeting on Wednesday, October 6, 2021.

Vice Chancellor for Administration Kylie Smith then presented State Regents with the process that the Council of Presidents' Task Force on Pandemic Relief Funding is using to identify system-wide funding needs. She stated that the Task Force had brainstormed on broad, overarching funding categories based on system-wide needs and had identified: nursing and allied health, workforce development, teacher education, online education, broadband, and campus infrastructure. She noted that these categories will be modified based on a review of the institutional survey results. Ms. Smith stated that after finalizing system-wide funding proposal categories, the next step would be to form working groups to develop proposals for each category. She added that Senator Roger Thompson reiterated that there was not a rush to submit proposals and that the Joint Committee would prefer to have one proposal that is system-wide, rather than several individual proposals.

Ms. Smith stated that after finalizing system-wide funding proposal categories, the next step would be to coordinate with the Joint Committee and advise them of the potential system-wide funding proposals that are under development. She stated that they would facilitate funding proposal working group meetings with Guidehouse and 929 Strategies to receive feedback. She stated that throughout this process they will be in communication with the State Regents and Presidents. She

stated each funding proposal working group will submit a draft proposal to the COP Task Force for review prior to submission and that it will then be available to State Regents and all Presidents for one last review. She concluded by discussing the funding proposal submission process. There was then a brief discussion about the timeline of the proposals.

7. **PROPOSED EXECUTIVE SESSION.**

a. This item was taken out of order after the Calendar of Events. Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning *Shepherd v. Oklahoma State Regents for Higher Education*, CJ-2020-2383, Oklahoma County District Court, with advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest. Regent Casey made a motion, seconded by Regent Parker to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents Sherry, Warmington, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

b. Enter into executive session.

c. Open session resumes.

d. Vote to exit executive session. Regent Turpen made a motion, seconded by Regent Taylor to exit executive session. Voting for the motion were Regents Sherry, Warmington, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

8. **BUDGET REPORT AND REVENUE UPDATE.** This item was taken out of order after the ARPA update. Interim Vice Chancellor for Budget and Finance Sheri Mauck provided State Regents with a budget and revenue update. She began by stating that the actual revenue collections for September were above the estimates by 18.3 percent, which represents \$103.9 million for general revenue. She added that it was a very healthy start to the fiscal year and very encouraging to see. She noted that individual income tax collections and corporate taxes posted 20 percent above September estimates, sales tax collections were 20.3 percent above the estimate, and gross production collections are 77.8 percent above the estimates. She highlighted that the State Treasurer's office reported that September crude oil prices per barrel averaged \$72.49, which is the highest average since November 2014.

9. **LEGISLATIVE UPDATE.** Dr. Tom McKeon, Governmental Relations and Workforce Development Coordinator, provided State Regents with the legislative update. Dr. McKeon highlighted some of the interim studies, discussing how they have prioritized them. He began by discussing an interim study by Representative Danny Williams regarding distance learning and looking at the history of distance learning, and that he's very interested in looking at ways distance learning can be expanded in Oklahoma, particularly to populations that normally would not be able to physically attend a college and university. Dr. McKeon noted that he and Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke presented at this study and gave an overview of distance learning, highlighting the Reach Higher program.

Dr. McKeon noted an upcoming interim study by Representative Avery Frix on OTRS and anticipated legislation that will move it from a pension program to a defined contribution plan. He stated that Representative Frix has a desire to have it remain as a pension program and he added

that Oklahoma Panhandle State University President Tim Faltyn and Northeastern Oklahoma A&M College President Kyle Stafford would be presenting at this interim study. He then discussed an interim study by Representative Logan Phillips, noting that Executive Director of OneNet and Higher Education Chief Information Officer Von Royal presented at the study and it was aimed at getting a better understanding of broadband assets that are owned by the State of Oklahoma. He stated that there is a great effort by OMES to map the broadband infrastructure through the state.

Dr. McKeon then discussed Representative Melissa Provenzano and Senator Mary Boren's study on FAFSA, adding that a representative from OCAP presented at this study. He then discussed Representative John Waldron's study related to teacher certification, recruitment and retention and looking at the teacher shortage in Oklahoma. He discussed a joint study by Representative Rhonda Baker and Senator Adam Pugh looking at the pandemic's impact on learning loss, noting that so far they do not really know the long-term learning loss impact of the pandemic. Dr. McKeon highlighted a interim study by Representative Brian Hill on Oklahoma's economic diversification and the growing workforce gap, noting that Chancellor Johnson and Chairman Hickman presented at this study. Chairman Hickman and Chancellor Johnson then provided comments on the presentation.

Dr. McKeon then discussed an upcoming study by Senator Kim David on the National Guard Tuition Waiver and a study by Senator Mary Boren on supporting pregnant women expectant fathers in high school, career tech, and college with improved accommodations.

Dr. Debbie Blanke discussed her presentation at the Concurrent Enrollment Task Force meeting on October 2. She stated that the next meeting is December 14, 2021.

Dr. McKeon concluded by providing an update on the Distinguished Service Award schedule and discussed recent movement with the federal budget package, noting that President Biden originally put out a \$3.5 trillion budget but that there have been several changes. He then discussed some of the areas impacting education within this budget.

