OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

September 9, 2021

NOTE

This document contains recommendations and reports to the State Regents regarding items on the September 9, 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 September 9, 2021.

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

A G E N D A
655 Research Parkway, Suite 200
Oklahoma City, Oklahoma
Thursday, September 9, 2021 at 9 a.m.
Chair Jeffrey W. Hickman, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**

2. **Call to order.** Roll call and announcement of quorum.

3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.

4. **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 Award.** Presentation of Higher Education Distinguished Service Award. Page 3.

STUDENTS

7. **Item Deleted.** Page 5.

ACADEMIC

8. **New Programs.**

    a. Oklahoma State University. Approval to offer the Certificate in Food Safety, the Certificate in eSports, the Certificate in Travel and Tourism Management, the Graduate Certificate in Geographic Information Systems, and the Professional Science Masters in Geoscience. Page 7.

    b. Oklahoma State University Center for Health Sciences. Approval to offer the Doctor of Healthcare Administration in Healthcare Administration. Page 39.

    c. University of Central Oklahoma. Approval to offer the Education Specialist in School Psychology. Page 51.

    d. Rose State College. Approval to offer the Certificate in Leadership. Page 59.

FISCAL

EXECUTIVE

CONSENT DOCKET

REPORTS

32.   **Reports.**

(2)   Degrees conferred Academic Year 2019-2020. Page 271.

(3)   High School Indicators Reports Fall 2019.

        (a)   College Going Rates. Page 279

        (b)   GPA and Credit Hours. Page 281.

        (c)   ACT. Page 283.

(4)   Tuition and Fees Rate Book, FY2022. Page 287. (Supplement)

(5)   Student Cost Survey, FY2022. Page 289. (Supplement)

(6)   Cash Reserve Report for FY2022. Page 295. (Supplement)

(7)   Faculty Salary Report FY2021. Page 297. (Supplement)

(8)   Concurrent Enrollment Annual Report, 2019-20. Page 299. (Supplement)

33.   **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.

34.   **Proposed Executive Session.** Page 301.

     a.   Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(1) for the purpose of considering candidates for the position of Chancellor.

     b.   Enter into executive session.

     c.   Open session resumes.

     d.   Vote to exit executive session.

35.   **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."

36.   **Announcement of Next Regular Meeting – the next regular meetings are scheduled to be held on, Wednesday, October 20, 2021 at 10:30 a.m. and Thursday, October 21, 2021 at 9:00 a.m. at the State Regents Office in Oklahoma City.**

37.   **Adjournment.**

AGENDA ITEM #5:

> **Report of the Chancellor.**

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of June 11, 2021 through August 26, 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 June 11, 2021 through August 26, 2021:

- Participated in conference call with Representative Mark McBride to discuss higher education issues.
- Provided remarks on behalf of the State Regents at the press conference at Southwestern Oklahoma State University (SWOSU) in Weatherford announcing SOWSU's largest-ever donation to build the Jerry and Margaret Hodge Pharmacy & Rural Healthcare Center.
- Attended and provided remarks via video at the retirement event honoring Northern Oklahoma College (NOC) President Cheryl Evans at NOC-Tonkawa.
- Participated in conference call with University of Oklahoma (OU) President Joe Harroz to discuss higher education issues.
- Participated in conference call with Rose State College (RSC) President Jeanie Webb to discuss higher education issues.
- Provided remarks on behalf of the State Regents at a retirement event honoring Southwestern Oklahoma State University (SWOSU) President Randy Beutler at SWOSU in Weatherford.
- Met with Representative Mark McBride in Oklahoma City to discuss higher education issues.
- Participated in conference call with Carl Albert State College (CASC) President Jay Falkner to discuss higher education issues.
- Participated in conference call with Southeastern Oklahoma State University (SEOSU) President Thomas Newsom to discuss higher education issues.
- Participated in a conference call with Cameron University (CU) President John McArthur and Carl Albert State College (CASC) President Jay Falkner to discuss higher education issues.
- Participated in a conference call with Oklahoma Banking Commissioner Mick Thompson to discuss higher education issues.
- Participated in the American Association of State Colleges and Universities (AASCU) Council of State Representatives Virtual Meeting.
- Participated in a conference call with State Higher Education Executive Officers Association (SHEEO) President Rob Anderson to discuss SHEEO issues.

- Participated in a conference call with Cameron University (CU) President John McArthur to discuss higher education issues.
- Provided remarks on behalf of the State Regents at the Engineering Initiative Summit at OSU's Discovery Center in Oklahoma City.
- Attended a reception for Oklahoma State University (OSU) President Kayse Shrum in Oklahoma City.
- Participated in a conference call with Dr. Rita Hilton regarding the State Higher Education Executive Officers Association (SHEEO) Pre-Conference Meeting on Leadership.
- Participated in a conference call with Carl Albert State College (CASC) President and Council of President's chair Jay Falkner to discuss higher education issues.
- Provided remarks on behalf of the State Regents at the Council of Retired Presidents luncheon in Oklahoma City.
- Participated in a conference call with University of Central Oklahoma (UCO) President Patti Neuhold-Ravikumar to discuss higher education issues.
- Met with Representative Mark McBride in Oklahoma City to discuss higher education issues.
- Participated in conference call with Langston University (LU) President Kent Smith to discuss higher education issues.
- Received the Oklahoma Academy's Key Contributor Award at the Annual Academy Salute in Tulsa.
- Participated in Council of Presidents Task Force on Pandemic Relief Funding virtual meeting by Zoom.
- Chaired the EPSCoR State Director Search Committee interviews at the State Regents' office in Oklahoma City.

AGENDA ITEM #6:

Higher Education Distinguished Service Award.

SUBJECT: Presentation of Higher Education Distinguished Service Award.

This will be an oral presentation.

AGENDA ITEM #7:

Item Deleted.

AGENDA ITEM #8-a:

> **New Programs.**

SUBJECT: Oklahoma State University. Approval to offer the Certificate in Food Safety, the Certificate in eSports, the Certificate in Travel and Tourism Management, the Graduate Certificate in Geographic Information Systems, and the Professional Science Masters in Geoscience.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's requests to offer the Certificate in Food Safety at OSU-Stillwater and OSU-Tulsa via traditional and electronic delivery, the Certificate in eSports, the Certificate in Travel and Tourism Management via traditional and electronic delivery, the Graduate Certificate in Geographic Information Systems via traditional and electronic delivery, and the Professional Science Masters in Geoscience with options in Geophysics, Petroleum Geosciences, and Hydrogeology at OSU-Tulsa 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 Food Safety.** 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 5 students in 2025-2026.

> - **Certificate in eSports.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 6 students in Fall 2023; and
>   Graduates: a minimum of 4 students in 2023-2024.

> - **Certificate in Travel and Tourism Management.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 13 students in Fall 2025; and
>   Graduates: a minimum of 5 students in 2025-2026.

> - **Graduate Certificate in Geographic Information Systems.** 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.

> - **Professional Science Masters in Geoscience.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 4 students in Fall 2023; and

Graduates: a minimum of 2 students in 2023-2024.

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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs. As a result of the APRA process, a net of 93 academic programs have been eliminated.

After 30 years of documenting institutions' successful efforts to prioritize programs through APRA, along with recommendations from the Task Force on the Future of Higher Education to expand collaboration and limit program duplication, it is appropriate to reset the Net Reduction table to monitor the next 30 years of progress on this initiative, beginning with the 2021-2022 academic year.

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

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

Program Review

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

78	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
108	Baccalaureate Degrees
81	Master's Degrees
51	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 Certificate in Food Safety at their October 23, 2020 meeting, the Certificate in eSports and the Graduate Certificate in Geographic Information Systems at their March 5, 2021 meeting, and the Certificate in Travel and Tourism Management and the Professional Science Masters in Geoscience at their April 23, 2021 meeting. OSU is currently approved to offer the following degree programs through online delivery:

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);

- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- 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 n 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);
- Graduate Certificate in Business (298);
- Bachelor of Arts in History (120);
- Bachelor of Science in Sociology (184); and
- Bachelor of Arts in Sociology (258).

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:

Certificate in Food Safety

Program purpose. The proposed certificate will provide students with food safety training that will help food companies meet the demands of suppliers, customers, and consumers.

Program rationale and background. The Animal and Food Sciences department is one of the largest departments at OSU with over 1,000 undergraduate students. In 2015, a Food Safety option was added to the Bachelor of Science in Agricultural Sciences and Natural Resources in Food Science (361). The option addition was driven by the advisory board of the Robert M. Kerr Food and Agricultural Products Center. The addition of faculty and courses in the food safety area has resulted in increased interest in food safety from non-Food Science majors.

Employment opportunities. Graduates of the certificate program can find food safety jobs in agriculture, product development, manufacturing, labeling, regulatory approvals, marketing, and distribution. Typical employers include food science companies, regulatory agencies, processing plants, manufacturing operations, retailers, research and academic institutions, biotechnology firms, and trade associations. Some of the most common job titles in the food safety industry include food safety specialist, food inspector, food science technician, food safety manager/quality assurance manager, and compliance officer. Oklahoma Employment Security Commission (OESC) data project that employment for agricultural and food science technicians will grow 4.2 percent between 2018 and 2028. In addition, the U.S. Bureau of Labor Statistics suggests that employment of agricultural and food science technicians is projected to grow 4 percent from 2019 to 2029. OSU anticipates steady enrollment in the proposed certificate considering the statewide and nationwide demand for food safety professionals.

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	5	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 certificate, employer demand for the certificate, 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 certificate may share similar content with the following program:

Institution	Existing Program
Eastern Oklahoma State College	Certificate in Meat Processing and Food Safety (071)

A system wide letter of intent was communicated by email on April 2, 2021. The University of Central Oklahoma (UCO) and the University of Oklahoma (OU) requested copies of the proposal, which were sent on April 19, 2021 and May 17, 2021, respectively. Neither UCO, OU, 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 Certificate in Food Safety will consist of 18 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Certificate in Food Safety

Content Area	Credit Hours
Required Courses	7
Electives	11
Total	**18**

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

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

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

Program resource requirements. Program resource requirements for the Certificate in Food Safety 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	$6,408	$12,816	$19,224	$28,836	$38,448

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 4, 6, 9, and 12, 18 credit hours of enrollment, and in-state tuition and fees of $178 per credit hour.					
TOTAL	**$6,408**	**$12,816**	**$19,224**	**$28,836**	**$38,448**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$6,406	$12,813	$19,219	$28,829	$38,438
Explanation: Funds will cover a portion of 1 faculty member's average salary of $104,000 (i.e., .0616 FTE in year 1, .1232 FTE in year 2, .1848 FTE in year 3, .2772 in year 4, and .3696 in year 5).					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$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	**$6,406**	**$12,813**	**$19,219**	**$28,829**	**$38,438**

Certificate in eSports

Program purpose. The proposed certificate will prepare students for various communication-related eSports careers in areas such as broadcasting, game design, event management, journalism, and personal branding through exposure to cutting-edge digital production techniques and state-of-the-art research tools in advertising and public relations, including media monitoring, artificial intelligence-human in the loop-learning, big data management, eye-tracking, and psychographic research.

Program rationale and background. The OSU Student Union is developing a $500,000 state-of-the-art eSports studio. The School of Media and Strategic Communications (SMSC) partnered with Student Union Services, and the Gamers of OSU eSports club, the largest club on campus, which has more than 600 members, to develop the proposed certificate. The Gamers of OSU have competed and won eSports competitions across the nation, raising awareness of the OSU eSports brand within the broader eSports community. The faculty hope to develop a concurrent course focused on eSports to aid in recruiting high school students in Oklahoma to OSU and SMSC. SMSC launched the first stand-alone Sports Media degree

program in the United States in 2010. Between 2010 and 2020, the Bachelor of Arts in Sports Media (479) and Bachelor of Science in Sports Media (480) programs attracted students from 47 states to OSU. OSU anticipates that interest in eSports education will grow at the same rapid rate in the 2020s as interest in sports media education did in the 2010s.

Employment opportunities. According to the Esports Observer, the eSports ecosystem involves teams who play games created by eSports developers. The teams are then organized into their own leagues and/or tournaments, which are broadcast through media platforms such as Twitch and YouTube. As a result, fans are able to watch their favorite teams from all over the world. Beyond the players and fans, brands, advertisers, and investors also play major roles in the eSports ecosystem. For example, more than twenty teams compete in the 2K League (a joint venture between the National Basketball Association and Take-Two Interactive) from May through August. The games are viewable on traditional (e.g., ESPN and ESPN2) and streaming media platforms. According to an NBA news release, the most recent competition generated 415 million views across all platforms. The competition has also gained the sponsorship of multinational corporations such as AT&T, Anheuser-Busch InBev, and Tissot Watches.

Graduates of the proposed certificate program will be equipped to pursue various careers related to the eSports ecosystem. A keyword search in June 2021 for "Esports" jobs on indeed.com yielded 540 full-time positions in the United States. The U.S. Bureau of Labor Statistics projects that employment of media and communication occupations will grow 4 percent from 2019 to 2029, about as fast as the average for all occupations, and result in about 46,200 new jobs. The eSports ecosystem also offers "gig" and "freelance" employment opportunities, many of which are completely digital**,** appealing directly to individuals who prefer flexible working options.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	6	Fall 2023
Minimum graduates from the program	4	2023-2024

Duplication and impact on existing programs. There are no eSports certificate programs in Oklahoma. A system wide letter of intent was communicated by email on April 26, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate. Approval will not constitute unnecessary duplication.

Curriculum. The Certificate in eSports will consist of 15 total credit hours, as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment B).

Certificate in eSports

Content Area	Credit Hours
Required Courses	6
Guided Electives	9
Total	**15**

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

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

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

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

| | **Year of Program** | | | | |
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$7,872	$7,872	$11,808	$11,808	$15,744
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 4, 4, 6, 6, and 8, 6 credit hours of enrollment, and in-state tuition and fees of $328 per credit hour.					
TOTAL	**$7,872**	**$7,872**	**$11,808**	**$11,808**	**$15,744**

| | **Year of Program** | | | | |
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$7,572	$7,572	$11,508	$11,508	$15,444
Explanation: Funds will cover additional compensation for professors teaching overloads, plus costs to hire adjunct professors when necessary.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$200	$200	$200	$200	$200
Explanation: This amount will cover the estimated costs for printing recruitment materials.					

Telecommunications	$100	$100	$100	$100	$100

Explanation: This amount will cover the estimated costs for calls with prospective students about the certificate.

Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$7,872**	**$7,872**	**$11,808**	**$11,808**	**$15,744**

Certificate in Travel and Tourism Management

Program purpose. The proposed certificate will prepare students to work in the travel and tourism, lodging, food and beverage, and meetings and events industries in various settings such as resorts, theme parks, cruise lines, and convention and visitors' bureaus.

Program rationale and background. Over the past four years, the School of Hospitality and Tourism Management (HTM) (formerly known as the School of Hotel and Restaurant Management) within the Spears School of Business has annually offered HTM 3223: International Travel and Tourism with an International (I) designation. With the I designation, the course has attracted students from other majors, notably Journalism, Agriculture, Geography, Recreation, Marketing, Management, and International Business. More specifically, about one-third of the enrollment in this course has reflected the aforementioned academic units. In Spring 2021, 75 students enrolled in the course and 58 students were non-HTM majors. In addition, HTM 4183: Sustainable Tourism and Geography was developed in partnership and cross listed with the Department of Geography. The course has been offered twice and is anticipated to gain traction from students in Spears, as well as the Colleges of Arts and Sciences, Agriculture, and Education and Human Sciences. HTM 3223 and HTM 4183 will be two of the core courses in the proposed certificate.

All of the existing courses from the various departments and colleges at OSU that have tourism related content have been listed as electives for the proposed certificate, including some study abroad courses. The interdisciplinary nature of the proposed certificate has garnered support from the other colleges outside Spears. This is important as tourism can be explored from various disciplinary lenses. In addition, the change in the name of the School has resulted in a shift in the advisory board to include members that reflect the broader tourism industry. The revamped board has advocated for the need to offer tourism-oriented curriculum at OSU. Several travel industry professionals in Oklahoma have also reached out directly to the Head of HTM to express their support for tourism-focused training.

Employment opportunities. Tourism is the largest and fastest growing industry in the world with over a billion people traveling both domestically and internationally every year. The tourism industry is responsible for more than 100,000 jobs in Oklahoma and it is considered the third largest industry in the state, generating $9.7 billion in visitor travel spending. According to the OESC, employment in the leisure and hospitality industry is projected to grow 9.88 percent between 2018 and 2028. More specifically, the OESC projects employment growth for the following hospitality-related positions that graduates of the certificate program may pursue: food service manager (10.9 percent), gaming manager (6.5 percent), meeting, convention, and event planner (7.1 percent), first-line supervisors of food preparation and serving workers (11.8 percent). OSU anticipates that the proposed certificate will elevate graduates' marketability in the hospitality and tourism field and increase their competitiveness for various leadership roles.

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	13	Fall 2025
Minimum graduates from the program	5	2025-2026

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

Institution	Existing Program
East Central University	Certificate in Hospitality and Tourism (511)
Carl Albert State College	Certificate in Hospitality and Event Management (070)
Murray State College	Certificate in Hospitality (053)

A system wide letter of intent was communicated by email on April 13, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate. Due to employment demand, approval will not constitute unnecessary duplication.

Curriculum. The Certificate in Travel and Tourism Management will consist of 16 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Certificate in Travel and Tourism Management

Content Area	Credit Hours
Required Courses	9
Electives	7
Total	**16**

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

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

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

Program resource requirements. Program resource requirements for the Certificate in Travel and Tourism Management are shown in the following table.

	Year of Program				
A. Funding Sources	**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	$18,075	$25,305	$32,535	$39,765	$46,995
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 5, 7, 9, 11, and 13, 12 credit hours of enrollment, and in-state tuition and fees of $301.25 per credit hour.					
TOTAL	**$18,075**	**$25,305**	**$32,535**	**$39,765**	**$46,995**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$17,800	$24,920	$32,040	$38,270	$44,500
Explanation: Funds will cover a portion of 1 faculty member's average salary of $89,000 (i.e., .2 FTE in year 1, .28 FTE in year 2, .36 FTE in year 3, .43 FTE in year 4, and .5 FTE in year 5).					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$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	**$17,800**	**$24,920**	**$32,040**	**$38,270**	**$44,500**

Graduate Certificate in Geographic Information Systems

Program purpose. The proposed certificate will provide graduate students with a theoretical and applied foundation in geographic information systems (GIS) that will enable them to utilize GIS hardware and software for the design, development and maintenance of spatial and nonspatial databases and communicate

findings with large audiences.

Program rationale and background. OSU's Department of Geography has been operating a successful Certificate in Geographic Information Systems (406) program since 1996. The program was equally available to both undergraduate and graduate students and around 100 graduate students received the certificate. Due to a recent change in the university's degree audit system, the existing certificate program is now recognized only as an undergraduate certificate program, which makes it unavailable to graduate students. On average, about 4 graduate students completed the certificate program every year. The proposed certificate will allow the Department of Geography to continue to serve the demand from graduate students to gain more knowledge and skills in GIS.

Employment opportunities. GIS professionals are in particularly high demand within Oklahoma's energy industry in areas ranging from horizontal drilling to the planning and management of pipelines, mineral management, wind power and bio fuels. Demand is also growing among state agencies that manage natural resources and transportation systems and within Oklahoma tribal governments. OESC data projects that employment for cartographers and photogrammetrists will grow 5.9 percent between 2018 and 2028. In addition, the U.S. Bureau of Labor Statistics suggests that employment of cartographers and photogrammetrists is projected to grow 4 percent from 2019 to 2029. OSU anticipates steady enrollment in the proposed certificate considering the ongoing statewide and nationwide demand for GIS professionals.

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. There are no Graduate Certificate in Geographic Information Systems programs in Oklahoma. A system wide letter of intent was communicated by email on April 13, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate. Approval will not constitute unnecessary duplication.

Curriculum. The Graduate Certificate in Geographic Information Systems will consist of 15 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Graduate Certificate in Geographic Information Systems

Content Area	Credit Hours
Required Courses	9
Electives	6
Total	**15**

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

Delivery method and support services. All courses will be offered online via Canvas to maximize flexibility with student schedules. Online learning will be facilitated using discussion boards, prerecorded

lectures, small teams facilitated via Skype, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone or Zoom conferences as needed. The library, classrooms, and equipment are adequate for the certificate.

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

Program resource requirements. Program resource requirements for the Graduate Certificate in Geographic Information Systems are shown in the following table.

	Year of Program				
A. Funding Sources	**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	$6,678	$11,130	$17,808	$17,808	$17,808
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 3, 5, 8, 8, and 8, 6 credit hours of enrollment, and in-state tuition and fees of $371 per credit hour.					
TOTAL	**$6,678**	**$11,130**	**$17,808**	**$17,808**	**$17,808**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$5,602	$10,271	$16,807	$16,807	$16,807
Explanation: Funds will cover a portion of 1 faculty member's average salary of $70,000 plus fringe benefits of 33.39 percent (i.e., .06 FTE in year 1, .11 FTE in year 2, and .18 in years 3-5).					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$200	$200	$200	$200	$200

Explanation: Funds will cover the estimated costs for marketing materials and exam duplicating.					
Telecommunications	$200	$200	$100	$100	$100
Explanation: Funds will cover the estimated costs for correspondence with GIS software providers.					
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$6,002**	**$10,671**	**$17,107**	**$17,107**	**$17,107**

Professional Science Masters in Geoscience

Program purpose. The proposed program will provide students with scientific and managerial skillsets necessary to deliver state-of-the-art data and interpretational products in energy, environmental, and related fields.

Program rationale and background. The Master of Science in Geology (112) program was initiated at OSU over 50 years ago. OSU reports that more than 500 students have completed this degree program. In 2019, out of the 70 applications that OSU received for the Master of Science in Geology (112) program, 40 applications clearly indicated that the prospective students wanted a practical thesis to make them industry-ready. These students would be ideal applicants for the proposed program.

Employment opportunities. Oklahoma is a state driven by energy and environmental resources and therefore, geoscience skillsets will always be needed in the oil and gas, environmental, and hydrogeological industries. There are over 200 oil and gas exploration, production and service companies in Tulsa. Prior to the 2020 oil crash, these companies together employed at least 7,500 people directly and almost an equal number indirectly in information technology, legal, management, and other fields. According to OSU's alumni network, the 2020 oil crash has driven a number of oil and gas related small businesses close to bankruptcy and drastically reduced employment opportunities by approximately one third. The proposed program will appeal to the over 2,000 recently unemployed oil and gas professionals in the Tulsa metropolitan area, but also working professionals that are currently employed across Oklahoma in lower-level mudlogging, well-steering, and drilling positions who are seeking career advancement opportunities. The U.S. Bureau of Labor Statistics (Bureau) projects that the employment of geoscientists will grow 5 percent from 2019 to 2029 nationwide, which is faster than the average for all occupations. In addition, the Bureau ranks the state of Oklahoma in the top five states that provide employment in the "Environmental Scientists and Geoscientists" category, which encompasses the kinds of graduates that the proposed program will produce.

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 2023
Minimum graduates from the program	2	2023-2024

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 program may share similar content with the following programs:

Institution	Existing Program
University of Oklahoma	Master of Science in Geophysics (098)
University of Oklahoma	Master of Science in Geology (095)

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.

Curriculum. The Professional Science Masters in Geoscience will consist of 36 total credit hours, as shown in the following table. Three new courses will be added and the curriculum is detailed in the attachment (Attachment E).

Professional Science Masters in Geoscience
Geophysics Option
Petroleum Geology Option
Hydrogeology Option

Content Area	Credit Hours
Program Core	9
Option	12
Cluster	12
Capstone	3
Total	**36**

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

Delivery method and support services. Courses in the proposed program will be conducted in a variety of modes such as fully online, flipped classroom, hybrid, and synchronous telecasts depending on the nature of the course, student demand, and preference of instructors. Canvas will be used as the primary course-delivery platform and the instructors will be strongly encouraged to work in close cooperation with on-campus resources such as the Institute for Teaching and Learning, while designing their online instructional material. Resources such as NSF Earthcube, Wikipedia, and dedicated YouTube channels such as those created by the Society of Exploration Geophysicists and American Geophysical Union will also be used to supplement instruction material as necessary.

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 Professional Science Masters in Geoscience 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	$15,363	$30,726	$30,726	$38,408	$46,089
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 4, 4, 5 and 6, 18 credit hours of enrollment, and in-state tuition plus fees of $426.75 per credit hour.					
TOTAL	**$15,363**	**$30,726**	**$30,726**	**$38,408**	**$46,089**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$5,760	$5,760	$5,760	$11,520	$11,520
Explanation: One staff member will be paid $12 per hour to work 10 hours per week in years 1-3, then to work 20 hours per week in years 4 and 5 to support the proposed program.					
Faculty	$6,465	$19,394	$19,394	$19,394	$25,859
Explanation: The approximate cost to pay 1 faculty member to teach one course for the proposed program as overload will be $12,930. Some courses in the proposed program may be split between 2 instructors. In such cases, each of the two instructors will be eligible for 0.5 FTE compensation. In year 1, one faculty member will be paid 0.5 FTE for overload teaching for the proposed program. In years 2 – 4, up to 3 faculty members will be paid approximately 1.5 FTE for overload teaching for the proposed program. In year 5, up to 4 faculty members will be paid approximately 2 FTE for overload teaching for the proposed program.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$1,000	$1,000	$1,000	$1,250	$1,500
Explanation: Funds will cover approximate costs of binders, large format graph paper, and transparencies.					
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	$138	$572	$572	$1,243	$1,219

Explanation: Funds will cover approximate costs to print well logs, seismic sections on plotters, and occasional 3D printing of digital rock samples for pore visualization.

Telecommunications	$0	$0	$0	$0	$0
Travel	$2,000	$4,000	$4,000	$5,000	$6,000

Explanation: Funds will cover approximate costs for faculty to travel across the United States to promote and recruit students for the proposed program at professional geosciences meetings, for faculty to attend the National Professional Science Master's Association Conference, and for membership fees required for the National Professional Science Master's Association.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$15,363**	**$30,726**	**$30,726**	**$38,407**	**$46,098**

Attachments

OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN FOOD SAFETY

Degree Requirements		Credit Hours
Required Courses		**7**
FDSC 3123	Hazard Analysis Critical Control Point (HACCP) in the Food Industry	3
FDSC 3154	Food Microbiology	4
Electives		**11**
	Select courses from the list below.	
FDSC 1133	Fundamentals of Food Science	3
FDSC 3133	Plant Sanitation for Food Processing Operations	3
FDSC 4113	Advanced HACCP and Internal Audit	3
FDSC 4143	*Food Safety Modernization Act*	3
FDSC 4153	Advanced Food Microbiology	3
FDSC 4233	Food Safety Audit Schemes	3
FDSC 4253	Pre-Harvest Food Safety	3
FDSC 4910	Internship	1-3
Total		**18**

OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN ESPORTS

Degree Requirements		Credit Hours
Required Courses		**6**
Select two courses from the list below.		
MC 1143	Media in a Diverse Society	3
SPM 2843	Sports in the Media	3
SC 2183	Introduction to Strategic Communications	3
MC 2023	Electronic Communication	3
SC 3043	Entertainment in the Media	3
Guided Electives		**9**
Select three courses from the list below.		
MC 3113	Introduction to Media Effects	3
MC 4043	Media Study Abroad	3
*SPM 3880	Topics in eSports	3-9
Total		**15**

*Denotes new course

OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN TRAVEL AND TOURISM MANAGEMENT

Degree Requirements		Credit Hours
Required Courses		**9**
HTM 3223	International Travel and Tourism	3
HTM 3243	The Business of Tourism	3
HTM 4183	Sustainable Tourism and Geography	3
Electives		**7**
	Select courses from the list below.	
HTM 1103	Introduction to Hospitality and Tourism	3
HTM 2643	Lodging Operations	3
HTM 3563	Gastronomic Tourism	3
HTM 3721	Overview of Beverages in the Hospitality Industry	1
HTM 4093	Study Abroad: European Travel & Tourism	3
HTM 4193	Study Abroad: European Cuisine and Beverages	3
HTM 4090	Study Abroad: International Hospitality Studies	1-6
BADM 2093	Study Abroad: Contemporary International Culture and Business Impacts	3
BADM 3090	Study Abroad	1-6
BADM 4093	Study Abroad: Business Impacts of Contemporary International Culture	3
MKTG 3213	Marketing	3
MKTG 4543	Social Media Strategies	3
MKTG 4773	Services Marketing	3
MGMT 3013	Fundamentals of Management	3
RMRT 4473	Recreation in the Natural Environment	3
RMRT 4553	Tourism in Recreation Settings	3
GEOG 4143	Geography of Travel and Tourism	3
GEOG 4153	Geography of Outdoor Recreation	3
Total		**16**

OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN GEOGRAPHIC INFORMATION SYSTEMS

Degree Requirements		Credit Hours
Required Courses		**9**
	Select three courses from the list below.	
GEOG 5103	Fundamentals of Geographic Information Systems	3
GEOG 5253	Geographic Information Systems: Socioeconomic Applications	3
GEOG 5323	Geographic Information Systems: Resource Management Applications	3
GEOG 5343	Advanced Geographic Information Systems: Resource Management Applications	3
GEOG 5353	Advanced Geographic Information Systems: Socioeconomic Applications	3
Electives		**6**
	Select one course from each category below.	
	Category I: Spatial Analysis/Geographic Information Systems Programming	
GEOG 5383	Introduction to Geographic Information Systems Programming	3
GEOG 5303	**Geographic Analysis I**	3
GEOG 6303	**Geographic Analysis II**	3
	Category II: Spatial Data Collection, Management, and Representation	
GEOG 5263	**Geospatial Applications for Unmanned Aerial Systems**	3
GEOG 5503	**Applications of the Global Positioning System in Field Research**	3
GEOG 5333	**Remote Sensing**	3
GEOG 6313	Mixed Methods in Field Research	3
GEOG 6333	**Advanced Remote Sensing**	3
Total		**15**

OKLAHOMA STATE UNIVERSITY
PROFESSIONAL SCIENCE MASTERS IN GEOSCIENCE

Degree Requirements		Credit Hours
Program Core		**9**
	Select courses from the list below:	
*GEOL 5213	Plate Tectonics	
GEOL 5383	Sequence Stratigraphy	
GEOL 5223	Advanced Methods in Structural Geology	
GEOL 5333	Applied Geostatistics	
GEOL 5463	Physical Hydrogeology	9
*GEOL 5103	Introduction to Geophysical Exploration	
*GEOL 5113	Seismic Interpretation	
MBA 5300, MBA 5400, and MBA 5500	Ethics (1 credit hour), Project Management (1 credit hour), and Descriptive Analytics (1 credit hour)	
Geophysics Option		**12**
	Select four courses from the list below:	
*GEOL 5103	Introduction to Geophysical Exploration	
*GEOL 5113	Seismic Interpretation	
GEOL 5543	Introduction to Exploration Seismology	
GEOL 5990	Seismic Data Processing	12
GEOL 6103	Gravity and Magnetic Methods	
GEOL 6303	Electrical and Electromagnetic Methods	
Petroleum Geology Option		**12**
	Select four courses from the list below:	
GEOL 5023	Petroleum Geology	
GEOL 5253	Petrology and Diagenesis of Clastic Rocks	
GEOL 5133	Structural Styles in Oil and Gas Exploration	
GEOL 5283	Subsurface Geologic Methods	
GEOL 5353	Advanced Well Log Analysis	
GEOL 5363	Carbonate Depositional Systems	
GEOL 5393	Stratigraphy of the Midcontinent	
GEOL 5603	Basin Evolution	12
GEOL 6503	Rock Fractures	
GEOL 6133	Unconventional Petroleum Reservoirs	
GEOL 6283	Geology of Shales	
GEOL 6373	Advanced Carbonate Petrology and Geochemistry	
GEOL 6363	Carbonate Reservoir Characterization	
GEOL 6386	Sequence Stratigraphy of Shales	
Hydrogeology Option		**12**
	Select four courses from the list below:	
GEOL 5453	Groundwater Modeling	12
GEOL 5463	Physical Hydrogeology	

GEOL 5483	Integrated Petroleum Water Resources Management	
GEOL 6553	Contaminant Transport	
CIVE 5033	GIS Applications for Water Resources	
CIVE 5833	Introduction to Environmental Modeling	
CIVE 5913	Groundwater Hydrology	
CIVE 6843	Stochastic Methods in Hydrology	
SOIL 5223	Soil Chemical Processes and Impact on Environmental Quality	
SOIL 5483	Soil Bioremediation and Sustainability	
SOIL 5583	Soil Physics Measurement Techniques	

Cluster		**12**

Select four courses from one of the nine clusters below:

Big Data

STAT 5093	Statistical Computing	
CS 5783	Machine Learning	
CS 5433	Big Data Management	12
CS 5683	Algorithms and Methods for Big Data Analytics	

Business Administration

MGMT 5113	Individual and Organizational Behavior	
ACTG 5183	Financial and Managerial Accounting	
FIN 5013	Business Finance	12
ECON 5113	Managerial Economics	
MKT 5133	Marketing Management	

Business Data Mining

BAN 5733	Descriptive Business Analytics	
BAN 5743	Predictive Business Analytics	
MSIS 5633	Business Intelligence, Tools and Techniques	12
MSIS 5643	Advanced Data Base Management	

Marketing Analytics

MKTG 5733	Introduction to Marketing Analytics	
MKTG 5743	Advanced Marketing Analytics	
MSIS 5633	Business Intelligence, Tools and Techniques	12
MSIS 5303	Prescriptive Analytics	

Advanced Computing

CS 5033	Parallel Algorithms and Programming	
CS 5123	Cloud Computing and Distributed Systems	
CS 5513	Numerical Computation	
STAT 5053	Time Series Analysis	12
STAT 5063	Multivariate Methods	
CS 5793	Artificial Intelligence II	
ECEN 5733	Neural Networks	

Energy Management

FIN 5003	Introduction to Energy Business	
FIN 5363	Energy Finance	
PETE 5363	Petroleum Economics and Investments	12
MSIS 5633	Predictive Analytics Technologies	

Environmental Engineering and Management

CIVE 5713	Soil Mechanics	
CIVE 5813	Environmental Laboratory Analysis	12
CIVE 4123	The Legal and Regulatory Environment of Civil Engineering	
SOIL 4893	Soil Chemistry and Environmental Quality	

Reservoir Management

PETE 4303	Petroleum Rocks and Fluids	
PETE 4313	Drilling and Well Completions	
PETE 4333	Production Engineering	12
PETE 4343	Reservoir Engineering and Well Testing	
PETE 5303	Petroleum Geomechanics	
PETE 5513	Directional Drilling	

GEO-Intelligence

GEOG 5263	Geospatial Applications for Unmanned Aerial Systems	
GEOG 5303	Geographic Analysis I	12
GEOG 5343	Advanced GIS: Resource Management Applications	
GEOL 5990	Geological Applications of Remote Sensing	

Capstone		**3**
GEOL 5000	Masters Project	3
Total		**36**

*Denotes new course

AGENDA ITEM #8-b:

>   **New Programs.**

SUBJECT: Oklahoma State University Center for Health Sciences. Approval to offer the Doctor of Healthcare Administration in Healthcare Administration.

RECOMMENDATION:

>   **It is recommended that the State Regents approve Oklahoma State University Center for Health Sciences' request to offer the Doctor of Healthcare Administration in Healthcare Administration 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.**

>   - **Doctor of Healthcare Administration in Healthcare Administration.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 10 students in Fall 2024; and
>   Graduates: a minimum of 5 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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

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

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

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

Program Review

OSUCHS offers 9 degree and/or certificate programs as follows:

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

6	Master's Degrees
2	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 OSUCHS'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
OSUCHS's faculty developed the proposal, which was reviewed and approved by institutional officials. OSUCHS's governing board approved delivery of the Doctor of Healthcare Administration in Healthcare Administration at their June 19, 2020 meeting. OSUCHS is currently approved to offer the following degree programs through online delivery:

- Master of Science in Health Care Administration (006);
- Master of Athletic Training in Athletic Training (007);
- Master of Science in Physician Assistant Studies (012); and
- Master of Science in Global Health (011).

OSUCHS 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:

Doctor of Healthcare Administration in Healthcare Administration

Program purpose. The proposed program will provide advanced training in the technical and administrative aspects of healthcare administration that will prepare graduates to become healthcare system administrators, supervisors, managers, and non-tenure track faculty.

Program rationale and background. Since the initiation of the Master of Science in Healthcare Administration (006) in 2012, students have continually expressed a desire to pursue a professional Doctorate in Healthcare Administration. There are currently more than 20 graduates from the Master's program who are ready to apply for admission to the proposed program.

Employment opportunities. Demand for healthcare administrators is currently growing at a staggering rate. Oklahoma Employment Security Commission data indicate that employment of medical and health services managers is projected to grow 11 percent from 2018 to 2028. In addition, medical and health services manager is currently considered a critical occupation by Oklahoma Works. Furthermore, the U.S. Bureau of Labor Statistics suggests that employment of medical and health services managers is projected to grow 32 percent from 2019 to 2029, which is much faster than the average for all occupations. Also, a search on higheredjobs.com in late April 2021 yielded 150 open healthcare administration faculty positions in the U.S. The high employment demand for healthcare administration leaders and faculty across Oklahoma and the U.S. suggests that the proposed program will fare well at OSUCHS.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	10	Fall 2024
Minimum Graduates from the program	5	2024-2025

Duplication and impact on existing programs. There are no Doctor of Healthcare Administration in Healthcare Administration 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 Doctor of Healthcare Administration in Healthcare Administration program will consist of 62 total credit hours as shown in the following table. Eleven new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	33
Guided Electives	29
Total	**62**

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. David Anderson and Roe Roberts, conducted a paper review (i.e., no site visit) of the proposed degree program. Dr. Anderson is a contributing faculty member in the School of Health Sciences at Walden University. In his role, Dr. Anderson teaches undergraduate and graduate-level online courses in Environmental Health. He is also currently chairing the dissertation committees for 10 doctoral candidates in the PhD in Public Health, Doctor of Public Health, and Doctor of Healthcare Administration programs. Dr. Roberts is an associate professor and graduate coordinator for the Master of Health Administration program in the Department of Criminal Justice, Health and Public Administration at Midwestern State University. Prior to joining Midwestern State University, Dr. Roberts was an associate professor in the Department of Health Services Administration at Eastern Washington University. She teaches graduate-level courses on a wide variety of topics including: health law; bioethics; policy and planning; epidemiology and biostatistics; advanced research methods; and organizational behavior.

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. Anderson and Roberts strongly support proceeding to establish the Doctor of Healthcare Administration (DHA) in Healthcare Administration at the OSUCHS. Reasons for this recommendation include: (1) The potential student demand for the proposed program is very high considering the large number of master's level programs in health administration (e.g., 124 programs accredited by the Commission on the Accreditation of Healthcare Management) and scant number of existing DHA programs across the United States; (2) The proposed program will not require a new, or large income stream to be successful considering the existing resources (e.g., personnel, infrastructure) at the OSUCHS; and (3) The program's proposed tuition is relatively low when compared to the other existing non-research oriented doctoral programs in health administration.

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

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

Delivery method and support services. Coursework will be delivered online using Canvas. Learning will be facilitated using prerecorded lectures, video integration for lectures, video conferencing for synchronous class meetings and group work, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone conferences as needed. In addition, Zoom will be utilized for designated course meetings in which students will interact with each other and the instructor.

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 Doctor of Healthcare Administration in Healthcare Administration are shown in the following table.

	Year of Program				
A. Funding Sources	**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	$217,300	$206,500	$190,300	$190,300	$190,300
Explanation: Savings from controlled costs in the Master of Science in Health Care Administration (006), Graduate Certificate in Health Care Administration (276), Graduate Certificate in Health Care Administration-Finance (277), and Graduate Certificate in Healthcare Administration-Global Health (278) programs will be allocated to the proposed program.					
Student Tuition	$27,000	$37,800	$54,000	$54,000	$54,000
Explanation/Calculations: Tuition was calculated assuming enrollment of 5, 7, 10, 10, and 10 students in years 1 through 5, each student taking 15 credit hours per year, and resident graduate tuition of $360 per credit hour.					

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
TOTAL	**$244,300**	**$244,300**	**$244,300**	**$244,300**	**$244,300**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$45,000	$45,000	$45,000	$45,000	$45,000
Explanation: The amount above is the salary for one admission staff member who will support the proposed program.					
Faculty	$150,000	$150,000	$150,000	$150,000	$150,000
Explanation: The amount above will be the salary for a new faculty member for the proposed program.					
Graduate Assistants	$46,800	$46,800	$46,800	$46,800	$46,800
Explanation: The amount above will cover the pay for two teaching assistants who will assist in the Master of Science in Healthcare Administration (006) program to provide release time so existing faculty can teach courses in the proposed program.					
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	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500
Explanation: The amount above will be the travel allotment given to the new faculty member to attend and/or participate in professional conferences.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$244,300**	**$244,300**	**$244,300**	**$244,300**	**$244,300**

Attachment

**OKLAHOMA STATE UNIVERSITY CENTER FOR HEALTH SCIENCES
DOCTOR OF HEALTHCARE ADMINISTRATION IN HEALTHCARE ADMINISTRATION**

Degree Requirements		Credit Hours
Program Core		**33**
*HCA 6013	Dynamics of Health Care Markets	3
*HCA 6113	Healthcare Public Policy	3
*HCA 6123	Advanced Clinical Operations Management	3
*HCA 6223	Advanced Cases in Healthcare Leadership	3
*HCA 6033	Contemporary Topics in Healthcare Management	3
*HCA 6213	Cases in Healthcare Quality and Process Improvement	3
*HCA 6053	Advanced Healthcare Law	3
*HCA 6990	Graduate Seminar - Global Health (Capstone Option)	3
*HCA 6913	Graduate Seminar - Healthcare Payor Entities (Capstone Option)	3
*HCA 6933	Graduate Seminar – Graduate Seminar Healthcare Organizational Development (Capstone Option)	3
*HCA 6923	Graduate Seminar – Graduate Medical Education (Capstone Option)	3
Guided Electives		**29**
HCA 5013	Survey of Healthcare Administration	3
HCA 5093	Leadership Methods and Styles in Healthcare Administration	3
HCA 5123	Survey of Research and Evaluation in Healthcare	3
HCA 5033	Legal Issues in Healthcare Administration	3
HCA 5052	Directed Readings in Healthcare Administration	2
HCA 5063	Health Care Compliance	3
HCA 5043	Organizational Leadership and Development in Healthcare	3
HCA 5023	Human Resources in Health Care and Public Administration	3
HCA 5083	The Financial Structure of Health Care Organizations	3
HCA 5223	Ethics in Healthcare	3
Total		**62**

*Denotes a new course

AGENDA ITEM #8-c:

New Programs.

SUBJECT: University of Central Oklahoma. Approval to offer the Education Specialist in School Psychology.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the Education Specialist in School Psychology, 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.

- **Education Specialist in School 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 10 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)**
- **eSports Gaming Center:** In May of 2020, work was completed on the renovation of 5,700 square feet of warehouse space converted into the university's new eSports 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.

Twenty-four temporary lecturer positions 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% 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% compared to the national average of around 50%. (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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

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

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

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

Program Review

UCO offers 133 degree and/or certificate programs as follows:

11	Certificates
0	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees
72	Baccalaureate Degrees
47	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 proposal, which was reviewed and approved by institutional officials. UCO's governing board approved delivery of the Education Specialist in School Psychology at their April 16, 2021 meeting. UCO requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:
<div align="center">

Education Specialist in School Psychology
</div>

Program purpose. The proposed program will prepare students to become psychologists who provide direct and indirect services in schools and school-related mental health settings to prevent, assess, and remediate child and adolescent learning and behavior problems through work with families, educators, and other professionals in communities.

Program rationale and background. UCO has offered an an option in School Psychology within the Master of Science in Psychology (171) program since 2001. The program received National Association of School Psychologists (NASP) accreditation in 2007. Over the years, graduates from the degree program

and option have had difficulty communicating their credentials to employers. When this occurs, alumni ask UCO's school psychology faculty members to write letters to potential employers, which explain UCO's degree requirements, and how the training provided compares to NASP accredited Ed.S. and Ph.D. programs. Alumni who completed the option at UCO have also had difficulty obtaining pay aligned with their credentials. Most school districts in Oklahoma pay employees based on the degree earned as confirmed by their transcripts. Since these alumni have a master's degree, some school districts do not recognize (without further verification) that UCO graduates should be considered for higher pay based on the amount of training they have completed. UCO anticipates that moving the option into a stand-alone Education Specialist degree will better communicate the depth of graduates' training to employers, and improve graduates' abilities to obtain competitive salaries.

Employment opportunities. UCO reports that every student who completes the School Psychology option in the Master of Science in Psychology (171) degree program gains employment. School psychologists are employed predominately in public schools; however, they may also obtain positions at colleges and universities, private schools, and faith-based schools, with state departments of education, in hospitals and other medical settings, and as independent practitioners. The National Association of School Psychologists (NASP) recommends one credentialed school psychologist for every 500 students in a secondary school. Data collected in 2019-2020 by the Oklahoma State Department of Education's School Personnel Records Office indicated that Oklahoma's current student to credentialed school psychologist ratio is 1 to 5,251. In addition, Oklahoma Employment Security Commission data indicate that employment for clinical, counseling, and school psychologists is projected to grow 14.2 percent across Oklahoma between 2018 to 2028 and 13.3 percent in the Oklahoma City metropolitan area between 2016 and 2026. The 100 percent employment rate of School Psychology option graduates and ongoing high employment demand for school psychologists in Oklahoma suggests that the proposed program will be successful at UCO.

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	10	2025-2026

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

Institution	Existing Program
Oklahoma State University	Educational Specialist in School Psychology (291)
Southwestern Oklahoma State University	Educational Specialist in School Psychology (148)

A system wide letter of intent was communicated by email on April 26, 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.

Curriculum. The Education Specialist in School Psychology will consist of 74 total credit hours, as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment A).

Education Specialist in School Psychology

Content Area	Credit Hours
Required Courses	74
Total	**74**

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 degree program.

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

Program resource requirements. Program resource requirements for the Education Specialist in School Psychology are shown in the following table.

	Year of Program				
A. Funding Sources	**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	$143,113	$143,113	$143,113	$143,113	$143,113
Explanation: The amount above reflects existing funds within the College of Education and Professional Studies already budgeted to support programmatic expenses. The amount includes the salaries of two core faculty members who will teach 100 percent of their time in the proposed program. The two faculty member salaries equal to $122,541.93. The remaining amount of $20,571 represents 9 percent of each the remaining four faculty members' salaries who will teach some of the courses in the proposed program. Their average salary is $57,143.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$78,528	$78,528	$94,234	$102,086	$117,792
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 10, 10, 12, 13 and 15, 24 credit hours of enrollment per year, and tuition of $327.20/credit hour.					
TOTAL	**$221,641**	**$221,641**	**$237,347**	**$245,199**	**$260,905**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1ˢᵗ Year**	**2ⁿᵈ Year**	**3ʳᵈ Year**	**4ᵗʰ Year**	**5ᵗʰ Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$148,603	$148,603	$148,603	$148,603	$148,603
Explanation: The faculty costs include two core faculty members who will teach 100 percent of their time in the proposed program. The two faculty member salaries equal $122,541.93. In addition, $20,571 will cover 9 percent of each the remaining four faculty members' salaries who will teach some of the courses in the proposed program. Their average salary is $57,143. The amount above also includes the approximate cost to pay an adjunct with a					

Ph.D. to teach one course in the proposed program (i.e., $5,490).

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
Explanation: Funds will cover copier maintenance fees and costs to print copies of assignments, tests, etc.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$149,103**	**$149,103**	**$149,103**	**$149,103**	**$149,103**

Attachment

UNIVERSITY OF CENTRAL OKLAHOMA
EDUCATION SPECIALIST IN SCHOOL PSYCHOLOGY

Program Requirements		Credit Hours
Required Courses		**74**
PSY 5193	Experimental Design	3
PSY 5823	ABA I: Foundations in Behavior Analysis	3
PSY 5473	Individual Counseling	3
PSY 5722	Introduction to School Psychological Services	2
PSY 5153	Cognitive Assessment	3
PSY 5833	ABA II: Application of Techniques in Applied Behavior Analysis	3
PSY 5883	School Based Psycho-educational Intervention	3
PSY 5233	Psychopathology	3
PSY 5563	Advanced Social Psychology	3
PSY 5143	Advanced Developmental Psychology	3
PSY 5253	Personality Psychopathology and Assessment	3
PSY 5853	ABA III: Topics in Applied Behavior Analysis	3
PSY 5893	Consultation in School Psychology	3
PSY 5773	Personnel and Program Management	3
PSY 5813	Diagnostic Testing Techniques	3
PSY 5863	ABA IV: Single Subject Design	3
PSY 5523	Child and Adolescent Counseling	3
*PSY 5283	Crisis Prevention and Intervention in Schools	3
PSY 5873	Ethical Conduct and Principles of Applied Behavior Analysis	3
PSY 5033	Culture and Gender Diversity	3
PSY 5900	Practicum I: Multi-Tier Prevention and Intervention Systems	3
PSY 5900	Practicum II: Clinical Based Services	3
PSY 5900	Practicum III: School Psychological Services	3
PSY 5950	Internship: School Psychological Services	3
PSY 5950	Internship: School Psychological Services	3
Total		**74**

*Denotes new course

AGENDA ITEM #8-d:

      New Programs.

SUBJECT: Rose State College. Approval to offer the Certificate in Leadership.

RECOMMENDATION:

> **It is recommended that the State Regents approve Rose State College's request to offer the Certificate in Leadership 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.**

> - **Certificate in Leadership.** This certificate will be embedded within the Associate in Arts in Liberal Studies (047) 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. Rose State College's (RSC) 2020 – 2021 Academic Plan lists the following institutional priorities and new funding initiatives:

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

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

RSC is working with the Commerce Department to become a Center of Excellence in Aerospace and Cybersecurity education. The application period ends 6/2020.

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

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

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

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

Program Review

RSC offers 76 degree and/or certificate programs as follows:

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

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

Program Development Process

RSC's faculty developed the proposal, which was reviewed and approved by institutional officials. RSC's governing board approved delivery of the Certificate in Leadership at their April 15, 2021 meeting. RSC is currently approved to offer the following degree programs and certificates through electronic delivery:

- Associate in Arts in Liberal Studies (047);
- Associate in Arts in English (018);
- Associate in Arts in History (125);
- Associate in Arts in Social Sciences (112);
- Associate in Science in Business (007);
- Associate in Applied Science in Library Technical Assistant (055);
- Associate in Arts in Enterprise Development (675);
- Certificate in Digital Graphic Design (314);
- Certificate in Cyber Security (318);
- Certificate in Digital Forensics (319);
- Associate in Applied Science in Cyber Security/Digital Forensics (111);
- Associate in Arts in Fine Arts (142);
- Certificate in Computer Programming and Software Specialist (329); and
- Associate in Applied Science in Applied Technology (875).

RSC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Leadership

Program purpose. The proposed certificate will acquaint students with the theories, methods, and practice of leadership.

Program rationale and employment opportunities. There are currently 196 students pursing the Associate in Arts in Liberal Studies (047) degree. Many of these students are employed at Tinker Air Force Base or stationed there on active military duty. According to faculty, these students have frequently requested leadership courses and certification. Based on the perceived need, on February 3, 2021, the Dean of Humanities emailed all students pursuing the Associate in Arts in Liberal Studies (047) degree to determine if there was interest in a leadership certificate. Twenty-three students immediately responded to the email and indicated that they would like to enroll in the program. RSC anticipates that the practical focus of the proposed certificate will provide students in the Associate in Arts in Liberal Studies (047) program with skills that can be applied in the workforce immediately upon graduation and enhance students' applications for competitive four-year degree programs and graduate programs in the future.

The majority of courses in the proposed certificate are listed on OSRHE's Course Transfer Matrix and will transfer directly to many four-year colleges in Oklahoma. As a result, certificate graduates will be eligible to pursue degrees and positions in high-demand fields such as healthcare and science. The U.S. Bureau of Labor Statistics projects that employment in management occupations will grow 5 percent from 2019 to 2029, which is faster than the average for all occupations, and will result in about 505,000 new jobs. In addition, Oklahoma Employment Security Commission data suggest that employment in management of companies and enterprises will grow 5.5 percent between 2018 and 2028. The proposed certificate will enable RSC to meet an ongoing demand for skilled leaders in various fields.

Student demand. The proposed certificate is expected to fulfill student demand within the Associate in Arts in Liberal Studies (047) degree program.

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

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

A system wide letter of intent was communicated by email on February 16, 2021. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on May 17, 2021. Neither OU 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 proposed Certificate in Leadership will consist of 25 total credit hours as shown in the following table. Two new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Certificate in Leadership

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

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

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

Financing and program resource requirements. The proposed Certificate in Leadership program will be embedded within the Associate in Arts in Liberal Studies (047) program. Program resource requirements are supported through the main program and the proposed certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the certificate.

Attachment

ROSE STATE COLLEGE
CERTIFICATE IN LEADERSHIP

Program Requirements		Credit Hours
Required Courses		**25**
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
HIST 1483 or HIST 1493	U.S. History to 1877 U.S. History since 1877	3
POLS 1113	American Federal Government	3
LEAD 2103 or LEAD 2123	Lessons in Leadership Principles of Leadership	3
LEAD 1103	Introduction to Diversity	3
*LEAD 2901	Leadership in Practice	1
	Select two courses from the list below:	
BA 2413	Business Ethics	
CJ 2303	Cultural Diversity and Criminal Justice	
CJ 2863	Ethics in Criminal Justice	
MCOM 1213	Public Speaking	
MCOM 2323	Principles of Public Relations	
MGMT 2153	Teambuilding and Conflict Management	
PHIL 2303	Introduction to Ethics	
PHIL 2113	Introduction to Logic and Critical Thinking	
POLS 2603	Introduction to Public Administration	6
PSYC 1113	Introduction to Psychology	
PSYC 1103	Psychology of Human Relations	
PSYC 2303	Personality Theories	
PSYC 2323	Social Psychology	
SOC 1113	Introduction to Sociology	
SOC 2223	Social Problems	
*LEAD 1203	Leadership in the Arts	
Total		**25**

*Denotes a new course

AGENDA ITEM #9:

Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requests authorization to delete the program below:
- Graduate Certificate in University Faculty Preparation (468)

The University of Oklahoma (OU) requests authorization to delete the program below:
- Bachelor of Science in Environmental Studies (423)

Oklahoma State University-Oklahoma City (OSU-OKC) requests authorization to delete the programs below:
- Associate in Applied Science in Electrical Power Technology (108)
- Associate in Applied Science in Nutritional Sciences (105)
- Associate in Applied Science in Renewable/Sustainable Energy (110)
- Associate in Applied Science in Wind Turbine Technology (103)
- Associate in Science in Horticulture Technology (066)
- Certificate in Certified Nursing Assistant (115)
- Certificate in Non-Profit Management (117)
- Certificate in Renewable/Sustainable Energy (109)
- Certificate in Wind Turbine Technology (106)

Western Oklahoma State College (WOSC) requests authorization to delete the program below:
- Associate in Arts in Music (063)

POLICY ISSUES:

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

ANALYSIS:

OSU requests authorization to delete the Graduate Certificate in University Faculty Preparation (468) effective immediately. This program was approved at the February 7, 2008 State Regents' meeting. OSU reports:

- This program was approved for suspension at the February 24, 2014 State Regents' meeting and OSU has no plans to reactivate.
- There are currently no students enrolled in the program.
- One course will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Bachelor of Science in Environmental Studies (423) effective immediately. This program was approved at the May 27, 2016 State Regents' meeting. OU reports:
- The Bachelor of Arts in Environmental Studies (422) is a more appropriate credential for the interdisciplinary training that will better prepare students for employment.
- There are currently 28 students enrolled in the program with an expected graduation date during the 2023-2024 academic year.
- Three courses will be deleted.
- No funds are available for reallocation.

