



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

June 24, 2021

NOTE

This document contains recommendations and reports to the State Regents regarding items on the June 24, 2021 special meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on June 24, 2021.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

A G E N D A

Thursday, June 24, 2021 – 9 a.m.
655 Research Parkway, Suite 200, Oklahoma City, OK 73104
Chair Ann Holloway, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to Order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.
4. **Comments from the Chair.** A brief comment on current activities. (No Action, No Discussion.)
5. **Report of the Chancellor.** Report of the Chancellor's activities on behalf of the State Regents. (No Action, No Discussion.) Page 1.
6. **Higher Education Distinguished Service Awards.** Presentation of Higher Education Distinguished Service Awards. Page 3.

STUDENTS

7. **Student Advisory Board.** Presentation and acknowledgement of receipt of the 2021 Annual Report of the Student Advisory Board. Page 5.

FISCAL

8. **E&G Budget.**
 - a. Approval of FY22 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education center, special programs, and other programs. Page 7.
 - b. Approval of allocation from Cigarette and Tobacco Tax Revenue for OU and OSU. Page 9.
 - c. Approval of the second year of five-year annually renewable grant commitment to the Oklahoma Historical Society for the Higher Education Archives Project for FY2021. Page 11.

9. **Tuition.**
 - a. Approval of FY22 Academic Service Fees. Page 13.
 - b. Approval of FY22 Tuition and Mandatory Fees. Page 15.

10. **EPSCoR.**
 - a. Approval of INBRE Grant Allocations. Page 17.
 - b. Approval of NASA Matching Funds. Page 19.
 - c. Approval of the NSF Matching Funds. Page 21.
 - d. 2021 Oklahoma EPSCoR Advisory Committee Annual Report. Page 25.

11. **Capital.** Approval of the FY22 Annual Campus Master Plan for submission to the Long-Range Planning Commission. Page 33.

12. **Contracts and Purchases.** Approval of contracts over \$100,000 for FY2022. Page 35.

13. **Deleted Item.** Page 39.

ACADEMIC

14. **New Programs.**
 - a. University of Oklahoma. Approval to offer the Doctor of Philosophy in Organizational and Community Leadership in Tulsa. Page 41.

 - b. Oklahoma State University. Approval to offer the Bachelor of Arts in History in Tulsa, the Bachelor of Science in Psychology in Tulsa, the Bachelor of Arts in Sociology in Tulsa, the Bachelor of Science in Sociology in Tulsa, the Doctor of Philosophy in Curriculum Studies in Tulsa, and the Doctor of Philosophy in Human Development and Family Science. Page 49.

 - c. Northeastern State University. Approval to offer the Certificate in Healthcare Administration, the Certificate in Long Term Care Administration, the Certificate in Healthcare Information Analytics, and the Graduate Certificate in Health Informatics. Page 101.

 - d. University of Central Oklahoma. Approval to offer the Graduate Certificate in Licensed Professional Counseling, the Master of Arts in Counseling Psychology, the Master of Arts in Strategic Communications, and the Master of Science in Behavior Analysis. Page 115.

 - e. Murray State College. Approval to offer the Certificate in Business Support Specialist, and the Certificate in Retail Leadership. Page 133.

- f. Western Oklahoma State College. Approval to offer the Associate in Applied Science in Business Management. Page 141.
- 15. **Program Deletions.** Approval of institutional requests for program deletions. Page 149.
- 16. **Temporary Assistance to Needy Families.** Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contracts with the Oklahoma Department of Human Services. Page 151.
- 17. **Scholars for Excellence in Child Care.**
 - a. Approval of contracts between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education to continue the Scholars for Excellence in Child Care program. Page 153.
 - b. Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Oklahoma Department of Human Services. Page 161.

EXECUTIVE

- 18. **Task Force on the Future of Higher Education: Modernization, Efficiencies, and Innovations.** Extension of Voluntary Governing Board Merger/Partnership Deadline until June 30, 2022. Page 163.
- 19. **Functions.** Approval of Plan for Submission and Consideration of Function Change/Expansion Requests and Mission Expansion Requests from Public Institutions in the State System. Page 165.
- 20. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 167.

CONSENT DOCKET

- 21. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
 - a. Programs. Program Modifications. Approval of institutional requests. Page 171.
 - b. Reconciliation. Approval of institutional requests. Page 183.
 - c. Electronic Delivery.
 - (1) Cameron University. Approval to offer the following existing programs via electronic delivery: Bachelor of Science in Information Technology and the Associate in Applied Science in Information Technology. Page 185.

- (2) University of Central Oklahoma. Approval to offer the existing Graduate Certificate in Disaster Management via electronic delivery. Page 189.
 - (3) Oklahoma State University Institute of Technology. Approval to offer the following existing programs via electronic delivery: Associate in Applied Science in 3D Modeling and Animation and the Associate in Applied Science in Graphic Design Technology. Page 193.
 - (4) Tulsa Community College. Approval to offer the existing Associate in Arts in Sociology via electronic delivery. Page 197.
- d. Operations. Ratification of purchases over \$25,000. Page 201.
 - e. Resolutions. Resolutions honoring higher education personnel. Page 203.

REPORTS

22. Reports.

- a. Programs. Current Status Report on program requests. Page 205. (Supplement)
- b. Annual Reports.
 - (1) Report on Low Producing Programs. Page 207.
 - (2) Teacher Education Annual Report on Systemwide Review. Page 211.

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

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

24. Proposed Executive Session. Page 215.

- a. 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 Knox v. Oklahoma State Regents for Higher Education, CJ-2020-2383, Oklahoma County District Court if the board, 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.

- c. Enter into executive session.
 - c. Open session resumes.
 - d. Vote to exit executive session.
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- 25. **Officers.** Election of State Regents' officers for 2021-22.
 - 26. **Recognition.** Recognition of outgoing Chair Ann Holloway
 - 27. **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."
 - 28. **Announcement of Next Regular Meeting – the next regular meetings are scheduled to be held on, Wednesday, September 8, 2021 at 10:30 a.m. and Thursday, September 9, 2021 at 9:00 a.m. at the State Regents Office in Oklahoma City.**
 - 29. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2021

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of May 17, 2021 through June 10, 2021.

RECOMMENDATION:

This is an information item only.

ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of May 17, 2021 through June 10, 2021:

- Met with Senate Appropriations Subcommittee on Education Chair Dewayne Pemberton in Oklahoma City to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB issues.
- Met with House Appropriations and Budget Committee Chair Kevin Wallace in Oklahoma City to discuss higher education issues.
- Received recognition for public service to the State of Oklahoma and spoke on the Senate Floor at the State Capitol in Oklahoma City (Senate Concurrent Resolution 10.)
- Received recognition for public service to the State of Oklahoma and spoke on the House Floor at the State Capitol in Oklahoma City (Senate Concurrent Resolution 10.)
- Participated in conference call with Cameron University (CU) President John McArthur and University of Science and Arts of Oklahoma (Science and Arts) President John Feaver to discuss higher education issues.
- Participated in conference call with West Virginia State Senator and Southern Regional Education Board (SREB) Treasurer Robert Plymale to discuss SREB issues.
- Met with Representative Mark McBride in Oklahoma City to discuss higher education issues.
- Met with Tulsa Community College (TCC) President Emeritus Tom McKeon in Oklahoma City to discuss higher education issues.
- Chaired Oklahoma EPSCoR State Director Search Committee meeting at the State Regents' office in Oklahoma City.
- Chaired Southern Regional Education Board (SREB) Finance Committee videoconference meeting.
- Chaired State Regents' Campus Safety and Security Task Force meeting by Zoom at the State Regents' office in Oklahoma City.
- Met with Dr. Monte Randall, President of the College of the Muscogee Nation at the State Regents' office in Oklahoma City to discuss higher education issues.
- Participated in Association of Governing Boards of Universities and Colleges (AGB) Council of Presidents videoconference meeting.

- Chaired Southern Regional Education Board (SREB) Executive Committee videoconference meeting.

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AGENDA ITEM #6:

Higher Education Distinguished Service Awards.

SUBJECT: Presentation of Higher Education Distinguished Service Awards.

This will be an oral presentation.

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June 24, 2021

AGENDA ITEM #7:

Student Advisory Board.

SUBJECT: Presentation and acknowledgement of receipt of the 2021 Annual Report of the Student Advisory Board

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2021 Annual Report of the Student Advisory Board.

BACKGROUND:

In 1988, the Oklahoma Legislature enacted House Bill 1801, creating the Student Advisory Board (SAB). The purpose of the Student Advisory Board is to communicate to the Oklahoma State Regents for Higher Education the views and interests of all Oklahoma colleges and university students on issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing students, the Student Advisory Board combines the opinions of students with quality research to develop the best proposals and recommendations for the Oklahoma State System of Higher Education. Seven members are elected annually by delegates to the Oklahoma Student Government Association. Members represent the public tier and independent colleges, and they serve a one-year term (May through April).

The Student Advisory Board policy requires the Student Advisory Board to submit an annual written report of activities to the State Regents.

POLICY ISSUES:

This action is consistent with the State Regents' Student Advisory Board policy.

ANALYSIS:

The SAB usually provides recommendations to the State Regents in a variety of areas which SAB members research and seek input from students on campuses throughout the State System. Due to COVID-19 and the unusual strains on students to complete their studies, the SAB members were not able to reach out to their constituencies to arrive at consensus on recommendations for the 2020-2021 academic years. The SAB provided a report of their activities, which is included in this item.

MEMBERS:

Loren Matrone, Chair, Oklahoma City University
Coy Vowels – Oklahoma State University
Ethan Sacket – Northwestern Oklahoma State University
Jakob Lavicky – Rose State College
Nicholas Glasgow – University of Oklahoma

2020-2021 Student Advisory Board Activities

Monthly Meetings. Beginning in September, 2020, members of the Student Advisory Board met six times in the 2020-2021 academic year, to receive orientation, discuss issues, make campus visits and work plans, and prepare and vote on recommendations.

Oklahoma Student Government Association Events. Student Advisory Board members participated in the first ever virtual Oklahoma Student Government Association’s (OSGA) Presidential Retreat hosted by the University of Central Oklahoma.

Higher Education Day at the State Capitol. One member of SAB attended the 2021 Virtual Higher Education Day at the State Capitol.

State Regents Tuition Hearing. Coordinated through the SAB, an Oklahoma Student Government Association Board Member from the University of Central Oklahoma vocalized student concerns at the Oklahoma State Regents for Higher Education Virtual Tuition Hearing on May 28, 2021.

Campus Visits. In addition to representing the students in their home institutions, members of the Student Advisory Board had limited networking activities with student leaders from other campuses at the events listed above and virtually.

We are hopeful that as student life enters into a post-COVID-19 routine, students will be able to participate more fully in SAB and OSGA activities and representation.

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AGENDA ITEM #8-a:

Educational and General Budgets

SUBJECT: Approval of final allocations and approval of Educational and General Budgets of institutions, constituent agencies, higher education centers, special programs and other operations.

RECOMMENDATION:

It is recommended that the State Regents approve the final allocations and approve the FY 2022 budgets for institutions, constituent agencies, higher education programs, special programs and other governance operations of the state system. It is recommended that the State Regents authorize the Chancellor to certify the budgets to the Office of Management and Enterprise Services. Budget detail is presented to the Regents as a supplement in the FY2022 E&G Budget Summary and Analysis.

BACKGROUND:

At the meeting of May 28, 2021, the State Regents allocated \$812,819,822 in state-appropriated funds for FY22 educational and general operating budgets for institutions, constituent agencies, higher education programs, specific special programs and other State Regents' operations. Budgets for these entities have been submitted and upon approval by the State Regents, a certified copy will be filed with the Office of Management and Enterprise Services for the establishment of allotments so institutions and programs may encumber and expend funds for the 2022 fiscal year. The Oklahoma's Promise Scholarship Fund will be funded from the State's dedicated general revenue in the amount of \$65.4 million in addition to the state appropriations allocation approved at the May meeting. The combined total of state appropriations, including the Oklahoma's Promise Scholarship Fund is \$878,219,822 and represents an increase from the appropriations received in FY2021.

POLICY ISSUES:

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

ANALYSIS:

The supplemental report provides schedules that summarize each institution's budgeted amount for personnel services; travel; utilities; supplies and other operating expenses; property, furniture and equipment; library books and periodicals; and cash scholarships (tuition waivers are not included.) The objects of expenditure are provided for the primary educational and general operating budget, the sponsored budget and the special agency funds. Budget amounts are also available for the University Center at Ponca City, special programs and other operations of the State Regents.

State appropriations for total system operations increased by 5.5% to \$812.8 million for FY2022. Federal stimulus Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), and American Rescue Plan funding has also been budgeted by our institutions for FY2022 in the total amount of \$341.3 million. These sources of funding were direct allocations to our institutions from the U.S. Department of Education as one-time, federal stimulus dollars in response to the COVID-19 pandemic. Like the federal Coronavirus Aid, Relief and Economic Security (CARES) Act funding provided in March 2020, a portion of the funds is required to be spent on direct grants to students, while the remaining funding could be used to offset direct costs of the pandemic and to offset losses in revenue incurred during the pandemic. The portion of funding that was not expended in the final quarter of FY2021 is included in the institutional FY2022 budgets as a one-time source of revenue.

In FY2022, the institutions will be reimbursed at 100% of the actual concurrent enrollment waivers awarded to senior high school students. The Section 13 Offset Program also received an increase in state appropriations which resulted in capital funding for the participating institutions of \$175/per FTE, or a minimum of \$900,000, whichever amount was greater. This funding will allow our institutions to address critical infrastructure improvements and required deferred maintenance projects to ensure the health and safety of students, faculty and visitors at our campuses.

The primary educational and general operating budgets of the colleges and universities will increase by a 16.9 percent or \$416.3 million, to a total of \$2,874.9 million. Functions for the Academic Enterprise (Instruction, Academic Support, Student Services, and Scholarships) have a combined increase of \$350.1 million (20%). The budgeted, system-wide average projected for enrollment is a net decline of -0.1% and represents a difference of 17 less full-time-equivalent students anticipated to enroll for the academic year.

Budgeted scholarships increased by \$129.8 million (44.9 percent) to over \$418 million. This significant increase is in part the use of federal stimulus dollars directed for student grants.

The sponsored programs budget (E&G Part II) is budgeted to decrease by approximately \$56.5 million to \$606.1 million in FY22. The system expects to generate a return on investment of 2.9 to 1 on the investment in the sponsored research category.

The budget guidelines prescribed by the State Regents' have been followed and all debt service requirements will be met for FY2022. The institutions and consistent agencies, as well as the State Regents' office, will continue to be prudent in the expenditures of state revenue and cost savings will remain a focus throughout FY2022.

Supplements

Meeting of the
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AGENDA ITEM #8-b:

E&G Budget.

SUBJECT: Approval of allocation from Cigarette and Tobacco Tax Revenue for OU and OSU.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$958,721.38 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$958,721.38 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit \$1,917,442.76. This amount is sufficient for a transfer of \$958,721.38 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 \$94,151,725.35.

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

5-Year History of Allocations	Amount to Each Entity
FY2017 Total	\$5,707,375.33
FY2018 Total	\$6,185,257.93
FY 2019 Total	\$5,170,195.74
FY 2020 Total	\$5,455,784.70
FY 2021 Y-T-D	\$5,062,359.40

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AGENDA ITEM #8-c:

E&G Budget.

SUBJECT: Approval of the second year of five-year annually renewable grant commitment to the Oklahoma Historical Society for the Higher Education Archives Project for FY2021.

RECOMMENDATION:

It is recommended that the State Regents approve a grant allocation in the amount of \$40,000 for year two of a renewable five-year commitment through 2024 to the Oklahoma Historical Society for support of the Higher Education Archives Project.

BACKGROUND:

In FY2003, the State Regents' approved grant funding for a five-year period in support of the development of the Higher Education Archives project of the Oklahoma Historical Society. In FY2010, FY2015, and FY2020 the five-year grant was continued to provide support for and expansion of the Higher Education Archives project.

The project's primary objectives are to develop and establish a history of the Oklahoma State Regents for Higher Education, to enhance a comprehensive computerized database index of all higher education institutions, both public and private, to collect and preserve histories of Oklahoma institutions, and to provide public access to all elements.

POLICY ISSUES:

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

ANALYSIS:

This allocation is recommended as a grant to support the continued development of the higher education archives located at the Oklahoma Historical Society. The archives will include historical documents of the higher education institutions located in the State, both private and public, and highlight biographies of certain individuals who have been major contributors to Oklahoma Higher Education. Additionally, as part of this contract renewal, the Oklahoma Historical Society will:

- Maintain and add to the on-line and searchable data base for higher education leaders and institutions;
- Conduct oral histories with current regents for the searchable database;
- Update the interactive video presentation about regents, historical leaders, and institutions located in the Oklahoma History Center;
- Curate, design, and install a new museum exhibit about the constitutional amendment; creating the Regents for Higher Education; and
- Provide two free uses of the banquet facilities at the Oklahoma History Center each year.

Funding Source: FY2021 allocation for Grants/Economic Development/OEIS.

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AGENDA ITEM #9-a:

Tuition.

SUBJECT: Approval of FY22 Academic Service Fees.

RECOMMENDATION:

It is recommended that the State Regents approve all institutional requests for changes to academic service fees for Fiscal Year 2022 as reported in the supplemental schedules.

BACKGROUND:

Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees

Article XIII-A of the Constitution of the State of Oklahoma establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education. Among others, specific powers enumerated include the power to prescribe and coordinate student fees and tuition within limits prescribed by the Legislature. The State Regents are authorized to 1) establish resident tuition and mandatory fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for research universities and less than the average rate charged at peer institutions for regional universities and community colleges, 2) establish academic services fees, not to exceed the cost of the actual services provided, and 3) make a reasonable effort to increase need-based financial aid available to students proportionate to any increase in tuition, as well as annually report on tuition and fees.

State Regents' policy lists February 1 of each year as the deadline for submission of requests for changes in academic services fees to be charged the following academic year. Institutional requests for changes to academic services fees for Fiscal Year 2022 were posted at the State Regents' meeting held April 15, 2021. A public hearing was held on Friday, May 28, 2021 at the State Regents' office for the purpose of receiving views and comments on the requested changes to academic services fees and the legislative limits for resident and nonresident tuition and mandatory fees.

POLICY ISSUES:

This item is consistent with the State Regents' policy and procedures relating to tuition and student fees.

ANALYSIS:

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2022. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution.

Institutions have provided justifications for the requested increases in academic services fees, the total revenue to be collected from the fees, and the use of increased revenues.

Of the twenty-five public institutions in The State System, eighteen requested changes in academic services fees for Fiscal Year 2022 and seven had no requests for changes in these fees. The institutions requested 26 changes in Special Instruction Fees, 5 changes in Facility/Equipment Utilization Fees, 34 changes in Testing/Clinical Services Fees, 64 changes in Classroom/Laboratory Supply and Material Fees, and 94 changes in various Other Special Fees. A total of 223 changes have been requested to academic services fees for Fiscal Year 2022, a decrease of 156 requests (70%) when compared to FY21 requests. The fee requests consist of 89 new fees, 92 modifications to existing fees, and 42 deletions of current fees. The complete listing of requests for posting is attached.

It is recommended that the State Regents approve these institutional requests for changes to academic services fees for Fiscal Year 2022.

(Supplement)

Meeting of the
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AGENDA ITEM: 9-b

SUBJECT: Approval of institutional tuition and mandatory fee requests for resident and nonresident undergraduate, graduate, and professional programs and for guaranteed tuition rates for FY22.

RECOMMENDATION:

It is recommended that the State Regents approve the institutional tuition and mandatory fee requests for resident and nonresident undergraduate, graduate, and professional programs and for guaranteed tuition rates for FY22 as reported on the attached schedules.

BACKGROUND:

Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees

Article XIII-A of the Constitution of the State of Oklahoma establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education. Among others, specific powers enumerated include the power to prescribe and coordinate student fees and tuition within limits prescribed by the Legislature. The State Regents are authorized to 1) establish resident tuition and mandatory fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for research universities, and less than the average rate charged at peer institutions for regional universities and community colleges, 2) establish academic services fees, not to exceed the cost of the actual services provided, and 3) make a reasonable effort to increase need-based financial aid available to students proportionate to any increase in tuition.

During the 2007 legislative session, the Oklahoma Legislature passed House Bill No. 2103 authorizing the establishment of a guaranteed tuition rate for first-time, full-time resident students beginning with the 2008-09 academic year. The law was amended during the 2008 legislative session by House Bill No. 3397 which removed community colleges from this requirement. Institutions providing four-year programs must establish undergraduate resident guaranteed tuition rates which shall not exceed 115 percent of their nonguaranteed undergraduate resident tuition rate. These rates will be guaranteed for four years, or the normal time-to-completion period of the program, as determined by the institution, if greater than four years. Resident students have the option to participate in the guaranteed tuition rate program at the time of initial enrollment and must subsequently maintain full-time enrollment during the fall and spring semesters. Mandatory fees are required in addition to guaranteed tuition.

An analysis of tuition and fees charged at public institutions in the Big Twelve Conference, like-type public institutions in surrounding and other states, public community colleges receiving no local tax funding in surrounding and other states, and for professional programs was conducted for each respective tier and for professional programs for use in establishing nonguaranteed tuition and mandatory fee rates. The University of Central Oklahoma, in recognition of its status as a regional urban university, has its own regional peer group, as well as the University of Science and Arts of Oklahoma, in recognition of its status as the state's premier regional liberal arts college. The *FY22 Legislative Peer Limits for Tuition and Mandatory Fees* schedule reflects the results of the analysis. These statutory limits were posted at the State Regents' meeting on April 15, 2021, and a public hearing was held on May 28, 2021, for the purpose of receiving views and comments and to comply with policy and statute. Institutions and governing boards submitted their requested

increases for tuition and mandatory fees in June, after the higher education appropriation was determined and the legislative session concluded. Following State Regents' action on the attached schedules of FY22 Tuition and Mandatory Fees, State Regents' staff will complete a tuition compliance audit of institutions' published tuition and fee schedules to ensure compliance with State Regents' action.

POLICY ISSUES:

This item is consistent with the Policy and Procedures Relating to Tuition and Student Fees.

ANALYSIS:

- The average percentage increase for undergraduate resident tuition and mandatory fees is 1.3%.
- Resident undergraduate tuition and mandatory fees were held flat at thirteen institutions.
- The average dollar increase for a full-time undergraduate resident student is \$80.96 for thirty credit hours.
- The average per credit hour increase for an undergraduate resident student is \$2.70.
- The largest resident undergraduate percentage increases are 7.3% at Carl Albert State College and 2.9% at Northeastern State University.
- Proposals by University of Oklahoma, Oklahoma State University, Langston University, and University of Science and Arts of Oklahoma to continue flat-rate tuition based on fifteen credit hours for undergraduate students taking between twelve and eighteen credit hours per semester, and between twelve and twenty-one credit hours per semester at University of Oklahoma are included.

FY22 TUITION AND MANDATORY FEE REQUESTS

The attached listing details each institution's resident and nonresident undergraduate, graduate, and professional programs' tuition and mandatory fee requests and their requests for undergraduate resident guaranteed tuition rates for FY22.

The overall system-wide average increase in undergraduate tuition and mandatory fees for resident students is 1.3% and for nonresident students the increase is 0.8%. The average increase for undergraduate mandatory fees alone is 2.0%.

Research Universities

Average percentage change at main campus programs will not exceed

- 2.6% (\$236.99) for undergraduate resident tuition and mandatory fees
- 1.8% (\$448.48) for undergraduate nonresident tuition and mandatory fees
- 2.8% (\$236.40) for graduate resident tuition and mandatory fees
- 2.7% (\$629.00) for graduate nonresident tuition and mandatory fee

University of Oklahoma

At the University of Oklahoma, undergraduate resident tuition and mandatory fees will increase \$248.97 (2.7%) for the cost of 30 credit hours. Undergraduate nonresident tuition and mandatory fees will also increase \$671.95 (2.7%) for the cost of 30 credit hours.

OU Flat-Rate Tuition University of Oklahoma has implemented the flat-rate tuition and mandatory fees since fall 2013 based on a 15 credit hour semester rate for all full-time undergraduate students carrying between 12 and 21 credit hours per semester at OU Norman campus.

At the University of Oklahoma, graduate resident tuition and mandatory fees will increase \$236.40 (2.7%) for the cost of 24 credit hours. Graduate nonresident tuition and mandatory fees will increase \$629 (2.7%) for the cost of 24 credit hours. For graduate students, there is a proposed deletion of some mandatory fees over the next two-year period to address reducing costs for graduate students in response to the Provost's Taskforce on Graduate Education Funding and Competitiveness recommendations.

Oklahoma State University

At the Oklahoma State University, undergraduate resident tuition and mandatory fees will increase \$225 (2.5%) for the cost of 30 credit hours. Undergraduate nonresident tuition and mandatory fees will also increase \$225 (0.9%) for the cost of 30 credit hours.

OSU Flat-Rate Tuition Oklahoma State University has implemented the flat-rate tuition and mandatory fees since fall 2014 based on a 15 credit hour semester rate for all full-time undergraduate students enrolled between 12 and 18 credit hours per semester at OSU Stillwater campus and Tulsa campus.

At Oklahoma State University, graduate resident tuition and mandatory fees will increase \$212.40 (2.5%) for the cost of 24 credit hours. Graduate nonresident tuition and mandatory fees will also increase \$212.40 (0.9%) for the cost of 24 credit hours. The resident and nonresident Oklahoma State University online graduate programs tuition and mandatory fees will remain the same (0%) for 24 credit hours.

OU & OSU Constituent Agencies

Undergraduate resident tuition and mandatory fees at the constituent agencies will increase \$432 (9.0%) as the OU Health Sciences Center while tuition and mandatory fees for OSU-IT and OSU-OKC will remain the same (0%) for 30 credit hours. Undergraduate nonresident tuition and mandatory fees will increase by 9.0% at OU Health Sciences Center, or \$1,816.50 for 30 credit hours. Meanwhile they will remain flat at OSU-IT and OSU-OKC.

Graduate resident tuition and mandatory fees at the constituent agencies will increase by \$32 (0.4%) OU-HSC and OSU Center for Health Sciences will increase by \$80.40 (1.2%). Graduate nonresident tuition and mandatory fees at OU-HSC will likewise increase by \$32 (0.1%) and at OSU-CHS will increase by \$80.40 (0.4%). The Center for Health Sciences online graduate program's tuition and mandatory fees will remain flat (0.0%) for resident and nonresident student.

Regional Institutions

Average percentage change at main campus programs will not exceed

- 1.3% (\$92.91) for undergraduate resident tuition and mandatory fees
- 0.9% (\$142.00) for undergraduate nonresident tuition and mandatory fees
- 0.9% (\$62.88) for graduate resident tuition and mandatory fees
- 0.7% (\$107.81) for graduate nonresident tuition and mandatory fee

Undergraduate resident tuition and mandatory fee requests for regional institutions range from remaining flat to an increase of 2.9%, an increase ranging from \$0.00 to \$198 for the cost of 30 credit hours. Undergraduate nonresident tuition and mandatory fees will range from remaining flat to an increase of 2.9%, a flat rate ranging to an increase of \$414 for the cost of 30 credit hours.

Graduate resident tuition and mandatory fee requests for regional institutions range from remaining flat to an increase of 2.9%, an increase ranging from \$0.00 to \$198 for the cost of 30 credit hours. Graduate nonresident tuition and mandatory fees will range from remaining flat to an increase of 2.9%, a flat rate ranging to an increase of \$414 for the cost of 30 credit hours.

Langston University Flat-Rate Tuition Langston University has implemented the flat-rate tuition and mandatory fees since fall 2014 based on a 15 credit hour semester rate for all full-time undergraduate students enrolled between 12 and 18 credit hours per semester at Langston main campus, Oklahoma City and Tulsa campuses.

USAO Flat-Rate Tuition University of Science and Arts of Oklahoma has implemented the flat-rate tuition and mandatory fees since fall 2014 based on a 15 credit hour semester rate for all full-time undergraduate students enrolled between 12 and 18 credit hours per semester.

At the University of Central Oklahoma, undergraduate resident tuition and mandatory fee increases for Nursing Program, CBA Program, Language Pathology Program, and Professional Teacher Education Program range from 1.6% to 2.7%, an increase ranging from \$132 to \$213.60 for the cost of 30 credit hours. Undergraduate nonresident tuition and mandatory fee increases for Nursing Program, CBA Program, Language Pathology Program, and Professional Teacher Education Program range from 0.7% to 1.3%, an increase ranging from \$143.10 to \$213.60 for the cost of 30 credit hours. Graduate resident tuition and mandatory fees for the MBA, Business Analytics, and Language Pathology Programs increase by 0.8%, 1.7%, 2.2% and 2.4% respectively, increases of \$168.48 and \$204.48 for 24 credit hours. Graduate nonresident tuition and mandatory fee for the MBA, Business Analytics, and Language Pathology Programs increase by 0.8%, 1.1%, and 1.1% respectively, increases of \$168.48 and \$204.48 for 24 credit hours.

At Cameron University, the graduate resident and graduate nonresident differential tuition rates for the Online MBA and Online MSOL Programs will remain flat.

Southeastern Oklahoma State University continues to request differential rates for certain graduate programs: MBA, M. Ed., and M. of NAL & SPRT; all of which have increases in tuition and mandatory fees for FY22 of \$168 (3.1%), \$168 (3.7%) and \$192 (3.1%), respectively for graduate resident students for 24 credit hours. The graduate nonresident differential tuition and mandatory rates for these programs increase by \$408 (3.0%), \$408 (3.2%) and \$432 (3.0%), respectively for 24 credit hours.

The Adult Degree Completion Program will continue to be offered by Cameron University, East Central University, Langston University, Northeastern State University, Northwestern Oklahoma State University, Rogers State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, and the University of Central Oklahoma. Resident tuition will remain the same as in FY21. Nonresident tuition will decrease 2.0% with a decrease of \$360 for full time students. As previously established, no mandatory fees will be charged to students in addition to the tuition.

Community Colleges

Average percentage change at main campus programs will not exceed

- *1.0% (\$44.00) for undergraduate resident tuition and mandatory fees*
- *0.1% (\$13.00) for undergraduate nonresident tuition and mandatory fees*
- *1.5% (\$18.75) increase in undergraduate mandatory fees*

Undergraduate resident tuition and mandatory fees at community colleges will range from remaining flat to an increase of 7.3%. Eight community colleges are keeping rates flat for both resident and non-resident students for FY22.

Resident and nonresident tuition and mandatory fees at Northern Oklahoma College in Stillwater (NOC/OSU Gateway Program) will increase by \$224.50 (3.0%), with \$1,475 in mandatory pass-through fees paid to Oklahoma State University.

Rose State College's University of Oklahoma Development program is requesting no increase in tuition and mandatory fees for resident students and nonresident students. The two schools work in collaboration under a Memorandum of Understanding.

Murray State College will now operate a branch campus in Ardmore. The University Center of Southern Oklahoma will now be known as Murray State College – Ardmore through transfer language in HB292943. The tuition and mandatory fee rate for the Murray State College – Off Campus will now also apply to the courses offered at Ardmore. The requested rate for FY22 for the Murray State College – Ardmore branch will be \$207 per credit hour and represents a decrease of 11.5% from the FY21 Murray State College – Off campus rate for courses at the University Center of Southern Oklahoma.

Professional Programs

Average percentage change at main campuses will not exceed

- 2.4% (\$338.46) for professional program resident tuition and mandatory fees
- 2.6% (\$738.37) for professional program nonresident tuition and mandatory fees

Resident tuition and mandatory fee increases for professional programs range from 0.0% to 7.7%, an increase ranging from \$0.00 at seven programs to \$851.90 at the OU Doctor of Nursing Practice. Changes in nonresident tuition and mandatory fees for professional programs range from 0.0% to 8.4%, a change ranging from \$0.00 to \$2,003.00 for the academic year.

Guaranteed Tuition

Undergraduate resident guaranteed tuition rates at institutions offering four-year degree programs shall not exceed 115 percent of the institution's nonguaranteed resident tuition rate. These rates will be guaranteed for four years, or the normal time-to-completion period of the program, as determined by the institution, if greater than four years. Resident students will have the option to participate in the guaranteed tuition rate program at the time of initial enrollment and must subsequently maintain full-time (30 credit hours) enrollment during the fall and spring semesters. Guaranteed tuition rates at four-year institutions range from \$4,993.20 at Langston University to \$7,680 at Northwestern Oklahoma State University. Among "Other" programs at four-year institutions, guaranteed tuition ranges from \$4,350.00 at OSU-OKC to \$7,794.60 at University of Central Oklahoma's Language Pathology and College of Business programs.

Compliance with Legislative Limits

All institutions are in compliance with the statutory requirement to remain less than the combined average of tuition and mandatory fees of their respective legislative peer limits for both resident and nonresident undergraduate, graduate, and professional programs. All institutions offering four-year programs are also in compliance with the statutory requirement that guaranteed tuition rates not exceed 115 percent of their respective nonguaranteed resident tuition rate. It is recommended that the State Regents approve these institutional tuition and mandatory fee requests for FY22 resident and nonresident undergraduate, graduate, and professional programs and for FY22 undergraduate resident guaranteed tuition.

Attachments

- List of Schedules:
- I — FY22 Rates and Legislative Limits Comparison
 - II — FY22 and FY21 Tuition & Mandatory Fees Comparison
 - III — FY22 Undergraduate Tuition and Mandatory Fees
 - IV — FY22 Graduate Tuition and Mandatory Fees
 - V — FY22 Professional Tuition and Mandatory Fees
 - VI — FY22 Guaranteed Tuition per Credit Hour & Full-Time
 - VII — FY22 Guaranteed Tuition and Legislative Limit Comparison
 - VIII — FY22 Guaranteed Tuition Rates
 - IX — FY22 and FY21 Guaranteed Tuition & Mandatory Fees Comparison

Schedule I

**Comparison with Legislative Limits
FY22 Undergraduate Resident Tuition and Mandatory Fees**

Institution	FY22 Per Credit Hour Rates	FY22 Cost for 30 Credit Hours	FY22 Legislative Limit	FY22 Request as % of Legislative Limit
RESEARCH UNIVERSITIES				
University of Oklahoma	\$310.38	\$9,311.47	\$12,546.00	74.2%
Oklahoma State University & Tulsa	\$308.10	\$9,243.00	\$12,546.00	73.7%
<i>Research University Average</i>	<i>\$309.24</i>	<i>\$9,277.24</i>	<i>\$12,546.00</i>	<i>73.9%</i>
REGIONAL UNIVERSITIES				
University of Central Oklahoma	\$267.67	\$8,030.10	\$8,634.00	93.0%
East Central University	\$243.80	\$7,313.90	\$8,230.00	88.9%
Northeastern State University	\$237.15	\$7,114.50	\$8,230.00	86.4%
Northwestern Oklahoma State University	\$248.75	\$7,462.50	\$8,230.00	90.7%
Rogers State University	\$254.00	\$7,620.00	\$8,230.00	92.6%
Southeastern Oklahoma State University	\$231.00	\$6,930.00	\$8,230.00	84.2%
Southwestern Oklahoma State University	\$248.75	\$7,462.50	\$8,230.00	90.7%
Cameron University	\$215.00	\$6,450.00	\$8,230.00	78.4%
Langston University, Main Campus	\$217.97	\$6,539.16	\$8,230.00	79.5%
Oklahoma Panhandle State University	\$267.82	\$8,034.50	\$8,230.00	97.6%
University of Science & Arts of Oklahoma	\$268.00	\$8,040.00	\$10,666.00	75.4%
<i>Regional University Average</i>	<i>\$245.45</i>	<i>\$7,363.38</i>	<i>\$8,488.18</i>	<i>86.7%</i>
COMMUNITY COLLEGES				
Carl Albert State College	\$136.50	\$4,095.00	\$6,376.00	64.2%
Connors State College	\$155.00	\$4,650.00	\$6,376.00	72.9%
Eastern Oklahoma State College	\$158.90	\$4,767.00	\$6,376.00	74.8%
Murray State College	\$172.00	\$5,160.00	\$6,376.00	80.9%
Northeastern Oklahoma A&M College	\$163.75	\$4,912.50	\$6,376.00	77.0%
Northern Oklahoma College	\$147.00	\$4,410.00	\$6,376.00	69.2%
Oklahoma City Community College	\$135.29	\$4,058.69	\$6,376.00	63.7%
Redlands Community College	\$178.51	\$5,355.20	\$6,376.00	84.0%
Rose State College	\$159.17	\$4,775.00	\$6,376.00	74.9%
Seminole State College	\$158.67	\$4,760.00	\$6,376.00	74.7%
Tulsa Community College	\$142.33	\$4,270.00	\$6,376.00	67.0%
Western Oklahoma State College	\$149.77	\$4,493.00	\$6,376.00	70.5%
<i>Community College Average</i>	<i>\$154.74</i>	<i>\$4,642.20</i>	<i>\$6,376.00</i>	<i>72.8%</i>
<i>Main Campus Average</i>	<i>\$207.01</i>	<i>\$6,210.32</i>	<i>\$7,798.96</i>	<i>79.6%</i>

Schedule I

Comparison with Legislative Limits
FY22 Undergraduate Nonresident Tuition and Mandatory Fees

Institution	FY22 Per Credit Hour Rates	FY22 Cost for 30 Credit Hours	FY22 Legislative Limit	FY22 Request as % of Legislative Limit
RESEARCH UNIVERSITIES				
University of Oklahoma	\$837.18	\$25,115.45	\$33,928.00	74.0%
Oklahoma State University & Tulsa	\$825.45	\$24,763.50	\$33,928.00	73.0%
<i>Research University Average</i>	<i>\$831.32</i>	<i>\$24,939.48</i>	<i>\$33,928.00</i>	<i>73.5%</i>
REGIONAL UNIVERSITIES				
University of Central Oklahoma	\$630.57	\$18,917.10	\$21,653.00	87.4%
East Central University	\$555.80	\$16,673.90	\$17,696.00	94.2%
Northeastern State University	\$525.15	\$15,754.50	\$17,696.00	89.0%
Northwestern Oklahoma State University	\$486.00	\$14,580.00	\$17,696.00	82.4%
Rogers State University	\$532.00	\$15,960.00	\$17,696.00	90.2%
Southeastern Oklahoma State University	\$529.00	\$15,870.00	\$17,696.00	89.7%
Southwestern Oklahoma State University	\$485.75	\$14,572.50	\$17,696.00	82.3%
Cameron University	\$529.00	\$15,870.00	\$17,696.00	89.7%
Langston University, Main Campus	\$463.96	\$13,918.86	\$17,696.00	78.7%
Oklahoma Panhandle State University	\$453.12	\$13,593.50	\$17,696.00	76.8%
University of Science & Arts of Oklahoma	\$630.00	\$18,900.00	\$23,824.00	79.3%
<i>Regional University Average</i>	<i>\$529.12</i>	<i>\$15,873.67</i>	<i>\$18,612.82</i>	<i>85.3%</i>
COMMUNITY COLLEGES				
Carl Albert State College	\$279.75	\$8,392.50	\$11,507.00	72.9%
Connors State College	\$315.76	\$9,472.80	\$11,507.00	82.3%
Eastern Oklahoma State College	\$279.46	\$8,383.80	\$11,507.00	72.9%
Murray State College	\$333.00	\$9,990.00	\$11,507.00	86.8%
Northeastern Oklahoma A&M College	\$368.75	\$11,062.50	\$11,507.00	96.1%
Northern Oklahoma College	\$372.50	\$11,175.00	\$11,507.00	97.1%
Oklahoma City Community College	\$326.99	\$9,809.72	\$11,507.00	85.3%
Redlands Community College	\$264.02	\$7,920.50	\$11,507.00	68.8%
Rose State College	\$371.72	\$11,151.50	\$11,507.00	96.9%
Seminole State College	\$369.67	\$11,090.00	\$11,507.00	96.4%
Tulsa Community College	\$367.33	\$11,020.00	\$11,507.00	95.8%
Western Oklahoma State College	\$296.77	\$8,903.00	\$11,507.00	77.4%
<i>Community College Average</i>	<i>\$328.81</i>	<i>\$9,864.28</i>	<i>\$11,507.00</i>	<i>85.7%</i>
<i>Main Campus Average</i>	<i>\$457.15</i>	<i>\$13,714.43</i>	<i>\$16,427.24</i>	<i>83.5%</i>

Schedule I

**Comparison with Legislative Limits
FY22 Graduate Resident Tuition and Mandatory Fees**

Institution	FY22 Per Credit Hour Rates	FY22 Cost for 24 Credit Hours	FY22 Legislative Limit	FY22 Request as % of Legislative Limit
RESEARCH UNIVERSITIES				
University of Oklahoma	\$367.24	\$8,813.80	\$11,076.00	79.6%
Oklahoma State University & Tulsa	\$361.35	\$8,672.40	\$11,076.00	78.3%
<i>Research University Average</i>	<i>\$364.30</i>	<i>\$8,743.10</i>	<i>\$11,076.00</i>	<i>78.9%</i>
REGIONAL UNIVERSITIES				
University of Central Oklahoma	\$337.87	\$8,108.88	\$10,300.00	78.7%
East Central University	\$296.32	\$7,111.64	\$8,685.00	81.9%
Northeastern State University	\$291.65	\$6,999.60	\$8,685.00	80.6%
Northwestern Oklahoma State University	\$295.50	\$7,092.00	\$8,685.00	81.7%
Rogers State University	\$263.00	\$6,312.00	\$8,685.00	72.7%
Southeastern Oklahoma State University	\$280.00	\$6,720.00	\$8,685.00	77.4%
Southwestern Oklahoma State University	\$298.75	\$7,170.00	\$8,685.00	82.6%
Cameron University	\$255.00	\$6,120.00	\$8,685.00	70.5%
Langston University, Main Campus	\$263.70	\$6,328.74	\$8,685.00	72.9%
<i>Regional University Average</i>	<i>\$286.87</i>	<i>\$6,884.76</i>	<i>\$8,864.44</i>	<i>77.7%</i>
<i>Main Campus Average</i>	<i>\$300.94</i>	<i>\$7,222.64</i>	<i>\$9,266.55</i>	<i>77.9%</i>

**Comparison with Legislative Limits
FY22 Graduate Nonresident Tuition and Mandatory Fees**

Institution	FY22 Per Credit Hour Rates	FY22 Cost for 24 Credit Hours	FY22 Legislative Limit	FY22 Request as % of Legislative Limit
RESEARCH UNIVERSITIES				
University of Oklahoma	\$994.43	\$23,866.20	\$25,687.00	92.9%
Oklahoma State University & Tulsa	\$1,007.30	\$24,175.20	\$25,687.00	94.1%
<i>Research University Average</i>	<i>\$1,000.86</i>	<i>\$24,020.70</i>	<i>\$25,687.00</i>	<i>93.5%</i>
REGIONAL UNIVERSITIES				
University of Central Oklahoma	\$754.87	\$18,116.88	\$21,420.00	84.6%
East Central University	\$651.32	\$15,631.64	\$15,665.00	99.8%
Northeastern State University	\$606.15	\$14,547.60	\$15,665.00	92.9%
Northwestern Oklahoma State University	\$573.50	\$13,764.00	\$15,665.00	87.9%
Rogers State University	\$546.00	\$13,104.00	\$15,665.00	83.7%
Southeastern Oklahoma State University	\$632.00	\$15,168.00	\$15,665.00	96.8%
Southwestern Oklahoma State University	\$576.75	\$13,842.00	\$15,665.00	88.4%
Cameron University	\$628.00	\$15,072.00	\$15,665.00	96.2%
Langston University, Main Campus	\$545.15	\$13,083.54	\$15,665.00	83.5%
<i>Regional University Average</i>	<i>\$612.64</i>	<i>\$14,703.30</i>	<i>\$16,304.44</i>	<i>90.2%</i>
<i>Main Campus Average</i>	<i>\$683.22</i>	<i>\$16,397.37</i>	<i>\$18,010.36</i>	<i>91.0%</i>

Schedule I

Comparison with Legislative Limits				
FY22 Professional Resident Tuition and Mandatory Fees				
Institution	FY22 Per Credit Hour Rates	FY22 Cost for Academic Year	FY22 Legislative Limit	FY22 Request as % of Legislative Limit
OU College of Law, Juris Doctor	\$690.27	\$20,708.00	\$29,019.00	71.4%
OU College of Law, Masters (LL.M., MLS)	\$691.96	\$16,607.00	\$23,215.00	71.5%
OUHSC Doctor of Medicine	\$1,286.44	\$30,874.50	\$37,238.00	82.9%
OUHSC Doctor of Dental Science	\$1,384.73	\$33,233.50	\$38,266.00	86.8%
OUHSC Physician's Associate	\$715.85	\$17,180.50	\$19,571.00	87.8%
OUHSC Doctor of Pharmacy	\$812.93	\$19,510.30	\$26,713.00	73.0%
OUHSC Occupational Therapy	\$461.78	\$11,082.70	\$14,348.00	77.2%
OUHSC Doctor of Physical Therapy	\$588.93	\$14,134.30	\$17,247.00	82.0%
OUHSC Doctor of Audiology	\$508.61	\$12,206.70	\$14,652.00	83.3%
OUHSC Public Health	\$374.76	\$8,994.30	\$12,134.00	74.1%
OUHSC Doctor of Nursing Practice	\$497.24	\$11,933.70	\$13,996.00	85.3%
OUHSC Master of Science in Nursing	\$323.69	\$7,768.50	\$11,671.00	66.6%
OSUCHS Osteopathic Medicine	\$1,182.45	\$28,378.82	\$39,124.00	72.5%
OSU Veterinary Medicine	\$623.13	\$23,679.00	\$28,398.00	83.4%
NSU Optometry Program	\$727.33	\$20,365.20	\$29,856.00	68.2%
NWOSU Doctor of Nursing Practice	\$333.00	\$9,324.00	\$16,979.00	54.9%
SWOSU Master of Science in Nursing	\$350.25	\$8,406.00	\$16,626.00	50.6%
SWOSU Doctor of Pharmacy	\$680.25	\$21,768.00	\$25,230.00	86.3%
LU Doctor of Physical Therapy	\$303.23	\$13,342.17	\$17,247.00	77.4%

Comparison with Legislative Limits				
FY22 Professional Nonresident Tuition and Mandatory Fees				
Institution	FY22 Per Credit Hour Rates	FY22 Cost for Academic Year	FY22 Legislative Limit	FY22 Request as % of Legislative Limit
OU College of Law, Juris Doctor	\$1,104.77	\$33,143.00	\$42,966.00	77.1%
OU College of Law, Masters (LL.M., MLS)	\$1,106.46	\$26,555.00	\$34,372.00	77.3%
OUHSC Doctor of Medicine	\$2,742.52	\$65,820.50	\$66,067.00	99.6%
OUHSC Doctor of Dental Science	\$3,094.15	\$74,259.50	\$74,996.00	99.0%
OUHSC Physician's Associate	\$1,438.48	\$34,523.50	\$34,624.00	99.7%
OUHSC Doctor of Pharmacy	\$1,662.39	\$39,897.30	\$42,745.00	93.3%
OUHSC Occupational Therapy	\$969.74	\$23,273.70	\$27,544.00	84.5%
OUHSC Doctor of Physical Therapy	\$1,289.14	\$30,939.30	\$33,577.00	92.1%
OUHSC Doctor of Audiology	\$1,169.70	\$28,072.70	\$30,509.00	92.0%
OUHSC Public Health	\$870.89	\$20,901.30	\$24,287.00	86.1%
OUHSC Doctor of Nursing Practice	\$1,077.93	\$25,870.20	\$27,008.00	95.8%
OUHSC Master of Science in Nursing	\$858.89	\$20,613.30	\$22,594.00	91.2%
OSUCHS Osteopathic Medicine	\$2,328.37	\$55,880.78	\$68,647.00	81.4%
OSU Veterinary Medicine	\$1,316.95	\$50,044.00	\$56,238.00	89.0%
NSU Optometry Program	\$1,414.83	\$39,615.20	\$43,320.00	91.4%
NWOSU Doctor of Nursing Practice	\$550.71	\$15,420.00	\$25,594.00	60.2%
SWOSU Master of Science in Nursing	\$628.25	\$15,078.00	\$23,773.00	63.4%
SWOSU Doctor of Pharmacy	\$1,119.00	\$35,808.00	\$37,562.00	95.3%
LU Doctor of Physical Therapy	\$655.79	\$28,854.80	\$33,577.00	85.9%

Change in Undergraduate Resident Tuition and Mandatory Fees -- FY22 Compared to FY21
(Cost for Full-Time Student -- 30 Credit Hours)

Institution	Resident Tuition			Mandatory Fees			Total Tuition and Mandatory Fees		
	FY21	FY22	% Chg	FY21	FY22	% Chg	FY21	FY22	% Chg
Research									
University of Oklahoma	\$4,788.00	\$4,919.97	131.97	\$4,274.50	\$4,391.50	117.00	\$9,062.50	\$9,311.47	248.97
Oklahoma State Univ & Tulsa	\$5,356.50	\$5,416.50	60.00	\$3,661.50	\$3,826.50	165.00	\$9,018.00	\$9,243.00	225.00
<i>Research Average</i>	\$5,072.25	\$5,168.24	95.99	\$3,968.00	\$4,109.00	141.00	\$9,040.25	\$9,277.24	236.99
Regional									
University of Central Oklahoma	\$6,685.50	\$6,822.00	136.50	\$1,131.00	\$1,208.10	77.10	\$7,816.50	\$8,030.10	213.60
East Central University	\$5,647.50	\$5,790.90	143.40	\$1,523.00	\$1,523.00	0.00	\$7,170.50	\$7,313.90	143.40
Northeastern State University	\$5,913.00	\$6,000.00	87.00	\$1,002.00	\$1,114.50	112.50	\$6,915.00	\$7,114.50	199.50
Northwestern OK State University	\$6,810.00	\$6,810.00	0.00	\$652.50	\$652.50	0.00	\$7,462.50	\$7,462.50	0.00
Rogers State University	\$4,560.00	\$4,710.00	150.00	\$2,910.00	\$2,910.00	0.00	\$7,470.00	\$7,620.00	150.00
Southeastern OK State University	\$6,240.00	\$6,420.00	180.00	\$510.00	\$510.00	0.00	\$6,750.00	\$6,930.00	180.00
Southwestern OK State University	\$6,367.50	\$6,367.50	0.00	\$1,095.00	\$1,095.00	0.00	\$7,462.50	\$7,462.50	0.00
Cameron University	\$4,740.00	\$4,740.00	0.00	\$1,710.00	\$1,710.00	0.00	\$6,450.00	\$6,450.00	0.00
Langston University	\$4,342.20	\$4,342.20	0.00	\$2,196.96	\$2,196.96	0.00	\$6,539.16	\$6,539.16	0.00
OK Panhandle State University	\$4,620.00	\$4,620.00	0.00	\$3,279.00	\$3,414.50	135.50	\$7,899.00	\$8,034.50	135.50
University of Science & Arts of OK	\$6,390.00	\$6,390.00	0.00	\$1,650.00	\$1,650.00	0.00	\$8,040.00	\$8,040.00	0.00
<i>Regional Average</i>	\$5,665.06	\$5,728.42	63.35	\$1,605.41	\$1,634.96	29.55	\$7,270.47	\$7,363.38	92.91
Community College									
Carl Albert State College	\$2,737.50	\$2,865.00	127.50	\$1,080.00	\$1,230.00	150.00	\$3,817.50	\$4,095.00	277.50
Connors State College	\$3,000.00	\$3,000.00	0.00	\$1,650.00	\$1,650.00	0.00	\$4,650.00	\$4,650.00	0.00
Eastern Oklahoma State College	\$3,462.90	\$3,462.90	0.00	\$1,304.10	\$1,304.10	0.00	\$4,767.00	\$4,767.00	0.00
Murray State College	\$4,200.00	\$4,200.00	0.00	\$900.00	\$960.00	60.00	\$5,100.00	\$5,160.00	60.00
Northeastern OK A&M Coll	\$2,970.00	\$2,970.00	0.00	\$1,942.50	\$1,942.50	0.00	\$4,912.50	\$4,912.50	0.00
Northern Oklahoma College	\$3,225.00	\$3,345.00	120.00	\$1,065.00	\$1,065.00	0.00	\$4,290.00	\$4,410.00	120.00
Oklahoma City Community College	\$3,025.19	\$3,025.19	0.00	\$1,033.50	\$1,033.50	0.00	\$4,058.69	\$4,058.69	0.00
Redlands Community College	\$4,645.20	\$4,645.20	0.00	\$710.00	\$710.00	0.00	\$5,355.20	\$5,355.20	0.00
Rose State College	\$3,778.50	\$3,778.50	0.00	\$996.50	\$996.50	0.00	\$4,775.00	\$4,775.00	0.00
Seminole State College	\$3,120.00	\$3,120.00	0.00	\$1,640.00	\$1,640.00	0.00	\$4,760.00	\$4,760.00	0.00
Tulsa Community College	\$3,376.50	\$3,376.50	0.00	\$893.50	\$893.50	0.00	\$4,270.00	\$4,270.00	0.00
Western Okla State College	\$3,094.50	\$3,150.00	55.50	\$1,328.00	\$1,343.00	15.00	\$4,422.50	\$4,493.00	70.50
<i>Community Coll Average</i>	\$3,386.27	\$3,411.52	25.25	\$1,211.93	\$1,230.68	18.75	\$4,598.20	\$4,642.20	44.00
<i>Main Campus Average</i>	\$4,523.82	\$4,571.49	47.67	\$1,605.54	\$1,638.83	33.28	\$6,129.36	\$6,210.32	80.96

*New Programs Excluded From Average

Change in Graduate Resident Tuition and Mandatory Fees -- FY22 Compared to FY21
(Cost for Full-Time Student -- 24 Credit Hours)

Institution	Resident Tuition			Mandatory Fees			Total Tuition and Mandatory Fees		
	FY21	FY22	% Chg	FY21	FY22	% Chg	FY21	FY22	% Chg
Research									
University of Oklahoma	\$6,943.20	\$8,034.00	15.7%	\$1,634.20	\$779.80	-854.40	\$8,577.40	\$8,813.80	2.8%
Oklahoma State Univ & Tulsa	\$5,530.80	\$5,611.20	1.5%	\$2,929.20	\$3,061.20	\$132.00	\$8,460.00	\$8,672.40	2.5%
<i>Research Average</i>	<i>\$6,237.00</i>	<i>\$6,822.60</i>	<i>9.4%</i>	<i>\$2,281.70</i>	<i>\$1,920.50</i>	<i>-\$361.20</i>	<i>\$8,518.70</i>	<i>\$8,743.10</i>	<i>2.6%</i>
Regional									
University of Central Oklahoma	\$6,999.60	\$7,142.40	2.0%	\$904.80	\$966.48	\$61.68	\$7,904.40	\$8,108.88	2.6%
East Central University	\$5,730.00	\$5,869.44	2.4%	\$1,242.20	\$1,242.20	\$0.00	\$6,972.20	\$7,111.64	2.0%
Northeastern State University	\$6,000.00	\$6,108.00	1.8%	\$801.60	\$891.60	\$90.00	\$6,801.60	\$6,999.60	2.9%
Northwestern OK State University	\$6,570.00	\$6,570.00	0.0%	\$522.00	\$522.00	\$0.00	\$7,092.00	\$7,092.00	0.0%
Rogers State University	\$3,984.00	\$3,984.00	0.0%	\$2,328.00	\$2,328.00	\$0.00	\$6,312.00	\$6,312.00	0.0%
Southeastern OK State University	\$6,288.00	\$6,312.00	0.4%	\$408.00	\$408.00	\$0.00	\$6,696.00	\$6,720.00	0.4%
Southwestern OK State University	\$6,294.00	\$6,294.00	0.0%	\$876.00	\$876.00	\$0.00	\$7,170.00	\$7,170.00	0.0%
Cameron University	\$4,752.00	\$4,752.00	0.0%	\$1,368.00	\$1,368.00	\$0.00	\$6,120.00	\$6,120.00	0.0%
Langston University	\$4,473.60	\$4,473.60	0.0%	\$1,855.14	\$1,855.14	\$0.00	\$6,328.74	\$6,328.74	0.0%
<i>Regional Average</i>	<i>\$5,676.80</i>	<i>\$5,722.83</i>	<i>0.8%</i>	<i>\$1,145.08</i>	<i>\$1,161.94</i>	<i>\$16.85</i>	<i>\$6,821.88</i>	<i>\$6,884.76</i>	<i>0.9%</i>
<i>Average</i>	<i>\$5,778.65</i>	<i>\$5,922.79</i>	<i>2.5%</i>	<i>\$1,351.74</i>	<i>\$1,299.86</i>	<i>-\$51.88</i>	<i>\$7,130.39</i>	<i>\$7,222.64</i>	<i>1.3%</i>

*New Programs Excluded From Average

Change in Professional Program Resident Tuition and Mandatory Fees -- FY22 Compared to FY21
(Cost for Full-Time Student -- credit hours vary by program)