## 10. **TASK FORCE REPORTS.**

- a. **Online Education Task Force.** Senior Vice Chancellor for Academic and Student Affairs Debbie Blanke began by stating that the Online Consortium of Oklahoma (OCO) which is a membership organization, has had 17 renewals so far out of 25. She stated that the Council for Online Learning Excellence, which has 111 members from 31 different organizations institutions across the state, are collaborating to make sure that there is good professional development and accessibility. She added that they just created a new committee that's going to work on student success and that they also were approached by the Connecticut State System to share how they have developed their council and how they integrate everyone. She added that it nice to be recognized as a model for other states to look at. Dr. Blanke added that they are continuing work with the American Association of Colleges and Universities and their Open Educational Resources (OER) Institute and that Oklahoma was selected to join that team, so they are working continuously with them. Dr. Blanke added that they have been extended an invitation by the DOERS Consortium, a consortium of 27 other states systems and organizations that work on large scale open educational resources for system-type groups. She then discussed work they have done with trying to find some opportunity for managed contracts for proctoring. She noted that they had four different vendors come to provide information to the institutions and that they selected two of those to move forward to try to create managed contracts. Dr. Blanke concluded by discussing badging with the online consortium.

- b. **State Regents Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Angela Caddell provided an update on the Campus Safety and Security Task Force. Ms. Caddell began by stating that the virtual campus safety and security summit will kickoff Monday, November 1 and that the keynote address would be followed by a series of 12 virtual workshops. She stated that these workshops will begin November 2 and conclude November 17. She then discussed some of the topics the workshops will cover topics. She highlighted that since this event became virtual, they no longer have costs associated with facilities or catering and they are offering the summit free of charge.

Ms. Caddell highlighted that they have received \*CLEET\* accreditation for the content, so the campus law enforcement community will be eligible to receive up to 12 hours of mandatory continuing education credit for participating in the summit. She stated that because the summit is free and accredited, they are encouraging the campuses to allow as many of their staff to participate as possible. Ms. Caddell added that the last check of registrations showed that nearly every state system institution had at least one or two representatives registered for parts of the summit, as well as five private institutions and eight technology centers. She added that they will continue their biannual summit rotation from this fall with the hopes that they are able to have an in-person day of learning again in 2023. She concluded by stating that the next task force meeting will be Wednesday, November 3, 2021.

11. **“BEST OF HIGHER EDUCATION.”** Regents received the October 2021 update on institutional activities via e-mail on Wednesday, October 20, 2021.
12. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.
13. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

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Jeffrey W. Hickman, Chair

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Steven W. Taylor, Secretary



OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
Research Park, Oklahoma City

**Minutes of the Special Meeting  
of the  
Oklahoma State Regents for Higher Education**  
Thursday, November 4, 2021

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 their special meeting at 10:40 a.m. on Thursday, November 4, 2021, in the Presbyterian Health Foundation Conference Center in Oklahoma City, Oklahoma. Notice of the special meeting was filed with the Secretary of State on October 28, 2021. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Jeff Hickman called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Courtney Warmington, Jay Helm, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven W. Taylor.
3. **COMMENTS.** Chair Hickman recognized Chancellor Johnson for comments. Chancellor Johnson began by recognizing institution presidents, members of the higher education network, Chancellor-Elect Garrett, and legislators. Chancellor presented Senator Chuck Hall with the 2021 Higher Education Distinguished Award for his support during the 2021 legislative session. Senator Hall provided remarks. Chair Hickman spoke again after all other items had been addressed and thanked Chancellor Johnson for his service and for agreeing to continue to serve as Chancellor until Chancellor-Elect Garrett took over.
4. **FY2023 SYSTEM-WIDE BUDGET REQUEST.** Chancellor Glen D. Johnson presented the State System of Higher Education's budget needs request for FY2023. The request totals \$897.9

million specifically tied to: critical workforce development initiatives, including STEM workforce development, initiatives to address the teacher education shortage and adult degree completion and workforce re-entry; system operations, including campus operation support needs, deferred maintenance for campus infrastructure, state system shared services, innovations and online education resources, and system innovation, collaboration, and efficiency incentive grants; and student success and college degree completion, including concurrent enrollment and student enrollment, retention, and graduation assistance. The request reflects an increase of \$85.2 million or 10.5 percent over the FY2022 appropriation.

5. **COMMENTS FROM THE PRESIDENTS.** State Regents heard comments from University of Oklahoma President Joe Harroz, Oklahoma State University President Kayse Shrum, and Chairman of the Council of Presidents and Carl Albert State College President Jay Falkner.
  
6. **E&G BUDGET NEEDS FOR FY2023-FY2025.** Regent Turpen made a motion, seconded by Regent Helm, to approve a request for state appropriations for FY2023 in the amount of \$897.9 million, representing an increase of \$85.2 million or 10.5 percent, for support of the Oklahoma State System of Higher Education. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
  
7. **2022 PUBLIC AGENDA.** This item was not addressed.
  
8. **2022 LEGISLATIVE AGENDA.** This item was not addressed.

9. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Holloway announced that the next regular meeting of the State Regents would be held on Thursday, December 9, 2021 at 1:00 p.m., and Friday, December 10, 2021 at 9:00 a.m. at the State Regents office in Oklahoma City.

10. **ADJOURNMENT.** With no additional items to discuss, the meeting was adjourned.

ATTEST:

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Jeffrey W. Hickman, Chair

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Steven W. Taylor, Secretary