OSU-OKC requests authorization to delete the Associate in Applied Science in Electrical Power Technology (108) effective immediately. This program was approved at the December 4, 2008 State Regents' meeting. OSU-OKC reports:
- This program was approved for suspension at the March 31, 2017 State Regents' meeting and OSU-OKC has no plans to reactivate.
- There are currently no students enrolled in the program.
- Twelve courses will be deleted.
- No funds are available for reallocation.

OSU-OKC requests authorization to delete the Associate in Applied Science in Nutritional Sciences (105) effective immediately. This program was approved at the June 26, 2008 State Regents' meeting. OSU-OKC reports:
- This program was approved for suspension at the April 30, 2019 State Regents' meeting and OSU-OKC has no plans to reactivate.
- There are currently no students enrolled in the program.
- Fifteen courses will be deleted.
- No funds are available for reallocation.

OSU-OKC requests authorization to delete the Associate in Applied Science in Renewable/Sustainable Energy (110) effective immediately. This program was approved at the April 22, 2010 State Regents' meeting. OSU-OKC reports:
- This program was approved for suspension at the March 31, 2018 State Regents' meeting and OSU-OKC has no plans to reactivate.
- There are currently no students enrolled in the program.
- Seven courses will be deleted.
- No funds are available for reallocation.

OSU-OKC requests authorization to delete the Associate in Applied Science in Wind Turbine Technology (103) effective immediately. This program was approved at the April 22, 2010 State Regents' meeting. OSU-OKC reports:
- This program was approved for suspension at the March 31, 2017 State Regents' meeting and OSU-OKC has no plans to reactivate.
- There are currently no students enrolled in the program.
- Seven courses will be deleted.

- No funds are available for reallocation.

OSU-OKC requests authorization to delete the Associate in Science in Horticulture Technology (066) effective immediately. This program was approved at the June 27, 2002 State Regents' meeting. OSU-OKC reports:
- This program has low enrollment and graduation rates.
- There are currently five students enrolled in the program with an expected graduation date during the 2022-2023 academic year.
- One course will be deleted.
- Any funds available will be reallocated to support the Horticulture Technologies department and its programs.

OSU-OKC requests authorization to delete the Certificate in Certified Nurse Assistant (115) effective immediately. This program was approved at the June 26, 2014 State Regents' meeting. OSU-OKC reports:
- The program does not meet current workforce needs.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OSU-OKC requests authorization to delete the Certificate in Non-Profit Management (117) effective immediately. This program was approved at the May 30, 2014 State Regents' meeting. OSU-OKC reports:
- This program has low enrollment and graduation rates.
- There are currently four students enrolled in the program with an expected graduation date during the 2021-2022 academic year.
- One course will be deleted.
- Any funds available will be reallocated to support the Business Administration department and its programs.

OSU-OKC requests authorization to delete the Certificate in Renewable/Sustainable Energy (109) effective immediately. This program was approved at the April 22, 2010 State Regents' meeting. OSU-OKC reports:
- This program was approved for suspension at the March 31, 2018 State Regents' meeting and OSU-OKC has no plans to reactivate.
- There are currently no students enrolled in the program.
- Seven courses will be deleted.
- No funds are available for reallocation.

OSU-OKC requests authorization to delete the Certificate in Wind Turbine Technology (106) effective immediately. This program was approved at the October 23, 2008 State Regents' meeting. OSU-OKC reports:
- This program was approved for suspension at the March 31, 2017 State Regents' meeting and OSU-OKC has no plans to reactivate.
- There are currently no students enrolled in the program.
- Seven courses will be deleted.
- No funds are available for reallocation.

WOSC requests authorization to delete the Associate in Arts in Music (063) effective immediately. This program was approved at the February 12, 2009 State Regents' meeting. WOSC reports:
- This program was approved for suspension at the June 30, 2019 State Regents' meeting and WOSC has no plans to reactivate.

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

AGENDA ITEM #10-a:

Policy.

SUBJECT: Approval of OU's request for a policy exception for a pilot project to add the Duolingo and PTE assessments.

RECOMMENDATION:

It is recommended that the State Regents approve a pilot project proposed by The University of Oklahoma beginning Fall 2021 and ending Spring 2026 that allows a temporary policy exception to the International Student Admission and Non-native Speakers of English policy, as described below.

BACKGROUND:

In 1979, the State Regents established a policy that requires non-native English speaking applicants to demonstrate English proficiency. The initial policy required non-native English speaking students to demonstrate English proficiency through one of the following: 1) attaining a requisite on the Test of English as a Foreign Language (TOEFL) or 2) attaining a lower requisite score on the TOEFL and successfully completing 12 weeks of study at an Intensive English Program (IEP) approved by the State Regents.

In 1989, the policy was revised to allow non-native English speaking applicants to demonstrate English proficiency through completing the high school core requirements in or graduating from a high school where English is the primary language in a country where English is a primary language and demonstrating competency through the High School Curricular Requirements policy.

In 1994, the policy was revised to allow the president or his/her designee to admit non-native English speaking students in lieu of the above mentioned requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission.

In 2003, the policy was revised to add the International English Language Testing System (IELTS) as an additional assessment measure to demonstrate English proficiency.

POLICY ISSUES:

The proposed action is an exception to the Oklahoma State Regents for Higher Education's International Student Admission and Non-native Speakers of English policy.

ANALYSIS:

As noted above, current policy specifies that two assessment measures, the TOEFL and IELTS, are utilized to demonstrate English proficiency. The University of Oklahoma (OU) is requesting to launch a pilot project to employ the Pearson Test of Academic English (PTE Academic) and the Duolingo English Test (DET) as additional assessments to measure English proficiency.

With the competitive landscape of international student recruitment and English proficiency testing, OU's strategic plan includes increasing the total number of international undergraduate and graduate students over the next seven years. Access to English proficiency tests is a pivotal factor in international students' choice of a U.S. educational institution. In recent years, both the DET and PTE Academic have become increasingly popular English proficiency instruments due to its quick turnaround times, flexible testing options, enhanced test security and more granular and consistent scoring, which provides an extensive database for test score validation. The proposed cut scores for the DET and PTE Academic align with the Common European Framework of Reference scale and with correlated IELTS and TOEFL scores. This five-year pilot project will allow OU to assess the outcomes for international students whose English proficiency was satisfied via the DET or PTE Academic in comparison with outcomes for those who submitted TOEFL and IELTS scores.

The proposed pilot project will apply to both unconditional and qualified admission, the latter of which requires the student to earn a requisite score and subsequently complete 12 weeks at a State Regents approved IEP. Based on concordance tables, peer institution requirements, and current requisite TOEFL and IELTS scores, the proposed PTE Academic and DET admission score requirements are detailed below:

Unconditional Admission	Undergraduate	Graduate
Current TOEFL IBT	79	79
Current IELTS	6.5	6.5
Proposed PTE Academic*	53	60
Proposed DET*	100	115
Qualified Admission for OU Track (IEP)		
Current TOEFL IBT	61	61
Current IELTS	5.5	5.5
Proposed PTE Academic	45	50
Proposed DET	90	100

*These cut scores were determined based on correlations to the Common European Framework of Reference scale.

To review this pilot, OU will collect student data outcomes and submit two reports, which will be detailed in a prescribed format, during the five years of the pilot: an interim pilot report due by August 1, 2024, and a comprehensive five-year pilot report due on August 1, 2026.

This time frame will allow for meaningful evaluation with a sufficient number of students earning various types of bachelors and advanced degrees across disciplines. The institution will monitor academic progress (e.g., GPAs and advancement in the chosen degree programs consistent with the respective undergraduate degree sheets or graduate plans of study) each semester. Based on peer institution information, it is expected that these students will be successful. If for some reason students struggle academically, applicant profiles will be examined to better understand underlying issues to determine if the English language ability appears to be the only factor mitigating against the students' success.

Based on staff analysis, it is recommended the State Regents approve OU's request as described above.

AGENDA ITEM #10-b:

> **Policy.**

SUBJECT: Approval of OU's request for a policy exception for a pilot project to establish the Graduate English Pathway program.

RECOMMENDATION:

> **It is recommended that the State Regents approve a pilot project proposed by The University of Oklahoma beginning Fall 2021 and ending Spring 2026 that allows a temporary policy exception to the International Student Admission and Non-native Speakers of English policy, as described below.**

BACKGROUND:

In 1979, the State Regents established a policy that requires non-native English speaking applicants to demonstrate English proficiency. The initial policy required non-native English speaking students to demonstrate English proficiency through one of the following: 1) attaining a requisite on the Test of English as a Foreign Language (TOEFL) or 2) attaining a lower requisite score on the TOEFL and successfully completing 12 weeks of study at an Intensive English Program (IEP) approved by the State Regents.

In 1989, the policy was revised to allow non-native English speaking applicants to demonstrate English proficiency through completing the high school core requirements in or graduating from a high school where English is the primary language in a country where English is a primary language and demonstrating competency through the High School Curricular Requirements policy.

In 1994, the policy was revised to allow the president or his/her designee to admit non-native English speaking students in lieu of the above mentioned requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission.

In 2003, the policy was revised to add the International English Language Testing System (IELTS) as an additional assessment measure to demonstrate English proficiency.

In 2013, revisions to the Academic Affairs Handbook included changes to the undergraduate TOEFL/IELTS minimum scores and added the graduate minimum scores to the handbook.

POLICY ISSUES:

The proposed action is an exception to the Oklahoma State Regents for Higher Education's International Student Admission and Non-native Speakers of English policy.

ANALYSIS:

Applications to graduate school from international student applicants have declined at The University of Oklahoma (OU) over the past ten years, particularly in the Science, Technology, Engineering, and Mathematics disciplines. Although State Regents' Institutional Admission and Retention policy allows students to complete an intensive English program in lieu of attaining qualifying scores on the TOEFL or IELTS prior to being admitting to a graduate program, OU indicates that this option does not meet the needs of their students or their graduate programs. The Graduate English Pathway (GEP), which is being proposed as a five-year pilot program, would allow graduate students to begin their academic course work while simultaneously working to improve their English proficiency. This model has been tested at several U.S. universities, such as Colorado State University, George Mason University, Oregon State University, the University of South Florida, the University of Alabama-Birmingham, and St. Louis University.

The GEP has been approved by the U.S. Student and Exchange Visitor Program. English instruction will be provided through OU's Center for English as a Second Language, which is currently approved to administer OU's intensive English program, and the curriculum will be specifically designed for graduate students to support them in successful completion of their accompanying academic coursework. The workload will be equivalent to a typical full-time graduate student.

The proposed cut scores for admission into the GEP are detailed below:

Unconditional Admission	Graduate
Current TOEFL IBT	79
Current IELTS	6.5
PTE (Pilot)	60
DTE (Pilot)	115
Qualified Admission for GEP	
TOEFL IBT	61
IELTS	5.5
PTE Academic	50
DTE	100

To review this pilot, OU will collect student data outcomes and submit two reports, which will be detailed in a prescribed format, during the five years of the pilot: an interim pilot report due by August 1, 2024, and a comprehensive five-year pilot report due on August 1, 2026.

This time frame will allow for meaningful evaluation with a sufficient number of students earning various types of graduate degrees across disciplines. The institution will monitor academic progress (e.g., GPAs and advancement in the chosen degree programs consistent with the respective graduate plan of study) each semester. Based on peer institution information, it is expected that these students will be successful. If for some reason students struggle academically, applicant profiles will be examined to better understand underlying issues to determine if the English language ability appears to be the only factor mitigating against the students' success.

Based on staff analysis, it is recommended the State Regents approve OU's request as described above.

AGENDA ITEM #10-c:

       Policy.

SUBJECT: Posting of revisions to the Academic Program Approval policy.

RECOMMENDATION:

       This item is for posting only.

BACKGROUND:

Revisions to the Academic Program Approval policy adopted by the State Regents in previous years are summarized below:

- September 5, 1997 – Revisions included provisions to raise the visibility and importance of integrating technology into program delivery and also provisions for criteria designed to avoid unnecessary duplication.
- January 29, 1999 – Revisions included a new section on program suspension. The revisions were designed to allow an institution to recommend an academic program be placed on suspension, but be reinstated with State Regents' re-approval as was current practice. Additionally, certificates were better defined and eliminated the requirement of course modification reporting.
- June 29, 2006 – Moved some procedural information to the Procedures Handbook.
- February 7, 2008 – Revisions included increased guidance to better inform State System institutions and provide consistent practices relative to comments, questions, protests regarding new programs, and sequence of steps were specified with timelines. These efforts provided appropriate time and process for institutions to voice and resolve issues prior to the consideration of a new program by the State Regents.
- June 21, 2012 – Revisions included the addition of definitions for academic plan, consortial agreement, dual degree program, joint degree program, and reverse transfer. Substantive changes were also added to guide institutions seeking to establish collaborative efforts regarding alternative forms of program delivery. Additionally, language was added which specifies the information required when institutions submit new program requests that are outside of their current approved programmatic function.
- June 29, 2017 – Revisions included the addition of guidance to State System institutions when submitting requests for new program/s and provide guidance in linking academic planning with resource allocation.
- June 27, 2019 – Revisions included non-substantive changes to better represent program level nomenclature and updated language to align with the Functions of Public Institutions policy.
- April 15, 2021 – Revisions included adding a definition for pre-requisite and updating the definition of reverse transfer. Additionally, language was added to ensure transparency in all course requirements for the completion of a degree and clarified requirements for embedded certificates.

In Summer 2020, a committee of State Regents' staff crafted the first draft of the Academic Program Approval policy to add definitions for micro-credential and digital badge. Additionally, a first draft of policy to provide guidance for the approval of micro-credentials and digital badges was added. Subsequently, the Council on Instruction (COI) Academic Programs Committee continued work on revisions to the policy over the following months and made other changes as described below.

The Academic Program Approval draft policy was approved by COI in August 2021 via an electronic vote and post to the Council of Presidents at their September 8, 2021 meeting.

POLICY ISSUES:

The primary purpose of the Academic Program Approval policy is to provide guidance to State System institutions when submitting requests for new programs and provide guidance in linking academic planning with resource allocation. The policy requirements are designed to match the internal institutional processes where possible, so that institutions are not required to duplicate effort. Specific changes to the policy are summarized below.

ANALYSIS:

Proposed policy changes include incorporating language to provide guidance to institutions wanting to award micro-credentials and digital badges. Additionally, definitions for and clarification of the post-audit process was added. Finally, updates were made to the approval process for credentials 15 or fewer credit hours to allow for Chancellor approval and ratification by the State Regents. The draft policy that includes underscores for added language and strikeouts for proposed deletions is attached.

3.4.1 – Purpose	No changes.
3.4.2 – Definitions	Added definition for Digital Badge, Micro-credential, Post Audit, and Provisional Approval. Updated definitions of embedded certificate and stand-alone certificate.
3.4.3. – Instructional Programs and Courses	Non-substantive language clarification.
3.4.4 – Program Request Procedures	Added language to allow for Chancellor approval of certificates of 15 or few credit hours.
	Added language to describe the post audit process.
	Non-substantive language clarification.
3.4.5 – New Program Request Criteria	Non-substantive language clarification.
	Added language to better define requirements for citing employer demand.
3.4.6 – Micro-credential Request Procedure	New section to outline the process for submitting micro-credential requests to be included in the statewide inventory.

3.4.7 – Digital Badge Request Procedures   New section to outline the process for requesting a digital badge to be included on the statewide platform.

It is recommended that the State Regents post the proposed policy revisions to the Academic Program Approval policy.

3.   **ACADEMIC AFFAIRS POLICY**

3.4   **Academic Program Approval**

3.4.1   Purpose

Policies regulating the criteria and procedures for program approval detail the State Regents' and the institutions' respective roles in the process. These roles are successive and complementary. In carrying out their constitutional responsibilities, the State Regents recognize the primary role of institutional faculty, administrators, and governing boards in initiating and recommending needed changes in educational programs. The institutional faculty are the discipline experts responsible for developing and teaching the curriculum. The institutional administrators and governing board view the proposed program in light of the institution's priorities. The State Regents provide the system perspective and their review should add value to the evaluation process. The State Regents consider the statewide capacity for each new program request as well as linking academic planning with resource allocation. The State Regents also must ensure that requests and mandates are applied consistently.

To facilitate the discharge of these responsibilities, the following policy will be used in submitting and evaluating requests for new academic programs as defined below. The policy requirements are designed to match the internal institutional processes where possible, so that institutions are not required to duplicate efforts.

Program initiation is one method by which the State Regents and the institutions keep the academic curriculum current and relevant in terms of meeting present and future needs of the state and the region. These needs are both societal and occupational in nature. The State System recognizes and supports the tradition of liberal arts education and the need for higher education programs which offer individual and societal benefits that are independent of market demand considerations. Such programs provide immeasurable returns to the state by instilling in citizens a capacity for advanced learning and an understanding of the fundamentals of civilization. Similarly, the State System recognizes and supports providing the educational services to meet the occupational needs of the state and its citizenry.

The primary purposes of this policy are:

A.   To maintain and enhance the quality of instruction, research, and public service conducted at state colleges and universities.

B.   To respond to existing and emerging technological, social, cultural, scientific, business/industry, and economic needs.

C.   To provide to citizens a variety of high-quality opportunities for intellectual growth.

D. To make programs reasonably accessible to academically qualified citizens of the state.

E. To utilize the state's and the institutions' resources effectively and efficiently.

F. To delineate the procedures to request approval of addition, modification, and deletion of instructional programs.

3.4.2 Definitions

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

"Academic Plan" is an annual report submitted to the State Regents by institutions that provides a mechanism to view each institution's accomplishments, priorities, and aspirations about current and future plans including, but not limited to, academic efficiencies and priorities, learning sites, strategic plan, enrollment projections, and technology.

"Consortial Agreement" is an agreement between two or more institutions enabling a student to take coursework simultaneously at a "host institution" and have those courses count toward a certificate or the academic degree program at the "home institution" for the purpose of completing a degree. For the purpose of this policy, the student's home institution is the institution that will grant the student's certificate or degree and the host institution is the institution that offers coursework toward an academic program in an agreement with another institution, but will not award the certificate or degree.

"Course of Study" is a sequentially organized series of educational experiences designed to culminate in the awarding of an academic degree or certificate. For the purpose of this policy, instructional programs and courses of study will be considered synonymous.

"Digital Badge" is a web-based artifact that contains metadata that documents students' completion of a credential and which can be shared and verified electronically.

"Dual Degree Program" is a program in which a student is enrolled in two or more institutions and is awarded separate degrees bearing the names, seals, and signatures of each individual institution.

"Embedded Certificate" is a credit-bearing postsecondary credential comprised of a course of study in which the curriculum required is a subset of a single existing undergraduate or graduate degree and is designed to provide specific

skills and knowledge that can be readily transferred to the ~~workforce~~ workplace and is typically in response to a specific workforce need.

 "Joint Degree Program" is a program in which a student may study at two or more institutions and is awarded a single academic degree bearing the names, seals, and signatures of each of the participating institutions.

"Program" is a sequentially organized series of courses and other educational experiences designed to culminate in an academic degree or certificate. For purposes of this policy, instructional program, academic program, and course of study will be considered synonymous.

"Micro-credential" is a short-term, postsecondary credential comprised of a coherent set of measurable non-credit bearing activities or projects, and/or up to 9 hours of credit bearing courses that provide specific career critical skills, competencies, and knowledge that can be readily transferred to the workplace.

"Post Audit" is the process during which provisionally approved degree programs and certificates are reviewed according to the productivity criteria requested by the institution and approved by the State Regents.

"Provisional Approval" is a designation of time given to new academic degree programs or certificates during which the degree program or certificate must meet minimum productivity criteria as requested by the institution and approved by the State Regents.

"Reverse Transfer" is a process in which credit hours earned by students after transfer to another institution may be applied to certificate or degree requirements at a previously attended institution or institutions. State Regents' policies regarding requirements and standards for awarding an undergraduate certificate or degree shall apply.

"Related Courses" for this policy refers to courses that share the same two-digit Classification of Instructional Program code.

"Stand-alone Certificate" is a credit-bearing postsecondary credential comprised of a course of study and is not identified as a subset of courses that are required for completion of a single existing undergraduate or graduate degree program.

"Substantive Change" is a modification to academic certificate or degree program requirements from those that were last approved by the State Regents, which will change the requirements for a student to complete the program of study. Substantive changes include, but are not limited to, changes in total number of required credit hours for the program, changes in required courses for the program, and changes in admission standards for the program.

3.4.3   Instructional Programs and Courses

Instructional programs require State Regents' approval for any program of study that results in a certificate or degree, and any designated pattern of courses within an existing major including a new option, specialization and concentration that will be identified on the transcript, diploma, or degree. Minors are a coherent set

of courses in a discipline or interdisciplinary grouping other than a student's degree program, and are exempt from this policy.

The terminology for the aggregation of courses into different levels of academic offerings varies from institution to institution. Within the State System, no consistent or uniform use of the terms "major," "option," "emphasis," or "degree" exists. In the interest of clarity, this policy will use the following terminology in referring to different levels of aggregation levels of courses.

A.   Levels of Instructional Programs

    1.   Level I

        Aggregations of courses referenced in State Regents' policy. These are (inclusive): Certificate, Associate in Arts, Associate in Science, Associate in Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of (Specialty), Graduate Certificate, Master of Arts, Master of Science, Master of (Specialty), Doctor of Philosophy, Doctor of (Specialty), and First Professional Degree.

    2.   Level II

        Aggregations of courses that appear in the institutional catalog or on the student's diploma. These vary greatly from institution to institution and include (not inclusive): Certificate, Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Recreation, Master of Education, Associate in Applied Science and Doctor of Engineering.

    3.   Level III

        Aggregations of courses with an institutionally-unique instructional program code, as listed in the State Regents' inventory of degree programs, appear in the institutional catalog, and may be listed on the student's diploma. The nomenclature includes the discipline area. Examples include: (Certificate in) Horticulture, (Bachelor of Arts in) English, (Associate in Science in) Physical Science, (Graduate Certificate in) Cybersecurity Technology, (Master of Education in) Secondary Education, and (Doctor of Philosophy) in Engineering.

    4.   Level IV

        Aggregations of courses under an umbrella degree program (Level III) that reflect subsets of the larger discipline, as listed in the State Regents' inventory of degree programs as options, appears in the institutional catalog, may be listed on the student's diploma, and will usually share a common core of related course requirements (approximately 50 percent) exclusive of general education, as well as having objectives consistent with the objectives of the Level III program. For example, a Level III Bachelor of Business Administration degree program might have the following Level IV options: Finance, Management, Accounting, Information Systems, and General; or the Bachelor

79

of Arts in English might allow options in Literature, Creative Writing, and English Education.

All four levels of courses of study require approval from the institutional governing board and the State Regents. Substantive changes in programs, including deletion, require approval from the institutional governing board and the State Regents. Modifications to programs, excluding program deletion or suspension, will not be considered for recommendation if the program is out of compliance with the *Academic Program Review* policy. Substantive changes in programs that impact an embedded certificate must be submitted simultaneously. Non-substantive changes may be approved by the chief academic officer of the institution, but must be reported to the State Regents in a timely manner.

Alternative forms of delivery, including but not limited to consortial, dual, or joint degrees, are encouraged. Guidelines for proposing consortial, dual, or joint degree programs are provided in the State Regents' *Academic Affairs Procedures Handbook*.

B.   Addition, Modification, and Deletion of Courses

The State Regents recognize the primary role of the institution in initiating, reviewing, and authorizing course additions, modifications, and deletions. These course changes are subject to all other applicable State Regents' policies including the institutional function and program approval policies. The institutions are to exercise this authority in the spirit of Academic Planning and Resource Allocation (APRA) and are to avoid course proliferation and de facto program expansion.

Upon request, institutions shall submit a current list of courses offered.

C.   Deletion, Suspension, and Reinstatement of Programs

Deletion of existing programs requires institutional governing board and State Regents approval. Requests for deletion must include: 1) the reason for the deletion, 2) a summary of the teach-out plan, if applicable, and 3) the number of students enrolled, when applicable, and an expected graduation date for the last cohort of students.   Any request for an exception to this policy must be made in writing to the Chancellor.

Requests for suspension of existing programs require institutional governing board approval. Suspension requests are approved by the Chancellor and ratified by the State Regents. If the program is recommended for suspension it will be placed in an inactive status. While suspended no students may be recruited or admitted to the program, and the program will not be listed in the institutional catalog. The program will be reinstated or deleted within three years.

To reinstate a suspended program, the institutional President must submit a ~~letter~~ request to the Chancellor requesting reactivation of the program. The ~~letter~~ request must include steps taken during inactivation that addresses the reasons behind the initial suspension request.

D.   Uniform Course Numbering

In order to provide for a more effective and efficient system of the transfer of student's credits among institutions of Oklahoma higher education, the State Regents adopted the following uniform system of numbering for identification of courses offered at all institutions in the State System.

A course number will consist of four digits as follows:

1.   The first digit will denote the course level.

2.   The second and third digits will be used to identify the course within a department.

3.   The fourth digit will denote the number of semester hours credit of the course.

All courses offered at institutions should be numbered consistent with the course numbering system unless they are exempt by State Regents' action.

3.4.4   Program Request Procedures

The following procedures will be followed by the submitting institution for the State Regents to consider a new academic program:

A.   Letter of Intent ~~for New Program Requests~~

1.   New Program Requests

The institutional President must submit a "letter of intent" to initiate a new program, ~~including~~ and stand-alone ~~and~~ or embedded certificates of 16 or more credit hours, to the Chancellor. The Chancellor will then inform the other institutional Presidents of this request and provide the opportunity to request copies of the new program proposal ~~when received, as well as submit comments, questions and protests~~. Institutions will have 45 calendar days from the date of the systemwide "letter of intent" to request a copy of the new program ~~request~~ proposal for review. Once received, the requesting institution will have 30 calendar days to submit comments, questions and protests. The "letter of intent" does not entail a commitment on the part of an institution to establish the program or on the part of the State Regents to approve the program. The "letter of intent" will be active for a period of one year following the receipt of the letter and must be received by the Chancellor at least 30 days prior to the new program ~~request~~ proposal. The "letter of intent" must indicate the locations or campuses where the program will be offered and the delivery method. ~~The "letter of intent" will remain active for one year following the receipt of the letter of intent.~~ If the institution's program request is not received during the one-year time period following the receipt of the "letter of intent," a new "letter of intent" must be initiated. After received, program proposals not acted upon by the State Regents within two years will be declared inactive and require a new "letter of intent" to be initiated.

B. Governing Board Approval

The institutional governing board does not need to approve the "letter of intent" prior to submission to the State Regents. The institutional governing board must approve the program request prior to ~~the institutional president~~ State Regents' staff formally submitting the program proposal to the Chancellor for the State Regents' consideration.

C. Submission of a New Program Request

Upon the Chancellor's receipt of the New Program Request from an institution, copies of the New Program Request will be provided to institutions that have asked for a copy. Institutions will have 30 calendar days from the date the copy is sent to provide written comments, submit questions, or protest the proposed program. All written comments, questions, and protests must be submitted by the President to the Chancellor.

Upon the Chancellor's receipt of requests for certificates of 15 or fewer credit hours, State Regents' staff will review the request as outlined in section 3.4.4.E of this policy.

Requests for an embedded certificate will not be considered for recommendation if the main program in which the certificate is embedded is out of compliance with the *Academic Program Review* policy.

D. Content of the New Program Request Submission

The submission will include a description of the Institution's Program Development Process, and will individually address each of the criteria in the New Program Request Criteria section of this policy and include supporting data and documentation.

For programs that will use an alternative form of delivery, including but not limited to consortial, dual, or joint degrees, refer to the Academic Program Request Form in the State Regents' Academic Affairs Procedures Handbook and the Academic Program Request Form which are available online.

E. State Regents' Staff Review of the Program Request

1. The State Regents' staff will review the institution's program request and will submit a recommendation for State Regents' action. The State Regents may take one of four actions:

    a. Disapprove the program; or

    b. Defer the program request until the institution meets specified criteria or provides additional information; or

    c. Provisionally approve the program which will place the program in post-audit status for ~~include~~ a specified period of time for the program's operation ~~with~~ and include ~~certain~~ specific enrollment and graduate criteria developed in cooperation with the institution to be met if the program is to continue beyond the specified date; or

> d. Approve the program without qualification.

2. Should an institution's request for a program be approved provisionally by the State Regents for a specified time period, there will be a window of one year to initiate the program without the year counting toward the provisional time period.

> 1. Institutions receiving provisional approval for a function exception request with the associated degree program request may not submit another function exception request until the function exception's operation and associated degree program's operation has received final approval.

> 2. Should the State Regents defer or disapprove the program, the institution will have the opportunity to appeal directly to the State Regents.

> 3. Should there be no action on the program within 2 years of submission, the proposal will become inactive.

3. Doctorate program requests require an external evaluation. The proposal will be reviewed by a team of out-of-state qualified external evaluators. Team members will be selected from a list of potential evaluators submitted by the two research institutions and, if applicable, the institution requesting the program. Team members will be required to sign a conflict of interest form verifying that the individual team member has no direct or indirect association with the institution proposing the doctoral program. Evaluators will be supplied with the necessary documents needed to conduct a desk review of the proposed program. The team may take one of the following three actions:

> a. Support approval of the program without recommendations.

> b. Support approval of the program with recommendations.

> c. Recommend disapproval of the program.

> 4. The institution requesting the proposed doctoral program will be responsible for the costs associated with the review.

4. New requests for certificates comprised of 15 or fewer credit hours will be reviewed by State Regents' staff and submitted to the Chancellor for approval as allowed in section 2.8.2 of the *Administrative Operations* policy.

Detailed forms for program requests and reviews are available in the State Regents' *Academic Affairs Procedures Handbook and are available online.*

3.4.5 New Degree and Certificate Program Request Criteria

A. Centrality of the Proposed Program to the Institution's Mission and Approved Function(s)

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's

academic plan. The institution should list the objectives of the proposed program and explain how the proposed program relates to the institutional mission, academic plan and approved function(s). An evaluation will be made as to the centrality of the program to the institution's mission.

There are certain circumstances when institutions may request approval to offer programs outside their current function stated in the *Functions of Public Institutions* policy. For example, regional universities offer associate degrees, technical branches offer bachelor of technology degrees, etc. However, budget constraints, system efficiency and concerns about institutional capacity and priorities may further limit expansion of programmatic functions. Requests of this nature should be on a limited basis. Institutions requesting programs outside their approved programmatic function must thoroughly address all criteria specified in section 3.2.6 of the *Functions of Public Institutions* policy.

1. Provide detailed and documented local demand beyond general state and national labor department industry and occupational projections.

2. Regional institutions requesting new or additional degrees outside of the institution's programmatic function must address the areas as indicated in this section. Program requests above the master's level must address, in detail, considerations including accreditation standards, budget, faculty, institutional infrastructure (i.e., faculty credentials, library resources, student services, etc.). Regarding associate degrees, there must be evidence the program is outside the capacity and expertise of the community college(s) or technical branches within the same service area. The program proposal must include a statement that documents consortial, joint, or partnerships were explored with community colleges or technical branches and are not feasible.

3. Community colleges seeking to offer baccalaureate degree(s) or technical branches seeking to offer transfer or baccalaureate degrees must address significant considerations including capacity and infrastructure to increase the level of degree offerings. Particular considerations including accreditation standards, budget, faculty, institutional infrastructure (faculty credentials, library resources, student services, etc.) must be addressed. In addition, there must be evidence the program is outside the capacity and expertise of a regional university within the same service area. There must be a statement and documentation that consortial, joint, or partnerships with regional universities are not feasible.

4. For new program requests outside approved programmatic functions, full and sustained funding resources must be demonstrated and documented.

B. Curriculum

The curriculum should be structured to meet the stated objectives of the program, and the institution must explain how the curriculum achieves the objectives of the program by describing the relationship between the overall curriculum or the major curricular components and the program objectives. The proposed program must meet the State Regents' minimum curricular standards including the total credit hour requirements for program completion, liberal arts and sciences, general education, and area of specialization credit hour requirements. The curriculum should be compatible with accreditation or certification standards, where available. Any clinical, practicum, field work, thesis, or dissertation requirements should be included in the new program request. Where appropriate, the new program request will also include a description of how technology is used to accomplish educational objectives.

Where appropriate, the new program request must describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.

The curriculum required for an embedded certificate shall be a subset of required courses in a single existing degree. Up to 50 percent of the coursework required in an embedded certificate shall come from related or guided elective courses and/or general education courses.

C. Academic Standards

The admission, retention, and graduation standards should be clearly stated, must be equal to or higher than the State Regents' *policy requirements*, and should be designed to encourage high quality. At least 25 percent of the coursework applied to the embedded certificate must be satisfactorily completed at the awarding institution.

D. Faculty

Faculty resources will be demonstrated to be adequate and appropriate for the proposed program, given the institution's mission, approved function and the character of the program to be developed. The number of faculty will meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program. Faculty qualifications such as educational background, non-collegiate and collegiate experience, and research and service interests and contributions which relate to the proposed program will be summarized. The institution must demonstrate that core programmatic faculty possess the academic and research credentials appropriate to support the program.

E. Support Resources

Access to qualitative and quantitative library resources must be appropriate for the proposed program, given the institution's mission, approved function and the character of the program, and should meet recognized standards for study at a particular level or in a particular field where such standards are available.

Books, periodicals, microfilms, microfiche, monographs, and other collections will be sufficient in number, quality, and currency to serve the program. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

The integration of instructional technology in the program's delivery is often appropriate for further engaging the student as an active learner and enhancing the overall learning experience. Access to global sources of information as well as to other students and faculty through computing networks has become an important learning tool for all students, regardless of program. Where appropriate, the new program request will include a description of how instructional and information technology resources are incorporated into this program.

Physical facilities and instructional equipment must be adequate to support a high quality program. The new program request must address the availability of classroom, laboratory, and office space, as well as, any equipment needs.

F.   Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution should demonstrate demand for the proposed program.

1.   Student Demand

Evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related programs at the institution, should be adequate to expect a reasonable level of productivity.

2.   Employer Demand

Evidence of sufficient employer demand, normally in the form of anticipated openings in an appropriate service area in relation to existing production of graduates for that area should be provided. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

Certificate programs designed to meet specific employer needs should provide evidence of employers' willingness to hire completers of the certificate, as well as any additional incentives provided for students (e.g. tuition reimbursement).

G.   Complement Existing Programs

The proposed program should complement and strengthen existing programs at the institution. Existing programs can be strengthened and enriched when appropriate new courses and degree programs are added to the curriculum. It is preferable that a proposed program be based on the existing strengths of the institution rather than be composed entirely

86

of new courses. An interdependence among degree programs helps to strengthen and broaden the educational base of the institution.

H.   Unnecessary Duplication

The prevention and elimination of unnecessary program duplication is a high priority of the State Regents. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program is sufficiently different from the existing programs or that access to the existing programs is sufficiently limited to warrant initiation of a new program. Where appropriate, technology will be used to reduce or eliminate duplication of effort and utilize existing resources more efficiently.

Normally, proposed programs in undergraduate core areas consisting of basic liberal arts and sciences disciplines would not be considered unnecessarily duplicative. Unnecessary duplication is a more specific concern in vocational/technical, occupational, and graduate and professional programs which meet special manpower needs. The institution submitting the new program request has the responsibility to provide evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

In considering a program whose title or content implies duplication, the proposed program will be examined to determine the extent to which it duplicates existing programs. If duplication is found to exist, then the proposed program will be evaluated to determine whether the duplication is unnecessary. In making this determination, the following criteria will be evaluated:

1.   Demand for the Program

Evidence should be presented demonstrating that there is sufficient unmet demand for the program in one or more of the following areas to justify duplication:

a.   Student Demand

Present evidence demonstrating student demand for the program and the extent to which that demand is not being adequately met by existing programs.

b.   Employer Demand

Present evidence demonstrating demand from employers for graduates of this program and the degree to which that demand is not being adequately met by existing programs.

c.   Demand for Services or Intellectual Property of the Program

Present evidence demonstrating the demand for the services (e.g., contracts, consulting, or community service) or the intellectual property (e.g., inventions and creative works) that would be produced by the students and faculty of the program and the degree to which this

demand is not being adequately met by existing programs.

2. Alternative Forms of Delivery and Consortial, Dual, or Joint Degree Programs

The new program or certificate request should address the feasibility of meeting the demand for the program through alternative forms of delivery, including electronic and on-site delivery of the program. When duplication is evident, the new program request should address the feasibility of consortial, dual, or joint degree approaches, including through electronic means, or program delivery in order to improve quality and more effectively utilize resources.

Embedded certificates may be offered through alternative forms of delivery, including electronic delivery, even if the main program is not approved for distance education. Institutions requesting online delivery of an embedded certificate are required to follow the procedures outlined in the *Distance Education and Traditional Off-Campus Courses and Programs* policy.

I. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support and sustain a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

Proposed programs may be financially supported in several ways. Institutions must provide evidence of adequate funding which may include, but not be limited to:

1. Reallocation of Existing Resources

The institution must provide evidence of campus funds to be reallocated to the proposed program. The source and process of reallocation must be specifically detailed. An analysis of the impact of the reduction on existing programs and/or organization units must be presented.

2. Tuition and Fees from Students New to the Institution

The institution must provide evidence of a projected increase in total student enrollments to the campus.

3. Discontinuance or Downsizing of an Existing Program or Organizational Unit

The institution must provide adequate documentation to demonstrate sufficient savings to the state to offset new costs and justify approval for the proposed program.

J. Program Review and Assessment

The institution must set forth program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Plans to implement program review and program outcomes level student assessment requirements as established by State Regents' policies should be detailed. Program review procedures will include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

3.4.6   Micro-credential Request Procedures

Institutions have the ability to create and issue micro-credentials for the completion of a specific set of activities and/or courses. Micro-credentials that meet the State Regents' policy definition may be submitted to the State Regents for approval and inclusion on a statewide electronic inventory. Institutions wanting to include a micro-credential on the statewide inventory must adhere to the following process:

A.   New Micro-credential Request Process

1.   Submit a New Micro-credential request form.

2.   Once a request for a new micro-credential is received, State Regents' staff will review the request to ensure all required criteria, listed in section 3.4.6.B of this policy, are included in the request. State Regents' staff will take one of the following actions:

a.   Submit a recommendation to the Chancellor for approval as allowed in section 2.8.2 of the *Administrative Operations* policy; or

b.   Defer the request until the institution has submitted requested criteria or additional information; or

c.   Submit a recommendation to the Chancellor for disapproval of the request.

3.4.7   Digital Badge Request Procedures

Institutions have the ability to create and issue digital badges to represent a student's completion of a micro-credential, certificate or degree. Institutions wanting to create a digital badge to be included on the statewide inventory must adhere to the following process:

A.   New Digital Badge Request Process

1.   Submit a New Digital Badge request form.

2.   Criteria required for requesting a Digital Badge may be found in the *Academic Affairs Procedures Handbook.*

3.   Once a request for a new Digital Badge is received, State Regents' staff will review the request to ensure all required criteria listed in the *Academic Affairs Procedures Handbook* are included in the request. State Regents' staff will take one of the

following actions:

a.   Submit a recommendation to the Chancellor for approval as allowed in section 2.8.2 of the *Administrative Operations* policy; or

b.   Defer the request until the institution has submitted requested criteria or additional information; or

c.   Submit a recommendation to the Chancellor for disapproval of the request.

Approved May 31, 1995. Revised September 5, 1997; January 29, 1999 and February 7, 2008. Revised June 21, 2012; June 29, 2017. Revised June 27, 2019, Revised XXXX ##, 2021

AGENDA ITEM #10-d:

   Policy.

SUBJECT: Posting of revisions related to the University Center of Southern Oklahoma policy.

RECOMMENDATION:

   This item is for posting only.

BACKGROUND:

The University Center of Southern Oklahoma (UCSO), formerly known as the Ardmore Higher Education Program (AHEP) was created by the 1975 Oklahoma Legislature, as amended, for the purpose of delivering higher education to citizens within the Ardmore service area.

Revisions to the UCSO policy adopted by the State Regents in previous years are summarized below:

- February 25, 1974 – The State Regents adopted a report of a study of higher education needs in Ardmore, approved the principles of operation and standards of education for the Ardmore program and authorized staff to implement the AHEP consistent with the provisions established by the 1974 Oklahoma Legislature.
- July 29, 1981 – Revisions to policy and procedures for operation of the AHEP and Idabel Higher Education Center, and institutions providing services to students enrolled at these centers. These revisions incorporated into policy Section 3213 of Title 70 of the Oklahoma Statutes.
- October 20, 1982 – Revisions to policy created the Advisory Board of Citizens for the AHEP and established board policy guidelines and operating procedures.
- August 30, 1984 – State Regents' ratification of the AHEP lease agreement with Ardmore City Schools.
- January 22, 1986 – Revisions to policy updating AHEP operating principles and procedures to align with Senate Bill (SB) 304 passed by the 40th Oklahoma Legislature.
- May 30, 1997 – Extensive revisions related to administration and operation to eliminate duplicative statutory language and more accurately reflect the operational structure of the AHEP.
- May 2012 – Senate Bill 1111 changed the AHEP to the *University Center of Southern Oklahoma*. The name change did not affect any legal relationships, bonds, contracts, title to property, obligations, authority of the board of trustees as set forth in Section 3213 of Title 70 of the Oklahoma Statutes, or any other aspect of the legal status of the named program for any purpose.
- March 2019 – Revised policy to reflect UCSO's functions and relationships with participating institutions.

POLICY ISSUES:

These revisions delete references to the University Center of Southern Oklahoma and insert references to

the new branch campus of Murray State College in Ardmore.

ANALYSIS:

In March 2021, the UCSO Board of Trustees voted to approve a proposal by Murray State College (MSC) that all properties and finances of UCSO be transferred to MSC. On May 18, 2021, Governor Stitt signed House Bill 2943, which amended 70 O.S. 2011 with the following effects:

- Renamed the University Center of Southern Oklahoma to Murray State College at Ardmore;
- Transferred control of UCSO funds and accounts to MSC;
- Designated the MSC Board of Regents as the governing body of the entity formerly known as UCSO;
- Added a requirement that the MSC Board of Regents must include a resident of Ardmore;
- Transferred title of physical assets and real property of UCSO to MSC.

Since UCSO no longer exists and a new branch campus was created by statute, the following OSRHE Academic Affairs policies must be revised:

3.2.8-Functions of Public Institutions--Branch Campuses	Add MSC at Ardmore to the list of legislatively-created branch campuses.
3.17.2-Distance Education and Traditional Off-Campus Courses and Programs—Definitions	Delete a reference to UCSO in the definition of "Learning Site."
3.17.13 – Distance Education and Traditional Off-Campus Courses and Programs—Off-Campus Geographical Service Areas	Delete 2 references to UCSO in Section G.
3.17.16 – Distance Education and Traditional Off-Campus Courses and Programs—Designation and Operation of Learning Sites	Delete reference to UCSO.
3.25-University Center of Southern Oklahoma	Delete entire policy section.

Attachments

[POLICY EXCERPT]

3. ACADEMIC AFFAIRS POLICY

3.2 Functions of Public Institutions

3.2.8 Branch Campuses

The Oklahoma legislature has created the following branch campuses:

CASC-Sallisaw
CSC-Muskogee
CU-Duncan
EOSC-McAlester
LU-Tulsa
MSC at Ardmore
NOC-Enid
NSU-Broken Arrow and Muskogee
NWOSU-Enid and Woodward
OSU-Tulsa
RSU-Bartlesville and Pryor
SEOSU-McCurtain County
SWOSU-Sayre

A. General functions of branch campuses include:

1. Assessing the community's higher education needs.

2. Providing courses and programs that are part of the institution's assigned functions within limits of available resources.

3. Offering community services through programs of continuing education and public service.

4. Providing concurrent enrollment opportunities for area high school students.

5. Coordinating and facilitating the delivery of courses and programs from other institutionally accredited colleges and universities as necessary.

B. Branch Campus Standards

All State Regents' policies relating to the offering of academic courses and programs, including program approval and review, admission and retention, student and program assessment, and electronic media apply. Colleges and universities may offer any courses or programs approved by the State Regents at both the home campus and branch campus without seeking State Regents' further approval, except as noted in section 3.2.8.C. Credit earned at branch campuses is considered resident credit.

C. Branch Campus Individual Functions

The following branch campuses have site-specific functions:

1. EOSC-McAlester

EOSC is authorized to offer lower division courses and programs in McAlester. Institutions having a historical presence in McAlester (East Central University, Southeastern Oklahoma State University, the University of Oklahoma, and Oklahoma State University) may have first opportunity to serve the upper-division and graduate needs.

2. LU-Tulsa

   LU-Tulsa is authorized to offer upper division undergraduate and graduate programs consistent with Senate Bill No. 1426 of the 1998 Oklahoma legislature.

3. NSU-Broken Arrow

   NSU-Broken Arrow may offer upper-division undergraduate and graduate programs.

4. NSU-Muskogee

   NSU is authorized to offer upper-division programs in Muskogee.

5. NWOSU-Enid

   NWOSU-Enid is authorized to offer upper division and graduate courses and programs within its stated function. NWOSU-Enid will provide lower-division courses supporting its teacher education programs.

6. OSU-Tulsa

   OSU-Tulsa is authorized to offer upper-division undergraduate courses and baccalaureate degree programs consistent with Senate Bill No. 1426 of the 1998 Oklahoma legislature.

7. Murray State College at Ardmore

   Murray State College at Ardmore is authorized to offer lower division courses and programs in Ardmore.

[POLICY EXCERPT]

3.   ACADEMIC AFFAIRS POLICY

   3.17   Distance Education and Traditional Off-Campus Courses and Programs

      3.17.2 Definitions

      "Learning Site" is a site designated by the State Regents with the function and responsibility of ensuring that higher education needs are met either through programs offered by the designated institution or importing courses from sister institutions. Designated learning sites include the 25 public colleges and universities ~~and the University Centers of Southern Oklahoma (UCSO)~~ and Ponca City (UCPC).

      3.17.13 Off-Campus Geographic Service Areas

      This section outlines principles and procedures that institutions will use to coordinate traditional off-campus offerings. Coordination with nearby institutions should take place prior to proceeding with traditional off-campus offerings, particularly as it relates to duplication. The geographic service area maps for two-year and four-year institutions shall serve as a reference to detail each institution's geographic service area perimeters.

      The primary criterion is that each state institution will have first priority for offering programs and courses consistent with its mission within its approved service area. However, no institution shall deliver higher education services at any site whose location is closer to another institution than the institution desiring to offer the service ("home rule") without having an off-campus agreement on file with the State Regents.

         A.   Community Colleges

            A map is on file at the State Regents' office that defines the service areas in which the community colleges will have first priority for offering programs and courses consistent with their respective missions.

         B.   Regional Universities

            A map is on file at the State Regents' office that defines the service areas in which regional universities will have first priority for offering programs and courses consistent with their respective missions.

         C.   Research Universities

            The research universities will have first priority for offering courses and programs consistent with their respective missions. In addition, to the extent resources are available, research universities are authorized to offer programs and courses on a national and international scale.

         D.   Branch Campuses and Constituent Agencies

Courses and programs generally may not be extended off campus from branch sites or constituent agencies. The technical branches have a statewide responsibility for offering unique technical or specialized programs when expressed need is documented and when the institution's resources permit the meeting of that need.

E.   Unique Programs

Institutions with unique programs will also have statewide geographic responsibility for offering courses and programs when need is documented and resources are available.

F.   Historical Presence

Existing authorization for programs that have a historical presence in a service area other than in the assigned service area of the institution offering the program will be honored.

G.   UCSO and UCPC

Requests for traditional off campus courses in the proximity of the UCSO or UCPC shall be coordinated with these centers.

When geographical conflicts occur, institutional officials with sufficient authority will meet to resolve the geographical conflict prior to proceeding with the course offering. Any geographical conflict not resolved at this level will be submitted to the Chancellor who may refer the issue to the Presidents' Academic Affairs Committee, which is advisory to the Chancellor. The State Regents will ultimately be responsible for conflict resolution.

3.17.16 Designation and Operation of Learning Sites

The 25 public colleges and universities, the UCSO and the UCPC are officially designated as learning sites. To most effectively meet the educational needs of the state, the institutional branch campuses must play active roles. At this time, the branch campuses are not officially designated as learning sites. Nonetheless, the home institutions should exercise the philosophy inherent in the learning site initiatives at their branch campuses and work aggressively to meet community educational needs.

3. ACADEMIC AFFAIRS POLICY

~~**3.25 University Center of Southern Oklahoma**~~

~~3.25.1 Purpose~~

~~Legislation (70 O.S. §3213) creating the Ardmore Higher Education Program (AHEP) was passed in 1975. The legislation was subsequently amended several times, most recently in 2012 (70 O.S., Supp. 1996, §3213), which changed the name to the University Center of Southern Oklahoma. The State Regents are responsible for the coordination and approval of courses and programs offered at the UCSO. The purpose of the UCSO is to deliver public higher education opportunities to the people in the Ardmore area. All provisions in State Regents' policy which refer to the AHEP shall be deemed to refer to the UCSO.~~

~~3.25.2 Administrative Principles~~

~~A. The president of each institution will designate a representative to work with the UCSO administration.~~

~~B. The UCSO administration, in cooperation with the institutions, will coordinate the development, printing, and distribution of the course schedule each semester or term. To the extent possible, institutional calendars should be coordinated.~~

~~C. The UCSO administration will provide staff and computer support required for on-line registration, collecting enrollment fees, and generating selected student and class reports.~~

~~D. Institutions will provide the UCSO Chief Executive Officer (CEO) with a copy of all enrollment and grade records of students enrolled.~~

~~E. The Board of Trustees (BOT) in cooperation with the State Regents will provide the structure for a periodic evaluation of the UCSO's activities and services.~~

~~3.25.3 Participating Institutions~~

~~A. Lower Division~~

~~Murray State College (MSC) has priority for all lower-division courses that are part of its assigned function and programs approved for offering at the UCSO.~~

~~B. Upper Division and Graduate~~

~~East Central University (ECU) and Southeastern Oklahoma State University (SEOSU) will provide all upper-division and graduate courses that are part of their assigned functions and programs approved for offering at the UCSO. ECU and SEOSU will coordinate courses and programs to avoid duplication.~~

~~3.25.4 Program Approval Process~~

~~A. The primary criterion for consideration of new program requests will be academic quality, which includes student support services provided by~~

the proposing institution. The second criterion will be cost-effectiveness and availability of resources.

B. The BOT will recommend new programs for State Regents' consideration as indicated in this section. For existing programs offered on the participating institutions' main campuses, the recommendation from the BOT will include the following information:

1. Demonstration of the academic quality of the program as evidenced by the program's objectives, accreditation status, curriculum, academic standards, and faculty.

2. A description of the need for the program, including the number of students expected to enroll and graduate.

3. Documentation that the proposed offering institution's board has approved the offering of the program at the AHEP.

4. The arrangements for resources to support the program request, including any special arrangements for fees and other financial arrangements.

5. Documentation that all designated participating institutions were involved in the discussion and planning of the new program to ensure efficient use of resources and prevent duplication.

C. The BOT may recommend approval of courses and programs by non-participating institutions with unique or unduplicated programs unavailable from the designated participating institutions. If the program is offered on the institution's main campus, the recommendation will include the same information required in number 3.26.4.B above.

D. Both participating and non-participating institutions seeking approval for programs not approved for offering on the main campuses will follow the procedures outlined in the State Regents' *Academic Program Approval* policy and then follow the procedures in number 3.26.4.B.

E. If the proposed program request is from an out-of-state institution, the recommendation from the BOT will contain the information required in number 3.26.4.B. and in the State Regents' *Institutional Accreditation* policy.

F. Institutions are encouraged to collaborate and share resources for the efficient delivery of programs to the UCSO.

G. Requests for off-campus courses or programs in the Ardmore area will be coordinated with the UCSO administration.

3.25.5 State Regents' Policies, Academic Standards, and Program Support

A. All State System academic policies applicable at the main campuses are applicable at the UCSO. These include admission and retention standards; transfer requirements; standards of education; distance learning; degree requirements, etc.

B. Courses should be taught by an individual who meets the standards for a regular faculty member of the institution awarding the credit. Whenever

possible, courses should be taught on an in-load basis as part of the faculty member's regular teaching assignment.

C.   Institutions are responsible for providing admission and enrollment services, academic counseling, and financial aid services for students enrolled in their programs on a basis comparable to the students enrolled on the main campus.

D.   The UCSO will provide a basic library collection and access to other library materials. The institutions will augment the collection to ensure students have access to learning materials (library, electronic media, tapes, etc.) on essentially the same basis as students in the same courses taught at the main campuses.

E.   Courses should be offered in proper sequence to allow students to make systematic progress toward completion of degree or certificate objectives.

F.   Institutions will not distinguish between resident credit awarded for courses completed through the UCSO and credit awarded for courses completed on the main campuses.

G.   Institutions will include programs offered at the UCSO in their program review process as outlined in the State Regents' *Academic Program Review* policy. The UCSO administration will provide input as appropriate and receive a copy of the final document submitted to the State Regents. Additionally, programmatic accrediting agencies and the Higher Learning Commission evaluate periodically institutions and their off-campus sites for quality and policy compliance. The UCSO should receive accreditation reports on programs or institutions that include an evaluation of programs offered at the UCSO.

Adopted March 25, 1974. Revised May 24, 1975; July 29, 1981; December 14, 1982; August 30, 1984; January 22, 1986; May 30, 1997; April 18, 2013; May 28, 2021.

AGENDA ITEM #10-e:

Policy.

SUBJECT: Posting of revisions to the Teacher Education policy.

RECOMMENDATION:

This item is for posting only.

BACKGROUND:

The Oklahoma State Regents for Higher Education established the Teacher Education policy to enhance the quality of teacher education within the State System. The policy sets the minimum admission standards for entry into teacher education programs, as well as the guidelines for facilitating the transfer of course work for teacher education students. Also included in the policy are general education curriculum requirements for early childhood, elementary, and special education students, requirements for secondary education students, suggested teacher education program requirements, and guidelines for the preparation of teachers by teacher education program faculty.

The Teacher Education policy has three primary segments which outline the provisions listed above: (1) Criteria for Admission to Teacher Education, (2) Degree Requirements and Guidelines for Articulation, and (3) Professional Teacher Education Guidelines. These segments, once separate policies, were revised over the years and eventually combined on June 29, 2006 to create the overall Teacher Education policy. The Criteria for Admission to Teacher Education requires students to meet one of six performance criteria to enter a teacher education program. The Degree Requirements and Guidelines for Articulation outline the articulation of courses between community colleges and universities with teacher preparation programs, as well as the course requirements for teacher preparation students. Lastly, the Professional Teacher Education Guidelines address requirements for teacher education faculty to help them remain effective practitioners in the classroom.

POLICY ISSUES:

The recommended policy changes are pursuant to 70 O.S. §6-185, and align with provisions found in the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10. The policy adds a section recently added in statute that requires teacher candidates to study the philosophy, overarching framework, components, and implementation of multi-tiered systems of support (MTSS). Additionally, the policy changes reflect prior statutory requirements that specifies other criteria that must be incorporated into the teacher education program curriculum.

ANALYSIS:

The Teacher Education policy is reflective of the high quality expected in teacher preparation programs within the State System. Modifications to the policy are driven by statutory and accreditation requirements,

professional standards, and effective practice.

Teacher preparation faculty and students are held to high levels of accountability to ensure that Oklahoma has the most well-prepared and effective teachers for its classrooms.

A copy of the proposed revisions is attached. A summary of the proposed revisions is provided below.