Institution	Resident Tuition			Mandatory Fees			Total Tuition and Mandatory Fees		
	FY21	FY22	% Chg	FY21	FY22	% Chg	FY21	FY22	% Chg
University of Oklahoma									
OU Law, Juris Doctor	\$15,720.00	\$16,500.00	5.0%	\$4,208.00	\$4,208.00	0.0%	\$19,928.00	\$20,708.00	3.9%
OU Law, Masters (LL.M., MLS)	\$12,576.00	\$13,200.00	5.0%	\$3,407.00	\$3,407.00	0.0%	\$15,983.00	\$16,607.00	3.9%
OU Health Sciences Center									
Doctor of Medicine	\$26,770.00	\$27,252.00	1.8%	\$3,590.50	\$3,622.50	0.9%	\$30,360.50	\$30,874.50	1.7%
Doctor of Dental Science	\$29,869.00	\$29,869.00	0.0%	\$3,332.50	\$3,364.50	1.0%	\$33,201.50	\$33,233.50	0.1%
Physician Associate	\$13,336.00	\$13,816.00	3.6%	\$3,332.50	\$3,364.50	1.0%	\$16,668.50	\$17,180.50	3.1%
Physician Assistant	\$13,336.00	\$13,816.00	3.6%	\$2,851.00	\$2,908.00	2.0%	\$16,187.00	\$16,724.00	3.3%
Doctor of Pharmacy	\$15,914.00	\$16,393.00	3.0%	\$3,085.30	\$3,117.30	1.0%	\$18,999.30	\$19,510.30	2.7%
Occupational Therapy	\$8,292.00	\$8,707.00	5.0%	\$2,343.70	\$2,375.70	1.4%	\$10,635.70	\$11,082.70	4.2%
Doctor of Physical Therapy	\$10,492.00	\$11,017.00	5.0%	\$3,085.30	\$3,117.30	1.0%	\$13,577.30	\$14,134.30	4.1%
Doctor of Audiology	\$9,363.00	\$9,831.00	5.0%	\$2,343.70	\$2,375.70	1.4%	\$11,706.70	\$12,206.70	4.3%
Public Health	\$6,989.40	\$6,989.40	0.0%	\$1,972.90	\$2,004.90	1.6%	\$8,962.30	\$8,994.30	0.4%
Doctor of Nursing Practice	\$9,108.90	\$9,928.80	9.0%	\$1,972.90	\$2,004.90	1.6%	\$11,081.80	\$11,933.70	7.7%
Master of Science in Nursing	\$5,287.50	\$5,763.60	9.0%	\$1,972.90	\$2,004.90	1.6%	\$7,260.40	\$7,768.50	7.0%
MSN Online*	\$10,152.54	\$10,152.54	0.0%	\$733.00	\$733.00	0.0%	\$10,885.54	\$10,885.54	0.0%
Oklahoma State University									
CHS - College of Osteopathic Medicine	\$25,796.60	\$25,796.60	0.0%	\$2,582.22	\$2,582.22	0.0%	\$28,378.82	\$28,378.82	0.0%
CHS - Physician Assistant* College of Vet Medicine	\$12,150.00 \$20,430.00	\$12,150.00 \$20,430.00	0.0% 0.0%	\$2,744.22 \$3,127.40	\$2,744.22 \$3,249.00	0.0% 3.9%	\$14,894.22 \$23,557.40	\$14,894.22 \$23,679.00	0.0% 0.5%
Northwestern State University									
College of Optometry Program	\$18,850.00	\$19,325.00	2.5%	\$935.20	\$1,040.20	11.2%	\$19,785.20	\$20,365.20	2.9%
Northwestern State University									
Doctor of Nursing Practice	\$9,324.00	\$9,324.00	0.0%	\$0.00	\$0.00	0.0%	\$9,324.00	\$9,324.00	0.0%
Southwestern OK State Univ									
Master of Science in Nursing	\$8,142.00	\$8,142.00	0.0%	\$264.00	\$264.00	0.0%	\$8,406.00	\$8,406.00	0.0%
Doctor of Pharmacy	\$20,600.00	\$20,600.00	0.0%	\$1,168.00	\$1,168.00	0.0%	\$21,768.00	\$21,768.00	0.0%
Langston University									
Physical Therapy Program	\$10,344.84	\$10,344.84	0.0%	\$2,997.33	\$2,997.33	0.0%	\$13,342.17	\$13,342.17	0.0%
Average	\$14,527.06	\$14,852.26	2.9%	\$2,428.62	\$2,458.80	1.5%	\$16,955.68	\$17,311.06	2.5%

*New Programs Excluded From Average

Change in Undergraduate Nonresident Tuition and Mandatory Fees -- FY22 Compared to FY21
(Cost for Full-Time Student -- 30 Credit Hours)

Institution	Nonresident Tuition			Mandatory Fees			Total Tuition and Mandatory Fees		
	FY21	FY22	% Chg	FY21	FY22	% Chg	FY21	FY22	% Chg
Research									
University of Oklahoma	\$20,169.00	\$20,723.95	2.8%	\$4,274.50	\$4,391.50	2.7%	\$24,443.50	\$25,115.45	2.7%
Oklahoma State University & Tulsa	\$20,877.00	\$20,937.00	0.3%	\$3,661.50	\$3,826.50	4.5%	\$24,538.50	\$24,763.50	0.9%
Research Average	\$20,523.00	\$20,830.48	1.5%	\$3,968.00	\$4,109.00	3.6%	\$24,491.00	\$24,939.48	1.8%
Regional									
University of Central Oklahoma	\$17,572.50	\$17,709.00	0.8%	\$1,131.00	\$1,208.10	6.8%	\$18,703.50	\$18,917.10	1.1%
East Central University	\$15,007.50	\$15,150.90	1.0%	\$1,523.00	\$1,523.00	0.0%	\$16,530.50	\$16,673.90	0.9%
Northeastern State University	\$14,313.00	\$14,640.00	2.3%	\$1,002.00	\$1,114.50	11.2%	\$15,315.00	\$15,754.50	2.9%
Northwestern OK State University	\$13,927.50	\$13,927.50	0.0%	\$652.50	\$652.50	0.0%	\$14,580.00	\$14,580.00	0.0%
Rogers State University	\$12,900.00	\$13,050.00	1.2%	\$2,910.00	\$2,910.00	0.0%	\$15,810.00	\$15,960.00	0.9%
Southeastern OK State University	\$14,880.00	\$15,360.00	3.2%	\$510.00	\$510.00	0.0%	\$15,390.00	\$15,870.00	3.1%
Southwestern OK State University	\$13,477.50	\$13,477.50	0.0%	\$1,095.00	\$1,095.00	0.0%	\$14,572.50	\$14,572.50	0.0%
Cameron University	\$14,160.00	\$14,160.00	0.0%	\$1,710.00	\$1,710.00	0.0%	\$15,870.00	\$15,870.00	0.0%
Langston University	\$11,721.90	\$11,721.90	0.0%	\$2,196.96	\$2,196.96	0.0%	\$13,918.86	\$13,918.86	0.0%
OK Panhandle State University	\$10,179.00	\$10,179.00	0.0%	\$3,279.00	\$3,414.50	4.1%	\$13,458.00	\$13,593.50	1.0%
University of Science & Arts of OK	\$17,250.00	\$17,250.00	0.0%	\$1,650.00	\$1,650.00	0.0%	\$18,900.00	\$18,900.00	0.0%
Regional Average	\$14,126.26	\$14,238.71	0.8%	\$1,605.41	\$1,634.96	1.8%	\$15,731.67	\$15,873.67	0.9%
Community College									
Carl Albert State College	\$6,862.50	\$7,162.50	4.4%	\$1,080.00	\$1,230.00	13.9%	\$7,942.50	\$8,392.50	5.7%
Connors State College	\$7,822.80	\$7,822.80	0.0%	\$1,650.00	\$1,650.00	0.0%	\$9,472.80	\$9,472.80	0.0%
Eastern Okla State College	\$7,079.70	\$7,079.70	0.0%	\$1,304.10	\$1,304.10	0.0%	\$8,383.80	\$8,383.80	0.0%
Murray State College	\$9,630.00	\$9,030.00	-6.2%	\$900.00	\$960.00	6.7%	\$10,530.00	\$9,990.00	-5.1%
Northeastern OK A&M College	\$9,120.00	\$9,120.00	0.0%	\$1,942.50	\$1,942.50	0.0%	\$11,062.50	\$11,062.50	0.0%
Northern Oklahoma College	\$9,990.00	\$10,110.00	1.2%	\$1,065.00	\$1,065.00	0.0%	\$11,055.00	\$11,175.00	1.1%
Oklahoma City Community College	\$8,776.22	\$8,776.22	0.0%	\$1,033.50	\$1,033.50	0.0%	\$9,809.72	\$9,809.72	0.0%
Redlands Community College	\$7,210.50	\$7,210.50	0.0%	\$710.00	\$710.00	0.0%	\$7,920.50	\$7,920.50	0.0%
Rose State College	\$10,155.00	\$10,155.00	0.0%	\$996.50	\$996.50	0.0%	\$11,151.50	\$11,151.50	0.0%
Seminole State College	\$9,450.00	\$9,450.00	0.0%	\$1,640.00	\$1,640.00	0.0%	\$11,090.00	\$11,090.00	0.0%
Tulsa Community College	\$10,126.50	\$10,126.50	0.0%	\$893.50	\$893.50	0.0%	\$11,020.00	\$11,020.00	0.0%
Western Okla State College	\$7,449.00	\$7,560.00	1.5%	\$1,328.00	\$1,343.00	1.1%	\$8,777.00	\$8,903.00	1.4%
Community Coll Average	\$8,639.35	\$8,633.60	-0.1%	\$1,211.93	\$1,230.68	1.5%	\$9,851.28	\$9,864.28	0.1%
Main Campus Average	\$12,004.28	\$12,075.60	0.6%	\$1,605.54	\$1,638.83	2.1%	\$13,609.83	\$13,714.43	0.8%

*New Programs Excluded From Average

Change in Graduate Nonresident Tuition and Mandatory Fees -- FY22 Compared to FY21
(Cost for Full-Time Student -- 24 Credit Hours)

Institution	Nonresident Tuition			Mandatory Fees			Total Tuition and Mandatory Fees		
	FY21	FY22	% Chg	FY21	FY22	% Chg	FY21	FY22	% Chg
Research									
University of Oklahoma	\$21,602.40	\$23,086.40	6.9%	\$1,634.20	\$779.80	-52.3%	\$23,236.60	\$23,866.20	2.7%
Oklahoma State Univ & Tulsa	\$21,033.60	\$21,114.00	0.4%	\$2,929.20	\$3,061.20	4.5%	\$23,962.80	\$24,175.20	0.9%
Research Average	\$21,318.00	\$22,100.20	3.7%	\$2,281.70	\$1,920.50	-15.8%	\$23,599.70	\$24,020.70	1.8%
Regional									
University of Central Oklahoma	\$17,007.60	\$17,150.40	0.8%	\$904.80	\$966.48	6.8%	\$17,912.40	\$18,116.88	1.1%
East Central University	\$14,301.60	\$14,389.44	0.6%	\$1,242.20	\$1,242.20	0.0%	\$15,543.80	\$15,631.64	0.6%
Northwestern State University	\$13,332.00	\$13,656.00	2.4%	\$801.60	\$891.60	11.2%	\$14,133.60	\$14,547.60	2.9%
Northwestern OK State University	\$13,242.00	\$13,242.00	0.0%	\$522.00	\$522.00	0.0%	\$13,764.00	\$13,764.00	0.0%
Rogers State University	\$10,776.00	\$10,776.00	0.0%	\$2,328.00	\$2,328.00	0.0%	\$13,104.00	\$13,104.00	0.0%
Southeastern OK State University	\$14,496.00	\$14,760.00	1.8%	\$408.00	\$408.00	0.0%	\$14,904.00	\$15,168.00	1.8%
Southwestern OK State University	\$12,966.00	\$12,966.00	0.0%	\$876.00	\$876.00	0.0%	\$13,842.00	\$13,842.00	0.0%
Cameron University	\$13,704.00	\$13,704.00	0.0%	\$1,368.00	\$1,368.00	0.0%	\$15,072.00	\$15,072.00	0.0%
Langston University	\$11,228.40	\$11,228.40	0.0%	\$1,855.14	\$1,855.14	0.0%	\$13,083.54	\$13,083.54	0.0%
Regional Average	\$13,450.40	\$13,541.36	0.7%	\$1,145.08	\$1,161.94	1.5%	\$14,595.48	\$14,703.30	0.7%
Average	\$14,880.87	\$15,097.51	1.5%	\$1,351.74	\$1,299.86	-3.8%	\$16,232.61	\$16,397.37	1.0%

*New Programs Excluded From Average

Change in Professional Program Nonresident Tuition and Mandatory Fees -- FY22 Compared to FY21
(Cost for Full-Time Student -- credit hours vary by program)

Institution	Nonresident Tuition			Mandatory Fees			Total Tuition and Mandatory Fees		
	FY21	FY22	% Chg	FY21	FY22	% Chg	FY21	FY22	% Chg
University of Oklahoma									
OU Law, Juris Doctor	\$27,555.00	\$28,935.00	5.0%	\$4,208.00	\$4,208.00	0.0%	\$31,763.00	\$33,143.00	4.3%
OU Law, Masters (LL.M., MLS)	\$22,044.00	\$23,148.00	5.0%	\$3,407.00	\$3,407.00	0.0%	\$25,451.00	\$26,555.00	4.3%
OU Health Sciences Center									
Doctor of Medicine	\$61,098.00	\$62,198.00	1.8%	\$3,590.50	\$3,622.50	0.9%	\$64,688.50	\$65,820.50	1.7%
Doctor of Dental Science	\$70,895.00	\$70,895.00	0.0%	\$3,332.50	\$3,364.50	1.0%	\$74,227.50	\$74,259.50	0.0%
Physician Associate	\$30,076.00	\$31,159.00	3.6%	\$3,332.50	\$3,364.50	1.0%	\$33,408.50	\$34,523.50	3.3%
Physician Assistant	\$30,076.00	\$31,159.00	3.6%	\$2,851.00	\$2,908.00	2.0%	\$32,927.00	\$34,067.00	3.5%
Doctor of Pharmacy	\$35,706.00	\$36,780.00	3.0%	\$3,085.30	\$3,117.30	1.0%	\$38,791.30	\$39,897.30	2.9%
Occupational Therapy	\$19,902.00	\$20,898.00	5.0%	\$2,343.70	\$2,375.70	1.4%	\$22,245.70	\$23,273.70	4.6%
Doctor of Physical Therapy	\$26,497.00	\$27,822.00	5.0%	\$3,085.30	\$3,117.30	1.0%	\$29,582.30	\$30,939.30	4.6%
Doctor of Audiology	\$24,473.00	\$25,697.00	5.0%	\$2,343.70	\$2,375.70	1.4%	\$26,816.70	\$28,072.70	4.7%
Public Health	\$18,896.40	\$18,896.40	0.0%	\$1,972.90	\$2,004.90	1.6%	\$20,869.30	\$20,901.30	0.2%
Doctor of Nursing Practice	\$21,894.30	\$23,865.30	9.0%	\$1,972.90	\$2,004.90	1.6%	\$23,867.20	\$25,870.20	8.4%
Master of Science in Nursing	\$17,071.20	\$18,608.40	9.0%	\$1,972.90	\$2,004.90	1.6%	\$19,044.10	\$20,613.30	8.2%
MSN Online*	\$0.00	\$0.00		\$733.00	\$733.00			\$733.00	
Oklahoma State University									
CHS - College of Osteopathic Medicine	\$53,298.56	\$53,298.56	0.0%	\$2,582.22	\$2,582.22	0.0%	\$55,880.78	\$55,880.78	0.0%
CHS - Physician Assistant*	\$29,500.00	\$29,500.00	0.0%	\$2,744.22	\$2,744.42	0.0%	\$32,244.22	\$32,244.42	0.0%
College of Vet Medicine	\$46,795.00	\$46,795.00	0.0%	\$3,127.40	\$3,249.00	3.9%	\$49,922.40	\$50,044.00	0.2%
Northwestern State University									
College of Optometry Program	\$37,550.00	\$38,575.00	2.7%	\$935.20	\$1,040.20	11.2%	\$38,485.20	\$39,615.20	2.9%
Northwestern State University									
Doctor of Nursing Practice	\$15,420.00	\$15,420.00	0.0%	\$0.00	\$0.00	0.0%	\$15,420.00	\$15,420.00	0.0%
Southwestern OK State Univ									
Master of Science in Nursing	\$14,814.00	\$14,814.00	0.0%	\$264.00	\$264.00	0.0%	\$15,078.00	\$15,078.00	0.0%
Doctor of Pharmacy	\$34,640.00	\$34,640.00	0.0%	\$1,168.00	\$1,168.00	0.0%	\$35,808.00	\$35,808.00	0.0%
Langston University									
Physical Therapy Program	\$25,857.48	\$25,857.47	-0.01	\$2,997.33	\$2,997.33	0.0%	\$28,854.81	\$28,854.80	-0.01
Average	\$31,727.95	\$32,473.06	\$745.11	\$2,428.62	\$2,458.80	\$30.18	\$34,156.56	\$34,931.85	\$775.29

*New Programs Excluded From Average

Oklahoma State Regents for Higher Education
 FY22 Undergraduate Tuition and Mandatory Fees

Schedule III
 UNDERGRADUATE

Undergraduate Institution	Resident Tuition					Nonresident Tuition						
	FY21 Per Credit Hour Rate	FY21 Cost for 30 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 30 Credit Hours	% Chg	\$ Chg	FY21 Per Credit Hour Rate	FY21 Cost for 30 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 30 Credit Hours	% Chg	\$ Chg
RESEARCH University												
University of Oklahoma	159.60	4,788.00	164.00	4,919.97	2.8%	131.97	672.30	20,169.00	690.80	20,723.95	2.8%	554.95
Okla State University & Tulsa	178.55	5,356.50	180.55	5,416.50	1.1%	60.00	695.90	20,877.00	697.90	20,937.00	0.3%	60.00
<i>Average</i>	<i>169.08</i>	<i>5,072.25</i>	<i>172.27</i>	<i>5,168.24</i>	<i>1.9%</i>	<i>95.99</i>	<i>684.10</i>	<i>20,523.00</i>	<i>694.35</i>	<i>20,830.48</i>	<i>1.5%</i>	<i>307.48</i>
REGIONAL University												
University of Central Oklahoma	222.85	6,685.50	227.40	6,822.00	2.0%	136.50	585.75	17,572.50	590.30	17,709.00	0.8%	136.50
East Central University	188.25	5,647.50	193.03	5,790.90	2.5%	143.40	500.25	15,007.50	505.03	15,150.90	1.0%	143.40
Northeastern State University	197.10	5,913.00	200.00	6,000.00	1.5%	87.00	477.10	14,313.00	488.00	14,640.00	2.3%	327.00
Northwestern OK St University	227.00	6,810.00	227.00	6,810.00	0.0%	0.00	464.25	13,927.50	464.25	13,927.50	0.0%	0.00
Rogers State University	152.00	4,560.00	157.00	4,710.00	3.3%	150.00	430.00	12,900.00	435.00	13,050.00	1.2%	150.00
Southeastern OK St University	208.00	6,240.00	214.00	6,420.00	2.9%	180.00	496.00	14,880.00	512.00	15,360.00	3.2%	480.00
Southwestern OK St University	212.25	6,367.50	212.25	6,367.50	0.0%	0.00	449.25	13,477.50	449.25	13,477.50	0.0%	0.00
Cameron University	158.00	4,740.00	158.00	4,740.00	0.0%	0.00	472.00	14,160.00	472.00	14,160.00	0.0%	0.00
Langston University	144.74	4,342.20	144.74	4,342.20	0.0%	0.00	390.73	11,721.90	390.73	11,721.90	0.0%	0.00
OK Panhandle State University	154.00	4,620.00	154.00	4,620.00	0.0%	0.00	339.30	10,179.00	339.30	10,179.00	0.0%	0.00
University of Sci & Arts of OK	213.00	6,390.00	213.00	6,390.00	0.0%	0.00	575.00	17,250.00	575.00	17,250.00	0.0%	0.00
<i>Average</i>	<i>188.84</i>	<i>5,665.06</i>	<i>190.95</i>	<i>5,728.42</i>	<i>1.1%</i>	<i>63.35</i>	<i>470.88</i>	<i>14,126.26</i>	<i>474.62</i>	<i>14,238.71</i>	<i>0.8%</i>	<i>112.45</i>
<i>4-Year University Average</i>	<i>185.80</i>	<i>5,573.86</i>	<i>188.07</i>	<i>5,642.24</i>	<i>1.2%</i>	<i>68.37</i>	<i>503.68</i>	<i>15,110.38</i>	<i>508.43</i>	<i>15,252.83</i>	<i>0.9%</i>	<i>142.45</i>
COMMUNITY COLLEGES												
Carl Albert State College	91.25	2,737.50	95.50	2,865.00	4.7%	127.50	228.75	6,862.50	238.75	7,162.50	4.4%	300.00
Connors State College	100.00	3,000.00	100.00	3,000.00	0.0%	0.00	260.76	7,822.80	260.76	7,822.80	0.0%	0.00
Eastern Okla State College	115.43	3,462.90	115.43	3,462.90	0.0%	0.00	235.99	7,079.70	235.99	7,079.70	0.0%	0.00
Murray State College	140.00	4,200.00	140.00	4,200.00	0.0%	0.00	321.00	9,630.00	301.00	9,030.00	-6.2%	-600.00
Northeastern OK A&M College	99.00	2,970.00	99.00	2,970.00	0.0%	0.00	304.00	9,120.00	304.00	9,120.00	0.0%	0.00
Northern Oklahoma College	107.50	3,225.00	111.50	3,345.00	3.7%	120.00	333.00	9,990.00	337.00	10,110.00	1.2%	120.00
Oklahoma City Comm College	100.84	3,025.19	100.84	3,025.19	0.0%	0.00	292.54	8,776.22	292.54	8,776.22	0.0%	0.00
Redlands Comm College	154.84	4,645.20	154.84	4,645.20	0.0%	0.00	240.35	7,210.50	240.35	7,210.50	0.0%	0.00
Rose State College	125.95	3,778.50	125.95	3,778.50	0.0%	0.00	338.50	10,155.00	338.50	10,155.00	0.0%	0.00
Seminole State College	104.00	3,120.00	104.00	3,120.00	0.0%	0.00	315.00	9,450.00	315.00	9,450.00	0.0%	0.00
Tulsa Community College	112.55	3,376.50	112.55	3,376.50	0.0%	0.00	337.55	10,126.50	337.55	10,126.50	0.0%	0.00
Western Oklahoma St College	103.15	3,094.50	105.00	3,150.00	1.8%	55.50	248.30	7,449.00	252.00	7,560.00	1.5%	111.00
<i>2-Year College Average</i>	<i>112.88</i>	<i>3,386.27</i>	<i>113.72</i>	<i>3,411.52</i>	<i>0.7%</i>	<i>25.25</i>	<i>287.98</i>	<i>8,639.35</i>	<i>287.79</i>	<i>8,633.60</i>	<i>-0.1%</i>	<i>-5.75</i>
<i>Main Campus Average</i>	<i>150.79</i>	<i>4,523.82</i>	<i>152.38</i>	<i>4,571.49</i>	<i>1.1%</i>	<i>47.67</i>	<i>400.14</i>	<i>12,004.28</i>	<i>402.52</i>	<i>12,075.60</i>	<i>0.6%</i>	<i>71.31</i>

*New Programs Excluded from Averages

Oklahoma State Regents for Higher Education
 FY22 Undergraduate Tuition and Mandatory Fees

Schedule III
 UNDERGRADUATE

Undergraduate Institution	Resident Tuition					Nonresident Tuition						
	FY21 Per Credit Hour Rate	FY21 Cost for 30 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 30 Credit Hours	\$ Chg	% Chg	FY21 Per Credit Hour Rate	FY21 Cost for 30 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 30 Credit Hours	\$ Chg	% Chg
CONSTITUENT AGENCIES												
OU Health Sciences Center	159.60	4,788.00	174.00	5,220.00	432.00	9.0%	672.30	20,169.00	732.85	21,985.50	1,816.50	9.0%
OSUIT, OKM	152.45	4,573.50	152.45	4,573.50	0.00	0.0%	339.45	10,183.50	339.45	10,183.50	0.00	0.0%
OSU - OKC	127.75	3,832.50	127.75	3,832.50	0.00	0.0%	371.00	11,130.00	371.00	11,130.00	0.00	0.0%
Average	146.60	4,398.00	151.40	4,542.00	144.00	3.3%	460.92	13,827.50	481.10	14,433.00	605.50	4.4%
CENTERS												
Ardmore - Murray - Lower	181.00	5,430.00	0.00		-5,430.00	-100.0%	362.00	10,860.00	0.00		-10,860.00	-100.0%
Ardmore - Murray - Off Campus - Branch	216.00	6,480.00	175.00	5,250.00	-1,230.00	-19.0%	397.00	11,910.00	336.00	10,080.00	-1,830.00	-15.4%
Average	198.50	5,955.00	87.50	5,250.00	-705.00	-11.8%	379.50	11,385.00	768.00	10,080.00	-1,305.00	-11.5%
OTHER												
UCO - Nursing	245.15	7,354.50	247.35	7,420.50	66.00	0.9%	608.05	18,241.50	610.25	18,307.50	66.00	0.4%
UCO - College of Business	240.20	7,206.00	244.75	7,342.50	136.50	1.9%	603.10	18,093.00	607.65	18,229.50	136.50	0.8%
UCO - Language Pathology	245.50	7,365.00	247.35	7,420.50	55.50	0.8%	608.40	18,252.00	610.25	18,307.50	55.50	0.3%
UCO - Prof Teacher Education	227.85	6,835.50	232.40	6,972.00	136.50	2.0%	590.75	17,722.50	595.30	17,859.00	136.50	0.8%
NSU - BSN online 2018 cohort	173.50	5,205.00	175.75	5,272.50	67.50	1.3%	174.50	5,235.00	176.75	5,302.50	67.50	1.3%
NSU - BSN Online Program	197.10	5,913.00	200.00	6,000.00	87.00	1.5%	198.10	5,943.00	201.00	6,030.00	87.00	1.5%
NSU - Medical Lab Science Online	197.10	5,913.00	200.00	6,000.00	87.00	1.5%	198.10	5,943.00	201.00	6,030.00	87.00	1.5%
SWOSU - Sayre	141.50	4,245.00	141.50	4,245.00	0.00	0.0%	312.00	9,360.00	312.00	9,360.00	0.00	0.0%
SWOSU - Online RN to BSN	218.75	6,562.50	218.75	6,562.50	0.00	0.0%	455.75	13,672.50	455.75	13,672.50	0.00	0.0%
Rose State - Tinker AFB	167.45	5,023.50	167.45	5,023.50	0.00	0.0%	380.00	11,400.00	380.00	11,400.00	0.00	0.0%
Rose State - OU Development	125.95	3,778.50	125.95	3,778.50	0.00	0.0%	338.50	10,155.00	338.50	10,155.00	0.00	0.0%
Langston University - OKC	144.74	4,342.20	144.74	4,342.20	0.00	0.0%	390.73	11,721.90	390.73	11,721.90	0.00	0.0%
Langston University - Tulsa	144.74	4,342.20	144.74	4,342.20	0.00	0.0%	390.73	11,721.90	390.73	11,721.90	0.00	0.0%
MSC - Off Campus	175.00	5,250.00	175.00	5,250.00	0.00	0.0%	356.00	10,680.00	336.00	10,080.00	-600.00	-5.6%
NOC/OSU - Gateway Program	130.55	3,916.50	132.55	3,976.50	60.00	1.5%	317.90	9,537.00	319.90	9,597.00	60.00	0.6%
Reach Higher Adult Degree Completion Program (NSU, CU, IU, NWOSU, RSU, SWOSU, UCO)	266.00	7,980.00	266.00	7,980.00	0.00	0.0%	601.00	18,030.00	589.00	17,670.00	-360.00	-2.0%

*New Programs Excluded from Averages

**Oklahoma State Regents for Higher Education
FY22 Undergraduate Tuition and Mandatory Fees**

**Schedule III
UNDERGRADUATE**

Undergraduate Institution	Mandatory Fees						Total Resident Tuition and Mandatory Fees						Total Nonresident Tuition and Mandatory Fees						
	FY21 Per Credit Hour Rate	FY21 Cost for 30 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 30 Credit Hours	% Chg	\$ Chg	FY21 Per Credit Hour Rate	FY21 Cost for 30 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 30 Credit Hours	% Chg	\$ Chg	FY21 Per Credit Hour Rate	FY21 Cost for 30 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 30 Credit Hours	% Chg	\$ Chg	
RESEARCH UNIVERSITY																			
University of Oklahoma	142.48	4,274.50	146.38	4,391.50	2.7%	117.00	302.08	9,062.50	310.38	9,311.47	2.7%	248.97	814.78	24,443.50	837.18	25,115.45	2.7%	671.95	
Okla State University & Tulsa	122.05	3,661.50	127.55	3,826.50	4.5%	165.00	300.60	9,018.00	308.10	9,243.00	2.5%	225.00	817.95	24,538.50	825.45	24,763.50	0.9%	225.00	
<i>Average</i>	132.27	3,968.00	136.97	4,109.00	3.6%	141.00	301.34	9,040.25	309.24	9,277.24	2.6%	236.99	816.37	24,491.00	831.32	24,939.48	1.8%	448.48	
REGIONAL UNIVERSITY																			
University of Central Oklahoma	37.70	1,131.00	40.27	1,208.10	6.8%	77.10	260.55	7,816.50	267.67	8,030.10	2.7%	143.60	623.45	18,703.50	630.57	18,917.10	1.1%	213.60	
East Central University	50.77	1,523.00	50.77	1,523.00	0.0%	0.00	239.02	7,170.50	243.80	7,313.90	2.0%	143.40	551.02	16,530.50	555.80	16,673.90	0.9%	143.40	
Northeastern State University	33.40	1,002.00	37.15	1,114.50	11.2%	112.50	230.50	6,915.00	237.15	7,114.50	2.9%	199.50	510.50	15,315.00	525.15	15,754.50	2.9%	439.50	
Northwestern OK St University	21.75	652.50	21.75	652.50	0.0%	0.00	248.75	7,462.50	248.75	7,462.50	0.0%	0.00	486.00	14,580.00	486.00	14,580.00	0.0%	0.00	
Rogers State University	97.00	2,910.00	97.00	2,910.00	0.0%	0.00	249.00	7,470.00	254.00	7,620.00	2.0%	150.00	527.00	15,810.00	532.00	15,960.00	0.9%	150.00	
Southeastern OK St University	17.00	510.00	17.00	510.00	0.0%	0.00	225.00	6,750.00	231.00	6,930.00	2.7%	180.00	513.00	15,390.00	529.00	15,870.00	3.1%	480.00	
Southwestern OK St University	36.50	1,095.00	36.50	1,095.00	0.0%	0.00	248.75	7,462.50	248.75	7,462.50	0.0%	0.00	485.75	14,572.50	485.75	14,572.50	0.0%	0.00	
Cameron University	57.00	1,710.00	57.00	1,710.00	0.0%	0.00	215.00	6,450.00	215.00	6,450.00	0.0%	0.00	529.00	15,870.00	529.00	15,870.00	0.0%	0.00	
Langston University	73.23	2,196.96	73.23	2,196.96	0.0%	0.00	217.97	6,539.16	217.97	6,539.16	0.0%	0.00	463.96	13,918.86	463.96	13,918.86	0.0%	0.00	
OK Panhandle State University	109.30	3,279.00	113.82	3,414.50	4.1%	135.50	263.30	7,899.00	267.82	8,034.50	1.7%	135.50	448.60	13,458.00	453.12	13,593.50	1.0%	135.50	
University of Sci & Arts of OK	55.00	1,650.00	55.00	1,650.00	0.0%	0.00	268.00	8,040.00	268.00	8,040.00	0.0%	0.00	630.00	18,900.00	630.00	18,900.00	0.0%	0.00	
<i>Average</i>	53.51	1,605.41	54.50	1,634.96	1.8%	29.55	242.35	7,270.47	245.45	7,363.38	1.3%	92.91	524.39	15,731.67	529.12	15,873.67	0.9%	142.00	
<i>4 Year University Average</i>	65.63	1,968.88	67.19	2,015.58	2.4%	46.70	251.42	7,542.74	253.26	7,657.82	1.5%	115.07	569.31	17,079.26	575.61	17,268.41	1.1%	189.15	
COMMUNITY COLLEGES																			
Carl Albert State College	36.00	1,080.00	41.00	1,230.00	13.9%	150.00	127.25	3,817.50	136.50	4,095.00	7.3%	277.50	264.75	7,942.50	279.75	8,392.50	5.7%	450.00	
Connors State College	55.00	1,650.00	55.00	1,650.00	0.0%	0.00	155.00	4,650.00	155.00	4,650.00	0.0%	0.00	315.76	9,472.80	315.76	9,472.80	0.0%	0.00	
Eastern Okla State College	43.47	1,304.10	43.47	1,304.10	0.0%	0.00	158.90	4,767.00	158.90	4,767.00	0.0%	0.00	279.46	8,383.80	279.46	8,383.80	0.0%	0.00	
Murray State College	30.00	900.00	32.00	960.00	6.7%	60.00	170.00	5,100.00	172.00	5,160.00	1.2%	60.00	351.00	10,530.00	333.00	9,990.00	-5.1%	-540.00	
Northeastern OK A&M College	64.75	1,942.50	64.75	1,942.50	0.0%	0.00	163.75	4,912.50	163.75	4,912.50	0.0%	0.00	368.75	11,062.50	368.75	11,062.50	0.0%	0.00	
Northern Oklahoma College	35.50	1,065.00	35.50	1,065.00	0.0%	0.00	143.00	4,290.00	147.00	4,410.00	2.8%	120.00	368.50	11,055.00	372.50	11,175.00	1.1%	120.00	
Oklahoma City Comm College	34.45	1,033.50	34.45	1,033.50	0.0%	0.00	135.29	4,058.69	135.29	4,058.69	0.0%	0.00	326.99	9,809.72	326.99	9,809.72	0.0%	0.00	
Redlands Comm College	33.67	710.00	33.67	710.00	0.0%	0.00	178.51	5,355.20	178.51	5,355.20	0.0%	0.00	264.02	7,920.50	264.02	7,920.50	0.0%	0.00	
Rose State College	33.22	996.50	33.22	996.50	0.0%	0.00	159.17	4,775.00	159.17	4,775.00	0.0%	0.00	371.72	11,151.50	371.72	11,151.50	0.0%	0.00	
Seminole State College	54.67	1,640.00	54.67	1,640.00	0.0%	0.00	158.67	4,760.00	158.67	4,760.00	0.0%	0.00	369.67	11,090.00	369.67	11,090.00	0.0%	0.00	
Tulsa Community College	29.78	893.50	29.78	893.50	0.0%	0.00	142.33	4,270.00	142.33	4,270.00	0.0%	0.00	367.33	11,020.00	367.33	11,020.00	0.0%	0.00	
Western Oklahoma St College	44.27	1,328.00	44.77	1,343.00	1.1%	15.00	147.42	4,422.50	149.77	4,493.00	1.6%	70.50	292.57	8,777.00	296.77	8,903.00	1.4%	126.00	
<i>2-Year College Average</i>	40.40	1,211.93	41.02	1,230.68	1.5%	18.75	153.27	4,598.20	154.74	4,642.20	1.0%	44.00	328.38	9,851.28	328.81	9,864.28	0.1%	13.00	
<i>Main Campus Average</i>	53.52	1,605.54	54.63	1,638.83	2.1%	33.28	204.31	6,129.36	207.01	6,210.32	1.3%	80.96	453.66	13,609.83	457.15	13,714.43	0.8%	104.60	

*New Programs Excluded from Averages

Oklahoma State Regents for Higher Education
 FY22 Undergraduate Tuition and Mandatory Fees

Schedule III
 UNDERGRADUATE

Undergraduate	Mandatory Fees										Total Resident Tuition and Mandatory Fees						Total Nonresident Tuition and Mandatory Fees					
	FY21 Per Credit Hour Rate	FY21 Cost for 30 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 30 Credit Hours	% Chg	\$ Chg	FY21 Per Credit Hour Rate	FY21 Cost for 30 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 30 Credit Hours	% Chg	\$ Chg	FY21 Per Credit Hour Rate	FY21 Cost for 30 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 30 Credit Hours	% Chg	\$ Chg				
CONSTITUTION AGENCIES																						
OU Health Sciences Center	91.73	2,752.00	92.80	2,784.00	1.2%	32.00	251.33	7,540.00	266.80	8,004.00	6.2%	464.00	764.03	22,921.00	825.65	24,769.50	8.1%	1,848.50				
OSUIT - OKM	40.00	1,200.00	40.00	1,200.00	0.0%	0.00	192.45	5,773.50	192.45	5,773.50	0.0%	0.00	379.45	11,383.50	379.45	11,383.50	0.0%	0.00				
OSU - OKC	26.03	781.00	26.03	781.00	0.0%	0.00	153.78	4,613.50	153.78	4,613.50	0.0%	0.00	397.03	11,911.00	397.03	11,911.00	0.0%	0.00				
<i>Average</i>	52.59	1,577.67	52.94	1,598.33	0.7%	10.67	199.19	5,975.67	204.34	6,130.33	2.6%	154.67	513.51	15,405.17	534.04	16,021.33	4.0%	616.17				
CENTERS																						
Ardmore - Murray - Lower	18.00	540.00	0.00		-100.0%	-540.00	199.00	5,970.00			-100.0%	-5,970.00	380.00	11,400.00	0.00	0.00	-100.0%	-11,400.00				
Ardmore - Murray - Off Campus - Brand	18.00	540.00	33.00	960.00	77.8%	420.00	234.00	7,020.00	207.00	6,210.00	-11.5%	-810.00	415.00	12,450.00	368.00	11,040.00	-11.3%	-1,410.00				
<i>Average</i>	18.00	730.00	16.00	960.00	63.8.5%	830.00	216.50	6,495.00	207.00	6,210.00	-4.4%	-285.00	397.50	11,925.00	184.00	5,520.00	-53.7%	-6,405.00				
OTHER																						
UCO - Nursing	37.70	1,131.00	40.27	1,208.10	6.8%	77.10	282.85	8,485.50	287.62	8,628.60	1.7%	143.10	645.75	19,372.50	650.52	19,515.60	0.7%	143.10				
UCO - College of Business	37.70	1,131.00	40.27	1,208.10	6.8%	77.10	277.90	8,337.00	285.02	8,550.60	2.6%	213.60	640.80	19,224.00	647.92	19,437.60	1.1%	213.60				
UCO - Language Pathology	37.70	1,131.00	40.27	1,208.10	6.8%	77.10	283.20	8,496.00	287.62	8,628.60	1.6%	132.60	646.10	19,383.00	650.52	19,515.60	0.7%	132.60				
UCO - Prof Teacher Education	37.70	1,131.00	40.27	1,208.10	6.8%	77.10	265.55	7,966.50	272.67	8,180.10	2.7%	213.60	628.45	18,853.50	635.57	19,067.10	1.1%	213.60				
NSU - BSN online 2018 cohort	33.40	1,002.00	37.15	1,114.50	11.2%	112.50	206.90	6,207.00	212.90	6,387.00	2.9%	180.00	207.90	6,237.00	213.90	6,417.00	2.9%	180.00				
NSU - BSN Online Program	33.40	1,002.00	37.15	1,114.50	11.2%	112.50	230.50	6,915.00	237.15	7,114.50	2.9%	199.50	231.50	6,945.00	238.15	7,144.50	2.9%	199.50				
NSU - Medical Lab Sciences Online	33.40	1,002.00	37.15	1,114.50	11.2%	112.50	230.50	6,915.00	237.15	7,114.50	2.9%	199.50	231.50	6,945.00	238.15	7,144.50	2.9%	199.50				
SWOSU - Sayre	33.50	1,005.00	33.50	1,005.00	0.0%	0.00	175.00	5,250.00	175.00	5,250.00	0.0%	0.00	345.50	10,365.00	345.50	10,365.00	0.0%	0.00				
SWOSU - Online RN to BSN	11.00	330.00	11.00	330.00	0.0%	0.00	229.75	6,892.50	229.75	6,892.50	0.0%	0.00	466.75	14,002.50	466.75	14,002.50	0.0%	0.00				
Rose State - Tinker AFB	0.00	0.00	0.00	0.00	#DIV/0!	0.00	167.45	5,023.50	167.45	5,023.50	0.0%	0.00	380.00	11,400.00	380.00	11,400.00	0.0%	0.00				
Rose State - OU Development	33.22	996.50	33.22	996.50	0.0%	0.00	159.17	4,775.00	159.17	4,775.00	0.0%	0.00	371.72	11,151.50	371.72	11,151.50	0.0%	0.00				
Langston University - OKC	58.84	1,765.32	58.84	1,765.32	0.0%	0.00	203.58	6,107.52	203.58	6,107.52	0.0%	0.00	449.57	13,487.22	449.57	13,487.22	0.0%	0.00				
Langston University - Tulsa	58.84	1,765.32	58.84	1,765.32	0.0%	0.00	203.58	6,107.52	203.58	6,107.52	0.0%	0.00	449.57	13,487.22	449.57	13,487.22	0.0%	0.00				
MSC - Off Campus	18.00	540.00	32.00	960.00	77.8%	420.00	193.00	5,790.00	207.00	6,210.00	7.3%	420.00	374.00	11,220.00	368.00	11,040.00	-1.6%	-180.00				
NOC/OSU - Gateway Program	121.02	3,630.50	126.50	3,795.00	4.5%	164.50	251.57	7,547.00	259.05	7,771.50	3.0%	224.50	438.92	13,167.50	446.40	13,392.00	1.7%	224.50				
Reach Higher Adult Degree Completion Program (NSU, CU, LU, NWOSU, RSU, SWOSU, UCO)	0.00	0.00	0.00	0.00	0.0%	0.00	266.00	7,980.00	266.00	7,980.00	0.0%	0.00	601.00	18,030.00	589.00	17,670.00	-2.0%	-360.00				

*New Programs Excluded from Averages

**Oklahoma State Regents for Higher Education
FY22 Undergraduate Tuition and Mandatory Fees**

*Schedule III
UNDERGRADUATE*

<i>Undergraduate</i>	Legislative Peer Limit -- Resident Tuition & Mandatory Fees						Legislative Peer Limit -- Nonresident Tuition & Mandatory Fees					
	FY22 Peer Limit per Credit Hour Rate	FY22 Peer Limit	FY22 per Credit Hour Rate	FY22 Inst'l Request	Difference from Peer Limit	% of Peer Limit	FY22 Peer Limit per Credit Hour Rate	FY22 Peer Limit	FY22 per Credit Hour Rate	FY22 Inst'l Request	Difference from Peer Limit	% of Peer Limit
RESEARCH University												
University of Oklahoma	418.20	12,546.00	310.38	9,311.47	3,234.53	74.2%	1,130.93	33,928.00	837.18	25,115.45	8,812.55	74.0%
Oklahoma State University & Tulsa	418.20	12,546.00	308.10	9,243.00	3,303.00	73.7%	1,130.93	33,928.00	825.45	24,763.50	9,164.50	73.0%
<i>Average</i>	418.20	12,546.00	309.24	9,277.24	3,268.77	73.9%	1,130.93	33,928.00	831.32	24,939.48	8,988.53	73.5%
REGIONAL University												
University of Central Oklahoma	287.80	8,634.00	267.67	8,030.10	603.90	93.0%	721.77	21,653.00	630.57	18,917.10	2,735.90	87.4%
East Central University	274.33	8,230.00	243.80	7,313.90	916.10	88.9%	589.87	17,696.00	555.80	16,673.90	1,022.10	94.2%
Northeastern State University	274.33	8,230.00	237.15	7,114.50	1,115.50	86.4%	589.87	17,696.00	525.15	15,754.50	1,941.50	89.0%
Northwestern Oklahoma State University	274.33	8,230.00	248.75	7,462.50	767.50	90.7%	589.87	17,696.00	486.00	14,580.00	3,116.00	82.4%
Rogers State University	274.33	8,230.00	254.00	7,620.00	610.00	92.6%	589.87	17,696.00	532.00	15,960.00	1,736.00	90.2%
Southeastern Oklahoma State University	274.33	8,230.00	231.00	6,930.00	1,300.00	84.2%	589.87	17,696.00	529.00	15,870.00	1,826.00	89.7%
Southwestern Oklahoma State University	274.33	8,230.00	248.75	7,462.50	767.50	90.7%	589.87	17,696.00	485.75	14,572.50	3,123.50	82.3%
Cameron University	274.33	8,230.00	215.00	6,450.00	1,780.00	78.4%	589.87	17,696.00	529.00	15,870.00	1,826.00	89.7%
Langston University	274.33	8,230.00	217.97	6,539.16	1,690.84	79.5%	589.87	17,696.00	463.96	13,918.86	3,777.14	78.7%
OK Panhandle State University	274.33	8,230.00	267.82	8,034.50	195.50	97.6%	589.87	17,696.00	453.12	13,593.50	4,102.50	76.8%
University of Science & Arts of Oklahoma	355.53	10,666.00	268.00	8,040.00	2,626.00	75.4%	794.13	23,824.00	630.00	18,900.00	4,924.00	79.3%
<i>Average</i>	282.94	8,488.18	245.45	7,363.38	1,124.80	86.7%	620.43	18,612.82	529.12	15,873.67	2,739.15	85.3%
<i>4-Year University Average</i>	303.75	9,112.46	255.26	7,657.82	1,454.64	85.0%	698.97	20,969.00	575.61	17,268.41	3,700.59	83.6%
COMMUNITY COLLEGES												
Carl Albert State College	212.53	6,376.00	136.50	4,095.00	2,281.00	64.2%	383.57	11,507.00	279.75	8,392.50	3,114.50	72.9%
Connors State College	212.53	6,376.00	155.00	4,650.00	1,726.00	72.9%	383.57	11,507.00	315.76	9,472.80	2,034.20	82.3%
Eastern Oklahoma State College	212.53	6,376.00	158.90	4,767.00	1,609.00	74.8%	383.57	11,507.00	279.46	8,383.80	3,123.20	72.9%
Murray State College	212.53	6,376.00	172.00	5,160.00	1,216.00	80.9%	383.57	11,507.00	333.00	9,990.00	1,517.00	86.8%
Northeastern Oklahoma A&M College	212.53	6,376.00	163.75	4,912.50	1,463.50	77.0%	383.57	11,507.00	368.75	11,062.50	444.50	96.1%
Northern Oklahoma College	212.53	6,376.00	147.00	4,410.00	1,966.00	69.2%	383.57	11,507.00	372.50	11,175.00	332.00	97.1%
Oklahoma City Community College	212.53	6,376.00	135.29	4,058.69	2,317.31	63.7%	383.57	11,507.00	326.99	9,809.72	1,697.28	85.3%
Redlands Community College	212.53	6,376.00	178.51	5,355.20	1,020.80	84.0%	383.57	11,507.00	264.02	7,920.50	3,586.50	68.8%
Rose State College	212.53	6,376.00	159.17	4,775.00	1,601.00	74.9%	383.57	11,507.00	371.72	11,151.50	355.50	96.9%
Seminole State College	212.53	6,376.00	158.67	4,760.00	1,616.00	74.7%	383.57	11,507.00	369.67	11,090.00	417.00	96.4%
Tulsa Community College	212.53	6,376.00	142.33	4,270.00	2,106.00	67.0%	383.57	11,507.00	367.33	11,020.00	487.00	95.8%
Western Oklahoma State College	212.53	6,376.00	149.77	4,493.00	1,883.00	70.5%	383.57	11,507.00	296.77	8,903.00	2,604.00	77.4%
<i>2-Year College Average</i>	212.53	6,376.00	154.74	4,642.20	1,733.80	72.8%	383.57	11,507.00	328.81	9,864.28	1,642.72	85.7%
<i>Main Campus Average</i>	259.97	7,798.96	207.01	6,210.32	1,588.64	79.6%	547.57	16,427.24	457.15	13,714.43	2,712.81	83.5%

*New Programs Excluded from Averages

**Oklahoma State Regents for Higher Education
FY22 Undergraduate Tuition and Mandatory Fees**

*Schedule III
UNDERGRADUATE*

Institution	Legislative Peer Limit -- Resident Tuition & Mandatory Fees					Legislative Peer Limit -- Nonresident Tuition & Mandatory Fees						
	FY22 Peer Limit per Credit Hour Rate	FY22 Peer Limit	FY22 per Credit Hour Rate	FY22 Inst'l Request	Difference from Peer Limit	% of Peer Limit	FY22 Peer Limit per Credit Hour Rate	FY22 Peer Limit	FY22 per Credit Hour Rate	FY22 Inst'l Request	Difference from Peer Limit	% of Peer Limit
CONSTITUENT AGENCIES												
OU Health Sciences Center	418.20	12,546.00	266.80	8,004.00	4,542.00	63.8%	1,130.93	33,928.00	825.65	24,769.50	9,158.50	73.0%
OSUIT, OKM	418.20	12,546.00	192.45	5,773.50	6,772.50	46.0%	1,130.93	33,928.00	379.45	11,383.50	22,544.50	33.6%
OSU - OKC	418.20	12,546.00	153.78	4,613.50	7,932.50	36.8%	1,130.93	33,928.00	397.03	11,911.00	22,017.00	35.1%
<i>Average</i>	<i>418.20</i>	<i>12,546.00</i>	<i>204.34</i>	<i>6,130.33</i>	<i>6,415.67</i>	<i>48.9%</i>	<i>1,130.93</i>	<i>33,928.00</i>	<i>534.04</i>	<i>16,021.33</i>	<i>17,906.67</i>	<i>47.2%</i>
CENTERS												
Ardmore - Murray - Lower	274.33	8,230.00	0.00	0.00	8,230.00	0.0%	589.87	17,696.00	0.00	0.00	17,696.00	0.0%
Ardmore - Murray - Off Campus - Branc	274.33	8,230.00	207.00	6,210.00	2,020.00	75.5%	589.87	17,696.00	368.00	11,040.00	6,656.00	62.4%
<i>Average</i>	<i>274.33</i>	<i>8,230.00</i>	<i>103.50</i>	<i>3,105.00</i>	<i>5,125.00</i>	<i>37.7%</i>	<i>589.87</i>	<i>17,696.00</i>	<i>184.00</i>	<i>5,520.00</i>	<i>12,176.00</i>	<i>31.2%</i>
OTHER												
UCO - Nursing	287.80	8,634.00	287.62	8,628.60	5.40	99.94%	721.77	21,653.00	650.52	19,515.60	2,137.40	90.1%
UCO - College of Business	287.80	8,634.00	285.02	8,550.60	83.40	99.03%	721.77	21,653.00	647.92	19,437.60	2,215.40	89.8%
UCO - Language Pathology	287.80	8,634.00	287.62	8,628.60	5.40	99.94%	721.77	21,653.00	650.52	19,515.60	2,137.40	90.1%
UCO - Prof Teacher Education	287.80	8,634.00	272.67	8,180.10	453.90	94.7%	721.77	21,653.00	635.57	19,067.10	2,585.90	88.1%
NSU - BSN online 2018 cohort	274.33	8,230.00	212.90	6,387.00	1,843.00	77.6%	589.87	17,696.00	213.90	6,417.00	11,279.00	36.3%
NSU - BSN Online Program	274.33	8,230.00	237.15	7,114.50	1,115.50	86.4%	589.87	17,696.00	238.15	7,144.50	10,551.50	40.4%
NSU - Medical Lab Science Online	274.33	8,230.00	237.15	7,114.50	1,115.50	86.4%	589.87	17,696.00	238.15	7,144.50	10,551.50	40.4%
SWOSU - Sayre	274.33	8,230.00	175.00	5,250.00	2,980.00	63.8%	589.87	17,696.00	345.50	10,365.00	7,331.00	58.6%
SWOSU - Online RN to BSN	274.33	8,230.00	229.75	6,892.50	1,337.50	83.7%	589.87	17,696.00	466.75	14,002.50	3,693.50	79.1%
Rose State - Tinker AFB	212.53	6,376.00	167.45	5,023.50	1,352.50	78.8%	383.57	11,507.00	380.00	11,400.00	107.00	99.1%
Rose State - OU Development	212.53	6,376.00	159.17	4,775.00	1,601.00	74.9%	383.57	11,507.00	371.72	11,151.50	355.50	96.9%
Langston University - OKC	274.33	8,230.00	203.58	6,107.52	2,122.48	74.2%	589.87	17,696.00	449.57	13,487.22	4,208.78	76.2%
Langston University - Tulsa	274.33	8,230.00	203.58	6,107.52	2,122.48	74.2%	589.87	17,696.00	449.57	13,487.22	4,208.78	76.2%
MISC - Off Campus	212.53	6,376.00	207.00	6,210.00	1,322.50	97.4%	383.57	11,507.00	368.00	11,040.00	1,823.50	95.9%
NOC/OSU - Gateway Program	418.20	12,546.00	259.05	7,771.50	6,131.00	61.9%	1,130.93	33,928.00	446.40	13,392.00	21,892.50	39.5%
Reach Higher Adult Degree Completion Program (NSU, CU, LU, NWOSU, RSU, SWOSU, UCO)	274.33	8,230.00	266.00	7,980.00	250.00	97.0%	589.87	17,696.00	589.00	17,670.00	26.00	99.9%

*New Programs Excluded from Averages

Oklahoma State Regents for Higher Education
FY22 Graduate Tuition and Mandatory Fees

Graduate Institution	Resident Tuition				Nonresident Tuition							
	FY21 Per Credit Hour Rate	FY21 Cost for 24 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 24 Credit Hours	% Chg	\$ Chg	FY21 Per Credit Hour Rate	FY21 Cost for 24 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 24 Credit Hours	% Chg	\$ Chg
RESEARCH UNIVERSITY												
University of Oklahoma	289.30	6,943.20	334.75	8,034.00	15.7%	1,090.80	900.10	21,602.40	961.93	23,086.40	6.9%	1,484.00
Okla State University & Tulsa	230.45	5,530.80	233.80	5,611.20	1.5%	80.40	876.40	21,033.60	879.75	21,114.00	0.4%	80.40
<i>Average</i>	259.88	6,237.00	284.28	6,822.60	9.4%	585.60	888.25	21,374.00	920.84	22,100.20	3.7%	782.20
REGIONAL UNIV												
University of Central Oklahoma	291.65	6,999.60	297.60	7,142.40	2.0%	142.80	708.65	17,007.60	714.60	17,150.40	0.8%	142.80
East Central University	238.75	5,730.00	244.36	5,869.44	2.4%	139.44	595.90	14,301.60	599.56	14,389.44	0.6%	87.84
Northeast State University	250.00	6,000.00	254.50	6,108.00	1.8%	108.00	555.50	13,332.00	569.00	13,656.00	2.4%	324.00
Northwestern OK St University	273.75	6,570.00	273.75	6,570.00	0.0%	0.00	551.75	13,242.00	551.75	13,242.00	0.0%	0.00
Rogers State University	166.00	3,984.00	166.00	3,984.00	0.0%	0.00	449.00	10,776.00	449.00	10,776.00	0.0%	0.00
Southwestern OK St University	262.00	6,288.00	263.00	6,312.00	0.4%	24.00	604.00	14,496.00	615.00	14,760.00	1.8%	264.00
Southwestern OK St University	262.25	6,294.00	262.25	6,294.00	0.0%	0.00	540.25	12,966.00	540.25	12,966.00	0.0%	0.00
Cameron University	198.00	4,752.00	198.00	4,752.00	0.0%	0.00	571.00	13,704.00	571.00	13,704.00	0.0%	0.00
Langston University	186.40	4,473.60	186.40	4,473.60	0.0%	0.00	467.85	11,228.40	467.85	11,228.40	0.0%	0.00
<i>Average</i>	236.53	5,676.80	238.45	5,722.83	0.8%	46.03	560.43	13,450.40	564.22	13,541.36	0.7%	90.96
<i>Main Campus Average</i>	240.78	5,778.65	246.78	5,922.79	2.5%	144.13	620.04	14,880.87	629.06	15,097.51	1.5%	216.64
CONSTITUENT AGENCIES												
OU Health Sciences Center	213.30	5,119.20	213.30	5,119.20	0.0%	0.00	824.10	19,778.40	824.10	19,778.40	0.0%	0.00
OSU Center for Health Sciences	230.45	5,530.80	233.80	5,611.20	1.5%	80.40	876.40	21,033.60	879.75	21,114.00	0.4%	80.40
<i>Average</i>	221.88	5,325.00	223.55	5,365.20	0.8%	40.20	850.25	20,406.00	851.93	20,446.20	0.2%	40.20
OTHER												
OU - Online Programs	435.58	10,453.92	435.58	10,453.92	0.0%	0.00	435.58	10,453.92	435.58	10,453.92	0.0%	0.00
OSU & Tulsa - Online Programs	230.45	5,530.80	233.80	5,611.20	1.5%	80.40	360.00	8,640.00	364.00	8,736.00	1.1%	96.00
OSU CHS - On Campus	230.45	5,530.80	233.80	5,611.20	1.5%	80.40	876.40	21,033.60	879.75	21,114.00	0.4%	80.40
OSU CHS - Online Programs	230.45	5,530.80	233.80	5,611.20	1.5%	80.40	360.00	8,640.00	364.00	8,736.00	1.1%	96.00
UCO - MBA	384.20	9,220.80	388.65	9,327.60	1.2%	106.80	801.20	19,228.80	805.65	19,335.60	0.6%	106.80
UCO - Business Analytics	351.65	8,439.60	357.60	8,582.40	1.7%	142.80	768.65	18,447.60	774.60	18,590.40	0.8%	142.80
UCO - Language Pathology	316.65	7,599.60	322.60	7,742.40	1.9%	142.80	733.65	17,607.60	739.60	17,750.40	0.8%	142.80
NSU - Occupational Therapy	303.75	7,290.00	309.75	7,434.00	2.0%	144.00	609.00	14,616.00	615.00	14,760.00	1.0%	144.00
NSU - MSN Online Program	252.00	6,048.00	256.50	6,156.00	1.8%	108.00	253.00	6,072.00	257.50	6,180.00	1.8%	108.00
NSU - Online Only	250.00	6,000.00	254.50	6,108.00	1.8%	108.00	251.00	6,024.00	255.50	6,132.00	1.8%	108.00
NSU - PA Program	302.00	7,248.00	308.00	7,392.00	2.0%	144.00	601.50	14,436.00	615.00	14,760.00	2.2%	324.00
SEOSU - OKCCC/RSC	250.00	6,000.00	250.00	6,000.00	0.0%	0.00	592.00	14,208.00	592.00	14,208.00	0.0%	0.00
SEOSU - Online MBA	225.00	5,400.00	232.00	5,568.00	3.1%	168.00	567.00	13,608.00	584.00	14,016.00	3.0%	408.00
SEOSU - Online M. Ed	190.00	4,560.00	197.00	4,728.00	3.7%	168.00	532.00	12,768.00	549.00	13,176.00	3.2%	408.00
SEOSU - Online M. NAL & SPRT	255.00	6,120.00	263.00	6,312.00	3.1%	192.00	597.00	14,328.00	615.00	14,760.00	3.0%	432.00
Cameron University - Online MBA	320.00	7,680.00	320.00	7,680.00	0.0%	0.00	425.00	10,200.00	425.00	10,200.00	0.0%	0.00
Cameron University - Online MSOL	320.00	7,680.00	320.00	7,680.00	0.0%	0.00	425.00	10,200.00	425.00	10,200.00	0.0%	0.00
Langston University - OKC	186.40	4,473.60	186.40	4,473.60	0.0%	0.00	467.85	11,228.40	467.85	11,228.40	0.0%	0.00
Langston University - Tulsa	186.40	4,473.60	186.40	4,473.60	0.0%	0.00	467.85	11,228.40	467.85	11,228.40	0.0%	0.00
<i>Total Average*</i>	259.76	6,234.21	264.10	6,338.32	1.6%	104.11	582.64	13,983.44	589.23	14,141.57	1.1%	158.13