3.21.4 F – Degree Requirements and Guidelines for Articulation of Teacher Education Programs	Adds language regarding coursework and training requirements for teacher education students as set forth by statute.

It is recommended that the State Regents post the revisions to the Teacher Education policy.

Attachment

[POLICY EXCERPT]

3.   ACADEMIC AFFAIRS POLICY

3.21   Teacher Education

3.21.1   Purpose

In order to provide the best possible education for teachers prepared within the State System, the State Regents have adopted this policy to enhance the quality of teacher education. This policy includes the State Regents' teacher education admission policies and program requirements; guidelines for facilitating the transfer of course work for teacher education majors; general education curriculum required for early childhood, elementary, and special education majors; requirements for secondary education majors; and guidelines for the preparation of teachers by teacher education program faculty.

3.21.2   Definitions

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

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

"General Education" is a standard curriculum required in all undergraduate programs. The general education curriculum provides broad exposure to multiple disciplines and emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in a global society.

"Inductee" is any certified teacher who is employed to teach in an accredited school and whom the school district has elected to place under the guidance and assistance of a mentor teacher or induction committee. Inductees shall include those individuals having completed the program of the college or school of education of the accredited institution of higher education from which the person has been graduated, and shall have successfully completed the competency examination in areas of approval in which the inductee seeks certification, those individuals eligible for the alternative placement teaching certificate, and those individuals issued an emergency or provisional certificate.

"Induction" is a program in a school district for the purpose of providing professional support, mentorship and coaching to educators at the beginning of their careers or as they transition to new roles within a school or district.

"Mentor Teacher" is any teacher who has been appointed to provide guidance, support, coaching, and assistance to an inductee (novice teacher) employed by the school district. A mentor teacher shall be a current or former classroom

teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher.

"Professional Teacher Education Courses" are upper division courses that include specialized or advanced professional learning intended to help teachers, administrators and other educators improve their professional knowledge, competence, skills and effectiveness. These courses include, but are not limited to: pedagogy, classroom management, professional methods, and other coursework leading toward certification as a public school teacher, administrator or other school professional.

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

"Teacher Candidate / Teacher Education Student (unless presented in the context of P-12 descriptors)" are used interchangeably and refer to a current college level student, not yet graduated, who has been admitted into a professional teacher education program and is being prepared to become a certified teacher.

3.21.3   Criteria for Admission to Teacher Education Programs

This section includes the criteria for admission to teacher education programs. Students may qualify for admission to teacher education in Oklahoma system institutions of higher education by meeting one of the six performance criteria described below:

A.   Achieve a GPA of 3.0 or higher in all general education courses.

Students qualify for admission if they achieve a minimum GPA of 3.0 or higher on a 4.0 scale in all general education courses (a minimum of 30 hours) as defined in the State Regents' Undergraduate Degree Requirements policy and the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10.

B.   Score at or above 22 on the American College Testing (ACT), an approved assessment of general knowledge, in accordance with the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10. The Writing portion of the test must be included.

C.   Score at or above 1120 on the Scholastic Aptitude Test (SAT), an approved assessment of general knowledge, in accordance with the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10. The Essay portion of the test must be included with no less than a 5 on Reading, a 4 on Analysis, and a 5 on Writing.

D.   Score at or above the level designated by the State Regents for math, reading, and writing on the PRAXIS Core Academic Skills for Educators Test (PRAXIS). Students who score below the designated level on any section(s) of the PRAXIS test will be permitted to retest.

The PRAXIS test is an acceptable performance measure for students who

have completed at least 30 credit hours.

E.   Achieve a passing score at the performance benchmark required by the Oklahoma Office of Educational Quality and Accountability (OEQA) for state certification on the Oklahoma General Education Test (OGET).

F.   Possess a Baccalaureate degree from an institution accredited by an organization recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education and approved by the Oklahoma State Regents for Higher Education.

Baccalaureate degree graduates from universities accredited by an organization recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education in the United States are assumed to have the basic skill competencies tested by the OGET and PRAXIS. These graduates may be exempt from ~~this~~ these testing requirements.

Institutional and individual programs admission policies should be considered minimum. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in teacher education programs.

3.21.4 Degree Requirements and Guidelines for Articulation of Teacher Education Programs

The offering of courses and programs classified as professional teacher education is reserved to those universities with approved degree programs leading toward certification as a public school teacher, administrator, or other school professional.

Universities with approved teacher education programs may accept transfer coursework from community colleges and/or other universities at their discretion, according to the State Regents Undergraduate Transfer and Articulation policy.

Community colleges are approved to offer paraprofessional programs in areas related to, but not identical with, teacher education. Such programs, including early childhood education and child development, frequently utilize course content which is similar to that of professional teacher education courses; however, these courses may not be equivalent. Articulation of courses between community colleges and universities with teacher education programs is at the discretion of the teacher preparation program at the university and must adhere to teacher preparation requirements.

The course requirements listed below are mandatory for teacher education candidates. Community colleges are encouraged to have an active role in providing the general education courses necessary for teacher education candidates to meet these requirements. Select requirements are listed:

A.   Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 credit hours in general education course work in each of the academic core areas: English, mathematics, science, and social sciences. These courses may be taken at either a community college or university.

B.   Students majoring in secondary and elementary/secondary education are required to have an undergraduate major, or its equivalent, in a subject

area, pursuant to the OEQA Administrative Code, Title 218 Chapter 10 and 70 O.S. §6-185. Additionally, teacher candidates in early childhood, elementary, and special education must have subject area concentrations which allow qualification as a generalist.

C. Institutional officials are permitted to select the course work in each of the core areas (English, mathematics, science, and social sciences) that is appropriately suited to meet the established teacher preparation competencies, standards, and related assessments. OEQA has final approval in determining if the subject area concentration meets accreditation requirements.

D. College and university officials are to review the mathematics curriculum and develop and/or modify courses that will meet the standards proposed by the National Council of Teachers of Mathematics.

E. Teacher preparation programs at the preservice level shall require students to meet one of two criteria addressing foreign language or Emergent Bilingual / English Learning in P-12 schools:

1. Teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language. The assessment for such competency may occur at any point in the teacher candidate's program and does not require specified course work or credit hours except as may be required by the institution.

2. Teacher candidates demonstrate the knowledge and skills necessary to address the needs of Emergent Bilingual (English Learner) students in the P-12 classroom and are proficient in the strategies required for successful delivery of P-12 instruction in that area. The assessment for such competency may occur at any point in the teacher candidate's program through specified course work, approved by the Office of Educational Quality and Accountability (OEQA), and as may be required by the institution.

F. The following requirements are pursuant to 70 O.S. §1210.508F:

1. Teacher preparation programs shall ensure that all teacher education students majoring in early childhood, elementary and special education are provided quality training in intervention, instruction, and remediation strategies in order to meet the needs of students in kindergarten through third grade who are determined to be at risk of reading difficulties. These prospective teachers shall receive quality education in research-based instructional strategies for instruction, assessment and intervention for literacy development for all students, including advanced readers, typically developing readers and struggling readers who are coping with a range of challenges, including, but not limited to, English learners and learners with handicapping conditions and learning disabilities (including dyslexia). Quality

training for teacher candidates shall include guidance from professional resources such as the:

 a. Report of the National Reading Panel

 b. Response to Intervention Guidelines

 c. Council for Exceptional Children

 d. International Dyslexia Association

 e. International Literacy Association

 f. National Council of Teachers of English

 g. National Association for the Education of Young Children

2. Teacher education programs that offer elementary, early childhood or special education programs shall incorporate into those programs the requirement that teacher education students study the five elements of reading instruction which are phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. Strategies including, but not limited to, instruction that is explicitly taught, sequenced, multimodal, multidisciplinary and reflective to adapt for individual learners, must be addressed.

3. Teacher education students enrolled in a special education program shall pass, prior to graduation, a comprehensive assessment to measure their teaching skills in the area of reading instruction. The assessment shall be developed and administered by the institutions that offer special education programs that lead to certification. The assessment shall measure the knowledge and understanding of the teacher candidate in the teaching of the five elements of reading instruction. The results of the assessment shall be reported annually by the institution to the OEQA.

4. ~~Teacher Education programs shall incorporate into those programs the requirement that teacher education students study or have training in the following areas:~~

 a. ~~Substance abuse symptoms identification and prevention~~

 b. ~~Mental illness symptoms identification and mental health issues~~

 c. ~~Classroom management skills~~

 d. ~~Classroom safety and discipline techniques~~

 e. ~~The use of digital and other instructional technology~~

 f. ~~Trauma-informed responsive instruction~~

<u>Pursuant to 70 O.S. §6-185, students majoring in early childhood, elementary, secondary, and special education are required to study the philosophy, overarching framework, components, and implementation of multi-tiered systems of support (MTSS) designed to address the core academic and</u>

nonacademic needs of all students. The program shall provide for training that utilizes evidence-based assessment, intervention, and data-based decision-making procedures within a tiered system of support to identify students at risk for negative academic or nonacademic outcomes. This training shall include, but not be limited to, the following areas as appropriate by grade band:

    a.   a structured literacy approach that includes phonological awareness, phonemic awareness, decoding letters into sound and its relationship to printed material, rapid-naming skills, oral fluency, vocabulary and comprehension;

    b.   an evidence-based approach to mathematics instruction that includes understanding key mathematical concepts, fluency of basic facts, fluent and flexible use of standard and non-standard algorithms, and application of these mathematical principles to solving problems;

    c.   the application of the behavioral sciences to classroom management that includes instruction on prevention of problematic behaviors, teaching appropriate behaviors, reinforcing appropriate behaviors, responding to problematic behaviors and evaluating the effect of classroom management on student outcomes; and

    d.   the identification and impact of trauma on student learning and trauma-informed responsive instruction.

1.   Additionally, pursuant to 70 O.S. §6-185, Teacher Education programs shall incorporate into those programs the requirement that teacher education students study or have training in the following areas:

    a.   the individuality of students, the capacity of students to learn and the process of learning;

    b.   the integration of curriculum from other disciplines with the education curriculum;

    c.   experiences and personal contact with parents, guardians or custodians of school-age children;

    d.   community involvement;

    e.   the structuring of courses to require teamwork activities;

    f.   substance abuse symptoms identification and prevention;

    g.   mental illness symptoms identification and mental health issues;

    h.   classroom safety and discipline techniques; and

    i.   the use of digital and other instructional technology.

Professional Teacher Education Guidelines

A.   Professional teacher education courses are developed by universities to meet required Oklahoma teaching competencies. Universities with teacher education programs are encouraged to develop articulation agreements with community colleges. Such agreements must be consistent with state and national program accreditation standards.

B.   Area of specialization courses for early childhood, elementary education, and special education majors must be offered by a university with an approved teacher education program.

C.   Paraprofessional courses, such as those designed for early childhood care and similar career programs, may or may not substitute for required area of specialization courses in early childhood education, library education, and similar teacher education programs.

D.   Awarding credit for prior learning (i.e., CLEP, AP, IB) will follow guidelines established in the State Regents' Credit for Prior Learning policy.

3.21.6 Guidelines for Teacher Preparation Faculty

The following guidelines are necessary to keep teacher education faculty attuned to and cognizant of the realities of today's public education classrooms and schools. These guidelines address the concern that teachers preparing teachers should be aware of and sensitive to the variety of environments of today's classrooms.

A.   Pursuant to Title 70 § 6-186, teacher education faculty, including the deans/directors of the colleges of education, must: (1) teach regularly scheduled classes in a state accredited P-12 school(s); and/or (2) perform a professionally appropriate role at the school site(s) which involves direct and meaningful contact with students. A minimum of 10 clock hours per school year is required.

B.   It is recommended that this experience be scheduled in blocks of time longer than one hour, so that the classroom experience is one of greater depth. Ideally, the classroom experience should be active teaching rather than entry-year observation time and in a variety of diverse school environments, ranging from large, urban to small, rural.

C.   Faculty members are expected to incorporate their varied common school classroom experiences into their teacher preparation at the university level. Specifically, faculty members have the responsibility to make students aware of and to provide teaching strategies for maximizing student learning in the multitude of various classroom environments. These efforts should include empowering students with an awareness of and teaching strategies for maintaining classroom order and appreciating the diversity in students' ethnicity, language, family environments and relationships, and socioeconomic circumstances. It should be noted that these teaching skills are required for students to be successful teachers regardless of the size of the community in which they teach and should be modeled for these students. Additionally, students

should have successfully acquired these teaching skills and strategies prior to assuming responsibility for a classroom.

3.21.7 Guidelines for Participation on Induction Committees

The following requirements are pursuant to 70 O.S. §6-182:

A. Induction programs may involve a committee of one or more mentor teachers, the principal or an assistant principal of the employing school, one or more administrators designated by the school district board of education, a teacher educator in a college or school of education of an institution of higher education, or an educator in a department or school outside the institution's teacher education unit.

B. Teacher education faculty may serve on novice teacher induction committees. It is recommended that teacher education faculty who participate on these committees have expertise and experience in the teaching field of the teacher inductee.

Criteria for Admission to Teacher Education Programs: Approved December 1989; revised May 29, 1992, May 28, 1993, January 26, 1996, May 24, 2002, May 29, 2020, April 15, 2021.

Degree Requirements and Guidelines for Articulation of Teacher Education Programs: Approved September 26, 1977, June 27, 2019; revised October 15, 1999, May 29, 2020, April 15, 2021.

Professional Teacher Education Guidelines: Approved May 27, 1994; revised January 29, 2015, April 26, 2018.

Guidelines for Participation on Induction Committees: Approved January 29, 2015; revised October 25, 2018.

Definitions: Revised May 29, 2020.

Updated language related to institutional accreditation May 28, 2021.

AGENDA ITEM #11:

Academic Plans.

SUBJECT: Acknowledgement of receipt of academic plans submitted by institutions.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the following 2021-2022 academic plans:

♦ Oklahoma State University System
♦ University of Oklahoma
♦ Cameron University
♦ East Central University
♦ Langston University
♦ Northeastern State University
♦ Northwestern Oklahoma State University
♦ Oklahoma Panhandle State University
♦ Rogers State University
♦ Southeastern Oklahoma State University
♦ Southwestern Oklahoma State University
♦ University of Central Oklahoma
♦ University of Science and Arts of Oklahoma
♦ Carl Albert State College
♦ Connors State College
♦ Eastern Oklahoma State College
♦ Murray State College
♦ Northeastern Oklahoma A&M College
♦ Northern Oklahoma College
♦ Oklahoma City Community College
♦ Redlands Community College
♦ Rose State College
♦ Seminole State College
♦ Tulsa Community College
♦ Western Oklahoma State College

BACKGROUND:

The State Regents approved the Academic Planning/Resource Allocation (APRA) concept in 1991. Institutional academic plans are developed each year and provide the context for decision-making within APRA principles. The academic plans are summarized in a supplement and document the system's academic planning and institutional priorities. New program requests are evaluated within the context of a current and complete institutional academic plan.

In January 2003, institutional administration and State Regents' staff discussed reshaping the Academic Plan process into a more efficient and productive exercise. The plans were made more concise while still including two parts: Part I. Annual Report; and Part II. Academic Plans for the Coming Year. The Annual Report summarized current academic programs and services in technology and academic efficiencies, and reported Learning Site activities. The Academic Plan for the Coming Year included a copy of the institution's strategic plan, if available; the institution's three to five academic priorities for the coming year; and a summary of future plans with respect to technology and academic efficiencies.

In 2012, the Academic Plan report was revised again to include: 1) Priorities/Programs; 2) Technology; 3) Academic Efficiencies, and 4) Learning Site Activity Report. The current plan also includes enrollment projections for Fall 2021, Fall 2022, and Fall 2023.

POLICY ISSUES:

These actions support and further the goals of the APRA initiative.

ANALYSIS:

Institutions are provided an outline for the report (see Attachment A). Plans were due in the State Regents' office on June 30, 2021. The 2021-2022 Academic Plan Outline is provided below.

1) Academic Priorities/Programs		
2) Academic Efficiencies	Current Status	Future Plans
3) Technology	Current Status	Future Plans
4) Online Learning Activities/Initiatives	Current Status	Future Plans
5) Learning Site Activity Report		
Enrollment Projections		

With this action, the State Regents acknowledge receipt of the academic plans from all public institutions. Summaries of the submissions are available in a supplement. The request for the academic plan also included the Institutional Degree Completion Plan, which is reported in a separate agenda item.

Attachments

Supplement is available upon request.

Academic Plan Form B
2021-2022 Outline

The Academic Plan provides a means for the State Regents to view each institution's priorities and aspirations in the context of the State System. The plan is divided into two parts: A) informing the State Regents of academic program, technology, and efficiency plans for the future, and B) projecting enrollment targets for the next three years. Institutions are encouraged to utilize this form to submit information electronically. Although the length of the completion and academic plans can be expected to vary, it is anticipated a concise plan should be possible within fifteen or fewer pages. The template format is provided. The 2021-2022 Degree Completion and Academic Plan is due **June 30, 2021**. This due date will allow for compilation and preparation for the State Regents' annual review.

A. Summarize academic programs and services in the following areas:

1. **Priorities/Programs.** List the institution's academic priorities for the 2021-2022 year and the planned activities that will be used to achieve these priorities. Please include, if appropriate, how these academic priorities relate to high priority academic programs and any new academic program requests to be submitted in the 2021-2022 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

   a. **Priorities/Programs**

2. **Academic Efficiencies**

   Academic Efficiencies - faculty sharing, partnership collaboration, course redesign, program downsizing or deletion, etc., that have direct impact on budget, cost savings, efficiencies, the academic enterprise and describe how those decisions were made.

   a. **Current Status**

   b. **Future Plans**
      (Note plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

3. **Technology** (uses in the classroom, faculty and curriculum development, student support services, and distance education offerings, etc., especially note new, different, and innovative uses of technology)

   a. **Current Status**

b. **Future Plans**
(Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

4. **Online Learning Activities/Initiatives.**

   a. **Current Status**
      a. Open Educational Resources (OER)

      b. Professional Development

      c. Delivery System/Platform

   b. **Future Plans**

5. **Learning Site Activity Report**
   Please respond to the following questions as a learning site:

   a. Include the number of online/electronically delivered courses sent to and received from other institutions. Detail the productivity in those courses and programs, as well as the breakdown between upper division and lower division courses.

   b. Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.

b. **Provide the institution's 2021, 2022, and 2023 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.**

   - Fall 2021: Undergraduate Headcount: ___
   - Fall 2021: Graduate (if applicable) Headcount: ___
   - 2021 Annual FTE: ___

   - Fall 2022: Undergraduate Headcount: ___
   - Fall 2022: Graduate (if applicable) Headcount: ___
   - 2022 Annual FTE: ___

   - Fall 2023: Undergraduate Headcount: ___
   - Fall 2023: Graduate (if applicable) Headcount: ___
   - 2023 Annual FTE: ___

AGENDA ITEM #12:

Degree Completion Plans.

SUBJECT: Acknowledgement of receipt of degree completion plans submitted by institutions.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the following 2021-2022 institutional degree completion plans:

- Oklahoma State University System
- University of Oklahoma
- Cameron University
- East Central University
- Langston University
- Northeastern State University
- Northwestern Oklahoma State University
- Oklahoma Panhandle State University
- Rogers State University
- Southeastern Oklahoma State University
- Southwestern Oklahoma State University
- University of Central Oklahoma
- University of Science and Arts of Oklahoma
- Carl Albert State College
- Connors State College
- Eastern Oklahoma State College
- Murray State College
- Northeastern Oklahoma A&M College
- Northern Oklahoma College
- Oklahoma City Community College
- Redlands Community College
- Rose State College
- Seminole State College
- Tulsa Community College
- Western Oklahoma State College

BACKGROUND:

In October 2011, the State Regents adopted a college completion agenda that incorporates the Complete College America (CCA) and National Governors Association (NGA) Complete to Compete metrics, recommitted to a revised Brain Gain performance program, and made college completion a top priority with commitments to state and campus goals, action plans, and measures of progress.

Considerable steps have been taken to date in Oklahoma's CCA project. The data team has evaluated Oklahoma's state-level and campus-specific enrollment and graduation data against key degree completion

statistics using the CCA and NGA approved metrics. A standardized report of these baseline datasets for all CCA states served as the basis of Oklahoma's March 2011 CCA Completion Academy activities and has been utilized during all forums and meetings as the leadership team coordinates with key stakeholder groups in moving the project forward.

While the college completion efforts in Oklahoma expand upon current state and campus programs, there will be new initiatives at local and state levels that will be developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states has revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. State and campus activities in support of these goals will include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels;
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options;
- Certificate completion options through further development of cooperative agreement programs between higher education and technology centers;
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates;
- More effective and efficient completion of remediation and freshman gateway courses;
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's degree levels;
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year; and
- Better documentation of the degree completion contributions of private and for-profit postsecondary education.

CCA was impressed by Oklahoma's early work on these completion projects and expressed that by reaching out to the governor and inviting Oklahoma to partner in establishing a national model for statewide completion plans. CCA national staff and project consultants worked with State Regents' staff to incorporate Oklahoma's work into a model plan project that can serve as an example of both process and product to the other CCA states. Oklahoma's work was spotlighted at the CCA Annual Convening of the 29 alliance states on October 18-19, 2011. CCA has pledged technical assistance to support project activities outlined in Oklahoma's plan and is working with the Oklahoma CCA Leadership Team to identify other potential funding sources for the work.

POLICY ISSUES:

As higher education institutions in Oklahoma experience national trends and challenges, increased enrollment demands, significant calls for higher education to drive economic development, and historically low levels of public budget allocations – postsecondary leaders are even stronger advocates for the public and individual investments in higher education and realize the enterprise's unique role in shaping the future of the state. In Oklahoma, elected officials have joined their counterparts around the nation in focusing on jobs. Higher education's response to this call was a thorough evaluation of the system's stewardship of intellectual, economic, social, and cultural needs of the state.

Ultimately, what was proposed under the CCA and NGA Complete to Compete action plan was an acceleration of efforts to make significant improvements to two critical segments of the educational pipeline in Oklahoma: 1) restructuring remedial and developmental education, and 2) development of accelerated degree completion options. Undergirding these efforts is a revised accountability framework that utilizes

appropriate components of the state and campus-level CCA and NGA metrics and that reflects new priorities by measuring and rewarding priorities that meet statewide completion goals.

ANALYSIS:

College completion initiatives in Oklahoma must involve strategies to reach both the emerging workforce matriculating through the common education pipeline and the current workforce that is dominated by individuals who have some college or postsecondary training, but have no earned degree or credential. Oklahoma's activities as a part of the CCA Alliance and NGA Complete to Compete project will reform the state's successful Brain Gain Performance Funding Program and focus on a public agenda framework that covers three issues:

1) Academic preparation initiatives that:
   a. increase high school offerings to reduce the need for remediation; and
   b. offer a fundamental change in the delivery of remedial and developmental education;
2) High impact practices with reverse transfer, prior learning assessments, data analytics, etc. to reduce time-to-degree; and;
3) Adult degree completion initiatives that streamline degree options, remove time and sequence barriers, and provide additional supports for completion.

Initiative #1: Higher education and K-12 are working together to develop and implement strategies that focus on better preparing students in high school for success in college. Enhancement in academic activities in the 11th and 12th grades will be made to reduce the need for remediation, including a college and career ready math course, concurrent enrollment opportunities, and advanced placement courses.

Initiative #2: Oklahoma public higher education institutions are implementing programs in the areas of math, language skills, and reading that will dramatically improve developmental programs and reduce the time it takes to earn a degree, including corequisite courses.

Initiative #3: Our colleges and universities are implementing programs that create clear pathways to degrees and certificates including the cooperative agreement programs with technology centers and providing proactive advising, coaching services, and additional academic support.

Initiative #4: The Reach Higher program provides degree completion opportunities to adult students who have some college credit, but have not completed a college certificate, associate, or bachelor's degree. The program offers two paths to meet both student and workforce needs: Reach Higher FlexFinish and Reach Higher DirectComplete.

Initiative #5: In April 2012, the State Regents adopted a revised Brain Gain performance-based funding formula providing incentives to institutions that increase their degree completion rates in addition to other performance factors.

Finally, these CCA datasets and policy audits have served as the basis for developing statewide completion goals for Oklahoma. Higher education is committed to increasing access to quality academic programs, increasing the number of college graduates, and better preparing those graduates to meet the challenges of a rapidly changing global economy. As CCA began in 2011, Oklahoma's colleges and universities produced 30,500 degrees and certificates annually. To remain competitive nationally and globally, the system of higher education in Oklahoma must increase the number of degrees and certificates by 1,700 each year to a level of 50,900 by 2023 (chart below). This represents a 67 percent increase over a twelve-year period.

Oklahoma Degree and Certificate Goals

67% Increase

30,500

50,900

2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023
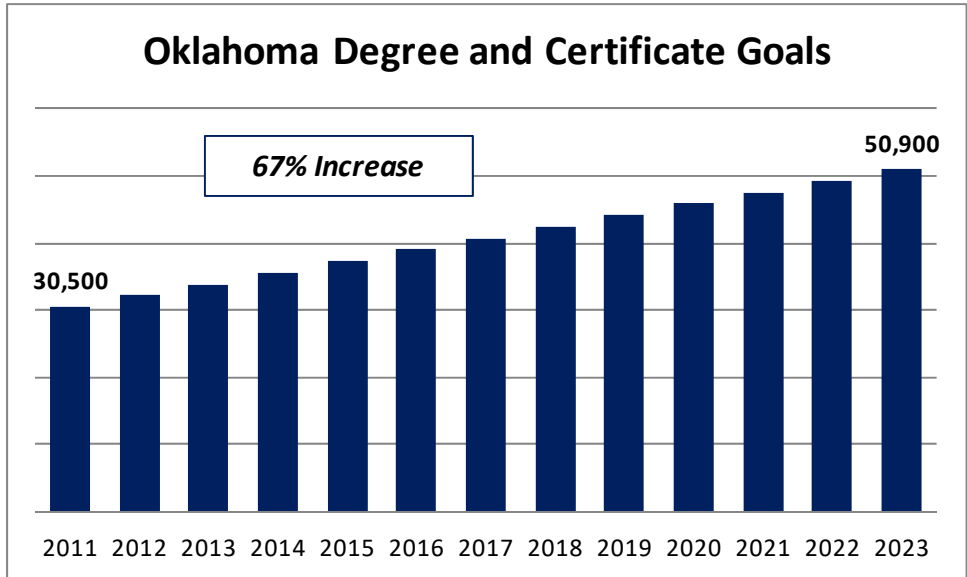
Institutions were requested to submit updated institutional degree completion plans by June 30, 2021(template in Attachment A). The request for the institutional degree completion plans also included the Academic Plan, which is reported in a separate agenda item. With this action, the State Regents acknowledge receipt of the institutional degree completion plans from all public institutions. Summaries of the submissions are available in a supplement.

Attachment

Supplement is available upon request.

Institutional Degree Completion Form A
2021-2022 Outline

The State Regents have a public agenda with the goals to: 1) enhance access and improve the quality of public higher education for all Oklahomans, 2) increase the number of college graduates, and 3) better prepare students to meet the challenges of a global economy. In joining the Complete College America (CCA) Alliance of States, Oklahoma pledged to extend its Public Agenda scope and reach, recommit to its performance funding program, and make college completion a top priority with commitments to state and campus goals, solid action plans, removal of policy barriers, and measures of progress. Through the college completion efforts of Oklahoma to expand upon current state and campus programs, there will be new initiatives at local and state levels developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states have revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. Examples of state and campus activities in support of these goals include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels.
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options.
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates.
- More effective and efficient completion of remediation and freshman gateway courses.
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's levels, and development of micro-credentials.
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year.
- Better documentation of degree completion contributions of private and for-profit postsecondary education and the Career Tech system cooperative agreement programs.
- Information regarding the use of predictive analytics should be embedded in the institution's academic plan.

The Institutional Degree Completion Plan provides a means for the State Regents to view each institution's priorities, statewide initiatives and commitment to the public agenda and CCA. The 2021-2022 Degree Completion Plan is due **June 30, 2021**. This due date will allow for compilation and preparation for the State Regents' annual review.

In addition to this document, please provide a copy of the institution's current strategic plan. Referencing the strategic plan as a supporting document, please respond to the following items regarding degree completion for the year 2021-2022.

Based on your institution's priorities, statewide initiatives, and commitment to the public agenda and CCA, address each of the four goals of the Complete College Oklahoma plan. *(Note: tables expand to list all strategies and to allow full information)*

For the purposes of this document, the following terms are defined.

High Impact Strategy: In addition to the initiatives listed, please describe strategies that address each of the four CCA Initiatives in Oklahoma. What activities have been or are being developed on your campus or as part of statewide initiatives to accomplish the goals of Complete College America?

Implementation: List the activities with timelines that will be used to implement this strategy. What short- and long-term timelines have been established for implementation of the high impact strategies?

Responsible Party: List the people, offices or functions responsible for implementing this strategy or each activity. Who/what are the key people or offices responsible for development, implementation, and assessment?

Measures of Effectiveness: Describe the metrics used to evaluate the effectiveness of each activity.

Results to Date: Describe the current status and results of the activity.

1. **Focus on Readiness.** Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

High Impact Strategy - 12th Grade Math

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy - Concurrent Enrollment

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy -

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy -

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

2. Transform Remediation. Every Oklahoma institution will implement transformational models of remedial placement and support through a statewide phased implementation and refinement process.

High Impact Strategy - Co-Requisite Remediation			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy - Course Placement			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy -			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

High Impact Strategy -			
Implementation	**Responsible Party**	**Measures of Effectiveness**	**Results to Date**

3. **Build Bridges to Certificates and Degrees.** Develop, implement, or expand a "Program Equivalent Project" that bridges Career Tech course completion to certificate and Associate in Applied Science (AAS) degree completion in the community colleges. Projects may also include college and university partnerships in reverse-transfer initiatives for certificate and associate degree completion.

High Impact Strategy - Reverse Transfer

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy – Cooperative Agreements/Contractual Arrangements

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy - Prior Learning Assessment

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy - Math Initiatives (Gateway Math, Math Advising, Degree Clusters, etc.)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy -

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

4. Adult Completion. Further expand and develop Reach Higher or other completion program(s), including micro-credential, degree and certificate completion efforts that involves the entire system of postsecondary education. This includes post-baccalaureate credentials to enhance professional options.

High Impact Strategy - Reach Higher Direct Complete (Lumina Workforce Completion)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy - Reach Higher Flex Finish (Organizational Leadership and Enterprise Development)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy - Micro-credentials and Badging

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy -

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

5. Other Institutional Priority Areas for Degree Completion and Momentum Year: First Year Benchmarks.

High Impact Strategy - Data Analytics

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy - 15 to Finish (including 30 credit hours/nine in program of study)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy - Degree Audit Program

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy – Advising (including interest assessment and labor market data, informed choice of meta major/major, early support and guidance, use of ICAP)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy – Development and Implementation of Open Educational Resources (OER)

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

High Impact Strategy -

Implementation	Responsible Party	Measures of Effectiveness	Results to Date

AGENDA ITEM #13:

>   **Course Transfer Matrix.**

SUBJECT: Approval of transfer courses from Oklahoma Technology Centers for technical degree programs.

RECOMMENDATION:

>   **It is recommended that the State Regents approve the technology center coursework listed below to apply to the specified technical degree programs.**

BACKGROUND:

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

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

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

POLICY ISSUES:

These actions are consistent with the State Regents' Undergraduate Transfer and Articulation policy.

ANALYSIS:

It is recommended that the attached list of technology center courses be approved for transfer into the technical degree programs as specified.

Attachment

Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)
AAS in Business Operations (114)	ACCT	1413	Intro to Accounting	Central Technology Center, Drumright	Accounting I and Accounting II
	ACCT	2143	QuickBooks	Central Technology Center, Drumright	Computerized Accounting
	ACCT	2233	Payroll Tax Accounting	Central Technology Center, Drumright	Payroll Accounting

Attachment

Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)
AAS in Business Operations (114)	ACCT	1413	Intro to Accounting	Gordon Cooper Technology Center, Shawnee	Accounting I and Accounting II
	ACCT	2143	QuickBooks	Gordon Cooper Technology Center, Shawnee	Computerized Accounting
	ACCT	2233	Payroll Tax Accounting	Gordon Cooper Technology Center, Shawnee	Payroll Accounting

Technology Center Courses to be Approved for Transfer

Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)
AAS in Business Operations (114)	ACCT	1413	Intro to Accounting	High Plains Technology Center, Woodward	Accounting I and Accounting II
	ACCT	2143	QuickBooks	High Plains Technology Center, Woodward	Computerized Accounting
	ACCT	2233	Payroll Tax Accounting	High Plains Technology Center, Woodward	Payroll Accounting

Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)
AAS in Business Operations (114)	ACCT	1413	Intro to Accounting	Wes Watkins Technology Center, Wetumka	Accounting I and Accounting II

Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)
AAS in Business Operations (114)	ACCT	1413	Intro to Accounting	Meridian Technology Center, Stillwater	Accounting I and Accounting II
	ACCT	2143	QuickBooks	Meridian Technology Center, Stillwater	Computerized Accounting

AGENDA ITEM #14:

> **Oklahoma Tuition Aid Grant.**

SUBJECT: Approval of program changes for 2022-2023 based on the passage of HB 1821.

RECOMMENDATION:

> **It is recommended that the State Regents approve changes to the Oklahoma Tuition Aid Grant for 2022-2023 based on statutory amendments approved in HB 1821 of the 2021 legislative session.**

BACKGROUND:

The 1971 Oklahoma Legislature enacted the Oklahoma Higher Education Tuition Aid Act authorizing the establishment of a need-based state tuition aid grant program. Congress also provided federal incentive matching funds to states to assist them in providing grants to students. However, Congress discontinued those federal matching funds in 2011-2012. Through 2021-2022, the Oklahoma Tuition Aid Grant (OTAG) program awarded grants of up to $1,000 per academic year for attendance at public institutions and $1,300 per year at private non-profit institutions. The $1,000 maximum award for students attending public institutions had been not been increased since 1982. In 2019-2020, about 18,200 students received OTAG awards totaling $16.3 million. The State Regents allocated $15 million in FY2022 state funding to the program.

At the request of the State Regents, the Oklahoma Legislature approved HB 1821 during the 2021 session. The goal of the amendments is to allow the State Regents to modify the program to enhance student retention and graduation rates. The bill passed the House 94-2 and the Senate 44-1. The effective date of the bill is November 1. Changes approved by the State Regents would be effective for the 2022-2023 academic year.

POLICY ISSUES:

The proposed OTAG changes are intended to support the State Regents' goal to increase the number of college graduates in Oklahoma.

ANALYSIS:

Currently, the OTAG grant is awarded directly by the State Regents to lower-income students on a "first-come, first-served" basis without regard to other financial aid the student is receiving (federal Pell Grants, Oklahoma's Promise, Academic Scholars Program, Regional Baccalaureate Scholarship, tuition waivers, foundation scholarships, other scholarships, etc.). To increase student retention and graduation rates, it is recommended that OTAG awardees be selected by the institution based on the student's overall financial need and other priority factors.

HB 1821 Amendments (see attached copy of the bill)

133

The statutory amendments in HB 1821 included the following changes:
- Deleted the statutory mandate that "all" eligible students "shall" be awarded an OTAG grant.
- Deleted the statutory provision that prohibited the State Regents from increasing the maximum annual OTAG award amount unless funding was sufficient to award at least the same number of students as the previous academic year.
- Added priority factors that may be considered in awarding the OTAG grant, including unmet financial need, continuous enrollment, nearness to completion of a degree or certificate, state employment needs, and eligibility for other student financial aid.

<u>Recommended Program Changes</u>

1) Student Eligibility
   a. Current Program, 2021-2022: Students must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA calculates an "Expected Family Contribution" (EFC; how indicates much the student's family is expected to pay out-of-pocket for the student's college expenses). Students with an EFC of 1,700 or below are eligible if they met the application submission deadline (February 5, 2021 for the 2021-2022 academic year).

   b. Recommended Change for 2022-2023:
      i. Students must be eligible to receive the federal Pell Grant (about one-third of state system students; about double the size of the current pool of eligible students)
      ii. Awarding priorities administered by the college or university:
         - students with the most unmet financial need
         - students nearest to completing a degree or certificate
         - students in programs meeting high-demand employment needs
         - students who have remained continuously enrolled
         - students not currently receiving other state financial aid (in 2019-2020, nearly 42% of OTAG recipients also received Oklahoma's Promise)

2) Award Levels (annual)
   a. Current Program, 2021-2022:
      i. State system/career technology centers: $200 - $1,000 (unchanged since 1982)
      ii. Private/independent colleges: $200 - $1,300

   b. Recommended Change for 2022-2023:
      i. Community colleges (public and private)/career technology: $200 - $1,500
      ii. Regional universities (public and private): $200 - $2,000
      iii. Research universities (public and private): $200 - $3,000

3) Allocation of Program Funds
   a. Current Program, 2021-2022: Funding follows the students that are awarded by the State Regents on a first-come, first-served basis.

   b. Recommended Change for 2022-2023: Allocate program funding for FY2022-2023 based on the percentage of total OTAG funding that went to students at each participating institution in 2019-2020 (see attached table).

      It is recommended that the State Regents consider leaving the funding allocation percentages stable for the first three or four years as institutions become more familiar with the program changes. Eventually, a more dynamic allocation formula will be necessary to

ensure that the allocation of OTAG funding reflects the most current proportion of total Pell-eligible students enrolled at each institution.

Attachments

An Act

ENROLLED HOUSE
BILL NO. 1821

By: McBride and Hasenbeck of
the House

and

Pemberton and Stephens of
the Senate

An Act relating to higher education; amending 70 O.S.
2011, Sections 626.4, 626.7 and 626.8, which relate
to the Oklahoma Higher Education Tuition Aid Act;
modifying process for awarding state tuition aid
grants; permitting annual award of grants; removing
prohibition to increase the annual maximum award
amount; altering administration procedures for the
grants; including factors to use in determining
participation priorities; and providing an effective
date.

SUBJECT: Higher education

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

SECTION 1.   AMENDATORY   70 O.S. 2011, Section 626.4, is
amended to read as follows:

Section 626.4 State tuition aid grants shall be awarded ~~to all~~
~~eligible applicants~~ without any limitation on the number to be
awarded in any year other than the amount of appropriations
available therefor. The institution involved may appropriately
schedule work to permit recipients to earn the amount of said
tuition grants.

Definitions of full-time and part-time undergraduate and
graduate students shall be established by the Oklahoma State Regents
for Higher Education.

SECTION 2. AMENDATORY 70 O.S. 2011, Section 626.7, is amended to read as follows:

Section 626.7 A college tuition aid grant ~~shall~~ may be awarded annually to each eligible, qualified full-time or part-time undergraduate or graduate student enrolled in a curriculum leading to a degree or certificate in an institution of collegiate grade or postsecondary institution providing a program of training to prepare students for employment in a recognized occupation in Oklahoma approved or accredited by the Oklahoma State Regents for Higher Education or appropriate postsecondary agency in accordance with the following:

1. Eligibility. Each full-time or part-time resident student will be eligible to receive a grant in an amount as provided in paragraph 2 of this section. The Oklahoma State Regents for Higher Education shall determine by rules and regulations the maximum number of semesters a student may be eligible for grants. No student shall be eligible for grants unless the student maintains such minimum standards of academic performance as are required by the institution in which the student is enrolled.

In the event a student for any reason ceases to continue to be enrolled during the course of an academic year, the student shall cease to be eligible for tuition aid.

2. Amount of grant. The amount of tuition aid grant to any student under this act for any semester shall represent a percentage not greater than seventy-five percent (75%) of the tuition and enrollment fees normally charged to residents of the State of Oklahoma by the institution of attendance. The Oklahoma State Regents for Higher Education shall determine by rules the annual maximum award amount based on an annual assessment of funds availability. ~~The State Regents shall not increase the annual maximum award amount unless funding is sufficient to serve at least the same number of students as the previous academic year.~~

~~For the 2000-2001 academic year and each academic year thereafter, the percentage of aid shall be based on a need analysis system that is consistent with federal student financial aid regulations. The Oklahoma State Regents for Higher Education shall set an annual award payment schedule based upon a maximum grant of seventy-five percent (75%) of tuition and fees with grants based on lower percentages of tuition and fees being awarded to students who demonstrate lower financial need.~~

Any student who receives an award for the 1999-2000 academic year shall not be denied additional awards because of inability to meet the financial standards established in this act as long as other eligibility criteria continue to be met and as long as the award status of the student is renewed on an annual basis. The Oklahoma State Regents for Higher Education are authorized to establish procedures to determine the financial need of the student under the standards used during the 1999-2000 academic year until the initial degree requirements are met by the student.

Financial assistance received under this act will be considered as part of a student's financial aid package.

SECTION 3.   AMENDATORY   70 O.S. 2011, Section 626.8, is amended to read as follows:

Section 626.8 The Oklahoma State Regents for Higher Education may adopt rules and regulations, prescribe and provide appropriate forms for application and employ such persons, contract for such services and make such additional expenditures as may be necessary or appropriate for effectuating the provisions of this act.

The Oklahoma State Regents for Higher Education are hereby authorized to determine priorities for participation in this tuition aid program by based upon factors including, but not limited to, full-time, or part-time enrollment status, undergraduate and or graduate students enrollment status, unmet financial need, continuous enrollment, nearness to completion of a degree or certificate, state employment needs, eligibility for other state and institutional student financial aid and based on available state funding.

SECTION 4. This act shall become effective November 1, 2021.

ENR. H. B. NO. 1821   Page 3

138

2019-20 OTAG Award Payments

$ Amount & % of Payments, by Institution

	2019-20 Actual OTAG Payments	% of 2019-20 Actual Payments
STATE SYSTEM RESEARCH UNIVERSITIES		
OKLAHOMA STATE UNIVERSITY	$1,911,978	11.75%
UNIVERSITY OF OKLAHOMA	$1,720,500	10.57%
OU-HSC	$57,000	0.35%
Subtotal - Research Universities	$3,689,478	22.67%
STATE SYSTEM REGIONAL UNIVERSITIES		
CAMERON UNIVERSITY	$594,399	3.65%
EAST CENTRAL UNIVERSITY	$411,186	2.53%
LANGSTON UNIVERSITY	$190,500	1.17%
NORTHEASTERN STATE UNIVERSITY	$847,978	5.21%
NORTHWESTERN OKLAHOMA STATE UNIV	$173,740	1.07%
OKLAHOMA PANHANDLE STATE UNIVERSITY	$52,000	0.32%
ROGERS STATE UNIVERSITY	$447,500	2.75%
SOUTHEASTERN OKLAHOMA STATE UNIV	$319,000	1.96%
SOUTHWESTERN OKLAHOMA STATE UNIV	$469,634	2.89%
UNIV OF CENTRAL OKLAHOMA	$1,566,000	9.62%
UNIV OF SCIENCE & ARTS OF OKLAHOMA	$129,365	0.79%
Subtotal - Regional Universities	$5,201,302	31.95%
STATE SYSTEM COMMUNITY COLLEGES		
CARL ALBERT STATE COLLEGE	$263,970	1.62%
CONNORS STATE COLLEGE	$252,500	1.55%
EASTERN OKLAHOMA STATE COLLEGE	$195,500	1.20%
MURRAY STATE COLLEGE	$186,500	1.15%
NORTHEASTERN OKLAHOMA A & M COLLEGE	$203,843	1.25%
NORTHERN OKLAHOMA COLLEGE	$353,000	2.17%
OKLAHOMA CITY COMMUNITY COLLEGE	$913,000	5.61%
OKLAHOMA STATE UNIV, OKLA CITY	$461,750	2.84%
OKLAHOMA STATE UNIVERSITY IT-OKMULGEE	$306,000	1.88%
REDLANDS COMMUNITY COLLEGE	$102,000	0.63%
ROSE STATE COLLEGE	$468,441	2.88%
SEMINOLE STATE COLLEGE	$224,000	1.38%
TULSA COMMUNITY COLLEGE	$1,219,500	7.49%
WESTERN OKLAHOMA STATE COLLEGE	$110,500	0.68%
Subtotal - Community Colleges	$5,260,504	32.32%
Subtotal - State System	$14,151,284	86.94%

INDEPENDENT COLLEGES & UNIVERSITIES		
BACONE COLLEGE	$47,450	0.29%
COLLEGE OF THE MUSCOGEE NATION	$23,000	0.14%
COMMUNITY CARE COLLEGE	$111,150	0.68%
FAMILY OF FAITH COLLEGE	$0	0.00%
MID-AMERICA CHRISTIAN UNIVERSITY	$165,750	1.02%
OKLAHOMA BAPTIST UNIVERSITY	$220,350	1.35%
OKLAHOMA CHRISTIAN UNIVERSITY	$84,500	0.52%
OKLAHOMA CITY UNIVERSITY	$97,500	0.60%
OKLAHOMA WESLEYAN UNIVERSITY	$99,450	0.61%
ORAL ROBERTS UNIVERSITY	$233,350	1.43%
RANDALL UNIVERSITY	$40,300	0.25%
SOUTHERN NAZARENE UNIVERSITY	$206,050	1.27%
SOUTHWESTERN CHRISTIAN UNIVERSITY	$64,350	0.40%
UNIVERSITY OF TULSA	$282,100	1.73%
Subtotal - Independent Colleges	$1,675,300	10.29%
CAREER TECHNOLOGY CENTERS		
AUTRY TECHNOLOGY CENTER	$11,995	0.07%
CADDO KIOWA VOC TECH CENTER	$5,050	0.03%
CANADIAN VALLEY TECHNOLOGY CENTER	$16,940	0.10%
CENTRAL OKLAHOMA TECHNOLOGY CENTER	$16,586	0.10%
CHISHOLM TRAIL TECHNOLOGY CENTER	$3,000	0.02%
EASTERN OK COUNTY TECHNOLOGY CENTER	$5,340	0.03%
FRANCIS TUTTLE TECHNOLOGY CENTER	$38,157	0.23%
GORDON COOPER TECHNOLOGY CENTER	$17,072	0.10%
GREAT PLAINS TECHNOLOGY CENTER	$5,500	0.03%
GREEN COUNTRY AREA VOC TECH SCHOOL	$7,875	0.05%
HIGH PLAINS TECHNOLOGY CENTER	$4,329	0.03%
INDIAN CAPITAL TECHNOLGY CENTER	$47,250	0.29%
KIAMICHI TECHNOLOGY CENTER	$50,092	0.31%
MERIDIAN TECHNOLOGY CENTER	$13,347	0.08%
METRO TECHNOLOGY CENTER	$27,836	0.17%
MID-AMERICA TECHNOLOGY CENTER	$1,000	0.01%
MID-DEL TECHNOLOGY CENTER	$3,500	0.02%
MOORE-NORMAN TECHNOLOGY CENTER	$17,400	0.11%
NORTHEAST TECHNOLOGY CENTER	$26,300	0.16%
NORTHWEST TECHNOLOG CEBTER	$1,395	0.01%
PIONEER TECHNOLOGY CENTER	$7,183	0.04%
PONTOTOC TECHNOLOGY CENTER	$8,872	0.05%
RED RIVER TECHNOLOGY CENTER	$5,000	0.03%
SOUTHERN OKLAHOMA TECHNOLOGY CENTER	$9,400	0.06%
SOUTHWEST TECHNOLOGY CENTER	$8,500	0.05%
TULSA TECHNOLOGY CENTER	$72,564	0.45%
WES WATKINS TECHNOLOGY CENTER	$6,068	0.04%
WESTERN OKLAHOMA TECHNOLOGY CENTER	$13,823	0.08%
Subtotal - Career Technology Centers	$451,374	2.77%
	$16,277,958	100.00%

AGENDA ITEM #15:

> **Academic Scholars Program.**

SUBJECT: Authorization of Freshmen Institutional Nominees for Fall 2022.

RECOMMENDATION:

> **It is recommended that the State Regents approve the number of authorized freshmen Institutional Nominees for each institution for 2022-2023.**

BACKGROUND:

The Academic Scholars Program was created in 1988 by the Oklahoma Legislature and provides scholarships to academically outstanding students who attend an Oklahoma college or university. The program is intended to help keep Oklahoma's best high school students in state for college. Resident students can qualify for the program by achieving designation as a National Merit Scholar, National Merit Finalist, or United States Presidential Scholar. They may also qualify by scoring at or above the 99.5 percentile on the ACT or SAT test. These categories of eligibility are referred to as "Automatic Qualifiers."

In 1999, legislation authorized an additional category called "Institutional Nominees" which allows state system colleges and universities to submit a limited number of scholarship nominees based upon minimum criteria established by the State Regents and the institution. Institutional Nominees must meet one of the three minimum qualifying criteria shown below.

Minimum Criteria Options	Research Universities	Regional Universities	Community Colleges
ACT or SAT Equivalent	32 ACT	30 ACT	29 ACT
GPA/Class Rank	3.9 GPA and either top 2% or rank of #1 or #2	3.8 GPA and either top 4% or rank of #1 or #2	3.7 GPA and either top 5% or rank of #1 or #2
GPA and ACT or SAT Equivalent	3.9 GPA and 30 ACT or SAT Equivalent	3.8 GPA and 28 ACT or SAT Equivalent	3.7 GPA and 26 ACT or SAT Equivalent

The program provides participants a scholarship for up to four years of study at accredited institutions of higher education in Oklahoma. State system institutions also provide the scholarship recipient a tuition waiver. The current cash scholarship award amounts provided by the program are:

Tier	Automatic Qualifiers	Institutional Nominees
Research Universities	$5,500	$3,200
Regional Universities	$4,000	$2,400
Community Colleges	$3,500	$2,200

Actions by the State Regents Since 2012

Current FY2022 state appropriations for the program of $6.3 million are about 24 percent less than the state appropriation in FY2013 of $8.3 million.   The State Regents have taken the following actions since 2012.

- 2012-2013 – Reduced nonresident student funding from the statutory maximum of 25 percent to 20 percent.

- 2017-2018 – Reduced nonresident student funding from 20 percent to 10 percent.

- 2018-2019 – Reduced nonresident student funding from 10 percent to 0 percent and cut 80 Institutional Nominee slots (40 from the University of Oklahoma and 40 from Oklahoma State University).

- 2020-2021 – Based on program savings from the elimination of funding for nonresident students and reductions of Institutional Nominee slots, the State Regents approved 116 additional freshmen Institutional Nominee slots distributed proportionately among the three institutional tiers, increased the Institutional Nominee scholarship award amount by $400, and added a third minimum eligibility criterion option for Institutional Nominee qualification.

- 2021-2022 – Due to a reduction of about $250,000 or 4 percent in state appropriations for FY2021, 100 freshmen Institutional Nominee scholarship slots were cut for the 2021-2022 academic year.

In 2020-2021, nearly 1,500 students participated in the program receiving awards totaling $6.2 million.

POLICY ISSUES:

The statutes and policy authorizing the Academic Scholars Program state that the objectives of the program are to:

(1) retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete aggressively for top Oklahoma scholars;

(2) attract high caliber out-of-state students to attend Oklahoma colleges and universities *[nonresident students are no longer funded as of 2018-2019]*; and

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

ANALYSIS:

Due to the increase in state appropriated funding for FY2022 of about $250,000 or 4 percent, it is recommended that the State Regents increase the number of freshmen Institutional Nominee slots for Fall 2022 as shown in the following table. The recommendation would also continue the prohibition on the use of any program funding for nonresident students.

Proposed Allocation of Freshmen Institutional Nominees for 2022-2023

	2021-2022	2022-2023 Proposed	Change
University of Oklahoma	33	45	+12
Oklahoma State University	33	45	+12
	66	90	+24
University of Central Oklahoma	10	14	+4
East Central University	5	7	+2
Northeastern State University	5	7	+2
Northwestern Oklahoma State University	5	7	+2
Southeastern Oklahoma State University	5	7	+2
Southwestern Oklahoma State University	5	7	+2
Cameron University	5	7	+2
Langston University	5	7	+2
Rogers State University	5	7	+2
Oklahoma Panhandle State University	5	7	+2
University of Science and Arts of Oklahoma	5	7	+2
	60	84	+24
Carl Albert State College	4	6	+2
Connors State College	4	6	+2
Eastern Oklahoma State College	4	6	+2
Murray State College	4	6	+2
Northeastern Oklahoma A&M College	4	6	+2
Northern Oklahoma College	4	6	+2
Oklahoma City Community College	7	11	+4
Redlands Community College	4	6	+2
Rose State College	7	11	+4
Seminole State College	4	6	+2
Tulsa Community College	7	11	+4
Western Oklahoma State College	4	6	+2
Oklahoma State University – Oklahoma City	4	6	+2
Oklahoma State University Institute of Technology	4	6	+2
	65	99	+34
GRAND TOTAL	**191**	**273**	**+82**

The following table shows the projected number of program participants under the recommended increase in freshmen Institutional Nominee scholarship slots for 2022-2023.

Academic Year	Automatic Qualifiers	Institutional Nominees	Total Recipients	Scholarship Expenses
2018-19 actual	775	711	1,486	$5.8 million
2019-20 actual	822	650	1,472	$5.9 million
2020-21 actual	801	686	1,487	$6.2 million
2021-22 projected	794	646	1,440	$6.0 million
2022-23 projected	801	738	1,539	$6.3 million
2023-24 projected	782	819	1,601	$6.4 million
2024-25 projected	781	847	1,628	$6.5 million
2025-26 projected	781	900	1,681	$6.6 million

The following table shows the recent funding and expenditure history of the program. The table also shows projections based on implementation of the recommended increase in freshmen Institutional Nominee scholarship slots beginning in 2022-2023. The projections assume state funding for the program will remain stable at $6.3 million for the next four fiscal years, FY2023 – FY2026. The recommendation would maintain a sufficient reserve fund during the four-year period ending with a projected balance of about $1 million at the end of FY2026. To maintain a $1 million reserve balance beyond FY2026 would require about $300,000 in additional annual state funding for the program.

Academic Scholars Program
Trust Fund Projections Based on Recommended Reductions

Academic Scholars Trust Fund
Trust Fund History & Projections

	July 1 Beginning Balance	Income (Appropriations & Earnings)	Net Expenditures (Scholarships)		June 30 Ending Balance
FY2013 actual	1,508,294	8,477,690	(7,833,528)	(1)	2,152,456
FY2014 actual	2,152,456	8,509,436	(8,101,118)		2,560,774
FY2015 actual	2,560,774	8,423,491	(8,018,807)		2,965,458
FY2016 actual	2,965,458	7,728,252	(7,949,765)		2,743,945
FY2017 actual	2,743,945	6,733,025	(8,384,412)		1,092,558
FY2018 actual	1,092,558	6,366,442	(7,056,962)	(2)	402,038
FY2019 actual	402,038	6,365,624	(6,011,295)	(3)	756,367
FY2020 actual	756,367	6,371,823	(5,905,000)		1,223,190
FY2021 actual	1,223,190	6,111,812	(6,209,500)	(4)	1,125,502
FY2022 estimated	1,125,502	6,360,862	(6,000,000)	(5)	1,486,364
FY2023 estimated	1,486,364	6,355,862	(6,300,000)		1,542,226
FY2024 estimated	1,542,226	6,355,862	(6,400,000)		1,498,088
FY2025 estimated	1,498,088	6,345,862	(6,500,000)		1,343,950
FY2026 estimated	1,343,950	6,335,862	(6,600,000)		1,079,812

(1) Non-resident funding limit lowered from 25% to 20% in FY2013.
(2) Non-resident funding limit lowered from 20% to 10% in FY2018.
(3) Non-resident funding limit lowered from 10% to 0% in FY2019; IN's reduced by 80.
(4) In FY2021, Freshmen IN's slots increased by 116; IN award amount increased by $400.
(5) Due to a $250,000 (4%) reduction in FY2021, 100 freshmen IN slots were cut for FY2022.

AGENDA ITEM #16:

Regional University Baccalaureate Scholarship Program.

SUBJECT: Approval of freshmen scholarship slots for Fall 2022.

RECOMMENDATION:

> **It is recommended that the State Regents authorize ten freshmen scholarship slots for each institution participating in the Regional University Baccalaureate Scholarship program for Fall 2022.**

BACKGROUND:

The Regional University Baccalaureate Scholarship (RUBS) program was created by the State Regents in 1994 to provide support for academically promising students to enroll in baccalaureate degree programs at the public regional universities. The program provides a $3,000 annual award for up to four years and institutions also provide the recipient a tuition waiver. Historically, each of the eleven participating institutions has been allotted fifteen freshmen scholarship "slots" each year. However, due to state funding reductions, the allocation was reduced to three freshmen scholarship slots for 2017. The allocation was then increased to six slots for 2018 and to twelve slots for 2019 and 2020. A four percent reduction (about $30,000) in state funding for FY2021 led to a decrease to ten freshmen scholarship slots for fall 2021. For FY 2022, state funding was increased to restore the four percent reduction in FY2021.

To qualify for the award, students must:
- Be an Oklahoma resident;
- Score at least a 30 on the ACT or achieve the designation of National Merit Semifinalist or Commended Student by the National Merit Scholarship Corporation;
- Maintain at least a cumulative 3.25 grade point average in college; and
- Maintain full-time enrollment in college.

POLICY ISSUES:

In addition to providing an opportunity for high-achieving students, the program is also intended to enhance the academic quality of Oklahoma's public regional universities.

ANALYSIS:

The following table shows the history of authorized freshmen scholarship slots per institution since the program's inception in 1994.

Academic Year (fall semester)	Authorized Slots
1994 to 2016	15
Fall 2017	3
Fall 2018	6
Fall 2019	12
Fall 2020	12
Fall 2021	10
Fall 2022 Recommended	10

The recommendation to maintain the scholarship slots at ten for Fall 2022 is based on the following factors:

- The FY2022 state funding allocation of $746,517 remains about 24 percent below the FY2015 level of $986,068.

- The $3,000 annual scholarship amount would remain unchanged.

- As the table below shows, based on the current annual funding level of $746,517, available fund reserves, and assuming state appropriations remain stable, the allocation of ten freshmen scholarship slots can likely be continued while also maintaining a reserve balance of about $200,000.

Regional University Baccalaureate Scholarship
Recent Funding History

	July 1 Beginning Balance	Appropriation Allocation	Investment Earnings	Scholarship Payments	June 30 Ending Balance
FY'2012 actual	$43,535	$975,746	$9,050	($931,250)	$97,081
FY'2013 actual	$97,081	$986,068	$18,834	($974,250)	$127,733
FY'2014 actual	$127,733	$986,068	$9,725	($919,500)	$204,026
FY'2015 actual	$204,026	$986,068	$10,559	($918,000)	$282,653
FY'2016 actual	$282,653	$912,164	$10,912	($987,750)	$217,979
FY'2017 actual	$217,979	$789,057	$4,462	($951,750)	$59,748
FY'2018 actual	$59,748	$751,029	$564	($739,500)	$71,841
FY'2019 actual	$71,841	$746,517	$5,321	($672,000)	$151,679
FY'2020 actual	$151,679	$746,517	$7,680	($693,750)	$212,126
FY'2021 actual	$212,126	$717,054	$7,109	($668,250)	$268,039
FY'2022 estimated	$268,039	$746,517	$7,000 *	($771,000) *	$250,556 *
FY'2023 estimated	$250,556 *	$746,517 *	$5,000 *	($792,000) *	$210,073 *
FY'2024 estimated	$210,073 *	$746,517 *	$5,000 *	($756,000) *	$205,590 *
FY'2025 estimated	$205,590 *	$746,517 *	$5,000 *	($741,000) *	$216,107 *
FY'2026 estimated	$216,107 *	$746,517 *	$5,000 *	($741,000) *	$226,624 *

*estimated/projected

Regional University Baccalaureate Scholarship Recipients
2010 - 2021
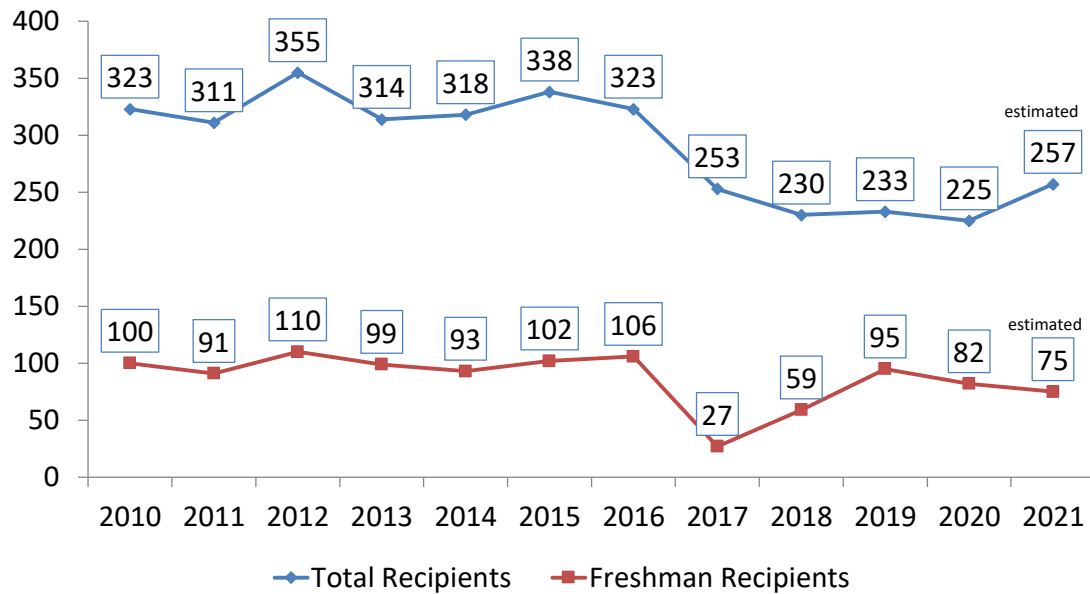
The following table shows the number of freshmen slots filled by each institution since 2010.

Freshman Regional University Baccalaureate Scholars, 2010-2020

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cameron University	8	6	12	9	10	10	3	3	6	8	3
East Central University	12	13	14	15	15	14	13	3	6	12	9
Langston University	0	0	1	0	0	0	0	0	3	0	2
Northeastern State University	15	15	15	13	15	15	15	3	6	12	12
Northwestern Oklahoma State University	6	4	5	9	2	3	6	3	6	4	6
Oklahoma Panhandle State University	1	0	0	2	0	1	0	0	2	1	1
Rogers State University	9	8	15	12	7	12	14	3	6	12	12
Southeastern Oklahoma State University	8	7	8	3	6	6	12	3	6	12	5
Southwestern Oklahoma State University	15	15	15	15	15	15	15	3	6	12	12
University of Central Oklahoma	13	9	15	15	15	13	15	3	6	12	12
University of Science and Arts of Oklahoma	13	14	10	6	8	13	13	3	6	10	8
TOTAL	**100**	**91**	**110**	**99**	**93**	**102**	**106**	**27**	**59**	**95**	**82**

The following table shows the total number of scholarships awarded by each institution since 2010.

Total Regional University Baccalaureate Scholars, 2010-2020

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Cameron University	30	27	33	22	26	28	20	17	14	13	12
East Central University	40	39	43	40	47	51	49	39	30	31	28
Langston University	0	0	1	1	1	1	0	0	3	1	3
Northeastern State University	52	49	52	47	50	48	45	32	25	26	31
Northwestern Oklahoma State University	15	13	14	18	13	11	13	11	15	17	18
Oklahoma Panhandle State University	1	1	1	3	2	3	2	0	2	3	3
Rogers State University	20	21	32	35	34	38	36	20	22	24	27
Southeastern Oklahoma State University	21	22	23	20	19	22	22	22	21	29	23
Southwestern Oklahoma State University	47	49	51	50	50	55	51	42	35	33	28
University of Central Oklahoma	53	44	47	44	48	50	49	39	32	31	29
University of Science and Arts of Oklahoma	44	46	38	34	28	31	36	31	31	25	23
Total	**323**	**311**	**335**	**314**	**318**	**338**	**323**	**253**	**230**	**233**	**225**

AGENDA ITEM #17:

Grants.

SUBJECT: Approval of funds granted for concurrent enrollment programs through KnowledgeWorks Foundation.

RECOMMENDATION:

It is recommended that the State Regents approve the grant of $25,000 to support concurrent enrollment programs for a one-year period funded through the KnowledgeWorks Foundation.

BACKGROUND:

Concurrent enrollment allows high school seniors and juniors who meet admission and course placement requirements to earn college credit at Oklahoma colleges and universities while still in high school, which strengthens student preparation, reduces college costs, and decreases the time required to complete a degree.

Participation in the Oklahoma state system of higher education's concurrent enrollment program has nearly doubled in the last decade, and in the previous academic year, more than 14,000 students from Oklahoma high schools enrolled in concurrent courses, generating over 132,000 student credit hours.

At the March 2006, the State Regents approved a program for concurrent enrollment tuition waivers to help qualified students earn college credit while still in high school. The program required Oklahoma higher education institutions to waive tuition for each concurrently enrolled high school senior. Specifically, the policy was changed to include "Waiver for Concurrently Enrolled High School Seniors." State System institutions shall waive up to six credit hours of tuition per semester or summer term for all eligible high school seniors concurrently enrolled. Students will be responsible for any applicable fees as well as the cost of books and supplies. State Regents will reimburse institutions for these scholarships, subject to availability of state appropriations.

In 2009, the Oklahoma Legislature adopted revisions through Senate Bill 290 that amended 70 O.S. 628.13 and provided that each high school senior who meets the eligibility requirements for concurrent enrollment shall be entitled to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of six (6) credit hours per semester and that the number of waivers granted in any year will be based on the amount of funds available for the program and the number of eligible applicants.

The 56th Oklahoma Legislature in 2018 adopted revisions, through Senate Bill 1196, that amended 70 O.S. §628.13 and provided for the definitions for waivers for concurrently enrolled high school students. Through the concurrent enrollment tuition waiver program, eligible high school seniors receive a tuition waiver for up to 18 credit hours of concurrent coursework during the academic year. Tuition waivers for eligible high school juniors are available for up to nine credit hours based on available state funding.

Tuition costs for high school juniors and seniors are reimbursed to institutions by the Oklahoma State Regents for Higher Education (OSRHE) based on available state funding. Until the FY2022 budget year, the appropriation provided by the Oklahoma Legislature has not covered the entire cost of the program, resulting in institutions being reimbursed a fraction of their direct costs. For example, in FY2018, the legislative appropriation only covered 26 percent of the actual cost of the program, meaning institutions and the State Regents were responsible for covering 74 percent of the program cost. State statute only allows for reimbursement of the cost of tuition, so students, parents, school districts, or other parties must cover the costs of mandatory fees and course materials.

POLICY ISSUES:

No policy issues are related to this action.

ANALYSIS:

Participation in the Oklahoma state system of higher education's concurrent enrollment program has nearly doubled in the last decade, and in the previous academic year, more than 14,000 students from Oklahoma high schools enrolled in concurrent courses, generating nearly 133,000 student credit hours. However, students across the state are not participating in this valuable program at equitable rates. The most recent data compiled by OSRHE show that white students account for 59.2 percent of all concurrent students statewide; the next largest group, students of two or more races, account for 12.3 percent. Only 2.5 percent of concurrent students identified as Black or African American, while the U.S. Census Bureau estimates this group to make up 7.8 percent of the state's population and the Oklahoma State Department of Education (OSDE) reports these students comprise 8.27 percent of high school eleventh and twelfth graders in public schools. Similarly, while Hispanic or Latino students made up 17.5 percent of high school eleventh and twelfth graders, they only comprised 8.9 percent of students participating in concurrent enrollment. These differences in participation can also be seen in the urban/rural divide, with the number of concurrent students enrolled at metropolitan institutions growing an astounding 85.6 percent over the last ten years, compared to the relatively modest growth of 9.9 percent at rural institutions. This may be reflective of overall economic and educational differences in the state, with the 2018 American Community Survey finding that rural areas lagged behind metro areas in areas such as income, workforce participation, high school graduation rates, and the number of residents possessing a college degree.

The State Regents' Concurrent Enrollment Policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. The policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and sets annual reporting requirements.

Aside from the traditional concurrent enrollment program for high school juniors and seniors, State System institutions have also seen success with pilot programs. These programs range from early college models where students begin college coursework before the high school junior year and finish high school concurrently with a college credential, to programs allowing for innovative practices in admissions and course placement that rely less on traditional measures such as college entrance exams and utilize multiple measures that are often more indicative of student success. The State Regents have been supportive of these pilot programs and encourage innovation in concurrent enrollment practices.

With support from the ECMC Foundation and the Joyce Foundation, the College in High School Alliance (CHSA), in partnership with the National Governors Association (NGA) released a request for proposals for the State Support, Peer Learning Network and National Virtual Convening program. Aside from establishing a national network of state higher education agency professionals working on concurrent enrollment issues

and a national convening dedicated to sharing best practices, this program also included funding in the amount of $25,000 for customized state support related to improving concurrent enrollment. Oklahoma was one of six states selected for this funding through a competitive process. KnowledgeWorks Foundation is the passthrough entity through which these funds will be received.

Goals of Program Participation and Utilization of Funds

Concurrent enrollment is increasingly becoming part of the workforce strategy in Oklahoma from multiple perspectives. The Oklahoma Governor's Workforce Council has identified gaps in a number of high demand occupations ranging from IT to energy to aerospace and biotechnology. Concurrent coursework is a driver of high achieving students that move into very high demand fields in engineering, computer science, and analytics that align with Oklahoma workforce needs. Simultaneously, concurrent enrollment is accelerating and improving outcomes for students focused on entry and middle skill jobs that require associate degree level education in manufacturing technology, health care occupations and logistics that are also in high demand.

Concurrent enrollment participation improves student outcomes. Students at research universities in Oklahoma who participated in concurrent enrollment have a six-year graduation rate of 74.4 percent, compared to 65.4 percent for their peers who did not participate in concurrent enrollment; at regional universities, these rates are 59.5 percent and 31.5 percent, respectively. Most strikingly, students at community colleges who participated in concurrent enrollment graduated in six years at an astounding rate of 50.5 percent, compared to 24.8 percent for their non-participating peers. With this in mind, the overall goal for this project is to increase participation in concurrent enrollment statewide, particularly among students who are members of groups that have been historically less likely to complete a college credential in Oklahoma.

The first goal of the program is to create a strategic action plan for statewide concurrent education efforts, which also affects our institutions' missions. The plan will include options to sustain current efforts and establish new ones. The metric for success is the creation of a long-range plan through collaboration with multiple stakeholders.

The second goal of the program is to promote concurrent enrollment opportunities for underserved and underrepresented groups. This will be measured by data collected from State System institutions which indicate concurrent enrollment participation among various groups. As indicated earlier, students of color and those from rural areas are not well-represented among the overall concurrent enrollment student population. This may be due to financial constraints. Although state appropriations, the State Regents and the institutions are able to fund the tuition portion of a concurrent enrollment student's overall costs, there are still the costs of course fees and books that students must cover. A 2018 study by U.S. PIRG found that the average cost of textbooks for one course was $153. This figure represents a significant amount for many students across Oklahoma. One study by Morning Consult found that 31 percent of college students surveyed had skipped meals to save money for textbooks and over half had foregone buying some course materials altogether due to costs. These students have no experience with college coursework and not having access to all course materials simply sets them up for failure. In conjunction with the open textbook project already initiated by the Online Consortium of Oklahoma (OCO), funds from this grant will be used to incentivize the development and adoption of open educational resources (OER) specifically for concurrent enrollment course sections and those general education courses frequently taken by concurrent enrollment students.

The final program goal is to establish marketing/communication campaigns targeted towards students, parents, and other stakeholders across the state system. Specifically, this includes microtargeted social media advertising to inform students who are less likely to enroll in concurrent classes due to their lack of knowledge about the program, as well as their parents. Social media websites provide a variety of ways to target students by geographic location and myriad other demographic information. Funding will also be used to target high school students enrolled in the Oklahoma's Promise program, which is for lower-income students who must meet various academic standards in high school. These students, because of these standards, are very likely to

qualify for concurrent enrollment and are also more likely to come from groups that have been traditionally underserved by the program.

Budget Summary

- Development and adoption of OER for concurrent courses: $15,000
- Support for development of ECHS programs at State System institutions: $8,000
- Marketing concurrent enrollment to targeted groups through website and social media: $2,000
- Total $25,000

Attachment

ATTACHMENT A

<div align="center">

**KNOWLEDGEWORKS FOUNDATION
GRANT AGREEMENT**

</div>

WHEREAS, the Oklahoma State Regents for Higher Education (the "Grantee") is a constitutional arm of the State of Oklahoma (Okla. Const. Art 13-a, § 2; 70 Okla. Stat. §§ 3202, 3204, and 3206) and, as a sovereign entity of state government, is tax exempt.

WHEREAS, KnowledgeWorks Foundation (the "Foundation") wishes to support the Grantee's efforts to support the College in High School Alliance ("CHSA") in its mission to advance equity and quality-focused policy impacting college in high school programs (the "Program"); and

WHEREAS, to advance its educational mission, the Foundation wishes to award the Grantee $25,000 (the "Grant") over a 14-month period (the "Grant Period") on the terms and conditions set forth herein.

NOW, THEREFORE, the Foundation and the Grantee agree as follows:

1.   Grant Award and Purpose:

(a) Award. Subject to the terms and conditions herein, the Foundation will pay the Grant to the Grantee over the Grant Period for completion of the Program's objectives and deliverables attached hereto as Exhibit A and incorporated by reference.

(b) Grant Period. The Grant Period shall begin on August 1, 2021 and end on September 30, 2022.

(c) Payments. The Grant will be payable in two installments over the Grant Period. The first Grant installment will be paid within 15 business days of full and complete execution of this Grant Agreement ("Agreement"). Payment of the second and final installment will be made on February 17, 2022, contingent upon the Foundation's satisfaction that the purposes and objectives of the Grant are being fulfilled, that the Grantee is complying with its obligations under this Agreement and complying with the applicable law and regulations.

(d) Sub-grant. The Grantee agrees to manage any sub-grant under this Agreement to a third party ("Sub-Grantees") designated to provide services relating to the Program. Grantee assumes responsibility for the work product delivered by Sub-Grantees and will manage the disbursement of funds, accounting, and reporting to the satisfaction of Grantee. Grantee may identify Sub-Grantees of their own choosing, pending written approval from the Foundation.

2.   Maintenance of Tax Exempt Status:

The Grantee agrees and warrants:

(a) To maintain its status as a sovereign entity of state government recognized by the Internal Revenue Service (the "IRS") as tax-exempt.

(b) That there is no issue presently before any office of the IRS concerning any proposed changes

in the Grantee's tax-exempt status.

(c) That the Grantee will provide the Foundation with immediate written notification of any changes to its tax-exempt status.

3. Expenditure of Grant Funds:

(a) Expenditures Limited. The Grant (together with any income earned upon investment of Grant funds) is made solely for the purpose outlined in Exhibit A and may not be expended for any other purpose without the Foundation's prior written approval. Grantee will utilize the Grant's proceeds only in furtherance of charitable, educational, scientific purposes within the meaning of Section 501(c)(3) of the Code. Without limiting the generality of the preceding sentence, Grantee will not intervene in any election or support or oppose any political party or candidate for public office or engage in any lobbying not permitted by Section 501(c)(3) of the Internal Revenue Code, or, if applicable, Sections 501(h) and 4911 of the Code.

(b) Nondiscrimination and Anti-Terrorism. The Grantee shall not discriminate on the basis of race, color, religion or religious affiliation, sex, national origin, sexual orientation, age or disability in its administration of the Grant or the Program for which the Grant is awarded. Grantee warrants that it does not support or conduct, directly or indirectly, terrorist activities of any kind.

4. Records and Reports:

(a) Grantee's Cooperation. The Grantee agrees to cooperate with the Foundation including, but not limited to, providing reasonable access during regular business hours to the Grantee's files, records, accounts, personnel and clients, or other beneficiaries, unless prohibited by law) should the Foundation, at its own expense, decide to monitor and/or conduct an evaluation of the Grantee's operations under the Grant. Such monitoring and/or evaluation may include (but is not necessarily limited to) visits by representatives of the Foundation to observe the Grantee's program procedures and operations and to discuss the program with the Grantee's personnel.

(b) Grant Reports. The Grantee agrees to provide a final report by November 30, 2022. The final report should include a narrative account of what was accomplished by the expenditure of Grant funds (including a description of progress made toward achieving the goals of the Grant), a financial report, and copies of any work product (including, without limitation, research, findings, databases, manuscripts and publications) resulting from the Grant. Said work product shall be delivered in any medium and format as reasonably specified by the Foundation. The financial report should be attested by the responsible financial officer of the Grantee or a certified public accountant. The Grantee agrees to adhere to any report form provided or requested by the Foundation. The Grantee also agrees to provide any other information reasonably requested by the Foundation.

(c) Accounting for Grant Funds. Although the Grant funds need not be physically segregated, such funds should be shown separately on Grantee's books for ease of reference and verification. Grantee agrees that its books and records are to be made available for the Foundation's inspection at reasonable times. The Grantee is required to keep the financial records with respect to the Grant, along with copies of any reports submitted to the Foundation, for at least four years following the year in which all Grant funds are fully expended.

(d) Privacy Protection. Grantee covenants and agrees that it shall not at any time, either during the term of this Agreement or thereafter, directly or indirectly, disclose or improperly use any Confidential Information of the Foundation. The term "Confidential Information" shall include all information not generally known to the public, including, without limit, the existence and terms of this

Agreement. Confidential Information includes, but is not limited to, information relating to services, personnel matters, processes, costs, future plans and business analyses. If Grantee becomes legally required to disclose Confidential Information, or any part thereof, then Grantee shall give the Foundation prompt notice of such requirement, cooperate with the Foundation to the extent reasonable in taking legally available steps to narrow such required disclosure and disclose only that portion of the Confidential Information necessary to ensure compliance with such legal requirement. In the event of any breach or threatened breach of this provision, the Foundation shall be entitled to an injunction restraining Grantee from using or disclosing such Confidential Information in addition to any other remedy, at law or equity, that may be available to the Foundation.

5.   Required Notification:

The Grantee will provide the Foundation with immediate written notification of: (i) its inability to expend the Grant funds for the purposes described in this Agreement or within the Grant Period; (ii) any expenditure from this Grant made for any purpose other than those for which the Grant was awarded; (iii) any violation by Grantee of this Agreement; (iv) cancellation or termination of insurance coverage required by this Agreement; (v) the closure, termination, or suspension of operations of the Program.

6.   Publicity:

(a) Cooperation. The Grantee will cooperate with the Foundation in a mutual effort to disseminate information concerning the Grant and its results, including, but not limited to, providing the assistance the Foundation reasonably requests in complying with any dissemination plan the Foundation may adopt concerning the Grant.

(b) Prior Foundation Review of Publicity. The Grantee will allow the Foundation to review the text of any proposed publicity by the Grantee concerning the Grant and shall not release said text without the prior approval of the Foundation.

(c) Foundation Use of Information. Without further notice, the Foundation may include information regarding the Grant, the amount and purpose of the Grant, any photographs, logo or trademark of the Grantee, and other published/printed information or materials (provided by the Grantee organization) and Grantee's activities, in the Foundation's periodic public reports, web sites, newsletters, and news releases.

7.   Right to Modify or Revoke:

The Foundation reserves the right to discontinue, modify or withhold any payments to be made under this Agreement or to require a total or partial repayment of any Grant funds (and any income thereon) if, in the Foundation's sole discretion, such action is necessary: (i) because the Grantee has not complied with the terms and conditions of this Agreement; (ii) to protect the purpose and objectives of the Grant; or (iii) to comply with the requirements of any law or regulation applicable from time to time to the Grantee, the Foundation, or this Grant.

8.   Special Conditions:

The Grantee accepts and agrees to comply with the following special conditions:

(a) License. The Grantee hereby grants and agrees to grant to the Foundation a perpetual, royalty-free, sub-licensable, non-exclusive right and license to copy, use or adapt, distribute, and otherwise make available to others, without restriction, in any medium and by any means (whether now

known or hereafter developed) the work product produced by or on behalf of Grantee pursuant to this Agreement; provided, however, that the Foundation shall not distribute or make available any work product that is confidential (or the release of which is precluded by law or agreement) and which is so marked. Should the Foundation determine that Grantee is unreasonably treating material as confidential, the Foundation may discontinue, modify or withhold any payments to be made under this Agreement or to require a total or partial refund of any Grant funds.

(b) Warranty of Non-infringement. The Grantee represents and warrants that the Foundation's exercise of the rights granted in subsection 8(a) above shall not subject the Foundation to any claim for infringement or misappropriation of the copyrights, patent rights, trademark rights, trade secret rights or other proprietary rights of any third party, nor to any claim for invasion of privacy or defamation.

(c) Intellectual Property. The Grantee agrees not to use, display, disseminate, or otherwise publish material bearing the trademarks, logos, and copyrights of the Foundation or its subsidiaries, unless the Foundation so agrees in writing.

9.   Disclaimer, Insurance, and Authority:

(a) No Warranty by Foundation. Nothing contained herein, including the required reporting and review procedures, shall be construed as a warranty, representation, or approval by the Foundation that any services rendered by the Grantee are adequately or properly rendered on either an individual or program-wide basis.

(b) Insurance. During the Grant Period, the Grantee shall maintain, at its sole cost and expense, adequate worker's compensation, commercial general liability, errors and omissions, and other forms of insurance.

(c) Release. Grantee hereby releases Foundation from and against any and all assessments, losses, liabilities, judgments, damages, fines, costs and expenses of any kind or nature arising from or incident to the Grant, except as may result solely and directly from the gross negligence or willful misconduct of Foundation. Grantee shall, at all times hold harmless the Foundation, its directors, trustees, officers, employees, volunteers and agents from, against and in respect of any and all assessments, losses, liabilities, judgments, damages, fines, costs and expenses of any kind or nature arising from or incident to any actions, claims, demands or suits resulting from or incident to the Grantee's representations and warranties contained herein, Grantee's use or application of the Grant funds, Grantee's rendering or failure to render services, Grantee's breach of this Agreement, Grantee's violation of the law, or Grantee's negligence or willful misconduct. The Foundation is not required to commence litigation or to take any other action against any third party prior to making a claim against Grantee.

(d) Authority. The undersigned certifies that he or she is a duly authorized officer of the Grantee and, as such, is authorized to execute this Agreement on behalf of the Grantee, to obligate the Grantee to observe all of the terms and conditions contained in this Agreement, and in connection with this Agreement to make, execute, and deliver on behalf of the Grantee all contract agreements, representations, receipts, reports, and other instruments of every kind.

10.   Term and Termination:

(a) Term. This Agreement shall continue for the Grant Period (as extended by agreement of the parties) unless terminated as provided below.

(b) Termination. The Foundation may terminate the Agreement for cause at any time. For the

purposes of this Agreement, "cause" shall be deemed to include, without limitation, any breach or default of this Agreement by Grantee; commission of a criminal act or acts; action by Grantee that tends to injure the image or reputation of the Foundation; violation of the Foundation's policies, including without limit non-discrimination and non-harassment policies; and theft or dishonesty. Cause shall be determined by the reasonable belief of the Foundation. The Foundation may terminate the Agreement without cause upon thirty (30) days written notice.

(c) Rights Upon Termination. Upon termination of this Agreement for any reason: (i) all payments by the Foundation to Grantee shall cease at such time as may be determined by the Foundation; and (ii) the Grantee's obligations and/or the Foundation's rights under Sections 3 through 11 of this Agreement shall continue.

11.   Miscellaneous:

(a) Entire Agreement and Amendment. This Agreement and the attached exhibits constitute the entire Agreement and understanding of the parties with respect to the transactions contemplated hereby. This Agreement may be amended or modified only in a writing signed by the parties hereto.

(b) Governing Law and Jurisdiction. This Agreement shall be governed by and construed and interpreted in accordance with the laws of Oklahoma without reference to principles of conflict of laws. All claims, disputes, and lawsuits arising out of or in connection with the Contract shall be resolved or adjudicated in Oklahoma City, Oklahoma.

(c) Waiver. Any of the terms, conditions or provisions of this Agreement may be waived at any time and from time to time in writing by the party entitled to the benefit thereof without affecting any other term, condition or provision of this Agreement. No waiver shall be effective unless it is in writing. The waiver by either party hereto of any breach of any term, condition or provision of this Agreement shall not operate or be construed as a waiver of any other term, condition or provision or of any subsequent breach of the same term, condition or provision.

(d) Successors. This Agreement shall be binding upon, inure to the benefit of, and be enforceable by, the respective successors and permitted assignees of the parties hereto. Nothing expressed or implied herein is intended or shall be construed to confer upon or give any person, firm or corporation, other than the parties hereto, any right or remedy hereunder or by reason hereof.

(e) Severability. The invalidity or unenforceability of any term or provision of this Agreement shall not affect the validity or enforceability of any of the remaining terms of provisions hereof.

(f) No Assignment. This Agreement may not be assigned by Grantee, whether by operation of law or otherwise, without the written consent of the Foundation. The Foundation may assign this Agreement.

(g) Joint Work Product. This Agreement is the joint work product of representatives of Foundation and Grantee. For convenience, it has been drafted in final form by one of the parties; accordingly, in the event of ambiguities, no inferences will be drawn against either party solely on the basis of authorship of this Agreement.

(h) Notices. All notices required or permitted to be given under this Agreement to the parties shall, unless otherwise notified in writing be sent to the following addresses:

If to the Foundation: KnowledgeWorks Foundation
                               312 Plum Street, Suite 950

Cincinnati, Ohio 45202
Attn: Lillian Pace
Phone: 513-929-4777 extension 818
Email: pacel@knowledgeworks.org

If to the Grantee: Oklahoma State Regents for Higher Education
655 Research Parkway Oklahoma
City, Oklahoma 73104 Attn: Kyle
Foster
Assistant Vice Chancellor for Academic Affairs
Phone: 405-225-9163
Email: kfoster@osrhe.edu

(i) No Agency. Nothing contained in this Agreement shall create or be deemed to create a partnership, joint venture, agency or any relationship other than independent contractors between the Foundation and the Grantee. The Foundation shall neither have nor exercise any control over the means or methods by which the Grantee accomplishes the purposes of the Grant or carries out its duties under this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement on the date of last signature below.

KNOWLEDGEWORKS FOUNDATION   **GRANTEE**

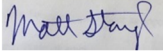By:_____   By:_____

Title:_____   Title:_____

Print Name:_____   Print Name:_____

Date:_____   Date:_____

Approved as to Form:
Matt Stangl

8/5/21

160

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 9, 2021

AGENDA ITEM #18:

Oklahoma Teacher Connection.

SUBJECT: Allocation of budget to fund Pre-Collegiate and Collegiate grant programs.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed OTC Pre-Collegiate and Collegiate Program expenditures in the amount of $46,867.59.

BACKGROUND:

Created in 1990 through House Bill 1017, the Oklahoma State Regents for Higher Education (OSRHE) Oklahoma Teacher Connection (OTC) was charged with developing and implementing programs to recruit and retain teachers in Oklahoma public schools. On April 13, 2011, House Bill 1015 was signed into law by the Oklahoma State Legislature, releasing the OTC from certain statutory requirements of the previous legislation. However, the foundational work of the OTC continues.

Pre-Collegiate Programs: OTC supports the implementation of three pre-collegiate teacher recruitment programs in Oklahoma schools: Teach Oklahoma, Lead Oklahoma, and Educators Rising. Teach and Lead Oklahoma are classes offered in junior high and high schools that include curriculum, professional development, and grants to provide additional resources for teachers who instruct these courses. Supplemental materials are provided to enhance learning opportunities for students which promote academic achievement and meet the goals of the OTC.

The Teach Oklahoma curriculum has been successfully implemented in high schools throughout the state. Teach Oklahoma incorporates the study of teacher competencies with an internship component and offers learning objectives that lead to student growth and academic achievement. The curriculum targets high school juniors and seniors. In 2020-2021, there were 19 schools with Teach Oklahoma programs. Teacher surveys were submitted from 18 of these schools, indicating an enrollment of 217 students in Teach Oklahoma.

At the close of the 2020-2021 academic year, of the data reported, 89 percent (99 students) of the Teach Oklahoma high school graduating seniors planned to attend college. Furthermore, 43 percent (95 students) of all Teach Oklahoma students plan to become teachers. These results indicate that Teach Oklahoma has a long-term capacity to create more Oklahoma teachers. Last year, all of the returning Teach Oklahoma teachers responded "yes" when asked if they would have the class again the following year. Teachers find merit in the research-based curriculum and opportunities with higher education exposure. To illustrate, students in 10 Teach Oklahoma programs attended higher education academies or made campus visits (virtual and in-person). Many teachers expressed excitement for this teacher education course as a meaningful, relevant experience for students.

For example, one teacher stated:

"I continue to use the Teach Oklahoma and find it to be a valuable resource."

Students in the program made appreciative comments, such as:

"Teach Oklahoma is a great course because it gives an insider view of what teaching in Oklahoma looks like. You are able to work with kids of all ages… Teach Oklahoma is really the first step."

Another student stated:

"Information about teaching and programs like this one should be talked about more."

The Lead Oklahoma curriculum is designed to help eighth and ninth grade students learn leadership principles, participate in service-learning, develop skills for academic success, and encourage effective decision-making skills in high school. One goal of the Lead Oklahoma curriculum is to promote college success and interest. In 2020-2021, Lead Oklahoma was implemented in 11 schools with 10 schools reporting an enrollment of 791 students. Many schools utilize the Lead Oklahoma curriculum in their leadership and teacher preparation academies. In fact, nine schools reported that the Lead Oklahoma curriculum is a key piece of their school's leadership academy. Since 2006, over 17,000 students have gone through Lead Oklahoma.

The feedback provided by teachers reveals that the Lead Oklahoma curriculum has encouraged students to grow in their educational work. In particular, these students have acquired improved interpersonal communication skills and critical thinking skills, as well as team collaboration skills in the classroom. Teachers generally agree that the curriculum has increased the quality of student work assignments, positive behaviors, and improved outcomes among students in the school. Summative assessments show that various components of the Lead Oklahoma curricula help students understand the importance of school success and college preparation, increasing their potential for high academic and social achievement.

Educators Rising, sponsored nationally by Phi Delta Kappa, is an extracurricular organization that gives all high school students who are interested in teaching careers an opportunity to explore the profession and to gain an understanding about the field of education. Educators Rising is a national organization with over 45,000 members. In the 2020-2021 academic year, teacher sponsors reported that 96 students participated in the Educators Rising program. Further feedback from sponsors indicated that approximately 87 percent of the students who participated in Educators Rising wanted to pursue a career in teaching. Additionally, sponsor feedback revealed approximately 82 percent of the graduating seniors in the program responded that they were planning to attend college after graduation. Of these college-bound seniors, 100 percent stated they plan to become teachers.

In the statewide Educators Rising competitions, 46 Oklahoma students competed. Categories included Children's Literature, Creative Lecture, as well as Lesson Planning & Delivery. Nine Oklahoma students competed at the National Educators Rising Conference, which was held virtually due to the COVID-19 pandemic. Over 1,200 people attended the event. One Oklahoma student was honored as a Semi-Finalist in the Children's Literature K-3.

Collegiate Programs: Since 1996, collaborative efforts by the OTC and teacher education programs in the state have led to partnerships that help address teacher recruitment, retention and placement from a campus-based perspective and take advantage of the unique strengths of each institution. Through these partnerships, students have had opportunities to interact with higher education personnel and learn about key elements in college preparation in addition to valuable experiences for the teaching profession.

At the close of the 2020-2021 academic year, approximately 601 pre-collegiate and collegiate students, education faculty and staff, administrators, and other education advocates participated in and were impacted directly through campus-based activities that highlighted teaching and supported recruitment, retention, and professional development objectives in teacher education. Further data indicates that over 932 students in

P-12 schools were positively impacted by their classroom teachers who received intensive mentoring and materials. Data instruments show a collective number of just over 32,600 participants since 2008 in collegiate programs sponsored by OTC grant initiatives throughout the state.

Teacher Conferences: Each year, the OTC sponsors both new and recurring conferences and activities designed to enhance the image of teaching and to assist in teacher recruitment and retention efforts. Due to the COVID-19 pandemic, the Teach Oklahoma Conference was not held this year. The OTC hosted the 13th Annual (Virtual) Reading Conference, entitled "Recreating Affinity Spaces: Equity-Oriented Practices and Dispositions in Reading Education" for higher education faculty, educators, administrators, and other stakeholders. Approximately 55 participants attended this OTC-sponsored conference.

POLICY ISSUES:

The OTC has a legislative directive (HB 2557) to develop recruitment programs for potential teachers, including pre-collegiate curricular courses and future teacher organizations that emphasize school success and the opportunity to investigate teaching as a career choice, as well as collegiate activities that address issues such as retention and placement.

ANALYSIS:

Data extracted from the 2021 First-Year Teacher Survey report from the Office of Educational Quality and Accountability (OEQA) indicate that out of 504 first-year teachers who responded to the question, "As a high school student, did you participate in any programs or classes that influenced your decision to become a teacher," 20 percent (104 teachers) indicated that they participated in some type of future teacher class/organization which emphasized a career in teacher education. Many of the respondents recognized a teacher mentorship program or a future teacher organization that helped influence their decision to become classroom teachers.

The chart below provides a brief description of all OTC grant funding requests for 2021-2022 totaling $46,867.59. These programs support OTC goals and objectives stated in the aforementioned legislative directive.

The following projects are recommended for funding up to the following amounts:

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Pre-Collegiate Grants	Lead Oklahoma Teach Oklahoma	Lead Oklahoma is a leadership curriculum designed to help students who have strong academic potential be successful leaders in high school and college. Teach Oklahoma incorporates the study of teacher competencies with teaching-like experiences.	$9,000.00
	Educators Rising Chapters and State and National Competition	Educators Rising is an extra-curricular organization. Educators Rising allows all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the field of education.	$1,000.00

Collegiate Grants	Cameron University *From Emergency Certified to Full-Certification: Test Prep and Beyond*	This grant helps to retain emergency certified teachers in southwest Oklahoma who are preparing for the following professional exams: 1) elementary education, 2) early childhood education, 3) special education, and 4) Praxis Performance Assessment for Teachers (PPAT). These workshops support teachers on the process of becoming a teacher and learning classroom management strategies.	$4,680.00
	East Central University *Recruiting Tigers to Teach*	The goal of this grant is increasing the number of students who choose an education major by targeting undecided majors in addition to providing support for current pre-service teachers. The project directors will host six seminars and three outreach events to educate, retain, and support undergraduate students and individuals seeking alternative and emergency certification.	$6,000.00
CATEGORY	**PROGRAM TITLE**	**DESCRIPTION**	**RECOMMENDED FUNDING**
Collegiate Grants Continued	Northeastern State University *Athletes to Educators: A Logical Path to Victory*	Providing outreach initiatives to attract high school student-athletes across Oklahoma to the profession of education and teaching careers is the overarching goal of this recruitment grant. Innovative workshops will be provided to various school districts from the faculty of the Health and Kinesiology Department. These workshops will highlight teaching careers and emphasize to student-athletes who may want to coach or may be undecided as to why it would benefit them to earn a degree in education.	$4,837.59
	Oral Roberts University *ORU University-Led Teacher Induction Program for Novice Teachers*	Early career teachers will engage in university-led activities designed to sustain and support their decision to become a classroom teacher. Activities include monthly gatherings with instructional coaching, Saturday workshops and exemplary classroom teacher observations and discussions. The participants will also gain leadership skills and engage in non-evaluative instructional coaching with a professor/mentor.	$6,000.00
	Oklahoma State University *Leading/Mentoring to Recruit Students to the FACS Ed Profession*	The goal of this project is to deliver enrichment experiences through an academy model, which will raise secondary students' awareness of and commitment to postsecondary education opportunities and careers in the Family and Consumer Sciences (FACS) education field. Also, faculty will provide innovative digital and print FACS Education career resources for FACS secondary students.	$4,200.00
	University of Central Oklahoma *Prospective Teachers Academy*	Directives include providing support and reinforcement of the program goals of Teach and Lead Oklahoma High Schools. Students from across the state will develop knowledge and skills for college success strategies, the career of teaching, and teacher education	$5,150.00

		programs. Family members are also invited to attend the Prospective Teachers Academy and show support for their student. Faculty show key skills, which include navigating college websites, scholarship opportunities, plan(s) of study, leadership, and more.	
	University of Oklahoma *Supporting Early Educators*	Through professional development meetings with selected readings, the goal of this retention grant is twofold: 1) explore challenges and successes associated with teaching, especially as early career educators, and 2) build and become part of a community of educators across the district.	$6,000.00
		Total Funding Requested for 2021-2022	**$46,867.59**

AGENDA ITEM #19:

        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. The contract amount was approved at the June 24, 2021 Oklahoma State Regents meeting.**

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. Eight college allocations were approved at the June 24, 2021 Oklahoma State Regents meeting. Two new college programs, one at Murray State College, and the second at Seminole State College, will now house a scholar coordinator with an operating budget. This increases the total number of colleges that house a scholar coordinator and operating budget by two, totaling ten out of the twelve community colleges with a Scholars program in place.

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
Murray State College	$83,600
Seminole State College	$78,593
Total FY22 Allocation	**$162,193**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 9, 2021

AGENDA ITEM #20:

> **E&G Budget.**

SUBJECT: First quarter FY22 distribution of Cigarette and Tobacco Tax Revenue.

RECOMMENDATION:

> **It is recommended that the State Regents approve the allocation of $1,434,152.91 to Oklahoma State University Center for Health Sciences (OSU CHS) and $1,434,152.91 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit $2,868,305.82. This amount is sufficient for a transfer of $1,434,152.91 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 $95,585,876.26.

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

5-Year History of Allocations	Amount to Each Entity
FY2018 Total	$6,185,257.93
FY 2019 Total	$5,170,195.74
FY 2020 Total	$5,455,784.70
FY 2021 Total	$5,062,359.40
FY 2022 Y-T-D	$1,434,152.91

AGENDA ITEM #21:

> **EPSCoR.**

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

RECOMMENDATION:

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

BACKGROUND:

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

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

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

POLICY ISSUES:

None

ANALYSIS:

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

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

Dr. Monte Randall
President
College of the Muscogee Nation

AGENDA ITEM #22:

> **Revenue Bonds.**

SUBJECT: Review and approval for transmittal to Attorney General the University of Oklahoma Statement of Essential Facts for a 2021A General Obligation Bonds.

RECOMMENDATION:

> **It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the University of Oklahoma, General Revenue Bonds, Series 2021A an amount not to exceed $185,600,000, is substantially accurate.**

BACKGROUND:

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

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2021A bonds will be used (a) to acquire a student housing complex on the Norman campus, and (b) to pay the costs of issuance.

The bonds to be issued as fully registered bonds will be payable on July 1 each of the years 2022 through 2051, with interest payments commencing on July 1, 2022, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents of the University of Oklahoma. These bonds are being issued on parity with the following existing general revenue bond issuances: 2012D, 2013A, 2013B, 2013D, 2014A, 2014B, 2014C, 2015A, 2015B, 2015C, 2015D, 2016A, 2016B, 2016C, 2017A, 2017B, 2017C, 2020A, 2020B and 2020C.

The University has pledged, as security for the bonds the General Revenues consisting of any or all revenues of the University derived from or attributable to any member of the financing system as defined in the bond resolution to include housing rental revenue, but excluding appropriated tax revenue, and any restricted revenue. No reserve requirement will be established with respect to this series of bonds. The pledged revenues as anticipated by the University's Board will provide sufficient revenue to pay principal of and interest on the Bonds.

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

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

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

     Series 2021A: Acquisition of the Cross Village Student Housing Facility

Financial data was provided by the University of Oklahoma and reviewed by Mr. Adam Pope, Financial Advisor to the University, Stewart Berkinshaw, Associate Vice President for Budget and Finance for the University of Oklahoma, and internally reviewed by Sheri Mauck, Interim Vice Chancellor for Budget and Finance.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 9, 2021

AGENDA ITEM #23-a:

> **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:

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

Purchases Over $100,000

Core
1. SAS Institute Incorporated in the amount of $285,408.00 to develop a SAS data management and integration strategy for the continued conversion of the Unitized Data System (UDS) database into the SAS predictive analytics platform. Conversion of UDS data to the new platform will ensure that all relevant departments have access to the most current student data (Funded from 210-Core).

OCAP
2. Educational Credit Management Corporation in the amount of $1,610,035.00, which is in addition to the purchase that was previously approved by the State Regents at their meeting on June 24, 2021 ($803,709.00), for a total price of $2,413,744.00. The additional funding is needed due to recent guidance received from the Office of Federal Student Aid that allows transfers from the Oklahoma College Assistance Program's (OCAP) federal fund to OCAP's operating fund as reimbursement for lost revenue associated with the student loan moratorium, spanning from March 13, 2020 to January 31, 2022. This guidance was announced after the annual budget process was completed for FY22. Per the contract with Educational Credit Management Corporation, OCAP's Guarantor Services provider, OCAP's portfolio management fee is 25% of that specified type of revenue. The added revenue from this transfer increases OCAP's projected portfolio management

fee and requires a change order so that OCAP can meet its contractual agreement with the service provider. (Funded from 701-OCAP).

OneNet

3. Coursera in the amount of $748,488 for Coursera for Campus licenses to allow students to acquire micro-credentials necessary to take on additional roles in their chosen profession or degree. By acquiring micro-credentials, students and institutions will gain critical knowledge and marketable skills that provide the foundation for new career opportunities. Through this system-wide purchase, 15 participating institutions are able to purchase Coursera licenses at the discounted rate of $75 per license compared to the regular price of $399 per license. The cost associated with this purchase will be subsidized by $300,000 in funding from the State Regents, which was allocated at the May 28, 2021 meeting for micro-credentials and rapid re-employment strategies and initiatives. The remaining cost will be reimbursed to OneNet from participating institutions. (Funded from 718-OneNet).

4. Netfabric IT Solutions in the amount of $154,000.00 for the purchase of Juniper equipment to facilitate customer growth in the core network. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet)

GEAR UP

5. Inside Track in the amount of $110,600.00 to provide extensive training for OK GEAR UP College Coaches located at 5 of our regional universities. Inside Track also provides a coaching platform for student data, contact information and counseling support. Inside Track was named as a partner in the original GEAR UP grant and met U.S. Department of Education requirements. (Funded from 730-GEARUP)

AGENDA ITEM #23-b:

Contracts and Purchases.

SUBJECT: Acceptance of Career Tech Carl Perkins Contract.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the agreement with the Oklahoma Board of Career and Technology Education for FY2022.**

BACKGROUND:

For many years, the State Regents have entered into an annual agreement with the State Board of Career and Technology Education whereby certain State System institutions carry out programs and services of a technical educational nature utilizing funds provided by the Department of Career and Technology Education.

POLICY ISSUES:

State law (70 O.S. 1991, Section 2264) provides for the State Board of Career and Technology Education (formerly Oklahoma Board of Vocational and Technical Education) to contract with the Oklahoma State Regents for Higher Education (OSRHE) for the administration of the amount of funds set aside for supplementing the funding of postsecondary programs. The OSRHE assumes responsibility for allocation of the funds.

ANALYSIS:

The attached contract provides for the transfer of approximately $3.8 million in state and federal funding from the Oklahoma State Board of Career and Technology Education to the Oklahoma State Regents for Higher Education in exchange for services. The services provided by Oklahoma colleges and universities relate to the operation of Tech Prep programs, Carl D. Perkins programs and teacher in-service/professional development for CareerTech teachers, and Adult Education and Family Literacy programs. Programs coordinated by the OSRHE include data/information sharing.

Attachment

Agreement Between
THE OKLAHOMA STATE BOARD OF CAREER AND TECHNOLOGY EDUCATION
and
THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2021-2022 Programs and Services

This Agreement is entered into by and between the State Board of Career and Technology Education, herein referred to as "State Board" and the Oklahoma State Regents for Higher Education, herein referred to as "State Regents" in accordance with a Memorandum of Understanding pursuant to Senate Joint Resolution No. 35 of the First Session of the Thirty-Fourth Oklahoma Legislature (1973).

WITNESSETH:

WHEREAS, the State Board and the State Regents previously subscribed to a Memorandum of Understanding and Agreement regarding the necessity of cooperation of the two boards and their administrative offices as regards to their common responsibilities in the further development of career and technology education in Oklahoma; and

WHEREAS, this Memorandum of Understanding and Agreement was validated by the First Session of the Thirty-Fourth Oklahoma Legislature in its enactment of Senate Joint Resolution No. 35 codified at 70 O.S. 2011, §§ 2251-2272; and

WHEREAS, this Memorandum and Legislative Resolution provided that the State Board will annually enter into an Agreement with the State Regents for supplemental funding of programs operated at institutions under the jurisdiction of the State Regents and will provide certain funding; and

WHEREAS, the State Board and the State Regents agree that the performance of this Agreement shall begin on the 1st day of July 2021 and will terminate no later than the 30th day of June 2022.

IT IS HEREBY STIPULATED AND AGREED by and between the State Board and the State Regents as follows:

1. *Funds in the amount of $1,840,980 will be provided by the State Board for the purpose of postsecondary career and technical programs pursuant to the regulations of the Carl D. Perkins Career and Technical Education Act of 2006 (CFDA #84.048). Allocation of funds will be as follows:

	Basic Grant
Cameron University	$154,746
Connors State College	$162,663
Murray State College	$100,122
Northern Oklahoma College	$94,486
Oklahoma City Community College	$274,865

178

OSU-Oklahoma City	$320,096
OSU-Institute of Technology	$119,851
Rogers State University	$ 49,390
Rose State College	$185,614
Tulsa Community College	$379,147

2. *Funds in the amount of $1,880,611 will be provided by the State Board for the purpose of Adult Education and Family Literacy programs pursuant to the regulations of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (CFDA #84.0020000). Allocation of funds will be as follows:

	Basic Grant	EL/Civics	Corrections
Northeastern Oklahoma A&M University	$ 103,291		
Oklahoma City Community College	$1,421,836	$150,297	$30,214
Oklahoma Panhandle State University	$ 54,818		
OSU-Institute of Technology	$ 120,155		

3. The State Board of Career and Technology Education (ODCTE) desires to contract with the University of Central Oklahoma (UCO) and Oklahoma State University (OSU), and UCO and OSU desire to provide teacher in-service, professional development, coaching and mentoring for new CareerTech teachers. Not to exceed $15,000 per university. Services may include but are not limited to instructional coaching/mentoring services. The staff of the Oklahoma Department of Career and Technology Education and the appropriate institution staff will negotiate services provided during FY22.

4. The State Board will contract with OSU to assist new and alternative certified agricultural education teachers for the FY22 school year. The amount is not to exceed $5,000.

5. The State Board will pay the State Regents $50,000 to furnish information services and to provide information needed to further develop career and technical education. The State Board will provide a schedule of reports and data requests with respective due dates to the State Regents. The State Board will provide the State Regents staff with as much advance notice as possible for any additional information requests.

6. The state Board will contract with Rogers State University to provide ALS psychomotor examinations to candidates seeking NREMT/OSDH certifications as Paramedics, Advanced EMTs, and Intermediate EMTs. The amount is not to exceed $15,750.

7. The state Board's contribution is based upon contingencies that federal and state funding will be available for the support of programs at a level not less than the past fiscal year. In the event state and/or federal funding is decreased, the total amount will be revised proportionately.

8. The State Board shall make payment under this Agreement upon presentation of an expenditure report on a quarterly basis by the higher education institutions identified in this Agreement.

9. The institutions party to this Agreement will make reports to the State Board as necessary and appropriate.

10. Any additional services that the State Board wishes to have provided by the State Regents during FY22 will be negotiated by the staff of the Oklahoma Department of Career and Technology Education working with each appropriate institution or agency of the state system to provide the needed services. Each such agreement for provisions of services shall be separately negotiated and added as an amendment to this Agreement. Under the terms of this Agreement, amendments will be provided to the Oklahoma State Regents for Higher Education by the Oklahoma Department of Career and Technology Education.

*It is understood that in cases of the director and staff of the State Board making arrangements for certain line-item projects to be funded, the State Regents will not be able to assume the responsibility for fully accounting for the expenditure of the funds since the monies do not perfunctorily pass through the State Regents by virtue of this Agreement.

IN WITNESS WHEREOF, the State Board and the State Regents have executed this Agreement and have caused the signatures of the authorized representative to be affixed hereto.

State Board of Career and Technology Education:

_____   7/26/21
Marcie Mack, State Director   Date

Oklahoma State Regents for Higher Education:

_____   _____
Glen Johnson, Chancellor   Date

Approved as to Form:
Matt Stang
8/17/21

180

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 9, 2021

AGENDA ITEM #23-c:

       Contracts and Purchases.

SUBJECT: Acceptance of Coursera Contract.

RECOMMENDATION:

> **It is recommended that the State Regents accept the contract between OneNet and Coursera for the purchase of Coursera for Campus licenses to be distributed to 15 participating Oklahoma colleges and universities.**

BACKGROUND:

Given the changing landscape of higher education, the State Regents approved the formation of a citizens' Task Force on the Future of Higher Education in March 2017 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 Task Force on the Future of Higher Education's *Report on the Future of Higher Education* was finalized and accepted by the State Regents in February 2018. Task Force recommendations align 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.

Recommendations from the 2018 State Regents' Task Force on the Future of Higher Education specifically include the development of micro-credentials as a key area of growth and innovation for higher education institutions. Micro-credentials represent a coherent series of courses, which, when completed successfully, demonstrate a mastery of a defined skill or competency, including industry-recognized competencies.

Based on recommendations from the 2018 Task Force on the Future of Higher Education, at their meeting on May 28, 2021, the State Regents allocated funding in the amount of $1.8 million for FY22 to support colleges and universities in their efforts to accelerate the development of badging and micro-credentials tied directly to workforce needs. The ability to earn micro-credentials and badges in highly-specific skills and competencies will not only help Oklahoma citizens regain employment or advance current careers, but will also improve the percentage of adults age 25 and older with a college degree in the state, since many

micro-credentials are stackable, offering students the possibility to also work toward an associate or baccalaureate degree by earning multiple micro-credentials in a similar field.

ANALYSIS:

Oklahoma business and industry continuously need access to a qualified and credentialed workforce. While associate and baccalaureate degrees provide assurances to employers that employees possess a general breadth and depth of expertise, employers also need employees with highly-specific skills and competencies produced by short-term credentials (such as badges and micro-credentials). Earning industry-recognized micro-credentials is an increasingly popular strategy for re-employing individuals negatively impacted by the COVID-19 pandemic and the recent economic recession.

To assist colleges and universities in developing micro-credentials, the State Regents are partnering with Coursera, a leading international online learning platform, to facilitate low-cost access to more than 4,900 job-relevant courses through 15 public and private colleges in the state of Oklahoma. This significant partnership demonstrates the State Regents' commitment to providing innovative, ongoing learning opportunities to Oklahomans, including industry-recognized badges and micro-credentials in high demand fields, to strengthen workforce development.

The Coursera for Campus statewide purchase, which includes a subsidy of approximately $300,000 from the State Regents, provides participating institutions the opportunity to purchase licenses at a significantly reduced price of $75 per license, compared to the regular price of $399, as well as access to unique account branding, implementation, and technical assistance services typically reserved for larger customers. Through this initiative, participating institutions will have the opportunity to:

- Deliver credit-bearing online learning with advanced academic integrity features.