*New Programs excluded from Total Average

**Schedule IV
GRADUATE**

**Oklahoma State Regents for Higher Education
FY22 Graduate Tuition and Mandatory Fees**

Graduate		Mandatory Fees					Total Resident Tuition and Mandatory Fees					Total Nonresident Tuition and Mandatory Fees								
		FY21 Per Credit Hour Rate	FY21 Cost for 24 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 24 Credit Hours	% Chg	\$ Chg	FY21 Per Credit Hour Rate	FY21 Cost for 24 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 24 Credit Hours	% Chg	\$ Chg	FY21 Per Credit Hour Rate	FY21 Cost for 24 Credit Hours	FY22 Per Credit Hour Rate	FY22 Cost for 24 Credit Hours	% Chg	\$ Chg	
RESEARCH UNIVERSITY																				
University of Oklahoma		68.09	1,634.20	32.49	779.80	-52.3%	-854.40	357.39	8,577.40	367.24	8,813.80	2.8%	236.40	968.19	23,236.60	994.43	23,866.20	2.7%	629.60	
Okla State University & Tulsa		122.05	2,929.20	127.55	3,061.20	4.5%	132.00	352.50	8,460.00	361.35	8,672.40	2.5%	212.40	998.45	23,962.80	1,007.30	24,175.20	0.9%	212.40	
Average		95.07	2,281.70	80.02	1,920.50	-15.8%	-361.20	354.95	8,518.70	364.30	8,743.10	2.6%	224.40	983.32	23,599.70	1,007.30	24,020.70	1.8%	421.00	
REGIONAL UNIV																				
University of Central Oklahoma		37.70	904.80	40.27	966.48	6.8%	61.68	329.35	7,904.40	337.87	8,108.88	2.6%	204.48	746.35	17,912.40	754.87	18,116.88	1.1%	204.48	
East Central University		51.76	1,242.20	51.76	1,242.20	0.0%	0.00	290.51	6,972.20	296.32	7,111.64	2.0%	139.44	647.66	15,543.80	651.32	15,631.64	0.6%	87.84	
Northwestern State University		33.40	801.60	37.15	891.60	11.2%	90.00	283.40	6,801.60	291.65	6,999.60	2.9%	198.00	588.90	14,133.60	606.15	14,547.60	2.9%	414.00	
Northwestern OK St University		21.75	522.00	21.75	522.00	0.0%	0.00	295.50	7,092.00	295.50	7,092.00	0.0%	0.00	573.50	13,764.00	573.50	13,764.00	0.0%	0.00	
Rogers State University		97.00	2,328.00	97.00	2,328.00	0.0%	0.00	263.00	6,312.00	263.00	6,312.00	0.0%	0.00	546.00	13,104.00	546.00	13,104.00	0.0%	0.00	
Southwestern OK St University		17.00	408.00	17.00	408.00	0.0%	0.00	279.00	6,696.00	280.00	6,720.00	0.4%	24.00	621.00	14,904.00	632.00	15,168.00	1.8%	264.00	
Southwestern OK St University		36.50	876.00	36.50	876.00	0.0%	0.00	298.75	7,170.00	298.75	7,170.00	0.0%	0.00	576.75	13,842.00	576.75	13,842.00	0.0%	0.00	
Cameron University		57.00	1,368.00	57.00	1,368.00	0.0%	0.00	255.00	6,120.00	255.00	6,120.00	0.0%	0.00	628.00	15,072.00	628.00	15,072.00	0.0%	0.00	
Langston University		77.30	1,855.14	77.30	1,855.14	0.0%	0.00	263.74	6,328.74	263.74	6,328.74	0.0%	0.00	545.15	13,083.54	545.15	13,083.54	0.0%	0.00	
Average		47.71	1,145.08	48.41	1,161.94	1.5%	16.86	284.25	6,821.88	286.87	6,884.76	0.9%	62.88	608.15	14,595.48	612.64	14,703.30	0.7%	107.81	
Main Campus Average		50.32	1,351.74	54.16	1,299.86	-3.8%	-51.88	297.10	7,130.39	300.94	7,222.64	1.3%	92.25	676.36	16,232.61	683.72	16,397.37	1.0%	164.76	
CONSTITUENT AGENCIES																				
OU Health Sciences Center		97.65	2,343.70	98.99	2,375.70	1.4%	32.00	310.95	7,462.90	312.29	7,494.90	0.4%	32.00	921.75	22,122.10	923.09	22,154.10	0.1%	32.00	
OSU Center for Health Sciences		53.51	1,284.32	53.51	1,284.32	0.0%	0.00	283.96	6,815.12	287.31	6,895.52	1.2%	80.40	929.91	22,317.92	933.26	22,398.32	0.4%	80.40	
Average		75.58	1,814.01	76.25	1,830.01	0.9%	16.00	297.46	7,139.01	299.80	7,195.21	0.8%	56.20	925.83	18,898.05	928.18	18,976.21	0.3%	78.16	
OTHER																				
OU - Online Programs		0.00	0.00	0.00	0.00	#DIV/0!	0.00	435.58	10,453.92	435.58	10,453.92	0.0%	0.00	435.58	10,453.92	435.58	10,453.92	0.0%	0.00	
OSU & Tulsa - Online Programs		122.05	2,929.20	127.55	3,061.20	4.5%	132.00	352.50	8,460.00	361.35	8,672.40	2.5%	212.40	482.05	11,569.20	491.55	11,797.20	2.0%	228.00	
OSU CHS - On Campus		53.51	1,284.32	53.51	1,284.32	0.0%	0.00	283.96	6,815.12	287.31	6,895.52	1.2%	80.40	929.91	22,317.92	933.26	22,398.32	0.4%	80.40	
OSU CHS - Online Programs		38.31	919.52	38.31	919.52	0.0%	0.00	268.76	6,450.32	272.11	6,530.72	1.2%	80.40	398.31	9,559.52	402.31	9,655.52	1.0%	96.00	
UCO - MBA		37.70	904.80	40.27	966.48	6.8%	61.68	421.90	10,125.60	428.92	10,294.08	1.7%	168.48	838.90	20,133.60	845.92	20,302.08	0.8%	168.48	
UCO - Business Analytics		37.70	904.80	40.27	966.48	6.8%	61.68	389.35	9,344.40	397.87	9,548.88	2.2%	204.48	806.35	19,352.40	814.87	19,556.88	1.1%	204.48	
UCO - Language Pathology		37.70	904.80	40.27	966.48	6.8%	61.68	354.35	8,504.40	362.87	8,708.88	2.4%	204.48	771.35	18,512.40	779.87	18,716.88	1.1%	204.48	
NSU - Occupational Therapy		33.40	801.60	37.15	891.60	11.2%	90.00	283.40	6,849.60	293.65	7,047.60	2.9%	198.00	286.40	6,873.60	294.65	7,071.60	1.5%	234.00	
NSU - MSN Online Program		33.40	801.60	37.15	891.60	11.2%	90.00	283.40	6,849.60	293.65	7,047.60	2.9%	198.00	286.40	6,873.60	294.65	7,071.60	1.5%	234.00	
NSU - Online Only		33.40	801.60	37.15	891.60	11.2%	90.00	283.40	6,849.60	293.65	7,047.60	2.9%	198.00	286.40	6,873.60	294.65	7,071.60	1.5%	234.00	
NSU - PA Program		33.40	801.60	37.15	891.60	11.2%	90.00	283.40	6,849.60	293.65	7,047.60	2.9%	198.00	286.40	6,873.60	294.65	7,071.60	1.5%	234.00	
SEOSU - OKCCC/RSC		0.00	0.00	0.00	0.00	0.0%	0.00	250.00	6,000.00	250.00	6,000.00	0.0%	0.00	592.00	14,208.00	592.00	14,208.00	0.0%	0.00	
SEOSU - Online MBA		0.00	0.00	0.00	0.00	0.0%	0.00	225.00	5,400.00	232.00	5,568.00	3.1%	168.00	567.00	13,608.00	584.00	14,016.00	3.0%	408.00	
SEOSU - Online M. Ed		0.00	0.00	0.00	0.00	0.0%	0.00	190.00	4,560.00	197.00	4,728.00	3.7%	168.00	532.00	12,768.00	549.00	13,176.00	3.2%	408.00	
SEOSU - Online M. NAL & SPRT		0.00	0.00	0.00	0.00	0.0%	0.00	255.00	6,120.00	263.00	6,312.00	3.1%	192.00	597.00	14,328.00	615.00	14,760.00	3.0%	432.00	
Cameron University - Online MBA		0.00	0.00	0.00	0.00	0.0%	0.00	320.00	7,680.00	320.00	7,680.00	0.0%	0.00	425.00	10,200.00	425.00	10,200.00	0.0%	0.00	
Cameron University - Online MISOL		0.00	0.00	0.00	0.00	0.0%	0.00	320.00	7,680.00	320.00	7,680.00	0.0%	0.00	425.00	10,200.00	425.00	10,200.00	0.0%	0.00	
Langston University - OKC		60.56	1,453.50	60.56	1,453.50	0.0%	0.00	246.96	5,927.10	246.96	5,927.10	0.0%	0.00	528.41	12,681.90	528.41	12,681.90	0.0%	0.00	
Langston University - Tulsa		60.56	1,453.50	60.56	1,453.50	0.0%	0.00	246.96	5,927.10	246.96	5,927.10	0.0%	0.00	528.41	12,681.90	528.41	12,681.90	0.0%	0.00	
Total Average*		42.26	1,014.31	42.44	1,018.64	#DIV/0!	4.32	302.02	7,248.52	306.54	7,356.95	1.5%	108.43	624.91	14,997.75	631.68	15,160.20	1.1%	162.46	

*New Programs excluded from Total Average

Oklahoma State Regents for Higher Education
FY22 Graduate Tuition and Mandatory Fees

Graduate Institution	Legislative Peer Limit -- Resident Tuition & Mandatory Fees					Legislative Peer Limit -- Nonresident Tuition & Mandatory Fees						
	FY22 Peer Limit per Credit Hour Rate	FY22 Peer Limit	FY22 per Credit Hour Rate	FY22 Inst'l Request	Difference from Peer Limit	% of Peer Limit	FY22 Peer Limit per Credit Hour Rate	FY22 Peer Limit	FY22 per Credit Hour Rate	FY22 Inst'l Request	Difference from Peer Limit	% of Peer Limit
RESEARCH UNIVERSITY												
University of Oklahoma	461.50	11,076.00	367.24	8,813.80	2,262.20	79.6%	1,070.29	25,687.00	994.43	23,866.20	1,820.80	92.9%
Oklahoma State University & Tulsa	461.50	11,076.00	361.35	8,672.40	2,403.60	78.3%	1,070.29	25,687.00	1,000.30	24,175.20	1,511.80	94.1%
<i>Average</i>	461.50	11,076.00	364.30	8,743.10	2,332.90	78.9%	1,070.29	25,687.00	1,000.30	24,020.70	1,666.30	93.5%
REGIONAL UNIV												
University of Central Oklahoma	429.17	10,300.00	337.87	8,108.88	2,191.12	78.7%	892.50	21,420.00	754.87	18,116.88	3,303.12	84.6%
East Central University	361.88	8,685.00	296.32	7,111.64	1,573.36	81.9%	652.71	15,665.00	651.32	15,631.64	33.36	99.8%
Northeastern State University	361.88	8,685.00	291.65	6,999.60	1,685.40	80.6%	652.71	15,665.00	606.15	14,547.60	1,117.40	92.9%
Northwestern OK St University	361.88	8,685.00	295.50	7,092.00	1,593.00	81.7%	652.71	15,665.00	573.50	13,764.00	1,901.00	87.9%
Rogers State University	361.88	8,685.00	263.00	6,312.00	2,373.00	72.7%	652.71	15,665.00	546.00	13,104.00	2,561.00	83.7%
Southeastern OK St University	361.88	8,685.00	280.00	6,720.00	1,965.00	77.4%	652.71	15,665.00	632.00	15,168.00	497.00	96.8%
Southwestern OK St University	361.88	8,685.00	298.75	7,170.00	1,515.00	82.6%	652.71	15,665.00	576.75	13,842.00	1,823.00	88.4%
Cameron University	361.88	8,685.00	255.00	6,120.00	2,565.00	70.5%	652.71	15,665.00	628.00	15,072.00	593.00	96.2%
Langston University	361.88	8,685.00	263.70	6,328.74	2,356.26	72.9%	652.71	15,665.00	545.15	13,083.54	2,581.46	83.5%
<i>Average</i>	369.55	8,864.44	286.87	6,884.76	1,979.68	77.7%	679.35	15,665.00	612.64	14,703.15	1,601.15	93.9%
<i>Main Campus Average</i>	386.11	9,266.55	300.94	7,222.64	2,043.90	77.9%	750.43	18,010.36	683.22	16,397.37	1,612.99	91.0%
CONSTITUENT AGENCIES												
OU Health Sciences Center	461.50	11,076.00	312.29	7,494.90	3,581.10	67.7%	1,070.29	25,687.00	923.09	22,154.10	3,532.90	86.2%
OSU Center for Health Sciences	461.50	11,076.00	287.31	6,895.52	4,180.48	62.3%	1,070.29	25,687.00	933.26	22,398.32	3,288.68	87.2%
<i>Average</i>	461.50	11,076.00	299.80	7,195.21	3,880.79	65.0%	1,070.29	25,687.00	928.18	22,276.21	3,410.79	86.7%
OTHER												
OU - Online Programs	461.50	11,076.00	435.58	10,453.92	622.08	94.4%	1,070.29	25,687.00	435.58	10,453.92	15,233.08	40.7%
OSU & Tulsa - Online Programs	461.50	11,076.00	361.35	8,672.40	2,403.60	78.3%	1,070.29	25,687.00	491.55	11,797.20	13,889.80	45.9%
OSU CHS - On Campus	461.50	11,076.00	287.31	6,895.52	4,180.48	62.3%	1,070.29	25,687.00	933.26	22,398.32	3,288.68	87.2%
OSU CHS - Online Programs	461.50	11,076.00	272.11	6,530.72	4,545.28	59.0%	1,070.29	25,687.00	402.31	9,655.52	16,031.48	37.6%
UCO - MBA	429.17	10,300.00	428.92	10,294.08	5.92	99.9%	892.50	21,420.00	845.92	20,302.08	1,117.92	94.8%
UCO - Business Analytics	429.17	10,300.00	397.87	9,548.88	751.12	92.7%	892.50	21,420.00	814.87	19,556.88	1,863.12	91.3%
UCO - Language Pathology	429.17	10,300.00	362.87	8,708.88	1,591.12	84.6%	892.50	21,420.00	779.87	18,716.88	2,703.12	87.4%
NSU - Occupational Therapy	361.88	8,685.00	346.90	8,325.60	359.40	95.9%	652.71	15,665.00	652.15	15,651.60	13.40	99.9%
NSU - MSN Online Program	361.88	8,685.00	293.65	7,047.60	1,637.40	81.1%	652.71	15,665.00	294.65	7,071.60	8,593.40	45.1%
NSU - Online Only	361.88	8,685.00	291.65	6,999.60	1,685.40	80.6%	652.71	15,665.00	292.65	7,023.60	8,641.40	44.8%
NSU - PA Program	361.88	8,685.00	345.15	8,283.60	401.40	95.4%	652.71	15,665.00	652.15	15,651.60	13.40	99.9%
SEOSU - OKCCC/RSC	361.88	8,685.00	250.00	6,000.00	2,685.00	69.1%	652.71	15,665.00	592.00	14,208.00	1,457.00	90.7%
SEOSU - Online MBA	361.88	8,685.00	232.00	5,568.00	3,117.00	64.1%	652.71	15,665.00	584.00	14,016.00	1,649.00	89.5%
SEOSU - Online M. Ed	361.88	8,685.00	197.00	4,728.00	3,957.00	54.4%	652.71	15,665.00	549.00	13,176.00	2,489.00	84.1%
SEOSU - Online M. NAL & SPRT	361.88	8,685.00	263.00	6,312.00	2,373.00	72.7%	652.71	15,665.00	615.00	14,760.00	905.00	94.2%
Cameron University - Online MBA	361.88	8,685.00	320.00	7,680.00	1,005.00	88.4%	652.71	15,665.00	425.00	10,200.00	5,465.00	65.1%
Cameron University - Online MSOL	361.88	8,685.00	320.00	7,680.00	1,005.00	88.4%	652.71	15,665.00	425.00	10,200.00	5,465.00	65.1%
Langston University - OKC	361.88	8,685.00	246.96	5,927.10	2,757.90	68.2%	652.71	15,665.00	528.41	12,681.90	2,983.10	81.0%
Langston University - Tulsa	361.88	8,685.00	246.96	5,927.10	2,757.90	68.2%	652.71	15,665.00	528.41	12,681.90	2,983.10	81.0%
<i>Total Average*</i>	395.19	9,484.61	306.54	7,356.95	2,127.67	77.6%	787.08	18,889.88	631.68	15,160.20	3,729.67	81.2%

*New Programs excluded from Total Average

the 1990s, the population of *S. taylori* in the western Mediterranean has increased and is now considered to be recovering (Mansueti et al. 2012).

As a result of the increasing number of *S. taylori* specimens in the Mediterranean, the species is being introduced to the Atlantic Ocean. This is the first time that *S. taylori* has been reported in the Atlantic Ocean, where it is now being introduced from the Mediterranean. The species was first introduced to the Atlantic Ocean in 1982, when it was introduced from the Mediterranean to the Atlantic Ocean by the fishery (Mansueti et al. 2012).

The introduction of *S. taylori* to the Atlantic Ocean is a result of the increasing number of specimens in the Mediterranean. The species is now being introduced to the Atlantic Ocean from the Mediterranean. The species was first introduced to the Atlantic Ocean in 1982, when it was introduced from the Mediterranean to the Atlantic Ocean by the fishery (Mansueti et al. 2012).

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Oklahoma State Regents for Higher Education
FY22 Professional Tuition and Mandatory Fees

Institution	Annual Credit Hours per Program	Resident Tuition						Nonresident Tuition					
		FY21 Per Credit Hour Rate	FY21 Cost for Full-time Student	FY22 Per Credit Hour Rate	FY22 Cost for Full-time Student	% Chg	\$ Chg	FY21 Per Credit Hour Rate	FY21 Cost for Full-time Student	FY22 Per Credit Hour Rate	FY22 Cost for Full-time Student	% Chg	\$ Chg
<i>Univ of Ok College of Law</i>													
Juris Doctor	30	524.00	15,720.00	550.00	16,500.00	5.0%	780.00	918.50	27,555.00	964.50	28,935.00	5.0%	1,380.00
Masters (LL.M., MLS)	24	524.00	12,576.00	550.00	13,200.00	5.0%	624.00	918.50	22,044.00	964.50	23,148.00	5.0%	1,104.00
<i>OU Health Sci Ctr</i>													
Doctor of Medicine	24	1,115.42	26,770.00	1,135.50	27,252.00	1.8%	482.00	2,545.75	61,098.00	2,591.58	62,198.00	1.8%	1,100.00
Doctor of Dental Science	24	1,244.54	29,869.00	1,244.54	29,869.00	0.0%	0.00	2,953.96	70,895.00	2,953.96	70,895.00	0.0%	0.00
Physician Associate - OKC	24	555.67	13,336.00	575.67	13,816.00	3.6%	480.00	1,253.17	30,076.00	1,298.29	31,159.00	3.6%	1,083.00
Physician Assistant - Tulsa	24	539.46	13,336.00	575.67	13,816.00	3.6%	480.00	1,253.17	30,076.00	1,298.29	31,159.00	3.6%	1,083.00
Doctor of Pharmacy	24	663.08	15,914.00	683.04	16,393.00	3.0%	479.00	1,487.75	35,706.00	1,532.50	36,780.00	3.0%	1,074.00
Occupational Therapy	24	345.50	8,292.00	362.79	8,707.00	5.0%	415.00	829.25	19,902.00	870.75	20,898.00	5.0%	996.00
Doctor of Physical Therapy	24	437.17	10,492.00	459.04	11,017.00	5.0%	525.00	1,104.04	26,497.00	1,159.25	27,822.00	5.0%	1,325.00
Doctor of Audiology	24	390.13	9,363.00	409.63	9,831.00	5.0%	468.00	1,019.71	24,473.00	1,070.71	25,697.00	5.0%	1,224.00
Public Health	24	291.23	6,989.40	291.23	6,989.40	0.0%	0.00	787.35	18,896.40	787.35	18,896.40	0.0%	0.00
Doctor of Nursing Practice	24	379.54	9,108.90	413.70	9,928.80	9.0%	819.90	912.26	21,894.30	994.39	23,865.30	9.0%	1,971.00
Master of Science in Nursing	24	220.31	5,287.50	240.15	5,763.60	9.0%	476.10	711.30	17,071.20	775.35	18,608.40	9.0%	1,537.20
MSN Online	24	423.02	10,152.54	423.02	10,152.54	0.0%	0.00	0.00	0.00	0.00	0.00	#DIV/0!	0.00
Allied Health - MA in Nutritional Science	24	406.33	9,751.92	406.33	9,751.92	0.0%	0.00	0.00	0.00	0.00	0.00	#DIV/0!	0.00
<i>Oklahoma State Univ</i>													
Center for Health Sciences-College of Osteo Med	24	1,074.86	25,796.60	1,074.86	25,796.60	0.0%	0.00	2,220.77	53,298.56	2,220.77	53,298.56	0.0%	0.00
Physician Assistant Fall/Spring	24	562.50	13,500.00	506.25	12,150.00	-10.0%	-1,350.00	1,229.17	29,500.00	1,106.25	26,550.00	-10.0%	-2,950.00
Physician Assistant - Summer 2021	12	1,125.00	13,500.00	1,125.00	13,500.00	-90.0%	-12,150.00	2,458.33	29,500.00	245.83	2,950.00	-90.0%	-26,550.00
College of Vet Medicine	38	537.63	20,430.00	537.63	20,430.00	0.0%	0.00	1,231.45	46,795.00	1,231.45	46,795.00	0.0%	0.00
<i>Northeastern State Univ</i>													
College of Optometry	28	673.21	18,850.00	690.18	19,325.00	2.5%	475.00	1,341.07	37,550.00	1,377.68	38,575.00	2.7%	1,025.00
<i>Northwestern State Univ</i>													
Doctor of Nursing Practice	28	333.00	9,324.00	333.00	9,324.00	0.0%	0.00	550.71	15,420.00	550.71	15,420.00	0.0%	0.00
<i>Southwestern Okla St Univ</i>													
Master of Science in Nursing	24	339.25	8,142.00	339.25	8,142.00	0.0%	0.00	617.25	14,814.00	617.25	14,814.00	0.0%	0.00
Doctor of Pharmacy	32	643.75	20,600.00	643.75	20,600.00	0.0%	0.00	1,082.50	34,640.00	1,082.50	34,640.00	0.0%	0.00
<i>Langston University</i>													
Doctor of Physical Therapy	44	235.11	10,344.84	235.11	10,344.84	0.0%	0.00	587.67	25,857.48	587.67	25,857.47	0.0%	-0.01
Total Average*	26	547.14	14,318.75	560.37	14,628.47	2.7%	309.71	1,158.39	30,217.09	1,187.12	30,926.72	#DIV/0!	709.63

*New Programs excluded from Total Average

Oklahoma State Regents for Higher Education
 FY22 Professional Tuition and Mandatory Fees

Schedule V
 PROFESSIONAL

Institution	Mandatory Fees					Total Resident Tuition and Mandatory Fees					Total Nonresident Tuition and Mandatory Fees						
	FY21 Cost for Full-time Student	FY22 Per Credit Hour Rate	FY22 Cost for Full-time Student	% Chg	\$ Chg	FY21 Per Credit Hour Rate	FY21 Cost for Full-time Student	FY22 Per Credit Hour Rate	FY22 Cost for Full-time Student	% Chg	\$ Chg	FY21 Per Credit Hour Rate	FY21 Cost for Full-time Student	FY22 Per Credit Hour Rate	FY22 Cost for Full-time Student	% Chg	\$ Chg
<i>Unit of Ok College of Law</i>																	
Juris Doctor	4,208.00	140.27	4,208.00	0.0%	0.00	664.27	19,928.00	690.27	20,708.00	3.9%	780.00	1,058.77	31,763.00	1,104.77	33,143.00	4.3%	1,380.00
Masters (LL.M., MLS)	3,407.00	141.96	3,407.00	0.0%	0.00	665.96	15,983.00	691.96	16,607.00	3.9%	624.00	1,060.46	25,451.00	1,106.46	26,555.00	4.3%	1,104.00
<i>OU Health Sci Ctr</i>																	
Doctor of Medicine	3,590.50	150.94	3,622.50	0.9%	32.00	1,265.02	30,360.50	1,286.44	30,874.50	1.7%	514.00	2,695.35	64,688.50	2,742.52	65,820.50	1.7%	1,132.00
Doctor of Dental Science	3,332.50	140.19	3,364.50	1.0%	32.00	1,383.40	33,201.50	1,384.73	33,233.50	0.1%	32.00	3,092.81	74,227.50	3,094.15	74,259.50	0.0%	32.00
Physician Associate - OKC	3,332.50	140.19	3,364.50	1.0%	32.00	694.52	16,668.50	715.85	17,180.50	3.1%	512.00	1,392.02	33,408.50	1,438.48	34,523.50	3.3%	1,115.00
Physician Assistant - Tulsa	2,851.00	121.17	2,908.00	2.0%	57.00	704.46	16,187.00	696.83	16,724.00	3.3%	537.00	1,371.96	32,927.00	1,419.46	34,067.00	3.5%	1,140.00
Doctor of Pharmacy	3,085.30	129.89	3,117.30	1.0%	32.00	791.64	18,999.30	812.93	19,510.30	2.7%	511.00	1,616.30	38,791.30	1,662.39	39,897.30	2.9%	1,106.00
Occupational Therapy	2,343.70	98.99	2,375.70	1.4%	32.00	443.15	10,635.70	461.78	11,082.70	4.2%	447.00	926.90	22,245.70	969.74	23,273.70	4.6%	1,028.00
Doctor of Physical Therapy	3,085.30	129.89	3,117.30	1.0%	32.00	565.72	13,577.30	588.93	14,134.30	4.1%	557.00	1,232.60	29,582.30	1,289.14	30,939.30	4.6%	1,357.00
Doctor of Audiology	2,343.70	98.99	2,375.70	1.4%	32.00	487.78	11,706.70	508.61	12,206.70	4.3%	500.00	1,117.36	26,816.70	1,169.70	28,072.70	4.7%	1,256.00
Public Health	1,972.90	83.54	2,004.90	1.6%	32.00	373.43	8,962.30	374.76	8,993.70	0.4%	32.00	869.55	20,869.30	870.89	20,901.30	0.2%	32.00
Doctor of Nursing Practice	1,972.90	83.54	2,004.90	1.6%	32.00	461.74	11,081.80	497.24	11,933.70	7.7%	851.90	994.47	23,867.20	1,077.93	25,870.20	8.4%	2,003.00
Master of Science in Nursing	1,972.90	83.54	2,004.90	1.6%	32.00	302.52	7,260.40	323.69	7,768.50	7.0%	508.10	793.50	19,044.10	858.89	20,613.30	8.2%	1,569.20
MSN Online	733.00	30.54	733.00	0.0%	0.00	453.56	10,885.54	453.56	10,885.54	0.0%	0.00	0.00	0.00	0.00	0.00	0.0%	0.00
Allied Health - MA in Nutritional Science	880.00	36.67	880.00	0.0%	0.00	443.00	10,631.92	443.00	10,631.92	0.0%	0.00	0.00	0.00	0.00	0.00	0.0%	0.00
<i>Oklahoma State Univ</i>																	
Center for Health Sciences-College of Osteo Med	2,582.22	107.59	2,582.22	0.0%	0.00	1,182.45	28,378.82	1,182.45	28,378.82	0.0%	0.00	2,328.37	55,880.78	2,328.37	55,880.78	0.0%	0.00
Physician Assistant Fall/Spring	2,744.22	102.91	2,469.80	-10.0%	-274.42	676.84	16,244.22	609.16	14,619.80	-10.0%	-1,624.42	1,343.51	32,244.22	1,209.16	29,019.80	-10.0%	-3,224.42
Physician Assistant -Summer 2021	2,744.22	22.87	274.42	-90.0%	-2,469.80	1,353.69	16,244.22	135.37	1,624.42	-90.0%	-14,619.80	2,687.02	32,244.22	2,687.02	3,224.42	-90.0%	-29,019.80
College of Vet Medicine	3,127.40	85.50	3,249.00	3.9%	121.60	619.93	23,557.40	623.13	23,679.00	0.5%	121.60	1,313.75	49,922.40	1,316.95	50,044.00	0.2%	121.60
<i>Northeastern State Univ</i>																	
College of Optometry	935.20	37.15	1,040.20	11.2%	105.00	706.61	19,785.20	727.33	20,365.20	2.9%	580.00	1,374.47	38,485.20	1,414.83	39,615.20	2.9%	1,130.00
<i>Northwestern State Univ</i>																	
Doctor of Nursing Practice	0.00	0.00	0.00	0.0%	0.00	333.00	9,324.00	333.00	9,324.00	0.0%	0.00	550.71	15,420.00	550.71	15,420.00	0.0%	0.00
<i>Southwestern Okla St Univ</i>																	
Master of Science in Nursing	264.00	11.00	264.00	0.0%	0.00	350.25	8,406.00	350.25	8,406.00	0.0%	0.00	628.25	15,078.00	628.25	15,078.00	0.0%	0.00
Doctor of Pharmacy	1,168.00	36.50	1,168.00	0.0%	0.00	680.25	21,768.00	680.25	21,768.00	0.0%	0.00	1,119.00	35,808.00	1,119.00	35,808.00	0.0%	0.00
<i>Langston University</i>																	
Doctor of Physical Therapy	2,997.33	68.12	2,997.33	0.0%	0.00	303.23	13,342.17	303.23	13,342.17	0.0%	0.00	655.79	28,854.81	655.79	28,854.80	0.0%	-0.01
Total Average*	2,347.87	91.40	2,376.62	1.4%	28.74	638.23	16,666.63	651.77	17,005.08	2.4%	338.46	1,247.26	32,530.06	1,277.07	33,268.43	2.6%	738.37

*New Programs excluded from Total Average

Oklahoma State Regents for Higher Education
FY22 Professional Tuition and Mandatory Fees

Institution	Legislative Peer Limit -- Resident Tuition & Mandatory Fees					Legislative Peer Limit -- Nonresident Tuition & Mandatory Fees						
	FY22 Peer Limit Per Credit Hour Rate	FY22 Peer Limit	FY22 Inst'l Request Per Credit Hour	FY22 Inst'l Full-time Student	Difference from Peer Group Average	% of Peer Group Average	FY22 Peer Limit Per Credit Hour Rate	FY22 Peer Limit	FY22 Inst'l Request Per Credit Hour	FY22 Inst'l Full-time Student	Difference from Peer Limit	% of Peer Limit
<i>Unit of Ok College of Law</i>												
Juris Doctor	967.30	29,019.00	690.27	20,708.00	8,311.00	71.4%	1,432.20	42,966.00	1,104.77	33,143.00	9,823.00	77.1%
Masters (LL.M., MLS)	967.29	23,215.00	691.96	16,607.00	6,608.00	71.5%	1,432.17	34,372.00	1,106.46	26,555.00	7,817.00	77.3%
<i>OU Health Sci Ctr</i>												
Doctor of Medicine	1,551.58	37,238.00	1,286.44	30,874.50	6,363.50	82.9%	2,752.79	66,067.00	2,742.52	65,820.50	246.50	99.6%
Doctor of Dental Science	1,594.42	38,266.00	1,384.73	33,233.50	5,032.50	86.8%	3,124.83	74,996.00	3,094.15	74,259.50	736.50	99.0%
Physician Associate - OKC	815.46	19,571.00	715.85	17,180.50	2,390.50	87.8%	1,442.67	34,624.00	1,438.48	34,523.50	100.50	99.7%
Physician Assistant - Tulsa	815.46	19,571.00	696.83	16,724.00	2,847.00	85.5%	1,442.67	34,624.00	1,419.46	34,067.00	557.00	98.4%
Doctor of Pharmacy	1,113.04	26,713.00	812.93	19,510.30	7,202.70	73.0%	1,781.04	42,745.00	1,662.39	39,897.30	2,847.70	93.3%
Occupational Therapy	597.83	14,348.00	461.78	11,082.70	3,265.30	77.2%	1,147.67	27,544.00	969.74	23,273.70	4,270.30	84.5%
Doctor of Physical Therapy	718.63	17,247.00	588.93	14,134.30	3,112.70	82.0%	1,399.04	33,577.00	1,289.14	30,939.30	2,637.70	92.1%
Doctor of Audiology	610.50	14,652.00	508.61	12,206.70	2,445.30	83.3%	1,271.21	30,509.00	1,169.70	28,072.70	2,436.30	92.0%
Public Health	505.58	12,134.00	374.76	8,994.30	3,139.70	74.1%	1,011.96	24,287.00	870.89	20,901.30	3,385.70	86.1%
Doctor of Nursing Practice	583.17	13,996.00	497.24	11,933.70	2,062.30	85.3%	1,125.33	27,008.00	1,077.93	25,870.20	1,137.80	95.8%
Master of Science in Nursing	486.29	11,671.00	323.69	7,768.50	3,902.50	66.6%	941.42	22,594.00	858.89	20,613.30	1,980.70	91.2%
MSN Online	486.29	11,671.00	453.56	10,885.54	785.46	93.3%	0.00	0.00	0.00	0.00	0.00	#DIV/0!
Allied Health - MA in Nutritional S	461.50	11,076.00	443.00	10,631.92	444.08	96.0%	0.00	0.00	0.00	0.00	0.00	#DIV/0!
<i>Oklahoma State Univ</i>												
Center for Health Sciences-College of Osteo Med	1,630.17	39,124.00	1,182.45	28,378.82	10,745.18	72.5%	2,860.29	68,647.00	2,328.37	55,880.78	12,766.22	81.4%
Physician Assistant Fall/Spring	815.46	19,571.00	609.16	14,619.80	4,951.20	74.7%	1,442.67	34,624.00	1,209.16	29,019.80	5,604.20	83.8%
Physician Assistant -Summer 2021	1,630.92	19,571.00	135.37	1,624.42	17,946.58	8.3%	2,885.33	34,624.00	268.70	3,224.42	31,399.58	9.3%
College of Vet Medicine	747.32	28,398.00	623.13	23,679.00	4,719.00	83.4%	1,479.95	56,238.00	1,316.95	50,044.00	6,194.00	89.0%
<i>Northeastern State Univ</i>												
College of Optometry	1,066.29	29,856.00	727.33	20,365.20	9,490.80	68.2%	1,547.14	43,320.00	1,414.83	39,615.20	3,704.80	91.4%
<i>Northwestern State Univ</i>												
Doctor of Nursing Practice	606.39	16,979.00	333.00	9,324.00	7,655.00	54.9%	914.07	25,594.00	550.71	15,420.00	10,174.00	60.2%
<i>Southwestern Okla St Univ</i>												
Master of Science in Nursing	692.75	16,626.00	350.25	8,406.00	8,220.00	50.6%	990.54	23,773.00	628.25	15,078.00	8,695.00	63.4%
Doctor of Pharmacy	788.44	25,230.00	680.25	21,768.00	3,462.00	86.3%	1,173.81	37,562.00	1,119.00	35,808.00	1,754.00	95.3%
<i>Langston University</i>												
Doctor of Physical Therapy	391.98	17,247.00	303.23	13,342.17	16,513.00	77.4%	763.11	33,577.00	655.79	28,854.80	4,722.20	85.9%
Total Average*	844.58	22,036.76	651.77	17,005.08	5,632.07	76.9%	1,430.19	37,363.05	1,277.07	33,268.43	4,094.62	#DIV/0!

*New Programs excluded from Total Average

the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 13.5 million (15.5% of the population).

There are a number of reasons why the number of people aged 65 and over has increased:

1. The number of people aged 65 and over who are in the workforce has increased.

2. The number of people aged 65 and over who are in the workforce has increased.

3. The number of people aged 65 and over who are in the workforce has increased.

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23. The number of people aged 65 and over who are in the workforce has increased.

FY22 Guaranteed Tuition and Mandatory Fees
(Undergraduate Resident)

Institution	FY22 Guaranteed Tuition Per Credit Hour	FY22 Mandatory Fees Per Credit Hour	FY22 Per Credit Hour Rate
Research			
University of Oklahoma	\$188.55	\$146.38	\$334.93
Oklahoma State University & Tulsa	\$207.60	\$127.55	\$335.15
<i>Research Average</i>	<i>\$198.08</i>	<i>\$136.97</i>	<i>\$335.04</i>
Regional			
University of Central Oklahoma	\$238.77	\$40.27	\$279.04
East Central University	\$221.95	\$50.77	\$272.72
Northeastern State University	\$226.50	\$37.15	\$263.65
Northwestern Oklahoma State University	\$256.00	\$21.75	\$277.75
Rogers State University	\$174.00	\$97.00	\$271.00
Southeastern Oklahoma State University	\$238.00	\$17.00	\$255.00
Southwestern Oklahoma State University	\$241.50	\$36.50	\$278.00
Cameron University	\$181.00	\$57.00	\$238.00
Langston University	\$166.44	\$73.23	\$239.67
Oklahoma Panhandle State University	\$177.10	\$113.82	\$290.92
University of Science & Arts of Oklahoma	\$244.00	\$55.00	\$299.00
<i>Regional Average</i>	<i>\$215.02</i>	<i>\$54.50</i>	<i>\$269.52</i>
<i>Main Campus Average</i>	<i>\$212.42</i>	<i>\$67.19</i>	<i>\$279.60</i>

FY22 Guaranteed Tuition and Mandatory Fees
(Undergraduate Resident for 30 Credit Hours)

Institution	FY22 Guaranteed Tuition (30 Credit Hours)	FY22 Mandatory Fees (30 Credit Hours)	FY22 Total for 30 Credit Hours
Research			
University of Oklahoma	\$5,656.50	\$4,391.50	\$10,048.00
Oklahoma State University & Tulsa	\$6,228.00	\$3,826.50	\$10,054.50
<i>Research Average</i>	<i>\$5,942.25</i>	<i>\$4,109.00</i>	<i>\$10,051.25</i>
Regional			
University of Central Oklahoma	\$7,163.10	\$1,208.10	\$8,371.20
East Central University	\$6,658.50	\$1,523.00	\$8,181.50
Northeastern State University	\$6,795.00	\$1,114.50	\$7,909.50
Northwestern Oklahoma State University	\$7,680.00	\$652.50	\$8,332.50
Rogers State University	\$5,220.00	\$2,910.00	\$8,130.00
Southeastern Oklahoma State University	\$7,140.00	\$510.00	\$7,650.00
Southwestern Oklahoma State University	\$7,245.00	\$1,095.00	\$8,340.00
Cameron University	\$5,430.00	\$1,710.00	\$7,140.00
Langston University	\$4,993.20	\$2,196.96	\$7,190.16
Oklahoma Panhandle State University	\$5,313.00	\$3,414.50	\$8,727.50
University of Science & Arts of Oklahoma	\$7,320.00	\$1,650.00	\$8,970.00
<i>Regional Average</i>	<i>\$6,450.71</i>	<i>\$1,634.96</i>	<i>\$8,085.67</i>
<i>Main Campus Average</i>	<i>\$6,372.48</i>	<i>\$2,015.58</i>	<i>\$8,388.07</i>

FY22 Guaranteed Tuition Compared to Legislative Limit
(Undergraduate Resident -- 30 Credit Hours)

Institution	FY22 Non-Gtd Tuition Rate	FY22 Guaranteed Tuition Rate	Legislative Limit*	Difference from Legislative Limit	Percent of Legislative Limit
Research					
University of Oklahoma	\$4,919.97	\$5,656.50	\$5,657.97	\$1.47	100.0%
Oklahoma State University & Tulsa	\$5,416.50	\$6,228.00	\$6,228.98	\$0.97	100.0%
<i>Average</i>	\$5,168.24	\$5,942.25	\$5,943.47	\$1.22	100.0%
Regional					
University of Central Oklahoma	\$6,822.00	\$7,163.10	\$7,845.30	\$682.20	91.3%
East Central University	\$5,790.90	\$6,658.50	\$6,659.54	\$1.03	100.0%
Northeastern State University	\$6,000.00	\$6,795.00	\$6,900.00	\$105.00	98.5%
Northwestern Oklahoma State University	\$6,810.00	\$7,680.00	\$7,831.50	\$151.50	98.1%
Rogers State University	\$4,710.00	\$5,220.00	\$5,416.50	\$196.50	96.4%
Southeastern Oklahoma State University	\$6,420.00	\$7,140.00	\$7,383.00	\$243.00	96.7%
Southwestern Oklahoma State University	\$6,367.50	\$7,245.00	\$7,322.63	\$77.62	98.9%
Cameron University	\$4,740.00	\$5,430.00	\$5,451.00	\$21.00	99.6%
Langston University	\$4,342.20	\$4,993.20	\$4,993.53	\$0.33	100.0%
Oklahoma Panhandle State University	\$4,620.00	\$5,313.00	\$5,313.00	\$0.00	100.0%
University of Science and Arts of Oklahoma	\$6,390.00	\$7,320.00	\$7,348.50	\$28.50	99.6%
<i>Average</i>	\$5,728.42	\$6,450.71	\$6,587.68	\$136.97	97.9%
<i>Main Campus Average</i>	\$5,642.24	\$6,372.48	\$6,488.57	\$116.09	98.2%

*May not exceed 115% of the FY22 nonguaranteed tuition rate

Oklahoma State Regents for Higher Education
 FY21 Guaranteed Tuition and Mandatory Fees

Schedule VIII
 UNDERGRADUATE--GUARANTEED

Institution	Guaranteed Tuition Rates		Legislative Limit -- 115% of FY22 Non-Guaranteed Resident Tuition				FY22 Guaranteed Tuition					Mandatory Fees		Total FY22 Guaranteed Tuition & Mandatory Fees			
	FY22 Non-Gtd Tuition (per credit hour)	FY22 Non-Gtd Tuition (30 credit hours)	FY22 Legislative Limit (per credit hour)	FY22 115% of Non-Guaranteed Tuition (30 credit hours)	FY22 GTY (per credit hour)	Percentage Difference from Non-Guaranteed Rate	Difference from Legislative Limit	% of Legislative Limit	Mandatory Fees (per credit hour)	Mandatory Fees (30 credit hours)	Total FY22 GTY Cost (30 credit hours)	FY22 GTY (per credit hour)	Mandatory Fees		Total FY22 Guaranteed Tuition & Mandatory Fees		
													Total FY22 GTY Cost (30 credit hours)	Total FY22 GTY (per credit hour)			
RESEARCH UNIVERSITY																	
University of Oklahoma	164.00	4,919.97	188.60	5,657.97	188.55	15.0%	1.47	100.0%	146.38	4,391.50	10,048.00	334.93					
Oklahoma State Univ & Tulsa	180.55	5,416.50	207.63	6,228.98	207.60	15.0%	0.97	100.0%	127.55	3,826.50	10,054.50	335.15					
<i>Average</i>	172.27	5,168.24	198.12	5,943.47	198.08	15.0%	1.22	100.0%	136.97	4,109.00	10,051.25	335.04					
REGIONAL UNIVERSITY																	
University of Central Oklahoma	227.40	6,822.00	261.51	7,845.30	238.77	5.0%	682.20	91.3%	40.27	1,208.10	8,371.20	279.04					
East Central University	193.03	5,790.90	221.98	6,659.54	221.95	15.0%	1.03	100.0%	50.77	1,523.00	8,181.50	272.72					
Northeastern State University	200.00	6,000.00	230.00	6,900.00	226.50	13.3%	105.00	98.5%	37.15	1,114.50	7,909.50	263.65					
Northwestern OK State Univ	227.00	6,810.00	267.05	7,837.50	256.00	12.8%	151.50	98.1%	21.75	652.50	8,332.50	271.75					
Rogers State University	157.00	4,710.00	180.55	5,416.50	174.00	10.8%	196.50	96.4%	97.00	2,910.00	8,130.00	271.00					
Southeastern OK State Univ	214.00	6,420.00	246.10	7,383.00	238.00	11.2%	243.00	96.7%	17.00	510.00	7,650.00	255.00					
Southwestern OK State Univ	212.25	6,367.50	244.09	7,322.63	241.50	13.8%	77.62	98.9%	36.50	1,095.00	8,340.00	278.00					
Cameron University	158.00	4,740.00	181.70	5,451.00	181.00	14.6%	21.00	99.6%	57.00	1,710.00	7,140.00	238.00					
Langston University	144.74	4,342.20	166.45	4,993.53	166.44	15.0%	0.33	100.0%	73.23	2,196.96	7,190.16	239.67					
OK Panhandle State University	154.00	4,620.00	177.10	5,313.00	177.10	15.0%	0.00	100.0%	113.82	3,414.50	8,727.50	290.92					
Univ of Science & Arts of OK	213.00	6,390.00	244.95	7,348.50	244.00	14.6%	28.50	99.6%	55.00	1,650.00	8,970.00	299.00					
<i>Average</i>	190.95	5,728.42	219.59	6,587.68	215.02	12.61%	136.97	97.9%	54.50	1,634.96	8,085.67	269.52					
<i>Main Campus Average</i>	188.07	5,642.24	216.29	6,488.57	212.42	12.94%	116.09	98.2%	67.19	2,015.58	8,388.07	279.60					
OTHER																	
OU Health Sciences Center	174.00	5,220.00	200.10	6,003.00	200.00	14.9%	3.00	100.0%	92.80	2,784.00	8,784.00	292.80					
OSU, OKC	127.75	3,832.50	146.91	4,407.38	145.00	13.5%	57.38	98.7%	26.03	781.00	5,131.00	171.03					
OSUIT, OKM	152.45	4,573.50	175.32	5,259.53	175.30	15.0%	0.52	100.0%	40.00	1,200.00	6,459.00	215.30					
UCO - Nursing	247.35	7,420.50	284.45	8,533.58	259.72	5.0%	741.97	91.3%	40.27	1,208.10	8,999.70	299.99					
UCO - COB	244.75	7,342.50	281.46	8,443.88	256.97	5.0%	734.78	91.3%	40.27	1,208.10	8,917.20	297.24					
UCO - Language Pathology	247.35	7,420.50	284.45	8,533.58	259.71	5.0%	742.28	91.3%	40.27	1,208.10	8,999.40	299.98					
UCO - Prof/Teacher Education	232.40	6,972.00	267.26	8,017.80	244.02	5.0%	697.20	91.3%	40.27	1,208.10	8,528.70	284.29					
NSU - BSN online 2018 cohort	175.75	5,272.50	202.11	6,063.38	175.75	0.0%	790.87	87.0%	37.15	1,114.50	6,387.00	212.90					
NSU - BSN Online Program	200.00	6,000.00	230.00	6,900.00	226.50	13.3%	105.00	98.5%	37.15	1,114.50	7,909.50	263.65					
NSU - Medical Lab Science Online*	200.00	6,000.00	230.00	6,900.00	226.50	13.3%	105.00	98.5%	37.15	1,114.50	7,909.50	263.65					
SWOSU - Sayre	141.50	4,245.00	162.73	4,881.75	162.00	14.5%	21.75	99.6%	33.50	1,005.00	5,865.00	195.50					
SWOSU - Online RN to BSN	218.75	6,562.50	251.56	7,546.88	250.00	14.3%	46.87	99.4%	11.00	330.00	7,830.00	261.00					
Langston - OKC	144.74	4,342.20	166.45	4,993.53	166.44	15.0%	0.33	100.0%	58.84	1,765.32	6,758.52	225.28					
Langston - Tulsa	144.74	4,342.20	166.45	4,993.53	166.44	15.0%	0.33	100.0%	58.84	1,765.32	6,758.52	225.28					

Change in Guaranteed Tuition and Mandatory Fees FY22 Compared to FY21
(Cost for Full-Time Undergraduate Resident Student -- 30 Credit Hours)

Institution	Guaranteed Tuition*			Mandatory Fees**			Total Guaranteed Tuition and Mandatory Fees		
	FY21	FY22	% Chg	FY21	FY22	% Chg	FY21	FY22	% Chg
Research									
University of Oklahoma	\$5,505.00	\$5,656.50	2.8%	\$4,274.50	\$4,391.50	2.7%	\$9,779.50	\$10,048.00	2.7%
Oklahoma State University & Tulsa	\$6,159.00	\$6,228.00	1.1%	\$3,661.50	\$3,826.50	4.5%	\$9,820.50	\$10,054.50	2.4%
<i>Research Average</i>	\$5,832.00	\$5,942.25	1.9%	\$3,968.00	\$4,109.00	3.6%	\$9,800.00	\$10,051.25	2.6%
Regional									
University of Central Oklahoma	\$7,020.00	\$7,163.10	2.0%	\$1,131.00	\$1,208.10	6.8%	\$8,151.00	\$8,371.20	2.7%
East Central University	\$6,493.50	\$6,658.50	2.5%	\$1,523.00	\$1,523.00	0.0%	\$8,016.50	\$8,181.50	2.1%
Northeastern State University	\$6,795.00	\$6,795.00	0.0%	\$1,002.00	\$1,114.50	11.2%	\$7,797.00	\$7,909.50	1.4%
Northwestern OK State University	\$7,680.00	\$7,680.00	0.0%	\$652.50	\$652.50	0.0%	\$8,332.50	\$8,332.50	0.0%
Rogers State University	\$5,220.00	\$5,220.00	0.0%	\$2,910.00	\$2,910.00	0.0%	\$8,130.00	\$8,130.00	0.0%
Southeastern OK State University	\$7,140.00	\$7,140.00	0.0%	\$510.00	\$510.00	0.0%	\$7,650.00	\$7,650.00	0.0%
Southwestern OK State University	\$7,245.00	\$7,245.00	0.0%	\$1,095.00	\$1,095.00	0.0%	\$8,340.00	\$8,340.00	0.0%
Cameron University	\$5,430.00	\$5,430.00	0.0%	\$1,710.00	\$1,710.00	0.0%	\$7,140.00	\$7,140.00	0.0%
Langston University	\$4,993.23	\$4,993.20	-0.03%	\$2,196.96	\$2,196.96	0.0%	\$7,190.19	\$7,190.16	-0.03%
OK Panhandle State University	\$5,313.00	\$5,313.00	0.0%	\$3,279.00	\$3,414.50	4.1%	\$8,592.00	\$8,727.50	1.6%
University of Science & Arts of OK	\$7,320.00	\$7,320.00	0.0%	\$1,650.00	\$1,650.00	0.0%	\$8,970.00	\$8,970.00	0.0%
<i>Regional Average</i>	\$6,422.70	\$6,450.71	0.4%	\$1,605.41	\$1,634.96	2.0%	\$8,028.11	\$8,085.67	0.7%
<i>Main Campus Average</i>	\$6,331.83	\$6,372.48	0.7%	\$1,968.88	\$2,015.58	2.3%	\$8,300.71	\$8,388.07	1.0%
Other									
OU Health Sciences Center	\$5,505.00	\$6,000.00	9.0%	\$2,752.00	\$2,784.00	1.2%	\$8,257.00	\$8,784.00	6.4%
OSU, OKC	\$4,350.00	\$4,350.00	0.0%	\$781.00	\$781.00	0.0%	\$5,131.00	\$5,131.00	0.0%
OSUIT, OKM	\$5,259.00	\$5,259.00	0.0%	\$1,200.00	\$1,200.00	0.0%	\$6,459.00	\$6,459.00	0.0%
UCO - Nursing	\$7,722.00	\$7,791.60	0.9%	\$1,131.00	\$1,208.10	6.8%	\$8,853.00	\$8,999.70	1.7%
UCO - COB	\$7,566.00	\$7,709.10	1.9%	\$1,131.00	\$1,208.10	6.8%	\$8,697.00	\$8,917.20	2.5%
UCO - Language Pathology	\$7,733.40	\$7,791.30	0.7%	\$1,131.00	\$1,208.10	6.8%	\$8,864.40	\$8,999.40	1.5%
UCO - Prof Teacher Education	\$7,177.50	\$7,320.60	2.0%	\$1,131.00	\$1,208.10	6.8%	\$8,308.50	\$8,528.70	2.7%
NSU - BSN online 2018 cohort	\$5,205.00	\$5,272.50	1.3%	\$1,002.00	\$1,114.50	11.2%	\$6,207.00	\$6,387.00	2.9%
NSU - BSN Online Program	\$6,795.00	\$6,795.00	0.0%	\$1,002.00	\$1,114.50	11.2%	\$7,797.00	\$7,909.50	1.4%
NSU - Medical Lab Science Online	\$6,795.00	\$6,795.00	0.0%	\$1,002.00	\$1,114.50	11.2%	\$7,797.00	\$7,909.50	1.4%
SWOSU - Sayre	\$4,860.00	\$4,860.00	0.0%	\$1,005.00	\$1,005.00	0.0%	\$5,865.00	\$5,865.00	0.0%
SWOSU - Online RN to BSN	\$7,500.00	\$7,500.00	0.0%	\$330.00	\$330.00	0.0%	\$7,830.00	\$7,830.00	0.0%
Langston University - OKC	\$4,993.23	\$4,993.20	-0.03%	\$1,747.62	\$1,765.32	1.0%	\$6,740.85	\$6,758.52	0.3%
Langston University - Tulsa	\$4,993.23	\$4,993.20	-0.03%	\$1,747.62	\$1,765.32	1.0%	\$6,740.85	\$6,758.52	0.3%

*Mandatory fees are required in addition to guaranteed tuition.

**Same mandatory fees as are charged students electing the usual nonguaranteed tuition rate.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2021

AGENDA ITEM #10-a:

EPSCoR.

SUBJECT: Approval of INBRE Grant Allocations.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation of \$250,000 to participating universities for the Oklahoma IDeA Network of Biomedical Research Excellence (OK-INBRE) grant award from the National Institutes of Health (NIH).

BACKGROUND:

The Institutional Development Award (IDeA) is a congressionally mandated program that builds research capacity in states that historically have had low levels of NIH funding. It supports competitive basic, clinical, and translational research, faculty development, and infrastructure improvements. The program aims to strengthen an institution's ability to support biomedical research, enhance the competitiveness of investigators in securing research funding, and enable clinical and translational research that addresses the needs of medically underserved communities. The NIH IDeA program is similar in many respects to the National Science Foundation's EPSCoR program. The OK-INBRE program, which began in 2001, seeks to further enhance the statewide research infrastructure and biomedical research capacity in Oklahoma by: i) building on our established OK-INBRE research network with a scientific focus to strengthen the lead and partner institutions' biomedical research expertise and infrastructure, ii) increasing the research capacity of Oklahoma by providing support to faculty postdoctoral fellows and graduate students at OK-INBRE network partner institutions, iii) providing research opportunities for students from primarily undergraduate institutions, community colleges, and minority serving institutions to serve as a "pipeline" for new students to enter into health research careers, and iv) enhancing the science and technology knowledge of Oklahoma's workforce. The OK-INBRE program also supports interdisciplinary science curriculum development to modernize the educational opportunities for students at the undergraduate campuses.

OK-INBRE funds research, educational and training programs for faculty and students at ten universities and colleges throughout Oklahoma: University of Central Oklahoma, Northeastern State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, Langston University, Oklahoma City Community College, Tulsa Community College, College of the Muscogee Nation, and Redlands Community College.

POLICY ISSUES:

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

ANALYSIS:

The State Regents have provided support for the OK-INBRE program since its inception, which has greatly expanded the OK-INBRE network to increase the number of institutions that can participate in OK-INBRE

program activities. While the six primarily undergraduate campuses and four community colleges cited above are formally included in the OK-INBRE network, five other campuses have only been able to participate due to support by the State Regents. These include East Central University, Northwestern Oklahoma State University, Rogers State University, Oklahoma Panhandle State University, and the University of Science and Arts of Oklahoma. State Regents' funding enhances the research and scholarly endeavors at all of Oklahoma's primarily undergraduate universities, improves the science curriculum and STEM education offered to undergraduate students, encourages students to consider STEM careers, and enhances the biomedical research pipeline in the state of Oklahoma.

In 2018, The University of Oklahoma Health Sciences Center successfully competed for and was awarded a five-year \$18 million renewal award from the NIH to continue the OK-INBRE program through the year 2024, bringing the total federal award to \$80 million. The OK-INBRE application included a letter of State Regents' commitment of \$250,000 per year for OK-INBRE program activities upon funding by the NIH. The requested State Regents' funds will support OK-INBRE activities during the third year of the five-year renewal award. State Regents' funds are requested for the following OK-INBRE initiatives for institutions both within and outside of the OK-INBRE network: i) support of one-year research and equipment grants submitted by faculty, which have been selected through rigorous peer-review by a panel of biomedical research experts from throughout the state; ii) support for undergraduate students to engage in experiential research activities through summer research training programs; iii) support for recruiting new science, technology, engineering and math (STEM) faculty with active research programs to Oklahoma; iv) support for development of research grant proposals and interdisciplinary curriculum development; v) support for faculty research and career development and presentation of research findings.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2021

AGENDA ITEM #10-b:

EPSCoR.

SUBJECT: Approval of NASA Matching Funds.

RECOMMENDATION:

It is recommended that the State Regents approve EPSCoR matching funds in the amount of \$163,000 to participating institutions for NASA EPSCoR projects.

BACKGROUND:

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

POLICY ISSUES:

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

ANALYSIS:

The State Regents have committed \$150,000 in matching funds for a three-year NASA EPSCoR program for the proposal "*Robust and High-Data-Rate Hybrid RF/Optical Communications for Lunar Missions.*" In July 2020, the proposal submitted by Oklahoma State University was awarded federal funding in the amount of \$750,000 over the three-year period. It is recommended that the State Regents approve the allocation of \$50,000 for the second year of this award.

The State Regents have also committed \$150,000 for a three-year award sponsored by the NASA EPSCoR program for the proposal "*Engineering Thin Film Solar Cells for Radiation Hardness, Lifetime and Efficiency.*" In May 2019, the proposal submitted by Oklahoma State University was selected for funding. It is recommended that the State Regents approve the allocation of \$50,000 for the third year of this award. In March 2018, the State Regents committed \$189,000 for a three-year award through the NASA EPSCoR Research Infrastructure Development Program. The proposal was selected for funding in the amount of \$375,000 from NASA EPSCoR. It is recommended that the State Regents approve the allocation of \$63,000 to Oklahoma State University for the third year of this award.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2021

AGENDA ITEM #10-c:

EPSCoR.

SUBJECT: Approval of the NSF Matching Funds.

RECOMMENDATION:

It is recommended that the State Regents approve an agreement with Oklahoma State University to serve as the fiscal agent for matching funds for the National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement Award (RII) and an allocation of \$800,000 for this program for FY 2022.

BACKGROUND:

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

POLICY ISSUES:

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

ANALYSIS:

Oklahoma has been awarded a five-year NSF EPSCoR Research Infrastructure Improvement award beginning July 1, 2020 in the amount of \$20 million. The grant application provides a matching commitment of \$800,000 per year from the Oklahoma State Regents of Higher Education.

The award continues infrastructure improvements for the Science and Technology centers, encourages the success of minorities and women as professionals in science and engineering and promotes university-private sector partnerships.

Other areas of special focus include:

- the creation of a stable base of R&D funding for Oklahoma higher education;
- the recruitment and retention of high-quality science and engineering faculty; and
- the enhancement of the public visibility of the state's research and graduate programs.

The Research Infrastructure Improvement award focuses on the theme of climate research. The award, "Socially Sustainable Solutions for Water, Carbon, and Infrastructure Resilience in Oklahoma" will facilitate research and learning opportunities for college faculty, college students and K-12 students. The

NSF award is a multi-institutional collaborative project that includes researchers from Oklahoma State University, The Samuel Roberts Noble Foundation, the University of Oklahoma and the University of Tulsa.

The attached agreement formalizes Oklahoma State University's role as the fiscal agent for the new award.

**Agreement Between the
Oklahoma State Regents for Higher Education
and
Oklahoma State University
Pertaining to
Experimental Program to Stimulate Competitive Research**

This agreement is between the Oklahoma State Regents for Higher Education (OSRHE), the party of the first part, and Oklahoma State University (OSU), the party of the second part, executed this 24th day of June 2021.

WHEREAS the Oklahoma EPSCoR Advisory Committee, together with Oklahoma State University, the University of Oklahoma, the Samuel Roberts Noble Foundation, initiated a Research Infrastructure Improvement Plan proposal under the Experimental Program to Stimulate Competitive Research (EPSCoR) of the National Science Foundation;

WHEREAS the National Science Foundation has made an award of monies based on scientific merit for the Oklahoma EPSCoR proposal;

WHEREAS the Oklahoma State Regents for Higher Education have allocated monies for EPSCoR sufficient to provide matching funds for this project; said allocated monies will be distributed by OSRHE for this program pursuant to the constitutional authority vested in OSRHE, the coordinating board of control for higher education;

WHEREAS the expanding number of Oklahoma EPSCoR programs and activities have likewise achieved a degree of statewide and national visibility;

THEREFORE, the parties agree that:

- 1) The OSRHE, as the coordinating board of control for higher education, shall allocate a sum of monies up to \$800,000 for the period of July 1, 2021 through June 30, 2022. Said monies represent the matching monies to the National Science Foundation grant to the Oklahoma EPSCoR Program and to institutional monies allocated to the purposes of the project.
- 2) OSU will act as the fiscal agent for this program for the term referenced above and shall distribute monies as appropriate to the other program participants including the University of Oklahoma and the Samuel Roberts Noble Foundation, subject to the following provisions:
 - a. The Principal Investigator (PI) shall have final budget authority for all expenditures of State Regents matching funds.
 - b. OSU shall provide monthly reports in a timely manner of all expenditures on the award to the PI.
 - c. OSU shall request prior approval from the PI for any State Regents matching funds expenditure that differs from those listed in the budget submitted to NSF.
 - d. A no-cost extension may be requested for any unspent funds at the end of this agreement.

- e. OSU shall provide an annual report in a format to be determined jointly by the OSRHE and OSU, accounting for all monies expended under the terms of the agreement.
- 3) This agreement shall be subject to continuing approval by the National Science Foundation of the scientific and technical merits of the program.
- 4) OSU further agrees that by accepting said funds it will abide by the terms and provisions of the National Science Foundation grant.

THE PARTIES HAVE READ THE TERMS AND PROVISIONS OF THIS AGREEMENT AND HEREBY GIVE THEIR VOLUNTARY CONSENT TO THAT AGREEMENT.

Oklahoma State University

Oklahoma State Regents for Higher Education

By: _____
Vice President for Research

By: _____
Chancellor

Date: _____

Date: _____

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2021

AGENDA ITEM #10-d:

EPSCoR.

SUBJECT: 2021 Oklahoma EPSCoR Advisory Committee Annual Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2021 Oklahoma EPSCoR Advisory Committee Annual Report.

BACKGROUND:

In July 2000, the Oklahoma Established Program to Stimulate Competitive Research (EPSCoR) Advisory Committee was codified by statute as an advisory committee to the State Regents. The Committee is chaired by the Chancellor. The purpose of the Committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director. In accordance with Title 70 O.S. 2001 § 3230.4, the Oklahoma EPSCoR Advisory Committee has submitted their annual report, which includes information concerning their activities for the preceding year.

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

During 2020 and 2021, Oklahoma participated in Federal EPSCoR or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, Defense Department, United States Department of Agriculture, and the Department of Energy. The attached report provides detailed information on Oklahoma's participation in each of these programs.

Annual Report of EPSCoR-IDeA Activities - 2021

Submitted to Oklahoma State Regents for Higher Education

By the Oklahoma EPSCoR Advisory Committee

Oklahoma's EPSCoR-IDeA Program remains very active in 2020-2021, directly participating in Federal EPSCoR-IDeA or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, Defense Department and the Department of Energy.

We have outstanding leaders for the various programs, including Dr. Darren Akins (NIH/IDeA), Dr. Andrew Arena (NASA EPSCoR) and Dr. Raymond Huhnke (NSF EPSCoR), who continue to operate at a very high level across Oklahoma and nationally. At the end of 2020, Dr. Huhnke retired from the NSF EPSCoR program, leaving behind an outstanding record of accomplishment during his time with program, both as Principal Scientist (2008-2013) and as the Program Director (2015-2020).

The Advisory Committee has approved the replacement of Dr. Huhnke by Dr. Kevin Wagner, Director & Berry Endowed Professor at the Oklahoma Water Resources Center. Wagner is President-Elect of the National Institutes on Water Resources, and Past-President of the Universities Council on Water Resources. He is an excellent scientist and administrator who will continue to lead the program to many more outstanding accomplishments.

NATIONAL SCIENCE FOUNDATION

The National Science Foundation (NSF) Research Infrastructure Improvement Award (RII) Track-1 is the largest of the NSF EPSCoR awards and very significant to our efforts to build competitive infrastructure. The most recent five-year program theme, "Enhancing the Resilience of Socio-Ecological Systems to Climate Variability in Oklahoma", examined the interlinked focus areas of complex human, climate, and natural resource systems. This project continued our efforts to develop the capacity and capability to conduct nationally and internationally competitive research in the State of Oklahoma. The goals and objectives of that five-year program have been accomplished. To date, this effort has generated \$331.6 million in new research funds for Oklahoma (total does not include RII or State funds). A major outcome was the M-SISNet, a network of more than 1,500 geolocated households across Oklahoma, developed through EPSCoR to provide data on citizens' perceptions and responses to agricultural, hydrological, and meteorological systems. This information is critical for decision makers and provides dynamic, research-quality data to scientists.

In July 2020, building upon the accomplishments of the previous program, including the M-SISNet, we began a new five-year, \$20 million program entitled, "Socially Sustainable Solutions for Water, Carbon, and Infrastructure Resilience in Oklahoma", continuing our theme of understanding the linkages among complex human, climate, and natural resource systems. The NSF has approved the required strategic plan for implementation of the program. The scientific themes of this five-year program position the Oklahoma researchers in critical areas, including social science and the public perception of science, infrastructure resilience, water and land use management, season-to-season climate variation, energy and carbon capture. These themes are featured elements of strategic plans and priority lists at both the State and Federal level.

The RII program integrates research and education offering research opportunities for college faculty, undergraduate and graduate students, in addition to educational outreach initiatives aimed at K-12 public schools. Events such as the Annual Oklahoma Research Day, Research Day at the Capitol, Women in

Science Conferences and other grant writing workshops receive support. The EPSCoR staff developed many of these initiatives in partnership with other NSF grants and State programs that also seek to enhance Oklahoma's R&D competitiveness and serve to support the broadening of participation of underrepresented minorities. Oklahoma NSF EPSCoR outreach and education programs have served over 113,000 Oklahomans since 2013, including more than 34,775 underrepresented minorities and 67,875 women. More than 63,950 K-12 students and teachers have benefited from Oklahoma EPSCoR STEM education, outreach, and training programs (2013-present), including an innovative statewide Girl Scouts STEM initiative. By training a skilled and diverse STEM workforce, we are ensuring that the State's emerging tech-based businesses and research labs will have a high-quality applicant pool to draw from for years to come. EPSCoR support has added more than 25 new faculty positions to Oklahoma universities. These programs and positions would not have been possible without EPSCoR funding.

EPSCoR has been at the forefront of Oklahoma's new, emerging technologies; the State's nanotechnology industry was underpinned by EPSCoR research. Since 2001, 120 new technologies have been produced, along with 34 patents, 9 copyrights, and 9 marketed products.

Recently, the U.S. National Science Foundation (NSF) announced the launch of the Engineering Research Visioning Alliance (ERVA), a new organization that will convene the engineering community to identify important engineering research challenges and opportunities. With a five-year, \$8-million award from NSF, ERVA will obtain and integrate input on nascent opportunities and priorities in fundamental engineering research (www.ERVAccommunity.org). The core partners of ERVA are members of the Big Ten Academic Alliance; the Established Program to Stimulate Competitive Research (EPSCoR)/Institutional Development Award (IDeA) Foundation (EIF); and the University Industry Demonstration Partnership (UIDP). ERVA will engage the engineering research community, including people and organizations in academia, government and industry, as well as professional organizations and the interested public. Building on community ideas, ERVA will share compelling visions for future engineering research to address national needs and societal challenges, leading to positive impacts on people's lives. The American Society for Engineering Education and other affiliate partners will provide important connections beyond these core groups. Activities of ERVA will be guided, in part, by a Standing Council made up of leaders representing the Alliance core partners; Mr. Michael Carolina, Executive Director of the Oklahoma Center for the Advancement of Science and Technology, and member of the EPSCoR Advisory Committee, has been appointed a member of this Council.

NATIONAL INSTITUTES OF HEALTH

The National Institutes of Health (NIH) administers three programmatic activities under its Institutional Development Award (IDeA) Program. The IDeA program is an NIH award program similar to the NSF EPSCoR program. Under the Centers of Biomedical Research Excellence (CoBRE) grant program, Oklahoma has had 15 awards since 2000 valued at over \$297 million over the lifetime of the awards (10 current awards total \$189.7 million). Under the Clinical and Translational Research (OSCTR) program, Oklahoma has 1 current award (limit) with total value of \$40.5 million over its lifetime. Under the IDeA Network of Biomedical Research Excellence (OK-INBRE), Oklahoma has 1 current award (limit) with total value of \$84.5 million over its lifetime. The INBRE and OSCTR grants continue through 2024.

The CoBRE programs, as well as the INBRE and OSCTR programs, generate, complement, and enrich Oklahoma's research strengths by leveraging NIH investment in personnel, equipment, core facilities and student programs to solve health problems, build research capacity, and build a better student pipeline for the next generation of physicians, healthcare workers, and scientists. Clinical and translational research supported by the OSCTR program seeks to reduce health disparities in underserved and understudied

populations. This infrastructure is critical to having the capacity to address the needs of the citizens of Oklahoma, especially when faced with a public health emergency such as the COVID-19 pandemic.

Leveraging OSCTR Infrastructure and Expertise for COVID-19 Response (provided by Dr. Timothy VanWagoner, Administrative Director of the OSCTR)

The primary mission of the OSCTR is to address the most important health needs of Oklahomans; therefore, this past year we mobilized OSCTR infrastructure to provide leadership and crucial infrastructure during the evolving COVID-19 pandemic. This began by negotiating the sharing of equipment and personnel between OMRF, OUHSC, OU Health and the FAA center in OKC to facilitate the development of a novel SARS-CoV-2 testing method using microfluidic RT-qPCR technology (reagent sparing approach, Fluidigm), robotics and clinical/laboratory informatics to enable a high-throughput screening pipeline compatible with NP swabs and salivary samples. This protocol has been deployed at multiple institutions and Fluidigm received a Rapid Acceleration of Diagnostics (RADx) award from NIH to further develop and implement the methodology.

To ensure that primary care providers throughout the state have accurate, current information about COVID-19, we connected one of our OSCTR Master Mentors, who is Chief of Infectious Diseases at OUHSC, with the team at Oklahoma State University (OSCTR partner institution) to provide weekly updates through their telehealth ECHO program. The co-Director of the Oklahoma Primary Healthcare Improvement Cooperative, which developed from the OSCTR CEO Core, also provided a weekly forum for clinicians associated our past dissemination and implementation efforts. We also utilized our Research to Practice to Research Exchange, an online, curated repository of published data developed by OPHIC, to provide community clinicians access to important and timely information relevant to COVID-19 and primary care. OSCTR personnel also serve on the COVID-19 Response Task Force for OUHSC and OU Health, as well as on the Governor's Vaccination Advisory Committee. Through infrastructure provided by the OSCTR partnered with funding from philanthropic sources, we were able to serve our local healthcare worker communities to monitor SARS-CoV-2 seroprevalence as the pandemic was beginning to grow in the state. Over a 12-week period, we were able to see a steadily growing increase in seroprevalence, as well as disparities that mirror the overall population.

The OSCTR continues to work with a former pilot recipient and another junior investigator to establish, staff and manage the Oklahoma COVID-19 Registry and Repository, which provides biospecimens and associated clinical data to a host of pilot and future projects from CTR investigators. We also collaborated with other IDeA-CTRs in participating in the National COVID Cohort Collaborative (N3C) and have successfully submitted clinical data from OU Health for N3C. Several of our BERD and Clinical Core investigators serve on the oversight and rural health domain committees for this effort and are active participants in analyzing data and drafting initial publications on the effect of COVID on our rural communities. We also collaborated with our CTR colleagues to help develop proposals to address Post-Acute COVID Sequelae, which will be aided by our existing biorepository collections at OUHSC and OMRF that were initiated at the start of this pandemic. Our OSCTR PI presented at the NIAID PACS workshop with preliminary data from our cohorts and is serving on the CDC PACS Advisory Committee. Based upon some of this early work with COVID19 patients, the OSCTR was poised to help our investigators and scholars who were involved in COVID care to participate in COVID research. Our local investigators participated in the NIAID-funded Immunophenotyping Assessment in a COVID-19 Cohort (IMPACC), ACTIV-1, ACTIV-2 and ACTIV-4 NIH-funded trials, as a site in an NIH-funded investigator-initiated trial of convalescent plasma in severe COVID19, and in numerous other clinical trials and clinical research.

The OSCTR assisted the Cherokee Nation to secure and operationalize a supplemental grant through the NIH Rapid Acceleration of Diagnostics for Underserved Populations (RADx-UP) award program for a community driven program to develop an evidence-based, culturally informed approach to increase testing and contact tracing, and to reduce the intermediate and long-term effects of COVID within the Cherokee Health System catchment area. This also includes the development of biorepository capacity for the Cherokee Nation that will have long-term benefits for their ability to conduct clinically oriented research in future years.

In a second RADx-UP project, the OSCTR developed the Community-engaged Approaches to Testing in Community- and Healthcare settings for Underserved Populations (CATCH-UP) to also increase testing and to better understand the barriers to testing and socioeconomic effects of the pandemic from both community perspectives and within the healthcare community. As of 3/17/2021, 34 practices were enrolled for participation in CATCH-UP and initiated COVID-19 testing of their patients, supported by our Oklahoma Primary Healthcare Improvement Cooperative (OPHIC) infrastructure. The OSCTR also is collaborating with our partners to organize, publicize, and staff more than 250 community testing events to increase testing in underserved rural and minority communities.

These are some of the impacts of NIH/IDeA in Oklahoma in the past year. Long term impacts continue to be: fundamental discovery research leading to new diagnostics, treatment protocols, biotechnology; building an education pipeline to develop new healthcare providers for next generation and to enhance best practices in rural communities; workforce development through thousands of teacher and student interactions, biotechnology program development, healthcare worker training for tribal groups; and improvement of health and healthcare for all citizens across the state including underserved and underrepresented populations.

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

The NASA EPSCoR Research Infrastructure Development (RID) program enables jurisdictions to build and strengthen relationships with NASA researchers. The RID has a three-year base period of performance with a potential single, two-year renewable period of performance. The NASA EPSCoR group, led by Dr. Andrew Arena, recently received a continuation grant for the program. The RID core Federal award is for \$125,000 annually through 2021. The OSRHE approved matching funds of \$63,000 annually. The aggregate funding for this program from Federal, university and OSRHE sources totals approximately \$750,000. A new proposal for funding from 2022 through 2027 will be submitted in June 2021.

The NASA EPSCoR Cooperative Agreement Notice (CAN) for Research Awards solicits topic-specific proposals addressing high-priority NASA research and technology development needs. Awards are up to \$750,000 for a three-year performance period. In anticipation of the 2020 call for proposals, we completed a state-wide open competition involving review by members of the State EPSCoR Advisory Committee and selected the top project for submission. In the 2020 competition, the Oklahoma proposal, “Development of Robust Solid Electrolytes in Lithium-ion Batteries for Mars and Moon Missions” led by Dr. Omer Ozgur Capraz, Assistant Professor, School of Chemical Engineering at Oklahoma State University, with a team representing the University of Oklahoma, University of Tulsa, and Oklahoma State University was chosen and submitted to NASA in April 2021. In 2020, NASA awarded support for the project “Robust and High-Data-Rate Hybrid RF/Optical Communications for Lunar Missions” led by Dr. Sabit Ekin, Assistant Professor, School of Electrical and Computer Engineering, at Oklahoma State University, with a team representing the University of Oklahoma, University of Tulsa, and Oklahoma State University. The OSRHE approved a commitment of \$50,000 annually in matching funds for the three-year award. These funds will be used to support a portion of salaries and benefits for project personnel, student stipends and tuition, and a portion of project materials and travel costs.

DEPARTMENT OF ENERGY

The Department of Energy (DOE) Established Program to Stimulate Competitive Research (DOE EPSCoR) recently accepted applications from eligible jurisdictions for Implementation Grants. Grants awarded under this program are intended to improve research capability through the support of a group of scientists and engineers, including graduate students and post-doctoral fellows, working on a common scientific theme in one or more EPSCoR jurisdictions. This is a two-stage process involving submission of a pre-application, which is peer-reviewed and ranked. Applicants with the highest rated pre-applications are encouraged to submit applications.

In early 2021, a group of researchers at based at the University of Oklahoma were invited to submit a full proposal to the DOE EPSCoR solicitation. This submission, entitled “Fundamental and Enabling Technologies for Quantum Control in Halide Perovskites”, led by Drs. Binbin Weng and Ian Sellers, includes diverse faculty from Engineering, Physics, and Chemistry and is focused on quantum processes and technology development in soft condensed matter. Awards in this program may be for an initial period of two years at \$1,500,000 per year, followed by two successive two-year renewals at \$2,500,000 per year, for a possible total of \$13,000,000 over six years. If fully funded over the six-year period, it will be the largest grant (\$13 million) Oklahoma has ever received from the DOE.

Halide perovskites are a very useful class of materials for a broad range of energy efficient technologies. The goal of the Oklahoma project is to establish a fundamental understanding of the quantum dynamics and “many-body” excitations of halide perovskites. The research is aimed at ways to manipulate and control such interactions and assess the viability of these materials in next generation quantum systems. The foundation established in this project will also support and enhance work being done at OSU and the University of Tulsa on photovoltaics, electronics, detectors, lasers, light-emitting diodes and other technologies. This is also the basis of the successful DEPSCoR project listed in the table below led by Dr. Arne Schwettmann. Through this DOE funding opportunity, we have a path to put in place a strong quantum research program that will move Oklahoma to the forefront of the rapidly expanding quantum technology field, and significantly increase the visibility and impact of Oklahoma in this important area of science. The award announcements are expected to be made sometime in June 2021.

In 2018, the Department of Energy accepted proposals for EPSCoR-State/National Laboratory Partnerships. These partnerships are to advance fundamental, early-stage energy research collaborations with the Department of Energy national laboratories and provide \$750,000 in Federal funds over three years. Dr. Ian Sellers of the University of Oklahoma, with a team representing the University of Oklahoma, University of Tulsa, and Oklahoma State University, was awarded a grant for the project titled, “Hot Carrier Dynamics in Low-Dimensional Systems”. The OSRHE approved a commitment of \$48,000 annually in matching funds for the three-year award.

DEPARTMENT OF DEFENSE

Following a multi-year effort, the Congress has reauthorized the Defense EPSCoR (DEPSCoR) program. With the support of key members of the U.S. Senate, including Senator Inhofe, the program received an appropriation of \$12 million in 2019 and 2020. In FY22 we have requested \$26 million for this program. These funds are allocated to 3 programs: a plus-up of the Defense University Research Infrastructure Program, a plus-up of the Defense New Investigator Program, and a new competitive grant award program intended to promote partnerships with the Defense Department Research Laboratories.

In the first round of competitive grant awards more than 200 proposals were received, 6 were selected for funding (thus, our request for increased Federal dollars for the program) and 2 of the 6 successful proposals were from Oklahoma.

FY2019 Defense Established Program to Stimulate Competitive Research (DEPSCoR) – Selected Projects

Primary Institution of Higher Education (IHE) Sub-award IHE	Principal Investigator	Project Name
University of Oklahoma University of Oklahoma	Dr. Arne Schwettmann	Harnessing entanglement in ultracold atomic gases
Purdue University George Washington University	Dr. Hector Gomez	Role of non-condensable gas on cavitation inception
University of New Orleans Louisiana State University	Dr. Peter Bierhorst	Device-Independent Quantum Secured Communication
Oklahoma State University Brown University	Dr. Raman Singh	Structural Supercapacitors for Onboard Energy Storage and Delivery in Manned or Unmanned Surface Vessels
University of Wisconsin-Madison University of Wisconsin-Madison	Dr. Wenxiao Pan	Mesoscale Modeling of Soft Matter: A Bottom-up Approach
University of Iowa Iowa State University	Dr. Xuan Song	3D-Printed, Hierarchical Polymer-Bonded Energetic Composites with Electromagnetically Switchable Porosity

FUTURE OUTLOOK

The areas of research represented by the grants and projects in the Oklahoma EPSCoR-IDeA portfolio are closely aligned with the Oklahoma Strategic Plan for Science and Innovation, as well as with U.S. national needs and priorities. Multiple areas of science and engineering reflect current or emerging strengths of the research enterprise in Oklahoma including, new energy technologies, advanced materials, understanding weather and climate, water resource management, infrastructure resilience, and social science. These will continue to support Oklahoma priorities in aerospace, energy, health and life sciences, and biotechnology. We expect continued excellence in outreach and education efforts. With respect to the EPSCoR and IDeA programs, we continue to be one of the most successful among the EPSCoR-IDeA states.

The budget outlook for EPSCoR-IDeA at the Federal level continues to be stable. The Congress continues steady support for R&D programs in general, and several new bills are being introduced that would significantly increase that support. The current aggregate funding for all EPSCoR and IDeA programs is

\$729.9 million. It should be kept in mind that aggregate funding for EPSCoR-IDEA programs across all Federal agencies amounts to less than 1 percent of the nondefense R&D budget. Our own Oklahoma Congressional delegation have been excellent supporters and we meet with them annually to discuss the program impacts and accomplishments. There is strong support for EPSCoR-IDEA, as well as for NIH, NSF and the other research and development programs in Congress and we hope to maintain level or increased funding in the programs. We saw recommended increases in funding for the EPSCoR and IDEA programs in the recent 2021 spending bills, thanks to efforts of Congressman Cole and others in support of the value of these programs to Oklahoma and other eligible states. Oklahoma representatives are in key positions to influence Federal R&D across the entire government: Mr. Cole, Ranking Member of the Subcommittee on Labor, Health and Human Services, Education and Related Agencies Appropriations Committee (NIH appropriation); Mr. Lucas, Ranking Member of the House Science, Space, and Technology Committee (NSF, NASA, DOE authorization); and Mr. Inhofe, Senate Armed Services, and Commerce, Science and Transportation. In April, Senator Inhofe was an originator, with Senator Jack Reed (D-RI), of a “Dear Colleague” letter circulated in the Senate soliciting support for our FY22 budget request for the NSF EPSCoR program.

The current activity in the Congress suggests we will see across-the-board increases in funding for science and engineering for FY22. These increases will be driven, in part, by the recognition of the threats posed by international competition and potential dependence on technologies and high-tech manufacture from overseas. Several of these bills, including the “Endless Frontiers Act” (H.R.2731/S.1260), contain language specifying significant levels of funding be directed to EPSCoR jurisdictions.

We continue to review and evaluate ways to maximize the potential impact of EPSCoR programs on our State. With the continued support of the State Regents, Oklahoma EPSCoR-IDEA is poised to continue as one of the key components of Oklahoma’s research and development portfolio, enhancing both economic development and educational opportunities for our students.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2021

AGENDA ITEM #11:

Capital.

SUBJECT: Approval of the FY22 Annual Campus Master Plan for submission to the Long-Range Planning Commission.

RECOMMENDATION:

It is recommended that the State Regents authorize the transmittal of institutional capital improvement plans for the eight (8) fiscal years 2022-2030 to the State of Oklahoma Long-Range Capital Planning Commission. The institutional capital improvement plans are presented in the supplement to this agenda.

BACKGROUND:

The State of Oklahoma Long-Range Capital Planning Commission was created during the 1992 legislative session (62 O.S., Section 901) and revised in 2014. Its purpose was to establish a capital planning process that would result in an annually updated state capital improvement plan addressing all agency and institutional needs covering the next eight years. The statute provides that the Oklahoma State Regents for Higher Education shall cooperate with the Commission by collecting from each institution and entity in The Oklahoma State System of Higher Education a detailed list of all capital projects anticipated for the next eight years. Institutional listings identify projects that will require funding from state appropriations, as well as projects that will be self-funded by the institution from sources such as Section 13 and New College funds, revenue bond proceeds, auxiliary enterprise revenues and Section 13 Offset.

POLICY ISSUES:

None.

ANALYSIS:

Based on the information submitted by institutions and agencies, the Commission, submits prior to each legislative session, a state capital improvement plan to the Governor and legislative leadership that contains two sections. The first section includes projects identified by institutions and agencies that the Commission recommends for funding from state appropriations. The second section includes all self-funded projects that were identified by institutions and agencies.

The Commission's approach for development of a state capital improvement plan focuses on projects for which state appropriations are required. The Commission's evaluation process has, in prior years, placed a high priority on projects relating to telecommunications and technology, asset preservation, health and safety, and renovation of facilities.

A total of 869 capital projects are identified by State System institutions for submission to the Commission. These projects are summarized by institution in the supplement provided at this meeting and total approximately \$3.3 billion for the eight-year period.

Supplement

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2021

AGENDA ITEM #12:

Contracts and Purchases.

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

RECOMMENDATION:

It is recommended that the State Regents approve FY-2022 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:

A number of agency purchases for equipment maintenance, network circuits, lease of office space, memberships, professional services, and postage must be in place on July 1st of each year due to vendor requirements for renewal or payments that must be made in July. Several of these purchases are in excess of \$100,000 and require State Regents' approval prior to issuing a purchase order.

Purchases Over \$100,000

Core

- 1) Ellucian in the amount of \$147,198.00 for FY22 maintenance, support and upgrades of the Banner software system. Banner is the agency accounting and human resources system. (Funded from 210-Core).
- 2) SAS in the amount of \$136,678.33 for FY22 maintenance, support and upgrades of the visual analytics cloud-based business intelligence program that features dashboard and scorecard capabilities, online analytical processing, query and reporting writing, data mining and predictive analytics, and data warehousing system for the Strategic Planning and Analysis department. (Funded from 210-Core).

OCAP

- 3) Educational Credit Management Corporation, in the amount of \$803,709.00 for FY22 for use of an integrated software system and services for administering student loans for the Oklahoma College Assistance Program (OCAP), as well as providing federally required Federal Family

Education Loan Program default aversion services performed on behalf of OCAP. (Funded from 701-OCAP).

Endowed Chairs Program

- 4) Mercer in the amount of \$488,000.00 for FY22 investment consulting services on the Endowed Chairs, Academic Scholars and the Retirement Trust Fund. (Funded from 707-Endowed Chairs Program).

OneNet

- 5) American Telephone and Telegraph Corporation for \$201,187.00 for FY22 circuits to provide services to OneNet customers. These costs are incurred on behalf of current OneNet customers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet)
- 6) American Telephone and Telegraph Corporation for \$100,404.00 for FY22 Cloud services for OneNet customers. These costs are incurred on behalf of current OneNet customers, which OneNet invoices annually or monthly to recover Cloud service cost obligations. (Funded from 718-OneNet).
- 7) Dobson Technologies Transport and Telcom in the amount of \$100,000.00 for FY22 OneNet fiber optic relocation due to highway construction projects and fiber locates on all OneNet fiber. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).
- 8) Blackboard for \$135,220.00 for FY22 service. Blackboard Learn Saas is an online learning service provided to the following participating institutions: Northeastern State University, Carl Albert State College, Murray State College, and Redlands Community College. Costs will be recovered from OneNet user fees. (Funded from 718-OneNet).

OCAN

- 9) Dobson Technologies Transport and Telcom in the amount of \$200,000.00 for FY22 OCAN fiber optic relocation due to highway construction. Costs will be recovered through user fees. (Funded from 720-OCAN).

Multiple Funds

- 10) Bank of America in the amount of \$116,000.00 for FY22 P-Card expenditures. The funds for P-Card expenditures must be encumbered prior to using the P-Card for purchases. (Funded from 210-Core, 701-OCAP, 718-OneNet, 720-OCAN, 730-GEAR UP).
- 11) University of Oklahoma Health Sciences Center (OUHSC) in the amount of \$822,992.00 for FY22 lease of office space located at 655 Research Parkway, Oklahoma City, Oklahoma. (Funded from 210-Core, 701-OCAP and 718-OneNet).
- 12) University of Oklahoma Health Sciences Center (OUHSC) in the amount of \$197,344.00 for FY22 lease of office space at 840 Research Parkway, Oklahoma City, Oklahoma. (Funded from 210-Core, 701-OCAP and 718-OneNet).

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AGENDA ITEM #13:

Deleted Item.

Meeting of the
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AGENDA ITEM #14-a:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Doctor of Philosophy in Organizational and Community Leadership in Tulsa.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the Doctor of Philosophy in Organizational and Community Leadership at OU-Tulsa, 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.

- **Doctor of Philosophy in Organizational and Community Leadership.**
Continuation beyond Fall 2026 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 12 students in Fall 2025; and
Graduates: a minimum of 2 students in 2025-2026.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Oklahoma's (OU) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

- We have created an Office of the Registrar combining Enrollment Services, Academic Records, Graduation, Academic Publications and Veteran Student Services. The Registrar's office is central to all offices in Enrollment Management and has already established continuity and consistency campus-wide with our colleges and campus partners.
- We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We have been using the Common Application and Coalition Application for undergraduates to expand our reach even further. We also have an internally built "OU application" hosted by our CRM product, Slate, if students would prefer to only apply to OU. For graduate admissions, we have transitioned to Slate as our application platform. This has saved money and is more user friendly. This has created efficiencies in communication, marketing and recruitment of prospective graduate students, saved money, and created shared services between undergraduate and graduate admissions.
- We will continue an intense focus on undergraduate retention and graduation rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increasing the coordination of undergraduate academic advising across campus, and 3) enhancing course offerings during summer

session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.

- Several retention analyses are being undertaken at the university, including broad cohort analyses by University College and the Provost's Office.
- We will continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections (or increasing course size) as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors. We have identified a director position in University College (George Bogaski). This process has been steadily improved and has increased in impact – more deans, chairs, and directors are responding to identify needs in order to avert enrollment crises. We have also added waitlists to ALL of our courses and have limited waitlisting to one section of a course to determine demand on subject and time slot.
- We continue to collect mid-semester grades at the end of the eighth week of the Fall and Spring semesters in order to help students and advisors understand how the students are performing academically. Grades are required of instructors to submit for students in all 1000 level courses, but grading is available in the system for all courses. The following week, University College and other academic advisement/coaching units are provided with a list of students and their mid-semester grades. Appropriate contact and interventions follow. Mid-semester grades are available to all students in ONE.
- We will continue to support undergraduate retention and graduate rates by providing data from the student systems to provide early detection of at-risk students.
- The Office of Admissions and Recruitment (OAR) has been using Slate by Technolutions for our CRM and we are in the planning stages in expanding it to be our current student CRM. Slate has already enhanced our ability to communicate with prospective students and track events and ongoing communication through the point of enrollment and this will allow us to expand that capability to current students.
- The Office of Admissions and Recruitment has engaged with an econometric-centered enrollment management firm that assists with financial aid strategy, revenue optimization, and recruitment and admission strategy for incoming freshmen.
- The Office of Admissions and Recruitment piloted an artificial intelligence web bot, Ivy, to be even more responsive to the needs of prospective students and with the goal of connecting students with their admission counselor earlier on in the process.
- OAR transformed its National Scholars Programs recruitment strategy to be more inclusive of high achieving students who were not quite National Merit level. This has worked to great effect and OU is enrolling more non-National Merit but high achieving students, by a large margin, than ever before.

Future Plans:

- We have kicked off “OU Online” which will allow us to reach students everywhere and add flexibility and additional options for students to earn graduate degrees.
- We are actively finding ways to better connect students with the Health Sciences Center, Law School, etc. as incoming freshmen. Strong programs such as these help make the university attractive to prospective freshmen, and the more we can work together to promote programs and find new pathways for earlier integration and completion of two degrees, the better.
- We are actively working on new ways to enhance the personalized student experience through Slate. We have a Slate portal for admitted students, but are working to back the personalization up earlier so that students and their parents at the point of first interest in OU have a portal-like, individualized experience.

APRA Implementation

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

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

93	Degree and/or certificate programs deleted
154	Degree and/or certificate programs added

Program Review

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

57	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
125	Baccalaureate Degrees
100	Master's Degrees
57	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OU's faculty developed the proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Doctor of Philosophy in Organizational and Community Leadership at OU-Tulsa at their June 18, 2020 meeting.

OU requests authorization to offer this program at OU-Tulsa as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Doctor of Philosophy in Organizational and Community Leadership

Program purpose. The proposed interdisciplinary program will offer students in Tulsa ongoing opportunities to understand complex community problems at the individual and organizational level while developing research-based solutions.

Program rationale and background. Graduates from master's degree programs at OU-Tulsa, such as the Master of Arts in Organizational Dynamics (110) and Master of Public Administration (197), have

expressed interest in pursuing a doctoral degree focused on community leadership, public policy, and community engagement at OU-Tulsa. To more formally gauge interest in the proposed program, the program director of the proposed program facilitated focus groups in Fall 2018 and Spring 2019 with prospective students, and community leaders from the Greater Tulsa metropolitan area. Participants in the prospective students’ focus group requested an advanced degree program that would combine theory and practice in the nonprofit sector and help them develop skills in research methods and data analytics that may be applied to organizational development. Participants in the community leaders’ focus group emphasized the need for senior-level leaders who can navigate organizational transitions and challenges in the public sector and various major workforce systems such as aerospace and defense, energy, agriculture, information and financial services. Specific competencies that these leaders recommended for students in the proposed program include understanding nonprofit organizations, managing legal issues, organizing teams to work across organizational boundaries, and policy administration.

Employment opportunities. Research suggests that 75 percent of nonprofit leaders will leave their job in the next five years. Graduates of the proposed program will be preferred candidates for these leadership positions. According to the U.S. Bureau of Labor Statistics, employment of social and community service managers is projected to grow 17 percent from 2019 to 2029, which is much faster than the average for all occupations. In addition, employment of public relations and fundraising managers is projected to grow 9 percent and employment of administrative services and facilities managers is projected to grow 6 percent from 2019 to 2029, nationally. The employment outlook for these positions at the state level is also very promising. Oklahoma Employment Security Commission data suggest that employment of social and community service managers will grow 11.2 percent, employment of public relations and fundraising managers will grow 6.6 percent, and employment of administrative services managers will grow 5.9 percent between 2018 and 2028. Considering the strong pool of potential applicants, high likelihood of support from community leaders in Tulsa, and positive job outlook for graduates, OU anticipates that the proposed program will be highly productive.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2025
Minimum Graduates from the program	2	2025-2026

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 Organizational and Community Leadership doctoral programs in Oklahoma. A system wide letter of intent was communicated by email on July 24, 2020. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval to offer the proposed program in Tulsa will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Philosophy in Organizational and Community Leadership program will consist of 90 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	18
Electives	39
Prospectus Development	3
Research	30
Total	90

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

For these reasons, two external reviewers, Drs. Brian Christens and Randy Stoecker, conducted a paper review (i.e., no site visit) of the proposed degree program. Dr. Christens is currently an associate professor in the Department of Human and Organizational Development at Vanderbilt University. His relevant areas of research include: community organizing, equity and justice, neighborhoods and communities, non-profit organizations, and organizational change. Dr. Christens obtained a Doctor of Philosophy in Community Research and Action from Vanderbilt University. Dr. Stoecker currently serves as a professor in the Department of Community and Environmental Sociology at the University of Wisconsin. Dr. Stoecker’s primary research interests include: community organizing and development, community-based research and service learning, and community information technology. Dr. Stoecker obtained a Doctor of Philosophy in Sociology from the University of Minnesota, Twin Cities. Both reviewers have extensive experience in the academic area of organizational and community leadership as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

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

The team’s overall evaluation included the following findings:

- The curriculum is flexible enough to cover important elements needed for the proposed program;
- The admission, retention, and graduation standards meet State Regents’ policy requirements;
- The faculty possess the academic and research credentials appropriate to support the proposed program, and it appears the workload created by the proposed program will be manageable; and
- The program review and assessment processes are clear for the proposed program.

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

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

Support services. The library, facilities, and equipment at OU-Tulsa 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 Doctor of Philosophy in Organizational and Community Leadership are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$20,829	\$31,244	\$41,659	\$52,074	\$62,489
<i>Explanation/Calculations: OU anticipates an enrollment of 4, 6, 8, 10, and 12 students in years 1 through 5. Tuition was calculated assuming each student will take 18 credit hours per year at the resident graduate tuition rate of \$289.30 per credit hour.</i>					
TOTAL	\$20,829	\$31,244	\$41,659	\$52,074	\$62,489

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$0	\$0	\$37,500	\$37,500	\$37,500
<i>Explanation: During years 1 and 2, faculty expenses will be absorbed with existing resources by the OU-Tulsa Graduate College. During years 3-5, funds will cover a portion of the program administrator/lead faculty member's salary (i.e., approximately 0.5 FTE).</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$250	\$250	\$250	\$250	\$250

Explanation: Funds will cover the estimated costs of copies of course materials made by faculty and promotional materials for recruitment for the proposed program.

Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$250	\$250	\$37,750	\$37,750	\$37,750

Attachment

**UNIVERSITY OF OKLAHOMA
DOCTOR OF PHILOSOPHY IN ORGANIZATIONAL AND COMMUNITY LEADERSHIP**

Degree Requirements	Credit Hours
Program Core	18
Select graduate-level courses in each competency area in consultation with the doctoral advisory committee. The courses must be approved by the program's graduate liaison.	
Research Methods	9
Policy, Advocacy and the Nonprofit Sector	3
Organizational and Administrative Leadership	3
Interpersonal Dynamics	3
Electives	39
Select graduate-level courses that emphasize a focus in one or more of the core competency areas in consultation with the doctoral advisory committee. The courses must be approved by the program's graduate liaison.	9
Transfer courses from completed Master's degree from an accredited U.S. university	Up to 30
Prospectus	3
OCL 6813 Prospectus Development	3
Research	30
OCL 6980 Doctoral Dissertation	30
Total	90

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2021

AGENDA ITEM #14-b:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Arts in History in Tulsa, the Bachelor of Science in Psychology in Tulsa, the Bachelor of Arts in Sociology in Tulsa, the Bachelor of Science in Sociology in Tulsa, the Doctor of Philosophy in Curriculum Studies in Tulsa, and the Doctor of Philosophy in Human Development and Family Science.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's requests to offer the existing Bachelor of Arts in History at OSU-Tulsa via traditional and electronic delivery, the existing Bachelor of Science in Psychology with options in Pre-Occupational Therapy, and Pre-Physical Therapy at OSU-Tulsa, the existing Bachelor of Arts in Sociology at OSU-Tulsa via traditional and electronic delivery, the existing Bachelor of Science in Sociology at OSU-Tulsa via traditional and electronic delivery, with lower division courses for the bachelor degrees at OSU-Tulsa to be delivered by Tulsa Community College, the existing Doctor of Philosophy in Curriculum Studies with options in Curriculum and Leadership, College Curriculum and Teaching, and International and Peace Curriculum at OSU-Tulsa, and the Doctor of Philosophy in Human Development and Family Science with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Arts in History.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 68 students in Fall 2025; and
 - Graduates: a minimum of 17 students in 2025-2026.
- **Bachelor of Science in Psychology.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 92 students in Fall 2025; and
 - Graduates: a minimum of 23 students in 2025-2026.
- **Bachelor of Arts in Sociology.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 24 students in Fall 2025; and
 - Graduates: a minimum of 6 students in 2025-2026.
- **Bachelor of Science in Sociology.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 24 students in Fall 2025; and

Graduates: a minimum of 6 students in 2025-2026.

- **Doctor of Philosophy in Curriculum 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 2 students in 2025-2026.
- **Doctor of Philosophy in Human Development and Family Science.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 4 students in Fall 2024; and
Graduates: a minimum of 3 students in 2024-2025.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Oklahoma State University's (OSU) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

College Arts and Sciences (CAS)

CAS is planning a significant expansion in its academic programs offered on the OSU-Tulsa campus. To serve demand for students interested in medical school or other health professions, CAS will offer the BS in biology and a new undergraduate degree in biotechnology. As a means of better serving the Tulsa arts community, CAS will offer the BA in arts administration and BS in music industry. At the graduate level, the College plans to develop a professional science masters (PSM) in geosciences on the Tulsa campus, the first program of its type in Oklahoma. Faculty involved with the College's Center for Africana Studies will offer courses that support a new minor called Truth and Reconciliation in the Americas.

In the fall of 2020, CAS will roll-out Cowboy Concurrent Online, which provides access to introductory courses for Oklahoma high school seniors. With funding from OSRHE to cover tuition and the OSU Foundation covering fees, the program enables eligible seniors to earn credit hours without cost in English composition, American history, college algebra, American government, psychology, and/or media while enrolled in high school. High school juniors in Oklahoma and out-of-state students may take Cowboy Concurrent Online courses at reduced rates.

College of Education and Human Sciences (CEHS)

The first pressing academic priority for year one of the newly formed CEHS is to determine enrollment capacity for the undergraduate programs. A capacity study through Hanover Research Group will determine the optimal size and arrangement of the undergraduate programs, given the current resources. These data will be used to determine synergies and overlap in current programs within the college and will be shared with the leadership team and the faculty advisory committee for discussion. These groups will then develop a set of criteria for the development of new programs or reorganization of current programs into new units, if needed.

The second academic priority for CEHS is to determine enrollment capacity for 100% online graduate degree programs. Work is ongoing with EAB Research Group and the Institute of Teaching Learning Excellence (ITLE) to conduct a market scan of online graduate degree programs. These data showed that the highest priority programs are Family Financial Planning, Educational Psychology, and Human Development and Family Science in the Family and Community Services option. Additionally, the MS in Aviation and Space, Dietetics, and Special Education showed a strong competitive opportunity in this

region. A capacity study will determine the optimal size and arrangement of these programs, given the current resources.

CEHS's third academic priority is to increase undergraduate enrollment of underrepresented students in the academic programs. The plan is to develop programming that will not only bring students from underrepresented groups to CEHS but will also increase their opportunity to be involved in leadership development and success initiatives.

College of Engineering, Architecture and Technology (CEAT)

CEAT's highest overarching 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, remains a priority. A significant limitation is the continuing budget reductions from the state. For current CEAT students, priority will be on increasing retention, graduation rates, and diversity and inclusion initiatives.

Ferguson College of Agriculture (FCA)

A main academic priority of FCA is to improve undergraduate student academic success, particularly among first generation college students. Academic departments have developed new or enhanced seminar courses designed to improve academic and career readiness. Departments are evaluating student success across their curriculum to identify courses where significant achievement gaps exist and where changes to course pedagogy may have a positive impact on student learning. This is especially important in our pre-med and pre-vet degree option areas where there are high enrollments. Collaboration between academic and student support programs is critical to increasing student success. FCA partners with the Office of First Year Success to share student information and resources supporting individual students. The college also expanded its peer tutoring services offered in the "Study and Snacks" program, in addition to increased peer mentoring/tutoring support in several academic departments. Scholarship support for first generation and sophomore students is an important component of the strategy. Investment into experiential learning opportunities continues, including department and college-level undergraduate research programs, additional honors add-on courses, service-learning connections and faculty investment in student organization activities. The Greenhouse Learning Center opened in fall 2019 and includes outdoor experiential learning spaces such as the hands-on crops teaching area.

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, biochemistry and molecular biology, biosystems engineering, forestry, and agricultural leadership. It is also a goal to increase the number of FCA degree programs approved for inclusion in the Academic Common Market (ACM). Potential ACM programs include, but are not limited to, landscape architecture, landscape management, agricultural leadership, and forestry. Graduate program strategies 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.

A third FCA academic priority is to strengthen transfer student recruitment and timely degree completion, including updating and expanding Finish Orange transfer guides with Oklahoma's 2-year institutions and instituting virtual transfer partner meetings focused on specific academic programs and student success issues important to transfer student success. Faculty who teach introductory courses in FCA's programs are working with faculty at partner institutions to share course learning outcomes and course materials in

order to enhance the transferability of courses and to strengthen transfer student success. Once OSRHE approval is received, the Agricultural Leadership online degree completion program will be heavily promoted as it meets the needs of a broad set of agricultural career interests.

Spears School of Business (SSB)

The current pressing academic priority of SSB is to maintain a quality and safe educational experience for the students as the pandemic is navigated with all its resulting health, economic, and social impacts. Achievement of this priority requires careful planning for the fall semester, excellent and timely communications with all stakeholders, and a resilient attitude. To that end, early communication with faculty is essential, so that there is sufficient time to prepare for potentially multiple delivery modes in the upcoming fall and spring semesters. In addition, work is ongoing to get a handle on student needs and expectations through surveys and discussions so that their needs can be appropriately predicted, planned for, and met.

Another academic priority of SSB is to ensure the impact of scholarly contributions. Faculty tracks have been created and implemented that enable faculty to produce intellectual contributions that place in the highest-rated academic journals or to publish in journals that are heavily read by practitioners. Publications in low-rated academic journals do not contribute to our reputation or our societal impact and consequently will not contribute to faculty qualification. It is thought that these new tracks will ultimately contribute to higher faculty satisfaction and greater research impact. In addition, adoption of a college-level “Big Idea” is in the works to bring faculty and staff together in collaboration with the community (business and otherwise) to find solutions to pressing problems.

SSB’s third academic priority is to prepare technology-adaptable students. External parties and the accrediting agency want SSB to ensure that the graduates can adapt quickly to new technology. Significant changes to the undergraduate core curriculum to ensure that graduates are adept with Excel have already occurred. However, individual programs are being asked to ensure that discipline-specific technologies are being incorporated in the upper-division curriculum.

School of Global Studies and Partnerships (SGSP)

The MS program in SGSP has largely finished the effort to roll-out the new curriculum and recruit students. Priorities include: 1) recruitment of high-quality students, 2) adding additional faculty to support the growth, 3) expanding programs to Tulsa and online, and 4) finding classroom space to accommodate the larger program. The COVID-19 pandemic has made recruitment of international students one of the top priorities as cuts in the budget for graduate assistants have reduced the ability to attract as many top students. The closure of embassies overseas made it difficult to impossible for prospective international students to get visas to study in the US. The search for innovative funding opportunities will continue, as well as the work with the State Department to enroll new students. Budget cuts and inability to travel during the pandemic have affected the capacity to interview and hire faculty. Adjuncts will be used to fill positions, as needed. Spaces in the Wes Watkins Center controlled by Conference Services are being explored for use by the MS program.

Center for Health Sciences (OSU-CHS)

Important academic priorities at OSU-CHS this year are to increase the quality of graduate program content by expanding course offerings and academic programs including the creation of interdisciplinary programs and partnerships imperative to expanding student employability. The creation and marketing of new course and program offerings will lead to additional academic services and resources to both online and on-campus student populations. Examples of new programs and partnerships include the proposed Graduate Certificate in Neuroscience, which is a collaborative effort among the OSU Brain Initiative and the three OSU campuses with graduate education: Tulsa, Stillwater, and CHS.

New Programs:

College Arts and Sciences (CAS)

New degrees/certificates that are planned include:

BS in Environmental Geosciences (new degree program at OSU-Stillwater)

BS in Biotechnology (new degree program at OSU-Stillwater and OSU-Tulsa)

Professional Science Masters (PSM) in Geosciences (new degree at OSU-Tulsa)

MA in Peace, Conflict and Security Studies (new degree at OSU-Stillwater and online)

Undergraduate Certificate in Professional Spanish (OSU-Stillwater and OSU-Tulsa)

Undergraduate Certificate in eSports Communication (OSU-Stillwater and OSU-Tulsa)

Undergraduate Certificate in Inclusive Excellence (OSU-Stillwater, OSU-Tulsa, online; co-sponsored with the Division of Institutional Diversity)

Existing undergraduate degrees to be offered at OSU-Tulsa campus include:

BS in Biology

BS in Music Industry

BA in Arts Administration

BA in Theatre

BA in Global Studies

An existing undergraduate certificate will be added at OSU-Tulsa, Certificate in Geographic Information Systems.

OSU-Tulsa is working with the CAS leadership team to identify funding to support faculty positions on the OSU-Tulsa campus to support biology instruction. Several other new programs will be supported through the internal reallocation of funds.

College of Education and Human Sciences (CEHS)

New degrees that are planned include:

Option in Sports and Coaching Science to the BS in Applied Exercise Science (AES) – no new funds are needed

Online delivery of the BSHS in Nutritional Sciences

Online delivery of the BS in Elementary Education - will request one elementary education generalist teaching faculty line

AES option in Sport and Tactical Training - under discussion

MS in Social Work – under discussion

Graduate certificates in Sports and Coaching Science, Sport and Tactical Training, Digital Design, Human Factors, Community Health Worker, and Culinary Medicine are also being explored.

College of Engineering, Architecture and Technology (CEAT)

CEAT is developing a plan to offer a new BS Software Engineering degree program to meet the needs in industry of this critical area. This will require new funds to hire the faculty with the expertise to fill this need.

Under consideration are:

BS Engineering Technology in Construction Management

BS Engineering Technology in Mechatronics and Robotics

BS in Emergency Management

MS in Defense Engineering

Ferguson College of Agriculture (FCA)

New degree already in review/approval process:

Agricultural Systems Technology BS – Additional faculty resources will be needed to staff this program.

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 and considering new graduate degree programs (MS and PhD) in agricultural data science and bioinformatics. There may be grant program opportunities to support startup of these new degrees.

The Department of Agricultural Education, Communications and Leadership may propose a Master of Arts in Teaching (MAT) degree in Agricultural Education. The department may also develop a graduate certificate to support professional licensure of alternately certified teachers. Also under consideration is a name change from the MAg-Agricultural Leadership to MAg- Agricultural Education, Communications and Leadership.

A wildlife management degree to focus more on management and less on basic ecology is under possible consideration. The Oklahoma Department of Wildlife Conservation (ODWC) wants graduates who are more capable in conducting field activities and who understand the practical aspects of wildlife management that agencies such as ODWC or the Natural Resources Conservation Service needs.

Undergraduate and Graduate certificates under consideration:

Food Safety

Agricultural Leadership

Agricultural Systems Management

Sustainable Agricultural Production

Urban Horticulture

Regenerative Horticultural Production

Precision Agriculture Management

Biosecurity and Bioforensics Applications in Agriculture and the Environment

Environmental Science and Plant Protection

Most of the above certificate programs will not require additional faculty resources.

Due to the recent graduate degree sheet development project, it has been clear that many FCA graduate programs need updates or clarifications to their core course offerings and to their degree credit hour structures. Program modifications are anticipated this year and new graduate program opportunities may be identified through this process.

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, entomology) and across disciplines (entomology to OSU-CHS forensic science, agricultural economics to industrial engineering and management) and institutions (FCA departments and international institutions).

Spears School of Business (SSB)

Discussions and/or work are underway on:

MS in Human Resource Management

MBA concentration in finance and investment banking

MBA supply chain option

Post-baccalaureate program for graduates who do not have an accounting degree and would like to sit for the CPA exam

Undergraduate Accounting/MIS joint degree

Online delivery of the BSBA in Management Information Systems and the BSBA in Finance
Undergraduate certificate in accounting for corporate decision making
Certificate in social entrepreneurship
Minor or certificate in risk management
Joint finance/HTM certificate in property management and real estate investment
Graduate business certificate
Graduate certificate in supply chain management

A pre-business major for incoming students is being studied. Under this approach, students would need to complete the required coursework (several hours in business core, math, and English) with the designated GPA, in order to apply for a particular business major. Those who could not meet the GPA requirements could still earn a General Business degree. This change would enhance academic efficiency through completion of appropriate course sequencing, identification of academic issues early for appropriate interventions (e.g., tutoring and SI instruction), and increased incentive for student effort in courses-- hopefully leading to reductions in academic alerts, DFW rates, and student costs, as well as savings in college resources.

School of Global Studies and Partnerships (SGSP)

Offering the Global Trade track of the MS in SGSP on the Tulsa campus is a top priority. In order to do so, 1-2 adjuncts must be hired in Tulsa and travel funding is needed for Stillwater faculty to teach in Tulsa. An estimate of the needed funding expansion is about \$15,000 per semester the short-term. Hybrid and online delivery options are also being explored to support the Tulsa program.

Center for Health Sciences (OSU-CHS)

In addition to the currently proposed interdisciplinary Graduate Certificate in Neuroscience, which is a collaborative effort of the Stillwater, Tulsa, and CHS campuses, CHS is proposing professional doctoral degrees in Health Care Administration and Forensic Sciences.

Graduate Certificates in the proposal phase are Forensic Investigative Sciences, Forensic Psychology, and three Graduate Certificates in Health Care Administration (Administration, Finance, and Global Health).

Other programs under discussion include graduate degree programs in:

Population Health
Indigenous & Rural Health
Social & Neurobehavioral Science
Biostatistics & Epidemiology
Medical Informatics
Addiction
Behavioral Health
Criminology
Clinical Research

Under consideration are:

MS in Applied Behavioral Analysis
Doctorate in Physical Therapy, DPT, in Physical Therapy
Professional doctoral degree in Athletic Training
Expansive Nursing Program including a collaborative RN to BSN, MS in Nursing, and a Doctor of Nursing Practice

The Master of Science in Physician Assistant Studies will begin reviewing applications with an intent to begin the inaugural class in the summer of 2021, pending program accreditation. CHS will open the new

Cherokee Nation campus in Tahlequah in fall 2020 with an inaugural class of 50 students bringing the total class size to 165 students.

Oklahoma State University-Tulsa (OSU-Tulsa)

OSU-Tulsa is discussing the development of the following two degrees:

BS in Professional Studies

MS in Professional Studies.

APRA Implementation

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

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

96	Degree and/or certificate programs deleted
171	Degree and/or certificate programs added

Program Review

OSU offers 318 degree and/or certificate programs as follows:

79	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
108	Baccalaureate Degrees
81	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 existing Bachelor of Arts in History (120), the existing Bachelor of Science in Psychology (176), the existing Bachelor of Arts in Sociology (258), the existing Bachelor of Science in Sociology (184), and the existing Doctor of Philosophy in Curriculum Studies (553) at OSU-Tulsa at their March 5, 2021 meeting, and the Doctor of Philosophy in Human Development and Family Science at their April 24, 2020 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);
- 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 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); and
- Graduate Certificate in Business (298).

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:

Bachelor of Arts in History (120)

Program purpose. The proposed program will prepare students to understand past cultures and societies, to learn persuasive writing and critical thinking, and to evaluate problems and questions from multiple perspectives.

Program rationale and background. Tulsa Community College (TCC) is the primary feeder institution for OSU-Tulsa. According to TCC enrollment data, there was an average headcount of 85 history majors at TCC in 2018-19, with 20 total degrees conferred. Data for 2019-20 shows an average headcount of 104 history majors, with 21 total degrees conferred. These figures do not include non-degree seeking or certificate students drawn from Tulsa's arts and cultural organizations, which OSU anticipates as a potential constituency. OSU also plans to market the proposed program to K-12 teachers in Tulsa who are seeking continuing education opportunities.

Employment opportunities. A recent study published in Best Colleges identifies history as a preferred major for careers in museums, archives, schools, and libraries. This suggests that the proposed program will be a good fit for Tulsa's burgeoning arts and culture scene. History majors are also well prepared to work in and for state and local governments, tribal nations, as well as in the industry and the financial sector. For example, history majors have served, and currently serve, in the mayor of Tulsa's office, and are deeply involved in major public initiatives like the commemoration of the 100th anniversary of the Tulsa Race Massacre. According to the Oklahoma Employment Security Commission (OESC), employment for museum technicians and conservators will grow by 24.4 percent across Oklahoma between 2018 and 2028 and grow by 23.3 percent in the Tulsa metropolitan area between 2016 and 2026. Considering the great number of potential job opportunities in Tulsa, the proposed program should fare well at OSU-Tulsa.

Bachelor of Science in Psychology (176)

Program purpose. The proposed program will prepare students to understand human behavior, and statistical and research methods, and to practice scientific writing.

Program rationale and background. The Bachelor of Science in Psychology (176) is the most popular degree in the Department of Psychology at OSU-Stillwater. This degree program currently serves 679 students who have declared the major and an additional 191 students who are working towards fulfilling the academic requirements to declare the major. Over the past two years, TCC has had approximately 600 students pursue the Associate in Arts in Psychology (366) degree and 220 students have graduated from the program. Many of these graduates would likely value the opportunity to pursue OSU's four-year degree in psychology in Tulsa, especially those who are location bound and who would be unable to attend courses on the Stillwater campus.

Employment opportunities. This degree is a gateway to a number of employment opportunities, both those that require additional education (e.g., medical school, graduate programs, law school) and those that require no additional formal education (e.g., casework, human resource-related professions, research assistant). According to the OESC, employment across Oklahoma will grow 5.2 percent for community and social service specialists, employment for human resource specialists will grow 3.8 percent, and

employment for social science research assistants will grow 9.4 percent between 2018 and 2028. OESC data also indicate that employment in the Tulsa metropolitan area will grow 6.9 percent for human resource specialists between 2016 and 2026. OSU is confident that many of Tulsa’s numerous social services agencies (in both the private and public service sectors) would hire graduates who complete the Bachelor of Science in Psychology (176) at OSU-Tulsa.

Bachelor of Arts in Sociology (258)
Bachelor of Science in Sociology (184)

Program purpose. The proposed programs will provide students with knowledge and skills that enable them to critically apply the sociological perspective to their own lives and to the social worlds in which they live.