- Improve student employability with job-relevant learning and marketable skills with Professional Certificates from industry educators like Google, IBM, Facebook, Intuit, Salesforce, and Amazon.

- Build blended online learning programs with ready-made platforms from leading universities and companies, as well as faculty access to the authoring platform to efficiently build custom courses, hands-on projects, assessments, and even embed Zoom recordings with *Live2Coursera*.

- Access Coursera's new curriculum tool that will help faculty curate Coursera content to fill curriculum gaps, teach new specialties, and focus programs on specific disciplines or difficulty levels.

Institutions that have signed an MOU with OneNet to participate in the Coursera for Campus initiative are listed below.

- Cameron University
- Carl Albert State College
- Connors State College
- Eastern Oklahoma State College
- Langston University
- Murray State College
- Northeastern Oklahoma A&M College
- Northern Oklahoma College
- Oklahoma Christian University
- Redlands Community College

-
- Rose State College
- Seminole State College
- Tulsa Community College
- University of Oklahoma
- University of Science and Arts of Oklahoma

A copy of the contract between OneNet and Coursera is attached.

OneNet

655 Research Parkway, Suite 200
Oklahoma City, OK 73104

Liza Hanke, Director of Purchasing
Tele: 405.225.9206
Fax: 405.225.9230
Email: lhanke@osrhe.edu

Contract No. C2202

Coursera, Inc.

CONTRACT TITLE: Coursera, Inc.

CONTRACT TERM: September 10, 2021 through September 9, 2026

CONTRACT PERIOD: September 10, 2021 through September 9, 2022
WEBSITE ADDRESSES:

OneNet: https://onenet.net/new-customers/client-connection-policy/.

Authorized Customers: Registered students and/or faculty members of institutions within the Oklahoma State System for Higher Education.

> **Contract Priority:** This is a noncompetitive contract with established education and government discounts. Prior to issuing any orders against this Contract, end user Authorized Customers should ensure that they have followed their appropriate internal purchasing procedures, including any required documentation of a market value comparison or a competitive process leading to the selection of this particular vendor.

Contract Terms and Conditions: All Authorized Customers agree to abide by the terms and conditions of this Contract and the non-conflicting terms and conditions in the Coursera Order Form (Exhibit A) as agreed to by OneNet.

1

Contract Pricing: The Coursera "Order Form" is attached hereto as Exhibit A.

Delivery: All products and/or services to be delivered pursuant to this Contract shall be subject to final inspection and acceptance by OneNet and Authorized Customers as satisfactory.

Contract Performance: Contract performance will be monitored and any infractions of the Contract by Coursera or Authorized Customers shall be reported to the Purchasing Director for the Oklahoma State Regents for Higher Education.

Contract Administrator:

Coursera
Tele: 801-821-7201
Attn: Kimberley Poelman
Email: kpoelman@coursera.org

2

<p align="center">**ONENET**</p>

<p align="center">**Coursera**</p>

This Contract, for the acquisition of Coursera User Licenses is entered into by and between Coursera, Inc., located at 381 E. Evelyn Avenue, Mountain View, CA 94041 ("Coursera") and OneNet, located at 655 Research Parkway, Suite 200, Oklahoma City, OK 73104 ("OneNet").

1. **Contract and Term**. This Contract sets forth the terms and conditions under which Coursera will sell to OneNet or Authorized Customers Coursera User Licenses as listed on the Coursera Order Form (Exhibit A, attached hereto). Terms used in this Contract shall have the meanings set forth below in Section 2, Definitions. This Contract is available for use by all Authorized Customers.

    The term of this Contract shall be one (1) year commencing on the date of approval by both Parties with four (4) one-year renewal options with written approval of the Parties. Upon termination of this Contract, all rights and obligations set forth herein shall survive in accordance with their terms as to procurements made by Authorized Customers prior to such termination.

2. **Employment Relationship.** This Contract does not create an employment relationship. Individuals performing services required by this Contract are not employees of OneNet or Authorized Customers. Coursera's employees shall not be considered employees of OneNet or Authorized Customers for any purpose and, accordingly, shall not be eligible for rights or benefits accruing to OneNet's or Authorized Customers' employees.

3. **Definitions.** Terms used in this Contract shall have the following meanings:

    A. *Authorized Customers* – means registered students and/or faculty members of institutions within the Oklahoma State System for Higher Education who, for purposes of this Contract, are purchasers of Coursera User Licenses and who acquire such products/services for their own internal use rather than for distribution or resale.

    B. *License Start Date* – the date that Coursera gives "super administrator" access to OneNet or Authorized Customers, which shall give OneNet or Authorized Customers the ability to invite Users to access Content Services.

    C. *Manufacturer* – Coursera, Inc.

    D. *Manufacturer Contract Administrator* – the individual as appointed by Coursera to administer this Contract on behalf of Coursera.

    E. *Party or Parties* – shall refer to Coursera and OneNet.

<p align="center">3</p>

<p align="center">182.4</p>

F. *Purchase Order* – The Authorized Customer's fiscal form or format, which is used when making a purchase (e.g., formal written Purchase Order, Procurement Card, Electronic Purchase Order or other authorized instrument).

G. *State Contract Administrator* – the individual as appointed by OneNet to administer this Contract on behalf of OneNet and the Authorized Customers.

4. **Entire Agreement and Order of Precedence**. This Contract and Exhibit A, the Coursera Order Form, shall constitute the entire agreement between the Parties hereto and shall supersede any and all other agreements between the Parties relating to the subject matter hereof. In the event of a conflict between the documents listed in this paragraph, the controlling document shall be this Contract, and then Exhibit A (Coursera Order Form). This Contract expressly amends and controls over all conflicting terms and conditions in the Coursera Order Form (*See* Ex. A, Terms and Conditions, ¶ 11(j) ("Amendments")). No statement, promise, condition, understanding, inducement or representation, oral or written, expressed or implied, which is not contained herein, shall be binding or valid. This Contract shall not be changed, modified or altered in any manner except by an instrument in writing (a non-preprinted agreement clearly understood by both Parties to be an amendment or waiver) executed by authorized representatives of both Parties hereto.

The terms and conditions set forth herein shall govern all transactions by Authorized Customers under this Contract. Authorized Customers shall not have the authority to modify the terms of this Contract, except as to receive better pricing for a particular procurement than those set forth herein. No additional term or condition of a Purchase Order issued by an Authorized Customer can modify or amend this Contract. In the event of a conflict between an Authorized Customer's or OneNet's Purchase Order and this Contract, the terms and conditions of this Contract shall control.

Authorized Customers shall comply with the terms and conditions of this Contract, as well as the non-conflicting Terms and Conditions of the Coursera Order Form (Exhibit A). It is expressly agreed between the Parties that such compliance is the sole responsibility of the Authorized Customers. OneNet shall not be responsible for any Authorized Customer's non-compliance with the applicable terms and conditions of this Contract and/or the non-conflicting terms and conditions of Exhibit A.

5. **Product and Service Offerings and Obligations**.

A. Products. Coursera shall maintain a product list including pricing, product descriptions and product specifications for all products offered under this Contract.

B. Services. Services include any value-added service offered by Coursera that Coursera may perform as related to products available under this Contract.

C. Obligations. As of the License Start Date, Coursera grants to OneNet and its Authorized Customers a non-exclusive, non-transferable, revocable right to access and use the User Services and Content Services (collectively, "*services*") subject to

4

182.5

the terms and conditions set forth in this Contract and the non-conflicting terms and conditions in the Coursera Order Form (Exhibit A). It is intended that Users are registered students and/or faculty members of institutions within the Oklahoma State System for Higher Education.

6. **Contract Administration**. OneNet and Coursera will each provide a Contract Administrator to support this Contract. Information regarding the Contract Administrators will be posted on the OneNet website designated for this Contract.

    A. <u>OneNet Contract Administrator</u>. OneNet will provide a Contract Administrator whose duties will include, but not be limited to: (i) management of this Contract, (ii) advising of Coursera's performance under the terms and conditions of this Contract and (iii) periodic verification of quarterly reports submitted by or on behalf of Coursera.

7. **Taxes/Pricing.**

    A. <u>Tax-Exempt</u>. OneNet and Authorized Customers are exempt from all federal and state sales tax. All Authorized Customers that are tax exempt shall furnish to Coursera their tax-exempt certificate upon request.

    B. <u>Taxes.</u> Pursuant to Oklahoma law, OneNet and Authorized Customers shall not be liable under the Contract to pay any taxes assessed against Coursera or to reimburse Coursera for any taxes incurred by Coursera pursuant to its performance under the Contract. Any such requirement in the Coursera Order Form (Exhibit A) or attachments thereto is void.

    C. <u>Changes to Prices</u>. Coursera may change the price of any product or service at any time, but discount levels shall remain consistent with the discount levels and the term as specified in Exhibit A.

8. **Order Processing and Payment**. All Authorized Customers' Purchase Orders will be placed directly with OneNet. Accurate Purchase Orders shall be effective and binding upon Coursera's acceptance of the Purchase Order prior to the termination of the Contract period. Such acceptance shall not be unreasonably withheld.

Coursera shall submit invoices to OneNet. All payments for products/services purchased under this Contract and any provision of acceptance of such products/services are made to Coursera by OneNet.

Invoices shall be timely and accurate. Each invoice shall match Authorized Customer's Purchase Order and include any written changes that may apply, as it relates to products, prices, and quantities. Invoices shall include the Authorized Customer's Purchase Order number and other pertinent information for verification of receipt of the order by the Authorized Customer.

5

Payment terms shall be net forty-five (45) days from date of receipt of an accurate invoice. Pursuant to 74.O.S. §85.44(B), advanced payments are prohibited, and invoices will be paid in arrears after products/services have been provided and accepted by OneNet. Interest on late payments, if any, are made pursuant by 62 O.S. § 34.72.

9.

A. <u>Use of Access Data Prohibited</u>. If Coursera stores, collects or maintains data electronically as a condition of accessing State Contract information, such data shall only be used internally by Coursera for the purpose of implementing or marketing the Contract, and shall not be disseminated to third parties or used for other marketing purposes. This Contract constitutes a public document under the laws of the State and Coursera shall not restrict access to the Contract terms and conditions, including pricing, i.e., through use of restrictive technology or passwords.

10. **Notices**. All notices, demands, designations, certificates, requests, offers, consents, approvals and other instruments given pursuant to this Contract shall be in writing and shall be valid on (i) the date of delivery if delivered by email, facsimile transmission, mailed by registered certified mail or hand delivered, or (ii) three business days after being mailed via United States Postal Service. The Parties may from time to time specify any address in the United States as its address for purpose of notices under this Contract by giving fifteen (15) days written notice to the other Party.

If sent to the ONENET:
Liza Hanke
Director of Purchasing
Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Email: lhanke@osrhe.edu

If sent to Coursera:
Coursera, Inc.
Attn:Enterprise Legal
381 E. Evelyn Ave.
Mountain View, CA 94041 - 1530
Email: legal@coursera.org

11. **Handling of Written Complaints**. In addition to other remedies contained in this Contract, a person contracting with OneNet may direct their written complaints to the following office:
Liza Hanke
Director of Purchasing
Oklahoma State Regents for Higher Education

6

182.7

655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Phone: 405-225-9206
Fax: 405-225-9230
Email: lhanke@osrhe.edu

12. **Captions**. The captions contained in this Contract are intended for convenience and reference purposes only and shall in no way be deemed to define or limit any provision thereof.

13. **Choice of Law and Venue**. The Contract shall be governed by and construed and interpreted in accordance with the laws of Oklahoma without reference to principles of conflict of laws. All claims, disputes, and lawsuits arising out of or in connection with the Contract shall be resolved or adjudicated in Oklahoma City, Oklahoma.

14. **Termination**.

A. Termination for Convenience. OneNet may terminate this Contract, at will, at any time, with or without cause, by written notice to Coursera given not less than thirty (30) days prior to the effective date of such notice. After the first six months, Coursera may terminate this Agreement with 30 days' written notice to OneNet. In no event shall either Party be liable for termination of this Contract pursuant to this Subsection.

B. Termination for Cause. Either Party shall have the right to terminate this Contract for cause if the other Party:

(i) Fails to perform any material term or condition of this Contract, and does not remedy the failure within thirty (30) days after receipt of written notice of such default given by the non-defaulting party; or

(ii) Becomes insolvent, files or has filed against it a petition under applicable bankruptcy or insolvency laws, proposes any dissolution, composition or financial reorganization with creditors, makes an assignment for the benefit of creditors, or if a receiver, trustee, custodian or similar agent is appointed or takes possession with respect to any property or business of the defaulting party.

C. Obligations upon Termination or Expiration. The termination or expiration of this Contract shall in no way relieve either Party from its obligations to pay the other Party any sums accrued hereunder prior to such termination or expiration or affect the limitation of liability.

15. **Limitation of Liability**. No provision of the Coursera Order Form (Exhibit A) or attachments thereto providing for a limitation of liability of Coursera shall be enforceable against OneNet except to the extent permitted by Oklahoma law. Notwithstanding any provisions to the contrary in the Coursera Order Form or attachments to Exhibit A,

7

182.8

Oklahoma law will govern the interpretation and enforceability of any limitation of liability, indemnity, or exculpatory provision in the Contract between the Parties.

16. **Damages/Third-Party Claims**. Neither Party will be liable under this Contract for lost revenues or indirect special, incidental, consequential, exemplary, or punitive damages, even if the Party knew or should have known that such damages do not satisfy a remedy. Coursera's liability under this Contract shall be limited to no more than the amount paid or payable by OneNet or Authorized Customers to Coursera for the twelve (12) months immediately preceding the date a claim alleging liability under this section is raised by OneNet or an Authorized Customer. Coursera agrees to indemnify and hold harmless OneNet and the Authorized Customers of any third-party claims, demands and liabilities resulting from any act or omission to act on the part of Coursera and/or its agents, servants and employees in the performance of this Contract. OneNet and/or Authorized Customers shall promptly notify Coursera of any such claims.

17. **Oklahoma Open Records Act**. OneNet and Authorized Customers are governmental entities of the State of Oklahoma, by virtue of which they are subject to the Oklahoma Open Records Act ("ORA"), codified at 51 O.S., § 24.A.1, *et seq*. The Parties agree that any provision of the Coursera Order Form (Exhibit A) or attachments thereto which conflicts with the ORA is ineffective. The Authorized Customers do undertake to protect proprietary information provided by Coursera to the full extent permitted by the ORA.

18. **Responsibility for Actions of Employees.** The Parties to the Contract intend that each shall be responsible for its own intentional and negligent acts or omissions to act. OneNet and Authorized Customers shall be responsible for the acts and omissions to act of their officers and employees while acting within the scope of their employment according to the Governmental Tort Claims Act (51 O.S. § 151 et seq.). Coursera shall be responsible for any damages or personal injury caused by the negligent acts or omissions to act by their respective officers, employees, or agents while acting within the scope of their authority or employment.

19. **Employment Status Verification System**. Coursera and any proposed subcontractors hereby certifies that it is compliance with 25 O.S. 1313 and participates in the Status Verification System, as defined in 25 O.S. §1312 and includes but is not limited to the free Employment Verification Program (E-Verify) through the Department of Homeland Security and available at www.dhs.gov/E-Verify. Coursera and all approved subcontractors shall remain in compliance with all Federal, State, and local laws.

20. **Certification Regarding Boycott of Israel.** Coursera certifies that it is not currently engaged in a boycott of goods or services from Israel that constitute an integral part of business conducted or sought to be conducted with the State of Oklahoma.

21. **Data Usage.** Coursera agrees that any data or information provided to the Coursera by OneNet shall be used by Coursera only to fulfill its obligations under the Contract and shall not be used or disseminated for any other purpose.
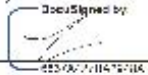
8

22. **Accessibility.** Coursera agrees that, to the extent applicable to products and services provided by Coursera to OneNet under the Contract, Coursera shall comply with all accessibility requirements under federal or state law.

23. **Indemnification.** Clauses requiring a State agency, like OneNet, to indemnify a private entity, like Coursera, are prohibited under Oklahoma law. Any such requirement in the Coursera Order Form (Exhibit A) or attachments thereto is void.

24. **Waiver of defense.** Pursuant to Oklahoma law, waiver of defense clauses are prohibited. Any such requirement in the Coursera Order Form (Exhibit A) or the attachments thereto is void.

25. **Certification Clause** (74 O.S. § 85.42). The Parties to the Contract certify that no person who has been involved in any manner in the development of the Contract while employed by the State of Oklahoma will be employed to fulfill any of the services provided for under the Contract.

26. **Non-Collusion Clause** (74 O.S. § 85.22). Neither Coursera nor anyone subject to Coursera's direction or control has paid, given or donated or agreed to pay, give or donate to any officer or employee of the State of Oklahoma any money or other thing of value, either directly or indirectly, in procuring the Contract.

27. **Electronic and Information Technology Accessibility**. Electronic and information technology procurements, solicitations, agreements, and contracts shall comply with applicable Information Technology Accessibility Standards, issued by the Oklahoma Office of Management and Enterprise Services, in effect on the date of issuance of the Contract. Such standards may be found at https://oklahoma.gov/omes/services/purchasing/reference-guide/it-procurement.html **All representations contained in the VPAT or other comparable document provided will be relied upon by the State for accessibility compliance purposes.**

28. **Laws and Regulations**. All applicable state and federal laws, municipal ordinances and the rules and regulations of all authorities having jurisdiction over the Parties shall apply to this Contract throughout and they will be deemed to be included in this Contract the same as though written out in full herein.

29. **Equal Opportunity Employer**. Coursera must maintain the status of an Equal Opportunity Employer, a provider of services and/or assistance, and in compliance with the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, as amended, and Executive Orders 11246 and 11375.

30. **Americans with Disabilities Act**. Coursera must comply with the Americans with Disabilities Act of 1990 (Public Law 101-336) and all amendments and requirements imposed by the regulations issued pursuant to this Act.

182.10

31. **Federal, State and Local Taxes, Licenses and Permits**. Coursera shall comply with all applicable laws and regulations on taxes, licenses and permits.

32. **No Grant of Authority.** Nothing herein shall be construed as conferring upon Coursera the authority to assume or incur any liability or any obligation of any kind, express or implied, in the name of or on behalf of OneNet, and Coursera agrees not to assume or incur any such liability or obligation without the prior express written consent of OneNet.

33. **Insurance Requirements**. Coursera shall obtain and retain insurance, including workers' compensation, automobile insurance, medical malpractice, and general liability, as applicable, or as required by State or Federal Law prior to commencement of any work in connection with the Contract. Coursera shall timely renew the policies to be carried pursuant to this section throughout the term of the Contract and shall provide OneNet or Authorized Customers with a Certificate of Insurance of such insurance and renewals. Coursera shall also provide to OneNet or Authorized Customers written notification of any cancellation or termination of the above policies.

34. **Liens**. Coursera shall keep OneNet free and clear from all liens asserted by any person or firm for any reason arising from the furnishing of products or services by or to Coursera.

35. **Force Majeure**. Neither Party shall be liable to the other for any alleged loss or damages resulting from the delivery or warranty of the products - or performance of services being delayed by acts of OneNet or Authorized Customer - due to acts of civil or military authority, governmental priorities, fire, floods, earthquakes, epidemics, quarantine, energy crises, strikes, labor trouble, terrorism, war, riots, accidents, shortages, delays in transportation, or any other causes beyond the reasonable control of the Parties.

36. **Survival**. The sections of this Contract which by their essential purpose shall survive any expiration or termination, will survive such expiration or termination.

37. **Waiver**. A waiver by either Party of any default, or of any of the terms and conditions of this Contract shall not be deemed to be a waiver of any other default or of any other term or condition. Either Party's exercise of any right or remedy provided in this Contract shall be without prejudice to its right to exercise any other right or remedy.

38. **Severability**. In the event any provision of this Contract shall be adjudged by any court of competent jurisdiction to be unenforceable or invalid, that provision shall be limited or eliminated to the minimum extent necessary so that the obligations of the Parties shall remain in full force and effect and the rights of the Parties shall not in any way be affected or impaired thereby.

39. **Assignment**. This Contract and the licenses granted hereunder are personal to OneNet. No Party shall assign, sublicense or transfer this Contract or any of the licenses without prior written approval of the other applicable Party, such approval shall not be unreasonably withheld. Any attempt to assign without prior written approval will be void.

182.11

40. **Independent Contractors**. Both Parties are acting solely as independent contractors and not as an agent of the other Party. Consultants and independent contractors furnished by the respective Parties shall be solely the employees or agents of such Parties, respectively, and shall be under the sole and exclusive direction and control of such Parties. They shall not be considered employees of the other Party for any purpose.

41. **Non-Exclusivity**. For the duration of the contractual agreement, OneNet will retain the right to utilize the services of other vendors, including in-house resources, for projects not assigned to Coursera.

42. **Access to Records**. Coursera shall maintain all fiscal records and any other records relating to this Contract in such a manner as to clearly document Coursera's performance hereunder. OneNet or any of its duly authorized representatives shall have access to any records including books, documents, accounting procedures and practices, and other data, regardless of type and regardless of whether such items are in written form, in the form of computer data, or in any other form of Coursera which are directly related to this Contract for the purpose to examine and audit all records relevant to the execution and performance of this Contract.

43. **Non-Appropriation/Non-Allocation**. (Okla. Const. Art. X, §23). Notwithstanding any contrary provision of the Contract, any obligation of OneNet to make any payment(s) under the Contract is subject to the availability and continuation of sufficient funds for that purpose. The Contract may be canceled or not renewed beyond the then current fiscal year ending on June 30 or the end of any subsequent fiscal year, without obligation or penalty, should the Oklahoma Legislature fail to appropriate funds or if a reduction in or elimination of any source of funding for the payment(s) required under the Contract occurs.

IN WITNESS WHEREOF, the authorized representatives of the Parties therefore hereby execute their mutual agreement to the terms of this Contract. This Contract shall be executed and shall be a binding Contract between the Parties.

Coursera, Inc.	OneNet
By:	By:
Name: Leah Belsky	Name: Sheri Mauck
Title: VP	Title: Interim Vice Chancellor for Budget & Finance
Date: 9/2/2021	Date:

11

182.12

EXHIBIT A   Q-01132

coursera

ORDER FORM

Organization: OSRHE	
Billing Address: 655 Research Parkway **Oklahoma City, Oklahoma 73104** **United States** **Billing Contact Name: Von Royal** **Billing Email: von@onenet.net** **Billing Phone: +1 405-225-9250**	**Ship To Address* (if different to Billing Address):** **655 Research Parkway** **Oklahoma City, Oklahoma 73104** **United States** *"**Ship To Address" is the location where the majority of** **Products will be consumed.**
Coursera accepts ACH, Wire transfer, or check **Payment Terms: Net 45** **Invoice Schedule: Annual** **First Invoice: Upon Execution**	**Does Customer need a purchase order number on the** **invoice?** ☒ **Yes** ☐ **No** **If Yes, please provide purchase order to accounts-** **receivable@coursera.org within 7 days after signing Order** **Form.** **U.S. customers: Sales Tax Exempt?** ☒ **Yes** ☐ **No**

Product	Quantity	Order Term (months)	Start Date	End Date	Annual Unit Price[1]	Total Price
Coursera User License	5,870	12	September 20, 2021	September 19, 2022	$126.15	**$740,500.50**

Total to be Invoiced Upon Execution (*does not include local sales tax, where applicable*):   **$740,500.50**
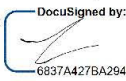
1. Term and Renewal Fees. The Term of this Order Form will be **one (1) year** from the License Start Date. The parties may renew the term for successive one-year Renewal Term(s) by entering into a signed renewal agreement. During the Term, on each anniversary of the License Start Date, Organization shall forfeit any unused User Licenses, Enrollments and/or uncompleted Courses.

2. License Start Date. "***License Start Date***" shall mean the date that Coursera gives "super administrator" access to Organization, which shall give Organization the ability to invite Users to access Content Services. The License Start Date shall be evidenced by an e-mail notification to Organization. The Term shall begin as soon as Organization's super administrator has access to the ability to send invitations to Users.

3. Transferability. User Licenses are transferable among Users, provided however, Users will lose paid access to all then-enrolled Courses if they are not holding a User License (or other paid Enrollment) through completion of such Courses.

4. Additional Purchases. During the term of this Order Form, Organization may purchase additional User Licenses that are coterminous with the last End Date of the User Licenses purchased herein by entering into an amendment to this Order Form and setting forth the number of additional User Licenses to be purchased at a purchase price of one hundred thirty five dollars ($135.00 USD) per license (each purchase an "Additional Coterminous Purchase"), provided that each Additional Coterminous Purchase shall be subject to a minimum order of ten thousand dollars ($10,000.00 USD). The Additional Coterminous Purchase shall be as set forth in the products table above, provided that the pricing per User License may be prorated up to three months for the year that it is purchased based on the expected License Start Date, but in no event later than December 17, 2021.

[remainder of page intentionally blank]

---

[1] For internal accounting purposes, Coursera will allocate 70% of these fees for Content Services and 30% for User Services.

182.13

This Coursera Order Form ("*Order Form*") is entered into as of the last signature date below (the "*Effective Date*") between Coursera, Inc., with a place of business at 381 E. Evelyn Ave., Mountain View, CA 94041 ("*Coursera*"), and the entity listed above ("*Organization*"). This Order Form includes and incorporates the details above, as well as the attached Terms and Conditions and contains, among other things, warranty disclaimers, liability limitations and use limitations. There shall be no force or effect to any different terms of any related purchase order or similar form even if signed by the parties after the date hereof.

COURSERA, INC.

By: _DocuSigned by:_
6837A427BA2948A...

Name: Leah Belsky

Title: VP

Date: 9/2/2021

OSRHE

By:

Name:

Title:

Date:

182.14

TERMS AND CONDITIONS

1. Obligations.

As of the License Start Date (as defined herein and as further detailed in the attached Statement of Work), Coursera grants to Organization and its users ("***Users***") a non-exclusive, non-transferable, revocable right to access and use the User Services and Content Services (collectively, "***Services***") subject to the terms and conditions set forth in this Order Form. It is intended that Users are registered students and/or faculty members of Organization. "***User Services***" means (i) customized landing page featuring the Organization logo and selected courses, (ii) User engagement reports, (iii) payment solution(s) that allow Users to seamlessly access premium course experiences and skip checkout, and (iv) enterprise-level User support. "***Content Services***" means access to Coursera's Course and/or Specialization certificate service, including access to Course assessments and grades, for certain massive online open content offerings to be mutually agreed upon in writing by Coursera and Organization. "***Courses***" or "***Specializations***" means courses and specializations from the world's top universities and instructors, for consumption via the proprietary platform developed by Coursera ("***Platform***"). "***User License***" means the right for a single User to access the Content Services for an unlimited number of Enrollments. "***Enrollment***" means registration to participate in a single Course, and such Enrollment shall be deemed used once a User registers for a Course and does not either (i) manually opt out or (ii) automatically unenrolled due to low activity, in both cases during the trial period. If a Course or Specialization becomes unavailable prior to the end of the Term, Coursera may replace such Course or Specialization with a reasonable alternative Course or Specialization. The Courses and Specializations offered in the Coursera for Campus catalogue are determined by such factors as availability, pricing, and/or other restrictions. As of the date hereof, Stanford and the University of Pennsylvania are not available to Organization through Coursera for Campus. "***LMS Integration***" shall mean that Coursera will configure the Coursera for Campus API's data exchange to the specifications for Organization's learning management system ("***LMS***") to enable the LMS to sync with the Coursera for Campus APIs. "***LMS Maintenance***" for such LMS Integration shall include addressing defects and apparent bugs, release management, and guidance in setup and administration. Maintenance shall not include integration with a different LMS provider or additional development work that may be required as a result of Organization's LMS customization or a significant LMS version release. The Parties will mutually agree on the scope of ongoing LMS maintenance. Organization shall reasonably and timely provide Coursera with all requested materials, APIs, systems information, and any other cooperation necessary to allow the LMS Integration to be implemented (including testing and debugging).

a. If Organization has opted to (1) create a learning plan for its users or (2) implement Single Sign-On ("***SSO***"), Organization shall reasonably and timely provide Coursera with all requested materials, APIs, systems information, Course and/or Specialization choices, and any other cooperation necessary to allow the Platform to be implemented (including testing and debugging) on or before the License Start Date. If no learning plan is chosen, Organization's unrestricted access to Coursera's full catalogue shall include Courses and Specializations available to Coursera for Campus (excluding any content for which creators have opted out of the Coursera for Campus catalogue, and industry and credit-eligible and/or credit-bearing university certificate programs).

b. Organization will collaborate with Coursera to jointly market and promote the relationship contemplated by this Order Form as well as the value of Coursera services to Organization. Coursera may, in accordance with Organization's branding guidelines, use Organization's name and logo(s) to list Organization as a customer and create mutually acceptable case studies highlighting the relationship of the Parties. Coursera may identify Organization and provide the number of participating Organization Users to the creators and instructors of Courses and/or Specializations. ("***Course Creators***") accessed by Organization's Users. Organization may, in accordance with Coursera's branding guidelines (found here https://about.coursera.org/brand-guide), use Coursera's name and logo(s) to promote this Order Form to their Users and on Organization's campus, provided that Coursera reserves the right to withdraw such permission in Coursera's sole discretion and request removal of Coursera's branding features (including any and all logos) immediately upon request and in no case later than two (2) business days. In addition, the Parties may, subject to mutual agreement as to the specific content, issue joint publicity materials, including, but not limited to, press releases. Other than as set forth herein, neither Party will, without the prior written approval of the other Party, issue any public statements or promotional materials disclosing the existence of this Order Form or the performance of Services hereunder. Without limitation of the foregoing, Organization shall not engage in any misleading communications that might state or imply that any Course Creators endorse, support, or have partnered with Organization. Organization shall provide conspicuous notice to Users that completion of Courses or Specializations does not provide Users with academic credit from the Course Creators. Organization shall not use any logos or other branding elements of a Course Creator, provided that Organization may make factual statements about the availability of Courses and Specializations using plain text.

c. The Parties will cooperate to ensure each User's compliance with Coursera's user policies. Each party will respect the confidentiality and privacy of such User data and operate in accordance with applicable law with respect to its use and handling of same. The data protection terms located at the following link shall be incorporated into this Order Form: https://www.coursera.org/about/privacy/data-protection-addendum.

d. The rights set out in Section 1(a) do not include the right to, and Organization will not (either directly or indirectly): (i) copy, sublicense, rent, lease, barter, swap, resell, or commercialize the Platform, Courses, or Specializations, in whole or in part; (ii) transfer, transmit, enable, or allow access to or use of the Platform, Courses, or Specializations, whether in whole or in part, by any means, to a third party; (iii) create external derivative works of the Platform, Courses, or Specializations; (iv) use the Platform, Courses, or Specializations in any manner that is fraudulent, deceptive, threatening, harassing, defamatory, unlawful, illegal, obscene, or otherwise objectionable in Coursera's reasonable discretion; (v) "crawl," "scrape," "spider," or otherwise copy or store any portion of the Platform, Courses, or Specializations for any purpose not contemplated under this Order Form (e.g., in order to mimic the functionality and/or output of the Platform, Courses, or Specializations, in whole or in part); (vi) disassemble, reverse engineer, decompile, or otherwise attempt to obtain the source code or underlying logic of any portion of the Platform, Courses, or Specializations; (vii) use the Platform, Courses, or Specializations as part of any machine learning or similar algorithmic activity; or (viii) publish or distribute the Platform, Courses, or Specializations, or materials derived from the Platform, Courses, or Specializations, to third parties.

2. Intellectual Property. Coursera retains all rights, titles, and interests in and to the Platform, Courses, and Specializations and improvements thereto, together with any tools, materials, specifications, guidelines, and instructions provided by Coursera to Organization, as well as all intellectual property rights, including all copyrights, trademarks, patents, rights in databases, goodwill, trade secrets, and moral rights. Organization will not remove, obscure, or alter any copyright or trademark notices or other notices provided in or through the Platform, Courses, or Specializations. Any rights not expressly granted to Organization in this Order Form are reserved by Coursera.

3. Fees and Billing. Coursera will invoice Organization for the Fees set forth herein upon execution of this Order Form. Organization will pay the invoice on the payment terms set forth in this Order Form. All Fees hereunder are non-cancelable and non-refundable upon the execution of this Order Form, or the issuance of any invoice by Coursera.

4. Taxes. Organization will be responsible for the payment of all federal, state, and local sales, use, value added, or other taxes that are levied or imposed on it by reason of the transactions under this Order Form (other than for taxes based on Coursera's income). If a Party is required to pay any taxes for which the other Party is responsible, then the taxes will be billed to and paid by such other Party. For the avoidance of doubt, only withholding tax obligations of Organization required by a valid applicable regulation, if any, may be deducted from the amount payable to Coursera by Organization. In the event that Organization deducts a withholding tax, upon request, Organization shall provide Coursera with applicable evidence of reporting such deduction to the applicable tax authority, such as a withholding tax payment certificate, within 30 days of the date of request. If Organization is claiming tax exempt status, Organization shall provide sufficient evidence of tax exemption status from applicable state, federal, and local taxes.

5. Term. The term of this Order Form shall commence on the Effective Date and shall continue in full force and effect for the agreed upon period from the License Start Date, unless terminated in accordance with Section 6 (Termination) (the "***Term***"). Upon expiration of the Term, access to the Platform will no longer be made available by Coursera under this Order Form (including paid access to uncompleted Courses).

6. Termination.

a. Termination for Breach. Either Party may suspend performance or terminate this Order Form if: (i) the other Party is in material breach of the Order Form and fails to cure such breach within thirty (30) days after receipt of written notice; or (ii) the other Party ceases its business operations or becomes subject to insolvency proceedings and the proceedings are not dismissed within ninety (90) days.

b. Effects of Expiration or Termination. Upon expiration or termination of this Order Form for any reason: (i) all rights granted and obligations incurred by one Party to the other that are intended to cease upon expiration or termination will cease immediately; (ii) upon request each Party will promptly return or destroy all Confidential Information of the other Party; and (iii) all Services shall immediately cease.

7. Confidential Information.

a. Obligations. Each Party will: (i) protect the other Party's Confidential Information with the same standard of care it uses to protect its own Confidential Information; and (ii) not disclose the Confidential Information, except to affiliates, employees, and agents who need to know it and who have

182.15

agreed in writing to keep it confidential and who are trained and reliable. Each Party (and any affiliates, employees, and agents to whom it has disclosed Confidential Information) may use Confidential Information only to exercise rights and fulfill obligations under this Order Form, while using reasonable care to protect it. Each Party is responsible for any actions of its affiliates, employees, and agents in violation of this section. "**Confidential Information**" means information disclosed by a Party to the other Party under this Order Form that is marked as confidential or would normally be considered confidential under the circumstances.

b. Exceptions. Confidential Information does not include information that: (i) the recipient of the Confidential Information already knew; (ii) becomes public through no fault of the recipient; (iii) was independently developed by the recipient; or (iv) was rightfully given to the recipient by another Party.

c. Required Disclosure. Each Party may disclose the other Party's Confidential Information when required by law and must notify the other party of such disclosure.

8. Representations and Disclaimers.

a. Representations. Each Party represents that: (i) it has full power and authority to enter into the Order Form; and (ii) it will comply with all laws and regulations applicable to its performance of its obligations under this Order Form. Notwithstanding any other provision of this Order Form, neither Party shall take any action or omit to take any action under this Order Form or in connection with its business that would cause it to be in violation, in any applicable jurisdiction, of: (i) anticorruption laws and regulations, including but not limited to the Foreign Corrupt Practices Act (U.S) and The Bribery Act 2010 (U.K.); or (ii) anti-money laundering laws or regulations. Organization represents that it is in compliance with the various economic sanctions programs administered by the U.S. Department of Treasury's Office of Foreign Assets Control and that Organization is not currently listed on any Excluded or Denied Party List maintained by any U.S. Government agency.

b. Non-Academic and Academic Credit Use. Courses under this Order Form shall be used for Organization's standard learning and development training purposes. Such courses are to be used as supplemental materials to in-person instruction. If Organization chooses to assign credit for such content, Organization is solely responsible for ensuring adequate pathways towards degree completion based on content availability. Organization acknowledges that: 1) Coursera and the Course Creators do not represent or warrant that the content meets any accreditation or regulated learning time standards; 2) Coursera and the Course Creators will not be responsible to update Organization on any substantive changes or availability of content; and 3) Coursera and the Course Creators do not guarantee the availability of the content. Both parties shall comply fully with the requirements for the handling of student information and protection of student privacy as set forth in the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99. Pursuant thereto, the parties will not disclose or use any student information, except as necessary to carry out their obligations under this Order Form and as permitted by FERPA.

c. Disclaimers. EXCEPT AS EXPRESSLY PROVIDED FOR HEREIN, NEITHER PARTY MAKES ANY OTHER WARRANTY OF ANY KIND, WHETHER EXPRESS, IMPLIED, STATUTORY, OR OTHERWISE, INCLUDING WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR USE, AND NONINFRINGEMENT. COURSERA PROVIDES ITS PRODUCTS AND SERVICES "AS IS" AND DOES NOT WARRANT THAT THE OPERATION OF ITS PRODUCTS AND SERVICES WILL BE ERROR-FREE OR UNINTERRUPTED. COURSERA MAKES NO REPRESENTATIONS ABOUT ANY CONTENT OR INFORMATION MADE ACCESSIBLE BY OR THROUGH ITS PRODUCTS AND SERVICES.

9. Indemnification.

a. By Organization. Organization will indemnify, defend, and hold harmless Coursera from and against all liabilities, damages, and costs (including settlement costs and reasonable attorneys' fees) arising out of a third party claim: (i) that any Organization brand features or other content used in accordance with this Order Form infringe or misappropriate any intellectual property rights of a third party; or (ii) involving actions by Users and other individuals associated with Organization (e.g., harassment on forums, plagiarism).

b. By Coursera. Coursera will indemnify, defend, and hold harmless Organization from and against all liabilities, damages, and costs (including settlement costs and reasonable attorneys' fees) arising out of a third party claim that Coursera's technology used to provide the Platform or any Coursera brand features used in accordance with this Order Form infringe or misappropriate any intellectual property rights of such third party. Notwithstanding the foregoing, in no event shall Coursera have any obligations or liability under this section arising from: (i) use of the Platform or Coursera brand features in a modified form or in combination with materials not furnished by Coursera; or (ii) any content, information, or data provided by Organization, Users, or other third parties.

c. General. The Party seeking indemnification will promptly notify the other Party of the claim and cooperate with the other Party in defending the claim. The indemnifying Party has full control and authority over the defense, except that: (i) any settlement requiring the Party seeking indemnification to admit

liability or to pay any money will require that Party's prior written consent, such consent not to be unreasonably withheld or delayed; and (ii) the other Party may join in the defense with its own counsel at its own expense. THE INDEMNITIES ABOVE ARE THE ONLY REMEDY UNDER THIS AGREEMENT FOR VIOLATION OF A THIRD PARTY'S INTELLECTUAL PROPERTY RIGHTS.

10. Limitation of Liability.

a. Limitation on Indirect Liability. NEITHER PARTY WILL BE LIABLE UNDER THIS ORDER FORM FOR LOST REVENUES OR INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES, EVEN IF THE PARTY KNEW OR SHOULD HAVE KNOWN THAT SUCH DAMAGES WERE POSSIBLE AND EVEN IF DIRECT DAMAGES DO NOT SATISFY A REMEDY.

b. Limitation on Amount of Liability. NEITHER PARTY MAY BE HELD LIABLE UNDER THIS ORDER FORM FOR MORE THAN THE AMOUNT PAID OR PAYABLE BY ORGANIZATION TO COURSERA FOR THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE DATE A CLAIM ALLEGING LIABILITY UNDER THIS SECTION IS RAISED BY EITHER PARTY.

c. Exceptions to Limitations. These limitations of liability do not apply to breaches of confidentiality obligations, violations of a Party's intellectual property rights by the other Party, or indemnification obligations.

11. Miscellaneous.

a. Notices. All notices must be in writing and addressed to the attention of the other Party's legal department. The contact for Coursera shall be: 381 E Evelyn Ave., Mountain View, CA 94041 Attn: Legal. The address for Organization shall be either Organization's billing information in the Order Form or another address provided by written notice stating the party's intention to change the notice address. Notice will be deemed given: (i) when verified by written receipt if sent by personal or overnight courier; when received if sent by mail without verification of receipt; or within five business days of posting if sent by registered or certified post; or (ii) when verified by automated receipt or electronic logs if sent by facsimile or by email to the fax number or email address, as applicable, explicitly provided by one Party to the other Party for this purpose, provided that if a notice is sent by email to Coursera, a copy must also be sent to legal-notices@coursera.org.

b. Assignment. Neither Party may assign or transfer any part of this Order Form without the written consent of the other Party, except to an affiliate, but only if: (a) the assignee agrees in writing to be bound by the terms of this Order Form; and (b) the assigning Party remains liable for obligations incurred under the Order Form prior to the assignment. Any other attempt to transfer or assign is void.

c. Force Majeure. Neither Party will be liable for inadequate performance to the extent caused by a condition (for example, natural disaster, act of war or terrorism, riot, labor condition, governmental action, and Internet disturbance) that was beyond the Party's reasonable control.

d. No Waiver. Failure to enforce any provision of this Order Form will not constitute a waiver.

e. Severability. If any provision of this Order Form is found unenforceable, it and any related provisions will be interpreted to best accomplish the unenforceable provision's essential purpose, and the remainder of this Order Form will continue in full force and effect.

f. No Agency. The parties are independent contractors, and this Order Form does not create an agency, partnership, or joint venture.

g. No Third-Party Beneficiaries. There are no third-party beneficiaries to this Order Form.

h. Equitable Relief. Nothing in this Order Form will limit either Party's ability to seek equitable relief.

i. Governing Law. This Order Form is governed by California law, excluding that state's choice of law rules. FOR ANY DISPUTE RELATING TO THIS ORDER FORM, THE PARTIES CONSENT TO PERSONAL JURISDICTION IN, AND THE EXCLUSIVE VENUE OF, THE COURTS IN SANTA CLARA COUNTY, CALIFORNIA.

j. Amendments. Any amendment must be in writing and expressly state that it is amending this Order Form. The enforceability, terms and conditions of this Agreement shall not be affected, amended or superseded by the issuance or acceptance of a purchase order delivered for the Services that are the subject of this Agreement. Any terms and conditions attached to a purchase order subsequently exchanged between the Parties for the Services shall have no effect.

k. Survival. Those provisions that by their nature should survive termination of this Order Form, will survive termination of this Order Form.

l. Entire Order Form. This Order Form, and all documents referenced herein, is the parties' entire agreement relating to its subject and supersedes any prior or contemporaneous agreements on that subject. The terms located at a URL and referenced in this Order Form are hereby incorporated by this reference.

182.16

m. <u>Counterparts</u>. The parties may enter into this Order Form in counterparts, including facsimile, PDF, or other electronic copies, which taken together will constitute one instrument.

[The remainder of this column left intentionally blank.]

182.17

Statement of Work
Implementation Workflow & License Start Date

IMPORTANT: The License Start Date listed in the Order Form will be strictly adhered to.

This document provides the expectations and requirements in order to assist the parties in properly preparing for the License Start Date.

On the License Start Date, Coursera shall have:

  i.   At least set up Organization's Coursera portal; and
  ii.   At least set up 1 learning program with access to Coursera content.

Between the Effective Date and License Start Date, in order to ready Organization's Coursera platform, Organization shall:

  i.   Provide Coursera with sufficient access to their:
          a. **Executive Sponsor** to act as a point of escalation;
          b. **Business Owner** responsible for all commercial conversations;
          c. **Technical Lead** for technical assistance during implementation; and
          d. **Project Manager** to deliver all relevant information to Coursera; and
          e. **Academic Head (Dean of Academics / HODs)** to finalize academic integration use case during implementation (Coursera for Campus customers only)

  ii.   Provide Coursera with reasonable assistance, cooperation, information and data necessary to ready Organization's Coursera portal and typically including:
          a. At least the number of learner emails to match the number of licences purchased or details of email domains to be pre-approved for access;
          b. Information on the courses to be configured in Organization's learning programme(s);
          c. Engagement from the people aligned to the Organization's roles listed above, as well as the first name, last name, and email address of the administrator, to ensure the timely completion of required actions from both parties; and
          d. Other information pertinent to the successful configuration and launch of Organization's Coursera portal.

Please note that if Organization does not provide the access and assistance listed above, Organization's Coursera portal may use a standard configuration and the License Start Date shall not change.

182.18

Attachment A
Committed Oklahoma State Regents of Higher Education Institutions &
Purchased Licenses

Cameron University – 500 licenses
Carl Albert State College – 174 licenses
Connors State College – 200 licenses
Eastern Oklahoma State College – 40 licenses
Langston University – 173 licenses
Murray State College – 188 licenses
Northern Oklahoma College – 66 licenses
Northeastern Oklahoma A&M College – 10 licenses
Oklahoma Christian University – 168 licenses
Redlands Community College – 66 licenses
Rose State College – 466 licenses
Seminole State College – 20 licenses
Tulsa Community College – 1333 licenses
University of Oklahoma – 2333 licenses
University of Science & Arts of Oklahoma 133 licenses

AGENDA ITEM #23-d:

> **Contracts and Purchases.**

SUBJECT: Acceptance of Building Lease Renewal Contract with the University of Oklahoma Health Sciences Center (OUHSC).

RECOMMENDATION:

> **It is recommended that the State Regents accept the building lease agreement and contract with the Board of Regents of the University of Oklahoma on behalf of the Health Sciences Center for the State Regents' office space located at 655 Research Parkway in Oklahoma City, pending approval from the Office of Management and Enterprise Services.**

BACKGROUND:

The Oklahoma State Regents for Higher Education moved its offices to 655 Research Parkway in Oklahoma City in 2001 under a lease agreement with the Presbyterian Health Foundation (PHF) and renewed its lease agreement with PHF in 2011 for a second ten-year period through June 30, 2021. In 2013, ownership of the complex was transferred to the University of Oklahoma Health Sciences Center (OUHSC) under the same terms of the agreement with PHF.

A 90-day extension to the current lease agreement was granted by OUHSC in August 2021 for the purposes of negotiating the terms of another ten-year lease agreement.

POLICY:

State Regents' Policy 1.6.2 and Section 610:1-1-5 of the Oklahoma Administrative Code state that the State Regents' office is the administrative headquarters of the Oklahoma State Regents for Higher Education.

ANALYSIS:

The proposed ten-year lease agreement between the Oklahoma State Regents for Higher Education and OUHSC will begin on October 1, 2021 and is renewable each year through September 30, 2031.*

As part of the lease renewal process, the Oklahoma State Regents for Higher Education is consolidating its Oklahoma College Assistance Program and GEAR UP staff located in Building 840 of the University Research Park complex into vacant spaces that are currently available in Building 655. Accordingly, 12,344 square feet will be relinquished to OUHSC in Building 840, which will generate a cost savings of approximately $200,000 annually.

Additionally, the proposed lease agreement includes provisions for an annual rental allowance of $50,000 for use of the Presbyterian Health Foundation Conference Center located on the first floor of Building 655 as well as an annual remodeling allowance equal to 1 percent of the annual rent.

A copy of the proposed lease agreement is attached.

*NOTE: A tentative date of October 1, 2021 has been set as the start-date for the new lease agreement. The actual term for the 10-year renewable lease agreement is contingent upon completion of Building 840 and Building 655 consolidation and the final relinquishment of the OSRHE's leased space in Building 840 to OUHSC, which is scheduled for September 30, 2021 unless delayed by unforeseen circumstances.

AGENDA ITEM #24:

       Investments.

SUBJECT: Approval of new investments managers.

RECOMMENDATION:

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

BACKGROUND:

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

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

ANALYSIS:

Mercer is recommending the following manager for the portfolio:

Intermediate Capital Group Strategic Equity Fund IV -- $10,000,000. This firm is a well-established alternative investment firm primarily engaged in subordinated debt related investments in Europe and Asia Pacific. Fund IV will continue to specialize in General Partner (GP) – led secondaries. This represents a rapidly evolving opportunity set that consists of fund restructurings, asset continuation vehicles and GP-spinouts. The fund will target 10-14 investments with the average size between $100 and $750 million, including co-investment vehicles. The fund has a global mandate but the bulk of the exposure will be developed in Europe and the United States.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 9, 2021

AGENDA ITEM #25:

    State Regents Meetings.

SUBJECT: Approval of the proposed 2022 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act.

RECOMMENDATIONS:

    It is recommended that the State Regents approve the 2022 schedule of regular meetings for filing with the Office of Secretary of State according to law.

DATE	TIME	LOCATION
Wednesday, February 2, 2022	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, February 3, 2022	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, March 23, 2022	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, March 24, 2022	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, April 27, 2022	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, April 28, 2022	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, April 28, 2022	10 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, May 26, 2022	10:30 a.m.	State Regents Office

		655 Research Parkway, Suite 200
		Oklahoma City, Oklahoma
Friday, May 27, 2022	9 a.m.	State Regents Office
		655 Research Parkway, Suite 200
		Oklahoma City, Oklahoma
Wednesday, June 22, 2022	10:30 a.m.	State Regents Office
		655 Research Parkway, Suite 200
		Oklahoma City, Oklahoma
Thursday, June 23, 2022	9 a.m.	State Regents Office
		655 Research Parkway, Suite 200
		Oklahoma City, Oklahoma
Wednesday, September 7, 2022	10:30 a.m.	State Regents Office
		655 Research Parkway, Suite 200
		Oklahoma City, Oklahoma
Thursday, September 8, 2022	9 a.m.	State Regents Office
		655 Research Parkway, Suite 200
		Oklahoma City, Oklahoma
Wednesday, October 26, 2022	10:30 a.m.	State Regents Office
		655 Research Parkway, Suite 200
		Oklahoma City, Oklahoma
Thursday, October 27, 2022	9 a.m.	State Regents Office
		655 Research Parkway, Suite 200
		Oklahoma City, Oklahoma
Thursday, November 3, 2022	10:30 a.m.	State Regents Office
		655 Research Parkway, Suite 200
		Oklahoma City, Oklahoma
Wednesday, December 7, 2022	10:30 a.m.	State Regents Office
		655 Research Parkway, Suite 200
		Oklahoma City, Oklahoma
Thursday, December 8, 2022	9 a.m.	State Regents Office
		655 Research Parkway, Suite 200
		Oklahoma City, Oklahoma

AGENDA ITEM #26:

      Administrative Operations.

SUBJECT: Posting of revisions to the State Regents' Administrative Operations policy regarding delegation of authority to the Chancellor.

RECOMMENDATION:

      This item is for posting only.

BACKGROUND:

In 1994 the State Regents approved an amendment to the Delegation of Authority to Chancellor policy within the Administrative Operations, delegating authority to the Chancellor to approve specific actions as listed in the policy, with objective guidelines and standards for the delegated authority.

Revisions to the Academic Program Approval policy are also recommended for posting within the September 9, 2021 State Regents' meeting agenda. The revisions to the Academic Program Approval policy establish definitions, parameters, and procedures for the development of micro-credentials for Oklahoma higher education institutions to offer students.

The State Regents have delegated authority to the Chancellor on a variety of matters, as detailed in the policy. This action would be would add micro-credential approval to this list of delegated authority.

In addition to the revision for micro-credential approval, a revision to the "accreditation" authority not delegated to the Chancellor and reserved for the State Regents is required as a result of the October 2016 federal legislation (34 CFR § 600.9) which required state authorization in lieu of state accreditation.

POLICY ISSUES:

The posted proposed revisions within the Academic Program Approval policy provide guidance for development, submission, and approval of micro-credentials. To facilitate implementation of changes to the Academic Program Approval policy, the Delegation of Authority to Chancellor policy revisions are simultaneously needed. In addition, updating is needed regarding accreditation versus authorization to reflect current federal statute and practice.

ANALYSIS:

Based on the extended time periods between State Regents' meetings during certain points of the year, relying on the State Regents to approve micro-credentials could significantly delay the timeframe in which these micro-credentials approved to meet employer workforce needs. To make the approval process more efficient, the Administrative Operations policies must be revised and, in addition, the authorization policy language needs updated as follow:

2.8.2 Delegation of Authority to Chancellor	Under DEGREES – revise to read "CREDENTIALS AND DEGREES"
	Adding the following text: (Academic-Credit-based Micro-credentials) Approval of micro-credentials of 15 or fewer credit hours. Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
2.8.3 Authority not delegated to the Chancellor is reserved for the State Regents, including but not limited to: A. ACCREDITATION	Delete a reference to "accreditation" and insert "authorization" consistent with federal statute.

It is recommended that the State Regents post a revision to policy to grant the Chancellor the authority, within the Delegation of Authority to Chancellor section of policy, to approve micro-credentials of 15 or fewer credit hours. This will ensure a more efficient and responsive process for institutions to work with employer workforce demands. As outlined in the proposed revision, the Chancellor's approval must be consistent with policy and must be ratified by the State Regents on the consent docket at the next meeting.

It is also recommended that the State Regents post clarification to policy reflecting that authorization of institutions is reserved for the State Regents.

Attachment

[Policy Excerpt]

2.8   DELEGATION OF AUTHORITY TO CHANCELLOR

2.8.1   Purpose

For purposes of achieving greater efficiencies and more timely interactions with institutions and providing more public meeting time for the discussion of broader public policy issues, the State Regents have delegated authority to the Chancellor as detailed in this section. The State Regents have set objective guidelines and standards for the delegated authority as indicated.

With respect to contracts entered into by the State Regents, specific authority is delegated as set out in section 2.8.2. The Chancellor is authorized to establish internal office procedures for sub-delegation of this authority and for insuring that all State Regents' contracts conform to applicable legal requirements.

2.8.2   Authority delegated to Chancellor

Item	Restrictions/Provisions
ACADEMIC CALENDAR - Approval of annual and interim academic calendar requests from institutions	Must be consistent with policy. Must be ratified on consent docket at next State Regents' meeting.
ACADEMIC COMMON MARKET - Approval of institutions requests to offer programs in Common Market	Must be an approved, quality program. Must be ratified on consent docket at next State Regents' meeting.
ADVISORY BODIES - Establishing, structuring, and operating advisory bodies to the State Regents	Establishment of advisory groups should be reported to the State Regents. Annual reports of the work of the advisory body should be reported to the Regents.
CAPITAL IMPROVEMENTS - Approval of requests for campus master plan changes	Changes must be of a routine nature (generally not representing more than the lower of a 25% change or $750,000 in cost). Changes must be consistent with the institution's mission and academic plan. Must be ratified on consent docket at next State Regents' meeting
- Approval of allotments of funds	Allocation and allotment of funds must be consistent with any State Regents' funding designation and approved campus master plan. An annual report on allotment of state funds and Section 13 and New College Funds must be accepted by the State Regents.