Program rationale and background. Sociology courses have been consistently offered for a number of years at OSU-Tulsa and have been well received. Additionally, OSU-Tulsa students have enrolled in online sociology courses offered by the OSU-Stillwater campus at an increasing rate. According to data from the 2018-2019 academic year, 244 degrees were conferred in TCC’s Associate in Arts in Liberal Arts (009) program, which is a common feeder program for OSU’s Bachelor of Arts in Sociology (258) and Bachelor of Science in Sociology (184) degree programs. During that same academic year, TCC added an Associate in Arts in Sociology (367) degree, which had 12 graduates. The total enrollment for these programs in 2018-2019 was 476 students in the Associate in Arts in Liberal Arts (009) program and 55 students in the Associate in Arts in Sociology (367) program. Total enrollment increased in both programs in the 2019-2020 academic year, with 581 students in the Associate in Arts in Liberal Arts (009) and 59 students in the Associate in Arts in Sociology (367) program. Furthermore, in 2019-2020, TCC conferred 310 degrees in the Associate in Arts in Liberal Arts (009) program and 11 degrees in the Associate in Arts in Sociology (367) program. The strong enrollment and graduation rates in these degree programs at TCC suggest that there is a high demand for Tulsa-based four-year degree programs in sociology.

Employment opportunities. Graduates of OSU’s Bachelor of Arts in Sociology (258) and Bachelor of Science in Sociology (184) degree programs are employed throughout Oklahoma in various industries including: health, mental health, criminal justice, education, public service, politics, human resources, and public relations/marketing. According to OESC data, employment in organizations within the healthcare and social assistance industry will grow 10.83 percent, employment in local government will grow 6.7 percent, and employment in community and social service occupations will grow 8.4 percent between 2018 and 2028. OESC data also indicate that employment in the Tulsa metropolitan area in the healthcare and social assistance industry will grow 17.3 percent, and employment in local government will grow 11.3 percent between 2016 and 2026.

Student demand. The proposed programs are 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 tables.

Bachelor of Arts in History (120)

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	68	Fall 2025
Minimum graduates from the program	17	2025-2026

Bachelor of Science in Psychology (176)

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	92	Fall 2025
Minimum graduates from the program	23	2025-2026

Bachelor of Arts in Sociology (258)

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	24	Fall 2025
Minimum graduates from the program	6	2025-2026

Bachelor of Science in Sociology (184)

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	24	Fall 2025
Minimum graduates from the program	6	2025-2026

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.

The proposed Bachelor of Arts in History (120) may duplicate the following programs:

Institution	Existing Program
University of Oklahoma	Bachelor of Arts in History (117)
Cameron University	Bachelor of Arts in History (130)
East Central University	Bachelor of Arts in History (022)
Northeastern State University	Bachelor of Arts in History (042)
Northwestern Oklahoma State University	Bachelor of Arts in History (019)
Oklahoma Panhandle State University	Bachelor of Arts in History (011)
Rogers State University	Bachelor of Arts in History (127)
Southeastern Oklahoma State University	Bachelor of Arts in History (022)
Southwestern Oklahoma State University	Bachelor of Arts in History (022)
University of Central Oklahoma	Bachelor of Arts in History (109)
University of Science and Arts in Oklahoma	Bachelor of Arts in History (011)

The proposed Bachelor of Science in Psychology (176) may duplicate the following programs:

Institution	Existing Program
University of Oklahoma	Bachelor of Science in Psychology (194)
Cameron University	Bachelor of Science in Psychology (165)
East Central University	Bachelor of Science in Psychology (037)
Northeastern State University	Bachelor of Science in Psychology (072)
Northwestern Oklahoma State University	Bachelor of Science in Psychology (056)
Oklahoma Panhandle State University	Bachelor of Science in Psychology (020)
Southwestern Oklahoma State University	Bachelor of Science in Psychology (048)
University of Science and Arts in Oklahoma	Bachelor of Science in Psychology (020)

The proposed Bachelor of Arts in Sociology (258) may duplicate the following programs:

Institution	Existing Program
University of Oklahoma	Bachelor of Arts in Sociology (212)
Langston University	Bachelor of Arts in Sociology (033)
Northeastern State University	Bachelor of Arts in Sociology (081)
Northwestern Oklahoma State University	Bachelor of Arts in Sociology (037)
Southeastern Oklahoma State University	Bachelor of Arts in Sociology (047)
University of Central Oklahoma	Bachelor of Arts in Sociology (145)
University of Science and Arts in Oklahoma	Bachelor of Arts in Sociology (021)

The proposed Bachelor of Science in Sociology (184) may duplicate the following programs:

Institution	Existing Program
Cameron University	Bachelor of Science in Sociology (180)
East Central University	Bachelor of Science in Sociology (041)

A system wide letter of intent was communicated by email on October 21, 2020. Rogers State University (RSU) requested a copy of the Bachelor of Arts in History (120), the Bachelor of Science in Psychology (176), the Bachelor of Arts in Sociology (258), and the Bachelor of Science in Sociology (184) proposals, which were sent on April 13, 2021. Northeastern State University (NSU) and the University of Oklahoma (OU) requested copies of the Bachelor of Science in Psychology (176) proposal, which were sent on April 13, 2021. Neither RSU, NSU, OU, nor any other State System institution notified State Regents' staff of a protest to the proposed programs. Due to employment demand, approval will not constitute unnecessary duplication to offer the degrees in Tulsa.

Curricula. The Bachelor of Arts in History (120), the Bachelor of Science in Psychology (176), the Bachelor of Arts in Sociology (258), and the Bachelor of Science in Sociology (184) will consist of 120

total credit hours, as shown in the following tables. No new courses will be added and the curricula are detailed in the attachments (Attachment A, B, C, D, E, and F, respectively).

Bachelor of Arts in History (120)

Content Area	Credit Hours
General Education	40*
College/Departmental Requirements	22
Major Requirements	48
Electives	10
Total	120

Bachelor of Science in Psychology (176)

Content Area	Credit Hours
General Education	40*
College/Departmental Requirements	13
Major Requirements	51
Electives	16
Total	120

**Bachelor of Science in Psychology (176)
Pre-Occupational Therapy Option
Pre-Physical Therapy Option**

Content Area	Credit Hours
General Education	41*
College/Departmental Requirements	13
Major Requirements	51
Electives	15
Total	120

Bachelor of Arts in Sociology (258)

Content Area	Credit Hours
General Education	40*
College/Departmental Requirements	22
Major Requirements	45
Electives	13
Total	120

Bachelor of Science in Sociology (184)

Content Area	Credit Hours
General Education	40*
College/Departmental Requirements	13
Major Requirements	45
Electives	22
Total	120

*Typically, lower-division coursework in the Tulsa metropolitan area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the programs will be completed at TCC or transferred to OSU from another institution.

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

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 Zoom, Microsoft Teams, and Skype for Business will likely be used to complement the Canvas system. Instructors will be available for assistance over email or during live virtual office hours. Lectures will be available as either pre-recorded videos or as livestream feeds. The library, classrooms, and equipment at OSU-Tulsa are adequate for the degree programs.

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

Program resource requirements. Program resource requirements are shown in the following tables.

Bachelor of Arts in History (120)

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$165,312	\$251,904	\$362,112	\$448,704	\$535,296
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 21, 32, 46, 57 and 68, 24 credit hours of enrollment per year, and in-state tuition of \$328 per credit hour.</i>					

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
TOTAL	\$165,312	\$251,904	\$362,112	\$448,704	\$535,296

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$153,390	\$238,424	\$353,475	\$438,509	\$518,543
<i>Explanation: The estimates assume adding two teaching assistant professors in year 1 with a \$50,000 annual salary plus 33.39 percent fringe (\$66,695) and one additional teaching assistant professor in year 3; adding a full time tenure track faculty member in years 2, 4, and 5 with a \$60,000 annual salary plus 33.39 percent fringe (\$80,034); adding a part time adjunct to teach four courses per year for \$5,000 per class (\$20,000) for years 1-5; and adding one post-doctoral fellow with a \$40,000 salary + 33.39% fringe (\$53,356) in years 3-5. The estimates in years 2, 4, and 5 also include a \$5,000 research start-up package for the new tenure track faculty.</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	\$1,000	\$2,000	\$3,000	\$3,000	\$5,000
<i>Explanation: The estimates will cover the costs for targeted enhancements to library paper and electronic collection/information technology.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$200	\$200	\$200	\$200	\$200
<i>Explanation: The estimates will cover costs to print promotional materials for the proposed program and related events.</i>					
Telecommunications	\$100	\$100	\$100	\$100	\$100
<i>Explanation: The estimates will cover costs for computer networking for faculty offices and program students.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$154,690	\$240,724	\$356,775	\$441,809	\$523,843

Bachelor of Science in Psychology (176)

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
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	\$94,464	\$354,240	\$480,192	\$598,272	\$724,224
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 12, 45, 61, 76, and 92, 24 credit hours of enrollment per year, and in-state tuition of \$328 per credit hour.</i>					
TOTAL	\$94,464	\$354,240	\$480,192	\$598,272	\$724,224

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$41,964	\$41,964	\$41,964	\$41,964
<i>Explanation: An administrative assistant will be hired on the OSU-Tulsa campus in year 2 to help manage the proposed program. Salary is estimated at \$30,000 with a 39.88 percent fringe rate.</i>					
Faculty	\$66,695	\$166,738	\$266,781	\$366,824	\$466,867
<i>Explanation: These estimates include costs to hire a full time teaching assistant professor in year 1, then to add a full-time tenure-track faculty member each year thereafter up to a faculty size of five. The estimated salary for the teaching assistant professor is \$50,000 (\$66,695 with fringe) and for each of the four tenure-track faculty is \$75,000 (\$100,043 with fringe). The fringe rate is 33.39 percent.</i>					
Graduate Assistants	\$22,423	\$44,846	\$67,269	\$89,692	\$112,115
<i>Explanation: These estimates assume a nine-month salary of \$21,600 with a fringe benefit rate of 3.81 percent for graduate teaching assistants. One graduate teaching assistant will be hired in year 1, and an additional graduate teaching assistant will be added each year.</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	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$95,000	\$95,000	\$95,000	\$95,000
<i>Explanation: The amount represents start-up funds that the department will give the new tenure-track faculty members over their first three years.</i>					

TOTAL	\$89,118	\$348,548	\$471,014	\$593,480	\$715,946
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Bachelor of Arts in Sociology (258)

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$62,976	\$62,976	\$141,696	\$141,696	\$188,928
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 8, 8, 18, 18 and 24, 24 credit hours of enrollment per year, and in-state tuition of \$328 per credit hour.</i>					
TOTAL	\$62,976	\$62,976	\$141,696	\$141,696	\$188,928

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$54,019	\$54,019	\$104,040	\$104,040	\$154,062
<i>Explanation: These estimates include half of the costs to hire a full-time teaching assistant professor (who will also act as the program coordinator) for years 1-5, then to add a tenure-track faculty member in year 3, and a second tenure-track faculty member in year 5. Salary for the teaching assistant professor will be approximately \$66,000 (plus fringe of 33.39 percent) and \$75,000 (plus fringe of 33.39 percent) for the tenure-track faculty member. It is also anticipated that adjuncts, who will be paid \$5,000 per course, will be needed to teach four classes per year.</i>					
Graduate Assistants	\$8,720	\$8,720	\$17,440	\$17,440	\$17,440
<i>Explanation: These estimates include half of the costs to hire one graduate teaching assistant in years 1 and 2, and two graduate assistants in years 3-5. The assumed nine-month salary for one graduate teaching assistant will be \$16,800 with a fringe benefit rate of 3.81 percent.</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	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0

Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$12,500	\$0	\$12,500
<i>Explanation: The amounts represent half of the start-up funds that the department will give the two new tenure-track faculty members for their first year.</i>					
TOTAL	\$62,739	\$62,739	\$133,980	\$121,480	\$184,002

Bachelor of Science in Sociology (184)

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$62,976	\$62,976	\$141,696	\$141,696	\$188,928
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 8, 8, 18, 18, and 24, 24 credit hours of enrollment per year, and in-state tuition of \$328 per credit hour.</i>					
TOTAL	\$62,976	\$62,976	\$141,696	\$141,696	\$188,928

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$54,019	\$54,019	\$104,040	\$104,040	\$154,062
<i>Explanation: These estimates include half of the costs to hire a full-time teaching assistant professor (who will also act as the program coordinator) for years 1-5, then to add a tenure-track faculty member in year 3, and a second tenure-track faculty member in year 5. Salary for the teaching assistant professor will be approximately \$66,000 (plus fringe of 33.39 percent) and \$75,000 (plus fringe of 33.39 percent) for the tenure-track faculty member. It is also anticipated that adjuncts, who will be paid \$5,000 per course, will be needed to teach four classes per year.</i>					
Graduate Assistants	\$8,720	\$8,720	\$17,440	\$17,440	\$17,440
<i>Explanation: These estimates include half of the costs to hire one graduate teaching assistant in years 1 and 2, and two graduate assistants in years 3-5. The assumed nine-month salary for one graduate teaching assistant will be \$16,800 with a fringe benefit rate of 3.81 percent.</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	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$12,500	\$0	\$12,500
<i>Explanation: The amounts represent half of the start-up funds that the department will give the two new tenure-track faculty members for their first year.</i>					
TOTAL	\$62,739	\$62,739	\$133,980	\$121,480	\$184,002

Doctor of Philosophy in Curriculum Studies (553)

Program purpose. The proposed program will expand students’ understanding of curriculum, teaching, and learning in diverse educational institutions and settings, advance students’ leadership skills and abilities in theorizing, developing, and assessing curriculum, and develop students’ advanced research capacities at the complex interrelated sites of individual, school, college, society, and culture.

Program rationale and background. Community college curriculum leaders (e.g., department chairs, program directors, accreditation directors) and instructors based in Tulsa will likely pursue the College Curriculum and Teaching option within the Doctor of Philosophy in Curriculum Studies (553). The program director for the proposed program conducted an anonymous survey of adjunct faculty at TCC, which showed that 35 instructors would be interested in the College Curriculum and Teaching option if it was offered on the OSU-Tulsa campus. Adjunct faculty at the university level without a doctoral degree and faculty members at regional universities who need a doctoral degree to secure their faculty positions can also benefit from this option. As a result, OSU plans to recruit students for the doctoral program and this option from TCC, other community colleges, regional universities, and tribal colleges in the Tulsa area.

OSU anticipates that professionals in the Tulsa area from diverse backgrounds who are committed to educational transformation and social change will have interest in the International and Peace Curriculum option. The program director for the proposed program distributed another anonymous survey to more than 30 existing and recently graduated students from the Curriculum and Leadership Studies option in the Master of Science in Teaching, Learning, and Leadership (057) program. Fourteen respondents expressed interest in the International and Peace Curriculum option. Beyond targeting these potential students, OSU will also recruit Master’s students in other disciplines such as philosophy, sociology, and political science for this option.

Employment opportunities. The current Doctor of Philosophy in Curriculum Studies (553) has developed its reputation as a high-quality doctoral program, and many regional universities and secondary schools in Oklahoma have employed a sizable number of graduates from this program as curriculum leaders. More specifically, graduates obtain professional roles such as curriculum generalists and specialists, college and university professors, teacher educators, curriculum designers and evaluators, curriculum materials writers, curriculum coordinators and administrators, and educational leaders in social and cultural organizations.

There is a trend towards more rigor in faculty teaching and credentials at the state and national levels in order to improve students’ learning and graduation rates at community colleges. As a result, community colleges offer salary incentives and more leadership opportunities for faculty with doctoral degrees. In

addition, there is an urgent need for leaders who are equipped to address school violence and develop peaceful methods of problem solving for local, state, regional, national, and international communities. The large number of schools, school districts, colleges, and other educational and social institutions in Tulsa suggests that there will be significant student demand for the Doctor of Philosophy in Curriculum Studies (553) program in Tulsa.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	8	Fall 2025
Minimum graduates from the program	2	2025-2026

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

Institution	Existing Program
University of Oklahoma	Doctor of Philosophy in Instructional Leadership and Academic Curriculum (064)

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 program. Due to employment demand, approval will not constitute unnecessary duplication to offer the degree in Tulsa.

Curricula. The Doctor of Philosophy in Curriculum Studies (553) will consist of 63 total credit hours for each option, as shown in the following tables. No new courses will be added and the curricula are detailed in the attachments (Attachments G, H, and I).

**Doctor of Philosophy in Curriculum Studies (553)
Curriculum and Leadership Option
International and Peace Curriculum Option**

Content Area	Credit Hours
Program Core	12
Research	12
Specialization	15
Cognate	9
Dissertation	15
Total	63

**Doctor of Philosophy in Curriculum Studies (553)
College Curriculum and Teaching Option**

Content Area	Credit Hours
Program Core	12

Research	12
Specialization	6-15
Cognate	9-18
Dissertation	15
Total	63

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

Support services. The library, classrooms, and equipment at OSU-Tulsa 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 Doctor of Philosophy in Curriculum Studies (553) at OSU-Tulsa are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$17,433	\$17,433	\$43,583	\$43,583	\$69,732
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 2, 5, 5 and 8, 18 credit hours of enrollment, and in-state tuition plus fees of \$484.25 per credit hour.</i>					
TOTAL	\$17,433	\$17,433	\$43,583	\$43,583	\$69,732

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$1,800	\$1,800	\$4,500	\$4,500	\$7,200
<i>Explanation: Funds will cover portions of 1 staff member's \$28,800 salary based on support that will be provided for new students in the proposed program (i.e., .0625 FTE for 2 additional students in years 1 and 2; .15625 FTE for 5 additional students in years 3 and 4; .25 FTE for 8 additional students in year 5).</i>					
Faculty	\$7,680	\$7,680	\$20,000	\$20,000	\$32,000
<i>Explanation: Funds will cover .12 FTE of 1 existing faculty member's \$64,000 salary in years 1 and 2, .3125 FTE of the faculty member's salary in years 3 and 4, and .5 FTE of the faculty member's salary in year 5.</i>					

Graduate Assistants	\$5,952	\$5,952	\$15,500	\$15,500	\$24,800
<i>Explanation: Funds will cover 0.12 FTE of one doctoral-level graduate assistant's \$24,800 pay in years 1 and 2, 0.625 FTE of the graduate assistant's pay in years 3 and 4, and .5 FTE of two doctoral-level graduate assistants' pay in year 5.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$1,400
<i>Explanation: Funds will cover approximate costs of videos for teaching and classroom activity materials for the proposed program.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$250	\$250	\$800
<i>Explanation: Funds will cover approximate costs to print recruitment brochures and class materials for the proposed program.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$3,000	\$3,000	\$3,000
<i>Explanation: Funds will cover approximate costs for travel for faculty to attend recruitment events and to present research at professional conferences.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$15,432	\$15,432	\$43,250	\$43,250	\$69,200

Doctor of Philosophy in Human Development and Family Science

Program purpose. The proposed program will prepare students to conduct high quality basic and applied research, provide relevant instruction, develop effective interventions, and contribute to the development of informed public policy that reduces risk and enhances resilience within individuals and among families across cultures and generations.

Program rationale and background. OSU currently offers a Human Development and Family Science (HDFS) option in the Doctor of Philosophy (PhD) in Human Sciences (123) program on the OSU-Stillwater campus. Interest and enrollment in the HDFS option has been steady over time. OSU reports that an average of 12 prospective students apply for the HDFS option each year and that there is an average of 22 students enrolled in the option each semester.

Employment opportunities. From 2013 to 2018, 16 students graduated from the PhD in Human Sciences (123) program in the HDFS option. Fifteen of these 16 graduates are currently employed in areas utilizing their degrees. Among these 15 graduates, 10 hold higher education faculty positions as assistant or adjunct professors, behavioral scientists, or assistant extension specialists. Four graduates held post-doctoral fellowships and one graduate is a program coordinator in a non-academic setting. The employment experiences of graduates from the current HDFS option in the PhD in Human Sciences (123) program suggests that future graduates will find employment in various settings.

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	4	Fall 2024
Minimum Graduates from the program	3	2024-2025

Duplication and impact on existing programs. There are no PhD in Human Development and Family Science programs in Oklahoma. A system wide letter of intent was communicated by email on July 24, 2020. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed PhD in Human Development and Family Science program will consist of 72 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment J).

Content Area	Credit Hours
Program Core	27
Guided Electives	30
Research	15
Total	72

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

For these reasons, two external reviewers, Drs. Noel Card and Ursula Thomas, conducted a paper review (i.e., no site visit) of the proposed degree program. Dr. Card is a professor and head of the Department of Human Development and Family Science at the University of Georgia (UGA). He obtained a PhD in Clinical Psychology with an emphasis in Developmental Psychology from St. John’s University. Dr. Card’s research interests include child and adolescent social development, aggression, peer victimization, meta-analysis, structural equation modeling, and analysis of longitudinal data. Dr. Thomas is an associate professor and associate chair of the Department of Cultural and Behavioral Sciences at Georgia State University/Perimeter College. Dr. Thomas obtained a Doctor of Education in Early Childhood/Elementary Education from the University of Alabama. Her research interests include diversity, social justice, culturally relevant pedagogy, cultural mediation, and multicultural education. Both reviewers have extensive experience in the academic area of human development as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

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

The team’s overall evaluation can be summarized as follows:

Both Drs. Card and Thomas strongly support proceeding to establish the PhD program in Human

Development and Family Science at Oklahoma State University. Reasons for this recommendation include: (1) The program effectively trains and promotes the research, teaching, and outreach mission of the land grant mission of Oklahoma State University. (2) The exceptionally strong faculty, with contributions in research, teaching and mentoring, and outreach and service, can recruit and train exceptional graduates. (3) The existence of an already-operating PhD program with an option in HDFS, has in place the personnel and infrastructure to effectively begin the proposed program, as well as a track-record of success in recruitment and student placement.

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

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

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

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

Program resource requirements. Program resource requirements for the PhD in Human Development and Family Science are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$16,593	\$16,593	\$16,593	\$16,593	\$16,593
<i>Explanation/Calculations: OSU anticipates an enrollment of 4 students in years 1 through 5. Tuition was calculated assuming each student will take 18 credit hours per year (9 per semester) at a resident graduate tuition rate of \$230.45 per credit hour.</i>					
TOTAL	\$16,593	\$16,593	\$16,593	\$16,593	\$16,593

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$15,982	\$15,982	\$15,982	\$15,982	\$15,982
<i>Explanation: The amount above will cover .09 FTE of 3 faculty members' average salaries of \$6,577 per month for 9 months.</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	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$15,982	\$15,982	\$15,982	\$15,982	\$15,982

Attachments

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF ARTS IN HISTORY (120)**

Program Requirements	Credit Hours
General Education	40
Typically, lower-division course work in the Tulsa metropolitan area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the program will be completed at TCC or transferred to OSU from another institution.	
College/Departmental Requirements	22
Any First Year Experience course	1
Any course carrying an (H) designation or courses from AMST, ART, DANC, ENGL (except ENGL 3323), HIST, MUSI, PHIL (except PHIL 1313, PHIL 3003, and PHIL 4003), REL, TH, and foreign languages	9
Any course from the following prefixes: ASTR, BIOC, BIOL, CHEM, CS (except CS 4883), GEOL, MATH, MICR, PBIO, PHYS, and STAT; or courses from other departments that carry an (A) or (N) general education designation	3
Courses in the same foreign language, which must include 3 hours at the 2000-level, or equivalent proficiency (e.g., passing an advanced standing examination; TOEFL exam; presenting a high school transcript which demonstrates the high school was primarily conducted in a language other than English)	9
Major Requirements	48
HIST 3903 Introduction to the Study of History	3
HIST 4903 or HIST 4993 Senior Seminar Senior Honors Thesis	3
Select from the list of courses below. At least 2 courses (6 hours) must be chosen from each of the 3 areas below. Only 3 hours may be 2000-level.	30
<i>American History</i>	
HIST 2023 History of the Present (H)	3
HIST 2333 American Thought and Culture: Survey	3
HIST 2343 Religion in America	3
HIST 3133 African Diaspora History	3
HIST 3333 History of the Second World War	3
HIST 3613 American Colonial Period to 1750	3
HIST 3623 Era of the American Revolution	3
HIST 3633 Early National Period, 1787-1828	3

HIST 3643	The Jacksonian Era, 1828-1850	3
HIST 3653	Civil War and Reconstruction, 1850-1877	3
HIST 3663	U.S History 1877-1919	3
HIST 3673	United States History, 1919-45	3
HIST 3683	United States History Since 1945	3
HIST 3693	The Modern West	3
HIST 3703	Oklahoma History	3
HIST 3713	Women in the American West	3
HIST 3753	Trans-Mississippi West	3
HIST 3763	American Southwest	3
HIST 3773	Old South	3
HIST 3793	Native American History	3
HIST 3803	History of Food	3
HIST 4063	Historic Preservation	3
HIST 4073	Digital Methods in History	3
HIST 4153	African American History, 1619-1865	3
HIST 4163	African American History, 1865-Present	3
HIST 4173	Black Intellectual History	3
HIST 4253	U.S. Foreign Relations to 1945	3
HIST 4273	U.S. Foreign Relations Since 1945	3
HIST 4353	American Military History	3
HIST 4453	History and Film	3
HIST 4463	American Cultural History to 1865	3
HIST 4483	American Cultural History Since 1865	3
HIST 4493	Frontier in American Memory	3
HIST 4503	American Urban History	3
HIST 4513	American Economic History	3
HIST 4523	American Environmental History	3
HIST 4543	Vietnam War	3
HIST 4553	Gender in America	3
HIST 4563	Cold War	3
HIST 4593	America in International Perspective	3
<i>European History</i>		
HIST 3023	Ancient Greece	3

HIST 3033	Ancient Rome	3
HIST 3113	Germany Since 1815	3
HIST 3153	Russia to 1861	3
HIST 3263	Modern Europe, 1815-1914	3
HIST 3273	Modern Europe Since 1914	3
HIST 3323	Modern France, 1789-Present	3
HIST 3343	World War I in Modern European Culture	3
HIST 3353	Mediterranean World	3
HIST 3363	Popular Religion in the West, 1300-1700	3
HIST 3373	Invasion and Identity: The Medieval English World: 700-1400	3
HIST 3383	Tudor-Stuart England	3
HIST 3393	Modern England: 1714-Present	3
HIST 3473	British Empire and Commonwealth of Nations	3
HIST 3483	Reformation Europe, 1517-1648	3
HIST 3493	Scandinavia Since 1500	3
HIST 3913	History of Medicine	3
HIST 3953	Religion in Modern Europe	3
HIST 3963	Ideas and Ideologies in Modern Europe	3
HIST 4403	Sorcerers, Saints and Heretics: Religion in the Medieval World	3
HIST 4413	Sex and Gender in the Medieval World	3
<i>World History</i>		
HIST 3013	Ancient Egypt and Israel	3
HIST 3043	Ancient Mesopotamia: Iraq, Iran & Syria from 4000-333 B.C.	3
HIST 3053	Introduction to Central Asia Studies (IS)	3
HIST 3203	The Medieval World, 500-1500	3
HIST 3403	East Asia to 1800	3
HIST 3413	East Asia Since 1800	3
HIST 3423	Modern Japan	3
HIST 3433	Modern China	3
HIST 3443	Gender Relations in Chinese History	3
HIST 3453	Colonial Latin America	3
HIST 3463	Modern Latin America	3
HIST 3503	Medieval Islamic History	3
HIST 3513	Modern Middle East	3
HIST 3523	History of Modern India and South Asia	3

HIST 3543	Israel & Palestine in Modern Times	3
HIST 3573	The Mongol Empire	3
HIST 3583	Minorities and Diversity in the Middle East	3
	Select upper-division courses from the following related prefixes, or others with consent of advisor: AMST, AMIS, ANTH, ART, ECON, ENGL, FLL (and any foreign language), REL, GEOG, GWST, PHIL, POLS, PSYC, REL, SOC	12
Electives		10
	Select courses from an approved list.	
Total		120

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN PSYCHOLOGY (176)**

Program Requirements	Credit Hours
General Education	40
Typically, lower-division course work in the Tulsa metropolitan area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the program will be completed at TCC or transferred to OSU from another institution.	
College/Departmental Requirements	13
Any First Year Experience course	1
Any course carrying an (H) designation or courses from AMST, ART, DANC, ENGL (except ENGL 3323), HIST, MUSI, PHIL (except PHIL 1313, PHIL 3003, and PHIL 4003), REL, TH, and foreign languages	9
Any course from the following prefixes: ASTR, BIOC, BIOL, CHEM, CS (except CS 4883), GEOL, MATH, MICR, PBIO, PHYS, and STAT; or courses from other departments that carry an (A) or (N) general education designation	3
Courses in the same foreign language, which must include language courses 1713 and 1813, or equivalent proficiency (e.g., passing an advanced standing examination; TOEFL exam; presenting a high school transcript which demonstrates the high school was primarily conducted in a language other than English; etc.).	0-6
Major Requirements	51
PSYC 1111 Succeeding in Psychology	1
PSYC 3214 Statistical Methods in Psychology	4
PSYC 3914 Experimental Psychology: Introduction to Research Methods in Psychology	4
Select from the list of courses below. At least one course must be selected from each of the 4 competency areas.	30
<i>Learning, Cognition, Biological Basis</i>	
PSYC 3073 Neurobiological Psychology	3
PSYC 3113 Comparative Psychology	3
PSYC 3173 Introduction to Cognitive Science	3
PSYC 3513 Psychology of Learning	3
PSYC 3713 Psychology of Memory	3
PSYC 3823 Cognitive Psychology	3
PSYC 4023 Evolutionary Psychology	3

PSYC 4073	Principles of Neuroscience	3
PSYC 4223	Decision Making and Problem Solving	3
PSYC 4263	Affective Neuroscience	3
PSYC 4343	Language Development	3
<i>Psychometrics, Personality, Social Processes</i>		
PSYC 2743	Social Psychology	3
PSYC 3003	Data Analysis with Observation Oriented Modeling	3
PSYC 3013	Psychology of Motivation	3
PSYC 3033	Psychology of Humor	3
PSYC 3053	Psychology of Art	3
PSYC 3413	Social Cognition and Behavior	3
PSYC 4153	Psychology and Mass Media	3
PSYC 4333	Personality	3
PSYC 4813	Psychological Testing	3
<i>Developmental and Sociocultural Dimensions</i>		
PSYC 2313	Psychology of Adjustment	3
PSYC 2583	Developmental Psychology	3
PSYC 2593	Psychology of Human Sexuality	3
PSYC 3343	Black Psychology	3
PSYC 4123	Psychology of Women	3
PSYC 4163	Psychology of Prejudice and Discrimination	3
PSYC 4243	Psychology of Aging	3
<i>Clinical, Applied Psychology</i>		
PSYC 2443	Clinical Child Psychology	3
PSYC 3443	Abnormal Psychology	3
PSYC 3883	Positive Psychology	3
PSYC 4013	Introduction to Pediatric Psychology	3
PSYC 4143	Psychology and Law	3
PSYC 4183	Issues in Clinical Psychology	3
PSYC 4213	Conflict Resolution	3
PSYC 4283	Health Psychology	3
PSYC 4293	Forensic Psychology	3
PSYC 4483	Psychology of Parent Behavior	3
PSYC 4633	Psychology of Sport and Human Performance	3
Select upper-division courses from the following prefixes: ANSI,		12

BIOC, BIOL, BOT, CHEM, CS, ECON, EDLE, EPSY, HDFS,
MATH, MICR, NREM, NSCI, PHYS, PLP, POLS, SOC, SPCH,
STAT, and/or upper-division General Education (A), (N) OR (S)
excluding PSYC

Electives	16
Select courses from an approved list.	
Total	120

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN PSYCHOLOGY (176)
PRE-OCCUPATIONAL THERAPY OPTION**

Program Requirements	Credit Hours
General Education	41
Typically, lower-division course work in the Tulsa metropolitan area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the program will be completed at TCC or transferred to OSU from another institution.	
College/Departmental Requirements	13
	1
Any First Year Experience course	1
Any course carrying an (H) designation or courses from AMST, ART, DANC, ENGL (except ENGL 3323), HIST, MUSI, PHIL (except PHIL 1313, PHIL 3003, and PHIL 4003), REL, TH, and foreign languages	3
CS 1003	3
Computer Proficiency	3
Any course from the following prefixes: ASTR, BIOC, BIOL, CHEM, CS (except CS 4883), GEOL, MATH, MICR, PBIO, PHYS, and STAT; or courses from other departments that carry an (A) or (N) general education designation	6
Courses in the same foreign language, which must include language courses 1713 and 1813, or equivalent proficiency (e.g., passing an advanced standing examination; TOEFL exam; presenting a high school transcript which demonstrates the high school was primarily conducted in a language other than English; etc.).	0-6
Major Requirements	51
PSYC 1111	1
Succeeding in Psychology	1
PSYC 2583	3
Developmental Psychology	3
PSYC 3214	4
Statistical Methods in Psychology	4
PSYC 3443	3
Abnormal Psychology	3
PSYC 3914	4
Experimental Psychology: Introduction to Research Methods in Psychology	4
Select from the list of courses below. At least one course must be selected from the <i>Learning, Cognition, Biological Basis</i> and <i>Psychometrics, Personality, Social Processes</i> competency areas.	24
<i>Learning, Cognition, Biological Basis</i>	
PSYC 3033	3
Psychology of Humor	3
PSYC 3073	3
Neurobiological Psychology	3
PSYC 3113	3
Comparative Psychology	3

PSYC 3173	Introduction to Cognitive Science	3
PSYC 3513	Psychology of Learning	3
PSYC 3713	Psychology of Memory	3
PSYC 3823	Cognitive Psychology	3
PSYC 4023	Evolutionary Psychology	3
PSYC 4223	Decision Making and Problem Solving	3
PSYC 4263	Affective Neuroscience	3
PSYC 4343	Language Development	3
<i>Psychometrics, Personality, Social Processes</i>		
PSYC 2743	Social Psychology	3
PSYC 3013	Psychology of Motivation	3
PSYC 3053	Psychology of Art	3
PSYC 3413	Social Cognition and Behavior	3
PSYC 4153	Psychology and Mass Media	3
PSYC 4333	Personality	3
PSYC 4813	Psychological Testing	3
<i>Developmental and Sociocultural Dimensions</i>		
PSYC 2313	Psychology of Adjustment	3
PSYC 2593	Psychology of Human Sexuality	3
PSYC 3343	Black Psychology	3
PSYC 4123	Psychology of Women	3
PSYC 4163	Psychology of Prejudice and Discrimination	3
PSYC 4243	Psychology of Aging	3
<i>Clinical, Applied Psychology</i>		
PSYC 2443	Clinical Child Psychology	3
PSYC 4143	Psychology and Law	3
PSYC 4183	Issues in Clinical Psychology	3
PSYC 4213	Conflict Resolution	3
PSYC 4283	Health Psychology	3
PSYC 4293	Forensic Psychology	3
PSYC 4483	Psychology of Parent Behavior	3
	Select upper-division courses from the following prefixes: ANSI, BIOC, BIOL, CHEM, CS, ECON, EPSY, HDFS, MATH, MICR, NREM, NSCI, PBIO, PHYS, PLP, POLS, SOC, SPCH, STAT, and/or upper-division General Education (A), (N) OR (S) excluding PSYC	4

BIOL 3214	Human Anatomy	4
BIOL 3204	Physiology	4
Electives		15
Select courses from an approved list.		
Total		120

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN PSYCHOLOGY (176)
PRE-PHYSICAL THERAPY OPTION**

Program Requirements	Credit Hours
General Education	41
Typically, lower-division course work in the Tulsa metropolitan area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the program will be completed at TCC or transferred to OSU from another institution.	
College/Departmental Requirements	13
	1
Any First Year Experience course	1
Any course carrying an (H) designation or courses from AMST, ART, DANC, ENGL (except ENGL 3323), HIST, MUSI, PHIL (except PHIL 1313, PHIL 3003, and PHIL 4003), REL, TH, and foreign languages	3
PHYS 1114	4
College Physics I	4
PHYS 1214	4
College Physics II	4
Any course from the following prefixes: ASTR, BIOC, BIOL, CHEM, CS (except CS 4883), GEOL, MATH, MICR, PBIO, PHYS, and STAT; or courses from other departments that carry an (A) or (N) general education designation	1
Courses in the same foreign language, which must include language courses 1713 and 1813, or equivalent proficiency (e.g., passing an advanced standing examination; TOEFL exam; presenting a high school transcript which demonstrates the high school was primarily conducted in a language other than English; etc.).	0-6
Major Requirements	51
PSYC 1111	1
Succeeding in Psychology	1
PSYC 2583	3
Developmental Psychology	3
PSYC 3214	4
Statistical Methods in Psychology	4
PSYC 3914	4
Experimental Psychology: Introduction to Research Methods in Psychology	4
Select from the list of courses below. At least one course must be selected from the <i>Learning, Cognition, Biological Basis, Psychometrics, Personality, Social Processes, and Clinical, Applied Psychology</i> competency areas.	27
<i>Learning, Cognition, Biological Basis</i>	
PSYC 3033	3
Psychology of Humor	3
PSYC 3073	3
Neurobiological Psychology	3

PSYC 3113	Comparative Psychology	3
PSYC 3173	Introduction to Cognitive Science	3
PSYC 3513	Psychology of Learning	3
PSYC 3713	Psychology of Memory	3
PSYC 3823	Cognitive Psychology	3
PSYC 4023	Evolutionary Psychology	3
PSYC 4223	Decision Making and Problem Solving	3
PSYC 4263	Affective Neuroscience	3
PSYC 4343	Language Development	3
<i>Psychometrics, Personality, Social Processes</i>		
PSYC 2743	Social Psychology	3
PSYC 3013	Psychology of Motivation	3
PSYC 3053	Psychology of Art	3
PSYC 3413	Social Cognition and Behavior	3
PSYC 4153	Psychology and Mass Media	3
PSYC 4333	Personality	3
PSYC 4813	Psychological Testing	3
<i>Developmental and Sociocultural Dimensions</i>		
PSYC 2313	Psychology of Adjustment	3
PSYC 2593	Psychology of Human Sexuality	3
PSYC 3343	Black Psychology	3
PSYC 4123	Psychology of Women	3
PSYC 4163	Psychology of Prejudice and Discrimination	3
PSYC 4243	Psychology of Aging	3
<i>Clinical, Applied Psychology</i>		
PSYC 2443	Clinical Child Psychology	3
PSYC 3443	Abnormal Psychology	3
PSYC 4143	Psychology and Law	3
PSYC 4183	Issues in Clinical Psychology	3
PSYC 4213	Conflict Resolution	3
PSYC 4283	Health Psychology	3
PSYC 4293	Forensic Psychology	3
PSYC 4483	Psychology of Parent Behavior	3
	Select upper-division courses from the following prefixes: ANSI, BIOC, BIOL, CHEM, CS, ECON, EPSY, HDFS, MATH, MICR,	4

	NREM, NSCI, PBIO, PHYS, PLP, POLS, SOC, SPCH, STAT, and/or upper-division General Education (A), (N) OR (S) excluding PSYC	
BIOL 3214	Human Anatomy	4
BIOL 3204	Physiology	4
Electives		15
	Select courses from an approved list.	
Total		120

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF ARTS IN SOCIOLOGY (258)**

Program Requirements	Credit Hours
General Education	40
Typically, lower-division course work in the Tulsa metropolitan area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the program will be completed at TCC or transferred to OSU from another institution.	
College/Departmental Requirements	22
Any First Year Experience course	1
Any course carrying an (H) designation or courses from AMST, ART, DANC, ENGL (except ENGL 3323), HIST, MUSI, PHIL (except PHIL 1313, PHIL 3003, and PHIL 4003), REL, TH, and foreign languages	9
Any course from the following prefixes: ASTR, BIOC, BIOL, CHEM, CS (except CS 4883), GEOL, MATH, MICR, PBIO, PHYS, and STAT; or courses from other departments that carry an (A) or (N) general education designation	3
Courses in the same foreign language, which must include 3 hours at the 2000-level, or equivalent proficiency (e.g., passing an advanced standing examination; TOEFL exam; presenting a high school transcript which demonstrates the high school was primarily conducted in a language other than English)	9
Major Requirements	45
SOC 1113 Introductory Sociology	3
SOC 2123 or Social Problems	3
ANTH 3353 Cultural Anthropology	3
SOC 3113 Theoretical Thinking in Sociology	3
SOC 4133 Social Research Methods	3
SOC 4243 Quantitative Methods in Sociology	3
Select courses from the list below.	6
SOC 3133 Racial and Ethnic Relations	3
SOC 3993 Sociology of Aging	3
SOC 4383 Social Stratification	3
SOC 4643 Sociology of Gender	3
SOC 4653 Gender and the Middle East	3
Select upper-division SOC/ANTH courses	15
Select upper-division courses (not SOC/ANTH)	9

Electives	13
Select courses from an approved list.	
Total	120

**OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN SOCIOLOGY (184)**

Program Requirements	Credit Hours
General Education	40
Typically, lower-division course work in the Tulsa metropolitan area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the program will be completed at TCC or transferred to OSU from another institution.	
College/Departmental Requirements	13
Any First Year Experience course	1
Any course carrying an (H) designation or courses from AMST, ART, DANC, ENGL (except ENGL 3323), HIST, MUSI, PHIL (except PHIL 1313, PHIL 3003, and PHIL 4003), REL, TH, and foreign languages	3
Any course from the following prefixes: ASTR, BIOC, BIOL, CHEM, CS (except CS 4883), GEOL, MATH, MICR, PBIO, PHYS, and STAT; or courses from other departments that carry an (A) or (N) general education designation	9
Courses in the same foreign language, which must include language courses 1713 and 1813, or equivalent proficiency (e.g., passing an advanced standing examination; TOEFL exam; presenting a high school transcript which demonstrates the high school was primarily conducted in a language other than English; etc.).	0-6
Major Requirements	45
SOC 1113 Introductory Sociology	3
SOC 2123 or Social Problems ANTH 3353 Cultural Anthropology	3
SOC 3113 Theoretical Thinking in Sociology	3
SOC 4133 Social Research Methods	3
SOC 4243 Quantitative Methods in Sociology	3
Select courses from the list below.	6
SOC 3133 Racial and Ethnic Relations	3
SOC 3993 Sociology of Aging	3
SOC 4383 Social Stratification	3
SOC 4643 Sociology of Gender	3
SOC 4653 Gender and the Middle East	3
Select upper-division SOC/ANTH courses	15
Select upper-division courses (not SOC/ANTH)	9

Electives	22
Select courses from an approved list.	
Total	120

**OKLAHOMA STATE UNIVERSITY
DOCTOR OF PHILOSOPHY IN CURRICULUM STUDIES (553)
CURRICULUM AND LEADERSHIP OPTION**

Degree Requirements	Credit Hours
Program Core	12
CIED 6053 Advanced Curriculum Studies	3
CIED 6063 Curriculum History	3
CIED 6153 Curriculum of Nonviolence	3
CIED 6033 Analysis of Teaching	3
Research and Inquiry	12
CIED 6163 Advanced Curriculum Research Strategies	3
Select courses from the list below:	
CIED 6073 Advanced Pedagogical Research	
CIED 6253 Designing and Conducting Mixed Methods Research	
EDLE 6853 Research Traditions in Educational Leadership	
HESA 6853 Research Traditions in Higher Education and Student Affairs	
HIST 5023 Historical Methods	
WAED 6110 Quantitative Methods	
REMS 5373 Educational Measurements	
REMS 6003 Analysis of Variance	9
REMS 6013 Multiple Regression Analysis	
REMS 6663 Applied Multivariate Research	
SCFD 6113 Theoretical Foundations of Inquiry	
SCFD 6123 Qualitative Research I	
SCFD 6190 Qualitative Research: Selected Methods	
SCFD 6193 Qualitative Research II	
SOC 5273 Qualitative Research Methods	
STAT 5043 Sample Survey Designs	
Specialization	15
Select courses from the list below:	
CIED 6030 Contemporary Issues (Topics) in Curriculum Studies	
CIED 6043 Curriculum Leadership	
CIED 6073 Advanced Pedagogical Research	
CIED 6133 Theory to Practice in Education	
CIED 6143 School Reform	
CIED 6153 Curriculum of Nonviolence	3
CIED 6183 Advanced Media Literacy in the Curriculum	
CIED 6683 Language, Literacy, and Culture	
SCFD 6983 Diversity and Equity in Education	
CIED 5123 Curriculum in the Secondary School	
CIED 5313 Curriculum of the Elementary School	
Cognate	9

	Select related graduate courses in consultation with academic advisor and dissertation committee.	9
Dissertation		15
CIED 6000	Dissertation	15
Total		63

**OKLAHOMA STATE UNIVERSITY
DOCTOR OF PHILOSOPHY IN CURRICULUM STUDIES (553)
COLLEGE CURRICULUM AND TEACHING OPTION**

Degree Requirements		Credit Hours
Program Core		12
CIED 6053	Advanced Curriculum Studies	3
CIED 6063	Curriculum History	3
CIED 6153	Curriculum of Nonviolence	3
CIED 6033	Analysis of Teaching	3
Research and Inquiry		12
CIED 6163	Advanced Curriculum Research Strategies	3
Select three courses from the list below:		
CIED 6073	Advanced Pedagogical Research	
CIED 6253	Designing and Conducting Mixed Methods Research	
EDLE 6853	Research Traditions in Educational Leadership	
HESA 6853	Research Traditions in Higher Education and Student Affairs	
HIST 5023	Historical Methods	
WAED 6110	Quantitative Methods	
REMS 5373	Educational Measurements	
REMS 6003	Analysis of Variance	3
REMS 6013	Multiple Regression Analysis	
REMS 6663	Applied Multivariate Research	
SCFD 6113	Theoretical Foundations of Inquiry	
SCFD 6123	Qualitative Research I	
SCFD 6190	Qualitative Research: Selected Methods	
SCFD 6193	Qualitative Research II	
SOC 5273	Qualitative Research Methods	
STAT 5043	Sample Survey Designs	
Specialization		6-15
Select courses from the list below:		
HESA 6713	Effective Teaching in Colleges and Universities	
CIED 6043	Curriculum Leadership	
CIED 6133	Theory to Practice in Education	
CIED 6073	Advanced Pedagogical Research	
CIED 6183	Advanced Media Literacy	
CIED 6040	Special Topics in College Teaching and Curriculum	3
HESA 6583	The Impact of College on Students and Society	
HESA 6753	Historical Development of Higher Education	
HESA 6843	The Academic Department	
SCFD 6983	Diversity and Equity in Education	
SCFD 6883	Transforming Pedagogies	
EDLE 5313	Characteristics of Adult Learners	

Cognate		9-18
	Select related graduate courses in consultation with academic advisor and dissertation committee.	9-18
Dissertation		15
CIED 6000	Dissertation	15
Total		63

**OKLAHOMA STATE UNIVERSITY
DOCTOR OF PHILOSOPHY IN CURRICULUM STUDIES (553)
INTERNATIONAL AND PEACE CURRICULUM OPTION**

Degree Requirements	Credit Hours
Program Core	12
CIED 6053 Advanced Curriculum Studies	3
CIED 6063 Curriculum History	3
CIED 6153 Curriculum of Nonviolence	3
CIED 6033 Analysis of Teaching	3
Research and Inquiry	12
CIED 6163 Advanced Curriculum Research Strategies	3
Select three courses from the list below:	
CIED 6073 Advanced Pedagogical Research	
CIED 6253 Designing and Conducting Mixed Methods Research	
EDLE 6853 Research Traditions in Educational Leadership	
HESA 6853 Research Traditions in Higher Education and Student Affairs	
HIST 5023 Historical Methods	
WAED 6110 Quantitative Methods	
REMS 5373 Educational Measurements	
REMS 6003 Analysis of Variance	3
REMS 6013 Multiple Regression Analysis	
REMS 6663 Applied Multivariate Research	
SCFD 6113 Theoretical Foundations of Inquiry	
SCFD 6123 Qualitative Research I	
SCFD 6190 Qualitative Research: Selected Methods	
SCFD 6193 Qualitative Research II	
SOC 5273 Qualitative Research Methods	
STAT 5043 Sample Survey Designs	
Specialization	15
Select courses from the list below:	
CIED 6043 Curriculum Leadership	
CIED 6173 International peace curriculum development	
CIED 6030/CIED 6040	Contemporary Issues (Topics) in Curriculum Studies/ Special Topics in College Curriculum and Teaching
CIED 5803 Mindfulness, Curriculum and Teaching	
CIED 5723 Gender and Curriculum	3
CPSY 5503 Multicultural Counseling	
CPSY 6223 Beck's Cognitive Therapy	
HESA 6163 International Issues in Higher Education	
SCFD 6983 Diversity and Equity in Education	
SOC 6463 International Issues in Environmental Sociology	
PHIL 5343 Seminar in East and West Comparative Philosophy	

SOC 5323	Collective Behavior and Social Movements	
SOC 5493	Seminar in Environmental Justice	
Cognate		9
	Select related graduate courses in consultation with academic advisor and dissertation committee.	9
Dissertation		15
CIED 6000	Dissertation	15
Total		63

**OKLAHOMA STATE UNIVERSITY
DOCTOR OF PHILOSOPHY IN HUMAN DEVELOPMENT AND FAMILY SCIENCE**

Degree Requirements	Credit Hours
Program Core	27
HDFS 5213 Lifespan Development	3
HDFS 5523 Conceptual Frameworks in Human Development and Family Science (Family Theory)	3
HDFS 5123 Research Design in Human Development and Family Science I	3
HDFS 6133 Advanced Research Methods in Human Development and Family Science	3
HDFS 5110 Directed Study in Human Development and Family Studies	6
<i>Statistics</i>	9-11
PSYC 5304 Quantitative Methods in Psychology I or equivalent	4
PSYC 5314 Quantitative Methods in Psychology II or equivalent	4
HDFS 6143 Structural Equation Modeling	3
Guided Electives	30
Committee approved specialization courses	30
Research	15
HDFS 6000 Doctoral Dissertation	15
Total	72

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2021

AGENDA ITEM #14-c:

New Programs.

SUBJECT: Northeastern State University. Approval to offer the Certificate in Healthcare Administration, the Certificate in Long Term Care Administration, the Certificate in Healthcare Information Analytics, and the Graduate Certificate in Health Informatics.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's requests to offer the Certificate in Healthcare Administration, the Certificate in Long Term Care Administration, the Certificate in Healthcare Information Analytics, and the Graduate Certificate in Health Informatics, in Tahlequah and Broken Arrow, via traditional and electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Healthcare Administration.** This certificate will be embedded within the Bachelor of Business Administration in Health Organizations Administration (004) and will be included in the regular program review due in 2025.
- **Certificate in Long Term Care Administration.** This certificate will be embedded within the Bachelor of Business Administration in Health Organizations Administration (004) and will be included in the regular program review due in 2025.
- **Certificate in Healthcare Information Analytics.** This certificate will be embedded within the Bachelor of Business Administration in Health Organizations Administration (004) and will be included in the regular program review due in 2025.
- **Graduate Certificate in Health Informatics.** This certificate will be embedded within the Master of Business Administration in Business Administration (056) and will be included in the regular program review due in 2025.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Northeastern State University's (NSU) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

During the 2020-21 academic year, Northeastern State University will prepare institutionally for its upcoming Higher Learning Commission re-accreditation site visit scheduled for October 2021. Building on

the successful completion of its HLC Quality Initiative, *Sustaining Student Success*, the institution is engaged in continuous improvement efforts focused on providing all students a quality education wherever and however they access their courses.

Transfer students will be an area of focus as NSU continues to implement the recommendations drawn from its participation in the Tulsa Transfer Partnership. During 2019-20, several action items were completed including revisions to transfer advising appointments and transfer student orientations as well as identifying and funding a position to evaluate transfer work and hiring a second transfer advisor. As the partnership evolves in 2020-21 to a consortium that considers more systemic solutions to strengthen higher education pathways, NSU faculty and personnel will work with colleagues at partner institutions to update transfer processes, identify student engagement opportunities, and provide shared faculty development opportunities to maximize funding.

In 2020-21, NSU's new eCampus office will continue to develop a strategic plan for online offerings, review resource allocation, and seek opportunities to meet student needs in programming and support. Instructional designers will work with faculty and ensure a consistent experience for all students, no matter the course delivery method. The existing Center for Teaching and Learning staff will continue their efforts to support faculty as they work in Zoom environments and utilize tools to enhance student engagement and improve assessment practices.

In addition to these institutional academic priorities, each college and academic unit has identified areas of focus for the coming academic year. Their plans are summarized below.

After the approval of new short-term certificate programs, the College of Business and Technology will engage community partners such as the Cherokee Nation, chambers of commerce, area economic development organizations, and individual businesses to provide professional development for employees. CBT's advisory board members are enthusiastic about these certificates as a mechanism to help them meet their workforce training. Potential new programs under consideration include certificates to help displaced workers from the oil and gas industry retrain as well as certificates to provide accounting and financial planning preparation, a growing job market in NSU's service areas. The college will continue to work toward ABET accreditation of its Environmental Health and Safety Management program.

The College of Education's priorities for 2020-21 focus on recruitment, retention, and updating teacher education programs to meet the ever-changing marketplace. Faculty continue to work closely with area schools and other employers to encourage individuals to consider education, counseling, and health / wellness as careers. Several "grow your own" initiatives are in place with area school districts, and the faculty are engaged in a review of program curriculum and requirements to alleviate potential barriers for students as they complete their degrees. The college seeks not only to provide supports for academic needs, but also to help students find resources to meet economic, social, and emotion needs. Faculty are committed to assisting students who are marginalized or come from underrepresented groups.

The College of Liberal Arts has identified three priorities for the coming year, all related to connecting and serving NSU's communities and their development. The first priority is to secure accreditation for the new Master of Social Work program in Tahlequah. The program has already met two benchmarks and is on track to finalize accreditation in summer 2021. Graduates of the MSW program will meet a tremendous need given the socio-economic challenges of the region. A second priority is to revitalize connections with the Cherokee Nation through the work of faculty in language programs and partnerships that help more citizens attain degrees. Finally, the college plans to increase recruitment and retention efforts through improved marketing and communication as the institution itself transitions to new webhosting platforms.

The Gregg Wadley College of Science and Health Professions will build out its proposed Freshwater Sciences, B.S. degree, a result of a collaborative effort between faculty and area experts in freshwater sciences. This degree will fill a demand for water-related scientists reflected in the OK Employment Security Commission long-term employment projections. The college will also review the feasibility of a computer science degree at the graduate level as well as a certificate in Diagnostic Molecular Scientist for those who work in hospital laboratory settings. If the Physician Assistant Studies program is provisionally approved, a cohort of 20 students will start the program in October. Faculty and students in allied health profession programs such as speech language pathology and occupational therapy will continue to offer clinics and complete internships that serve the general public.

The Oklahoma College of Optometry (OCO) has outlined several priorities for the coming year. Priorities continue to include the need for updated and upgraded facilities for both academic and clinical spaces and to recruit and retain faculty who value the opportunity to teach in a rural environment. In terms of recruiting students and residents, the college faces a flat nationwide optometry applicant pool and the opening of new optometry schools which will compete with OCO for the best candidates. However, NSU's faculty continues to gather national acclaim due to outreach and post-graduate training they can provide given Oklahoma's broad scope of optometric practice. These national connections continue to raise awareness and the prestige of the college.

NSU's Graduate College will direct tuition waiver funding for new / transfer graduate students during 2020-21 and couple that with a graduate recruitment and enrollment campaign. Work continues on the development of a potential peer-reviewed journal and graduate student / faculty recognition spotlights for use in marketing and recruitment.

The John Vaughn Library's *Learning Commons* concept is coming to fruition as several sub-components of that effort are priorities for 2020-21. The Learning Commons project will provide new study, research, and tutoring spaces as well as a new suite of offices and workspaces for the Center for Teaching and Learning on the third floor. This convergence of services for students and faculty will leverage existing resources and foster collaborative efforts that enhance student learning. Library faculty and staff will also work on a comprehensive information literacy assessment plan to ensure that all students have access to information literacy instruction which is critical today.

NSU's academic support units have identified priorities aligned with the institution's mission and continuous improvement mindset. The University Advising Center will continue to facilitate individual and group workshops for students on academic probation, oversee the academic early alert system, and provide actionable information from the data analytic software about potential student groups targeted for service outreach. The University Advising Center plans to expand its student success initiatives through a series of workshops on topics such as using the degree audit system, using the schedule planner and other topics of interest to students.

In the coming year, the Center for Tribal Studies (CTS) will facilitate programs for personal development and academic success for Native American students. Staff will conduct a survey regarding wants and needs and then create a calendar of events on topics related to scholarship programs, leadership training, and wellness. CTS will work closely with the University Advising Center to assist with the early alert process and retention efforts. In addition, CTS will collaborate with tribal human resource departments and NSU's Career Services office to help students gain awareness of career opportunities and employer needs. Staff will also explore partnerships with NSU's Sequoyah Institute and the Center for Women's Studies to support cultural programming.

Despite recruiting setbacks as a result of the global pandemic, NSU's Office of International Programs will continue to recruit virtually and to support NSU's existing international student populations through cultural

events and outreach to help students feel more at home. These events include daily activities during International Education Week as well as celebrations of international holiday such as Diwali, Holi, and Chinese New Year. The office also offers international students opportunities to explore local destinations and experience American cultural activities as a group or with an American buddy.

Finally, NSU’s branch campuses will continue their services to both students and the host communities of Muskogee and Broken Arrow. Healthcare continues to be an important industry for Muskogee, and having programs that prepare medical providers in nursing, occupational therapy, speech language pathology, and nursing support that industry. Muskogee is also focused on growing manufacturing jobs, and NSU’s programming in supply chain and other STEM majors will be considerations for future offerings. The campus dean has proposed a new student services position to address a growing student population. In Broken Arrow, priorities for 2020-21 also have a student focus with a review of facilities to co-locate services for students on a single floor of the administration building and update student lounge / study areas. NSU Broken Arrow has affiliations with and hosts multiple community events and conferences such as Broken Arrow Leadership, Women in STEM conference, Supply Chain and Logistics Symposium, and various art exhibits and lectures. Each is in conjunction with area organizations such as the Tulsa Regional STEM Alliance, Oklahoma Manufacturing Alliance, Oklahoma Center for the Advancement of Science and Technology, and local industries. This campus also hosts students enrolled in Broken Arrow Public Schools’ dual credit associate’s degree program that allows students to earn their associate’s degree while completing their high school diploma.

In every endeavor, NSU strives to live up to its mission of “. . . empowering students, faculty, staff and the community to reach their full intellectual and human potential . . .” These academic priorities help NSU achieve that goal.