- Approval of requests for capital projects to be included for funding through the Master Lease Purchase Program.	The projects to be included must be emergency in nature and must meet the requirements as outlined in Oklahoma Statutes as acceptable for funding through the Master Lease Purchase Program. Must be ratified on consent docket at next State Regents' Meeting.
CONTRACTS - Contracts for an amount less than $100,000; all routine renewal and extension contracts	All contracts for amounts in excess of $25,000 must be reported to the Budget & Audit Committee which may choose to forward them to the full board for action.
COOPERATIVE AGREEMENTS - Approval of cooperative agreements	Must be ratified on consent docket at next State Regents' meeting.
COURSES FOR COLLEGE ADMISSION - Approval of high school courses for college admission.	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
DEGREES AND ACADEMIC CREDENTIALS (Nonacademic—Posthumous and Honorary) - Approval of nonacademic awards	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
(Academic-Credit-based Micro-credentials) - Approval of micro-credentials of 15 or fewer credit hours.	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
ENTRY-YEAR ASSISTANCE PROGRAM - Approve allocations to private institutions	Must be consistent with policy and with State Regents' allocation decisions. Must be ratified by State Regents on consent docket at next meeting.
EISENHOWER PROGRAM - Approval of projects and allocation of federal funds to institutions	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
INTERAGENCY AGREEMENTS - Approve agreements	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
OUTREACH	Must be existing programs/courses and actions must be consistent with policy. Must be ratified by

- Approval of existing courses/programs through off-campus, electronic, or other nontraditional media	State Regents on consent docket at next meeting. Conflict or unusual situations should be taken to the State Regents.
PERSONNEL/OFFICE BUDGET - Approval of any personnel action below the Director's level. Approval of routine expenditures. Approval of routine funding transfers between office functions/programs	Must not expand FTE or enlarge the salary/benefit portion of the budget approved for the fiscal year. A quarterly report must be made to the B&A Committee on the office budget, and an annual report must be presented to the State Regents for acceptance.
POLICY EXCEPTIONS - Approval of minor exceptions/clarifications to State Regents' policy that will not result in a broad-scale circumvention of policy	All policy exceptions/clarifications must be reported quarterly to the State Regents. Must be ratified on consent docket at next State Regents' meeting
PROGRAMS - Approval of all routine program modifications and name changes	Must be consistent with policy. Subject to Regents' ratification on consent docket at next meeting
REGENTS EDUCATION PROGRAM - Approval of REP credit events	Must be consistent with policy. An annual report to the State Regents is required.
REMEDIATION - Approval of individual institution's instruments for remediation of curricular deficiencies	Must be consistent with policy. Subject to Regents' ratification on consent docket at next meeting.
RESEARCH MATCHING PROGRAM - Approval of allocation of funds to institutions	Must be consistent with policy or previous board action, otherwise State Regents approval is required. Awards are subject to Regents' ratification on consent docket at next meeting.
SCHOLARSHIP/MINORITY INCENTIVE GRANT PROGRAMS - Approval of awards for all scholarship programs.	

STATE AUTHORIZATION RECIPROCITY AGREEMENT (SARA) - Approval of eligible institutions to participate in SARA.	Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.
SUMMER ACADEMIES - Approval of summer academies and allocation of funds to institutions.	Must be consistent with policy. Subject to Regents' ratification on consent docket at next meeting.
SUPPLEMENTAL ALLOCATIONS - Approval of supplemental allocations	Subject to Regents' ratification on consent docket at next meeting

2.8.3. Authority not delegated to the Chancellor is reserved for the State Regents, including but not limited to:

A. ~~ACCREDITATION~~ AUTHORIZATION. Regents must take all action ~~accrediting/reaccrediting/denying accreditation to~~ authorizing an institution.

B. ADMINISTRATIVE PROCEDURES ACT. Regents must take all action relating to APA matters as required by law. Action will generally be taken, however, on the consent docket.

C. AUDITS. Regents will take all action to accept audit reports of State Regents' accounts. Regents will take initial action to employ an audit firm not to exceed the limits provided by law.

D. BUDGET NEEDS/ALLOCATION & PRINCIPLES/BUDGET APPROVALS. Regents will take all action relating to determining budget needs of the System and each institution, determining the allocation for each institution and each special program, and approving the budgets of each institution. (Authority for budget modifications throughout the year has already been delegated to the Chancellor)

E. BYLAWS. State Regents will take all action relating to their Rules of Operation.

F. CAPITAL IMPROVEMENTS. Regents will take action relating to the prioritization of capital improvement projects for institutions and designation of state funds for the projects. (Allocation and allotment of funds has been delegated to the Chancellor as indicated above.)

G. CONTRACTS. All contracts not delegated to the Chancellor.

H. ELECTION OF OFFICERS. Regents will take all action relating to Election of Officers. (However, the Chancellor may act, subject to board ratification, designating a regent to serve as officer for the explicit purpose of signing a degree)

I. ENDOWMENT PROGRAM. Regents must take all action establishing or modifying endowment accounts.

J. EVALUATIONS. Regents must take all action relating to authorizing the operation of English Proficiency Schools and operation of technical-occupational programs under federal requirements.

K. GRANTS/ASSIGNMENTS. Regents will take first-time action accepting all grants/assignments. The Chancellor may accept subsequent grants and will notify the board in the event of a substantial grant amount change or cessation.

L. FEES AND TUITION. Regents will take all action relating to fees and tuition (although charges will not be specified for the "at cost" types of fees.

M. FUNCTION. Regents will take all action relating to the function/mission of every institution and constituency agency. Academic Plans will also be reviewed and acknowledged by the Regents because of their relationship to the institution's mission and goals of the System.

N. GOALS. Regents will take all action relating to "goals for the Chancellor" or other goals/vision for the System.

O. MEETING DATES (ANNUAL ANNOUNCEMENT). State Regents will announce annual meeting dates for the coming year at their October or November meeting for public purposes. The Chancellor is authorized to make modifications in consultation with the board chairman and with appropriate legal notice.

P. OFFICE BUDGET. Regents must take all action to approve the fiscal year budget for the State Regents' operations and the allocation of funds for each special program operated by the State Regents. Authority for personnel decisions and routine budget modification throughout the year is already been delegated to the Chancellor as indicated above.

Q. POLICY. Regents must take all action relating to any change in the State System Policy Book.

R. PROGRAMS. Regents will approve all new programs, deletion of programs, and major program modifications, and academic restructuring. Routine issues relating to programs are delegated to the Chancellor as described above.

S. GRANTS. State Regents will approve all Grants, e.g., (Quality initiative, Economic Development). The Chancellor may allocate funds consistent with State Regents' action.

T. REVENUE BONDS. State Regents will approve Statements of Essential Facts as required by state law.

U. STUDIES/PROJECTS. State Regents will take action to initiate and authorize all substantive studies/projects and approve the use of external consultants for such studies/projects.

2.8.4. Compliance With the ADMINISTRATIVE PROCEDURES Act (610:1- 7-19).

State Regents shall follow all applicable portions of the Administrative Procedures Act.

2.8.5. AMENDMENT OF RULES OF OPERATION.

These rules of operation may be amended at any regular meeting of the State Regents by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting.

Approved August 28, 1989. Revised May 27, 1994; February 8, 1995; January 26, 1996; September 5, 1997; January 28, 2016<u>; XXX, 2021</u>.

AGENDA ITEM #27:

> **Policy.**

SUBJECT: Posting of State Regents' Policy 5.19 *Chancellor Glen D. Johnson Scholarship in Leadership and Public Service* and allocation of funding.

RECOMMENDATION:

> **It is recommended that the State Regents post new policy section 5.19 establishing the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service, as described below, and allocate funding.**

BACKGROUND:

Chancellor Glen D. Johnson retires from his role as the chief executive officer for the Oklahoma State System of Higher Education on September 30, 2021, after 14.5 years of service to the State Regents. As Chancellor, Johnson provided leadership on matters relating to standards for Oklahoma higher education, courses and programs of study, budget allocations for institutions, fees and tuition, and strategic planning. He was responsible for an annual higher education budget in excess of $2.4 billion, and oversaw numerous programs, which are integral to the support of Oklahoma's higher education system

Chancellor Johnson has been recognized both statewide and nationally as a strong advocate for higher education. Under Chancellor Johnson's leadership, the Oklahoma State Regents for Higher Education:

- Developed and received national recognition for Oklahoma's Complete College America five-point plan to increase the number of degrees and certificates earned in Oklahoma by 67 percent by 2023.
- Increased college access for low-income students through the Oklahoma's Promise scholarship program by working with policy leaders and elected officials to create a dedicated funding source for the scholarship, increase the family income limit for program eligibility to adjust for inflation; and extend enrollment to students in the 11th grade.
- Secured full-funding for the concurrent enrollment tuition waiver program for high school seniors and expanded opportunities for high school juniors to receive concurrent enrollment tuition waivers.
- Expanded efforts to meet the needs of nontraditional students through the Reach Higher adult degree completion initiative, which has awarded over 10,000 degrees since 2007.
- Implemented a nationally-recognized performance funding formula to incentivize colleges and universities to adopt initiatives that increase college degree and certificate completion.
- Strengthened higher education's partnerships with business and industry through the Regents Business Partnership Excellence Award Program, awarding over $180,000 to more than 365 business and college/university partnerships since its inception.
- Increased Oklahoma's college degree and certificate production in critical, high-demand workforce areas over the last decade, including 54 percent in STEM disciplines and 75 percent in engineering.
- Conducted a comprehensive and systematic assessment of Oklahoma's state system of higher

education through the 67-member Task Force on the Future of Higher Education.
- Received over $460 million in state funds to match private donations through the Endowed Chairs program.
- Worked with Governor and Legislature to annualize a total of $58.2 million from American Recovery and Reinvestment Act stimulus funding into higher education's ongoing base appropriation.
- Created the Online Education Task Force to eliminate barriers to online education, encourage educational innovation while maintaining academic rigor across multiple learning platforms, provide professional development for faculty teaching online, and facilitate access to open educational resources to reduce costs for students.
- Established the Campus Safety and Security Task Force to support best practices for the ongoing safety of students, faculty, staff and visitors at Oklahoma's public and private institutions and technology centers.
- Maintained the current law regarding weapons on campus, which provides college and university presidents the discretion to authorize who may carry weapons on campus based on individual circumstances.
- Coordinated and assisted colleges and universities in responding to the COVID-19 pandemic to keep students, faculty, staff and visitors safe while continuing to provide a top-quality educational experience.
- Achieved significant cost savings and efficiencies for the state system through OneNet and higher education's exemption from IT consolidation.
- U.S. News and World Report ranks Oklahoma tuition and fees as 12th-lowest in the nation and student debt at graduation as 13th-lowest in the nation.
- Received four consecutive federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant awards.
- Maintained college affordability for students and their families, with U.S. News and World Report consistently ranking Oklahoma among the best states in the nation for low tuition and fees and low student debt at graduation.

As a result of his dedicated service and accomplishments, Chancellor Johnson has been the recipient of numerous awards and recognitions throughout his career, including induction into the Oklahoma Hall of Fame, Oklahoma's highest honor, in 2006 and induction into the Oklahoma Higher Education Hall of Fame in 2016. He also was the recipient of the State Higher Education Executive Officers' Association (SHEEO) Exceptional Leader Award honoring the outstanding higher education chancellor/system-head in the nation in 2019; Leadership Oklahoma's Lifetime Achievement Award in 2020; and the Oklahoma Academy's Key Contributor Award in 2021.

POLICY ISSUES:

To honor Chancellor Johnson's commitment to improving college access, maintaining college affordability, and increasing the number of college graduates in Oklahoma to meet the state's current and future workforce needs, the State Regents are establishing the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service.

The State Regents have committed $100,000 in one-time funds from the FY22 appropriation to start the scholarship fund and private funds are being contributed to grow the fund's corpus. To date, over $202,000 have been received from private individuals and organizations for donation the scholarship fund.

Chapter 5 of the State Regents' *Policy and Procedures Manual* outlines policies related to scholarships administered by the State Regents. Section 5.19 is being added to create the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service.

ANALYSIS:

The proposed new policy section, 5.19 Chancellor Glen D. Johnson Scholarship in Leadership and Public Service is attached.

5.19 CHANCELLOR GLEN D. JOHNSON SCHOLARSHIP IN LEADERSHIP AND PUBLIC SERVICE

5.19.1 Purpose

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

5.19.2 Eligibility Requirements

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

1. Oklahoma resident.

2. Enrolled full-time (minimum of 12 credit hours per semester) at a public institution within the Oklahoma State System of Higher Education.

3. In good academic standing with a minimum GPA of 3.0 at the time of nomination.

4. Completed at least 30 hours of college coursework/credits and will be classified as a sophomore, junior, or senior for the academic year in which the scholarship will be received.

5.19.3 Award Process

A. Each year, a total of six scholarships will be awarded as follows:

i. two (2) scholarships to students attending Oklahoma's public two-year colleges;

ii. two (2) scholarships to students attending Oklahoma's public regional universities (including the University of Science and Arts of Oklahoma); and

iii. two (2) scholarships to students attending Oklahoma's public research universities.

B. The award amount is determined annually based on the investment earnings from the Chancellor Glen D. Johnson Scholarship fund each year.

C. Recipients of the award will be selected from nominations received from Oklahoma's state system institutions.

<ol type="i" start="1">
Two-year community colleges and regional universities may submit only 1 nomination each year. Nominations must be submitted by the institution's president.
Oklahoma State University and the University of Oklahoma may submit up to 2 nominations each for the 2 scholarships to be awarded to the research institutions.

<ol type="A" start="4">
<li value="4">A call for nominations and application materials will be sent to institutions no later than November 30th each year. Nominations must be received by the Oklahoma State Regents for Higher Education by February 28th each year.
<li value="5">Recipients will be selected from the nominations received from Presidents by a committee appointed by the State Regents based on the following criteria:

<ol type="i" start="1">
Leadership experience;
Demonstrated interest in public service, community engagement and civic participation;
A short essay on the importance and value of public service; and
A letter of recommendation from an individual who can attest to the student's leadership potential and commitment to public service (e.g., professor, dean, advisor, president, community leader, etc.).

5.19.4 Fiscal Aspects of the Program

<ol type="B">
<li value="2">The State Regents are allocating one-time funds in the amount of $100,000 to establish the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service fund.
<li value="3">Private donations to the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service will be added to the fund's corpus.
<li value="4">The scholarship award amount will be determined by the State Regents each year based on the available investment earnings from the scholarship fund.
<li value="5">Funds made available to the student as part of the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service will be paid directly to the student's institution on behalf of the student. Disbursement of funds will occur the first week of August, prior to the start of the fall semester.

AGENDA ITEM #28:

Administrative Rules.

SUBJECT: HB 1775. Adoption of proposed emergency rule (pursuant to 75 O.S. § 253 of the Oklahoma Administrative Procedures Act) in order to comply with 70 O.S. § 24-158(A); and approval to initiate permanent rulemaking process.

RECOMMENDATION:

> **It is recommended that the State Regents make a finding of an emergency and adopt the proposed emergency rule pursuant to 70 O.S. § 24-158(A); and, further, that the State Regents approve initiation of the permanent rulemaking process through the filing of a Notice of Rulemaking Intent with the Office of Administrative Rules.**

BACKGROUND:

The Oklahoma Legislature passed HB 1775 during the 2021 legislative session and the bill was signed into law by Governor Kevin Stitt on May 7, 2021. HB 1775 created a new section of law, codified at 70 O.S. § 24-158(A)(1), and that provides the following: "No enrolled student of an institution of higher education within The Oklahoma State System of Higher Education shall be required to engage in any form of mandatory gender or sexual diversity training or counseling; provided, voluntary counseling shall not be prohibited. Any orientation or requirement that presents any form of race or sex stereotyping or a bias on the basis of race or sex shall be prohibited."

Under the new statute, the Oklahoma State Regents for Higher Education are required to promulgate rules, subject to approval by the Governor and the Legislature, to implement the provisions of 70 O.S. § 24-158(A)(1). *See* 70 O.S. § 24-158(A)(2) ("Pursuant to the provisions of the Administrative Procedures Act, the Oklahoma State Regents for Higher Education shall promulgate rules, subject to approval by the Legislature, to implement the provisions of this subsection.").

POLICY:

State agencies can make rules to implement laws under procedures set out in the Administrative Procedures Act (75 O.S. § 250 et. seq.). Administrative rules have the effect of law.

Before becoming effective, permanent rules are subject to a comprehensive rulemaking process that includes review and approval by the Governor and the Oklahoma Legislature. State agencies are required to accept public comment about proposed rules and may also hold hearings on proposed rules. When the Legislature is not in session, agencies may enact emergency rules through special procedures, which require approval by the Governor.

Oklahoma's official rules, rulemaking notices, and executive orders are compiled in *The Oklahoma Register* and the *Oklahoma Administrative Code* by the Office of Administrative Rules.

ANALYSIS:

The proposed emergency rule is necessary to comply with 70 O.S. § 24-158(A). In the absence of an emergency rule, the earliest the permanent rule process could be complete is September 14, 2022. The emergency rule will provide temporary guidance to institutions and enrolled students until such time as the permanent rule process – which will include public comment and potentially a public hearing - is complete.

The proposed emergency rule required by 70 O.S. § 24-158(A) is listed below:

TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 1. ADMINISTRATIVE OPERATIONS

RULEMAKING ACTION:
> EMERGENCY adoption

PROPOSED RULE:
> Subchapter 1. The Oklahoma State System of Higher Education
> 610:1-1-6. Prohibition of Mandatory Gender or Sexual Diversity Training or Counseling [NEW]

AUTHORITY:
> Oklahoma State Regents for Higher Education; 70 O.S. §§ 24-158(A) and 3206

DATES:

Adoption:
> September 9, 2021

Effective:
> Immediately upon Governor's approval

Expiration:
> Effective through September 14, 2022, unless superseded by another rule or disapproved by the Legislature

SUPERSEDED EMERGENCY ACTIONS:
> N/A

INCORPORATION BY REFERENCE:
> N/A

FINDING OF EMERGENCY:
> The State Regents for Higher Education find that a compelling public interest requires the passage of this emergency rule. The rule is necessary to comply with the requirements under HB 1775, enacted by the Oklahoma Legislature during the 2021 legislative session. The proposed rule prohibits institutions within The Oklahoma State System of Higher Education from requiring enrolled students to engage in any form of mandatory gender or sexual diversity training or counseling and from requiring enrolled students to participate in mandatory orientations or other requirements that present any form of race or sex stereotyping or bias based on race or sex.

GIST/ANALYSIS:
> In the absence of an emergency rule, the earliest the permanent rule process could be complete is September 14, 2022. The emergency rule will provide temporary guidance on 70 O.S. § 24-158(A) to institutions and enrolled students until such time as the permanent rule process, which will include public comment and a potential public hearing, is complete.

CONTACT PERSON:
> Matthew R. Stangl, Interim General Counsel, OSRHE, 655 Research Parkway, Suite 200, Oklahoma City, OK 73104, 405-225-9129.

PURSUANT TO THE ACTIONS DESCRIBED HEREIN, THE FOLLOWING EMERGENCY RULE IS CONSIDERED PROMULGATED AND EFFECTIVE UPON APPROVAL BY THE GOVERNOR AS SET FORTH IN 75 O.S. § 253 (D) and (F):

Title 610. State Regents for Higher Education
Chapter 1. Administrative Operations
Subchapter 1. The Oklahoma State System of Higher Education

610:1-1-6. Prohibition of Race and Sex Discrimination [NEW]
(a)　　**Purpose**. It is the policy of the Oklahoma State Regents for Higher Education and the institutions comprising the Oklahoma State System of Higher Education to prohibit any discrimination based on race or sex.
(b)　　**Definitions**.
     (1) "Institution" means an institution of higher education within the Oklahoma State System of Higher Education as provided in 70 O.S. § 3201 and includes constituent agencies as outlined under 610:1-1-3 of the Oklahoma Administrative Code.
     (2) "Mandatory" means required as a condition of admittance to or attendance at an institution of higher education within the Oklahoma State System of Higher Education.
(c)　　**Application**. As expressly provided in 70 O.S. § 24-158(A)(1), this rule shall apply to all institutions and to any student enrolled at an institution of higher education within the Oklahoma State System of Higher Education. It applies only to mandatory training/counseling/orientation requirements of the institution itself and does not apply to the content of individual classroom instruction, lectures or discussions offered or facilitated by an institution's faculty.
(d)　　**General Prohibition**. No institution within the Oklahoma State System of Higher Education shall require its enrolled students to:
     (1) Participate in any form of mandatory gender or sexual diversity training or counseling.
     (2) Complete any mandatory orientation or other requirement of admittance to or attendance at an institution that promotes any form of race or sex stereotyping or bias based on race or sex.
(e)　　**Exceptions to General Prohibition**. The following shall not be prohibited:
     (1) Voluntary gender or sexual diversity counseling or training.
     (2) Training and/or counseling pertaining to sexual harassment/assault prevention as required under Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. § 1681 et seq., and its implementing regulations at 34 C.F.R. Part 106, or as required under Title VI of the Civil Rights Act of 1964.
     (3) Training and/or counseling imposed as part of the disciplinary process for an enrolled student found responsible under the institution's student conduct code for sexual misconduct and/or other conduct constituting discrimination or harassment based on sex or race.
(f)　　**Compliance**. Each institution within the Oklahoma State System of Higher Education will provide a process, or amend existing process, to allow for an enrolled student at their respective institution to file a complaint alleging a violation of the provisions of 70 O.S. § 24-158(A)(1) or this rule. Only students who are currently enrolled and personally subject to a requirement alleged to be in violation of 70 O.S. § 24-158(A)(1) or this rule shall have standing to file complaints pursuant to this subsection.

AGENDA ITEM #29:

High School Indicators Report Fall 2019.

SUBJECT: Acknowledgement of receipt of the Remediation Rates Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Remediation Rates report of the High School Indicators Project.

BACKGROUND:

Section 13 of SB 183 was enacted in 1989 by the Oklahoma Legislature to establish a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education (SDE), but also required that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the "effectiveness" of individual schools or districts.

In response to the directive of SB 183, beginning in 1995, the State Regents have provided the following four reports annually:
  (1) High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma College
  (2) Headcount, Semester Hours, and GPA Report;
  (3) Mean ACT Scores by Oklahoma High School Site; and
  (4) Developmental Education (Remediation) Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

A summary of developmental education (remediation) for Oklahoma public high school graduates in Oklahoma public higher education is contained within this agenda item. The data describes 2019 Oklahoma public high school graduates who entered an Oklahoma public college or university as first-time, degree seeking freshmen in Fall 2019. The summary identifies developmental education activity of students who took one or more developmental courses during their first year in college. Listed are the freshman student headcount and percentage for each of the four subject areas of developmental courses: science, English, mathematics, and reading. An unduplicated headcount and percentage are also provided for all remedial students, including those who could have developmental education in more than one course or subject area.
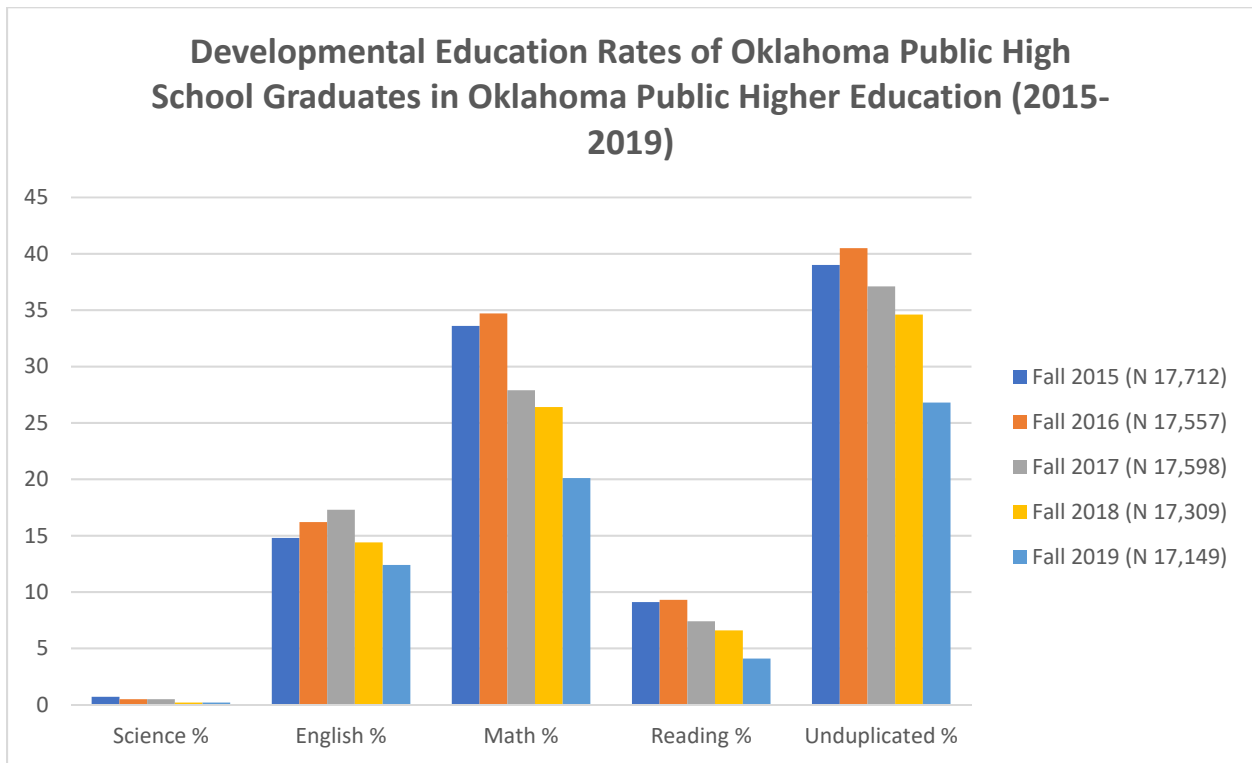
Of the Fall 2019 first-time, degree-seeking freshmen (17,149), 26.8 percent (4,596) enrolled in one or more developmental courses. The unduplicated percentage decreased from the previous year by 7.8 points, and

decreased 15.7 percentage points from its high point in 2011-12 (42.5 percent). Three areas saw a decrease in percentage with math decreasing 6.3 percentage points, English decreasing 2.0 percentage points, reading decreasing 2.5 percentage points, while the percentage of students taking developmental level science remained the same.

A complete list of developmental education rates by high school site, and district is available on the State Regents' website at http://www.okhighered.org/studies-reports/preparation.shtml.

In compliance with Senate Bill No. 183, the State Regents will transmit these data to the Office of Educational Quality and Accountability.

Year	Headcount	Science (%)	English (%)	Math (%)	Reading (%)	Unduplicated (%)
Fall 2015	(N 17,712)	0.7	14.8	33.6	9.1	39
Fall 2016	(N 17,557)	0.5	16.2	34.7	9.3	40.5
Fall 2017	(N 17,598)	0.5	17.3	27.9	7.4	37.1
Fall 2018	(N 17,309)	0.2	14.4	26.4	6.6	34.6
Fall 2019	(N 17,149)	0.2	12.4	20.1	4.1	26.8

Developmental Education Rates of Oklahoma Public High School Graduates in Oklahoma Public Higher Education (2015-2019)

Methodology Note: In 2013-14, the Oklahoma State Department of Education (SDE) provided more detailed information that allowed State Regents' staff to track public high school graduates individually into their Fall 2013 semester in college. The 2013 high school graduate data from SDE were incomplete, since the information was based on a list of on-time (four-year) graduates only. Data for the 2014 public high school graduates and subsequent, however, are complete and not limited by on-time completion status.

AGENDA ITEM #30:

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:

- **Sharon Bourbeau**, communicators coordinator II and project coordinator for the Oklahoma's Promise annual marketing campaign, accepted an award conferred to the OSRHE Communications department by the Oklahoma College Public Relations Association (OCPRA) for the Oklahoma's Promise video spot featured in the spring 2020 campaign, which won first place in the Social Media Campaign category. Other State Regents' staff involved in development of the Oklahoma's Promise campaign were **Angela Caddell**, associate vice chancellor for communications; **Carol Alexander**, director of scholarships and grant administration; **Bryce Fair**, associate vice chancellor for scholarships and grants; and **Irala Magee**, assistant vice chancellor for scholarships and grants.

- **Melissa Brevetti,** coordinator for teacher education programs, was honored as a selection committee judge for the Oklahoma Business Ethics Consortium's 2021 Annual Awards, which will present the Executive Pilot Award, as well as the Community Impact Awards in (1) Education, (2) Corporate, and (3) Leadership; co-authored "Misinformation of Educational Trauma: Reframing U.S. Curricula for Safe Spaces through Effective Practices About Diversity and Inclusion" in the *Diversity in Ed*; selected as an expert reviewer for international publications in the *Journal of Innovative Teaching and Learning*; as committee chairperson of the Oklahoma City Running Club's Community Assistance that supports health and fitness of all ages through recreational running, she reviewed and chaired $2,500 for the OKC Eastside Stepper's Track Club, community-centered non-profit that promotes track and field.

- **Dr. Kyle Foster,** assistant vice chancellor for academic affairs and **Dr. Rachel Bates**, assistant vice chancellor for educational partnerships, on behalf of Oklahoma State Regents for Higher Education, collaboratively responded to the College in High School Alliance's (CHSA) RFP grant. The purpose of this grant is to strengthen the work already going on in Oklahoma with regards to college in high school and concurrent education programs. Through this grant, Oklahoma will receive customized state support from CHSA and their steering committee partners.

- **Brad Griffith**, director of online learning initiatives, **Dr. Stephanie Beauchamp**, associate vice chancellor for academic affairs and **Dr. Rachel Bates**, assistant vice chancellor for educational partnerships collaboratively wrote "Growing Oklahoma's Workforce Readiness Through Micro-Credentials," which was published as the first chapter in the anthology **Career Ready Education Through Experiential Learning** in March 2021 by IGI Global. The chapter discussed the pathways Oklahoma's institutions are establishing to fill critical occupation areas in Oklahoma, particularly through upskilling opportunities targeted toward students with some college and no degree.

- **Chancellor Glen D. Johnson,** Provided remarks on behalf of the State Regents at a press conference at Southwestern Oklahoma State University (SWOSU) in Weatherford announcing SWOSU's largest-ever donation to build the Jerry and Margaret Hodge Pharmacy & Rural Healthcare Center; attended and provided remarks via video at a retirement event honoring Northern Oklahoma College (NOC) President Cheryl Evans at NOC-Tonkawa; attended and provided remarks on behalf of the State Regents at a retirement event honoring Southwestern Oklahoma State University (SWOSU) President Randy Beutler at SWOSU in Weatherford; participated in the American Association of State Colleges and Universities (AASCU) Council of State Representatives Virtual Meeting; provided remarks on behalf of the State Regents at the Engineering Initiative Summit at OSU's Discovery Center in Oklahoma City; attended a reception for Oklahoma State University (OSU) President Kayse Shrum in Oklahoma City; provided remarks on behalf of the State Regents at the Council of Retired Presidents luncheon in Oklahoma City; participated in Council of Presidents Task Force on Pandemic Relief Funding virtual meeting by Zoom; received the Oklahoma Academy's Key Contributor Award at the Annual Academy Salute in Tulsa.

- **Irala Magee,** assistant vice chancellor for scholarships and grants, was recently elected to serve as President-Elect of the National Association of State Student Grant and Aid Programs (NASSGAP) for 2021-2022. She has previously served as Treasurer for the professional organization.

- **Landis Tindell**, OCAP communications coordinator, earned a Master of Arts in Strategic Communication & Innovation from Texas Tech University on August 2, 2021.

- Due to Covid-19 in 2020 the Student Preparation Team, **Lisa Nelson**, director, and **Annette Long**, coordinator, were not able to conduct in-person conferences. Virtual conferences were offered throughout the year. The conferences began with a four-day virtual Summer Institute in July and a four-day virtual PrepFest in the month of September of 2020. These conferences included institutions who joined us for concurrent enrollment and college admission panels. During the 2020-21 school year, virtual desk retreats were held monthly for PK-12th school counselors, coordinators and administrators. The Student Preparation Team also conducted virtual presentations for students and staff at several schools throughout the year regarding PreACT and OKPromise information.

- During the summer of 2021 the Student Preparation Team held their annual Student Preparation Summer Institute in the open air at Shangri-La Resort June 8 and 9 for PK-12th school counselors and administrators. Other presenters from OSRHE joining Lisa and Annette were **Theresa Shaklee**, student portal coordinator, OCAP, and **Dr. Kyle Foster**, assistant vice chancellor for academic affairs. The counselors and administrators in attendance were from the following schools: Alva Public Schools, Arnett Public Schools, Bartlesville High School, Blackwell High School, Bluejacket Public Schools, Broken Bow High School, Burns Flat- Dill City Public Schools, Calumet High School, Caney Public Schools, Canute Public Schools, Central Technology Center,

Choctaw High School, Chouteau Public Schools, Citizen Potawatomi Nation, Commerce Public Schools, Dewey Public Schools, Fort Supply Public School, Francis Tuttle Technology Center, Frederick Public Schools, Haworth High School, Hennessey Public Schools, Jay High School, Konawa Public Schools, Laverne Public Schools, Liberty Public Schools, Luther Public Schools, McLoud High School, Medford Public Schools, Miami High School, Millwood High School, Moore Public Schools, Mulhall-Orlando Public Schools, Newcastle Public Schools, Northeast Tech – Afton, Preston Public Schools, Sasakwa Public Schools, Sayre Public Schools, Skiatook High School, Soper Public Schools and Tonkawa Public Schools.

- The Student Preparation Team also held a virtual Summer Institute July 20, 2021 for PK-12th school counselors, administrators and coordinators from across the state. Joining us in presenting were **Carol Alexander**, director of scholarship & grant administration, **Dr. Kyle Foster**, assistant vice chancellor for academic affairs, **Theresa Shaklee**, student portal coordinator, OCAP **and Sara Lorenzen**, outreach specialist, OCAP.

- The Student Preparation Team began the 2021-2022 school year with a First-Year Counselor Virtual Desk Retreat. **Theresa Shaklee**, student portal coordinator, OCAP, and **Sara Lorenzen**, outreach specialist, OKMM, joined Lisa and Annette in presenting.

AGENDA ITEM #31-a (1):

        Programs.

SUBJECT: Program Modifications. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
16 degree program requirement changes

Oklahoma State University (OSU)
10 degree program requirement changes
2 degree program option additions

Cameron University (CU)
1 degree program requirement change

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

Southwestern Oklahoma State University (SWOSU)
4 degree program requirement changes

University of Central Oklahoma (UCO)
1 degree program requirement change

University of Science and Arts of Oklahoma (USAO)
3 degree program requirement changes
2 degree program option additions

Carl Albert State College (CASC)
1 degree program requirement change

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

Western Oklahoma State College (WOSC)

1 degree program requirement change

POLICY ISSUES:

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

ANALYSIS:

OU -   Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459)
Degree program requirement changes
Remove HR 5013.
Add HR 5283.
The proposed changes will align the curriculum with Council for Accreditation of Counseling and Related Educational Programs standards.
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 Arts in Environmental Studies (422)
Degree program requirement changes
Add ENST 2813, ENST 3891, ENST 3893, and ENST 4883.
Remove ENST 1013.
Add the following requirements: 6 credit hours of Interdisciplinary electives, 9 credit hours of electives from the Natural Sciences, Social Sciences, Humanities, or Applied Disciplines categories.
Remove the following requirements: 9 credit hours of Environmental Sciences courses, 9 credit hours of Environmental Humanities, 6 credit hours of Environmental Social Sciences, 6 credit hours of Environmentally-related Skills, 7 credit hours of Major Support Requirements.
Change credit hours for Major Requirements from 36 to 30.
The proposed changes will better reflect the interdisciplinary nature of the program.
Four 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.

OU -   Bachelor of Science in Computer Science (233)
Degree program requirement changes
Remove CS 4263.
Add a three-credit hour upper-division elective with CS prefix.
The proposed changes will provide more flexibility for students.
No new courses 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.

OU -   Master of Construction Business in Construction Management (469)
Degree program requirement changes
Remove ACCT 5202, FIN 5102, FIN 5112, FIN 5382, MGT 5702, MGT 5712, MIT 5602, SCM 5522, LS 5802, and BAD 5102.
Add 20 credit hours of graduate-level electives.
The proposed changes will provide more flexibility 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.

OU -   Graduate Certificate in Geospatial Technologies (418)
Degree program requirement changes
Change credit hours for Fundamentals Requirements from 0-3 to 0-6.
Change credit hours for Advanced/Applied Requirements from 6-9 to 3-6.
The proposed changes will better prepare students for employment.
One new course will be added and no courses will be deleted.
Total credit hours for the certificate will not change.
No funds are requested from the State Regents.

OU -   Master of Science in Natural Gas Engineering and Management (344)
Degree program requirement changes
Remove PE 5613, PE 5623, and PE 5663.
Change credit hours for Electives from 18 to 27.
The proposed changes will provide more flexibility 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.

OU -   Master of Regional and City Planning in Regional and City Planning (199)
Degree program requirement changes
Remove RCPL 5053 and add RCPL 5063.
The proposed changes will 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 not change.
No funds are requested from the State Regents.

OU -   Bachelor of Business Administration in Accounting (003)
Degree program requirement changes
Remove MATH 2123.
Remove 18 credit hours of major requirement upper-division electives.
Change free electives requirement if needed to bring total applicable hours to minimum total required for the degree including a minimum of 40 upper-division hours.
Change credit hours required for Science and Mathematics from 16 to 13.
The proposed changes will align the curriculum with similar programs at peer institutions and provide more flexibility for students.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree program will change from 122 to 120.
No funds are requested from the State Regents.

OU -   Bachelor of Business Administration in Business Administration (024)
Degree program requirement changes
For the International Business option:
Remove MATH 2123.
Change free electives requirement if needed to bring total applicable hours to minimum total required for the degree including a minimum of 40 upper-division hours.
Change credit hours required for Science and Mathematics from 16 to 13.
Change credit hours required for Foreign Language from 12 to 6.
The proposed changes will align the curriculum with similar programs at peer institutions and provide more flexibility for students.

No new courses will be added and no courses will be deleted.
Total credit hours for the degree program will change from 126-127 to 120-126.
No funds are requested from the State Regents.

OU -   Bachelor of Business Administration in Economics (277)
Degree program requirement changes
Remove MATH 2123.
Remove 14 credit hours of major requirement upper-division electives.
Change free electives requirement if needed to bring total applicable hours to minimum total required for the degree including a minimum of 40 upper-division hours.
Change credit hours required for Science and Mathematics from 16 to 13.
The proposed changes will align the curriculum with similar programs at peer institutions and provide more flexibility for students.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree program will change from 122 to 120.
No funds are requested from the State Regents.

OU -   Bachelor of Business Administration in Finance (081)
Degree program requirement changes
Remove MATH 2123.
Remove 6 credit hours of major requirement upper-division electives.
Change free electives requirement if needed to bring total applicable hours to minimum total required for the degree including a minimum of 40 upper-division hours.
Change credit hours required for Science and Mathematics from 16 to 13.
The proposed changes will align the curriculum with similar programs at peer institutions and provide more flexibility for students.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree program will change from 122 to 120.
No funds are requested from the State Regents.

OU -   Bachelor of Business Administration in Management (168)
Degree program requirement changes
For all options:
Remove MATH 2123.
For the Management option:
Remove 15 credit hours of major requirement upper-division electives.
Change free electives requirement if needed to bring total applicable hours to minimum total required for the degree including a minimum of 40 upper-division hours.
Change credit hours required for Science and Mathematics from 16 to 13.
For the Sports Business and Entrepreneurship and Venture Management options:
Remove 12 credit hours of major requirement upper-division electives.
Change free electives requirement if needed to bring total applicable hours to minimum total required for the degree including a minimum of 40 upper-division hours.
Change credit hours required for Science and Mathematics from 16 to 13.
For the Energy Management option:
Change free electives requirement if needed to bring total applicable hours to minimum total required for the degree including a minimum of 40 upper-division hours.
Change credit hours required for Science and Mathematics from 17 to 14.
The proposed changes will align the curriculum with similar programs at peer institutions and provide more flexibility for students.
No new courses will be added and no courses will be deleted.

Total credit hours for the degree program will change from 122-123 to 120.
No funds are requested from the State Regents.

OU -   Bachelor of Business Administration in Management Information Systems (262)
Degree program requirement changes
Remove MATH 2123.
Remove 17 credit hours of major requirement upper-division electives.
Change free electives requirement if needed to bring total applicable hours to minimum total required for the degree including a minimum of 40 upper-division hours.
Change credit hours required for Science and Mathematics from 16 to 13.
The proposed changes will align the curriculum with similar programs at peer institutions and provide more flexibility for students.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree program will change from 122 to 120.
No funds are requested from the State Regents.

OU -   Bachelor of Business Administration in Marketing/Supply Chain Management (152)
Degree program requirement changes
For all options:
Remove MATH 2123.
Change credit hours required for Science and Mathematics from 16 to 13.
Add requirement to complete free electives needed to bring total applicable hours to minimum total required for the degree including a minimum of 40 upper-division hours.
For the Marketing option:
Remove 12 credit hours of major requirement upper-division electives.
Require 12-30 credit hour minor.
For the Supply Chain Management and Healthcare Business options:
Remove 15 credit hours of major requirement upper-division electives.
The proposed changes will align the curriculum with similar programs at peer institutions and provide more flexibility for students.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree program will change from 122 to 120.
No funds are requested from the State Regents.

OU -   Bachelor of Arts in Integrative Studies (231)
Degree program requirement changes
Remove LSTD 1003, LSTD 2023, and LSTD 4954.
Require LSTD 4953.
Add Archaeoastronomy, Diversity Studies, and Social Entrepreneurship tracks.
Change credit hours for Major Requirements from 45 to 39.
Change credit hours for Major Core Requirements from 21 to 18.
Change credit hours for Primary Track Requirements from 18 to 15.
The proposed changes will align curriculum with other departmental degree programs and remove duplicative course content.
No new courses will be added and one course will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

OU -   Bachelor of Science in Plant Biology (021)
Degree program requirement changes
Add PBIO 4983.

Remove three hours of free electives.

For the Biotechnology concentration:

Remove one credit hour of free electives.

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 will change from 120 to 120-122.

No funds are requested from the State Regents.

OSU - Master of Science in Agricultural Communications (440)

Degree program requirement changes

Remove AECL 6223/AECL 5863.

Add AGCM 5303.

Add "equivalent course" as an alternative to AECL 5983.

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 degree program will not change.

No funds are requested from the State Regents.

OSU - Master of Science in Applied Statistics (507)

Degree program requirement changes

Remove STAT 5013, STAT 4203, STAT 4213, and STAT 5091.

Add STAT 5543, STAT 5253, STAT 5263, and STAT 5193.

Change credit hours for Electives from 15 to 9.

The proposed changes will align the curriculum with similar programs at peer institutions.

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

Total credit hours for the degree program will change from 30 to 32.

No funds are requested from the State Regents.

OSU - Doctor of Philosophy in Biosystems Engineering (012)

Degree program requirement changes

Change admission requirements:

Remove requirement to possess a Master's degree to apply for admission.

Add two graduate-level courses (6 credit hours) with BAE prefix.

Add eight credit hours of additional courses approved by the Graduate Committee.

The proposed admission change will permit students to apply directly from a bachelor's program.

The proposed curriculum 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 change from 60 to 74.

No funds are requested from the State Regents.

OSU - Doctor of Philosophy in Crop Science (056)

Degree program requirement changes

Change credit hours required for PLNT 5020 from 2 to 1.

Change credit hours for Required Courses from 27 to 26.

Change credit hours for Additional Coursework from 33 to 34.

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.

OSU - Master of Agriculture in International Agriculture (496)
Degree program requirement changes
Remove AGIN 5010, AGIN 5900, and a three-credit hour elective.
Add AGIN 5312, AGIN 5313, AGIN 5800 (4-6 credit hours), and AGIN 5102.
Require AGIN 5113, AGIN 5213, AGIN 5333, AGIN 5353, or AGIN 5413.
Change credit hours for Core Requirements from 17 to 14.
Change credit hours for Focus Area from 12 to 22.
The proposed changes will update the curriculum to better meet the academic needs of students.
One new course will be added and no courses will be deleted.
Total credit hours for the degree program will change from 32 to 36.
No funds are requested from the State Regents.

OSU - Master of Science in International Agriculture (497)
Degree program requirement changes
Remove AGIN 5010.
Add AGIN 5312, AGIN 5313, AGIN 5800 (1-4 credit hours), and AGIN 5000 (2-6 credit hours)/AGIN 5102.
Require AGIN 5113, AGIN 5213, AGIN 5333, AGIN 5353, or AGIN 5413.
Remove requirement to choose two courses from International Agriculture category.
The proposed changes will update the curriculum to better meet the academic needs of students.
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.

OSU - Master of Music in Music (408)
Degree program option addition
Add option:
Multiple Woodwinds.
The proposed option will expand students' career options.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree program will not change.
No funds are requested from the State Regents.

OSU - Master of Arts in Political Science (171)
Degree program requirement changes
Change admission criteria:
Remove requirement to submit Graduate Record Examination (GRE) scores.
The proposed change will remove a barrier to program admission and align the admission requirements with similar programs at peer institutions.
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.

OSU - Master of Science in Hospitality and Tourism Management (404)
Degree program requirement changes
Change admission criteria:
Remove requirement to submit GRE or Graduate Management Admission Test (GMAT) scores.
The proposed change will remove a barrier to program admission.
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.

OSU - Doctor of Philosophy in Soil Science (187)
Degree program requirement changes
Change credit hours required for SOIL 5020 from 2 to 1.
Change credit hours for Required Courses from 27 to 26.
Change credit hours for Additional Coursework from 33 to 34.
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.

OSU - Bachelor of Science in Secondary Education (182)
Degree program requirement changes
For the Mathematics option:
Remove SPCH 2713, EDUC 1111, and Biological Science course requirement.
Remove PSYC 1113, ECON 1113/SOC 1113, MATH 4583, CIED 3313, EDTC 3123, EPSY 3213, SCFD 3223, and CIED 4724.
Add EDHS 1112, a three-credit hour course with S designation, MATH 4663, MATH 3303, MATH 3933, SMED 1012, SMED 3013, SMED 4013, SMED 4023, SMED 4723, and a three-credit hour, 4000-level MATH or STAT or upper-division CS or PHYS course.
Add four credit hours with A, H, N, or S designation.
Require MATH 4023.
Remove MATH 4013/MATH 4063/MATH 4233/MATH 4453.
Add MATH 4753 and MATH 4813 as alternatives for MATH 4713.
Remove STAT 4023 as alternative for STAT 4013.
Add STAT 4053 as an alternative for STAT 4013.
Change credit hours for Electives from 9 to 8.
Change credit hours for General Education from 38 to 40.
Change credit hours for Major Requirements from 43 to 42.
Change credit hours for Professional Core Requirements from 33 to 28.
For the Science option:
Remove SPCH 2713, PSYC 1113, EDUC 1111, CIED 3313, CIED 4003, CIED 4053, EDTC 3123, EPSY 3213, SCFD 3223, and CIED 4724.
Add MATH 1613/MATH 1813/MATH 2144, STAT 2013/STAT 4013, CHEM 1314, CHEM 1515, BIOL 1114, EDHS 1112, SMED 1012, SMED 3013, SMED 4013, SMED 4023, SMED 4611, SMED 4613, SMED 4713 and SMED 4723.
Change credit hours for Electives from 6 to 8-14.
Change credit hours for General Education from 27 to 40.
Change credit hours for Major Requirements from 57 to 35-41.
Change credit hours for Professional Core Requirements from 33 to 29.
The proposed changes will align the curriculum with the current competencies required for teacher certification in Oklahoma.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree program will change from 124 to 120-124.
No funds are requested from the State Regents.

CU - Bachelor of Science in Biology (310)
Degree program requirement changes
For the Medical Laboratory Science option:
Remove BIOL 2124/L and add BIOL 3194/L.
The proposed changes will better prepare students for graduate school and/or employment.

Three 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.

SEOSU – Bachelor of Science in Aviation (005)
Degree program requirement changes
For the Professional Pilot option:
Change admission criteria:
Require program application, FAA Class 1 Medical certificate application, 1-page essay, and minimum of 1 letter of recommendation.
The proposed change will align the admission requirements with similar programs at peer institutions.
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.

SEOSU – Master of Education in Curriculum and Instruction (110)
Degree program option addition
Add option:
Music.
The proposed option will expand students' career options.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree program will not change.
No funds are requested from the State Regents.

SWOSU – Associate in Applied Science in Medical Laboratory Technician (123)
Degree program requirement changes
Remove BIOL 2205, BIOL 2355, and CHEM 1004.
Add ALHLT 2164, ALHLT 1424, and ALHLT 2344.
The proposed changes will update the curriculum to better meet the academic needs of students and better prepare students for employment.
Two new courses will be added and no courses will be deleted.
Total credit hours for the degree program will change from 68 to 66.
No funds are requested from the State Regents.

SWOSU – Associate in Science in Computer Science (140)
Degree program requirement changes
Remove COMSC 1433.
Add COMSC 2603.
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 degree program will not change.
No funds are requested from the State Regents.

SWOSU - Bachelor of Music in Music (037)
Degree program requirement changes
For the Performance (Piano and Organ) option:
Change credit hours required for MUSIC 2861 from 4 to 5.
Change credit hours for free electives from 11 to 10.
        For the Music Therapy (Instrumental) option:
Require two of the following courses: MUSIC 3353, MUSIC 3403, MUSIC 3553.
Add MUSIC 2110.

For the Music Therapy (Vocal/Keyboard) option:
Require two of the following courses: MUSIC 3353, MUSIC 3403, MUSIC 3553.
Add MUSIC 2110.
Require MUSIC 2861, MUSIC 2951, or MUSIC 3951.
The proposed changes will provide students with more flexibility and better prepare them for certification exams.
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 Science in Computer Science (088)
Degree program requirement changes
For the Software Development option:
Remove MATH 3433/MATH 3413.
Add ECONO 2463.
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 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 School Psychology.
There are currently 27 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 stand-alone Education Specialist in School Psychology program (see new program request in this agenda).
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.

USAO - Bachelor of Science in Biology (003)
Degree program option addition and degree program requirement changes
Add option:
Biology Secondary Track.
The proposed option will expand students' career options.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree program will not change.
No funds are requested from the State Regents.

USAO - Bachelor of Arts in English (009)
Degree program option addition and degree program requirement changes
Add option:
Interdisciplinary Writing Emphasis.
Add ENGL 3303 and ENGL 4503.
Remove ENGL 4773.
Change credit hours required for Foreign Language from 16 to 6-8.
Change credit hours required for American Literature from 6 to 3.
Change credit hours required for British Literature from 6 to 3.
Change credit hours required for World Literature from 6 to 3.
The proposed option will expand students' career options.

The proposed curricular changes will align the curriculum with National Council of Teachers of English standards.

Two 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.

USAO - Bachelor of Science in Environmental Science (026)

Degree program requirement changes

Remove BIOL 3103.

Change credit hours for Major Requirements from 74 to 71.

Change credit hours for Electives from 4 to 7.

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

No new courses 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.

CASC – Associate in Applied Science in Nursing (041)

Degree program requirement changes

Remove CHEM 1025 and NUR 1101.

Add CHEM 1115, MATH 1513, and NUR 1103.

The proposed changes will align the curriculum with similar programs at peer institutions and ease students' ability to transfer in or out of the degree program.

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

Total credit hours for the degree program will change from 67-68 to 70-73.

No funds are requested from the State Regents.

OSU-OKC - Associate in Applied Science in Horticulture Technology (011)

Degree program option deletions and degree program requirement changes

Delete option Landscape Contracting, Design, and Management.

There are currently 10 students enrolled in the option with an expected graduation date during the 2022-2023 academic year.

Delete option Nursery and Greenhouse Production.

There are currently 29 students enrolled in the option with an expected graduation date during the 2022-2023 academic year.

Delete option Sustainable Crops Production.

There are currently 7 students enrolled in the option with an expected graduation date during the 2022-2023 academic year.

Delete option Turfgrass Management.

There are currently 9 students enrolled in the option with an expected graduation date during the 2022-2023 academic year.

Add ENGL 1213, ENGL 2333, and SPCH 2723 as alternatives for SPCH 1113.

Add CIS 1503, a three-credit hour General Education elective, HRT 1014, HRT 1202, HRT 2013, HRT 2113, HRT 2163, and HRT 2663.

Remove HRT 1023 as an alternative for HRT 2023.

Remove requirement to complete any three-credit hour College Level math course.

Remove BIOL 1404/BIOL 1303 and BIOL 1311, MGMT 2003/Any MGMT course, HRT 1013, HRT 2213, HRT 2650, and HRT 2933.

Change credit hours for Support and Related courses from 7 to 3.

Change credit hours for Technical Occupational Specialty from 37 to 39.

Change credit hours for electives with HRT prefix from 21 to 15.

The proposed deletions are due to low enrollment and lack of qualified faculty to cover required content.

The proposed curriculum changes will better prepare students for employment.
Two new courses will be added and 13 courses will be deleted.
Total credit hours for the program will change from 62-65 to 60.
No funds are requested from the State Regents.

OSU-OKC - Certificate in Horticulture Technology (023)
Degree program requirement changes
Remove HRT 1013.
Add HRT 1014 and HRT 1202.
Remove HRT 1023 as an alternative for HRT 2023.
Change credit hours required for Plant Identification courses from 6 to 3.
The proposed changes will better prepare students for employment.
One new course will be added and one course will be deleted.
Total credit hours for the certificate will not change.
No funds are requested from the State Regents.

OSU-OKC - Associate in Applied Science in Management (053)
Degree program requirement change
For the General Business option:
Remove MGMT 2693 as an alternative for MGMT 2663.
The proposed change will remove a course that will no longer be taught.
No new courses 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.

WOSC – Associate in Applied Science in Nursing (040)
Degree program requirement changes
Change admission criteria:
Change the minimum cumulative GPA from 2.0 to 2.25 on a 4.0 scale.
Change the minimum required reading score on the HESI A2 exam from 84 to 82.
Require two professional references.
Require an Academic Success Entrance Essay.
Require all science courses to be completed within 10 years of applying for entry into the program.
Change graduation criteria:
Require a C or better on all coursework listed on the degree plan.
Remove MATH 1513.
Add MATH 1483/MATH 1523.
Add BIOL 2204 as an alternative for BIOL 2104.
Add BIOL 2214 as an alternative for BIOL 2304.
Add CHEM 1004 as an alternative for CHEM 1115.
The proposed admission changes are recommendations from the Oklahoma State Board of Nursing.
The proposed graduation requirement change will enhance the academic rigor of the program.
The proposed curricular changes will align the curriculum with faculty work on the statewide Math Pathways project, better prepare students to pass the NCLEX-RN exam on the first attempt, 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.

AGENDA ITEM #31-a (2):

> **Programs.**

SUBJECT: Suspension. Approval of institutional request.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University-Oklahoma City (OSU-OKC) requested authorization to suspend the program listed below:

- Certificate in Electronics Engineering Technology (129)

POLICY ISSUES:

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

ANALYSIS:

OSU-OKC requested authorization to suspend the Certificate in Electronics Engineering Technology (129).

- OSU-OKC reports that the host program for this certificate, the Associate in Applied Science in Electronics Engineering Technology (006), was suspended on April 30, 2019, therefore suspending this program will give them time to determine the future of both programs.
- This suspension is effective immediately.
- OSU-OKC will delete the program by September 30, 2022.

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

AGENDA ITEM #31-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:

The University of Oklahoma (OU) requested degree program modifications for the Bachelor of Arts in Social Work (210) to reconcile institutional practice with the official degree program inventory.

Oklahoma State University (OSU) requested degree program modifications for the Master of Science in Business Analytics and Data Science (505) to reconcile institutional practice with the official degree program inventory.

Northeastern State University (NSU) requested degree program modifications for the Graduate Certificate in Health Informatics (184) to reconcile institutional practice with the official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OU requested degree program modifications for the Bachelor of Arts in Social Work (210), which were approved by the State Regents at their June 24, 2021 meeting. Specifically, the agenda item incorrectly identified the name of the degree program as the Bachelor of Science in Social Work (210). The correct name of the degree program is the Bachelor of Arts in Social Work (210). This action will correct this error and reconcile institutional practice with the official degree program inventory.

OSU requested degree program modifications for the Master of Science in Business Analytics and Data Science (505), which were approved by the State Regents at their December 5, 2019 meeting. OSU reports the modification request should have included changing the credit hours required for Core Requirements from 21-25 to 22 and changing the total credit hours for the program from 33-37 to 37. This action will correct these errors and reconcile institutional practice with the official degree program inventory.