APRA Implementation

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

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

45	Degree and/or certificate programs deleted
64	Degree and/or certificate programs added

Program Review

NSU offers 116 degree and/or certificate programs as follows:

28	Certificates
0	Associate in Arts or Sciences Degrees
0	Associate in Applied Science Degrees
61	Baccalaureate Degrees
26	Master’s Degrees
0	Doctoral Degrees
1	First Professional Degrees

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

Program Development Process

NSU's faculty developed the proposals, which were reviewed and approved by institutional officials. NSU's governing board approved delivery of the Certificate in Healthcare Administration, the Certificate in Long Term Care Administration, the Certificate in Healthcare Information Analytics, and the Graduate Certificate in Health Informatics at their February 26, 2021 meeting. NSU is currently approved to offer the following degree programs and certificates through electronic delivery:

- Bachelor of Science in Nursing (104);
- Bachelor of Science in Human and Family Science - Early Care Option (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education - Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);
- Master of Education Instructional Leadership (124);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Cyber Security (160);
- Certificate in Geographic Information Systems (163);
- Bachelor of Arts in Creative Writing (162);
- Master of Science in Higher Education Leadership (052);
- Bachelor of General Studies in General Studies (132);
- Master of Science in Library Media and Information Technology (129);
- Graduate Certificate in School Library Media Specialist (140);
- Master of Education in School Administration (103);
- Graduate Certificate in Administrator Education (003);
- Master of Business Administration in Business Administration (056);
- Master of Science in Nursing Education in Nursing (149);
- Bachelor of Business Administration in Hospitality and Tourism (093);
- Bachelor of Science in Health Organizations Administration (004);
- Master of Public Health in Public Health (166);
- Graduate Certificate in Public Health (165);
- Graduate Certificate in Public Health Leadership (167);
- Graduate Certificate in Global Health (168);
- Master of Education in Early Childhood Education (117);
- Certificate in STEM Education (022);
- Bachelor of Science in Criminal Justice (020);
- Bachelor of Science in Homeland Security (156);
- Bachelor of Science in Legal Studies (158);
- Bachelor of Business Administration in International Business Management (126);

- Certificate in Business Analytics (039);
- Certificate in Human Resource Management (064);
- Certificate in International Business (065);
- Graduate Certificate in Data Analytics (067);
- Graduate Certificate in Healthcare Administration Leadership (092);
- Graduate Certificate in Administrative Leadership in Nursing (171);
- Graduate Certificate in Higher Education Administration (119);
- Graduate Certificate in Nursing Education (169);
- Graduate Certificate in Nursing Informatics (170);
- Graduate Certificate in Operations Leadership (118);
- Graduate Certificate in American Indian Leadership (172);
- Graduate Certificate in Classroom Teaching (173);
- Graduate Certificate in Leadership (174);
- Graduate Certificate in Training and Development (175);
- Master of Science in Health and Sport Science (142);
- Certificate in Event Management (179);
- Bachelor of Arts in Geography and Sustainability Studies (036);
- Bachelor of Business Administration in Information Systems (123);
- Bachelor of Technology in Technology (133); and
- Certificate in Operations and Supply Chain Management (180).

NSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Healthcare Administration Certificate in Long Term Care Administration

Program purpose. The proposed certificates will prepare students to develop, plan, and manage health care operations and services within health care facilities and across health care systems.

Program rationale and employment opportunities. The Healthcare Administration option in the Bachelor of Business Administration in Health Organizations Administration (004) program had over 60 students enrolled in Fall 2020. Students pursuing this option will be encouraged to complete the proposed certificates to enhance their marketability. Given the aging population and the growth of senior living and assisted living facilities in northeastern Oklahoma, faculty anticipate that many NSU students in health-related programs will consider adding these certificates to their degree plans.

Members of NSU’s Bachelor of Business Administration in Health Organizations Administration (004) advisory board have expressed support for the proposed certificates considering the high employment demand for healthcare managers in Oklahoma. According to the Oklahoma Employment Security Commission (OESC), employment for medical and health services managers will grow 11 percent, and employment in nursing and residential care facilities will grow 5.1 percent between 2018 and 2028. OESC data also indicate that employment in northeast Oklahoma for medical and health services managers will

grow 12.9 percent between 2016 and 2026. Moreover, medical and health services manager is considered a critical occupation by Oklahoma Works.

**Certificate in Healthcare Information Analytics
Graduate Certificate in Health Informatics**

Program purpose. The proposed certificates will prepare students to gather and interpret data from a variety of sources to help organizations improve the quality of care, lower the cost of care, and enhance the patient experience.

Program rationale and employment opportunities. NSU has several degree options in data analytics and informatics in both business and health professions. Despite being only one to two years old, these options have enrolled more than 48 students across the degree programs. Faculty anticipate that the Health Information Analytics certificate will attract current students in health-related degree programs and area health-related businesses such as the Native American tribal systems.

Since the U.S. government’s American Recovery and Reinvestment Act required health care providers to adopt electronic medical records, the need for skilled workers has risen. The U.S. Bureau of Labor Statistics predicts that employment of medical records and health information technicians will grow 8 percent from 2019 to 2029, which is much faster than the average for all occupations. In addition, the OESC projects that employment for medical records and health information technicians will grow 6.9 percent across Oklahoma between 2018 and 2028 and 10.4 percent in northeast Oklahoma between 2016 and 2026. The high statewide and nationwide employment demand for health information analysts suggests that many current and prospective NSU students will pursue the proposed certificates.

Student demand. The proposed Certificate in Healthcare Administration, proposed Certificate in Healthcare Information Analytics, and proposed Certificate in Long Term Care Administration certificate programs are expected to fulfill student demand within the Bachelor of Business Administration in Health Organizations Administration (004). The proposed Graduate Certificate in Health Informatics is expected to fulfill student demand within the Master of Business Administration in Business Administration (056).

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

Institution	Existing Program
University of Oklahoma	Certificate in The Business of Healthcare (417)

The proposed Graduate Certificate in Health Informatics program may share similar content with the following programs:

Institution	Existing Program
Oklahoma State University	Graduate Certificate in Healthcare Administration (276)
University of Oklahoma Health Sciences Center	Graduate Certificate in Healthcare Administration (091)

There are no Certificate in Healthcare Information Analytics or Certificate in Long Term Care Administration programs in Oklahoma.

A system wide letter of intent was communicated by email on May 5, 2020. The University of Oklahoma (OU) requested copies of the proposals, which were sent on April 13, 2021. Neither OU nor any other State System institution notified State Regents’ staff of a protest to the proposed certificates. Due to employment demand, approval will not constitute unnecessary duplication.

Curricula. The proposed Certificate in Healthcare Administration will consist of 15 total credit hours, the proposed Certificate in Long Term Care Administration will consist of 12 total credit hours, the proposed Certificate in Healthcare Information Analytics will consist of 15 total credit hours, and the proposed Graduate Certificate in Health Informatics will consist of 15 total credit hours, as shown in the following tables. No new courses will be added and the curricula is detailed in the attachments (Attachments A, B, C, and D, respectively).

Certificate in Healthcare Administration

Content Area	Credit Hours
Required Courses	15
Total	15

Certificate in Long Term Care Administration

Content Area	Credit Hours
Required Courses	12
Total	12

Certificate in Healthcare Information Analytics

Content Area	Credit Hours
Required Courses	15
Total	15

Graduate Certificate in Health Informatics

Content Area	Credit Hours
Required Courses	15
Total	15

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

Delivery method and support services. Faculty will utilize several technologies to electronically deliver the programs including Blackboard, a learning management system (LMS), and Zoom, a web-conferencing software. The LMS allows students to access course materials such as presentations and videos and provides a platform for interactive activities such as discussion boards, wikis, assignments, quizzes, exams, and written instructor feedback. Web conferencing facilitates synchronous activities such as live discussion with the class and live lectures. Web sessions can be recorded and linked in the LMS course shell for later access. Distance education students have full access to NSU’s library through librarian chat, web-based databases, and online search engines. Online tutoring is free and available to all students using Tutor.com, linked in the EMS. Faculty who teach in online environments complete training in the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty

supplemental training on the latest online teaching techniques. The library, classrooms, and equipment are adequate for the proposed certificate program.

Financing and program resource requirements. The proposed Certificate in Healthcare Administration, proposed Certificate in Long Term Care Administration, and proposed Certificate in Healthcare Information Analytics programs will be embedded certificates within the Bachelor of Business Administration in Health Organizations Administration (004) program. The proposed Graduate Certificate in Health Informatics program will be an embedded certificate within the Master of Business Administration in Business Administration (056) program. Program resource requirements are supported through the main programs and the certificates will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the proposed certificates. No additional funding is requested from the State Regents to support the certificates.

Attachments

**NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN HEALTHCARE ADMINISTRATION**

Program Requirements	Credit Hours
Required Courses	15
HCA 3213 Public Health and Global Initiatives in Health Care	3
HCA 3313 Finance for Health Care Management	3
HCA 4013 Leadership, Policy and Ethics	3
HCA 4223 Quality Management and Patient Safety	3
HCA 4323 Health Information Analytics	3
Total	15

NORTHEASTERN STATE UNIVERSITY
 CERTIFICATE IN LONG TERM CARE ADMINISTRATION

Program Requirements		Credit Hours
Required Courses		12
HCA 4223	Quality Management and Patient Safety	3
LTCA 4103	Collaborative Care in LTCA	3
LTCA 4553	Leadership, Facilities and Environmental Management	3
MGMT 4113	Human Resource Management	3
Total		12

**NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN HEALTHCARE INFORMATION ANALYTICS**

Program Requirements	Credit Hours
Required Courses	15
BADM 3933 Business Statistics	3
HCA 3213 Public Health & Global Initiatives in Health Care	3
HCA 4323 Health Information Analytics	3
IS 4293 Business Database Management Systems	3
MGMT 4143 Project Management	3
Total	15

**NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN HEALTH INFORMATICS**

Program Requirements	Credit Hours
Required Courses	15
HCA 5423 Health Services Technology and Application	3
HCA 5523 Health Informatics Survey	3
MBA 5123 Analysis for Business Decision-Making	3
MBA 5513 Project Management	3
MGMT 5103 Business Analytics Techniques	3
Total	15

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2021

AGENDA ITEM #14-d:

New Programs.

SUBJECT: University of Central Oklahoma. Approval to offer the Graduate Certificate in Licensed Professional Counseling, the Master of Arts in Counseling Psychology, the Master of Arts in Strategic Communications, and the Master of Science in Behavior Analysis.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the Graduate Certificate in Licensed Professional Counseling, the Master of Arts in Counseling Psychology, the Master of Arts in Strategic Communications with an option in Leadership in Communications, via electronic delivery, and the Master of Science in Behavior Analysis, 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.

- **Graduate Certificate in Licensed Professional Counseling.** This certificate will be embedded within the Master of Education in School Counseling (060) and will be included in the regular program review due in 2024.
- **Master of Arts in Counseling Psychology.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 15 students in Fall 2025; and
 - Graduates: a minimum of 12 students in 2025-2026.
- **Master of Arts in Strategic Communications.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 10 students in Fall 2025; and
 - Graduates: a minimum of 5 students in 2025-2026.
- **Master of Science in Behavior Analysis.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 6 students in Fall 2025; and
 - Graduates: a minimum of 6 students in 2025-2026.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Central Oklahoma's (UCO) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

Academic Affairs Plans for AY 2020-2021 was presented to the *University Planning Council* in spring 2019. Budgets are approved by the President with input from the President's Cabinet. UCO has provided more learning spaces and improvements to the physical environment. All priorities listed, including facilities, are managed through a tiered-system of shared governance and budget priority discussions. The **Strategic Goal(s)** connected to these activities are listed in parentheses after each item. Please see **Appendix A** for the Four Pillars and 12 Strategic Goals. **Appendix B** includes the Vision 2020 document. The current long-term strategic goals emerged from a campus-wide strategic planning initiative in 2012/2013.

- 1) Tenure-track faculty- 30 faculty over the next decade are requested at a cost of nearly 2.5 million dollars to decrease faculty-student ratios to peer-levels. One temporary instructorship and two non-tenure track lectureship positions were converted to tenure-track positions for FY21 at a cost of \$80,000. **(SGs 1, 2)**
- 2) Continue to invest in UCO Downtown. This includes the newly completed renovation of One Santa Fe Plaza that provides classroom and laboratory space for students and faculty. In addition, it is used as a staff touchdown space for those working part-time downtown. **(SG 11)**
- 3) Faculty compensation remains an issue in hiring and retaining faculty in certain fields. Approximately 6 million dollars will be required to bring all faculty salaries to 92 percent of CUPA. **(SG 8)**
- 4) Request for an increase in the Academic Affairs operating budget.
- 5) An increase in tuition waivers and graduate assistant stipends to recruit and retain talented students. **(SG 7)**
- 6) The DOE grant that supported the Student Transformative Learning Record (STLR) has concluded. Approximately \$225,000 of critical staff salaries were moved into temporary lines to continue the program.
- 7) Capital projects - (see facilities below) **(SGs 3, 8, 10)**

Facilities - This includes academic and non-academic facilities.

- **Bausher Place:** In January of 2020, the newly constructed, 53,000 square foot, facility opened for student use. Functionally, the first floor serves as campus's new main dining center, named Ayers Kitchen, with space to serve approximately 400 students per seating. Additionally, the first floor houses a large multipurpose room, engineered to function as a storm shelter. The second-floor houses offices for Campus Enterprises, Transportation and Parking, as well as People and Culture. **(SG 10)**
- **Baseball Locker Room:** In January of 2020, construction of a new, 3,200 square foot, baseball team facility was completed. The project includes a team locker room, coaches' offices, a training room, public restrooms, and concessions. Prior to completion of the building, the baseball team had no locker room facility. **(SG 10)**
- **e.Sports** In May of 2020, work was completed on the renovation of 5,700 square feet of warehouse space converted into the university's new e.Sports gaming center. The center includes space for 48 gaming stations, a spectator section, which seats 50, virtual reality booths, shout casting and control rooms, and a lounge area. The center will host a variety of events as well as on-going game play. **(SGs 3, 5, 8, 10)**
- **UCO @ Santa Fe Place:** Located in Downtown Oklahoma City, provides accessible and convenient opportunities for working adults and downtown residents who are seeking to further their education. Renovations completed in 2019 include new classrooms and STEM lab, office space for faculty and staff, The Catbird Seat business incubator, and the KUCO radio station. **(SGs 3, 5, 8, 10)**

Academic Affairs operational priorities:

Note: This list reflects items identified at the Provost Cabinet Retreat in November 2019.

Mandatory Cost Items (added to the mandatory cost request)

To address the increases in accreditation costs, a \$.25 increase to “other special instruction” of the academic service fee was requested and approved.

To address budget reduction for academic support of student engagement, a \$.75 increase to “other special instruction” of the academic service fees was requested and approved.

Four Temporary Instructor positions funded for the past several years from academic course fees will be converted to continuing non-tenure track Instructorships (“EDU-Innovators) to assist with online programming initiatives.

24 Temporary Lecturer position funded for the past several years from academic course fees will be converted to continuing non-tenure track Lecturer positions; nine will be Blended Lectureships in support of the online programming efforts.

TL Scholars. The Transformative Learning Scholars Program is a faculty development initiative designed to promote student engagement in high impact practices while simultaneously developing opportunities to increase external funding. The pilot project began in fall 2014 with each college invited to recommend two to three faculty members. Scholars were provided funds for reassignment, travel, and undergraduate research assistant wages in exchange for developing and submitting a student-centered grant proposal to an external funding agency annually. There are currently 11 Scholars in the program, encompassing all of the academic colleges.

In fall 2014, UCO created an **Office of High Impact Practices (OHIP)** to promote High-Impact practices such as undergraduate research and global studies. This office oversees the Research, Creative, and Scholarly Activity Grant Program (RCSA), a program initiated in 2007 that awards 150 to 160 grants to student working with faculty mentors per year. OHIP administers the Student Presentation Travel Grants, which awards funding for student travel to present at academic conferences. The office averages 40 travel awards per year. OHIP also manages the Undergraduate Research Abroad Grant Program, which awards 1 or 2 grants a year funding teams of faculty and students conducting research outside the US. In addition to the grant programs, the office coordinates participation in regional and national student conferences including Oklahoma Research Day. For reference, 290 UCO faculty and students attended this one-day event in 2019. The office also supported the travel of 100 UCO students and faculty to the National Conference on Undergraduate Research (NCUR). OHIP has been working on collaborative projects with the Centre for Global Competency, College of Liberal Arts, and New Plains Student Publishing in the Department of English. **(SGs 2, 3, 4, 5)**

RCSA grants/Student travel. Four of the five colleges have funds to assist students in presenting research and creative achievement at professional conferences. A faculty mentor sponsors each student. **(SGs 1, 2, 5, 7, 8)**

STLR. The Student Transformative Learning Record (STLR) was launched in 2014 to track student progress, assess beyond-disciplinary learning outcomes, and collect artifacts of student engagement with Transformative Learning practices. STLR continues to benefit students: Fall 2015 through Fall 2019 cohorts of first-time, full-time students’ retention and academic achievement correlate strongly to STLR engagement, with the near elimination of the achievement and retention gaps between targeted student populations (1st-generation, low-income, underrepresented) and non-targeted populations. UCO has continued its STLR scale-up, with over 70 percent of full-time faculty trained in STLR by Sept. 30, 2019. STLR student projects continue to be funded and popular, with impressive benefits to students occurring from their STLR project work with faculty and staff outside of the classroom: one example is the Hispanic Success Initiative (HSI), which has produced fall-to-fall retention among HSI students at 90 percent compared to the national average of around 50 percent. (Inclusion of Dr. Melissa Peet’s Integrative

Knowledge Portfolio Process as part of STLR activity for HSI, the Black Male Initiative, and GEARUP, has created a strong synergy that continues to amplify STLR results.) Continuing expansion of STLR at other institutions now includes the largest university in Ireland, Technological University of Dublin, among other additions to a growing list in the U.S., Canada, and abroad. STLR’s Higher Education recognitions recently added AASCU’s 2018 Excellence and Innovation Award for Student Success and College Completion. STLR has attracted support from the US Department of Education, the Gates/Educause Breakthrough Models Incubator, the Lumina Foundation Comprehensive Student Record project, the Lumina EEQ initiative, and the Lumina Experiential Learning initiative. (SGs 1, 2, 4, 5)

APRA Implementation

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

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

64	Degree and/or certificate programs deleted
59	Degree and/or certificate programs added

Program Review

UCO offers 128 degree and/or certificate programs as follows:

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

Program Development Process

UCO’s faculty developed the proposals, which were reviewed and approved by institutional officials. UCO’s governing board approved delivery of the Graduate Certificate in Licensed Professional Counseling, the Master of Arts in Counseling Psychology, the Master of Arts in Strategic Communications, and the Master of Science in Behavior Analysis at their February 26, 2021 meeting. UCO is currently approved to offer the following degree programs through online delivery:

- Bachelor of Arts in Criminal Justice (028);
- Master of Arts in Criminal Justice Management Administration (149);
- Bachelor of Science in General Studies (105);
- Bachelor of Science in Organizational Leadership (775);

- Bachelor of Science in Career, Technical and Workforce Development (116);
- Bachelor of Business Administration in Marketing (021);
- Bachelor of Business Administration in Business Administration (007);
- Bachelor of Business Administration in Management (020);
- Master of Business Administration in Business Administration (008);
- Master of Education in Library Media Education (117);
- Master of Education Adult and Higher Education (156);
- Bachelor of Arts in Applied Liberal Arts (154);
- Bachelor of Science in Nursing (129);
- Master of Science in Nursing (204);
- Master of Music in Music (128);
- Graduate Certificate in Food Quality and Safety (155);
- Master of Public Administration in Public Administration (203); and
- Bachelor of Business Administration in Finance (016).

8)

UCO 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:

Graduate Certificate in Licensed Professional Counseling

Program purpose. The proposed certificate is designed for graduates or soon-to-be graduates of UCO's Master of Education in School Counseling (060) program who wish to complete the academic requirements needed to pursue the Licensed Professional Counselor (LPC) credential in the state of Oklahoma.

Program rationale and employment opportunities. The curriculum for the proposed certificate has been approved by the Oklahoma State Board of Behavioral Health Licensure. This approval confirms that graduates from the proposed certificate will meet the academic requirements for LPC certification and eligibility requirements to take the Oklahoma Legal and Ethical Responsibilities Examination and National Counselor Examination. An informal survey of students administered in Spring 2020 revealed that 75 percent of students in the Master of Education in School Counseling (060) program were interested in completing requirements for the LPC credential. Students who were completing their first semester in the program as well as students completing their last two semesters in the program were surveyed. The interest from these students suggests that many students will pursue the proposed certificate at UCO.

The Oklahoma Employment Security Commission (OESC) projects that employment for substance abuse, behavioral disorder, and mental health counselors will grow 18.8 percent between 2018 and 2028. In addition, OESC data project that employment in the Oklahoma City metropolitan area will grow for mental health counselors by 21.9 percent between 2016 and 2026. Additionally, Oklahoma Works has identified substance abuse, behavioral disorder, and mental health counselors as critical occupations in Oklahoma. The high employment demand for counselors in Oklahoma suggests that the proposed program will fare well at CU.

Student demand. The proposed certificate is expected to fulfill student demand within the Master of Education in School Counseling (060) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Licensed Professional Counseling programs in Oklahoma. A system wide letter of intent was communicated by email on April 2, 2021. Oklahoma State University (OSU) requested a copy of the proposal, which was sent on April 26, 2021. Neither OSU nor any other 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 Licensed Professional Counseling will consist of 27 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).

Graduate Certificate in Licensed Professional Counseling

Content Area	Credit Hours
Required Courses	15
Guided Electives	12
Total	27

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

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

Financing and program resource requirements. The proposed program is an embedded certificate within the Master of Education in School Counseling (060) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Master of Arts in Counseling Psychology

Program purpose. The proposed program will prepare graduates to work as counselors and to apply for the LPC and Licensed Behavioral Health Provider credentials after obtaining their degree.

Program rationale and background. The proposed program currently exists as the Counseling Psychology option within the Master of Arts in Psychology (171) program at UCO. The Master of Arts in Psychology (171), Counseling Psychology option is accredited by the Masters in Psychology and Counseling Accreditation Council. Every January, approximately 50 students apply for admission into the Master of Arts in Psychology (171), Counseling Psychology option. Each year, 15 to 18 students are admitted into this program. The current graduation rate for the program is about 87 percent. All of the students who have graduated from the program in the last five years who have taken the LPC exam have passed the exam and found employment in the field.

Employment opportunities. Graduates of the proposed program will be prepared to work in a variety of settings including community mental health centers, youth and family service agencies, marriage and family counseling centers, child guidance clinics, university counseling centers, psychiatric hospitals, drug and alcohol treatment centers, shelters and centers for child abuse and domestic violence, and private practice. According to the OESC, employment for substance abuse, behavioral disorder, and mental health counselors will grow 18.8 percent between 2018 and 2028. In addition, OESC data project that employment in the Oklahoma City metropolitan area will grow for mental health counselors by 21.9 percent between 2016 and 2026. Furthermore, the U.S. Bureau of Labor Statistics suggests that employment of substance

abuse, behavioral disorder, and mental health counselors is projected to grow 25 percent across the nation from 2019 to 2029, which is much faster than the average for all occupations. Additionally, Oklahoma Works has identified substance abuse, behavioral disorder, and mental health counselors as critical occupations in Oklahoma. UCO anticipates continual student enrollment in the proposed program considering the ample employment opportunities that will be available to graduates in Oklahoma and throughout 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	15	Fall 2025
Minimum graduates from the program	12	2025-2026

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

Institution	Existing Program
University of Oklahoma	Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459)
University of Oklahoma	Master of Human Relations in Human Relations, Clinical Mental Health Counseling option (329)
Cameron University	Master of Arts in Mental Health, Counseling option (600)
East Central University	Master of Science in Psychological Services in Psychological Services, Counseling Psychology option (086)
Northeastern State University	Master of Science in Counseling (019)
Northwestern Oklahoma State University	Master of Counseling Psychology in Counseling Psychology (043)
Oklahoma State University	Master of Science in Counseling (194)
Rogers State University	Master of Science in Community Counseling (214)
Southeastern Oklahoma State University	Master of Arts in Clinical Mental Health Counseling (078)
Southwestern Oklahoma State University	Master of Science in Community Counseling (155)

A system wide letter of intent was communicated by email on April 2, 2021. OSU requested a copy of the proposal, which was sent on April 26, 2021. Neither OSU nor any other State System institutions notified State Regents' staff of a protest to the proposed program. Due to employment demand, approval will not constitute unnecessary duplication.

Curriculum. The Master of Arts in Counseling Psychology will consist of 60 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).

Master of Arts in Counseling Psychology

Content Area	Credit Hours
Required Courses	60
Total	60

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

Support services. 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 Counseling Psychology are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
9) 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	\$225,305	\$225,305	\$225,305	\$225,305	\$225,305
<i>Explanation: The amounts above reflect existing funds within the College of Education and Professional Studies already budgeted to support the proposed program. The amounts include four core faculty members who will teach 50 percent of their course load in this program. The combination of half of the four faculty member salaries is \$177,305. The remaining \$48,000 represents 14 percent of the remaining six faculty members salaries who will also teach some of the courses in the proposed program.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$117,792	\$117,792	\$117,792	\$117,792	\$117,792
<i>Narrative/Explanation: Tuition was estimated assuming enrollment of 15 students each year, 24 credit hours of enrollment per year, and resident graduate tuition of \$327.20 per credit hour.</i>					
TOTAL	\$343,097	\$343,097	\$343,097	\$343,097	\$343,097

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$225,305	\$225,305	\$225,305	\$225,305	\$225,305
<i>Explanation: The amount above includes pay for four core faculty members at 50 percent of their time totaling</i>					

\$177,305. The remaining funds of \$48,000 represent 14 percent of time for six faculty members calculated using an average salary of \$57,143.

Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$500	\$500	\$500	\$500
<i>Explanation: The amount above will cover printing costs for course materials for the proposed program.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$225,805	\$225,805	\$225,805	\$225,805	\$225,805

Master of Arts in Strategic Communications

Program purpose. The proposed program is designed to prepare professionals in the communications industry for leadership and management roles.

Program rationale and background. In late Fall 2020, a survey was distributed to current juniors and seniors in UCO's Department of Mass Communication and to professionals working in various communications fields (e.g., strategic communications, marketing, public relations, advertising). Of the 213 respondents, 48 were students, 88 were young alumni from UCO, and 68 were older alumni from UCO with 10 or more years of experience. Sixty-three percent of the student respondents indicated that they were likely to pursue a master's degree and 91 percent said they would study communications if they pursued a master's degree. In addition, 65 percent of the student respondents indicated that the ability to get a master's degree entirely online would increase the likelihood of their enrollment. Among the young UCO alumni respondents, 78 percent indicated they would probably apply for a master's program in the Department of Mass Communication if it was offered 100 percent online. Moreover, 82 percent of all of the young professional survey respondents said the ability to get a master's degree entirely online would increase the likelihood of their enrollment and 51 percent said they were likely to start a master's program in the next five years. These survey findings suggest that the proposed program will have a strong pool of applicants.

Employment opportunities. Burning Glass Technologies analyzes millions of job postings and real-life career transitions to provide insight into labor market patterns. According to Burning Glass data, there are two occupation groups associated with a master's degree in Strategic Communications: marketing specialists and communications and public relations. Potential job opportunities in these occupation groups include: promotions manager, marketing communications manager, public relations specialist or manager, fundraising manager, media relations or limited relations associate, and an extensive variety of communications positions in the health, education, and entertainment fields. According to the OESC, significant employment growth is projected across Oklahoma between 2018 and 2028 for marketing

managers (5.7 percent); public relations and fundraising managers (6.6 percent); and market research analysts and marketing specialists (18.3 percent). OESC data also indicates that employment growth is expected for multiple communications-related managerial positions in the Oklahoma City metropolitan area between 2016 and 2026: advertising and promotions managers (8.3 percent); marketing managers (11.7 percent); public relations and fundraising managers (11.2 percent); and market research analysts and marketing specialists (25.1 percent). Moreover, market research analysts and marketing specialists are identified as critical occupations in Oklahoma by Oklahoma Works. The high employment demand in Oklahoma for managers and leaders with strategic communications expertise should attract many students to UCO’s proposed program.

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 programs	10	Fall 2025
Minimum graduates from the programs	5	2025-2026

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

Institution	Existing Program
The University of Oklahoma	Master of Arts in Journalism and Mass Communication, Strategic Communication and Digital Strategy option (138)
Southeastern Oklahoma State University	Master of Business Administration in Business Administration, Strategic Communication option (075)

A system wide letter of intent was communicated by email on April 2, 2021. OSU requested a copy of the proposal, which was sent on April 26, 2021. Neither OSU nor any other State System institutions notified State Regents’ staff of a protest to the proposed program. Due to employment demand, approval will not constitute unnecessary duplication.

Curriculum. The Master of Arts in Strategic Communications will consist of 36 total credit hours, as shown in the following table. Fifteen new courses will be added and the curriculum is detailed in the attachment (Attachment C).

**Master of Arts in Strategic Communications
Leadership in Communications option**

Content Area	Credit Hours
Required Courses	24-27
Guided Electives	9-12
Total	36

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

Delivery method and support services. Online courses will be delivered through Desire2Learn. Students are provided collaboration tools to encourage them to learn from each other and have better access to instructor support through WebEx. All instructors have been approved for teaching online courses through the UCO Center for eLearning and Continuing Education. Students will be given the option to take proctored exams using a UCO approved proctoring system in a remote location or locally in the College of Business Testing Center. Some professors will use McGraw-Hill Connect to administer exams and assignments. 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 Strategic Communications are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
10) 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	\$70,959	\$70,959	\$70,959	\$78,844	\$78,844
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 9, 9, 9, 10, and 10, 18 credit hours of enrollment, and tuition of \$438.02 per credit hour (\$329.35 per credit hour, \$33.67 per credit hour in fees for the College of Liberal Arts, \$15 per credit hour in fees to the department, and \$60 per credit hour for online learning).</i>					
TOTAL	\$70,959	\$70,959	\$70,959	\$78,844	\$78,844

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$40,216	\$40,216	\$63,449	\$63,449	\$63,449
<i>Explanation: The amounts above represent percentages of existing faculty members' salaries that will teach in the proposed program. In years 1 and 2, 25 percent of 3 faculty members' salaries is represented. In years 3, 4, and 5, 25 percent of 4 faculty members' salaries is represented.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$28,800	\$14,400	\$0	\$0	\$0

Explanation: UCO's Center for eLearning and Connected Environments provides a stipend to faculty who develop courses for online instruction. Eight online courses will be created the first year and four additional courses will be created the second year for \$3,600 per course.

Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$69,016	\$54,616	\$63,449	\$63,449	\$63,449

Master of Science in Behavior Analysis

Program purpose. The proposed program will prepare graduates to work as behavior analysts and to apply for certification as Board Certified Behavior Analysts (BCBAs) after obtaining their degrees.

Program rationale and background. Since 2008, UCO has offered a non-degree, behavior analysis course sequence for any student enrolled in a master's program or holding a master's degree in education, psychology, or behavior analysis who wants to prepare for the BCBA certification exam. The non-degree program currently has 12 students enrolled. A faculty member in the Psychology Department at UCO conducted a survey to determine if alumni would have preferred to obtain a master's degree in behavior analysis rather than the master's degree they obtained in psychology or education. The six respondents stated that they would have preferred to obtain a master's in behavior analysis.

Employment opportunities. The aforementioned faculty member in the Psychology Department at UCO also conducted a survey of the current largest employers of BCBAs in the Oklahoma City metropolitan area. One BCBA involved in hiring was surveyed from each organization. Four of the five respondents stated that hiring preference would be given to a BCBA with a master's degree in behavior analysis over a BCBA candidate with a master's degree in another area.

According to the Behavior Analyst Certification Board, Burning Glass data indicated that annual demand for individuals holding BCBA certification has increased each year since 2010, with a 1,942 percent increase from 2010 to 2018. In addition, increases in demand occurred in every state since 2010. Furthermore, there were 19,563 job postings in the United States that either required or preferred BCBA certification between April 2018 and March 2019. Moreover, in early April 2021, a keyword search for "behavior analyst" on indeed.com yielded 1,067 available full-time positions in the United States. UCO anticipates great interest in the proposed program considering the very high employment demand for behavior analysts 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
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Minimum enrollment of majors in the programs	6	Fall 2025
Minimum graduates from the programs	6	2025-2026

Duplication and impact on existing programs. There are no Master of Science in Behavior Analysis programs in Oklahoma. A system wide letter of intent was communicated by email on April 2, 2021. OSU requested a copy of the proposal, which was sent on April 26, 2021. Neither OSU nor any other State System institutions notified State Regents’ staff of a protest to the proposed program. Due to employment demand, approval will not constitute unnecessary duplication.

Curriculum. The Master of Science in Behavior Analysis will consist of 36 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).

Master of Science in Behavior Analysis

Content Area	Credit Hours
Required Courses	36
Total	36

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

Support services. 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 Science in Behavior Analysis are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
11) 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	\$29,448	\$29,448	\$29,448	\$29,448	\$29,448
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 6, 6, 6, 6, and 6, 15 credit hours of enrollment, and tuition of \$327.20 per credit hour.</i>					
TOTAL	\$29,448	\$29,448	\$29,448	\$29,448	\$29,448

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$13,739	\$13,739	\$13,739	\$13,739	\$13,739
<i>Explanation: The above funds include the cost to pay an adjunct with a PhD to teach one course in the fall and spring semester (\$915/credit hour multiplied by 6 hours per year). The Psychology Department served 109 grad students in Fall 2020. Since the proposed program will serve 6 students each year, approximately 6 percent of existing full-time Psychology faculty salaries (\$8,249) has also been included in the estimate.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$500	\$500	\$500	\$500
<i>Explanation: The amount above will cover the estimated costs to print program handbooks and field experience, practicum, and research documents for students in the proposed program.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$14,239	\$14,239	\$14,239	\$14,239	\$14,239

Attachments

ATTACHMENT A

**UNIVERSITY OF CENTRAL OKLAHOMA
GRADUATE CERTIFICATE IN LICENSED PROFESSIONAL COUNSELING**

Program Requirements	Credit Hours
Required Courses	15
GUID 5193 Abnormal Psychology for School Personnel	3
GUID 5213 Counselor as Consultant	3
GUID 5333 Individual Test Interpretation	3
GUID 5343 Counseling Children and Adolescents	3
GUID 5900 Practicum	3
Electives	12
Select four of the courses below:	
SPED 5543 Counseling Families with Disabilities	3
SAS 5303 Substance Abuse in Special Populations	3
SAS 5323 Psychopharmacology and Neurobiology of Addiction	3
SAS 5443 Family Systems Therapy	3
SAS 5633 Counseling the Abused	3
SAS 5910 Seminar/Special Topics	3
GERO 5363 Psychology of Aging	3
GERO 5463 Bereavement Counseling	3
FMCD 5043 Family Dynamics & Sexuality	3
TOTAL	27

**UNIVERSITY OF CENTRAL OKLAHOMA
MASTER OF ARTS IN COUNSELING PSYCHOLOGY**

Program Requirements		Credit Hours
Required Courses		60
PSY 5193	Experimental Design	3
PSY 5823	Applied Behavior Analysis I: Foundations in Behavior Analysis	3
PSY 5473	Individual Counseling	3
PSY 5833	Applied Behavior Analysis II: Applications of Techniques in Applied Behavior Analysis	3
PSY 5233	Psychopathology	3
PSY 5153	Cognitive Assessment	3
PSY 5263	Legal and Ethical Aspects of Counseling	3
PSY 5143	Advanced Developmental Psychology	3
PSY 5253	Personality and Pathology Assessment	3
PSY 5483	Group Counseling	3
PSY 5683	Advanced Counseling	3
PSY 5493	Competency Based Counseling	3
PSY 5533	Couples and Family Counseling	3
PSY 5523	Child and Adolescent Counseling	3
PSY 5563	Advanced Social Psychology	3
PSY 5033	Culture and Gender Diversity	3
PSY 5783	Behavioral Neuroscience	3
PSY 5900	Practicum Counseling Psychology I	3
PSY 5333	Psychopharmacology	3
PSY 5900	Practicum Counseling Psychology II	3
Total		60

**UNIVERSITY OF CENTRAL OKLAHOMA
MASTER OF ARTS IN STRATEGIC COMMUNICATIONS
LEADERSHIP IN COMMUNICATIONS OPTION**

Program Requirements	Credit Hours
Required Courses	24-27
*MCOM 5043 Foundations of Communication Research	3
*MCOM 5103 Data Analysis in Communication	3
*MCOM 5123 Qualitative Research in Communication	3
*MCOM 5683 Managing Change	3
*MCOM 5723 Organizational Culture	3
*MCOM 5833 Communication Theory and Application	3
*MCOM 5843 Crisis and Ethics in Communication	3
*MCOM 5893 or Capstone Project	3
MCOM 5990 Thesis	6
Guided Electives	9-12
*MCOM 5133 Media Management	3
*MCOM 5313 Women in Media	3
*MCOM 5423 Trauma and Leadership in Communication	3
*MCOM 5433 Nonprofit Communication	3
*MCOM 5523 Global Communication	3
*MCOM 5563 Media Law	3
*MCOM 5643 Digital Media Strategy	3
MCOM 5910 Seminar in Mass Communication	3
Total	36

*Denotes new course

**UNIVERSITY OF CENTRAL OKLAHOMA
MASTER OF SCIENCE IN BEHAVIOR ANALYSIS**

Required Courses		36
PSY 5193	Experimental Design	3
PSY 5823	Applied Behavior Analysis I: Foundations in Behavior Analysis	3
PSY 5783	Behavioral Neuroscience	3
PSY 5833	Applied Behavior Analysis II: Applications of Techniques in Applied Behavior Analysis	3
PSY 5883	School Based Psycho-educational Intervention	3
PSY 5143	Advanced Developmental Psychology	3
PSY 5873	Ethical Conduct and Principles of Applied Behavior Analysis	3
PSY 5853	Applied Behavior Analysis III: Topics in Applied Behavior Analysis	3
PSY 5773	Personnel and Program Management	3
PSY 5893	Consultation in School Psychology	3
PSY 5863	Applied Behavior Analysis IV: Single Subject Design	3
PSY 5900	Practicum	3
Total		36

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2021

AGENDA ITEM #14-e:

New Programs.

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

RECOMMENDATION:

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

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

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Murray State College's (MSC) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

1. Continue to improve the quality and integrity of online courses through training all instructors in the Quality Matters Rubric, implementing institutional Blackboard Shell, and conducting institutional online courses reviews while providing extra professional development to instructors when needed.
2. Focus on flexible modes of teaching, heightened due to COVID-19, by designing delivery of lecture courses as both online and lecture. Every lecture will be designed in a delivery style so students can attend class via in person or zoom. To do this, every instructor across campus will be trained in Quality Matters and technology needed to require a flexible design.
3. Focus on the implementation of Momentum Year in all academic programs and academic service areas.
4. Continue efforts to strengthen co-requisite courses in Mathematics and English.

5. Continue efforts to promote, advise, and educate students and high school counselors on new mathematic pathways.
6. Continue efforts to prioritize the Course Equivalency Project and grow articulation agreements with four-year universities.
7. Implement new enrollment management system, Ellucian. This system will allow MSC to develop comprehensive plans to increase enrollment, retention, and graduation rates using data driven decisions.
8. Merge existing academic support services with the Student Success Center such as retention and advising while adding new academic support services such as career and academic coaching to increase student academic success skills, behaviors, and habits.
9. Continue evaluating General Education Goals. Critical Thinking and Global Awareness will be evaluated during the 2020/2021 school year and designing and implementing Information & Technology Literacy and Effective Communication General Education goals for the next.
10. Evaluate low-enrollment programs to determine viability and demand. Delete programs with low enrollment or that are outdated and no longer needed.
11. Concentrate by adding and exploring new programs, certificates, and micro-credentials that are career focused in Health Information Technology, Agriculture Technology, Business Management, Social Media, Veterinarian Nursing Assistant, Gunsmithing, Certified Nursing Assistant, Licensed Practical Nurse, and Manufacturing Technology Certificates.
12. MSC will offer credit and non-credit courses in order to meet the needs of state and regional business and industry.
13. Increase advisory participation to help guide curriculum to meet business and industry needs.
14. To support adult learners and military students, MSC will provide accelerated schedules and program delivery options.

APRA Implementation

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

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

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

Program Review

MSC offers 36 degree and/or certificate programs as follows:

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

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

Program Development Process

MSC's faculty developed the proposals, which were reviewed and approved by institutional officials. MSC's governing board approved delivery of the Certificate in Business Support Specialist and the Certificate in Retail Leadership at their October 20, 2020 meeting. MSC requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

**Certificate in Business Support Specialist
Certificate in Retail Leadership**

Program purpose. The proposed certificates will provide students with foundational knowledge surrounding business, retail, and management.

Program rationale and employment opportunities. Johnston and Marshall Counties are not in a technology center district. Therefore, it can be costly and complicated for prospective students who live in those counties to travel to technology centers to pursue training. Moreover, these students are often put on waiting lists for technology center programs and have to wait until they are adults to enroll at the technology centers. MSC reports that public schools in these counties also indicate there are many high school students interested in business-related training, because of the employment opportunities available in southern Oklahoma.

Graduates of the proposed certificates may pursue positions in all of the top ten employment industrial sectors listed in the 2020 Southern Oklahoma Workforce Area Labor Market Briefing (e.g., government, healthcare and social assistance, retail trade). The labor market briefing projects 16 percent employment growth in new jobs in accounting, tax preparation, bookkeeping, and payroll services. In addition, the Oklahoma Employment Security Commission projects that employment in southeast Oklahoma for sales managers will grow 8.4 percent, employment for tax preparers will grow 11.9 percent, and employment for billing and posting clerks will grow 8.1 percent between 2016 and 2026. Based on feedback received from public school personnel, advisory boards, and the local chamber of commerce, and the high employment demand in southern Oklahoma, MSC anticipates steady enrollment in the proposed certificates.

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

Duplication and impact on existing programs. The proposed Certificate in Business Support Specialist may duplicate the following programs:

Institution	Existing Program
Oklahoma State University	Certificate in Business Essentials (295)
Oklahoma State University	Certificate in Business Finance Essentials (296)
Northwestern Oklahoma State University	Certificate in Business (078)
Rose State College	Certificate in General Business (136)
Tulsa Community College	Certificate in Business Management (241)

There are no Certificate in Retail Leadership programs in Oklahoma.

A system wide letter of intent was communicated by email on December 2, 2020. None of the State System institutions notified State Regents’ staff of a protest to the proposed certificates. Approval will not constitute unnecessary duplication.

Curricula. The proposed Certificate in Business Support Specialist will consist of 9 total credit hours, and the proposed Certificate in Retail Leadership will consist of 12 total credit hours as shown in the following tables. No new courses will be added and the curricula are detailed in the attachments (Attachments A and B, respectively).

Certificate in Business Support Specialist

Content Area	Credit Hours
Required Courses	9
Total	9

Certificate in Retail Leadership

Content Area	Credit Hours
Required Courses	12
Total	12

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

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

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

Attachments

**MURRAY STATE COLLEGE
CERTIFICATE IN BUSINESS SUPPORT SPECIALIST**

Degree Requirements	Credit Hours
Required Courses	9
ACC 2103 Fundamentals of Financial Accounting	3
BM 2613 Business Ethics	3
BM 2723 Spreadsheet Applications	3
Total	9

ATTACHMENT B

**MURRAY STATE COLLEGE
CERTIFICATE IN RETAIL LEADERSHIP**

Degree Requirements	Credit Hours
Required Courses	12
BM 2023 Principles of Customer Service	3
BM 2043 Retail Management	3
BM 2613 Business Ethics	3
BM 2103 Principles of Management	3
Total	12

Meeting of the
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June 24, 2021

AGENDA ITEM #14-f:

New Programs.

SUBJECT: Western Oklahoma State College. Approval to offer the Associate in Applied Science in Business Management.

RECOMMENDATION:

It is recommended that the State Regents approve Western Oklahoma State College's request to offer the Associate in Applied Science in Business Management, 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 Business Management.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 17 students in Fall 2025; and
 - Graduates: a minimum of 9 students in 2025-2026.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Western Oklahoma State College's (WOSC) 2020-2021 Academic Plan lists the following institutional priorities and new funding initiatives:

Western's primary focus is on increasing enrollment. Western's service area is comprised of five counties of declining population. Western is trying to develop niche programs to increase enrollment.

Western's nursing program continues to be a high priority academic program. Registered nurses are on Oklahoma's 100 Critical Occupation List. Western's nursing program increased its number of graduates from 78 in 2018 to 102 in 2019 which is a 30.7 percent increase. This was achieved in part by the development of the LPN to RN Online Track. Of the 102 nursing graduates in 2019, 28 were from this online program. Although the overall all nursing graduates were down slightly at 84, the online numbers stayed steady at 27 graduates from the LPN to RN Online Track. There are 28 students in the LPN to RN Online Track slated to graduate in spring 2021.

Western did partner with Comanche County Memorial Hospital in Lawton during the 2019-2020 academic year. This partnership allowed Western the opportunity to offer evening nursing classes at its Lawton location. This partnership will continue for the 2020-2021 Academic Year. Nursing is Western's highest cost program. In order to increase the capacity of this program, it is vital to find additional resources to support it. A special focus will be placed on the development of online science courses needed to support this program. An online Anatomy and Physiology I and II was developed. Western has had difficulty find qualified nursing faculty at the Lawton campus. Masters prepared nurses can make significantly more

money in the private sector. Due to this, Western will not be offer the evening option for the first-year nursing students in the fall. However, there are hopes to have a faculty secured to offer it for the spring 2021 semester. There are currently 18 students in the evening track that are scheduled to graduate in spring 2021. This will increase the total nursing graduate number to 113 for May 2021.

Western's Agriculture program continues to see growth. Western has added several program options to help better guide students to degree and career paths. Western completed its first year offering a Shooting Sports club. There were five (5) that participated. However, the club has anticipated 11 students participating for this academic year. The Agriculture program also started a Crops Judging team. It started small taking three (3) students to the Regional Crops contest in Goodwell, OK. However, it is felt this program will grow also. One of the goals of these extra-curricular and co-curricular activities is to attract more students into the Agriculture program. The program is also working on the development of an Associates of Applied Science (AAS) degree in Ranch Management. Western's service areas is highly agricultural. However, many students do not desire to get a four-year degree. They really are wanting some education to help them manage their family farm. Western feels this AAS degree will have a stronger impact on the immediate workforce in our area.

Western continues to improve its online course offerings while maintaining appropriate management and oversight. Western continues to use Quality Matters as the guide for online course development. During the academic year, Western offered a 21-day Winter Session from December 20, 2019 to January 10, 2020. During this session, Western offered seven (7) courses which included some general education and support courses. The total enrollment for this Winter Session was 106. Western focused these courses to support the following programs Criminal Justice; Health, Physical Education and Recreation; and Nursing. Of these seven courses, one was Agriculture Internship. This course was not offered online but by arrangement to allow students to complete internship hours during their break. Western identified the Associate in Science (AS) Degree in Health, Physical Education and Recreation (HPER) through another external source that Western utilizes to help determine the workforce need for program development. This source is the Occupational Information Network (O*NET) which is developed under the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA). O*NET has identified Athletic Trainers as a Bright Outlook Occupation. Bright Outlook occupations are expected to grow rapidly in the next several years or will have large numbers of job openings. In Oklahoma, there is predicted to be a 23 percent increase in the need for Athletic Trainers from 2016 to 2026. Western's AS in HPER degree is a transfer degree that can transfer into such a four-year program. Western is actively developing an option in Exercise Science/Kinesiology in addition to the general HPER degree. This will be ideal for students who are seeking to enter Kinesiology, Athletic Training, and/or Sports Sciences. Another identified occupation on the Top 100 Critical Occupation list is Police and Sheriff Patrol Officers. Western's AAS Degree in Criminal Justice feeds into this occupation. Western is researching the possibility of offering this entire program in a 4-week format. With the restrictions of novel coronavirus (COVID-19), the need for even more online courses and programs is apparent.

Western has also made efforts to increase the enrollment in the Military Studies AAS degree. The institution developed a Veteran's Lounge on campus. Western has also partnered with local Veterans Affairs (VA) office to be able to house VA representative on campus. However, with the COVID-19 restrictions, the representative has started working on Western's campus. This degree will also be marketed to both active duty and veterans from Altus Air Force Base and Fort Sill Army Post.

Western continues a strong focus on retention and persistence. Western developed a Momentum Year Plan to address the key initiatives from Complete College America. These initiatives include 15 to Finish, Math Pathways, Co-requisite Support, Academic Maps, Proactive Advising and Momentum Year Onboarding. Western's Enrollment Management Committee developed and implemented several long-reaching initiatives to improve retention. These initiatives will be continued during Academic Year 2020-2021.

Western’s retention rates goals for AY 2020-2021 are 50 percent for full-time and 30 percent for part-time students. Part-time students make up approximately 60 percent of Western’s enrollment. It is imperative to find a method to retain these students, and Western is striving to implement the strategies outlined in the Momentum Year Plan.

APRA Implementation

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

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

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

Program Review

WOSC offers 26 degree and/or certificate programs as follows:

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

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

WOSC’s faculty developed the proposal, which was reviewed and approved by institutional officials. WOSC’s governing board approved delivery of the Associate in Applied Science in Business Management, at their February 9, 2021 meeting. WOSC is currently approved to offer the following degree programs through online delivery:

- Associate in Applied Science in Child Development (010);
- Associate in Science in Early Childhood (066);
- Associate in Applied Science in Criminal Justice (025);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Arts in Liberal Arts (062);
- Associate in Science in Health, Physical Education, and Recreation (067);
- Associate in Science in Infants and Toddlers (072);

- Certificate in Infants and Toddlers (073);
- Associate in Arts in Behavioral Science (061);
- Associate in Arts in Social Science (064);
- Associate in Applied Science in Nursing (040);
- Associate in Applied Science in Military Studies (075); and
- Associate in Applied Science in Applied Technology (875).

WOSC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Applied Science in Business Management

Program purpose. The proposed program will prepare students to manage people and processes to improve the operations of a business.

Program rationale and background. WOSC currently offers an Associate in Science in Business (065) program. The coordinator of the Associate in Science in Business (065) program estimates that 25 to 30 percent of students that graduate from the program do not transfer to a four-year institution. The proposed program is designed to better serve students with interest in business administration who want to enter the workforce directly after earning a degree. As a result, working adults who stopped out of the Associate in Science in Business (065) program will be a primary target audience for the proposed program.

Employment opportunities. WOSC hosted a Workforce Partner meeting on January 28, 2021 with leaders from some of the largest employers in the institution’s service area. All of the business leaders present verbalized that they would give hiring preference to someone that held a degree in Business Management over someone that did not, if all other variables were equal. The business leaders also stated that they would be willing and excited to host students during the Business Internship class that will serve as the capstone in the proposed program. When asked about potential positions that graduates of the proposed program could pursue, the business leaders identified clerical positions at the local hospital, middle-management positions at local Wal-Mart locations and other retail stores, teller positions at local banks, and entry-level management positions at other types of companies. The Oklahoma Employment Security Commission projects that employment in southwest Oklahoma for management of companies and enterprises will grow 6 percent between 2018 and 2028. The high employment demand for managers and anticipated support from local employers in WOSC’s service area suggests that the proposed program will be successful.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	17	Fall 2025
Minimum graduates from the program	9	2025-2026

Duplication and impact on existing programs. The proposed Associate in Applied Science in Business Management program may duplicate the following programs:

Institution	Existing Program
Murray State College	Associate in Applied Science in Business Management (022)
Northern Oklahoma College	Associate in Applied Science in Business Management (028)
Oklahoma City Community College	Associate in Applied Science in Business - Business Management option (026)

A system wide letter of intent was communicated by email on April 2, 2021. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Business Management will consist of 60 total credit hours as shown in the following table. Eight new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Associate in Applied Science in Business Management

Content Area	Credit Hours
General Education	18
Technical Specialty Courses	27
Electives	15
Total	60

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

Delivery method and support services. WOSC uses Moodle as its learning management system for both online and face-to-face courses. Moodle can be accessed through desktop and mobile devices. All online courses are designed following Quality Matters; and, therefore, promote active learning and student engagement through discussion forums. The proposed program will offer highly technical coursework based on workforce needs and standards.

The library and classrooms are adequate for the proposed program.

Financing. The proposed Associate in Applied Science in Business Management 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 Business Management are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$17,538	\$35,076	\$52,614	\$59,629	\$59,629
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 5, 10, 15, 17 and 17, 24 credit hours of enrollment per year, and in-state tuition and fees of \$146.15 per credit hour.</i>					
TOTAL	\$17,538	\$35,076	\$52,614	\$59,629	\$59,629

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$2,850	\$5,700	\$8,550	\$11,400	\$14,250
<i>Explanation: In year 1, one adjunct will be paid to teach two courses (\$1,425 per course). In year 2, adjuncts will be paid to teach four courses. In year 3, adjuncts will be paid to teach six courses. In year 4, adjuncts will be paid to teach eight courses. In year 5, adjuncts will be paid to teach 10 courses. If student enrollment in the proposed program exceeds expectations during the first five years, a full-time faculty member will be hired.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$500	\$500	\$2,000	\$3,000	\$500
<i>Explanation: Funds will be used to purchase software, computers, and tablets for students to utilize during the Business Internship course in the proposed program.</i>					
Library	\$0	\$100	\$250	\$500	\$500
<i>Explanation: In years 2 through 5, e-books and traditional textbooks related to the proposed program will be purchased.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$500	\$500	\$500	\$500
<i>Explanation: The amount above will cover the cost to print brochures that will advertise the proposed program.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$300	\$300	\$500	\$500	\$500

Explanation: The amounts provided will cover costs for faculty to travel to area businesses to set up internship experiences.

Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$4,150	\$7,100	\$11,800	\$15,900	\$16,250

Attachment

ATTACHMENT A

**WESTERN OKLAHOMA STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN BUSINESS MANAGEMENT**

Program Requirements	Credit Hours
General Education	18
ENGL 1113 English Composition I	3
SPCH 1113 Public Speaking	3
PSYC 1113 Introduction to Psychology	3
MATH 1143 Survey of Mathematics	3
HIST 1483 or HIST 1493 American History (1492-1865) American History (1865-Present)	3
POLS 1113 Federal Government	3
Technical Specialty Courses	27
ACCT 2113 Financial Accounting	3
BUSI 1113 Introduction to Business	3
BUSI 2213 Business Communications	3
BUSI 2313 Business Internship	3
SOCI 2223 Cultural Diversities	3
COSC 1153 Microcomputer Applications	3
ECON 2113 Principles of Economics I	3
MGMT 2213 Principles of Management	3
ACCT 2213 or ECON 2123 Managerial Accounting Economics II	3
Electives	15
Select 15 hours from the list below:	
ACCT 2213 Managerial Accounting	3
ECON 2123 Economics II	3
BUSI 2013 Business Statistics	3
MATH 1743 Elementary Calculus	3
AGRI 2303 Principles of Agriculture Marketing	3
AGRI 2333 Personal Leadership Development in Agriculture	3
CRIJ 2043 Human Relations	3
POLS 2203 Introduction to Law	3
Total	60

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AGENDA ITEM #15:

Program Deletions.

SUBJECT: **Deletions.** 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:

Rogers State University (RSU) requests authorization to delete the program below:

- Bachelor of Arts in Military Science (124)

Carl Albert State College (CASC) requests authorization to delete the program below:

- Associate in Applied Science in Applied Technology (056)

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

- Associate in Science in Fire and Emergency Medical Services (032)
- Certificate in Accounting Assistant (096)
- Certificate in Management (193)
- Certificate in Interior Design (194)
- Certificate in Human Services (205)
- Certificate in Marketing (207)
- Associate in Applied Science in Stage Production Technology (238)
- Certificate in Hospitality Management Professional (257)
- Associate in Applied Science in Biotechnology (262)
- Certificate in Human Services-Direct Support Professional (274)
- Certificate in Process Technology (275)
- Associate in Applied Science in Process Technology (276)
- Certificate in Electronics Alternative Energy (277)
- Certificate in Diagnostic Medical Sonography (282)
- Certificate in Hospitality Management (356)
- Certificate in Infant Toddler (358)
- Certificate in Early Childhood (359)

POLICY ISSUES:

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

ANALYSIS:

RSU requests authorization to delete the Bachelor of Arts in Military Science (124) effective beginning the 2021-2022 academic year. This program was approved at the September 9, 2010 State Regents' meeting.

RSU reports:

- A Military History option will be added to the Bachelor of Arts in History (127) program.
- There are currently three students enrolled with an expected graduation date during the 2023-2024 academic year.
- No courses will be deleted.
- The Department of History and Political Science will retain the allocated funds for this program.

CASC requests authorization to delete the Associate in Applied Science in Applied Technology (056) effective beginning the 2021-2022 academic year. This program was approved at the June 28, 2007 State Regents' meeting. CASC reports:

- The deletion of the program is the result of the institution's plan to participate in the Oklahoma State Regents for Higher Education's statewide collaborative pilot program for the Associate in Applied Science in Applied Technology.
- Deletion of the current AAS in Applied Technology will allow CASC to use the same program code to align with the statewide program code (875) for data purposes.
- There are currently three students enrolled in the program.
- No courses will be deleted.
- Funds will be reallocated to the new Associate in Applied Science in Applied Technology (875) program.

TCC requests authorization to delete the Associate in Science in Fire and Emergency Medical Services (032), the Certificate in Accounting Assistant (096), the Certificate in Management (193), the Certificate in Interior Design (194), the Associate in Applied Science in Stage Production Technology (238), the Certificate in Hospitality Management Professional (257), the Associate in Applied Science in Biotechnology (262), the Certificate in Human Services-Direct Support Professional (274), the Certificate in Process Technology (275), the Associate in Applied Science in Process Technology (276), the Certificate in Electronics Alternative Energy (277), the Certificate in Diagnostic Medical Sonography (282), the Certificate in Hospitality Management (356), the Certificate in Infant Toddler (358), and the Certificate in Early Childhood (359) effective immediately. TCC reports:

- These programs were previously approved for suspension and TCC has no plans to reactivate.
- There are currently no students enrolled in the programs.
- No courses will be deleted.
- No funds are available for reallocation.

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AGENDA ITEM #16:

Temporary Assistance to Needy Families.

SUBJECT: Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contracts with the Oklahoma Department of Human Services.

RECOMMENDATION:

It is recommended that the State Regents approve the community college TANF allocations in the amounts set forth herein pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, employment training programs at the community colleges tailored for recipients of TANF have been operational through funding provided through a contract between the Oklahoma Department of Human Services (DHS) and the Oklahoma State Regents for Higher Education (OSRHE). Ten community colleges have programs at 15 sites. There is also a TANF program at Oklahoma State University's (OSU) two technical branches, OSU Institute of Technology and OSU-Oklahoma City (OSU-OKC).

Since July 1999, DHS and the OSRHE have entered into a separate contract to offer a job readiness program for TANF recipients at OSU-OKC. Effective July 1, 2018 the contract that offered a job readiness program merged with the contract that offered employment training at the community colleges. The purpose of the job readiness program remains in effect and continues to offer intense job readiness skills and subsequent job search assistance to help TANF recipients become employed within 4-6 weeks. Many of the TANF recipients referred to this program have already received vocational training and have been unable to find employment.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

ANALYSIS:

A review of the community college TANF program continuation applications for FY22 by DHS and State Regents' staff resulted in the recommended amounts listed:

INSTITUTIONAL ALLOCATIONS

College	Amount
Carl Albert State College	\$293,139
Connors State College	\$118,208
Murray State College**	\$420,704
Northeastern Oklahoma A& M College	\$183,780
Northern Oklahoma College-Enid	\$178,206
Oklahoma City Community College	\$219,836
Oklahoma State University Institute of Technology	\$149,871
Oklahoma State University – Oklahoma City	\$198,450
Redlands Community College	\$299,747
Rose State College	\$323,734
Seminole State College	\$181,286
Western Oklahoma State College	\$116,700
** a total of 4 program sites	
Total Institutional Allocations	<u>\$ 2,683,661</u>

Meeting of the
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AGENDA ITEM #17-a:

Scholars for Excellence in Child Care.

SUBJECT: Approval of contracts between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education to continue the Scholars for Excellence in Child Care program.

RECCOMENDATION:

It is recommended that the State Regents approve the Scholars for Excellence in Child Care Scholars scholarship contract renewal in the amount of \$1,196,901 and program contract renewal in the amount of \$2,175,878.

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 renewals will continue the program through FY22.

Note: Supplements to the contracts are on file in the State Regents' office.

Attachments

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

Education

Oklahoma State Regents for Higher

By: _____

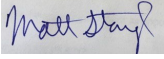
By: _____

DHS Representative
Chancellor

Glen D. Johnson,

Date: _____

Date: _____

Approved as to Form:


ATTACHMENT A
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	\$925,000
Total:	\$1,196,901

STATE OF OKLAHOMA

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

FIRST RENEWAL AND SECOND MODIFICATION OF PROGRAM CONTRACT

This Renewal of the current contract PA# 21000308, PO# 0700308 (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, 2020, the Department and the OSRHE entered into the “Contract” (Agreement) effective July 1, 2020 through June 30, 2021, whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars) program that allows scholar coordinators at nine community colleges to recruit and assist eligible child care providers to pursue 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 \$1,466,426 (One Million Four Hundred Sixty-Six Thousand Four Hundred Twenty-Six 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 or about April 28, 2021, to increase the contract budget for FY21 to \$1,524,426 (One Million Five Hundred Twenty-Four Thousand Four Hundred Twenty-Six Dollars).

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the “[A]greement may be renewable for three one-year periods at the level of services outlined in Attachment A.”

WHEREAS, both parties desire to renew the Agreement for the first one-year renewal period (effective July 1, 2021 through June 30, 2022) and to modify the Agreement for FY22 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 \$2,175,878 (Two Million One Hundred Seventy-Five Thousand Eight Hundred Seventy-Eight Dollars).

With the appropriate FY22 Attachments A & B and the modification of Section IV Number 4.

Section IV Number 4 currently states: “Assure the 28-credit hour Director’s Certificate of Completion articulates toward an associate of arts or associate of science degree in early childhood education/child development in order to facilitate articulation to a four-year institution and toward an associate of applied science degree in child center administration.”

Section IV Number 4 is modified as follows: “Allow the scholarship to pay for one course in child care management towards the 24-28 credit hour Director’s Certificate of Completion if currently approved or an AA/AS/AAS graduate of the Scholars Program, regardless of whether the course articulates to an associate of arts or associate of science degree in early childhood education/child development.

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

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

IN WITNESS WHEREOF, the parties have each caused this First Renewal and Second Modification 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

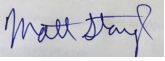
Education

Oklahoma State Regents for Higher

By: _____
DHS Official
Chancellor

By: _____
Glen D. Johnson,

Date: _____
Date: _____

Approved as to
Form: 

Attachment A

**Oklahoma State Regents for Higher Education
Scholars for Excellence in Child Care
Program Administration (357 & 358)
FY22 Budget**

Personnel Costs (Fund 357)	\$153,000
Indirect Cost Rate @ 13.175% (Fund 357)	\$20,158
Scholarships & Stipends (Fund 357)	\$644,720
Institutional Allocations (Fund 358)	\$1,358,000
Total:	\$2,175,878

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2021

AGENDA ITEM #17-b:

Scholars for Excellence in Child Care.

SUBJECT: Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Oklahoma Department of Human Services.

RECOMMENDATION:

It is recommended that the State Regents approve the community college Scholars for Excellence in Childcare Program FY22 allocations in the amounts set forth below pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (DHS) have contracted to allow State System community colleges to participate in the Scholars for Excellence in Child Care (Scholars) program. Twelve community colleges and Oklahoma State University-Oklahoma City have a Scholars program in place, of which eight house a scholar coordinator with a program operating budget.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other state agencies. No State Regents' policies are impacted by this action.

ANALYSIS:

A review of the community college Scholars program continuation applications by DHS and State Regents' staff resulted in the following recommendations for FY22:

Community College	FY22 Allocation
Carl Albert State College	\$113,156
Northern Oklahoma College	\$171,320
Oklahoma City Community College	\$80,048
Oklahoma State University-Oklahoma City	\$76,344
Redlands Community College	\$141,535
Rose State College	\$98,720
Tulsa Community College	\$152,755
Western Oklahoma State College	\$94,482
Total FY22 Allocation	\$928,360

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2021

AGENDA ITEM #18:

Task Force on the Future of Higher Education: Modernization, Efficiencies, and Innovations.

SUBJECT: Extension of Voluntary Governing Board Merger/Partnership Deadline until June 30, 2022.

RECOMMENDATION:

Given the ongoing work with Huron Consulting, as well as the impact of the COVID-19 pandemic on institutional operations and financial positions, it is recommended that the deadline for governing boards with authority for a single institution to enter into voluntary mergers/partnerships with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents be extended until June 30, 2022, to allow the State Regents additional time to develop a long-term strategy for the structure of Oklahoma's higher education system.

BACKGROUND:

Given the changing landscape of higher education, at their meeting on Thursday, March 23, 2017, the State Regents approved the formation of a citizens' Task Force on the Future of Higher Education to undertake an extensive planning initiative that will position the Oklahoma state system of higher education to better meet current and future challenges. The efforts of the Task Force emphasized the state system's focus on modernization, efficiencies, and innovation.

The State Regents accepted membership for the Task Force on the Future of Higher Education at their meeting on Thursday, April 20, 2017. The Task Force was comprised of the State Regents, private citizens, college and university representatives, and the designees of Governor Mary Fallin, Speaker of the Oklahoma House of Representatives Charles McCall, and Senate President Pro Tempore Mike Schulz. Citizen members of the Task Force were well-respected Oklahomans who come from a variety of professional and educational backgrounds and represent different geographic regions within the state.

Dr. William E. "Brit" Kirwan, Chancellor Emeritus of the University System of Maryland, served as lead advisor to the task force. Dr. Kirwan is a senior fellow at the Association of Governing Boards of Universities and Colleges (AGB) and previously served as president of The Ohio State University and the University of Maryland. Dr. Sally Mason, President Emerita of the University of Iowa, and Mr. Ken Knueven also served as AGB consultants to the Task Force. The Task Force convened in May 2017 to begin developing recommendations that would best position Oklahoma's state system of higher education to meet the future challenges of maintaining accessibility and affordability without compromising educational quality.

The work of the Task Force was primarily conducted through four subcommittees:

- College Degree Completion and Workforce Development Initiatives;
- Academic Program Innovations and Online Education;
- System Structure; and
- Fiscal Solutions, Efficiencies, Affordability, and Technology.

Members were assigned to one of these four subcommittees, which met regularly from June through November 2017. During subcommittee meetings, members studied best practices across the nation and in Oklahoma and discussed how to develop recommendations that could be successfully implemented in Oklahoma. Subcommittee progress reports were provided during meetings of the full Task Force on September 6, 2017 and October 18, 2017.

While each subcommittee had a specific focus, certain common themes emerged from the work of the subcommittees. These included:

- The power of predictive analytics.
- Development of microcredentials to meet workforce needs in real time.
- Increased financial support from the Legislature for the concurrent enrollment program to advance degree completion efforts.
- Dedicated focus on adult student programs, scholarships, and credit for prior learning.
- Scaling delivery of online education.
- Consolidation of administrative structures and functions.
- Reemployment of cost savings to support the mission of the institution.

After months of study and deliberations, the Task Force unanimously voted to approve all subcommittee recommendations and the full report at its meeting on January 31, 2018. At their meeting on February 1, 2018, the Oklahoma State Regents for Higher Education unanimously accepted the Task Force on the Future of Higher Education's *Report on the Future of Higher Education*, which outlines the Task Force's assessment process and recommendations to strengthen Oklahoma public higher education.

The Task Force on the Future of Higher Education's *Report on the Future of Higher Education* aligns with current national trends focusing on innovation in higher education in an effort to adapt higher education to a changing business model in light of fiscal challenges, increased demand for workforce-aligned programs, and greater calls for accountability and transparency. These trends focus on innovations such as:

- Educational delivery methods,
- Academic initiatives,
- Internal processes for business or service,
- Business model needs,
- New markets or existing markets served in new ways, and
- Establishment of partnerships with corporations and other institutions.

POLICY ISSUES:

The System Structure Subcommittee of the State Regents' Task Force on the Future of Higher Education reviewed institutional governance models, missions, and geographic service regions. System Structure Subcommittee recommendations focused on streamlining academics, student services, and administration through the consolidation of certain institutional governing boards. Specifically, the System Structure Subcommittee made the following recommendation:

Governing boards with authority for a single institution should be given a period until June 30, 2019, to enter into voluntary mergers/partnerships with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents. After June 30, 2019, the State Regents will recommend that remaining institutions be governed by or merged with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents, with the exception of any two-year community college that is a land-grant institution (Northern Oklahoma College) or receives local ad valorem funding (Oklahoma City Community College, Rose State College, and Tulsa Community College), which would retain their own respective governing boards. Two-year community colleges or governing boards with a single institution should be governed by or merged with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents. Following the merger, regents and trustees currently serving on the governing boards for single institutions will be converted to advisory board positions with gubernatorial appointments.

ANALYSIS:

The merger/partnership of governing boards represent a significant change to the structure of Oklahoma's state system of higher education and should not be undertaken lightly. Accordingly, at their meeting on June 26, 2019, the State Regents extended the voluntary merger period until June 30, 2020, to provide time for Huron Consulting to complete fiscal reviews and long-term viability assessments of all 25 state system colleges and universities, which was a recommendation from the State Regents' Task Force on the Future of Higher Education.

In the *OSRHE Comprehensive System Report: Financial Fiscal Review and Long-term Viability Assessment Discussion Document* presented at the May 28, 2020, State Regents meeting, Huron Consulting concluded that in order to minimize the burden of future revenue declines, institutions will need to significantly cut expenditures, dip into reserves, or begin consideration of the following strategies:

- mergers and/or closures;
- reduction/realignment of academic programming;
- reorientation of programs towards job markets;
- mission right-sizing;
- administrative cost reduction strategies; and
- space utilization analyses.

The summary report and accompanying detailed reports on each institution's financial position provided important information for the State Regents to utilize in making comprehensive and strategic recommendations regarding future mergers within Oklahoma's state system of higher education. Following the conclusion of the institutional fiscal reviews and long-term viability assessments conducted by Huron in May 2020, the State Regents decided to establish a new standing committee – the System Innovations Committee – to focus exclusively on implementing the recommendations produced by the 2018 Task Force on the Future of Higher Education; analyzing data produced by the institutional fiscal viability reviews conducted by Huron Consulting as well as other sources of institutional performance indicators; and researching and reviewing national trends in higher education and making recommendations. Based on these issues, at their meeting on June 25, 2020, the State Regents extended the deadline for governing boards with authority for a single institution to enter into voluntary mergers/partnerships with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents until June 30, 2021, to allow the State Regents additional time to analyze

the data produced by Huron Consulting and develop a long-term strategy for the structure of Oklahoma's higher education system.

Based on recommendations from the State Regents' System Innovations Committee and recognizing that institutions have experienced significant financial challenges due to the COVID-19 pandemic, at their meeting on October 22, 2020, the State Regents approved an expansion of their contract with Huron Consulting to include assistance in identifying opportunities to foster increased collaboration and innovation among the system's 25 colleges and universities. Overarching objectives of the continued engagement with Huron Consulting included:

- Identifying mutually beneficial collaboration opportunities among institutions;
- Strengthening the mission and financial position of each institution while ensuring retention of operational and governing autonomy;
- Assessing strategic, internally-driven efficiency initiatives;
- Developing a clear and expanded set of key performance indicators (KPIs) to allow for standardized assessment of institutional performance; and
- Ensuring that each institution has access readily available, relevant data that can be used to understand its current and forward-looking financial, operational and academic position.

Through the partnership with Huron Consulting, a pilot project was developed and launched in December 2020 with five cohort institutions – Carl Albert State College, Connors State College, Eastern Oklahoma State College, Northeastern State University, and Southeastern Oklahoma State University. Based on Huron's work with these institutions, several opportunities for increased collaboration and cost savings were identified, including:

- Purchasing (e.g., IT hardware and software, facilities equipment, supplies, professional services contracting, etc.)
- Shared services (e.g., financial management, IT data strategy and management, research administration, gift processing, etc.)
- Shared student services and academic programs (e.g., shared instruction and faculty, transfer agreements, etc.)

Following the conclusion of this pilot project, the System Innovations Committee has been engaged in ongoing discussions with Huron Consulting to identify possible next steps and develop a strategy and roadmap for supporting the implementation of scalable collaborations on a system-wide level.

Additionally, it should be noted that discussions regarding potential mergers of institutions and governing boards have been ongoing since the State Regents' approved the recommendations produced by the Task Force on the Future of Higher Education in February 2018. From January through May 2020, the State Regents served as a resource in discussions between the University Center of Southern Oklahoma – Ardmore (UCSO) Board of Trustees and Murray State College (MSC) Board of Regents regarding a potential merger of the two governing boards to address UCSO's significant financial challenges and to ensure continued access to higher education opportunities for Ardmore community and surrounding region. In March 2020, Chancellor Glen D. Johnson participated virtually in a public town hall meeting regarding the proposed merger. Subsequently, during the 2021 legislative session, Speaker of the Oklahoma House of Representatives Charles McCall and Senate President Pro Tempore Greg Treat sponsored HB 2943 to merge UCSO with MSC, creating a branch campus of MSC in Ardmore (Murray State College at Ardmore). HB 2943 was signed by Governor Stitt on May 18, 2021, and MSC is currently in the process of transitioning the UCSO to MSC at Ardmore. The merger of the UCSO with MSC substantially aligns with

the recommendations produced by the State Regents' 2018 Task Force on the Future of Higher Education regarding the merger of governing boards with authority for a single institution.

RECOMMENDATION:

Given the ongoing work with Huron Consulting, as well as the impact of the COVID-19 pandemic on institutional operations and financial positions and the successful voluntary merger of the University Center of Southern Oklahoma – Ardmore with Murray State College, it is recommended that the deadline for governing boards with authority for a single institution to enter into voluntary mergers/partnerships with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents be extended until June 30, 2022, to allow the State Regents additional time to develop a long-term strategy for the structure of Oklahoma's higher education system.

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AGENDA ITEM #19:

Functions.

SUBJECT: Approval of Plan for Submission and Consideration of Function Change/Expansion Requests and Mission Expansion Requests from Public Institutions in the State System.

RECOMMENDATION:

It is recommended that the State Regents approve a plan for submission and consideration of requests for function change/expansion and mission expansion, as specified below.

BACKGROUND:

The Oklahoma Constitution (Article XIII-A) directs the Oklahoma State Regents for Higher Education (State Regents) to determine the functions and courses of study in the Oklahoma State System of Higher Education (State System). The *Functions of Public Institutions* policy was adopted in February 1970.

Institutions must make requests to the State Regents for approval of any function change from the stated functions in policy for each institution. Function change requests can alter the level of instruction and academic programs offered by institutions, as well as the associated costs for such instruction and related expenses. In addition, institutions must make requests to the State Regents for approval of any mission expansion from their current degree program inventory. Mission expansion requests can expand the level of instruction and academic programs offered by institutions, such as adding graduate programs to institutions only offering undergraduate programs, or adding associate degrees to institutions historically offering only baccalaureate degree programs, as well as additional associated costs for such mission expansion. In both scenarios, institutions are also required to fully explore collaborative opportunities with institutions already holding the requisite functions and missions in their service area.

Historically, certain regional universities, including Cameron University, Langston University, Oklahoma Panhandle State University, and Rogers State University, have an approved two-year function. Subsequently, function statements for branch campuses have been added, and, over time, institutional function changes were approved including: Rogers State University (previously Rogers State College – Master of Business Administration); Langston University (Doctor of Physical Therapy); Northeastern State University (Doctor of Optometry); Northwestern Oklahoma State University (Doctor of Nurse Practice); Southwestern Oklahoma State University (Doctor of Pharmacy and two-year function following closing of Sayre Community College); University of Central Oklahoma (limited Associate in Applied Science degrees); and the addition of language setting a special statewide liberal arts and sciences function for the University of Science and Arts of Oklahoma.

Oklahoma State University–Oklahoma City (OSU-OKC) and Oklahoma State University Institute of Technology (OSUIT) in Okmulgee are constituent agencies by policy (not community colleges) with authorization by state statute and the State Regents to carry out certain programs and projects under the administrative jurisdiction of Oklahoma State University. In 2004, the State Regents approved a function

change for OSUIT to offer three specific bachelor of technology (BT) degrees (BT in Information Technologies (094), BT in Instrumentation Engineering Technology (095), and BT in Civil Engineering Technology (096). In 2006, the State Regents adopted a new policy format and incorporated the institutional and branch campus functions into the *Functions of Public Institutions* policy. Also in 2006, the State Regents approved a function change for OSU-OKC to offer one BT degree (BT in Emergency Responder Administration (102).

In March 2010, the State Regents imposed a moratorium on actions regarding function change requests pending a policy review. In the 2010-2011 academic year, a study and review of the *Functions of Public Institutions* policy and the *Academic Program Approval* policy was conducted and revealed several issues that relate directly to the function policy and other related policies addressing academic degrees, assessment, and remediation. Significant discussions and analyses occurred concerning the role of joint degrees, the importance of economic development needs, the role of certificate programs, the differentiation of applied baccalaureate degrees from traditional degrees, the differentiation of Associate in Applied Science degrees from Associate in Arts/Associate in Science degrees, and concerns for institutional capacity and quality assurance. This process resulted in policy revisions that were approved by the State Regents at their meeting on June 21, 2012, which are currently found in Chapter 3 of the State Regents Policy and Procedures Manual.

On March 23, 2017, given the changing landscape of higher education, the State Regents tasked Chancellor Glen D. Johnson with the formation of a citizens' Task Force on the Future of Higher Education (Task Force) to undertake an extensive planning initiative to position the State System to better meet current and future challenges. The efforts of the Task Force emphasized the State System's focus on modernization, efficiencies, and innovation, and conducted a systematic and thorough review of the current status of higher education in Oklahoma. The 68-member Task Force examined existing initiatives and best practices, and reported findings and recommendations on strategies that would best support improving quality, access, affordability, and efficiency in the State System.

The work of the Task Force was conducted primarily through four subcommittees, focusing on the following priorities:

- College degree completion and workforce development initiatives;
- Academic program innovations and online education;
- System structure; and
- Fiscal solutions, efficiencies, affordability, and technology.

The Task Force unanimously approved its final *Report on the Future of Higher Education* at its meeting on January 31, 2018, and the State Regents subsequently accepted the Task Force report and recommendations at their meeting on February 1, 2018. The Academic Program Innovations and Online Education Subcommittee's first recommendation was to "accelerate the development and expansion of joint degree programs and statewide seamless transfer articulation agreements between and among institutions." Additionally, the report stated that "where opportunities for developing joint degrees exist, they should be developed to enhance affordability for students and reduce unnecessary duplication of resources needed to deliver especially high-cost degrees." These recommendations were consistent with the 3.4 *Academic Program Approval* policy which specifically states that "Alternative forms of delivery, including but not limited to consortial, dual, or joint degrees, are encouraged."

At the May 25, 2018 meeting, the State Regents approved the recommendation to defer consideration of any requests for function change/expansion or mission expansion through June 30, 2019 unless action was taken to extend the moratorium. In addition to establishing the moratorium, the State Regents' Chair created a subcommittee of the State Regents' Academic Affairs Committee to review and analyze national trends,

best practices, and the recommendations of the State Regents' Task Force on the Future of Higher Education. The State Regents' Function Change and Mission Expansion Subcommittee was comprised of presidents, chief academic officers, and State Regents, along with facilitation from Dr. Brit Kirwan, Consultant with the Association of Governing Boards (AGB) and Chancellor Emeritus of the University System of Maryland and past President of Ohio State University. After a series of subcommittee meetings during the Fall 2018 semester, the subcommittee had its final meeting on January 17, 2019. At this meeting, the subcommittee unanimously approved revisions to the State Regents' *Functions of Public Institutions* policy, with comments from the consultant and members indicating that the revisions provided transparency in the process, flexibility for institutions and the State Regents, while ensuring rigorous review and accountability.

At the June 27, 2019 meeting, the State Regents approved a recommendation to defer consideration of any requests for function change/expansion or mission expansion through June 30, 2020 unless action was taken to extend the moratorium. As the State System emerged from a systemic review by the Task Force on the Future of Higher Education in Oklahoma, coupled with the work of the subcommittee of the State Regents Academic Affairs Committee on revisions to the *Functions of Public Institutions* policy, it was determined to be prudent to take time to review these and related issues in context and make strategic decisions moving forward. Several of the recommendations included in the Task Force on the Future of Higher Education's final report focus on the value and efficiency of academic credentials offered by institutions, the charge to develop joint degree offerings, and the structure of the State System that will offer these credentials. The Task Force report also recommended governing board mergers/consolidations to encourage increased institutional collaboration in various areas, including degree offerings as well as attention to fiscal viability of institutions.

Due to discussions regarding voluntary governing board mergers/consolidations at the time, and the potential impacts on degree offerings, the State Regents approved extending the moratorium and deferring consideration of any requests for function change/expansion and mission expansion through June 30, 2020 to coincide with time allowed for fiscal reviews and long-term viability assessments on each institution.

Though a tumultuous time, the 2019-2020 academic year provided robust opportunities to consider the structure of the State System, a review of the fiscal viability of each institution in depth, discussions on academic innovations, and the State System response to a pandemic. All of these discussions will be instructive in future decisions regarding functions and missions of institutions.

Since the June 27, 2019 State Regents action to extend the moratorium, there have been ongoing discussions regarding voluntary governing board mergers and consolidations, with legislation to enable such changes viable in the 2020 Legislative Session. To date, no voluntary agreements have been solidified and the legislation did not move through the process during the session.

Also in 2019, the State Regents contracted with Huron Consulting Group, Inc. and Affiliates (Huron) to conduct fiscal reviews and long-term viability assessments for all colleges and universities within the Oklahoma State System of Higher Education. In the *OSRHE Comprehensive System Report: Financial Fiscal Review and Long-term Viability Assessment Discussion Document* presented at the May 28, 2020 State Regents meeting, Huron concluded that in order to minimize the burden of revenue declines for FY2021, institutions will need to significantly cut expenditures, dip into reserves, or begin consideration of the following strategies: mergers and/or closures; reduction/realignment of academic programming; reorientation of programs towards job markets; mission right-sizing; administrative cost reduction strategies; and space utilization analyses. This summary report and accompanying detailed reports on each institution provide important information to inform future decisions, recognizing that these data reflect a "pre-COVID-19" world that may be radically changed by the virus and pandemic.

Over the past year, the focus for Academic Affairs staff has been academic innovation in light of the rapid expansion of online learning, collaborative and alternative credentialing opportunities, and recognition of learning attained outside the traditional classroom. State Regents' policy revisions were approved on June 21, 2012 in the *Academic Program Approval* policy to provide language to define and encourage consortial, dual, or joint degree programs across State System institutions. To date, no institution has leveraged this opportunity. In addition, online degree offerings have grown at every institution, with most institutions offering at least one fully online degree program. As online offerings expand access to degree programs across the state, the result is declining demand for multiple institutions to offer duplicate degree programs that are available online at other State System institutions. At the same time, institutions are exploring creative ways to increase completion through math pathways, transfer articulation, online learning innovations, and expanded services to support student success. These efforts were validated by another conclusion found in the fiscal viability reports emphasizing the efficacy and return on investment of retaining current students to completion, rather than a singular focus on new student recruitment.

The 2019 novel coronavirus disease (COVID-19) outbreak thrust all institutions into both comprehensive online learning and severe financial constraints. As institutions rapidly upscaled online offerings as a means to complete the Spring 2020 semester and protect students from losing educational progress, these same institutions incurred significant financial costs with simultaneous loss of revenue. The financial viability assessments were concerning for institutional stability after four years (FY15-FY18) of successive cuts to state appropriations for Oklahoma higher education in excess of \$219,000,000. Existing financial constraints were compounded by the impacts of COVID-19 on enrollment and auxiliary services on every campus in the State System. With unrealized opportunities of joint, dual and consortial degree opportunities, the extension of time for voluntary governing board mergers, increasing online offerings that expand existing degree program offerings, and the uncertain financial future of the institutions, the state, and students, it was prudent to allow more time for institutions to explore multiple options available within their current function and mission parameters. In response at the June 25, 2020 meeting, the State Regents extended the moratorium on consideration of any requests for function change/expansion and mission expansion through June 30, 2021, unless action is taken to further extend the moratorium's duration.

Following the conclusion of the institutional fiscal reviews and long-term viability assessments conducted by Huron in May 2020, the State Regents established a new standing committee – the System Innovations Committee – to focus exclusively on implementing the recommendations produced by the 2018 Task Force on the Future of Higher Education; analyzing data produced by the institutional fiscal viability reviews conducted by Huron as well as other sources of institutional performance indicators; researching and reviewing national trends in higher education; and making recommendations.

POLICY ISSUES:

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

ANALYSIS:

State Regents' allowance of institutional academic program offerings outside of their approved function and/or mission prescribed in policy has been periodically reconsidered, but had more intense scrutiny over the past 10 years. To better inform the State Regents and incorporate a more comprehensive, strategic, and systematic approach, State Regents' staff conducted a thorough review of function change and mission expansion policies and procedures in other states across the U.S. to gain a better understanding of the complexity of this process and the implications for Oklahoma.

In most states, the process surrounding an institution's request to offer academic programs outside of their approved function and/or mission requires Board of Regents' approval and is contingent on high demand workforce development needs.

In some states, the ability for institutions to offer academic programs outside of their approved function or mission was legislatively regulated. California, Washington, and Arizona had legislation passed to allow community colleges to offer bachelor's degrees in applied areas. Nebraska is the only state in which their Commission submits a recommendation to the legislature in support of or opposition to these types of requests. Similarly, these programs were approved based on high demand careers and to address specific occupation, credential, and skills gaps.

The Board of Regents in states, such as Wyoming, Nevada, Utah, Indiana, Alabama, Arkansas, Kansas, Virginia and South Dakota, have approved a community college or university to offer an academic program outside of the institution's approved function or mission (e.g. community college offering bachelor's degrees, regional university offering associate degrees or doctoral programs). However, in these instances, the approval was for a limited number of programs, in select disciplines that address work force demand, or for a narrow degree designation, such as applied technology or applied science.

In most states, the overall approval process for requesting an academic program outside the approved function and mission is similar to their new program approval processes, which entails notification of intent to offer a new academic program and submission of a proposal. However, these types of requests typically require a more extensive and in-depth review to ensure the institution is able to support the new function and/or mission expansion and to ensure limited duplication of programs at other state institutions. The proposal request also requires additional documentation, such as letters of endorsement from local employers, a feasibility study, 5-year business plan, distinction of proposed program from current offerings, documentation of ability to support students at a new degree level, and institutional capacity to hire qualified faculty. Several states, such as Massachusetts, Arkansas, Kansas, and Ohio require external reviews and/or on-site visits as part of the application process. Additionally, some states require the requesting institution to participate in a hearing before their Board of Regents for each request.

Based on this research and national practices, State Regents' staff present the following options for consideration to address function change and/or mission expansion for State System Institutions as Oklahoma's higher education environment continues to evolve:

Option A – Leave the moratorium in place and allow the Systems Innovation Committee to continue work with institutions to establish individual directions for each institution.

Option B – Allow institutions to consider their future directions and establish a window of time for institutions to propose requests for function change/mission expansion, to provide detailed information and plans on proposed changes including any degree programs that would be requested to be offered in a revised function/mission. Institutional proposals could be developed and submitted by a specific date and all proposals would be reviewed and considered in a systemwide context by the State Regents with a reasonable period of time.

Option C – Lift the moratorium and allow institutions to submit proposals for function change/mission expansion in alignment with the current procedures for academic program approval review in policy with no review as a system but by individual institutional request as received.

RECOMMENDATION:

The State Regents strive to be responsive to the changing higher education landscape for Oklahoma and to address the need for a skilled and credentialed workforce, especially in high demand industries. With the expansion of online options, it is prudent for the State Regents to embrace innovation in higher education and review requests for function changes and/or mission expansions within the context of the State System for purposes of coordination.

Therefore, keeping the moratorium in place with no response to institutional inquiries does not appear to be a viable option. Opening the opportunity for all institutional requests to be considered in order of request without consideration of the full system also poses pitfalls for the State System, limiting the ability of the State Regents to strategically plan for a coordinated system.

Staff recommends Option B with a structured process for institutions to submit proposals for function changes and/or mission expansion requests to the State Regents for consideration that will allow strategic planning and coordination for the benefit of the State System, as well as individual institutions.

The coordinated and strategic review could include the following processes (with full details of the process to be determined):

Submittal of Proposals – Institutions are expected to consider their future directions, research relevant data, conduct internal and/or external reviews if required, and prepare a proposal for any requested function change and/or mission expansion. Proposals can be developed and submitted by December 15, 2021 or other date determined by the State Regents. State Regents’ staff will design a standard rubric for analysis, and make the rubric template available to institutions by September 9, 2021. Similar to the new program request process, a Letter of Intent deadline will be determined so that the Chancellor may notify the State System of the requests received and allow a period of time for comment from the institutions. To ensure the State Regents’ consider all function change and mission expansion change requests in the context of the full State System of Higher Education and to allow time for evaluation of approved changes, such requests will be considered on an annual cycle.

Analysis, Review and Evaluation of Proposals – All proposals for function change and/or mission expansion must be received by the deadline set by the State Regents. Following the deadline for receipt of proposals, State Regents’ staff will begin an initial analysis of all proposal materials utilizing the rubric designed for the review. For the State Regents’ consideration, staff will organize the materials and rubrics into a comprehensive presentation within the context of the State System, and if, desired, schedule site-visits and/or hearings for proposing institutions. This process may take several months, depending on the number of requests.

Action on Proposals - All proposed requests will be reviewed and considered in a systemwide context with determinations made by the State Regents no earlier than spring 2022. Similar to new program requests and previous function change/mission expansion requests, changes will be approved provisionally with a specified time period for implementation and to document progress known as the “post audit period.” Each function change and/or mission expansion request provisionally approved will be reexamined at the conclusion of the post audit period prior for consideration of final approval.

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AGENDA ITEM #20:

Commendations.

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

RECOMMENDATION:

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

RECOGNITIONS:

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

Liana Bortoto, communications specialist, earned a Graduate Certificate in Strategic Communication Management on May 9, 2020 and a Master of Science in Communication, Strategic Communication/Public Relations on December 13, 2020 from Purdue University.

Rachell Bowers, payroll and benefits manager, completed the Certified Employee Benefit Specialist (CEBS) Program through the Wharton School at the University of Pennsylvania. The CEBS designation, which includes Group Benefits Associate certification and Retirement Plans Associate certification, is a credential that is nationally recognized in the benefits industry for the depth and relevance of critical knowledge achieved.

Melissa Brevetti, coordinator for teacher education programs, presented *The Three E's: Engaging, Empowering, and Excelling for Transformation Education Program* at the For Counselors Only Conference, highlighting the work and curriculum of our Oklahoma Teacher Connection program, Educators Rising, Lead Oklahoma, and Teach Oklahoma, March 10, 2021; co-hosted *The New Normal* session, *After the Pandemic, Our New World* at the Oklahoma Women in Higher Education (Virtual) Spring Luncheon, March 25, 2021; co-published *Encouraging Self-Advocacy: How to Build Environments for Awareness and Self-Disclosure for Learners with Disabilities* in the Faculty Focus; co-published a chapter, *Democratic Social Education: The Need for Conscious, Deliberate, Participatory Approach*, in the textbook *Voices of Social Education: A Pedagogy of Change*; as committee chairperson of the Oklahoma City Running Club's Community Assistance Program that supports health and fitness of all ages through recreational running, our Community Assistance Program donated to the Langston University Walking/Running Club, *ROARS*, safety vests at their first 5K and a donation of \$3,000 to support health at their university; also \$3,000 was donated to the Down Syndrome Association of Central Oklahoma (DSACO).

Brian Burkhart, OneNet senior director of Network Systems, served as a panelist at the OU Supercomputing Symposium in September 2020. The panel provided updates to attendees on the OneOklahoma Cyberinfrastructure Initiative; he represented OneNet and the recent grant award the State

Regents and OneNet received from the National Science Foundation to add five higher education institutions to Oklahoma's research network; and he was a featured speaker for the Oklahoma State Department of Education's May 2021 safety and security webinar program. Brian presented "Five Top Cybersecurity Tips for K-12s;" and presented updates at the Great Plains Network 2021 annual meeting on the OneOklahoma Friction Free Network expansion and OneNet's applications for the National Science Foundation Campus Cyberinfrastructure grant program. The focus of this year's meeting was the challenges and opportunities presented by the COVID-19 pandemic and permanent organizational changes due to the pandemic. Attendees included representatives from the various research and education networks across the region.

John Hennessey, OneNet chief technology officer, presented updates at the Great Plains Network 2021 annual meeting. John presented a State of the Network update on OneNet's roadmap for the next generation of the network, new services and plans and expectations for the coming year.

Angel Icenhour, coordinator for academic affairs student success initiatives, received her Master of Education in Adult Education and Higher Education from the University of Central Oklahoma in December 2020.

Chancellor Glen D. Johnson was presented with Senate Concurrent Resolution 10 (Senator Roger Thompson and Representative Mark McBride) on the Senate Floor on Wednesday, May 19 and on the House Floor on Thursday, May 20. Senate Concurrent Resolution 10 commended Chancellor Johnson on his lifetime of public service to the state of Oklahoma.

Regina McPherson, scholars for excellence in childcare and TANF special programs manager, presented two sessions, *Public Policy-Yes! You Can Advocate for your Students (Your Political Voice)* and *Covid-19's Economical Impact on Single Parents/Single Pregnant Women: Problems and Solutions* at the National Alliance for Partners in Equity (NAPE) National Summit on April 27, 2021.

Melissa Neal, OCAP executive director, was recently elected to serve a two-year term on the National Council of Higher Education Resources' Board of Directors.

Goldie Thompson, assistant vice chancellor for teacher preparation and special programs, was invited to present at Buchanan Elementary Black History Month, February 22, 2021. Dr. Thompson focused on the history of Tap dance and several historical black figures who influenced the evolution of this art form. Students learned about the rich history of Tap, engaged in real-life tap-dancing techniques by her daughter Erin, and had the opportunity to ask questions and participate in meaningful discussions about how Tap and other dance forms influence our culture; represented the Oklahoma State Regents honoring awardees at the Oklahoma Career and Technical Education Equity Council (OkCTEEC) Making it Work Day, April 30, 2021.

Vonley Royal, executive director for OneNet and higher education CIO, represented OneNet at The Quilt 2020 Virtual Summer CEO Roundtable in August 2020; gave a presentation on OneNet's recent \$232,275 grant award from the National Science Foundation to expand the OneOklahoma Friction Free Network (OFFN) to Oklahoma State University Institute of Technology, Oklahoma State University-Oklahoma City, Redlands Community College, Oklahoma Christian University and the University of Science and Arts of Oklahoma; co-presented a session on higher education grants, the OneOklahoma Friction Free Network (OFFN) and the history of National Science Foundation funding of the OFFN network at the Oklahoma Association of Community Colleges virtual conference in January 2021; and served as a judge for the Oklahoma Wonder Grant competitions. Administered by Trifecta Communications and Ronnie K. Irani

Center for the Creation of Economic Wealth at the University of Oklahoma, the Oklahoma Wonder Grant is a program designed to seed innovation and challenge organizations to look for new ways to solve problems.

Vonley Royal, OneNet executive director and Higher Education CIO, **Brian Burkhart**, OneNet senior director of network systems and **April Goode**, director of OneNet Strategic Planning and Communications, attended The Quilt's Virtual Fall Member Meeting in September 2020. OneNet staff participated in sessions on connecting campuses in the time of COVID, National Science Foundation cyberinfrastructure grants, open access middle-mile networks, disaster resources and other networking topics. The Quilt also took time to celebrate its 20th anniversary this year.

Vonley Royal, OneNet executive director and Higher Education CIO, **Brian Burkhart**, OneNet senior director of network systems, **Sky Pettett**, OneNet senior director of network systems, **April Goode**, director of OneNet Strategic Planning and Communications, **Linda Mason**, OSRHE grant coordinator – retired and **Amy Brandley**, OSRHE grant coordinator, successfully submitted two grant applications to the National Science Foundation's Campus Cyberinfrastructure grant program. The Small Institution Multiple Organization Regional OneOklahoma Friction Free Network application was funded for \$232,275 in August 2020. This project connects five institutions to Oklahoma's research network. OneNet is awaiting a funding notice for the second project, the Extended Small Institution Multiple Organization Regional OneOklahoma Friction Free Network. OneNet applied for \$414,595 to connect two additional campuses to the research network. The OneNet team is now working on a third grant proposal to further expand the research network.

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AGENDA ITEM #21-a:

Programs.

SUBJECT: Program Modifications. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
2 degree program requirement changes

University of Oklahoma Health Sciences Center (OUHSC)
1 degree program requirement change

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

Rogers State University (RSU)
5 degree program requirement changes
1 degree program option addition

Southwestern Oklahoma State University (SWOSU)
1 degree program requirement change

University of Central Oklahoma (UCO)
1 degree program option deletion

Rose State College (RSC)
27 degree program requirement changes
2 degree program name changes
1 degree program option addition
1 degree program option deletion

Tulsa Community College (TCC)
2 degree program requirement changes

POLICY ISSUES:

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

ANALYSIS:

OU – Bachelor of Science in Social Work (210)

Degree program requirement changes

Remove three credit hour elective and add UCOL 1523.

The proposed changes will expose students to topics of diversity, cultural fluency, and civil discourse.

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

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

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

Degree program requirement change

Add UCOL 1523.

The proposed change will expose students to topics of diversity, cultural fluency, and civil discourse.

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

Total credit hours for the degree program will change from 124-137 to 123-140.

No funds are requested from the State Regents.

OUHSC – Bachelor of Science in Medical Imaging and Radiation Sciences (043)

Degree program requirement changes

For all options:

Remove ENGL 1913/ENGL 3153.

Add MIRS 4963.

Add PHYS 1114 as an alternative for PHYS 2414.

The proposed changes 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 program will not change.

No funds are requested from the State Regents.

ECU - Bachelor of Science in Mass Communication (049)

Degree program option addition and degree program requirement changes

Add option Strategic Communication.

Remove MCOM 1211 and MCOM 3063.

Add ART 1123.

Change credit hours for Major Requirements from 58 to 54.

Change credit hours for Electives from 15 to 12.

The proposed option addition will expand students' career options.

The proposed curricular changes will better align the curriculum with industry trends, remove courses that are rarely taught, and improve students' ability to graduate.

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

Total credit hours for the degree program will change from 124 to 120.

No funds are requested from the State Regents.

ECU - Certificate in Mass Communication (Social Media Marketing) (005)

Degree program requirement changes

Remove MCOM 1211 and MCOM 3063.

Add ART 1123.

Change credit hours for Electives from 9 to 6.

The proposed changes will better align the curriculum with industry trends, remove courses that are rarely taught, and improve students' ability to graduate.

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

Total credit hours for the certificate will change from 31 to 27.

No funds are requested from the State Regents.

ECU - Master of Management in Management (102)

Degree program requirement changes

Remove MGMT 5103.

Change credit hours for Required Courses from 27 to 24.

Change credit hours for Electives from 3 to 6.

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 program will not change.

No funds are requested from the State Regents.

ECU – Bachelor of Arts in Communication and Performance Studies (045)

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

Change program name to Theatre.

Delete option Communication Studies.

There are currently 3 students enrolled in the option with an expected graduation date during the 2021-2022 academic year.

For the Theatre option:

Remove COMM 2002, COMM 2153, COMM 3000, COMM 3593, COMM 3613, COMM 4000, COMM 1153, and COMM 3433.

Add THEA 2001, THEA 2423, THEA 3001, THEA 3563, THEA 4003, THEA 3423, and THEA 4013.

Require two of the following courses: THEA 3353, THEA 3363, MUS 3503.

Remove Minor requirement.

Remove Related Work requirement.

Change credit hours for General Electives from 13-16 to 34.

For the Musical Theatre option:

Remove COMM 2002, COMM 2153, COMM 3000, COMM 3593, COMM 3613, COMM 4000, COMM 1153, COMM 3433, and COMM 4453.

Add THEA 2001, THEA 2423, THEA 3001, THEA 3563, THEA 4003, THEA 4013, MUS 3503, and THEA 3483.

Require six credit hours of the following courses that can be repeated: MUS 2201V, MUS 2222V, MUS 3301V, MUS 3332V.

Remove Minor requirement.

Remove Related Work requirement.

Change credit hours for General Electives from 13-16 to 30.

The proposed program name change and option deletion will better reflect the focus of the degree program.

The proposed curricular changes will align the program with industry trends, better serve transfer students, and better prepare students for employment.

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

Total credit hours for the degree program will change from 124 to 120-124.

No funds are requested from the State Regents.

RSU – Associate in Arts in Accounting (043)

Degree program requirement changes

Remove BADM 3113 and ECON 2113.

Add CS 1113.

Change credit hours required for Program Requirements from 18 to 15.

The proposed changes will clarify degree requirements for students and improve their ability to graduate.

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

Total credit hours for the degree program will change from 64 to 61.

No funds are requested from the State Regents.

RSU – Associate in Arts in Business Administration (004)

Degree program requirement changes

Remove BADM 3113 and ECON 2113.

Add CS 1113.

Change credit hours required for Program Requirements from 24 to 21.

The proposed changes will clarify degree requirements for students and improve their ability to graduate.

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

Total credit hours for the degree program will change from 67 to 64.

No funds are requested from the State Regents.

RSU – Associate in Science in Computer Science (097)

Degree program requirement changes

Remove three credit hour elective.

Add CS 1113.

Change credit hours required for Program Requirements from 18 to 21.

The proposed changes will clarify degree requirements for students.

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

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

RSU - Bachelor of Arts in History (127)

Degree program option addition and degree program requirement changes

Add option Military History.

Remove HIST 3223, HIST 2463, and HIST 2473.

Add HIST 2493.

For the American History option:

Remove HIST 3023, HIST 3043, HIST 3063, HIST 3413, HIST 3423, HIST 3433, and HIST 3463.

Require 18 credit hours of upper-level American history courses.

Require 9 credit hours of lower or upper level non-General Education courses with HIST prefix.

The proposed option addition will expand students' career options.

The proposed curricular changes will better prepare students for employment and remove two courses that are no longer taught.

Two new courses will be added and two courses will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

RSU – Bachelor of Technology in Applied Technology (107)

Degree program requirement changes

Add CS 1113.

Change credit hours required for Program Requirements from 28 to 31.

Change credit hours required for Selected Electives from 7 to 4.

The proposed changes will clarify degree requirements for students.

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

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in Education in Art Education (008)

Degree program requirement changes

Remove ART 4452 and add ART 3232.

The proposed changes will add a course that more closely aligns with National Art Education Association guidelines.

One new course will be added and one course will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

UCO – Master of Arts in Psychology (171)

Degree program option deletion

Delete option Counseling Psychology.

There are currently 45 students enrolled in the option with an expected graduation date during the 2022-2023 academic year.

The proposed option deletion is due to UCO's intent to convert the option to a standalone Master of Arts in Counseling Psychology program.

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

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

RSC - Certificate in Health Information Technology Coding (105)

Degree program requirement changes

Remove HSHI 2212, HSHI 2424, HSHI 2533, and PSYC 1113.

Add HSHI 2223, HSHI 2423, HSHI 1233, and HSHI 2572.

The proposed changes will align the curriculum with Council for Excellence in Education of the American Health Information Management Association standards.

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

Total credit hours for the certificate will change from 33 to 32.

No funds are requested from the State Regents.

RSC - Associate in Applied Science in Dental Assisting (054)

Associate in Applied Science in Medical Laboratory Technology (030)

Degree program requirement changes

Change graduation requirement:

Require C or better in all General Education courses.

The proposed changes will align the graduation requirements with other degree programs within the Health Sciences Division.

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

Total credit hours for the degree programs will not change.

No funds are requested from the State Regents.

RSC - Associate in Applied Science in Dental Hygiene (011)

Degree program requirement changes

Change credit hours required for General Education from 40 to 44-45.

Change credit hours required for Sciences from 16 to 20-21.

Change credit hours required for Support and Related Electives from 4 to 0-3.

The proposed changes will align the curriculum requirements with other degree programs within the Health Sciences Division.

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

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

RSC – Associate in Applied Science in Health Information Technology (094)

Degree program name change and degree program requirement changes

Change program name to Health Information Management.

Remove PSYC 1113, HSHI 1112, HSHI 2102, HSHI 2212, HSHI 2322, HSHI 2424, and HSHI 2533.

Add HSHI 1113, HSHI 2223, HSHI 2423, HSHI 1243, HSHI 1233, and HSHI 2572.

Change credit hours required for Sciences from 4 to 7.

Change credit hours required for Program Requirements from 37 to 39.

Change credit hours required for Support and Related Requirements from 9 to 6.

The proposed name change is a recommendation from the Commission on Accreditation for Health Informatics and Information Management Education.

The proposed curricular changes will align the curriculum with Council for Excellence in Education of the American Health Information Management Association standards.

Three new courses will be added and three courses will be deleted.

Total credit hours for the degree program will change from 65-69 to 64.

No funds are requested from the State Regents.

RSC - Associate in Science in Criminal Justice (049)

Degree program requirement changes

For the Criminal Justice option:

Remove ORI 1101.

Change credit hours required for General Education from 37 to 36.

Change credit hours required for General Education Electives from 4 to 3.

For the Police Science option:

Remove ORI 1101.

Change credit hours required for General Education from 38 to 37.

Change credit hours required for General Education Electives from 4 to 3.

The proposed changes will remove a course that is no longer required for the programs in the Social Sciences division.

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

Total credit hours for the degree program will change from 62-63 to 61-68.

No funds are requested from the State Regents.

RSC - Certificate in Exercise Fitness Management (310)

Degree program requirement changes

Remove HPER 1113 and HPER 1311/1321.

Add HPER 1102.

Require one credit hour Activity Course.

The proposed changes will better prepare students for transfer to a four-year institution and provide them with more flexibility.

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

Total credit hours for the certificate will change from 20 to 17.

No funds are requested from the State Regents.

RSC - Certificate in Personal Trainer (311)

Degree program requirement changes

Remove HPER 1113.

Add HPER 1102.

Require one credit hour Activity Course.

The proposed changes will better prepare students for transfer to a four-year institution and provide them with more flexibility.

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.

RSC - Certificate in Health, Physical Education, and Recreation (312)

Degree program requirement changes

Remove HPER 1113 and HPER 1311/1321.

Add HPER 1102.

Require one credit hour Activity Course.

The proposed changes will better prepare students for transfer to a four-year institution and provide them with more flexibility.

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

Total credit hours for the certificate will change from 21 to 17.

No funds are requested from the State Regents.

RSC – Associate in Applied Science in Family Service/Child Development (091)

Degree program requirement changes

Remove ORI 1101, FSCD 2093, and FSCD 2443.

Change credit hours required for General Education from 22 to 21.

Change credit hours required for General Education Electives from 10 to 9.

Change credit hours required for Support and Related Requirements from 12 to 9.

The proposed changes will remove a course that is no longer required for the programs in the Social Sciences division and ease students' ability to transfer to a four-year institution.

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

Total credit hours for the degree program will change from 67 to 63.

No funds are requested from the State Regents.

RSC – Associate in Arts in Family Service/Child Development (014)

Degree program requirement changes

For the Child Development Specialty option:

Remove ORI 1101.

For the Family Services Specialty option:

Remove ORI 1101.

Change credit hours required for General Education from 38 to 40.

Change credit hours required for General Education Electives from 7 to 9.

The proposed changes will remove a course that is no longer required for the programs in the Social Sciences division.

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

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

RSC – Associate in Science in Health and Sport Sciences (107)

Degree program requirement changes

For the Health, Physical Education, and Recreation option:

Remove ORI 1101, HPER 1113, and HPER 1311/1321.

Add HPER 1102.

Require one credit hour Activity Course.

Change credit hours required for Program Requirements from 13 to 15.

Change credit hours required for Support and Related Electives from 7 to 8.

For the Personal Trainer and Exercise/Fitness Management options:

Remove ORI 1101 and HPER 1113.

Add HPER 1102.

Require one credit hour Activity Course.

The proposed changes will remove a course that is no longer required for the programs in the Social Sciences division, better prepare students for transfer to a four-year institution, and provide them with more flexibility.

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

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

RSC - Associate in Arts in History (125)

Degree program requirement changes

For all options:

Remove ORI 1101.

The proposed change will remove a course that is no longer required for the programs in the Social Sciences division.

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

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

RSC - Associate in Arts in Political Science (050)

Degree program requirement changes

Remove ORI 1101, POLS 2103, and POLS 2603.

Add POLS 2703.

Change credit hours required for Program Requirements from 18 to 9.

Change credit hours required for Support and Related Electives from 6 to 15.

The proposed change will remove a course that is no longer required for the programs in the Social Sciences division and provide students with more flexibility.

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

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

RSC – Associate in Arts in Pre-Education (015)

Degree program requirement changes

Remove ORI 1101.

Change credit hours required for General Education from 38 to 37.

Change credit hours required for General Education Electives from 6 to 5.

The proposed changes will remove a course that is no longer required for the programs in the Social Sciences division.

No new courses will be added and no courses will be deleted.
Total credit hours for the degree program will change from 62-66 to 61.
No funds are requested from the State Regents.

RSC – Associate in Arts in Psychology (042)

Degree program requirement changes

Remove ORI 1101.

Change credit hours required for General Education from 38 to 37.

Change credit hours required for General Education Electives from 7 to 6.

The proposed changes will remove a course that is no longer required for the programs in the Social Sciences division.

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

Total credit hours for the degree program will change from 65 to 64.

No funds are requested from the State Regents.

RSC – Associate in Arts in Social Sciences (112)

Associate in Arts in Sociology (124)

Degree program requirement changes

Remove ORI 1101.

The proposed change will remove a course that is no longer required for the programs in the Social Sciences division.

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

Total credit hours for the degree programs will not change.

No funds are requested from the State Regents.

RSC - Associate in Applied Science in Business Administration (008)

Degree program requirement changes

For the Human Resources option:

Remove BA 2723.

Add MGMT 2113/MGMT 2503.

For the Small Business Operations option:

Remove BA 2723 and add MGMT 2113.

For the Management option:

Remove BA 2723.

Add BA 2703/MGMT 2803.

For the Supply Chain Management and Logistics option:

Add CIT 1533 as an alternative for MGMT 2153.

The proposed changes will align the curriculum with advisory committee recommendations, and better prepare students for employment.

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

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

RSC - Certificate in Human Resources (137)

Degree program requirement changes

Remove BA 2723.

Add MGMT 2113/MGMT 2503.

The proposed changes will align the curriculum with advisory committee recommendations.

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.

RSC - Certificate in Management (138)

Degree program requirement changes

Remove BA 2723.

Add BA 2703/MGMT 2803.

The proposed changes will remove a course with redundant content and 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.

RSC - Certificate in Small Business Operations (139)

Degree program requirement changes

Remove BA 2723 and add MGMT 2113.

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.

RSC - Certificate in Supply Chain Management and Logistics (150)

Degree program requirement changes

Add CIT 1533 as an alternative for MGMT 2153.

The proposed change 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.

RSC - Associate in Applied Science in Cybersecurity/Digital Forensics (111)

Degree program name change, degree program option addition, and degree program option deletion

Change program name to Cyber Security.

Add option Incident Response.

Delete option Cyber Science.

There are currently 6 students enrolled in the option with an expected graduation date during the 2021-2022 academic year.

The proposed name change will better align the program with industry trends.

The proposed option addition will better prepare students to address current threats and expose students to new technologies and techniques in the field.

The proposed option deletion is due to low enrollment.

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

Total credit hours for the degree program will change from 66-69 to 66-72.

No funds are requested from the State Regents.

RSC - Certificate in Payroll Accounting (300)

Certificate in Professional Bookkeeping (301)

Certificate in Accounting Software Specialist (302)

Certificate in Accounting Specialist (303)

Degree program requirement changes

Change graduation requirement:

Require C or better in all courses.

The proposed change will align the graduation requirements with the Associate in Applied Science in Accounting (001), the certificates' host program.

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

TCC - Associate in Applied Science in Applied Technology (875)

Degree program requirement changes

Add three pathways of completion.

Change credit hours required for Technical Block Credit from 6-42 to 0-42.

The proposed changes will align the graduation and curriculum requirements with the other AAS in Applied Technology programs in Oklahoma.

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

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

TCC - Associate in Arts in American Sign Language (283)

Degree program requirement changes

For the American Sign Language Studies option:

Remove ART 1113, ENGL 2413, CSYS 1211, DGMD 2333, GEOG 1043, and PHIL 2143.

Remove General Education Controlled Electives requirement.

Require six credit hours of Humanities courses.

Add ASLE 1343, ASLE 1381, ASLE 1423, ASLE 2433, ASLE 2443, and ASLE 2612.

Change credit hours required for General Education from 33-34 to 28.

Change credit hours required for Specialized Course Requirements from 27 to 32.

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

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

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

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AGENDA ITEM #21-b:

Reconciliation.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Langston University (LU) requested degree program modifications for the Master of Education in Education (052) to reconcile institutional practice with official degree program inventory.

Oklahoma State University Institute of Technology (OSUIT) requested degree program modifications for the Associate in Applied Science in MOPAR CAP (104) and the Associate in Applied Science in Pro-Tech (004) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

LU requested degree program modifications for the Master of Education in Education (052), which were approved by the State Regents at their March 28, 2019 meeting. Specifically, the modification incorrectly indicated to add UC 5223 and UE 5232 to the program. The correct courses to add are UE 5223 and UE 5323. This action will correct these errors and reconcile institutional practice with the official degree program inventory.

OSUIT requested degree program modifications for the Associate in Applied Science in MOPAR CAP (104), which were approved by the State Regents at their April 15, 2021 meeting. Specifically, the modification incorrectly indicated to add ENGL 1033 as an alternative for ENGL 2033 and to add ENGL 1213 as an alternative for ENGL 1113. The correct modification is to require students to complete either ENGL 1033/2033 OR ENGL 1113/1213. This action will correct these errors and reconcile institutional practice with the official degree program inventory.

OSUIT requested degree program modifications for the Associate in Applied Science in Pro-Tech (004), which were approved by the State Regents at their April 15, 2021 meeting. Specifically, the modification incorrectly indicated to add ENGL 1033, ENGL 2033, and ENGL 1213 as alternatives for ENGL 1113 and SPCH 1113. The correct modification is to require students to complete either ENGL 1033 and ENGL

2033/SPCH 1113 or ENGL 1113 and ENGL 1213/SPCH 1113. This action will correct these errors and reconcile institutional practice with the official degree program inventory.

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AGENDA ITEM #21-c (1):

Electronic Delivery.

SUBJECT: Cameron University. Approval to offer the following existing programs via electronic delivery: Bachelor of Science in Information Technology and the Associate in Applied Science in Information Technology.

RECOMMENDATION:

It is recommended that the State Regents approve Cameron University's requests to offer the following existing programs via electronic delivery: Bachelor of Science in Information Technology and the Associate in Applied Science in Information Technology.

BACKGROUND:

Cameron University (CU) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Science in Interdisciplinary Studies (365);
- Master of Business Administration (630);
- Master of Science in Organization Leadership (635);
- Bachelor of Science in Organizational Leadership (775);
- Associate in Arts in Strategic Communication (541);
- Bachelor of Science in Sports and Exercise Science (370);
- Associate in Applied Science in Criminal Justice (550);
- Bachelor of Science in Criminal Justice (580);
- Associate of Science in Business (505);
- Bachelor of Business Administration in Business Administration (320);
- Master of Education in Reading (620);
- Master of Science in Behavioral Sciences (610);
- Bachelor of Science in Family and Child Studies (356);
- Certificate in Early Childhood Administration (256);
- Graduate Certificate in Alcohol and Drug Counseling (601);
- Associate in Science in Criminal Justice (551); and
- Certificate in Cybersecurity (214).

CU's governing board approved offering the existing Bachelor of Science in Information Technology (414) and the Associate in Applied Science in Information Technology (514) online at their January 28, 2021 meeting. CU requests authorization to offer these existing programs via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Bachelor of Science in Information Technology (414) Associate in Applied Science in Information Technology (514)

Demand. Many of the students currently enrolled in the Bachelor of Science in Information Technology (414) and Associate in Applied Science in Information Technology (514) programs are working adults. Therefore, it is unsurprising that there was high demand for the online sections of several courses that are core requirements in these programs between Spring 2019 and Fall 2020. For example, 441 students requested to take Introduction to Computer Systems (IT 1013) online, while 317 students requested to take the course face-to-face or in a hybrid format. In addition, 69 students requested to take Introduction to Information Assurance/Security (IAS 2233) online, while 41 requested to take the course in face-to-face or hybrid format. Also, 104 students requested to take Introduction to Networking (IT 1063) online, while 95 students requested to take the course in a face-to-face format. The enrollment patterns in these courses and several other core requirements indicate high prospective demand for online delivery of the programs.