NSU submitted a new program proposal for the Graduate Certificate in Health Informatics (184), which was approved by the State Regents at their June 24, 2021 meeting. The agenda item incorrectly indicated that as an embedded certificate it will be included in the regular program review for the Master of Business

Administration in Business Administration (056) due in 2025. Instead, the certificate will be included in the regular program review for the Master of Business Administration in Business Administration (056) due in 2029. This action will correct this error and reconcile institutional practice with the official degree program inventory.

AGENDA ITEM #31-c (1):

      Electronic Delivery.

SUBJECT: Oklahoma State University-Oklahoma City. Approval to offer the existing Associate in Applied Science in Accounting via electronic delivery.

RECOMMENDATION:

      It is recommended that the State Regents approve Oklahoma State University-Oklahoma City's request to offer the existing Associate in Applied Science in Accounting via electronic delivery

BACKGROUND:

Oklahoma State University-Oklahoma City (OSU-OKC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Science in Public Service (076);
- Associate in Applied Science in Crime Victim/Survivor Services (077);
- Associate in Applied Science in Police Science (015);
- Certificate in Early Care Education Administration (087);
- Associate in Science in Healthcare Administration (071);
- Associate in Applied Science in Business Technology-Management (053);
- Associate in Science in Police Science (068);
- Associate in Science in Enterprise Development (676);
- Bachelor of Technology in Emergency Responder Administration (102);
- Associate in Applied Science in Surveying Technology (018);
- Certificate in Surveying Core Technical (133);
- Certificate in Emergency Medical Technician Basic (113);
- Certificate in Public Service (114);
- Certificate in Non-Profit Management (117); and
- Associate in Applied Science in Nurse Science (014).

OSU-OKC's governing board approved offering the existing Associate in Applied Science in Accounting (022) online at their April 23, 2021 meeting. OSU-OKC 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:

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

Associate in Applied Science in Accounting (022)

Demand. OSU-OKC distributed a survey to current students enrolled in accounting courses. Of the 271 survey respondents, 92 percent indicated support for an online accounting program. Advisory board members for OSU-OKC's accounting and management degree programs and other professionals from businesses in OSU-OKC's surrounding area have also expressed support for an online accounting program. More specifically, letters of support were received from an operations coordinator at Indoor Sun Garden Supplies, who is a student in the Associate in Applied Science in Accounting (022) program, the owner of McGuire Capital Management, LLC, the director of business operations for the University of Central Oklahoma, the owner and chief executive officer of Sharpshooter Communications, and a senior vice president at Arvest Bank and a financial controller at B.A. Kerr Financial PLLC, who are both Business Administration advisory board members at OSU-OKC.

According to the Oklahoma Employment Security Commission (OESC), employment for accountants and auditors is projected to grow 12.9 percent between 2016 and 2026 in the Oklahoma City metropolitan area and to grow 6 percent across Oklahoma between 2018 and 2028. In addition, accountants and auditors are currently identified as critical occupations by Oklahoma Works. Considering the high demand for accountants and auditors in Oklahoma, OSU-OKC is confident that many students will pursue the Associate in Applied Science in Accounting (022) online.

Delivery method. Coursework will be delivered online using Canvas. Learning will be facilitated using prerecorded lectures, video integration for lectures, video conferencing for synchronous class meetings and group work, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone conferences as needed. In addition, tutoring is available for all Accounting courses, both through the instructors and a 24 hour online tutoring service.

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

Duplication and impact on existing programs. A system wide letter of intent for electronic delivery of the Associate in Applied Science in Accounting (022) was communicated by email on January 19, 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 OSU-OKC's request to offer the existing degree program through electronic delivery, as described above.

AGENDA ITEM #31-c (2):

Electronic Delivery.

SUBJECT: Seminole State College. Approval to offer the existing Associate in Applied Science in Nursing via electronic delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve Seminole State College's request to offer the existing Associate in Applied Science in Nursing via electronic delivery.**

BACKGROUND:

Seminole State College (SSC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Certificate in Early College (232);
- Associate in Applied Science in Business Operations (114);
- Associate in Arts in Childhood Development (228);
- Associate in Science in Computer Science (226);
- Associate in Arts in Liberal Studies (205);
- Associate in Science in Psychology (202);
- Associate in Arts in Social Sciences (215);
- Associate in Science in Business (203);
- Associate in Science in Criminal Justice (225); and
- Associate in Applied Science in Applied Technology (875).

SSC's governing board approved offering the existing Associate in Applied Science in Nursing (110) online at their May 20, 2021 meeting. SSC requests authorization to offer the existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Associate in Applied Science in Nursing (110)

Demand. On average, 20 students graduate from SSC's Associate in Applied Science in Nursing (110) program each fall and spring. Some hospitals in SSC's service area report that up to 85 percent of their registered nurses (RNs) began their nursing training at SSC. The first day SSC opened its new Online Degree Office, 9 telephone inquiries about an online LPN to RN track in the Nursing program were received. The callers were LPNs who work at a local hospital in SSC's service area. Only 8 of the 95 students currently enrolled in the Associate in Applied Science in Nursing (110) program are pursuing the LPN to RN option. SSC suspects that enrollment in the option has remained low, because students must be on campus 2-5 days each week and many LPN's cannot afford to take off work to attend classes on site. SSC anticipates that offering the Nursing program online will make the program more accessible to working professionals.

According to the Oklahoma State Regents for Higher Education Workforce and Development Profile, 94 percent of SSC's Nursing graduates are hired in Oklahoma. The Oklahoma Employment Security Commission suggests that employment for registered nurses will grow 9.1 percent across Oklahoma between 2018 and 2028. In addition, Oklahoma Works currently identifies registered nurse as a top critical occupation in Oklahoma.

Delivery method. The Desire2Learn Brightspace learning management system will be used for asynchronous learning. The major features that facilitate learning include announcements, discussion board, service desk, and tutorials. Zoom, Microsoft Teams, and GoTo Meeting will be used for synchronous learning.

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 June 23, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment demand, approval will not constitute unnecessary duplication.

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

AGENDA ITEM #31-c (3):

Electronic Delivery.

SUBJECT: Tulsa Community College. Approval to offer the existing Certificate in Geographic Information Systems via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's request to offer the existing Certificate in Geographic Information Systems 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);

- Associate in Applied Science in Applied Technology (875); and
- Associate in Arts in Sociology (367).

TCC's governing board approved offering the existing Certificate in Geographic Information Systems (278) 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.

Certificate in Geographic Information Systems (278)

Demand. TCC reports that most of the students who pursue the Certificate in Geographic Information Systems (GIS) (278) work full time. Therefore, it was unsurprising that 22 of the 27 students taking courses for the certificate in Fall 2020 preferred synchronous sections and only 5 students chose blended sections, which required some face-to-face class sessions. In addition, the GIS applications and tools that students will use once they begin work in the field are all computer-based and most products produced by GIS are digital, including digital maps and web mapping applications and dashboards. Considering the limited schedules of the students in the certificate program and digital nature of the GIS positions that graduates will pursue, TCC believes that offering the certificate online will improve the likelihood that students will finish the certificate and enhance their ability to obtain employment or gain career mobility.

Organizations across the world are increasingly relying on location intelligence to make better decisions. As a result, careers in GIS are in demand more than ever. Potential careers for graduates of the Certificate in Geographic Information System (278) include, but are not limited to: climate scientist, conservationist, forester, GIS manager, health geographer, helicopter firefighter, and app developer. According to the U.S. Bureau of Labor Statistics, employment of geoscientists, and conservation scientists and foresters is projected to grow 5 percent from 2019 to 2029, which is faster than the average for all occupations.

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 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. Additionally, TCC licenses a streaming server with recording capability and Softchalk to help instructors create engagement in online courses. 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 also access student services remotely.

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 Certificate in Geographic Information Systems (278) was communicated by email on April 2, 2021. Oklahoma State University (OSU) requested a copy of the proposal, which was sent on May 17, 2021. Neither OSU nor any other State System institution 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.

AGENDA ITEM #31-d:

        State Authorization Reciprocity Agreement.

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

RECOMMENDATION:

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

BACKGROUND:

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

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

POLICY ISSUES:

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

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

STAFF ANALYSIS:

Prior to September 9, 2021, State Regents' staff received a SARA renewal application from the institutions listed below:

- Cameron University,
- East Central University;
- Rogers State University;
- Northwestern Oklahoma State University;
- Southwestern Oklahoma State University;
- Oklahoma Panhandle State University;
- Oklahoma State University Institute of Technology;
- Tulsa Community College;
- Northeastern Oklahoma A&M College;
- Oral Roberts University; and
- Mid-America Christian University.

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

AGENDA ITEM #31-e (1):

> **Operations.**

SUBJECT: Ratification of purchases over $25,000.

RECOMMENDATION:

> **It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between May 27, 2021 and August 4, 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 May 27, 2021 and August 4, 2021, there are 41 purchases in excess of $25,000 but not in excess of $100,000.

Core

1) University Corporation for Advanced Internet in the amount of $45,000.00 for membership fees to the United States Unified Community Anchor Network to participate in initiatives focused on providing advanced broadband capabilities and services to community anchor institutions and the Sponsored Education Group Program. (Funded From 210-Core).

2) Integrated Solutions Group Technology Incorporated in the amount of $33,794.00 for support and upgrades for the Varonis software. Varonis is used by the Information Technology department to compile data used for forensic information, allowing the Information Technology department to monitor how users are using shared drives as well as providing users access to data they need to conduct business and helps the Information Technology department with migrating data from file servers more efficiently. (Funded from 210-Core).

3) The United States Postal Services in the amount of $80,100.00 for annual postage for FY22. (Funded from 210-Core).

4) Xerox Corporation in the amount of $45,907.20 for the black/white and color copiers used in Central Services for FY22. (Funded from 210-Core).

5) The Office of the Attorney General in the amount of $67,868.12 for the legal service of a half-time Assistant Attorney General for FY22. (Funded from 210-Core).

6) The Office of the Attorney General in the amount of $32,962.52 for the legal service of an Assistant Attorney General as the OSRHE Interim General Counsel for July 1, 2021 through September 30, 2021. (Funded from 210-Core).

OneNet

7) Netfabric IT Solutions in the amount of $76,075.66 for fiber optic transceivers to support the continued deployment of customer facing and internal connections. Cost recovered through OneNet user fees. (718-OneNet).

8) Cable One Incorporated in the amount of $82,589.04 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

9) BTC Broadband in the amount of $92,342.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

10) AT&T in the amount of $29,311.00 for wireless redundant services for the Oklahoma Department of Mental Health and Substance Abuse Services and digital paging services for OneNet staff to be alerted in the event of any system changes or failures. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

11) Altice USE Incorporated in the amount of $65,793.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded From 718-OneNet). (Funded from 718-OneNet).

12) Central Cellular LLC in the amount of $52,945.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

13) Consolidated Communications Incorporated for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

14) Hurricane Electric in the amount of $42,800.04 for OneNet to maintain a point of presence at Rack59 in Oklahoma City to expand the current network and create a more secure and redundant network that provides critical efficiencies for OneNet and OneNet customers. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

15) Cisco Systems Incorporated in the amount of $50,000.00 for OpenDNS content filtering for K-12 Oklahoma public schools and libraries to filter/block inappropriate internet content as a requirement to receive federal funding. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

16) Trace Fiber Networks in the amount of $37,800.00 for OneNet hub sites to access routers and circuits. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

17) Galt Foundation in the amount of $50,000.00 to utilize Galt as a staffing agency to temporarily fill administrative positions for the OneNet Business Department and Provisioning Department. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

18) AT&T in the amount of $55,947.00 for AT&T's Alien Vault Managed Threat Detection and Response service that protects organizations with a 24x7 security monitoring system. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

19) Dobson Technologies Transport and Telecom in the amount of $75,000.00 for Dobson to preform OneNet fiber locates. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

20) Tierpoint Oklahoma in the amount of $35,472.00 for rack space and power in data center locations required to place optical and network equipment for services provided to Tulsa County, located at 12151 State Farm Blvd. in Tulsa. Cost reimbursed by Tulsa County. (Funded from 718-OneNet).

21) CDW in the amount of $31,539.95 for SmartNet hardware maintenance program for Cisco networking equipment that is integrated within the OneNet network. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

22) Apple Inc. in the amount of $35,807.00 for iMacs, MacBook Pros, Apple accessories and maintenance for OneNet's network staff. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

23) Southeastern Oklahoma State University in the amount of $34,328.63 to fund the development of virtual reality and augmented reality enabled educational modules for OneNet as part of the Next Generation Classroom initiative. These modules will be Open Education Resources available to any institution. OneNet will distribute these educational modules to higher education institutions, career technology centers and K-12 schools for use in a variety of courses. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

24) Cogent Communications Incorporated in the amount of $54,000.00 for a dedicated internet access service for a 1GB commitment on a 10GB interface in Tulsa, Oklahoma. Cost recovered through OneNet user fees. (Funded From 718-OneNet)

25) Comdata in the amount of $41,250.00 for FY22 fuel expenses for the Educational Television Network fleet and vehicle maintenance and repairs. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

26) MSC Technologies Incorporated in the amount of $37,165.00 for maintenance and support, including software upgrades, for both the American Power Conversion In-Row Cooling Units and the Power Distribution Units. The In-Row Cooling Units and Power Distribution Units provide cooling and power distribution for the Hot-Aisle Containment System. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

27) University of Oklahoma Health Sciences Center in the amount of $26,400.00 for OneNet to provide hosting space in the data center located in the University of Oklahoma Schusterman Center in Tulsa. Tulsa County is using OneNet's colocation services. Cost reimbursed by Tulsa County. (Funded From 718-OneNet).

28) Salesforce Communications Incorporated in the amount of $40,056.52 for Salesforce.com licenses for OneNet to streamline workflow processes from new leads through long term retention by automating the E-rate and Oklahoma Universal Service Fund bidding request data, systematically reaching out to multiple last mile providers for quotes and electronically pulling in bidding request results. The Salesforce platform provides a user-friendly grab & drop ability to maintain and customize reporting needs. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

29) Top Hand Tower Company in the amount of $50,000.00 for FY22 maintenance and repair to OneNet towers including, but not limited to, repair/replacement of tower lights in accordance with Federal Aviation Administration safety rules; repair/replacement of waveguides and peak dishes; and tower removal. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

30) University of Arkansas in the amount of $84,762.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

31) Cherokee Telephone Company in the amount of $49,236.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

32) University of Arkansas in the amount of $55,856.09 for a collaboration between Lonestar Education and Research Network, Arkansas Research and Education Optical Network and Louisiana Optical Network Infrastructure to promote, advance and sustain advanced networking services in support of research, education, and their respective missions. Cost recovered through OneNet user fees. (Funded From 718-OneNet).

33) Kentik Tech in the amount of $54,360.00 to provide real-time processing of summarized network data flow. The data is used real-time for network security to mitigate distributed denial of service attacks. The data is used historically by OneNet and select customers to analyze traffic patterns and make decisions on network configuration and for capacity planning. Cost recovered through OneNet user fees. (funded from 718-OneNet).

GEAR UP
34) Koch Communications in the amount of $28,022.68 for the implementation of communication efforts for the 10 Grant IV specified school districts through video, social media campaigns and website development aimed at increasing student education aspirations thru postsecondary education by means of financial aid awareness as well as foster and improve parental involvement in preparing for college. (Funded from 730-GEARUP).

35) Inside Track Incorporated in the amount of $27,650.00 to provide foundational coach training programs to the Grant IV College Coaches for FY22. (Funded from 730-GEARUP).

36) Seeds Training in the amount of $27,100.00 to provide virtual professional development sessions for GEAR UP. GEAR UP Education Coordinator staff will learn how to help teachers learn basic brain anatomy and how information moves in the brain. (funded from 730-GEARUP).

Multiple Funds
37) Arledge and Associates in the amount of $48,680.00 for the services of an independent Financial and Compliance Audit for FY21. (Funded from 210-Core and 701-OCAP).

38) Mythics Incorporated in the amount of $95,940.48 for maintenance to provide telephone support and upgrades for Oracle Internet Application Enterprise Edition Software. (Funded from 210-Core and 718-OneNet).

39) University of Oklahoma Health Sciences Center in the amount of $67,246.00 for employee and visitor parking for FY22. (Funded From 210-Core and 718 OneNet).

40) SHI International Corporation in the amount of $34,994.20 for Software Assurance maintenance to provide upgrades for our licensed Microsoft products. (Funded from 210-Core, 701-OCAP, and 718-OneNet).

41) The Gooden Group in the amount $80,000.00 for public relations and consulting services, including meetings with Gooden Group to develop strategy to capitalize on building awareness and new business opportunities. Cost recovered through OneNet user fees. (Funded From 718-OneNet, 210-Core).

AGENDA ITEM #31-e (2):

> **Operations.**

SUBJECT: Reconciliation. Approval of Tuition of Mandatory Fees.

RECOMMENDATION:

> **It is recommended that the State Regents approve the attached Schedule II as a replacement to the June approval of Tuition and Mandatory Fees item for that schedule.**

BACKGROUND:

The State Regents approved the institutional requests for FY2022 tuition and mandatory fees at their June 24, 2021, meeting. Included in that agenda item were nine supplemental schedules. Following the meeting, a percentage change error for Redlands Community College was identified in Schedule II.   This error did not affect the tuition rate that was approved by the State Regents at their meeting in June 2021. This item is being presented as a reconciliation item to reflect the correct percentage and provide a permanent record of Schedule II for the June 2021 tuition and fee approval agenda item.

POLICY ISSUES:

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

ANALYSIS:

After the June meeting of the State Regents, an error was found in the Tuition and Mandatory Fee approval item on the supplement Schedule II. The line item for Redlands Community College included the correct rate and per credit hour amounts, however, the percentage change column contained a calculation error indicating a 1.0 percentage increase. The attached Schedule II has the corrected percentage of zero change from the previous year's rates for Redlands Community College.

The FY2022 resident tuition and mandatory fee rate requested and approved for Redlands is $5,355.20 for 30-credit hours and represents the same rate that was approved in FY2021, resulting in 0.0 percentage increase.

Supplement

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	% Chg	FY21	FY22	$ Chg	% Chg	FY21	FY22	$ Chg	% Chg
Research												
University of Oklahoma	$4,788.00	$4,919.97	$131.97	2.8%	$4,274.50	$4,391.50	$117.00	2.7%	$9,062.50	$9,311.47	$248.97	2.7%
Oklahoma State Univ & Tulsa	$5,356.50	$5,416.50	$60.00	1.1%	$3,661.50	$3,826.50	$165.00	4.5%	$9,018.00	$9,243.00	$225.00	2.5%
Research Average	*$5,072.25*	*$5,168.24*	*$95.99*	*1.9%*	*$3,968.00*	*$4,109.00*	*$141.00*	*3.6%*	*$9,040.25*	*$9,277.24*	*$236.99*	*2.6%*
Regional												
University of Central Oklahoma	$6,685.50	$6,822.00	$136.50	2.0%	$1,131.00	$1,208.10	$77.10	6.8%	$7,816.50	$8,030.10	$213.60	2.7%
East Central University	$5,647.50	$5,790.90	$143.40	2.5%	$1,523.00	$1,523.00	$0.00	0.0%	$7,170.50	$7,313.90	$143.40	2.0%
Northeastern State University	$5,913.00	$6,000.00	$87.00	1.5%	$1,002.00	$1,114.50	$112.50	11.2%	$6,915.00	$7,114.50	$199.50	2.9%
Northwestern OK State University	$6,810.00	$6,810.00	$0.00	0.0%	$652.50	$652.50	$0.00	0.0%	$7,462.50	$7,462.50	$0.00	0.0%
Rogers State University	$4,560.00	$4,710.00	$150.00	3.3%	$2,910.00	$2,910.00	$0.00	0.0%	$7,470.00	$7,620.00	$150.00	2.0%
Southeastern OK State University	$6,240.00	$6,420.00	$180.00	2.9%	$510.00	$510.00	$0.00	0.0%	$6,750.00	$6,930.00	$180.00	2.7%
Southwestern OK State University	$6,367.50	$6,367.50	$0.00	0.0%	$1,095.00	$1,095.00	$0.00	0.0%	$7,462.50	$7,462.50	$0.00	0.0%
Cameron University	$4,740.00	$4,740.00	$0.00	0.0%	$1,710.00	$1,710.00	$0.00	0.0%	$6,450.00	$6,450.00	$0.00	0.0%
Langston University	$4,342.20	$4,342.20	$0.00	0.0%	$2,196.96	$2,196.96	$0.00	0.0%	$6,539.16	$6,539.16	$0.00	0.0%
OK Panhandle State University	$4,620.00	$4,620.00	$0.00	0.0%	$3,279.00	$3,414.50	$135.50	4.1%	$7,899.00	$8,034.50	$135.50	1.7%
University of Science & Arts of OK	$6,390.00	$6,390.00	$0.00	0.0%	$1,650.00	$1,650.00	$0.00	0.0%	$8,040.00	$8,040.00	$0.00	0.0%
Regional Average	*$5,665.06*	*$5,728.42*	*$63.35*	*1.1%*	*$1,605.41*	*$1,634.96*	*$29.55*	*1.8%*	*$7,270.47*	*$7,363.38*	*$92.91*	*1.3%*
Community College												
Carl Albert State College	$2,737.50	$2,865.00	$127.50	4.7%	$1,080.00	$1,230.00	$150.00	13.9%	$3,817.50	$4,095.00	$277.50	7.3%
Connors State College	$3,000.00	$3,000.00	$0.00	0.0%	$1,650.00	$1,650.00	$0.00	0.0%	$4,650.00	$4,650.00	$0.00	0.0%
Eastern Oklahoma State College	$3,462.90	$3,462.90	$0.00	0.0%	$1,304.10	$1,304.10	$0.00	0.0%	$4,767.00	$4,767.00	$0.00	0.0%
Murray State College	$4,200.00	$4,200.00	$0.00	0.0%	$900.00	$960.00	$60.00	6.7%	$5,100.00	$5,160.00	$60.00	1.2%
Northeastern OK A&M Coll	$2,970.00	$2,970.00	$0.00	0.0%	$1,942.50	$1,942.50	$0.00	0.0%	$4,912.50	$4,912.50	$0.00	0.0%
Northern Oklahoma College	$3,225.00	$3,345.00	$120.00	3.7%	$1,065.00	$1,065.00	$0.00	0.0%	$4,290.00	$4,410.00	$120.00	2.8%
Oklahoma City Community College	$3,025.19	$3,025.19	$0.00	0.0%	$1,033.50	$1,033.50	$0.00	0.0%	$4,058.69	$4,058.69	$0.00	0.0%
Redlands Community College	$4,645.20	$4,645.20	$0.00	0.0%	$710.00	$710.00	$0.00	0.0%	$5,355.20	$5,355.20	$0.00	0.0%
Rose State College	$3,778.50	$3,778.50	$0.00	0.0%	$996.50	$996.50	$0.00	0.0%	$4,775.00	$4,775.00	$0.00	0.0%
Seminole State College	$3,120.00	$3,120.00	$0.00	0.0%	$1,640.00	$1,640.00	$0.00	0.0%	$4,760.00	$4,760.00	$0.00	0.0%
Tulsa Community College	$3,376.50	$3,376.50	$0.00	0.0%	$893.50	$893.50	$0.00	0.0%	$4,270.00	$4,270.00	$0.00	0.0%
Western Okla State College	$3,094.50	$3,150.00	$55.50	1.8%	$1,328.00	$1,343.00	$15.00	1.1%	$4,422.50	$4,493.00	$70.50	1.6%
Community Coll Average	*$3,386.27*	*$3,411.52*	*$25.25*	*0.7%*	*$1,211.93*	*$1,230.68*	*$18.75*	*1.5%*	*$4,598.20*	*$4,642.20*	*$44.00*	*1.0%*
Main Campus Average	*$4,523.82*	*$4,571.49*	*$47.67*	*1.1%*	*$1,605.54*	*$1,638.83*	*$33.28*	*2.1%*	*$6,129.36*	*$6,210.32*	*$80.96*	*1.3%*

*New Programs Excluded From Average

246

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	% Chg	FY21	FY22	$ Chg	% Chg	FY21	FY22	$ Chg	% Chg
Research												
University of Oklahoma	$6,943.20	$8,034.00	$1,090.80	15.7%	$1,634.20	$779.80	-$854.40	-52.3%	$8,577.40	$8,813.80	$236.40	2.8%
Oklahoma State Univ & Tulsa	$5,530.80	$5,611.20	$80.40	1.5%	$2,929.20	$3,061.20	$132.00	4.5%	$8,460.00	$8,672.40	$212.40	2.5%
Research Average	*$6,237.00*	*$6,822.60*	*$585.60*	*9.4%*	*$2,281.70*	*$1,920.50*	*-$361.20*	*-15.8%*	*$8,518.70*	*$8,743.10*	*$224.40*	*2.6%*
Regional												
University of Central Oklahoma	$6,999.60	$7,142.40	$142.80	2.0%	$904.80	$966.48	$61.68	6.8%	$7,904.40	$8,108.88	$204.48	2.6%
East Central University	$5,730.00	$5,869.44	$139.44	2.4%	$1,242.20	$1,242.20	$0.00	0.0%	$6,972.20	$7,111.64	$139.44	2.0%
Northeastern State University	$6,000.00	$6,108.00	$108.00	1.8%	$801.60	$891.60	$90.00	11.2%	$6,801.60	$6,999.60	$198.00	2.9%
Northwestern OK State University	$6,570.00	$6,570.00	$0.00	0.0%	$522.00	$522.00	$0.00	0.0%	$7,092.00	$7,092.00	$0.00	0.0%
Rogers State University	$3,984.00	$3,984.00	$0.00	0.0%	$2,328.00	$2,328.00	$0.00	0.0%	$6,312.00	$6,312.00	$0.00	0.0%
Southeastern OK State University	$6,288.00	$6,312.00	$24.00	0.4%	$408.00	$408.00	$0.00	0.0%	$6,696.00	$6,720.00	$24.00	0.4%
Southwestern OK State University	$6,294.00	$6,294.00	$0.00	0.0%	$876.00	$876.00	$0.00	0.0%	$7,170.00	$7,170.00	$0.00	0.0%
Cameron University	$4,752.00	$4,752.00	$0.00	0.0%	$1,368.00	$1,368.00	$0.00	0.0%	$6,120.00	$6,120.00	$0.00	0.0%
Langston University	$4,473.60	$4,473.60	$0.00	0.0%	$1,855.14	$1,855.14	$0.00	0.0%	$6,328.74	$6,328.74	$0.00	0.0%
Regional Average	*$5,676.80*	*$5,722.83*	*$46.03*	*0.8%*	*$1,145.08*	*$1,161.94*	*$16.85*	*1.5%*	*$6,821.88*	*$6,884.76*	*$62.88*	*0.9%*
Average	*$5,778.65*	*$5,922.79*	*$144.13*	*2.5%*	*$1,351.74*	*$1,299.86*	*-$51.88*	*-3.8%*	*$7,130.39*	*$7,222.64*	*$92.25*	*1.3%*

*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	% Chg	FY21	FY22	$ Chg	% Chg	FY21	FY22	$ Chg	% Chg
University of Oklahoma												
OU Law, Juris Doctor	$15,720.00	$16,500.00	$780.00	5.0%	$4,208.00	$4,208.00	$0.00	0.0%	$19,928.00	$20,708.00	$780.00	3.9%
OU Law, Masters (LL.M., MLS)	$12,576.00	$13,200.00	$624.00	5.0%	$3,407.00	$3,407.00	$0.00	0.0%	$15,983.00	$16,607.00	$624.00	3.9%
OU Health Sciences Center												
Doctor of Medicine	$26,770.00	$27,252.00	$482.00	1.8%	$3,590.50	$3,622.50	$32.00	0.9%	$30,360.50	$30,874.50	$514.00	1.7%
Doctor of Dental Science	$29,869.00	$29,869.00	$0.00	0.0%	$3,332.50	$3,364.50	$32.00	1.0%	$33,201.50	$33,233.50	$32.00	0.1%
Physician Associate	$13,336.00	$13,816.00	$480.00	3.6%	$3,332.50	$3,364.50	$32.00	1.0%	$16,668.50	$17,180.50	$512.00	3.1%
Physician Assistant	$13,336.00	$13,816.00	$480.00	3.6%	$2,851.00	$2,908.00	$57.00	2.0%	$16,187.00	$16,724.00	$537.00	3.3%
Doctor of Pharmacy	$15,914.00	$16,393.00	$479.00	3.0%	$3,085.30	$3,117.30	$32.00	1.0%	$18,999.30	$19,510.30	$511.00	2.7%
Occupational Therapy	$8,292.00	$8,707.00	$415.00	5.0%	$2,343.70	$2,375.70	$32.00	1.4%	$10,635.70	$11,082.70	$447.00	4.2%
Doctor of Physical Therapy	$10,492.00	$11,017.00	$525.00	5.0%	$3,085.30	$3,117.30	$32.00	1.0%	$13,577.30	$14,134.30	$557.00	4.1%
Doctor of Audiology	$9,363.00	$9,831.00	$468.00	5.0%	$2,343.70	$2,375.70	$32.00	1.4%	$11,706.70	$12,206.70	$500.00	4.3%
Public Health	$6,989.40	$6,989.40	$0.00	0.0%	$1,972.90	$2,004.90	$32.00	1.6%	$8,962.30	$8,994.30	$32.00	0.4%
Doctor of Nursing Practice	$9,108.90	$9,928.80	$819.90	9.0%	$1,972.90	$2,004.90	$32.00	1.6%	$11,081.80	$11,933.70	$851.90	7.7%
Master of Science in Nursing	$5,287.50	$5,763.60	$476.10	9.0%	$1,972.90	$2,004.90	$32.00	1.6%	$7,260.40	$7,768.50	$508.10	7.0%
MSN Online*	$10,152.54	$10,152.54	$0.00	0.0%	$733.00	$733.00	$0.00	0.0%	$10,885.54	$10,885.54	$0.00	0.0%
Oklahoma State University												
CHS - College of Osteopathic Medicine	$25,796.60	$25,796.60	$0.00	0.0%	$2,582.22	$2,582.22	$0.00	0.0%	$28,378.82	$28,378.82	$0.00	0.0%
CHS - Physician Assistant*	$12,150.00	$12,150.00	$0.00	0.0%	$2,744.22	$2,744.22	$0.00	0.0%	$14,894.22	$14,894.22	$0.00	0.0%
College of Vet Medicine	$20,430.00	$20,430.00	$0.00	0.0%	$3,127.40	$3,249.00	$121.60	3.9%	$23,557.40	$23,679.00	$121.60	0.5%
Northeastern State University												
College of Optometry Program	$18,850.00	$19,325.00	$475.00	2.5%	$935.20	$1,040.20	$105.00	11.2%	$19,785.20	$20,365.20	$580.00	2.9%
Northwestern State University												
Doctor of Nursing Practice	$9,324.00	$9,324.00	$0.00	0.0%	$0.00	$0.00	$0.00	0.0%	$9,324.00	$9,324.00	$0.00	0.0%
Southwestern OK State Univ												
Master of Science in Nursing	$8,142.00	$8,142.00	$0.00	0.0%	$264.00	$264.00	$0.00	0.0%	$8,406.00	$8,406.00	$0.00	0.0%
Doctor of Pharmacy	$20,600.00	$20,600.00	$0.00	0.0%	$1,168.00	$1,168.00	$0.00	0.0%	$21,768.00	$21,768.00	$0.00	0.0%
Langston University												
Physical Therapy Program	$10,344.84	$10,344.84	$0.00	0.0%	$2,997.33	$2,997.33	$0.00	0.0%	$13,342.17	$13,342.17	$0.00	0.0%
Average	*$14,527.06*	*$14,852.26*	*$325.20*	*2.9%*	*$2,428.62*	*$2,458.80*	*$30.18*	*1.5%*	*$16,955.68*	*$17,311.06*	*$355.38*	*2.5%*

*New Programs Excluded From Average

248

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	% Chg	FY21	FY22	$ Chg	% Chg	FY21	FY22	$ Chg	% Chg
Research												
University of Oklahoma	$20,169.00	$20,723.95	$554.95	2.8%	$4,274.50	$4,391.50	$117.00	2.7%	$24,443.50	$25,115.45	$671.95	2.7%
Oklahoma State University & Tulsa	$20,877.00	$20,937.00	$60.00	0.3%	$3,661.50	$3,826.50	$165.00	4.5%	$24,538.50	$24,763.50	$225.00	0.9%
Research Average	*$20,523.00*	*$20,830.48*	*$307.48*	*1.5%*	*$3,968.00*	*$4,109.00*	*$141.00*	*3.6%*	*$24,491.00*	*$24,939.48*	*$448.48*	*1.8%*
Regional												
University of Central Oklahoma	$17,572.50	$17,709.00	$136.50	0.8%	$1,131.00	$1,208.10	$77.10	6.8%	$18,703.50	$18,917.10	$213.60	1.1%
East Central University	$15,007.50	$15,150.90	$143.40	1.0%	$1,523.00	$1,523.00	$0.00	0.0%	$16,530.50	$16,673.90	$143.40	0.9%
Northeastern State University	$14,313.00	$14,640.00	$327.00	2.3%	$1,002.00	$1,114.50	$112.50	11.2%	$15,315.00	$15,754.50	$439.50	2.9%
Northwestern OK State University	$13,927.50	$13,927.50	$0.00	0.0%	$652.50	$652.50	$0.00	0.0%	$14,580.00	$14,580.00	$0.00	0.0%
Rogers State University	$12,900.00	$13,050.00	$150.00	1.2%	$2,910.00	$2,910.00	$0.00	0.0%	$15,810.00	$15,960.00	$150.00	0.9%
Southeastern OK State University	$14,880.00	$15,360.00	$480.00	3.2%	$510.00	$510.00	$0.00	0.0%	$15,390.00	$15,870.00	$480.00	3.1%
Southwestern OK State University	$13,477.50	$13,477.50	$0.00	0.0%	$1,095.00	$1,095.00	$0.00	0.0%	$14,572.50	$14,572.50	$0.00	0.0%
Cameron University	$14,160.00	$14,160.00	$0.00	0.0%	$1,710.00	$1,710.00	$0.00	0.0%	$15,870.00	$15,870.00	$0.00	0.0%
Langston University	$11,721.90	$11,721.90	$0.00	0.0%	$2,196.96	$2,196.96	$0.00	0.0%	$13,918.86	$13,918.86	$0.00	0.0%
OK Panhandle State University	$10,179.00	$10,179.00	$0.00	0.0%	$3,279.00	$3,414.50	$135.50	4.1%	$13,458.00	$13,593.50	$135.50	1.0%
University of Science & Arts of OK	$17,250.00	$17,250.00	$0.00	0.0%	$1,650.00	$1,650.00	$0.00	0.0%	$18,900.00	$18,900.00	$0.00	0.0%
Regional Average	*$14,126.26*	*$14,238.71*	*$112.45*	*0.8%*	*$1,605.41*	*$1,634.96*	*$29.55*	*1.8%*	*$15,731.67*	*$15,873.67*	*$142.00*	*0.9%*
Community College												
Carl Albert State College	$6,862.50	$7,162.50	$300.00	4.4%	$1,080.00	$1,230.00	$150.00	13.9%	$7,942.50	$8,392.50	$450.00	5.7%
Connors State College	$7,822.80	$7,822.80	$0.00	0.0%	$1,650.00	$1,650.00	$0.00	0.0%	$9,472.80	$9,472.80	$0.00	0.0%
Eastern Okla State College	$7,079.70	$7,079.70	$0.00	0.0%	$1,304.10	$1,304.10	$0.00	0.0%	$8,383.80	$8,383.80	$0.00	0.0%
Murray State College	$9,630.00	$9,030.00	-$600.00	-6.2%	$900.00	$960.00	$60.00	6.7%	$10,530.00	$9,990.00	-$540.00	-5.1%
Northeastern OK A&M College	$9,120.00	$9,120.00	$0.00	0.0%	$1,942.50	$1,942.50	$0.00	0.0%	$11,062.50	$11,062.50	$0.00	0.0%
Northern Oklahoma College	$9,990.00	$10,110.00	$120.00	1.2%	$1,065.00	$1,065.00	$0.00	0.0%	$11,055.00	$11,175.00	$120.00	1.1%
Oklahoma City Community College	$8,776.22	$8,776.22	$0.00	0.0%	$1,033.50	$1,033.50	$0.00	0.0%	$9,809.72	$9,809.72	$0.00	0.0%
Redlands Community College	$7,210.50	$7,210.50	$0.00	0.0%	$710.00	$710.00	$0.00	0.0%	$7,920.50	$7,920.50	$0.00	0.0%
Rose State College	$10,155.00	$10,155.00	$0.00	0.0%	$996.50	$996.50	$0.00	0.0%	$11,151.50	$11,151.50	$0.00	0.0%
Seminole State College	$9,450.00	$9,450.00	$0.00	0.0%	$1,640.00	$1,640.00	$0.00	0.0%	$11,090.00	$11,090.00	$0.00	0.0%
Tulsa Community College	$10,126.50	$10,126.50	$0.00	0.0%	$893.50	$893.50	$0.00	0.0%	$11,020.00	$11,020.00	$0.00	0.0%
Western Okla State College	$7,449.00	$7,560.00	$111.00	1.5%	$1,328.00	$1,343.00	$15.00	1.1%	$8,777.00	$8,903.00	$126.00	1.4%
Community Coll Average	*$8,639.35*	*$8,633.60*	*-$5.75*	*-0.1%*	*$1,211.93*	*$1,230.68*	*$18.75*	*1.5%*	*$9,851.28*	*$9,864.28*	*$13.00*	*0.1%*
Main Campus Average	*$12,004.28*	*$12,075.60*	*$71.31*	*0.6%*	*$1,605.54*	*$1,638.83*	*$33.28*	*2.1%*	*$13,609.83*	*$13,714.43*	*$104.60*	*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	% Chg	FY21	FY22	$ Chg	% Chg	FY21	FY22	$ Chg	% Chg
Research												
University of Oklahoma	$21,602.40	$23,086.40	$1,484.00	6.9%	$1,634.20	$779.80	-$854.40	-52.3%	$23,236.60	$23,866.20	$629.60	2.7%
Oklahoma State Univ & Tulsa	$21,033.60	$21,114.00	$80.40	0.4%	$2,929.20	$3,061.20	$132.00	4.5%	$23,962.80	$24,175.20	$212.40	0.9%
Research Average	*$21,318.00*	*$22,100.20*	*$782.20*	*3.7%*	*$2,281.70*	*$1,920.50*	*-$361.20*	*-15.8%*	*$23,599.70*	*$24,020.70*	*$421.00*	*1.8%*
Regional												
University of Central Oklahoma	$17,007.60	$17,150.40	$142.80	0.8%	$904.80	$966.48	$61.68	6.8%	$17,912.40	$18,116.88	$204.48	1.1%
East Central University	$14,301.60	$14,389.44	$87.84	0.6%	$1,242.20	$1,242.20	$0.00	0.0%	$15,543.80	$15,631.64	$87.84	0.6%
Northeastern State University	$13,332.00	$13,656.00	$324.00	2.4%	$801.60	$891.60	$90.00	11.2%	$14,133.60	$14,547.60	$414.00	2.9%
Northwestern OK State University	$13,242.00	$13,242.00	$0.00	0.0%	$522.00	$522.00	$0.00	0.0%	$13,764.00	$13,764.00	$0.00	0.0%
Rogers State University	$10,776.00	$10,776.00	$0.00	0.0%	$2,328.00	$2,328.00	$0.00	0.0%	$13,104.00	$13,104.00	$0.00	0.0%
Southeastern OK State University	$14,496.00	$14,760.00	$264.00	1.8%	$408.00	$408.00	$0.00	0.0%	$14,904.00	$15,168.00	$264.00	1.8%
Southwestern OK State University	$12,966.00	$12,966.00	$0.00	0.0%	$876.00	$876.00	$0.00	0.0%	$13,842.00	$13,842.00	$0.00	0.0%
Cameron University	$13,704.00	$13,704.00	$0.00	0.0%	$1,368.00	$1,368.00	$0.00	0.0%	$15,072.00	$15,072.00	$0.00	0.0%
Langston University	$11,228.40	$11,228.40	$0.00	0.0%	$1,855.14	$1,855.14	$0.00	0.0%	$13,083.54	$13,083.54	$0.00	0.0%
Regional Average	*$13,450.40*	*$13,541.36*	*$90.96*	*0.7%*	*$1,145.08*	*$1,161.94*	*$16.85*	*1.5%*	*$14,595.48*	*$14,703.30*	*$107.81*	*0.7%*
Average	*$14,880.87*	*$15,097.51*	*$216.64*	*1.5%*	*$1,351.74*	*$1,299.86*	*-$51.88*	*-3.8%*	*$16,232.61*	*$16,397.37*	*$164.76*	*1.0%*

*New Programs Excluded From Average

250

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	% Chg	FY21	FY22	$ Chg	% Chg	FY21	FY22	$ Chg	% Chg
University of Oklahoma												
OU Law, Juris Doctor	$27,555.00	$28,935.00	$1,380.00	5.0%	$4,208.00	$4,208.00	$0.00	0.0%	$31,763.00	$33,143.00	$1,380.00	4.3%
OU Law, Masters (LL.M., MLS)	$22,044.00	$23,148.00	$1,104.00	5.0%	$3,407.00	$3,407.00	$0.00	0.0%	$25,451.00	$26,555.00	$1,104.00	4.3%
OU Health Sciences Center												
Doctor of Medicine	$61,098.00	$62,198.00	$1,100.00	1.8%	$3,590.50	$3,622.50	$32.00	0.9%	$64,688.50	$65,820.50	$1,132.00	1.7%
Doctor of Dental Science	$70,895.00	$70,895.00	$0.00	0.0%	$3,332.50	$3,364.50	$32.00	1.0%	$74,227.50	$74,259.50	$32.00	0.0%
Physician Associate	$30,076.00	$31,159.00	$1,083.00	3.6%	$3,332.50	$3,364.50	$32.00	1.0%	$33,408.50	$34,523.50	$1,115.00	3.3%
Physician Assistant	$30,076.00	$31,159.00	$1,083.00	3.6%	$2,851.00	$2,908.00	$57.00	2.0%	$32,927.00	$34,067.00	$1,140.00	3.5%
Doctor of Pharmacy	$35,706.00	$36,780.00	$1,074.00	3.0%	$3,085.30	$3,117.30	$32.00	1.0%	$38,791.30	$39,897.30	$1,106.00	2.9%
Occupational Therapy	$19,902.00	$20,898.00	$996.00	5.0%	$2,343.70	$2,375.70	$32.00	1.4%	$22,245.70	$23,273.70	$1,028.00	4.6%
Doctoral of Physical Therapy	$26,497.00	$27,822.00	$1,325.00	5.0%	$3,085.30	$3,117.30	$32.00	1.0%	$29,582.30	$30,939.30	$1,357.00	4.6%
Doctor of Audiology	$24,473.00	$25,697.00	$1,224.00	5.0%	$2,343.70	$2,375.70	$32.00	1.4%	$26,816.70	$28,072.70	$1,256.00	4.7%
Public Health	$18,896.40	$18,896.40	$0.00	0.0%	$1,972.90	$2,004.90	$32.00	1.6%	$20,869.30	$20,901.30	$32.00	0.2%
Doctor of Nursing Practice	$21,894.30	$23,865.30	$1,971.00	9.0%	$1,972.90	$2,004.90	$32.00	1.6%	$23,867.20	$25,870.20	$2,003.00	8.4%
Master of Science in Nursing	$17,071.20	$18,608.40	$1,537.20	9.0%	$1,972.90	$2,004.90	$32.00	1.6%	$19,044.10	$20,613.30	$1,569.20	8.2%
MSN Online*		$0.00				$733.00				$733.00		
Oklahoma State University												
CHS - College of Osteopathic Medicine	$53,298.56	$53,298.56	$0.00	0.0%	$2,582.22	$2,582.22	$0.00	0.0%	$55,880.78	$55,880.78	$0.00	0.0%
CHS - Physician Assistant*	$29,500.00	$29,500.00	$0.00	0.0%	$2,744.22	$2,744.42	$0.20	0.0%	$32,244.22	$32,244.42	$0.20	0.0%
College of Vet Medicine	$46,795.00	$46,795.00	$0.00	0.0%	$3,127.40	$3,249.00	$121.60	3.9%	$49,922.40	$50,044.00	$121.60	0.2%
Northeastern State University												
College of Optometry Program	$37,550.00	$38,575.00	$1,025.00	2.7%	$935.20	$1,040.20	$105.00	11.2%	$38,485.20	$39,615.20	$1,130.00	2.9%
Northwestern State University												
Doctor of Nursing Practice	$15,420.00	$15,420.00	$0.00	0.0%	$0.00	$0.00	$0.00	0.0%	$15,420.00	$15,420.00	$0.00	0.0%
Southwestern OK State Univ												
Master of Science in Nursing	$14,814.00	$14,814.00	$0.00	0.0%	$264.00	$264.00	$0.00	0.0%	$15,078.00	$15,078.00	$0.00	0.0%
Doctor of Pharmacy	$34,640.00	$34,640.00	$0.00	0.0%	$1,168.00	$1,168.00	$0.00	0.0%	$35,808.00	$35,808.00	$0.00	0.0%
Langston University												
Physical Therapy Program	$25,857.48	$25,857.47	-$0.01	0.0%	$2,997.33	$2,997.33	$0.00	0.0%	$28,854.81	$28,854.80	-$0.01	0.0%
Average	*$31,727.95*	*$32,473.06*	*$745.11*	*2.9%*	*$2,428.62*	*$2,458.80*	*$30.18*	*1.5%*	*$34,156.56*	*$34,931.85*	*$775.29*	*2.7%*

*New Programs Excluded From Average

AGENDA ITEM #31-e (3):

> **Operations.**

SUBJECT: Ratification of Acceptance of Elementary and Secondary School Emergency Relief III (ESSER III) Funds for Allocation of a State Paid Student Teaching Program from the Oklahoma State Department of Education (OSDE).

RECOMMENDATION:

> **It is recommended that the State Regents ratify acceptance of ESSER III federal relief funds in the amount of $6,337,500 over three years (through 2024) as needed to fund the Paid Student Teaching Program.**

BACKGROUND:

The Elementary and Secondary School Emergency Relief (ESSER) Funds of the 2021 American Rescue Plan Act – Section 2001 (ARP ESSER/ESSER III), authorizes the Oklahoma State Department of Education (OSDE) to utilize funds to meet the needs of Oklahoma school districts for the purposes of preventing, preparing for and responding to COVID-19 challenges, including areas that negatively impact learning loss and effective instruction in schools. Focusing on instruction, the state recognizes the importance of having a professionally prepared educator in every classroom; however, there is a shortage of such practitioners, prompting high demand for teacher recruitment and retention efforts.

To incentivize traditional teacher preparation programs at Oklahoma Universities, a partnership between the State Regents and the OSDE will support a Paid Student Teaching Program by investing federal relief dollars to compensate pre-service teachers for their work as student teachers in K-12 classrooms. The purpose of this initiative is to help support student teachers financially as they engage in their 12-week internship in a K-12 school. Following their internship, in an effort to retain teachers in the state of Oklahoma, individuals who secure a contract to teach in an Oklahoma accredited school will receive a second payment. The goal of this initiative is to help address the teacher shortage in Oklahoma.

POLICY ISSUES:

The American Rescue Plan Elementary and Secondary School Emergency Relief (ESSER) Fund receives appropriations through the Education Stabilization Fund (ESF). The ESF provides support to State Educational Agencies (SEAs) in states with the highest coronavirus burden to address specific education needs of students, their parents, and teachers in public and non-public elementary and secondary schools. The goal of the Paid Student Teaching Program is consistent with the State Regents' Teacher Education policy and statutory requirements.

ANALYSIS:

The program will fund Oklahoma student teachers annually, beginning in school year 2021-22 and continuing through school year 2023-24. Funds will be made available for up to $3,250 per individual

student teacher approved by an Educator Preparation Program (EPP). The award is divided into two parts and will be distributed as follows:

First Disbursement
- $1,625 during student teaching
- Paid by the OSRHE via the institutions for higher education (IHE) to disburse to qualified applicants as determined by the IHE and OSDE

AND

Second Disbursement
- $1,625 upon completion of student teaching and upon signing a contract to teach in an Oklahoma accredited public school
- Paid by the OSDE via the school district

This initiative will help ensure that students have highly effective and well-trained teachers that participated in the Paid Student Teaching Program. Teachers fully trained by Oklahoma EPPs are teachers with the subject-matter knowledge and effective teaching and learning skills necessary to help all children achieve high academic standards, regardless of individual learning styles or needs.

After completing their student teaching requirement, it is expected that teacher candidates from EPPs will go on to secure a contract to teach in an accredited Oklahoma public school. Retention of qualified and effective practitioners for Oklahoma classrooms is important to mitigate against the challenges of learning loss, especially learning loss due to the pandemic. Additionally, support provided by this initiative will help facilitate a viable pipeline of teachers to help address the shortage of educators in the state.

The following institutions have EPPs that will participate in the Paid Student Teaching Program:

1. Bacone College
2. Cameron University
3. East Central University
4. Langston University
5. Mid-America Christian University
6. Northeastern State University
7. Northwestern Oklahoma State University
8. Oklahoma Baptist University
9. Oklahoma Christian University
10. Oklahoma City University
11. Oklahoma Panhandle State University
12. Oklahoma State University
13. Oklahoma Wesleyan University
14. Oral Roberts University
15. Randall University
16. Southeastern Oklahoma State University
17. Southern Nazarene University
18. Southwestern Christian University
19. Southwestern Oklahoma State University

20. University of Central Oklahoma
21. University of Oklahoma
22. University of Science & Arts of Oklahoma
23. University of Tulsa

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 9, 2021

AGENDA ITEM #31-e (4):

  Personnel.

SUBJECT: Ratification of director-level and above personnel actions.

RECOMMENDATION:

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

BACKGROUND/POLICY ISSUES:

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

ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.

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

OneNet Business Director. It is recommended that the State Regents ratify the appointment of Mr. Kevin Blake to serve as the OneNet Business Director to fill a vacancy created by the retirement of Ami Layman in May 2021. This position is responsible for assisting the Executive Director of OneNet with management of budgeting and accounting processes. The OneNet Business Director provides general oversight and management for the OneNet Business Department, including Accounts Receivable, Accounts Payable, Purchasing, Fixed Asset Control Staff and Front Desk Staff. Mr. Blake has been employed by the State Regents since September 2019 and previously served as OneNet and OCAN Operations Manager before being appointed as OneNet Business Director. Mr. Blake holds a B.A. in Journalism from the University of Central Oklahoma and an M.A. in Communication from the University of Oklahoma. He is currently pursuing his doctorate in communications from the University of Oklahoma. The OneNet Business Director reports to the Senior Director for OneNet and OCAN Services. Mr. Blake assumed the position of OneNet Business Director effective July 1, 2021, and receives an annual salary of $80,000. A copy of Mr. Blake's resume is attached.

Interim Associate Vice Chancellor for Strategic Planning and Analysis. It is recommended that the State Regents approve the appointment of Edurne Lopez to serve as the Interim Associate Vice Chancellor for Strategic Planning and Analysis to fill a vacancy created by the retirement of Senior Vice Chancellor for Strategic Planning, Analysis, Workforce and Economic Development Tony Hutchison effective August 1, 2021, and the resignation of Associate Vice Chancellor for Workforce and Economic Development Matt Eastwood effective August 13, 2021. This appointment will allow the work of the Strategic Planning and Analysis division to continue until the next Chancellor is selected and can make an informed decision regarding the long-term staffing needs of the Strategic Planning and Analysis Division. Ms. Lopez currently serves as the Assistant Vice Chancellor for Student Performance Data and has been employed with the State Regents since 2019. In this role, she is responsible for the research, analysis, development and communication of Oklahoma's student performance data information for the Oklahoma State Higher

Education System and its partners. As Interim Associate Vice Chancellor for Strategic Planning and Analysis, Ms. Lopez will be responsible for supervising Strategic Planning and Analysis staff and for the day-to-day and long-range administration of data and analytically related programs and projects. Ms. Lopez earned her Master's in Applied Economics from the University of Maryland and her Bachelor of Science in Economics from Portland State University. The Interim Associate Vice Chancellor for Student Performance Data will perform work under the supervision of the Vice Chancellor for Administration. Ms. Lopez will receive a monthly stipend of $1,000 in addition to her current salary of $92,600 for the additional duties she is assuming in this position, made retroactive to August 16, 2021. A copy of Ms. Lopez's resume is attached.

Interim Assistant Vice Chancellor for Student Performance Data. It is recommended that the State Regents ratify the appointment of Matthew Lann-Wolcott to serve as the Interim Assistant Vice Chancellor for Student Performance Data to fill a vacancy created by the retirement of Senior Vice Chancellor for Strategic Planning, Analysis, Workforce and Economic Development Tony Hutchison effective August 1, 2021, and the resignation of Associate Vice Chancellor for Workforce and Economic Development Matt Eastwood effective August 13, 2021. This appointment will allow the work of the Strategic Planning and Analysis division to continue until the next Chancellor is selected and can make an informed decision regarding the long-term staffing needs of the Strategic Planning and Analysis Division. Mr. Lann-Wolcott currently serves as a Strategic Planning and Analysis Analyst II and has been employed with the State Regents since 2019. In this role, he provides in-depth analyses and reporting of current topics of interest, coordinates data flow from enrollment process through degree obtainment to ensure consistency of data, and maintains external data exchanges between the OSRHE and the Integrated Postsecondary Education Data System (IPEDS), and the Oklahoma State Department of Education (SDE). As Interim Assistant Vice Chancellor for Student Performance Data, Mr. Lann-Wolcott will be responsible for assisting the Interim Associate Vice Chancellor for Student Performance Data in the day-to-day and long-range administration of data and analytically related programs and projects. Mr. Lann-Wolcott earned his Master's in Science Mathematics and his Bachelor of Science Mathematics with an emphasis in statistics from Wichita State University. The Interim Assistant Vice Chancellor for Student Performance Data will perform work under the supervision of the Interim Associate Vice Chancellor for Strategic Planning and Analysis. Mr. Lann-Wolcott will receive a monthly stipend of $1,000 in addition to his current salary of $58,000 for the additional duties he is assuming in this position, made retroactive to August 16, 2021. A copy of Mr. Lann-Wolcott's resume is attached.

General Counsel. It is recommended that the State Regents approve the appointment of Matt Stangl to serve as General Counsel to fill a vacancy created by the retirement of General Counsel Bob Anthony effective April 1, 2021. Mr. Stangl was appointed by the State Regents to serve as Interim General Counsel This position is responsible for the provision of legal services to all divisions of the State Regents and coordinating outside legal services to the State Regents when such services are necessary. The General Counsel provides overall management of the Office of General Counsel and assigned staff. Mr. Stangl currently serves as an Assistant Attorney General with the Oklahoma Office of the Attorney General. Through a contract between the Attorney General and the State Regents, Mr. Stangl previously provided half-time legal services to certain institutions as well as half-time legal services to the State Regents. Prior to becoming an Assistant Attorney General, Mr. Stangl served as a staff attorney for the University of Oklahoma from 2007-2013. Mr. Stangl has over 15 years of experience in higher education law. He earned his Juris Doctorate from the University of Oklahoma College of Law and his Bachelor of Arts in Psychology degree from the University of Oklahoma. Mr. Stangl's appointment as General Counsel will be made retroactive to July 1, 2021, and he will receive an annual salary of $160,000. A copy of Mr. Stangl's resume is attached.

Kevin Blake, M.A.

OBJECTIVE

Seeking a challenging and dynamic opportunity requiring an experienced, well-rounded executive professional with academic, financial, technical, and production experience to incorporate within the senior administrative team.