Graduates from these programs will be successful in obtaining employment in business, education, industry and government that require expertise in database management systems, computer networks, cybersecurity, management information systems, software and web development, and systems analysis. According to the Oklahoma Employment Security Commission (OESC), employment growth is projected statewide for multiple occupations in the information technology field between 2018 and 2028 including: information security analysts (25.1 percent); software developers, applications (21.1 percent); web developers (8.1 percent); database administrators (7.4 percent); computer and information systems managers (5.9 percent); and computer systems analysts (4.1 percent). OESC data also indicate that significant employment growth is projected in the Lawton metropolitan area between 2016 and 2026 for computer and information systems managers (20.9 percent), and computer systems analysts (16.3 percent). In addition, computer and information systems manager and software developer applications are currently considered critical occupations by Oklahoma Works.

Delivery method. CU uses Blackboard as its learning management system to deliver program content for online courses. There are several features within Blackboard that facilitate learning including the Discussion Board (can be used for interactions between instructors and individual students or groups of students and as a peer support forum for students to ask each other questions), Tutor.com (can be accessed by students anytime and includes 8 hours of free online tutoring per semester), and Zoom (can be used by students and instructors to host office hours/conferences and to create videos/webinars). Additionally, Google Suite and Office 365 will be used for communication with students, cloud storage, web-based productivity, and student productivity. All online courses will be vetted through Quality Matters.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on October 21, 2020. The University of (OU) requested copies of the proposals, which were sent on March 24, 2021. Neither OU, nor any other State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Due to employment demand, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-c (2):

Electronic Delivery.

SUBJECT: University of Central Oklahoma. Approval to offer the existing Graduate Certificate in Disaster Management via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the existing Graduate Certificate in Disaster Management via electronic delivery.

BACKGROUND:

The University of Central Oklahoma (UCO) is currently approved to offer the following degree programs via electronic delivery:

- Bachelor of Arts in Criminal Justice (028);
- Master of Arts in Criminal Justice Management Administration (149);
- Bachelor of Science in General Studies (105);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Career, Technical and Workforce Development (116);
- Bachelor of Business Administration in Marketing (021);
- Bachelor of Business Administration in Business Administration (007);
- Bachelor of Business Administration in Management (020);
- Master of Business Administration in Business Administration (008);
- Master of Education in Library Media Education (117);
- Master of Education Adult and Higher Education (156);
- Bachelor of Arts in Applied Liberal Arts (154);
- Bachelor of Science in Nursing (129);
- Master of Science in Nursing (204);
- Master of Music in Music (128);
- Graduate Certificate in Food Quality and Safety (155);
- Master of Public Administration in Public Administration (203); and
- Bachelor of Business Administration in Finance (016).

UCO's governing board approved offering the existing Graduate Certificate in Disaster Management (234) online at their February 26, 2021 meeting. UCO requests authorization to offer the existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Graduate Certificate in Disaster Management (234)

Demand. Fundamentals of Emergency Management (POL 5383), the introductory course for the Graduate Certificate in Disaster Management (234), has been taught five times since 2017. The course has been taught online twice. The two online offerings had the highest enrollment. The course is being taught online for the Spring 2021 semester and has an enrollment of 23 students. This is the highest number of students that have ever enrolled in the course. The growing demand for online delivery of this course suggests that many students will have interest in pursuing the graduate certificate online.

Most emergency management directors work for local or state governments. Others work for organizations such as hospitals, colleges and universities, and private companies. Oklahoma currently has over 400 local emergency managers, as the state mandates the number of positions for each jurisdiction. This particular workforce is aging out and needs educated professionals to replace them. More frequent extreme events, including the recent pandemic, highlight the need for more qualified, professional emergency managers. According to the Oklahoma Employment Security Commission (OESC), employment across Oklahoma for emergency management directors will grow 7.5 percent between 2018 and 2028, and employment in the Oklahoma City metropolitan area will grow 7.9 percent between 2016 and 2026. Offering the graduate certificate online will enable UCO to accommodate working professionals, parents, and students in rural areas and to help fill emergency manager positions available across the state.

Delivery method. Online courses will be delivered through Desire2Learn. Students are provided collaboration tools to encourage them to learn from each other and have access to instructor support through WebEx. All instructors have been approved for teaching online courses through the UCO Center for eLearning and Continuing Education. Students will be given the option to take proctored exams using a UCO approved proctoring system in a remote location or locally in the College of Business Testing Center. Some professors will use McGraw-Hill Connect to administer exams and assignments.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on April 2, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-c (3):

Electronic Delivery.

SUBJECT: Oklahoma State University Institute of Technology. Approval to offer the following existing programs via electronic delivery: Associate in Applied Science in 3D Modeling and Animation and the Associate in Applied Science in Graphic Design Technology.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University Institute of Technology's request to offer the following existing programs via electronic delivery: Associate in Applied Science in 3D Modeling and Animation and the Associate in Applied Science in Graphic Design Technology.

BACKGROUND:

Oklahoma State University Institute of Technology (OSUIT) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Applied Science in Information Technologies (012);
- Associate in Science in Information Technologies (092);
- Associate in Science in Allied Health Sciences (123);
- Associate in Science in Business (091);
- Associate in Science in Enterprise Development (676);
- Associate in Science in Pre-Education (090);
- Bachelor of Technology in Information Technologies (094);
- Associate in Pre-Professional Studies (127);
- Bachelor of Technology in Applied Technical Leadership (132); and
- Associate in Applied Science in Applied Technology (875).

OSUIT's governing board approved offering the existing Associate in Applied Science in 3D Modeling and Animation (034) and the Associate in Applied Science in Graphic Design Technology (014) online at their January 29, 2021 meeting. OSUIT requests authorization to offer these existing programs via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Associate in Applied Science in 3D Modeling and Animation (034) Associate in Applied Science in Graphic Design Technology (014)

Demand. During the Fall 2020 academic term, OSUIT conducted a survey of current and prospective students to gauge demand for expansion of the Associate in Applied Science in 3D Modeling and Animation (034) and Associate in Applied Science in Graphic Design Technology (034) programs to include online offerings. Of the 75 students who responded to the survey, 83 percent (62) indicated that they “agreed” or “somewhat agreed” that more online-based associate-level degree programs focused upon graphic design and/or 3D modeling and animation were needed. When asked how attractive they would find an online associate in applied science program in graphic design or 3D modeling and animation that was 91-94 credit hours in length, offered by OSUIT and taught by faculty with real-world experience, 97 percent (73) of the respondents indicated that they would find this program “attractive” or “somewhat attractive.” A recent survey of OSUIT’s industry partners indicated that 79 percent (89) of the 113 respondents agreed that more online-based associate-level degrees focused upon graphic design and/or 3D modeling and animation are needed. Of these 113 respondents, 78 percent (88) indicated that a degree program with OSUIT’s specific attributes would be attractive to prospective students, and 46 percent (52) indicated that they were “very likely” or “likely” to hire a graduate from an Associate in Applied Science in 3D Modeling and Animation or Graphic Design Technology program.

The traditional delivery format of the Associate in Applied Science in 3D Modeling and Animation (034) and Associate in Applied Science in Graphic Design Technology (034) programs has proven to be a barrier for many prospective students; and, although student and employer survey data indicate a need for online associate degrees in graphic design or 3D modeling and animation, no other institutions in the State System currently offer online programs of this nature. Therefore, approval for online delivery of OSUIT’s existing programs would enable the institution to more effectively meet student and employer demand and serve to support Oklahoma’s economic development through the expansion of program access to place bound and non-traditional students.

Graduates from the Associate in Applied Science in 3D Modeling and Animation (034) and Associate in Applied Science in Graphic Design Technology (034) programs are highly sought, and enjoy high placement rates and competitive starting salaries. Graduates from the Associate in Applied Science in 3D Modeling and Animation (034) are hired as animators, illustrators, digital artists, artists, 3d artists, graphic artists, designers, and multimedia producers. Graduates from the Associate in Applied Science in Graphic Design Technology (034) are hired as production artists, creative directors, publication designers, online producers, artists, graphic designers, graphic artists, designers, design directors, and creative managers. According to the U.S. Bureau of Labor Statistics, from 2019 to 2029, employment of producers and directors is projected to grow 10 percent, which is much faster than the average for all occupations, and employment of special effects artists and animators will grow 4 percent. In addition, a LinkedIn search in late March 2021 for open full-time multimedia artist positions produced over 1,700 job postings that were one month old or less. Moreover, a recent LinkedIn search for open full-time graphic designer positions produced over 6,400 job postings that were one month old or less.

Delivery method. OSUIT utilizes the Canvas learning management system as its primary tool for the delivery and management of all online course content. This platform provides a virtual classroom environment that supports faculty and students in both distance and in-person classes, and is utilized to

share course content in a variety of media formats, provide faculty feedback to students, and promote student engagement and collaboration. Students enrolled in software-intensive programs also benefit from OSUIT's use of VMware Horizon Client, a Virtual Machine (VM) platform, which allows students remote access to a virtual desktop that allows distance learners to use the licensed software provided in OSUIT's computer laboratories at no additional cost to the student. Additional technologies, such as Zoom, Turnitin (anti-plagiarism software), Conferences (web conferencing tool), and remote proctoring services, are available to assist faculty in facilitating synchronous and asynchronous distance learning activities. OSUIT's Center for the Advancement of Teaching & Learning offers support for faculty who develop and facilitate distance learning coursework and/or programs, and OSUIT participates in the Quality Matters program, a nationally recognized standard in quality assurance in course design.

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

Duplication and impact on existing programs. 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 delivery method of the existing programs. Due to employment demand, approval will not constitute unnecessary duplication.

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

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June 24, 2021

AGENDA ITEM #21-c (4):

Electronic Delivery.

SUBJECT: Tulsa Community College. Approval to offer the existing Associate in Arts in Sociology via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's request to offer the existing Associate in Arts in Sociology via electronic delivery.

BACKGROUND:

Tulsa Community College (TCC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Arts in Liberal Arts (009);
- Associate in Applied Science in Child Development and Family Relations (200);
- Certificate in Child Development (206);
- Associate in Science in Child Development and Family Relations (246);
- Associate in Science in Marketing (222);
- Associate in Science in Business Administration (003);
- Associate in Applied Science in Business (153);
- Certificate in Business (241);
- Associate in Science in Health and Human Performance (256);
- Certificate in Information Technology (133);
- Associate in Arts in Communications (005);
- Associate in Applied Science in Information Technology (098);
- Associate in Arts in Pre-Education (006);
- Associate in Applied Science in Electronics Technology (031);
- Associate in Science in International Business (236);
- Associate in Arts in Social Science (015);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Applied Science in Accounting (017);
- Certificate in Accounting (173);
- Associate in Science in Mathematics (012);
- Associate in Science in Computer Information Systems (255);
- Associate in Arts in Psychology (366);
- Certificate in Business Computer User (355);
- Associate in Arts in American Sign Language (283); and
- Associate in Applied Science in Applied Technology (172).

TCC's governing board approved offering the existing Associate in Arts in Sociology (367) online at their April 15, 2021 meeting. TCC requests authorization to offer this existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Associate in Arts in Sociology (367)

Demand. The number of students enrolled in online sections of sociology courses has increased significantly over the past four years. More specifically, in Fall 2017, 43 percent of students taking sociology courses were enrolled in online sections, and in Fall 2020, that number increased to 63 percent. In response to the increasing demand for online sociology courses, additional online sections have been added over time. In Fall 2017, there were 28 online sections, and 30 face-to-face sections of sociology courses available. While in Fall 2021, there will be 28 asynchronous online sections, 10 blended (part online and part face-to-face) sections, 15 synchronous online sections, and only 5 face-to-face sections of sociology courses available. In addition, 10 additional seats have been added to the online sections of each sociology course since Fall 2017. This means that in Fall 2021, 280 more seats will be available in online sections of sociology courses than were available in Fall 2017. Furthermore, in Fall 2020, 555 students were enrolled in asynchronous and synchronous online sections of sociology courses, while 75 students were enrolled in face-to-face courses.

Students in sociology programs study behavior and community issues, which prepares them for careers that involve engaging with people. Upon completion of the Associate in Arts in Sociology (367) program, many students seek four-year degrees. A bachelor's degree in sociology is a pathway to work as a substance abuse, behavioral disorder, or mental health counselor, which are listed as critical occupations by Oklahoma Works. In addition, the Oklahoma Employment Security Commission (OESC) indicates that employment for substance abuse, behavioral disorder, or mental health counselors in Oklahoma is projected to grow 18.8 percent between 2018 and 2028. The high student demand for online courses in sociology and high employment demand for professionals with sociology training strongly suggests that TCC should offer the Associate in Arts in Sociology (367) program via electronic delivery.

Delivery method. TCC delivers online classes through Blackboard. Blackboard integrates with Banner, the institution's registration system. Faculty who teach online are required to seek in-house certifications. The Developer Certification allows TCC faculty to create and teach an online class. Faculty who teach online also participate in regular peer review and must take professional development related to online learning every three years. The Online Learning Division regularly communicates with the faculty and provides technical support. Students have access to technical support, tutoring, Office 365 remote testing tools, and all the other supports that the on-campus students have. Online students can access student

services remotely. TCC licenses a streaming server with recording capability and Softchalk to help instructors create engagement in online courses.

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

Duplication and impact on existing programs. A system wide letter of intent for electronic delivery of the Associate in Arts in Sociology (367) was communicated by email on April 2, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-d:

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 April 24, 2021 and May 26, 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 April 24, 2021 and May 26, 2021, there are 5 purchases in excess of \$25,000 but not in excess of \$100,000.

OneNet

- 1) Dell in the amount of \$98,150.40 for Dell PowerEdge R740 servers for the Oklahoma City virtual infrastructure upgrade. Cost is recovered through OneNet user fees. (Funded from 718-OneNet).
- 2) Dell in the amount of \$51,216.60 for software licenses required for the Oklahoma City virtual infrastructure upgrade. The VMware software provides multi-tenant hardware sharing functionality for the services. Cost is recovered through OneNet user fees. (Funded from 718-OneNet).
- 3) ISG Technology LLC in the amount of \$31,145.00 for Fortinet firewalls and firewall maintenance to support the schools/libraries who requested managed firewall service. Cost is recovered through OneNet user fees. (Funded from 718-OneNet).
- 4) ISG Technology LLC in the amount of \$33,949.00 for Fortinet firewalls and firewall maintenance to support Piedmont Public Schools' managed firewall service. Cost is recovered through OneNet user fees. (Funded from 718-OneNet).

GEARUP

- 5) Dell in the amount of \$26,617.83 for Dell laptops and offsite equipment for GEAR UP staff. This purchase is part of year 4 equipment replacement as outlined in the 2017 GEAR UP grant. (Funded from 730-GEARUP).

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AGENDA ITEM #21-e:

Resolutions.

SUBJECT: Resolutions honoring higher education personnel.

This item will be available at the meeting.

Meeting of the
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June 24, 2021

AGENDA ITEM #22-a:

Programs.

SUBJECT: Current Status Report on program requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2020 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 (2020-2021).

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
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AGENDA ITEM #22-b (1):

Annual Reports.

SUBJECT: Report on Low Producing Programs.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2021 Low Productivity Programs Report.

BACKGROUND:

By State Regents' policy, all academic programs are required to be reviewed by faculty on a five-year cycle to ensure quality and currency of each program's content. In January 1996, the State Regents revised the Academic Program Review policy, which added a requirement that degree programs meet minimum productivity standards or be triggered for early review (see table). These minimum productivity standards promote the efficient and effective use of limited resources by requiring institutions either to justify the continuance of a low-productivity program or to request that it be deleted. Institutions review low-productivity programs on an annual basis.

	Minimum Degrees Conferred	Minimum Majors Enrolled
Associates in Arts or Sciences	5	25
Associates in Applied Sciences	5	17
Baccalaureate	5	12
Master's	3	6
Doctoral	2	4

First low-productivity program review cycle. In June 1996, institutions were informed of degree programs that did not meet the minimum productivity standards. State Regents' staff worked with institutional staff to complete the project. Based on these standards at the time adopted, 25 percent of the programs offered in 1996-97 fell below the minimum productivity standards.

Continuing low-productivity reviews. Since the first review cycle in 1996, institutions have revitalized, consolidated, justified, or deleted programs not meeting the minimum standards. In June 2011, the policy was revised to refine the review and continuation criteria for low producing programs as follows:

1. New programs provisionally approved with a specified period of time to operate and meet certain criteria may be granted an exception until the program gains full approval.

2. Liberal Arts and Sciences Programs. These liberal arts and sciences programs support the general education component and other degree programs, i.e., the continuation of a program may be justified as exempt based on the subject matter and/or service/support function.
3. Offline Programs. Programs scheduled for deletion or suspension.
4. Restructured Programs are expected to meet minimum productivity within a given time period.
5. Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Women’s Studies, Native American Studies, Process Technology, Wind Turbine Technology and Technical Supervision and Management).
6. Data Discrepancies. This includes other factual issues that can be verified.
7. No Cost/Justifiable Cost Programs. Programs that require no additional cost or justifiable costs are not expected to meet minimum standards for productivity as listed in 3.7.5.B.3 of the Program Review Policy.

In March 2021, institutions were informed of programs not meeting the minimum productivity standards for the current cycle. Following these program reviews, only 2 percent of institutional programs did not meet the minimum productivity standards.

Reviewing low producing programs according to the program review criteria, including the criteria for exceptions for low producing programs, listed above, institutions make recommendations regarding appropriate measures to reduce their low producing program inventory. The following table describes the status and/or recommendation each institution has made for its low producing programs.

POLICY ISSUES:

This action is consistent with the State Regents’ Academic Program Review policy.

ANALYSIS:

A table showing Low-Productivity Degree Programs by Institutions and Disposition begins on the next page.

Low-Productivity Degree Programs by Institutions and Disposition

Institution	Total Programs Offered (as of May 28, 2021)	Low Producing by Number and Percent		Disposition*by Number of Programs			Exceptions for Low Producing Program Granted (See Exception Categories Below)							
		#	%	DEL	SUS	EXP	1	2	3	4	5	6	7	
OU	337	8	2%	1		7			1	1			3	3
OUHSC	62	5	8%	2		3			2			1		2
OU-LAW	17	0	0%											
OSU	318	1	0%			1				1				
OSU-OKC	54	0	0%											
OSUIT	37	1	3%	1					1					
OSU Vet Med	1	0	0%											
OSU-CHS	9	0	0%											
ECU	63	0	0%											
NSU	115	2	2%			2				1	1			
NWOSU	52	0	0%											
RSU	33	1	3%			1								1
SEOSU	51	1	2%			1								1
SWOSU	71	2	3%			2		1						1
UCO	126	2	2%			2				1	1			
CU	50	3	6%			3		1		1	1			
LU	36	1	3%			1				1				
OPSU	34	1	3%		1				1					
USAO	24	1	4%			1		1						
CASC	31	2	6%			2		1						1
CSC	25	0	0%											
EOSC	31	0	0%											
MSC	35	0	0%											
NEOAMC	47	1	2%		1				1					
NOC	29	3	10%		2	1		1	2					
OCCC	64	2	3%	1		1			1		1			
RCC	30	3	10%		1	2			1		2			
RSC	75	2	3%			2		2						
SSC	25	2	8%			2		2						
TCC	109	1	1%	1					1					
WOSC	25	0	0%											
Totals	2028	45	2%	6	5	34	0	9	11	6	7	3	9	

* Disposition headings: DEL = deleted or scheduled for deletion. SUS = suspended or scheduled for suspension. EXP = exception for low producing program granted.

EXCEPTION CATEGORIES:

1. New program.
2. Liberal Arts and Sciences Program.
3. Offline Program.
4. Restructured Program.
5. Special Purpose Program.
6. Data Discrepancies.
7. No Cost/Justifiable Cost Program.

DISPOSITION:

1. **Deleted programs.** Six of the low producing programs (13 percent) have been deleted or are scheduled for deletion.
2. **Suspended programs.** Five of the low producing programs (11 percent) have been suspended or are scheduled for suspension. Suspensions allow institutions to study and assess the viability of a program, keeping it available for students currently in the program to complete, but no new students are allowed to enroll. It is understood that the suspended programs will be reactivated or deleted within three years of the suspension date.
3. **Restructured or justified programs.** Thirty-four (76 percent of the 45 low producing programs) have been restructured or justified. Restructured programs are revised to meet current student or industry demands, and are expected to meet the minimum productivity standards within a given time period. Justified programs with low-productivity are not expected to achieve minimum productivity standards. However, the institution has made a compelling case regarding the continuation of such programs, and the programs will be placed on the regular five-year review schedule. For example, an institution may have several humanities degree programs that provide excellent liberal arts courses that are inherent to the institution's offerings with little saving if they were deleted. Some justified programs serve a unique and sometimes small population, and provide an important program to the local community. It is understood that each program's low-productivity will be addressed, and continuation, if recommended by the institution, must be justified.

The minimum productivity standards have strengthened the State Regents' Academic Program Review policy and Academic Planning/Resource Allocation initiative by focusing on the need to justify low-productivity programs. Program review remains the most effective way to improve the quality of degree programs and ensure the efficient use of resources.

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AGENDA ITEM #22-b (2):

Annual Reports.

SUBJECT: Teacher Education Annual Report on Systemwide Review.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the twenty-third Teacher Education Annual Report on systemwide review.

Research shows that good teaching matters. Knowledgeable teachers who know the art of teaching and use it to motivate students have a great influence on students' intent to work toward postsecondary education. Oklahoma educator preparation programs (EPPs) work to graduate effective practitioners for this very purpose – to affect positive student outcomes.

The value of comprehensive teacher preparation in Oklahoma is reflected in the appropriate content, pedagogical knowledge, dispositions, clinical practice, instructional strategies and skills taught by EPPs. Additionally, EPPs hold their teacher education students to a high standard, exemplified in their ability to produce effective practitioners for P-12 schools. According to the Office of Educational Quality and Accountability (OEQA), Teacher Leader Effectiveness (TLE) data indicates that candidates, who complete their teacher education degrees from Oklahoma public institutions of higher education, are evaluated as more effective or higher in their practice than those teacher candidates who do not.

Legislation supports an Oklahoma teacher induction program for novice teachers that provides support, mentorship and coaching to educators at the beginning of their careers, or as they transition to new roles within a school or district. Teacher education faculty members have opportunities to serve on induction committees, helping novice teachers enhance their professional growth and practice. Additionally, teacher education faculty members partner with school districts, sharing their level of expertise with P-12 faculty and students. Their involvement is crucial with the development of new state standards and assessments.

BACKGROUND:

The State Regents initiated teacher education reform efforts in the summer of 1992 with an External Program Review. The 10-member team conducting the review was charged with assessing the status of teacher preparation in the State System and making recommendations for its enhancement. The team submitted 23 recommendations to establish the state of Oklahoma as a national leader in teacher preparation. The State Regents monitored the implementation of the recommendations with periodic status reports.

In 1995, two members of the original External Team, Chairman J.T. Sandefur and Dr. Larry Clark, returned to the state to visit the 12 teacher preparation programs for the purpose of assessing the continuing progress of the institutions in responding to the 23 recommendations. The external reviewers affirmed that the

universities were working seriously and conscientiously to comply with the recommendations and that all had made significant progress. The team recommended that the State Regents formally close the three-year teacher education study with the exception of submitting an annual report.

During the 1995 External Team visit, the number of recommendations to be addressed in the annual report was reduced to 15. In 2002, based on the progress of State System institutions and the fact that many of the recommendations are monitored through other processes, the State Regents further reduced the number of recommendations subject to reporting from 15 to seven (7).

In April 2010, in response to concerns about grade inflation, the number of recommendations were further reduced to six (6), after the State Regents Academic Affairs Committee reviewed the GPA requirements for teacher education students and determined that student grades were more a result of the required 3.0 GPA for admission into a teacher education program than from any other source. Additionally, Oklahoma public institutions with teacher education programs require that teacher candidates have, among other requirements, a minimum 2.5 GPA in all their coursework (including upper division courses) before successfully exiting a program.

In 2018, further review of the recommendations by the Academic Affairs Committee, along with subsequent meetings with the Office of Educational Quality and Accountability (OEQA), led to modification of the criteria to be addressed in recommendation three (3), academic preparation in elementary education. Due to the changing accountability measures for EPPs and their ongoing efforts to improve their programs for students, the criteria for this recommendation was modified to address academic preparation for all of their programs. It is important for EPPs to show how data drives programmatic changes to facilitate more effective teaching and learning outcomes for their students.

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the twenty-third annual report, covers the 2019-2020 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents' annual reporting requirements are merged with those of the OEQA in order to streamline the reporting from the institutions. In an effort to further improve reporting measures from the institutions, a continual review will be conducted by these agencies in collaboration with higher education deans.

POLICY ISSUES:

As noted above, the information and actions described in this report are consistent with the State Regents' teacher education initiative, the Academic Planning/Resource Allocation (APRA) effort, and the State Regents' commitment to efficiency and excellence.

ANALYSIS:

Over 25 years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. Since this time, the Assistant Vice Chancellor for Teacher Preparation and Special Programs meets regularly with teacher education deans across the State System to maintain the gains in the quality of teacher education programs. Some general findings about the previous year's compiled reports are provided below.

- Graduate programs are still examined for rigor and support. In 2019-2020, EPPs conditionally admitted 90 teacher education graduate students, down from 95 last year. Those graduate students who moved forward in their respective programs completed the required remediation to meet admission requirements. Of the twelve institutions that have EPPs, almost half of them either no longer admit graduate students conditionally or do not have graduate programs.

- The 12 universities continuously examine individual program requirements. For 2019-2020, EPPs have continued to align their curricula and assessments with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, programmatic standards, Council for the Accreditation of Educator Preparation (CAEP) standards, and the Oklahoma Academic Standards (OAS). EPPs have also focused heavily upon streamlining assessments in an effort to generate quality data for program improvement. One major change that is occurring within EPPs is the transitioning of their candidates to a mandatory performance assessment effective Fall 2021, namely the Praxis Performance Assessment for Teachers (PPAT), as the Oklahoma Professional Teaching Examination (OPTE) – a paper-pencil test - is being phased out. Additionally, the colleges are continuing to focus on content knowledge instruction and assessment strategies for teacher candidates. Other program changes driven by data analysis include the incorporation of more rigorous and diverse practicum experiences, curriculum changes to better prepare candidates to meet P-12 needs, and a focus on instructional strategies for classroom management, math and reading.

Overall, EPPs are using data to streamline course effectiveness and make adjustments to key assessments, preparing pre-service teacher candidates to implement research based instructional strategies for the classroom, improve their ability to effectively teach diverse student populations, and emphasize professional growth that impacts student learning.

- In recent years, although institutions have been impacted negatively by the budget shortfall, EPPs report continued investment in instructional technology in varying amounts for a variety of needs, ranging from computers and software to technological accessories (i.e. virtual reality headsets, software licenses, lab supplies, etc.) and video/visual/audio equipment (i.e. camera docking stations, instructional digital displays, digital cameras, webcams, etc.). Due to the onset of the global pandemic caused by COVID-19 which emerged in the spring 2020, the effective use of technology in EPPs for academic and instructional use could not be more important. A number of universities also reported purchases that included repairs, replacements and upgrades to technological equipment such as computers, printers, laptops, and other hardware. Institutions conduct mandatory equipment, software, and infrastructure maintenance and continue to utilize items purchased in previous academic years (i.e., iPads, Amazon Fire Tablets, Chromebooks, lab equipment for instructional technology, laser printers, and other interactive technology such as digital recording devices, etc.).

Additionally, new technologies have been integrated into institutions to help improve instruction and inform pre-service teachers how to model effective use of technology in K-12 classrooms. Such technology includes the use of Mimio touch displays, sensor technology, simulated modules, Apple TV, video observation software to support distance learning, and Zoom. Some institutions upgraded network infrastructures and included cyber security mechanisms to assist with the protection of their network and operating systems. Emphasis is placed on instructional and technical support, as well as general maintenance which includes funding for IT Support and Technology Specialists.

- Faculty members at all 12 universities report a variety of methods of attaining appropriate professional development. Many participated in college-sponsored activities, as well as attended and presented at local, state and national conferences. Professional development reflected a strong focus on instructional strategies, content knowledge, teaching methodologies, research and technology. Additionally, the Oklahoma State Regents for Higher Education (OSRHE) policy directs that each faculty member spend a minimum of ten clock hours per academic year in the public schools to meaningfully interact with P-12 students, teachers, and administrators.

- All 12 EPPs report strong interaction with arts and sciences faculty. One of the primary methods mentioned by most universities includes participation by arts and sciences faculty on a variety of committees in the teacher education college. Arts and sciences faculty members assist EPPs in coursework for pre-service teachers and data analysis. Arts and sciences faculty members also make recommendations to EPPs for program improvement.

Supplement available upon request.

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AGENDA ITEM #24:

Proposed Executive Session.

SUBJECT: 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 Knox v. Oklahoma State Regents for Higher Education, CJ-2020-2383, Oklahoma County District Court if the board, 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.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Rose State College, Student Union

MINUTES

Eight Hundred and Thirteenth Meeting



May 28, 2021

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Rose State College, Student Union

Minutes of the Eight Hundred and Thirteenth Meeting
May 28, 2021

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Rose State College, Student Union

**Minutes of the Eight Hundred and Thirteenth Meeting
of the
Oklahoma State Regents for Higher Education
May 28, 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 a special meeting at 9:30 a.m. on Friday, May 28, 2021 at the Rose State College Student Union. This special meeting was filed with the Secretary of State on May 18, 2021. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Ann Holloway called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Jay Helm, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven W. Taylor.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Turpen made a motion, seconded by Regent Helm, to approve the minutes of the State Regents' meeting on April 15, 2021. Voting for the motion via roll call were Regents Sherry, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Holloway began by congratulating Chancellor Glen D. Johnson on his recent honor at the legislature for his many years of service to the State of Oklahoma. She asked that the video of the presentation of Senate Concurrent Resolution 10 that was presented to Chancellor Johnson be played. Chair Holloway congratulated and thanked

Chancellor Johnson again, then provided an update on the status of the search for Chancellor Johnson's successor. She noted that the position profile had been finalized and would be made public on Friday, May 28, 2021, along with a press release and the launch of a website that was created to keep members of the public and other key stakeholders advised of the status of the search.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Glen D. Johnson began by thanking Chair Holloway for her remarks on the honor he received. He stated that this year the legislature had been historic, with higher education receiving a \$42.4 million increase over the FY21 appropriations, noting that this was the largest increase for higher education since 2008. He then discussed then briefly discussed a few of the recommendations for the FY22 budget, adding that these recommendations would be looked at in greater detail later in the meeting. He concluded his remarks by thanking everyone for their collective effort in making it a very successful budget year.
6. **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 April 6, 2021 through May 17, 2021.
7. **STATE REGENTS.** Chancellor Glen D. Johnson introduced Judge Kathryn Savage. Judge Savage administered the Oath of Office to State Regent Courtney Warmington from Oklahoma City, Oklahoma. Regent Warmington provided remarks.
8. **WELCOME.** Rose State College President Jeanie Webb welcomed the State Regents back to Rose State College, stating that it was nice to see everyone's faces without masks. She thanked the State Regents and Chancellor Johnson for their continued support through the pandemic, adding that the institution presidents always look to the State Regents and Chancellor for leadership. President Webb mentioned that Rose State College was recognized as a Center for Workforce Excellence for

Aerospace and Cyber Security, and highlighted their partnership with Tulsa Community College and Oklahoma State University Institute of Technology. President Webb concluded her remarks by discussing the importance of the partnerships among the higher education community.

9. **HIGHER EDUCATION DISTINGUISHED SERVICE AWARD.** This item was taken after the Budget Report and Revenue Update. Chancellor Glen D. Johnson and the State Regents presented Representative Mike Osburn with the 2020 Higher Education Distinguished Service Award for his support during the 2021 legislative session and thanked him for his service. Representative Osburn provided remarks about the important role education plays in the development of the state.

10. **REHEARING REQUEST.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke provided background on the item and explained the academic program approval process. Chair Holloway then discussed the protest hearing on April 1, 2021, stating that subsequent to that hearing, the State Regents considered and unanimously approved on a 9-0 vote a request from Oklahoma State University (OSU) to offer the Bachelor of Science in Business Administration in Accounting through OSU-Tulsa, which was protested by Northeastern State University, at the State Regents' meeting on April 15, 2021. She stated that following the approval of OSU's request at the April 15, 2021 meeting, the State Regents received an application from Northeastern State University (NSU) and the Regional University System of Oklahoma (RUSO) for a rehearing, reopening or reconsideration of OSU's request to offer the Bachelor of Science in Business Administration in Accounting through OSU-Tulsa. Northeastern State University President Steve Turner recognized Mr. Tom Wolfe to provide remarks on behalf of both RUSO and NSU. Oklahoma State University President Burns Hargis recognized Associate General Counsel Ms. Brandee Hancock to provide remarks on behalf of OSU. Oklahoma State University Spears School of Business Dean Ken Eastman addressed NSU's argument that the program is duplicative, and also discussed accreditation and collaboration. Mr. Wolfe provided a rebuttal on

behalf of NSU. Oklahoma State University President Burns Hargis provided a rebuttal on behalf of OSU. Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke provided data regarding the number of students in each respective program that sat for the CPA test. There was no motion to reconsider. Chair Holloway stated that the action taken by the State Regents at their meeting on April 15, 2021, which unanimously approved on a 9-0 vote OSU's request to offer the Bachelor of Science in Business Administration in Accounting through OSU-Tulsa, stands.

11. **CHANCELLOR HANS BRISCH SCHOLARSHIP PROGRAM AWARD.** This item was taken out of order, after the welcome by Rose State College President Jeanie Webb. Regent Hickman made a motion, seconded by Regent Helm, to approve the individuals selected as 2021 Chancellor Hans Brisch Scholarship Program honorees and ratify payment of the scholarship award. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

12. **COUNCIL FOR ONLINE LEARNING EXCELLENCE AWARDS.** Regent Taylor made a motion, seconded by Regent Helm to recognize the 2021 Council for Online Learning Excellence Awards to honor outstanding faculty, staff, institutions, teams, or groups for their work in advancing online learning in Oklahoma. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

13. **BUDGET REPORT AND REVENUE UPDATE.** Interim Vice Chancellor for Budget and Finance Ms. Sheri Mauck provided State Regents with a report on the State budget, gross production tax, and revenue. Ms. Mauck stated that the general revenue collections through April

2021 totaled \$736.6 million, or \$72.6 million (9.0 percent) below the monthly estimate. She noted that the reduction was primarily driven by the extension in the deadline for filing income taxes from April 15 to June 15, 2021. Ms. Mauck added that individual income tax collections were down \$194.7 million or 44.6 percent for the month of April, while gross production natural gas collections were up \$66.4 million or 386.9 percent, and outpaced natural gas collections from April 2020 by \$71.9 million or 609.9 percent. She stated that the cumulative FY2021 total general revenue collections through April (July 2020 – April 2021) fell slightly below the estimate by \$45.1 million or 0.8 percent. This overall year-to-date collection total still reflects that State revenues are continuing to stabilize moving through the COVID-19 pandemic. Ms. Mauck concluded by discussing the reported expenditures of CARES/CRRSAA Act spending by institutions, noting that as of March 31, 2021, the expenditures totaled \$147.6 million, with \$71.8 million of that total (48.6 percent) going to student grants and scholarships. She added that this total includes not only funding from the Higher Education Emergency Relief Fund (HEERF) but all sources made available to institutions through the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act and federal stimulus allocations.

14. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Ms. LeeAnna McNally provided State Regents with an update on legislative activity. Ms. McNally began by stating that it had been a wonderful session, both in regard to budget and policy. She highlighted House Bill 1962 by Representative Jadine Nollan and Senator Marty Quinn, specifying qualified higher education expenses to fall in line with section 529 of the Internal Revenue Code, bringing those definitions together to make sure that when students are applying for financial aid that all definitions are congruent. Ms. McNally discussed House Bill 2874 by Representative Kevin Wallace and Senator Roger Thompson, which adds the University Hospitals Trust to those exempt from sales tax. She discussed House Bill 2943 by Representative Charles McCall and Senator Greg Treat which transfers the University Center of Southern Oklahoma to Murray State College and renames it

Murray State College at Ardmore. Ms. McNally highlighted that his was a completely voluntary merger. She also discussed Senate Bill 261 by Senator John Michael Montgomery and Representative Melissa Provenzano regarding the Oklahoma Student Borrower's Bill of Rights. She highlighted Senate Bill 292 by Senator John Haste and Representative Nollan which creates a task force to study the concurrent enrollment needs of the State, noting that this will be a fourteen-member Task Force that will begin this year. She discussed House Bill 1821 by Representative Toni Hasenbeck and Senator Dewayne Pemberton regarding increasing the flexibility of the use of Tuition Aid Grants. Ms. McNally concluded her update by highlighting Senate Bill 132 by Senator David Bullard and Representative Rhonda Baker regarding extending the application window for Oklahoma's Promise to the eleventh grade, and Senate Bill 639 by Senator Adam Pugh and Representative Rhonda Baker regarding Oklahoma's Promise and specific reporting requirements.

15. **TASK FORCE REPORTS.**

- a. **Online Education Task Force.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke began by stating that the pandemic accelerated a lot of work in the online area. She stated that the Online Consortium of Oklahoma recently elected Mr. Brett King as the new Chair. She stated that OCO was accepted for a year-long program with the Open Educational Resources Institute. Work on microcredentials with Credly Acclaim, working with Carl Albert State College ***. Executive Digital Accessibility summit, in discussion with managed contracts regarding online integrity and proctoring, finding ways to collaborate for discounts. Quality Matters workshops, 177 workshop enrollments in spring and summer of 2021 – discounted opportunities for institutions, saved around \$17,000 for institutions. OCO has launched their OER Basics Course and Beyond, looking at intermediate skill level OER obtained and microcredentialing. COLE and OneNet are developing virtual reality production kits that can be checked out by institutions that will hopefully be ready this summer or fall. Holding Online Planning Retreat in early July for

initiatives to be taken in the fall.

- b. **State Regents Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Ms. Angela Caddell began by providing an update on the Campus Safety and Security Summit planned for November 1 at the Reed Center in Midwest City. She stated that they are working with their summit partners on content development for breakout sessions. She shared that the Oklahoma Office of Homeland Security is going to sponsor the keynote speaker, Scott Lewis, who is a nationally-recognized expert on maximizing the efficacy of campus behavioral intervention teams. Ms. Caddell also discussed the partnership with the Oklahoma Department of Mental Health and Substance Abuse Services regarding their past offering of mental health first-aid training, instructor training, and national certification training for campus personnel. to provide mental health first-aid training on campuses. She stated that they are currently planning additional mental health first-aid training opportunities for more campuses, and to train new instructors to provide training. Ms. Caddell concluded by stating that the next Campus Safety and Security Task Force meeting is Tuesday, June 8, 2021.

16. **E&G BUDGET.** This item was taken out of order, after the Higher Education Distinguished Service Award presentation. Regent Helm made a motion, seconded by Regent Parker, to approve the allocation of state appropriated funds to institutions and programs for FY2022 and acceptance of FY22 Budget Principles and Guidelines. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none. Chancellor Johnson, discussing a specific component of the allocation, introduced Representative Nicole Miller to provide remarks regarding the recommendation of \$2 million of the allocation for funding the National Guard Tuition Waiver. Representative Miller provided remarks.

17. **POLICY.** Regent Helm made a motion, seconded by Regent Parker, to approve a one-time exception to policy to waive certain academic service fees in order to relieve the unexpected costs associated with the shift to online courses and services that are unavailable to students for the Summer and Fall 2021 terms. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.

18. **TUITION.** Regent Helm made a motion, seconded by Regent Parker, to approve the FY22 Tuition and Mandatory Fee Principles and Guidelines for dissemination to state system presidents and governing boards. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.

19. **CONTRACTS AND PURCHASES.**
 - a. Regent Helm made a motion, seconded by Regent Casey, to approve FY-2021 purchases for amounts that are in excess of \$100,000. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.

 - b. Regent Helm made a motion, seconded by Regent Parker, to approve FY-2022 purchases for amounts that are in excess of \$100,000. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Regent Taylor voted in favor of all purchases but abstained from the vote on the section referencing American Telephone and Telegraph Corporation. Voting against the motion were none.

20. **INVESTMENTS.** This item was deleted.

21. **NEW PROGRAMS.**

- a. Regent Parker made a motion, seconded by Regent Helm, to approve a request from the University of Oklahoma to offer the Doctor of Philosophy in Data Science and Analytics. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.
- b. Regent Helm made a motion, seconded by Regent Casey, to approve a request from Cameron University to offer the Certificate in Cybersecurity. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.
- c. Regent Taylor made a motion, seconded by Regent Helm, to approve a request from Northeastern State University to offer the Certificate in Operations and Supply Chain Management. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.
- d. Regent Taylor made a motion, seconded by Regent Parker, to approve a request from the University of Central Oklahoma to offer the Bachelor of Science in Computer Engineering and the Certificate in Leadership. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.
- e. Regent Taylor made a motion, seconded by Regent Parker, to approve a request from Carl Albert State College, Eastern Oklahoma State College, Murray State College, Northern Oklahoma College, Oklahoma State University Institute of Technology, Redlands Community College, Rogers State University, Rose State College, Seminole State College, and Western Oklahoma State College to offer the Associate in Applied Science in Applied Technology as a statewide collaborative program. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.

22. **PROGRAM DELETIONS.** Regent Hickman made a motion, seconded by Regent Helm, to approve a request from Redlands Community College to delete the Associate in Applied Science in Equine Science Assisted Therapy and the Certificate in Equine Therapeutic Instructor Training, and a request from Seminole State College to delete the Associate in Applied Science in Applied Technology. Voting for the motion via roll call were Regents Sherry, Warmington, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.
23. **HIGH SCHOOL COURSES FOR COLLEGE ADMISSION.** Regent Hickman made a motion, seconded by Regent Casey, to ratify a request to approve high school courses for college admission. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.
24. **POLICY.**
- a. Regent Hickman made a motion, seconded by Regent Helm, to approve proposed revisions to the Institutional Admission and Retention policy. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.
 - b. Regent Hickman made a motion, seconded by Regent Parker, to approve revisions to policies related to accreditation and state authorization. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.
 - c. Regent Hickman made a motion, seconded by Regent Casey, to approve revisions to the Concurrent Enrollment policy. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.

25. **TEST-OPTIONAL ADMISSION PILOT PROGRAM.**
- a. Regent Hickman made a motion, seconded by Regent Casey, to approve requests by Rogers State University and Tulsa Community College to modify their approved test-optional admissions pilot projects. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Holloway, Casey, and Hickman. Voting against the motion were none.
 - b. Regent Hickman made a motion, seconded by Regent Helm, to approve the test-optional admission policy pilot project for Cameron University, East Central University, Eastern Oklahoma State College, Langston University, Northeastern State University, Oklahoma Panhandle State University, Oklahoma State University Institute of Technology, Redlands Community College, and Western Oklahoma State College for a period of five years, ending in 2026. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Holloway, Casey, and Hickman. Voting against the motion were none.
26. **PRIOR LEARNING ASSESSMENT.** Regent Hickman made a motion, seconded by Regent Casey, to approve modifications, deletions, and additions to the system faculty's prior learning assessment matrix for technical education. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.
27. **STUDENT ASSESSMENT.** Regent Hickman made a motion, seconded by Regent Parker, to approve the Student Assessment Plans as required by the Assessment and Remediation policy. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.
28. **OKLAHOMA TUITION AID GRANT.** Regent Hickman made a motion, seconded by Regent

Taylor, to approve the proposed 2021-2022 award schedule for the Oklahoma Tuition Aid Grant program. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.

29. **STATE AUTHORIZATION.** Regent Hickman made a motion, seconded by Regent Parker, to authorize and re-authorize private and out-of-state institutions to operate in Oklahoma. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.
30. **CONSENT DOCKET.** Regent Helm made a motion, seconded by Regent Hickman, to accept the following recommendations in the Consent Docket:
- a. Programs. Program Modifications. Approval of institutional requests.
 - b. Suspensions. Approval of institutional requests.
 - c. Reconciliations. Approval of institutional requests.
 - d. Academic Nomenclature. Ratification of Oklahoma State University's request to establish a new department.
 - e. Electronic Delivery.
 - (1) Northeastern State University. Approval to offer the following existing programs via electronic delivery: Bachelor of Arts in Geography and Sustainability Studies, the Bachelor of Business Administration in Information Systems, and the Bachelor of Technology in Technology.
 - (2) University of Central Oklahoma. Approval to offer the existing Bachelor of Business Administration in Finance via electronic delivery.
 - f. State Authorization Reciprocity Agreement. Ratification of institutional requests to continue participation in the State Authorization Reciprocity Agreement.
 - g. Operations. Ratification of purchases over \$25,000.

h. Non-Academic Degrees.

- (1) Ratification of a request from the University of Oklahoma to award an honorary degree in absentia.
- (2) Ratification of a request from the University of Oklahoma to award a posthumous degree.
- (3) Ratification of a request from Cameron University to award a posthumous degree.
- (4) Ratification of a request from Oklahoma Panhandle State University to award posthumous degrees.

i. Resolution. Resolutions honoring retiring staff.

Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.

31. **REPORTS.** Regent Taylor made a motion, seconded by Regent Parker, to acknowledge receipt of the following reports:

- a. Programs. Current Status Report on Program Requests. (Supplement)
- b. Annual Reports.
 - (1) Oklahoma College Savings Plan Annual Program Update for 2020.
 - (2) Chiropractic Education Scholarship Program 2020-2021 Year End Report.
 - (3) Future Teachers Scholarship Program 2020-2021 Year End Report.
 - (4) Tulsa Reconciliation Education and Scholarship Program 2020-2021 Year End Report.
 - (5) William P. Willis Scholarship 2020-2021 Year End Report.
 - (6) National Guard Tuition Waiver 2020-21 Year End Report and Institutional Reimbursement.

Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none.

32. **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.

33. **PROPOSED EXECUTIVE SESSION.** This item was taken after the Reports.

- a. 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 Knox v. Oklahoma State Regents for Higher Education, CJ-2020-2383, Oklahoma County District Court if the board, 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 Parker made a motion, seconded by Regent Helm, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion via roll call were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Taylor. Voting against the motion were none. Regent Turpen was not present for the vote to enter executive session.
- b. Following executive session discussion, open session resumes.

- c. Regent Turpen made a motion, seconded by Regent Helm, to exit executive session. Voting for the motion were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen and Taylor. Voting against the motion were none.
34. **RECOGNITION OF REGENT RON WHITE.** Regent Parker made a motion, seconded by Regent Helm, to approve a resolution honoring Regent Ron White for years of service. Voting for the motion were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor.
35. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Holloway announced that the next regular meetings are scheduled to be held Wednesday, June 23, 2021 at 10:30 a.m. and Thursday, June 24, 2021 at 9:00 a.m. at the State Regents Office in Oklahoma City.
36. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Ann Holloway, Chairwoman

Michael C. Turpen, Secretary

STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**PUBLIC HEARING
on Tuition and Fees**

Friday, May 28, 2021

Rose State College, Student Union 2nd Floor Ballroom, 1920 Hudiburg Drive in Midwest City
and via Zoom Videoconference

Regent Ann Holloway: I call the meeting to order. Everyone please have a seat. Chancellor, has this meeting been filed and posted as required?

Chancellor Glen D. Johnson: Yes, it has, Madam Chair.

Regent Ann Holloway: I would like to call this public hearing to order. We do not even have to do a roll call vote at this time. Before we start the public hearing portion of the meeting, let's review the tuition and fee items that will be the focus of the testimony. The information has been posted on the State Regents' website. Chancellor, would you like to comment on these issues?

Chancellor Glen D. Johnson: I will, Madam Chair and Regents. Thank you and good morning, good morning to those that are joining us remotely for our State Regents' meeting. I think I want to provide a bit of background information as we have our hearing that we schedule every year on tuition and fees for the public to comment on what is a very important matter for students, and for parents, and for administrators and faculty in the higher education community. We thought it might be good, as we start, to look at a snapshot of what the history has been with regard to tuition and fees in Oklahoma higher education over the last ten to twelve years.

If you look at that first slide that we have, you can see that unlike the national trend, we all know that in many states there have been double digit tuition increases and fee increases in many states. When we say double digit, California as an example, had back to back years of twenty-six and twenty-seven percent increases, and so if you, Janet, let's go ahead and put that first slide up if you can, there we go. You look at our trend in Oklahoma higher education over the last twelve years, you can see that we have had an average annual increase of 4.4 percent, below five percent. And over the last twelve years, as you can see the trend going to sixteen and seventeen, when it was 8.4 percent, that did coincide with one of the larger cuts that not only higher education but state government experienced during the downturn. Last year, it's worth noting that the average tuition and mandatory fee increase was 1.3 percent. We had fourteen of our institutions that asked for no increase in tuition and fees last year, so, I would offer this particular bit of information today as a testament to the fact that our process works, where we have limits set by the legislature, we have input from both students and faculty in the process, the institutional president makes the recommendation on tuition to his or her Board of Regents, that recommendation then comes to the State Regents, we have this hearing today, and then of course at our meeting in June we will spend the entire Wednesday of our meeting, the, I believe the twenty-third of June, going over this issue in addition to the budget request for the institutions. So, we have a very comprehensive effort in Oklahoma higher education to review tuition and fees. I think the end

result shows that we have been prudent in our responsibility, and again we have kept tuition and fees below five percent, which is remarkable, not only in this region but across the country.

Going to the next slide, it's always good to have external validation. We looked at the most recent *U.S. News and World Report* on this, ranking out of the fifty states, Oklahoma higher education has the eleventh lowest for tuition and fees and also the eleventh lowest for student loan debt at graduation. Both good places to be. And I think along those lines, we also should note that we have a different story on student debt in Oklahoma higher education, in comparison to the rest of the country. According to the most recent data from our project on student debt from November of 2020, 53 percent of our students leave our colleges and universities as they graduate without any student loan debt, zero loan debt. Again, this ranks us eleventh in the nation, and our, those that do carry loan debt is much lower from a percentage standpoint, than the national average. So, we today take this hearing on tuition and fees very seriously.

As a Regent body we devote whatever time is necessary to hear from those not only in the higher education community, but from the public in terms of their views on tuition and fees. And with that, Madam Chair and Regents, I will turn it back to you. I think, before we do that, I believe that we do have some additional information that Sheri Mauck will provide before we actually get into our hearing. So, at this point, would recognize our Interim Vice Chancellor for Budget Sheri Mauck. Good morning, Sheri.

Sheri Mauck: Good morning. Good morning, Regents. In order to fill both the statutory and policy requirements, the State Regents are authorized...

Chancellor Glen D. Johnson: Sheri, you might speak up just a bit.

Sheri Mauck: The State Regents are authorized to establish resident and non-resident tuition and mandatory fees within limits prescribed by the legislature. Each year, our staff compiles data of tuition and mandatory fee rates charged at peer institutions within each respective tier. The FY22 legislative peer limits for tuition and mandatory fees for undergraduate, graduate, and professional programs were posted at the April 15th State Regents' meeting and are currently posted on our website. The peer limits are defined by each respective tier: research, regionals, including two unique categories for the urban four-year institution UCO and the four-year liberal arts university USAO, and the two-year community college tier. Professional programs also have unique peer limits that are defined by specific programs offered. The FY22 peer limits for undergraduate resident students represent increases from FY21 peer limits of 5.3 percent for the research tier, 2.7 percent for the regional tier, and a decrease of 1.9 percent for the two-year community college tier. Oklahoma institutions will submit their requests for FY22 tuition and mandatory fees for approval in the June meeting. Those rates may not exceed the average of the respective tiers as shown in the tables that were included in the posting in April and is included on our website.

The second item that you will be addressing today was also posted on April 15th and is available on the website. And it is a list of institutional requests for changes to academic service fees for FY22. These academic service fees are required in addition to tuition and mandatory fees for students enrolled in certain courses of instruction, such as laboratory courses, specific service fees for testing or assessment fee, as examples. There are eighteen institutions that have requested a total of 223 changes to academic service fees, and this represents a decrease of 156 requests or 70 percent from last year's requests. And this concludes my remarks, and Chancellor and Madam Chair, I return the podium to you.

Regent Ann Holloway: Thank you so much, Sheri. We do have several speakers who have asked to provide public testimony on these topics. We thank you for your interest and appreciate your willingness to engage in these public policy decisions. So, Chancellor, would you explain the ground rules?

Chancellor Glen D. Johnson: I will, Madam Chair and Regents. Let me briefly review our procedures for the hearing this morning. Each speaker will have three minutes to make comments. I'll ask our Vice Chancellor for Administration Kylie Smith to let us know when that time concludes. Each speaker is certainly allowed their full allotment of time. We ask that the speakers state their name, institution or the organization that they represent, if any. This is a public hearing on the topic of tuition and fees and we ask that our speakers do confine their comments to that topic. If any of our speakers have written materials or comments, they can submit those by way of email to Kylie Smith. We're here for the purpose today of listening to whatever our presenters provide to us. The State Regents may have questions at the end of the presentations of our speakers. I'm going to read the names of the individuals who have asked for an opportunity to comment on tuition and fees this morning. If there is anyone else in the audience or on Zoom who wants to be added to the list, is there anyone, if so, would again ask that you notify Kylie Smith over to my left at the desk. If you are participating remotely, you can click the "raise your hand" function in the webinar so that we may acknowledge you or you can let us know in the chat box that you would like to be added to the list of speakers.

So, let's kick it off. Our first speaker is Dr. Amanda Smith, the Chair of the Faculty Advisory Council. She represents Southwestern Oklahoma State University where she is an Associate Professor of Language and Literature. So, let's begin this morning by welcoming Dr. Smith. Good morning, Dr. Smith.

Kylie Smith: Is Dr. Smith in the room? We also do not see Dr. Smith on the webinar. Dr. Smith, if you are on the webinar, if you could chat with me and let me know what name you are logged in under, that would be great. Chancellor, we might go to our next while we wait.

Chancellor Glen D. Johnson: We will go to our next speaker who signed up to speak this morning. That speaker is Jakob Harmon, the Oklahoma Student Government Association President. He is a student at the University of Central Oklahoma. So, welcome, Jakob Harmon. Jakob are you participating?

Jakob Harmon: Okay. Yes.

Chancellor Glen D. Johnson: Good morning, Jakob.

Jakob Harmon: Good morning, as Chancellor Johnson said, my name is Jakob Harmon. I am the student state president for the Oklahoma Student Government Association and I am currently a student at UCO. This is my fourth year being a student in Oklahoma. And my first two years of college I was at Rose State College, where I was provided the opportunity to get a full-ride scholarship and not be in any debt there. Since then, I have transferred to the University of Central Oklahoma. And as the student president, I have had the opportunity to meet and talk with other state student presidents from across the United States and kind of talk to them about what they are dealing with with their tuition raises and fee raises at the state level. And what I can tell you is that Oklahoma is by far one of the better suited states for our students because our increases have not gone up near as much as other states have, specifically Ohio, which is where I was born and raised. I have talked to them a lot because I wanted to see how things were going. But yes, Oklahoma has been able to keep costs down pretty well. I know that there have been

some increases and some budget cuts in the higher education area, but even through all of that, we have been able to maintain decent tuition and fees for all of our students. As Chancellor Johnson said, we are the eleventh lowest in tuition costs and leaving college without debt. So, by far, pretty good standards and standards that I would like to keep. So, as far as that goes, I think that tuition and debt should stay as low as we can make it. And with that, I yield back.

Chancellor Glen D. Johnson: Thank you, Jakob. Do any of our Regents have any questions of Jakob this morning? Again, Jakob, we thank you for your comments. At this point, we'd ask if there are others who would like to speak on the topic of tuition and fees. Again, if you're participating remotely, click the "raise your hand" function in the webinar or type your name into the chat box. Do we have others who are in our meeting here at Rose State College or participating remotely today who would like to speak on the topic of tuition and fees?

Kylie Smith: I do not see anyone, Chancellor and Madam Chair.

Chancellor Glen D. Johnson: Okay. If we do not have any others wishing to speak, Chair Holloway, we will turn it back over to you for final comments and then after those final comments, adjournment of our public hearing on tuition and fees.

Regent Ann Holloway: Exactly. Again, the State Regents want to thank all of the individuals who have testified before us today, mainly Jakob. All written and oral commentary received today as well as commentary received via mail and electronic mail in the State Regents' office will be assembled and provided to all State Regents. If there are not other comments, then we are adjourned and the meeting...

Chancellor Glen D. Johnson: Regent Holloway, I guess...

Kylie Smith: I've got someone who would like to make comments.

Regent Ann Holloway: Okay great.

Kylie Smith: I apologize.

Regent Holloway: That's alright. And who is it?

Chancellor Glen D. Johnson: Do you have the name, Kylie?

Kylie Smith: Dr. Rachel Bates. I'm promoting her to be a panelist.

Chancellor Glen D. Johnson: Dr. Rachel Bates will be recognized for comments, three minutes on the topic of tuition and fees. Dr. Bates, good morning.

Dr. Rachel Bates: Good morning, Chancellor. Good morning, Regents. I do apologize. We had our Faculty Chair ready to speak but perhaps are having some technical issues on her end. So, I am prepared to read the remarks that she provided to me. So, I am going to just basically read those remarks for the record. Thank you for inviting me and allowing me this time to speak on behalf of the Faculty Advisory Council. My role here today, as I see it, is really to report to you the thoughts expressed by the council. During our May meeting, we had a chance to discuss tuition and fees, and I can tell you that faculty fully recognize the costs associated with higher education and appreciate efforts to keep the state system affordable for all Oklahoma families, despite decades of substantial budget challenges. I read with great interest Chancellor Johnson's

recent *Degrees of Progress* article in which he described higher education as an “investment in the future” and noted Oklahoma’s relatively low increases to tuition and fees compared with other states—our average of only 1.3 percent increases with 50 percent of our graduates still leaving college without student loan debt is both a point of pride and one of our best enticements for increasing enrollment, a topic on all of our minds as we deal with the aftermath of the pandemic. To that end, the Faculty Advisory Council recognizes the critical importance of keeping tuition costs as low as possible and recommends the lowest possible increase to tuition and fees. We see immense value in sustaining this financial incentive for students to pursue their college education in Oklahoma and hope to explore further incentives to encourage graduates to remain within the state, fulfilling critical occupations such as teachers and medical practitioners. I yield back the time, Chancellor.

Chancellor Glen D. Johnson: Okay, thank you very much, Dr. Bates. And again, those remarks were offered on behalf of Dr. Amanda Smith who is the Chair of the Faculty Advisory Council in Higher Education. So, Dr. Bates thank you for reading those comments into the record. And those comments will be part of our record. With that, I will turn it back over to Chair Holloway.

Regent Ann Holloway: If there are no other comments, then we are adjourned.

Regent Jeff Hickman: Madam Chair, there is a message showing up in that chat box. I don’t know, it shows up red, is there someone else wanting to speak? Or is that...

Kylie Smith: I believe that is the message that I sent to everyone letting them know if Dr. Smith was on, to please let me know what she was logged in under.

Regent Holloway: If there are no other comments, we are adjourned from this meeting and our State Regents’ meeting will begin promptly at 9:30.