SKILLS SUMMARY

- Professional management, teaching and technological experience within a variety of capacities within the **Administrative** (OSRHE) / **Educational** (OSRHE)/ **Financial** (OSRHE) **Information Technology** (OSRHE), and **Project Management** (OU) sector.
- Intuitive leader inspiring high productivity levels; repeated success guiding sizeable cross-functional teams as well as training, coaching, teaching and motivation of staff. Establish, build, and maintain productive relationships with external agencies and departments.
- Solid professional with a "strategic-thinking" and "value-added" approach.

EXPERIENCE

Oklahoma State Regents for Higher Education (OSRHE)   September 2019 – Current
OneNet / OCAN
OneNet and OCAN Operations Manager

- Provides direct support to the Director of OneNet and OCAN Operations specifically duties associated with the managing, budgeting, implementing, evaluating, and modifying of administrative processes and operational procedures related to assigned projects and departments; interprets and applies associated federal and state mandated guidelines.
- Provides support in the coordination of contract work for OneNet and OCAN.
- Assists in the development of OneNet operational projects and initiatives in the area of strategic goals, communications and plans for the OneNet/OCAN department, including daily responsibilities of identifying and attracting new partnerships, clients, and retaining current providers
- Oversees the development, maintenance, and implementation of the department's comprehensive strategic plan.
- Administers, plans, implements, designs, and evaluates related federal/state programs, grants, software systems, and services impacting the OCAN Director and department.
- Provides the OCAN Director with varied fiscal data, budgets, and analyses in connection with both short- and long-range financial planning for various departments, projects and last-mile providers.
- Provides coordination and assistance in the administration of OneNet and OCAN contracts with customers, vendors, state agencies and partners.
- Assist in preparation of various reports and summaries along with supporting OneNet and OCAN marketing and outreach strategies.

University of Oklahoma (OU)   May 2014 – September 2019
$1.5 Billion, Educational Public Research University
Director to the Associate Vice President Student Affairs, Student Affairs – Housing

- Led the development of university operational employees in the area of strategic goals and plans for the department, including daily responsibilities, identified and attracted new students, clients, and retained current students; oversaw the development, maintenance, and implementation of the University's comprehensive strategic plan.
- Administered, planned, implemented, designed, and evaluated related federal/state programs, software systems, and services impacting the department and university.
- Provided the vice president with varied fiscal data, budgets, and analyses in connection with both short- and long-range financial planning for various departments.
- Responsible for overseeing and coordinating departmental on-line distance learning course development for the JANIX program.

- Executive Director to the OU Passport facility in conjunction with the US Department of State.
- Responsible for the internal team lead development and design of institutional software systems, including AR/VR/XR solutions, mobile applications utilized within OU Student Affairs, OU Administration & Finance and OU Housing Services.
- Established, monitored, evaluated, and modified processes, procedures, and/or standards, ensuring alignment with the department's mission, values, goals, and objectives.
- Served as an executive director to applicable external agencies and industries, internal departments, and applicable educational institutions representing the department with respect to processes and procedures.
- Board of Director member for the OU Credit Union and the OU Food Pantry.

University of Oklahoma (OU)   **October 1996 – 2014**

Director of Project Management Services – OU Information Technology

- Managed all aspects of IT business, personnel, budgets, and project relations; coordinated with departmental directors, deans, and chair representatives to maximize adoption success of various IT client projects.
- Directly responsible for project management and coordination. Specific responsibilities included: iTunes U community rollout, consolidation of systems & multimedia media labs, testing enterprise software, budgeting, strategic planning, and risk management.
- Responsible for the financial evaluation of potential new technological acquisitions, identifying synergies and overall organizational "fit" into the short and medium-term strategy, execution and complete integration.

DeBartlo Corporation   **May 1992 – October 1996**

$587 Million, Entertainment & Media Corporation
Project Production Manager / Marketing and Information Technology

- Directly responsible for the production of various nationally syndicated entertainment programs, for such networks as ESPN and FOX sports. Conceived compelling and strategic marketing and promotional material for large-scale projects encompassing broadcast, on-line, social-media, software, print, and distributed packaging.
- Responsible for writing, producing and editing marketed content for in-house and nationally distributed broadcast media outlets.

EDUCATION

University of Oklahoma   **May 2009**

M.A. – Communication / B.C.P. / Communication & Technology / Organizational Communication
  o   Assistantship: B.C.P. Management

University of Central Oklahoma   **May 1992**

B.A. – Major: Journalism
o   Coursework in journalism, information technology, communication, and computer programming.

RECENT PUBLICATIONS

Adkins, G. L., Thornton, T. J., & Blake, K. (2009). A Content Analysis Investigating Relationships Between Communication and Business Continuity Planning. *Journal of Business Communication, 46*(3), 362-403.

PROFESSIONAL ACTIVITIES

Doctoral Student: Communication Department (University of Oklahoma)
Board of Directors Member: OU Credit Union (2014-2019)
Replay Coordinator: Big Twelve Conference (2006-present), BCS National Championship (2007)
Consulting: DV Sport, XOS Digital, National Science Foundation and the Big Twelve Conference
Crestron Systems: Programmer / Control & Automated Systems Designer

EDURNE USSEGLIO

PROFESSIONAL EXPERIENCE

Assistant VC of Student Performance Data |Oklahoma State Regents for Higher Education   **May 2019–Present**
- Respectfully lead a team of 2 data analysts
- Manage Dept. Of Education federal data reporting, miscellaneous reports for colleges, students, Oklahoma Governor's office, senator(s), using Oracle *SQL Developer, SAS, SPSS, and Excel*
- Implemented a project management system within two months of starting tenure to prioritize data requests, ensuring all data requests are acknowledged, and completed
- Collaborated with IT to push a stagnant data transformation proposal to success
- Committee planning member for ETL and database transformation (entire data infrastructure revamp)

Adjunct Instructor of Economics | Oklahoma City Community College   **Academic Year 2019-2020**
- Teach night classes on microeconomics and statistics (including *excel*), monitor online microeconomics class
- Passionate interest in finding ways to engage students to learn economics and statistics through organic class discussion and application to the real world (work and otherwise)

Data Scientist | Locke Supply   **Jan 2019–April 2019**
- Set pricing structure for maximum profits, freight transportation planning optimization using *Excel, R, SQL*
- Coordinate with branch associates, freight, and software teams to gather knowledge

Survey Manager | IMG-Crown in support of Department of Energy (DOE)   **Dec 2017–May 2018**
- Respectfully manage and guide 6 data analysts on cleaning petroleum supply surveys' data for federal clients

Energy Policy & Budget Analyst | AST in support of DOE   **Aug 2015–November 2017**
- Geovision Study writing team member (economics and finance subject matter expert)
- Research industrial manufacturing sector's energy use trends or macroeconomic snapshot ([Primary Metals](), [Chemicals](), [Paper]())

Consultant | EAB   **Dec 2014–November 2017**
- Survey data collection on and off the field, Data interpretation through graphical, written and verbal summaries to non-technical audiences. Present findings of data research to public and private sector clients

Economist | National Electrical Manufacturers Association (NEMA)   **Aug 2014–Mar 2015**
- Thorough data analysis/checks of 21 surveys' sales and unit data (monthly, quarterly, semiannual, and regional)

Survey Data Analyst | IMG-Crown in support of DOE   **Jan 2012–Aug 2014**
- Investigate data inconsistencies on weekly and monthly petroleum supply surveys

EDUCATION
Masters in Applied Economics | University of Maryland   **Graduated August 2017**
- Empirical Analysis I-III, Econometric Modeling & Forecasting, Development Econ, Program Analysis & Evaluation

Bachelor of Science in Economics | Portland State University, Portland, OR   **June 2011**
- Energy Econ, Resource & Environmental Econ, International Econ, Financial, History of Economic Thought

TECHNICAL SKILLS
Proficient-Outlook, PowerPoint, Excel, STATA, Power BI, Research databases; Familiarity- Access, SAS, SQL
Curious and excited by learning new languages. Currently practicing and improving my SQL, and R skills

LANGUAGES
Spanish| Reading, writing, and speaking

MATTHEW D. LANN-WOLCOTT

EXPERIENCE

Oklahoma State Regents for Higher Education   October 2019 – Present
Oklahoma City, Ok

Strategic Planning and Analysis Analyst II   July 1, 20201 – Present
- Prepare and submit Federal IPEDS surveys, including 12 Month Enrollment, Completions, Graduation Rate, Outcome Measures and Fall Enrollment surveys for Oklahoma post-secondary institutions. Work with institutions to correct errors in survey submissions and provide IPEDS with explanations for data discrepancies.
- Generate reports for state mandated High School Indicators Report and Federal Perkins V Indicators of Performance.
- A member of the agency wide Accessibility Workgroup, responsible for training my department in best practices for Accessibility of Microsoft products as well as web-based reports.
- Additionally, all previous responsibilities as Student Performance System analyst.

Projects:
- Currently transitioning annual reporting processes performed in SPSS into SAS Enterprise Guide or SAS scripts as appropriate. When completed this will provide thorough documentation of annual reporting processes plus a simplified GUI interaction for producing reports decreasing production time.
- Working on SAS transition providing subject matter knowledge on reporting requirements, data definitions and reporting outcomes.

Student Performance System Analyst   October 2019 –June 30, 2021
- Provide student performance analysis for various internal departments including performance comparisons and student performance tracking.
- Create or update tables and graphs for web-based reports, including graduation rates, persistence rates and the Oklahoma High School Indicators Project.
- Create ad hoc reports related to student performance data for outside organizations including non-profits, the legislature.

Projects:
- Analysis of ACT performance by High School graduates for the Office of Educational Quality and Accountability. Compared pre and post statewide census testing across a variety of metrics and demographic breakouts. Used 2019 graduates to analyze the potential impact of Super Scoring on a student's ACT composite score.
- Updated IPEDS reporting process to incorporate new IPEDS requirements for the 12 Month Enrollment and Completions surveys.

EDUCATION

Master of Science Mathematics   December 2018
Wichita State University, Wichita, KS

Bachelor of Science Mathematics, Emphasis Statistics   May 2016
Wichita State University, Wichita, KS

Master's Thesis: Coverage Probability of Tolerance Levels
- Examined the relationship between coverage probabilities and stress tolerance levels of composites to evaluate the use of coverage probabilities in ANOVA model design.
- Developed an algorithm in R using built in functions to calculate the coverage probabilities of the A basis and B basis for numerical examples. Compared the algorithm to an algorithm using Simpson's rule for accuracy. https://github.com/lannwolcott/Coverage-Probability-in-R

SELECTED SKILLS

Statistical Analysis: Regression Analysis, Time Series Analysis, Multivariate Statistics

Computer: SAS, SAS Enterprise Guide, SAS VIYA, SQL, R, LaTex, Microsoft Office

FURTHER WORK EXPERIENCE

USD 259, Wichita, KS   August 2009-Present
Lead Groundskeeper
- Design and implement yearly turf maintenance program on limited $1,200 budget.
- Coordinated with horticulture teacher and nonprofit ICTrees on the installation and ongoing maintenance of over 70 saplings with a ninety percent survival rate. Long term cost savings estimated at $10,500.

VOLUNTEER WORK

McLean Elementary School, Wichita, KS   2016-2017 School Year
- Served on the Outdoor Wildlife Learning Space (OWLS) committee. Successfully collaborated with a team to design an outdoor classroom, apply for and secure grant funds to construct the space.

AWARDS

Good Apple Award USD 259, May 2010, received for outstanding performance
Good Apple Award USD 259, December 2017, for work as volunteer on the OWLS committee

MATTHEW R. STANGL

SUMMARY

Highly accomplished and knowledgeable legal professional with wide range of experience in state government, higher education, labor and employment matters under both state and federal law, including but not limited to litigation, civil rights, EEO and the EEOC, Oklahoma's Office of Civil Rights Enforcement and Merit Protection Commission, and various other administrative matters/proceedings pertaining to state government agencies/employees and state college/university boards, students, faculty, staff, and healthcare professionals. Extensive experience advising state and college boards pursuant to the Oklahoma Open Meetings Act. Complemented by psychology/mental health/social work background, thoroughly proficient in reviewing documents to safeguard confidential, non-relevant information protected by HIPAA, FERPA, and the Open Records Act, as well as attorney-client communications and other evidentiary privileges. Successfully drafted thousands of legal and mental health/social work documents. Strong legal acumen as well as unquestioned integrity.

EXPERIENCE

OKLAHOMA OFFICE OF THE ATTORNEY GENERAL   Oklahoma City, Oklahoma
ASSISTANT ATTORNEY GENERAL   Dec. 2013-Present

Through 50% contract with the Oklahoma Office of Juvenile Affairs, provide legal advice and representation to agency on all labor and employment law issues and related matters. Through other 50% contract with the Oklahoma State Regents for Higher Education, provide general counsel services to leadership staff and boards at approximately one dozen 2-year state colleges and universities.

UNIVERSITY OF OKLAHOMA   Norman, Oklahoma
Staff Attorney   Mar. 2007-July 2013

Represented the Board of Regents of the University of Oklahoma in all litigation (except collections, medical malpractice, and workers' compensation cases) involving entities falling under the Board's umbrella, which include the Norman campus, the Health Sciences Center's Oklahoma City and Tulsa campuses, OU Physicians, Rogers State and Cameron Universities, and George Nigh Rehabilitation Center in Okmulgee. Scope of claims included but was not limited to causes of action falling under Title VII, Title IX, Section 1983, the ADA, ADEA, FMLA, Rehabilitation Act, the Oklahoma Anti-Discrimination and Governmental Tort Claims Acts, as well as contractual disputes. Performed extensive legal research and writing, drafted memos, pleadings, motions and briefs. Conducted discovery and depositions and attended hearings in state, federal, and appellate courts. Conducted settlement negotiations and participated in EEOC mediations, formal mediations, court-ordered settlement conferences, and various administrative hearings. In addition:

- Consulted with and advised the Office of Human Resources on employment issues, the Disability Resources Center on ADA compliance issues, the Office of Student Affairs on student misconduct issues, the Institutional Equity Office on sexual misconduct cases and Title IX compliance issues, I.T. on electronic discovery matters, State Risk Management on tort claims filed against the Board, and Campus Police related to crime and safety issues. Collaborated with administrators, staff members, faculty, students, and the University's EEO office on internal complaints of discrimination and responses to charges filed externally with EEOC, in addition to litigation matters.
- Provided legal and regulatory updates at staff meetings and answered questions concerning employment law, the Oklahoma Governmental Tort Claims and Anti-Discrimination Acts, and Title IX compliance.
- Trained and mentored new attorneys and law student interns.

STEIDLEY & NEAL, P.L.L.C.   McAlester, Oklahoma
Associate Attorney   July 2005-Mar. 2007

Performed extensive legal research and writing focusing on insurance defense and personal injury law, medical and legal malpractice, municipal law, insurance law, civil rights and employment law, products liability, and adoption law. Prepared pleadings, motions, and briefs. Investigated accident scenes and facts. Conducted discovery and depositions. Attended court hearings. Established adoption practice in collaboration with administrators at former employer Eastern Oklahoma Youth Services – Eastern Oklahoma Adoptions.

258.6

FOLIART, HUFF, OTTAWAY & BOTTOM   Oklahoma City, Oklahoma
Clerk, Intern, Associate Attorney   May 2002-July 2005

Performed extensive legal research and writing focusing on medical malpractice and hospital liability defense, insurance defense, as well as products and premises liability defense. Drafted memos, pleadings, motions, and briefs. Conducted discovery and depositions. Attended court hearings.

ADDITIONAL EXPERIENCE

EASTERN OKLAHOMA YOUTH SERVICES   McAlester, Oklahoma
Case Manager, Independent Living Coordinator   1998-2001

Directed independent living program in five counties, included budget responsibilities. Provided comprehensive home-based social work services to families in southeastern Oklahoma, including assessment of family needs and formulation of treatment goals, as well as facilitating access to community resources counseling, substance abuse prevention, and court advocacy.

ST. ANTHONY'S HOSPITAL,   Oklahoma City, Oklahoma
Mental Health Technician II   1997-1998

Cared for, monitored, and rendered mental health services to adolescent residents. Oversaw milieu staff, counseled residents, conducted group activities, and led educational groups.

EDUCATION

UNIVERSITY OF OKLAHOMA, Norman, Oklahoma
J.D., 2004
Honors: Academic Achievement Award –
Legal Research and Writing, 2001

UNIVERSITY OF OKLAHOMA, Norman, Oklahoma
B.A., Psychology, 1997

LICENSES

U.S. Tenth Circuit Court of Appeals, 2007
Federal District Court for the Western and Northern Districts of Oklahoma, 2004
Admitted to Oklahoma Bar, 2004

VOLUNTEER ACTIVITIES

Court Appointed Special Advocates ("CASA") of Southeast Oklahoma, Vice-President/Board of Directors, 2006-2007
Oklahoma Adoption Coalition, Member, 2006-2007
Oklahoma Lawyers for Children, Member, 2004-2005
Judge for *American Legion* State Oratorical Contest, 2016-2020

AFFILIATIONS

Cleveland and Oklahoma County Bar Associations Member, since 2007
National Association of College and University Attorneys (NACUA), since 2007
Oklahoma General Counsel Forum, since 2014

AGENDA ITEM #31-f (1):

> **Non-Academic Degrees.**

SUBJECT: Ratification of a request from Oklahoma State University to award a posthumous degree.

RECOMMENDATION:

> **It is recommended that the State Regents ratify Oklahoma State University's request to award a posthumous degree.**

STAFF ANALYSIS:

A request has been made from Oklahoma State University to award a Bachelor of Science in Business Administration degree posthumously to Ms. Mallory Raven Watson.

State Regents' Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work."

At the time of her death, Ms. Watson was a senior in good academic standing, had completed 109 hours towards her degree and was weeks away from completing her Spring 2021 semester classes. This request was approved based on recommendation of the president.

State Regents' ratification is recommended.

The proposed diploma for the posthumous degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Mallory Raven Watson

to the degree of

Bachelor of Science in Business Administration

International Business

Awarded Posthumously

and all the honors, privileges and obligations belonging thereto,

and in witness thereof have authorized the issuance of

this Diploma duly signed and sealed.

Issued at the Oklahoma State University at Stillwater, Oklahoma on the

eleventh day of December, two thousand twenty one

For the Regents

Chairman

Secretary

Chancellor

For the University

Chairman, Board of Regents

President of the University

Kenneth X. Eastman
Dean of Division

AGENDA ITEM #31-f (2):

> **Non-Academic Degrees.**

SUBJECT: Ratification of a request from Oklahoma City Community College to award a posthumous degree.

RECOMMENDATION:

> **It is recommended that the State Regents ratify Oklahoma City Community College's request to award a posthumous degree.**

STAFF ANALYSIS:

A request has been made from Oklahoma City Community College to award an Associate in Arts degree posthumously to Ms. Kimberly Cox.

State Regents' Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work."

At the time of her death in January 2021, Ms. Cox had earned a total of 72 credit hours towards her associate degree. This request was approved based on recommendation of the president.

State Regents' ratification is recommended.

The proposed diploma for the posthumous degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education
acting through

Oklahoma City Community College

have admitted posthumously
Kimberly Cox
to the degree of
Associate in Arts

and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this award duly signed and sealed.
Issued at Oklahoma City Community College on the
fifteenth day of May, two thousand and twenty one.

For the State Regents

Chairman

Secretary

Chancellor

For the College

Chairman, Board of Regents

Interim President

Vice President for Academic Affairs

AGENDA ITEM #31-g:

Resolution.

SUBJECT: Approval of resolution honoring Chancellor Glen D. Johnson.

This will be presented at the meeting.

AGENDA ITEM #32-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, 2021 as well as requests pending from the previous year.

POLICY ISSUES:

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

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2021-2022).

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

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

Supplement available upon request.

AGENDA ITEM #32-b:

> **Quarterly Policy Exception Report.**

SUBJECT: Acknowledge Receipt of the Quarterly Policy Exception Report.

RECOMMENDATION:

> **This item is for information only.**

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 78th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

One exception to OSRHE academic policies was granted by the Chancellor since the March 4, 2021 report.

ANALYSIS:

Seminole State College (SSC)

An exception was granted to the OSRHE's Concurrent Enrollment policy, which prescribes minimum course placement standards for high school students enrolling in college coursework, to allow SSC to enroll approximately 25 eleventh-grade students from Shawnee High School (SHS) in Introduction to Chemistry (CHEM 1114) at SSC during the Fall 2021 semester, regardless of whether the students met SSC's minimum placement standards for college-level science courses. SHS students were still required to meet the minimum standards for admission to community colleges as set forth in the Concurrent Enrollment policy. The exception was approved based on SHS's immediate need to serve students while searching for a high school physical science instructor, and recommendation of the president.

Oklahoma State University (OSU)

An exception was granted an exception to the Oklahoma State Regents for Higher Education's Undergraduate Degree Requirements policy, which states that students must complete a minimum 30 credit hours in residence at the awarding institution, excluding correspondence work, in order to earn a baccalaureate degree. This exception allowed OSU to award a student a baccalaureate degree while only having completed 26 credit hours in residence at OSU. The exception was approved based on an academic advising error, that the student was in the process of completing 6 credit hours over the summer that would apply to the degree upon completion, and recommendation of the president.

AGENDA ITEM #32-c (1):

> **Annual Reports.**

SUBJECT: Annual Report of Program Requests.

RECOMMENDATION:

> **This item is for information only.**

BACKGROUND:

Oklahoma State System institutions submitted 279 program requests from July 1, 2020 to June 30, 2021. Sixty-two requests were carried over from 2019-2020. The following schedules summarize requests and State Regents' actions in 2020-2021. The detailed report is available as a supplement.

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 Annual Report on Program Requests, available upon request as a supplement, contains the 2020-2021 Degree Program Inventory and the following schedules:
1. Approved New Program Requests
2. Approved Electronic Media Requests
3. Approved Program Deletion Requests
4. Approved Program Name Change Requests
5. Approved Degree Designation Change Requests
6. Approved Cooperative Agreements
7. Approved Program Suspension Requests
8. Approved Reinstatement Requests
9. Approved Inventory Reconciliation Requests

2020-2021 Submissions and Actions. In the 2020-2021 year, institutions made the following requests and the State Regents took the following actions:

Requested Item Category	2019-2020 Carry-over	2020-2021 Submissions	2020-2021 Actions	Percentage of Requests Approved
1. New Programs	19	92	99	89%
2. Electronic Media	6	41	47	100%
3. Program Deletions	6	59	53	82%

4. Degree Program Name Changes	4	12	16	100%
5. Degree Program Designation Changes	20	7	27	100%
6. Cooperative Agreements	4	28	21	66%
7. Program Suspensions	2	12	13	93%
8. Program Reinstatements	0	1	1	100%
9. Inventory Reconciliations	2	22	24	100%
Total	**62**	**279**	**308**	**90%**

Supplement available upon request.

AGENDA ITEM #32-c (2):

Annual Reports.

SUBJECT: Degrees conferred Academic Year 2019-2020.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2019-20 Degrees Conferred in Oklahoma Higher Education report.

BACKGROUND:

In fall 2011, Oklahoma joined the Complete College America (CCA) degree completion initiative, along with 34 other participating states, to dramatically increase the number of adults with a college degree or credential, to set degree goals, and to develop and implement aggressive state- and campus-level action plans to meet those goals. Through Oklahoma's participation in CCA, state system colleges and universities receive in-depth technical support from America's leading experts on improving college success, including assistance in building consensus for reform and developing policy action plans; guidance on applying for and effectively using federal funding to produce more degrees; and annual networking opportunities.

As part of participation in the CCA initiative, the State Regents' developed a five-point plan to increase degree and certificate completion, which focuses on promoting college readiness, transforming remediation, strengthening pathways to certificates and degrees, expanding adult degree completion efforts, and rewarding performance and completion. CCA has named Oklahoma's five-point plan a national model for increasing college degree completion.

Graduation rates at every tier in Oklahoma higher education have risen significantly in the 10 years since joining CCA, driving the state's economy by providing a more educated workforce. Despite budget cuts to public higher education exceeding 26 percent since inception of our state's CCA initiative, Oklahoma's public and private colleges and universities and career technology centers have increased degree and certificate completion by more than 98 percent of the target benchmark to date. Within that growth is an exceptional increase in high-paying, high-demand STEM and health professions degrees. STEM degrees have increased by more than 54 percent in just the last nine years, and health care-related fields rank as the top degree-producing area at the associate degree level and among the top three at all degree levels.

Additionally, since joining the CCA initiative, the State Regents and our public colleges and universities have collaborated to implement various strategies to transform developmental education through changes to system-level policies and institutional practices. Aligning standards with the State Department of Education, working with campuses to develop innovative corequisite course models, and an innovative math pathways approach, among other efforts, have resulted in a decrease in the direct-from-high school remediation rate from 40.1 percent to 34.6 percent since 2014.

Oklahoma has also made a concentrated effort to reengage adult students. The State Regents' Reach Higher adult degree completion programs provide welcoming environments with specialized advising and support systems for adult students to return and complete degrees in high-demand fields. To date, more than 10,000 students have completed a degree in the Reach Higher program. Grant funding has enabled expansion of specialized supports for Oklahoma adult learners and development of a prior learning assessment website, ShowWhatYouKnowOK.org, which empowers adults to earn college credit for knowledge gained through work and life experiences, non-degree-granting institutions, military training, or other learning environments.

At the national level, five foundations are providing multiyear support to Complete College America: the Carnegie Corporation of New York, the Bill and Melinda Gates Foundation, the Ford Foundation, the W.K. Kellogg Foundation and Lumina Foundation for Education.

POLICY ISSUES:

As defined in the Oklahoma Constitution (Article XIII-A, Section 2), the Oklahoma State Regents for Higher Education is the coordinating board of control for Oklahoma's state system of higher education, with the following specific powers. In addition to prescribing standards of higher education applicable to each institution and determining the functions and courses of study in each institution, the State Regents also have responsibility for "grant[ing] degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions."

SUMMARY:

During the 2019-2020 academic year, the Oklahoma State System of Public Higher Education conferred 780 more degrees compared to five years ago, but 121 less than the previous year (2018-19). Bachelor's, Master's and First Professional degrees all saw increases, while certificates, Associate's and Doctorate degrees saw small decreases. Science, Technology, Engineering, and Math (STEM) degree production in 2019-20 remained flat compared to the previous academic year, with the number of Bachelor's degrees conferred increasing slightly and Associate's degrees conferred decreasing slightly. Degrees in the health professions again saw an increase in degrees conferred over the previous year, this time by 2.2 percent.

- **2019-2020 Degrees Conferred**
  - 36,659 degrees where conferred during the 2019-2020 academic year.
  - Certificates and Associate degrees accounted for 32 percent of the total degrees conferred, while Bachelor's degrees accounted for 48 percent and graduate degrees accounted for 20 percent.
 - Master's degrees made up 76 percent of the total graduate degrees conferred.

Degree Type	Total
Certificates	1,253
Associate Degrees	10,368
Bachelor's Degrees	17,765
First-Professional Degrees	915
Graduate Certificates	370
Master's Degrees	5,507
Doctoral Degrees	481
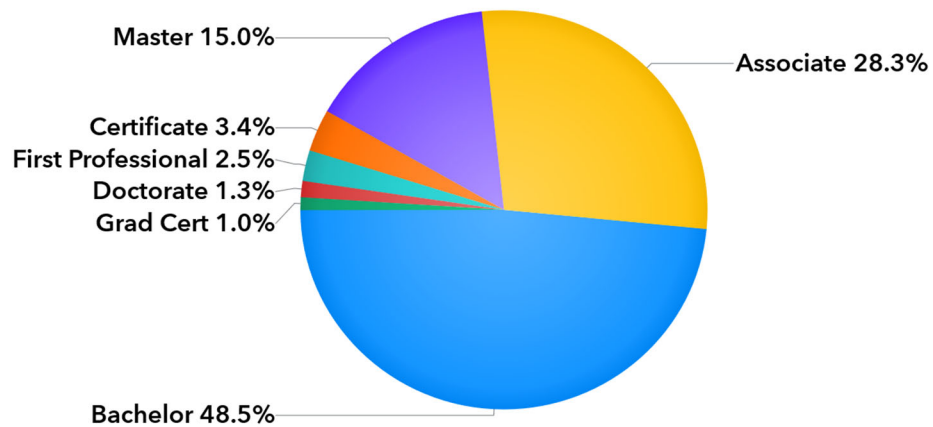
- **Five-Year Trend:**
  - o Over the last five years, the total number of degrees conferred by Oklahoma higher education institutions has increased by 789 degrees or 2.2 percent.
  - o While most degree types have seen increases over the last five years, one notable exception is Associate degrees. Compared to the 2014-2015 academic year, 1,067 (or 9.3 percent) fewer Associate degrees where conferred in the 2019-2020 academic year.
  - o On the other hand, Bachelor's degrees have seen a steady increase in production over the last five years. Since the 2014-2015 academic year, Bachelor's degrees conferred have increased by 1,153 or 6.9 percent.
  - o Two other degree types that have experienced significant increases over the last five years are graduate certificates and Master's degrees. Over the last five years, graduate certificates conferred increased by 129 certificates or 63.5 percent. During this same time period, Master's degrees increased by 663 degrees or 11.4 percent. A significant portion of the increase in Master's degrees conferred can be attributed to the successful expansion of several Master's programs at Southeastern Oklahoma State University. Southeastern Oklahoma State University increased its Master's degrees conferred from 220 during the 2017-2018 academic year to 735 during the 2019-2020 academic year, an increase of 234 percent.
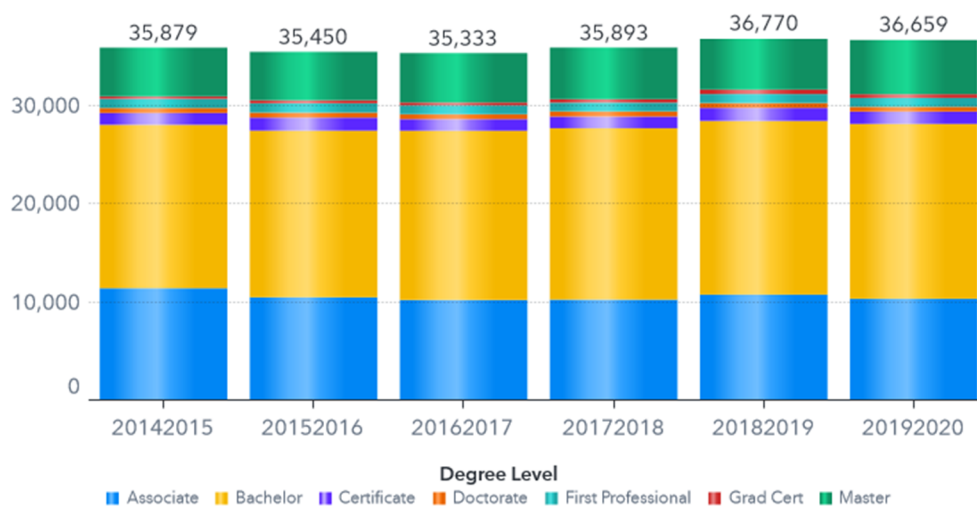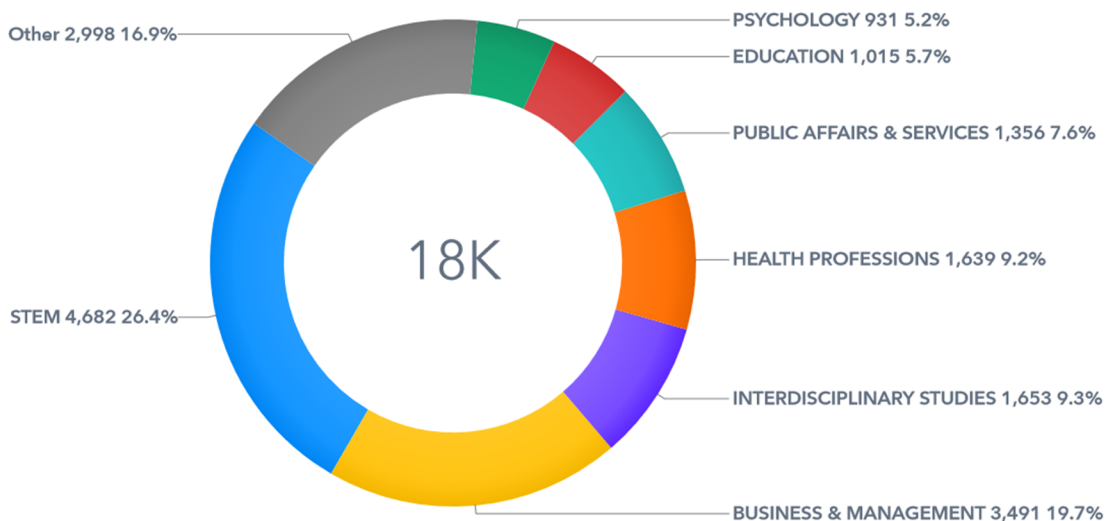
Degrees Conferred by Public Institutions by Degree Level
2013-2014 through 2019-2020

Degree Type	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	1 YR. Difference	5 YR. Difference
Certificate	1,206	1,322	1,179	1,192	1,322	1,253	-5.2%	3.8%
Associate	11.435	10,516	10,244	10,277	10,790	10,368	-3.9%	-9.3%
Bachelor's	16,612	16,931	17,197	17,414	17,647	17,765	0.7%	6.9%
First-Professional	950	942	905	897	908	915	0.8%	-2.26%
Grad Cert.	241	307	287	349	458	370	-19.2%	53.5%
Master's	4944	4,917	5,026	5,242	5,145	5,507	7.0%	11.4%
Doctoral	491	515	495	522	500	481	-3.8%	-2.0%
Total	**35,879**	**35,450**	**35,333**	**35,893**	**36,770**	**36,659**	**-0.3%**	**2.2%**

- **Degrees by Field:** The Health Professions field continues to be one of the most prominent fields across the different degree types conferred. Health Professions constitute 23.1 percent of all Certificates and 25.4 percent of Associate degrees conferred during 2019-20. Among Bachelor's or Master's degrees conferred, Health Professions was the 4th most awarded field, accounting for 9.2 percent of all Bachelor's and 11 percent of all Master's degrees awarded in 2019-20. STEM degrees, when considered as a whole, comprise the largest portion of Bachelor's degrees conferred and the 3rd largest portion of Associate degrees.

Top Fields of Study for Bachelor's Degrees

Other 2,998 16.9%
PSYCHOLOGY 931 5.2%
EDUCATION 1,015 5.7%
PUBLIC AFFAIRS & SERVICES 1,356 7.6%
18K
HEALTH PROFESSIONS 1,639 9.2%
STEM 4,682 26.4%
INTERDISCIPLINARY STUDIES 1,653 9.3%
BUSINESS & MANAGEMENT 3,491 19.7%

Business Administration and Management was also a very popular degree field during the 2019-2020 academic year. At the graduate level, Business Administration and Management accounted for 21.1 percent of degrees conferred. Business Administration and Management was also the second most popular baccalaureate degree awarded, accounting for 19.7 percent of degrees conferred. The top fields

of study among doctoral degrees were Engineering, accounting for 15.4 percent of doctoral degrees conferred, and Physical Sciences, accounting for 12.7 percent of doctoral degrees conferred. Among First Professional degrees, Pharmacy and M.D. degrees continue to lead, accounting for 36.5 percent of First Professional degrees conferred.

- **Degrees by Ethnicity/Race:** During the 2019-2020 academic year, white students comprised 58.4% of the degrees conferred and non-white students received 41.6 percent of the degrees conferred. Students reporting multiple categories of race/ethnicity is the second largest race/ethnicity category of degrees conferred, accounting for 9.1 percent of all degrees conferred. Over the last five years, there have been slight changes in the racial/ethnic makeup of students earning a degree or certificate from the state system institutions, but little significant change when looking at the distribution of the overall degree count across racial/ethnic categories. In reviewing race/ethnicity within individual degree fields, the following notes are offered:
  - At the Bachelor's level, the number of degrees conferred to students' identifying as Hispanic has increased from 1,073 during the 2014-2015 academic year to 1,813 during the 2019-2020 academic year, constituting a 69 percent increase.
  - At the Associate degree level, the number of white students receiving degrees has decreased from 7,357 degrees in the 2014-2015 academic year to 5,761 degrees during the 2019-2020 academic year, constituting a 21.7 percent decrease.

Degrees by Race/Ethnicity
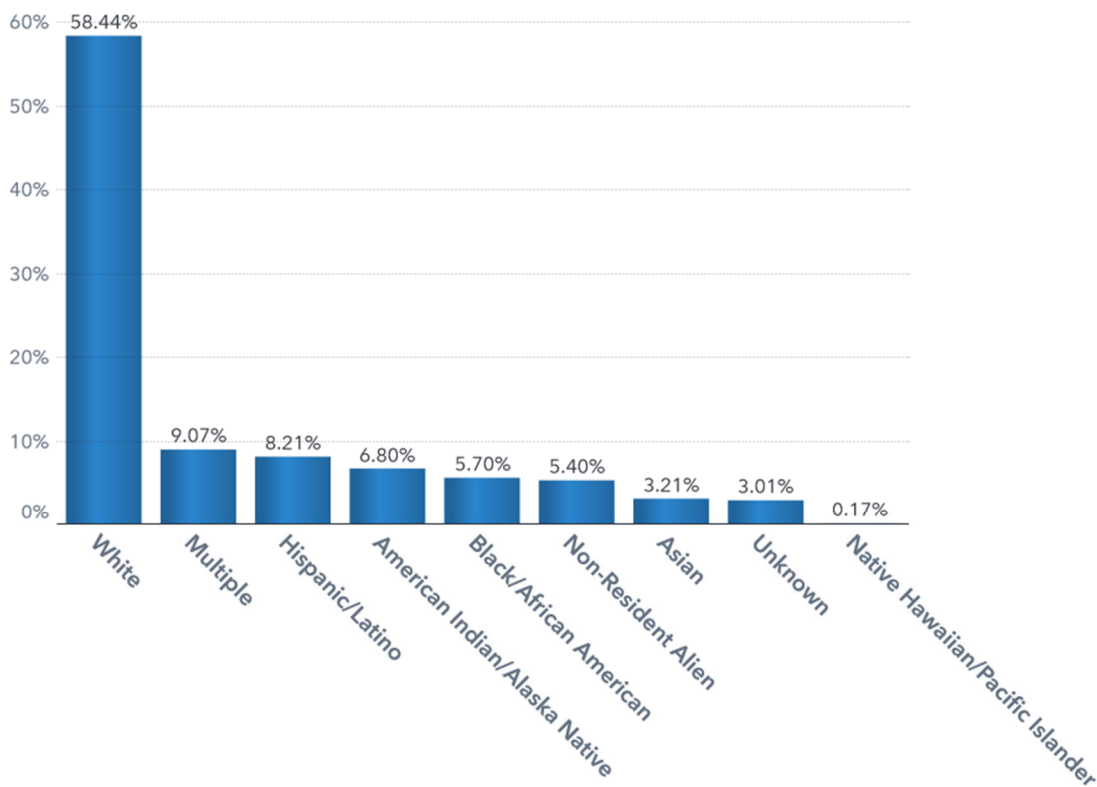
- **Degrees by Gender:** During the 2019-2020 academic year, 60.6 percent of all degrees conferred were earned by women while 39.4 percent were earned by men. This proportion holds relatively true for each degree level, with the exception of Doctorate degrees. At the doctoral level, women earned approximately 46.8 percent of Doctorate degrees conferred while men earned 53.2 percent.

Degree Level by Gender

Gender
■ Female ■ Male
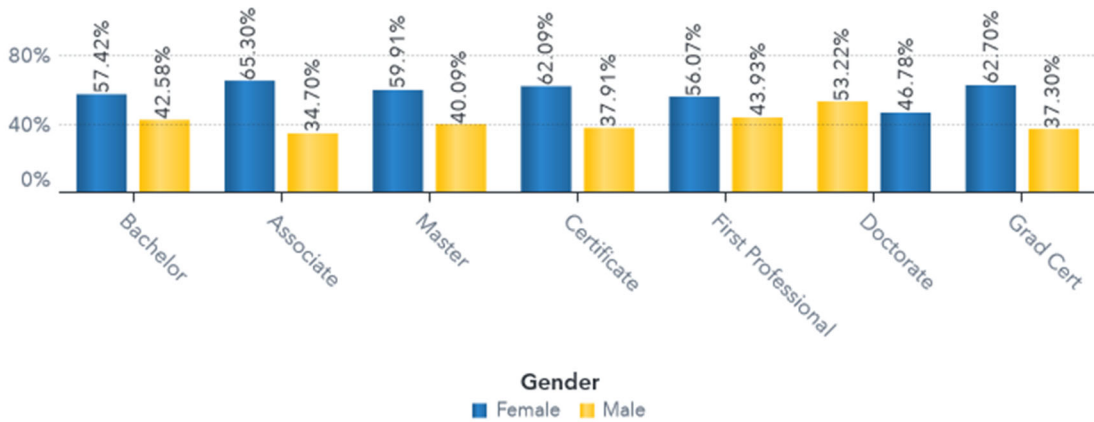
- **Science, Technology, Engineering, and Math (STEM):** During the 2019-20 academic year, a total of 7,378 degrees were awarded in critical STEM fields. This is an increase of 43.3 percent compared to ten years ago, with Bachelor's degrees accounting for much of the increase. During the 2010-2011 academic year 2,871 STEM Bachelor's degrees where conferred, while during the 2019-2020 academic year 4,682 STEM Bachelor's degrees where conferred, an increase of 1,811 degrees or 63.1 percent. While Bachelor's degrees have had the largest increase in STEM degree production, other degree levels have seen significant increases as well.

STEM Degrees by Level
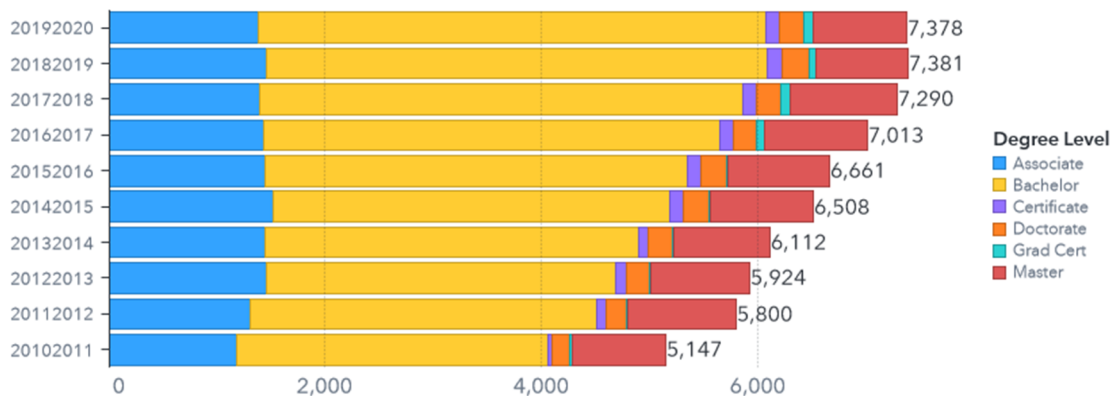
One exception to this increasing trend has been STEM degrees conferred at the Master's level. Master's degrees in STEM peaked during the 2017-2018 academic year, with 990 degrees conferred. It has since declined to 2010-11 levels, with only 863 STEM degrees at the Master's level conferred in 2019-20. This has effectively eliminated all gains in STEM degrees at the Master's level over the past ten years.

276

STEM Master's Degrees
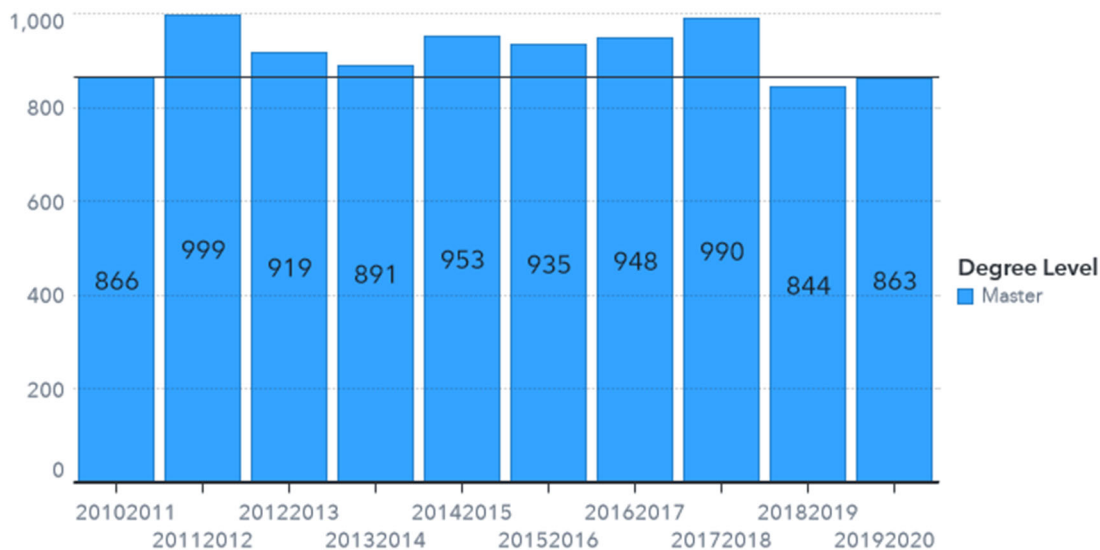
- **STEM Degrees by Field of Study:** Engineering was the most popular STEM field among STEM degrees conferred during the 2019-20 academic year, with 1,883 engineering degrees conferred. Since the 2014-2015 academic year, engineering degrees conferred have increased by 323 degrees, or 20.7 percent. Degrees in the areas of biological/biomedical and computer/information science were the next most popular STEM degrees conferred. Biological/biomedical degrees have increased by 32.4 percent over the last five years and computer/information science degrees have seen an increase of 2.0 percent.

- **Health Professions:** Degrees conferred in 2019-20 in the various areas of the Health Professions increased by 2.2 percent compared to the previous 2018-19 academic year and by 9.4 percent over the last 5 years. Associate degrees increased 9.6 percent over the last 5 years and Bachelor's degrees have seen an even greater increase of 26.1 percent over the same time period. First-Professional degrees conferred, which include doctors and pharmacists, increased by 36 degrees over the previous year, or 4.9 percent. While this increase is positive, it should be noted that this is still a decrease of 4.6 percent from 5 years ago.

Conclusion:

The Oklahoma State System of Higher Education did not see an increase in degree's conferred for the 2019-2020 academic year, but this is not surprising given the downward trend in enrollment numbers that began approximately 7 years ago. Even without an increase in degrees conferred, there are still encouraging trends. The number of Bachelor's degrees conferred continues to increase, along with the large increase in Master's degrees conferred. The distribution of degrees conferred across race and ethnicity continues to trend closer to the distribution of Oklahoma's overall population. The end of the downward trend in First Professional degrees conferred in the Health Professions, coupled with the overall increase in Health Profession degrees at all levels, provides critical support to Oklahoma's healthcare industry. It is too soon to tell if the number of degrees conferred annually has plateaued and will begin to follow the downward trend in enrollment, but overall the 2019-2020 academic year was a strong year for degrees conferred at Oklahoma's public institutions.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 9, 2021

AGENDA ITEM #32-c (3-a):

> **Annual Reports.**

SUBJECT: High School Indicators Reports Fall 2019. College Going Rates.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the College-Going Rates of the High School Indicators Project.**

BACKGROUND:

Section 13 of SB 183 was enacted in 1989 by the Oklahoma Legislature to establish a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education (SDE), but also required that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the "effectiveness" of individual schools or districts.

In response to the directive of SB 183, beginning in 1995, the State Regents have provided the following four reports annually:
- (5) High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma College
- (6) Headcount, Semester Hours, and GPA Report;
- (7) Mean ACT Scores by Oklahoma High School Site; and
- (8) Developmental Education (Remediation) Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

The data describes 2019 Oklahoma public high school graduates who entered an Oklahoma college or university as first-time freshmen in Fall 2019. It lists the following information by county, district, and high school site:
- (1) the number of high school graduates;
- (2) the number of high school graduates who went directly to college the following fall;
- (3) the number of high school graduates who went to college the following academic year; and
- (4) the number of high school graduates who entered college anytime in
    2019-2020 academic year, including those who delayed entry for one year or more.

For 2019, the Oklahoma State Department of Education (SDE) reported 45,014 students graduated from Oklahoma public high schools. Of those, 18,407 or 40.9 percent, entered an Oklahoma college or university

the following fall. This is 3.4 percentage points lower than the prior year. An additional 1.5 percent of the high school graduates entered in the spring.

Entering Year of College	College-Going Rate of Public High School Graduates
Fall 2015	47.3%
Fall 2016	45.3%
Fall 2017	44.2%
Fall 2018	44.3%
Fall 2019	40.9%

**College-Going Rates of
2019 Oklahoma Public High School Graduates**
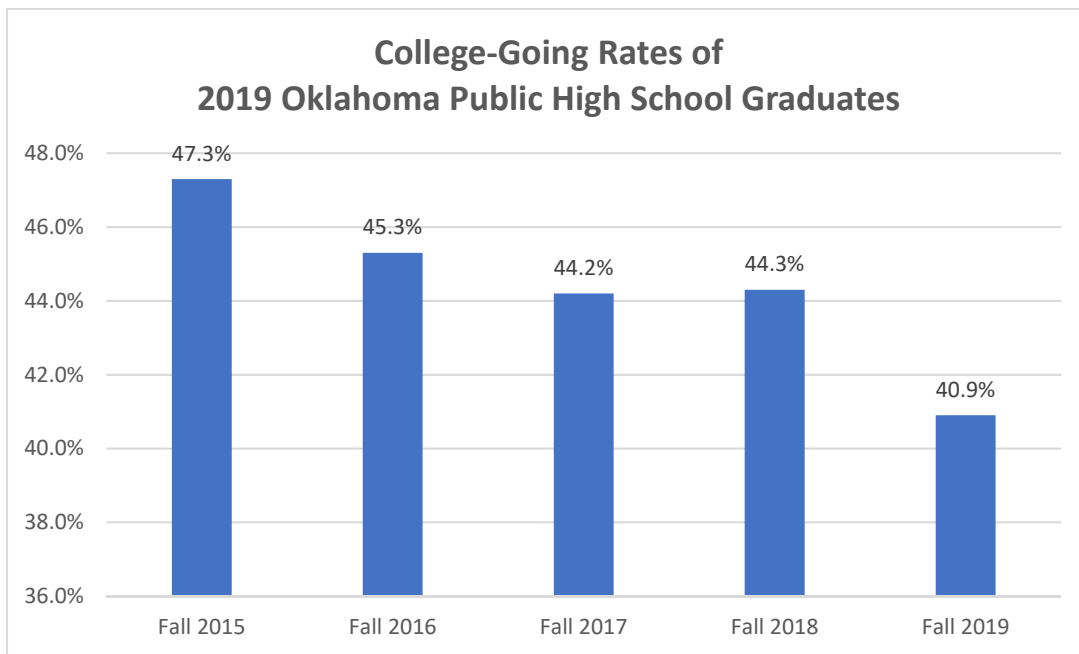
Methodology

Beginning with the 2013-14 report, the SDE reported only public high school graduates where it had previously reported both public and private high school graduates. More importantly, in 2013-14, individual student information was provided, allowing State Regents' staff to track students into college or university enrollment through the State Regents' Unitized Data System. For the 2013-14 report, SDE had limited data available; they provided information only on students who graduated within four years. However, information for all of the 2014 through 2018 public high school graduates was provided, regardless of whether they completed on time. Prior to the SDE providing individual student information, the number of students entering college directly from high school was estimated using first-time-entering college students who were 17, 18, and 19 years of age.

A complete list of college-going rates by county, high school site, and district is available on the State Regents' website at http://www.okhighered.org/studies-reports/preparation.shtml.

In compliance with Senate Bill No. 183, the State Regents will transmit these data to the Office of Educational Quality and Accountability.

AGENDA ITEM #32-c (3-b):

> **Annual Reports.**

SUBJECT: High School Indicators Reports Fall 2019. GPA and Credit Hours.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of report of the High School Indicators Project.**

BACKGROUND:

Section 13 of SB 183 was enacted in 1989 by the Oklahoma Legislature to establish a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education (SDE), but also required that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the "effectiveness" of individual schools or districts.

In response to the directive of SB 183, beginning in 1995, the State Regents have provided the following four reports annually:
  (1) High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma College
  (2) Headcount, Semester Hours, and GPA Report;
  (3) Mean ACT Scores by Oklahoma High School Site; and
Developmental Education (Remediation) Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

The Headcount, Semester Hours, and Grade Point Average (GPA) Report provides academic year headcount, semester hours, and GPA information for freshman-level courses taken by 2019 Oklahoma public high school graduates as Fall 2019 first-time-entering college freshmen in Oklahoma public institutions or as concurrent high school students. The headcount and semester hour data are reported by GPA ranges (0.0-1.6, 1.7-1.9, 2.0-2.9, 3.0+) numerically and by percent within each range.

Of the Fall 2019 first-time freshmen who received college credit hours (16,481), 45.0 percent (7,650) earned a 3.0 or better GPA in their freshman-level courses, and nearly 72 percent earned at least a 2.0. Cumulatively, students earned 321,265 credit hours of freshman-level credits, with 87.2 percent of the credit hours earned by students with a 2.0 or higher GPA in their freshman courses.

Number of Students	Credit Hours Earned	Students Earning 3.0 GPA or Higher	Students Earning 2.0 GPA or Higher
16,481	321,265	45.0 %	72 %

Measuring GPA and credit hour production for freshman-level courses only is a change requested by the Office of Educational Quality and Accountability, effective with the 2013 high school graduates. Additionally, the credit hours reported are for courses that were passed, rather than for all courses attempted. Because of these changes, comparisons with reports prior to 2013 will not be valid.

A complete list of headcount, GPA and semester credit hours is available by high school site, and district on the State Regents' website at http://www.okhighered.org/studies-reports/preparation.shtml.

In compliance with Senate Bill No. 183, the State Regents will transmit these data to the Office of Educational Quality and Accountability.

AGENDA ITEM #32-c (3-c):

> **Annual Reports.**

SUBJECT: High School Indicators Reports Fall 2019. ACT.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of this report of the High School Indicators Project.**

BACKGROUND:

Section 13 of SB 183 was enacted in 1989 by the Oklahoma Legislature to establish a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education (SDE), but also required that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the "effectiveness" of individual schools or districts.

In response to the directive of SB 183, beginning in 1995, the State Regents have provided the following four reports annually:

(9) High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma College
(10)   Headcount, Semester Hours, and GPA Report;
(11)   Mean ACT Scores by Oklahoma High School Site; and
(12)   Developmental Education (Remediation) Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

The Mean ACT Scores report lists the computed mean subject and composite scores for 2019 Oklahoma public high school graduates taking the ACT test and the number of high school graduates taking the exam by county, district, and high school site. This computation is based on the *highest* test score of those who took the ACT more than one time. ACT, Inc. calculates the mean ACT composite score on the *last* test score. The student's ACT score is credited to the high school where the highest score was earned. If the high school code does not match a valid Oklahoma public high school site, then the score is excluded from this report.

Mean ACT Scores by Oklahoma High School Site

According to ACT, 1,782,820 high school graduates across the United States took the ACT test in 2019, a decrease of 6.7 percent from 2018. Oklahoma high school graduates, with a valid Oklahoma public high

school code, represent 39,085 of these test-takers. The Oklahoma State Department of Education (SDE) pays for 100 percent of high school students to take either the ACT or SAT. Oklahoma's 2019 senior class scored an average composite score of 18.9, which is 0.5 less than the previous year. Each average component score decreased as well, with English decreasing by 0.3, Math decreasing by 0.6, Reading decreasing by 0.4 and Science decreasing by 0.5. Average composite scores by district ranged from a high of 23.3 to a low of 14.1.
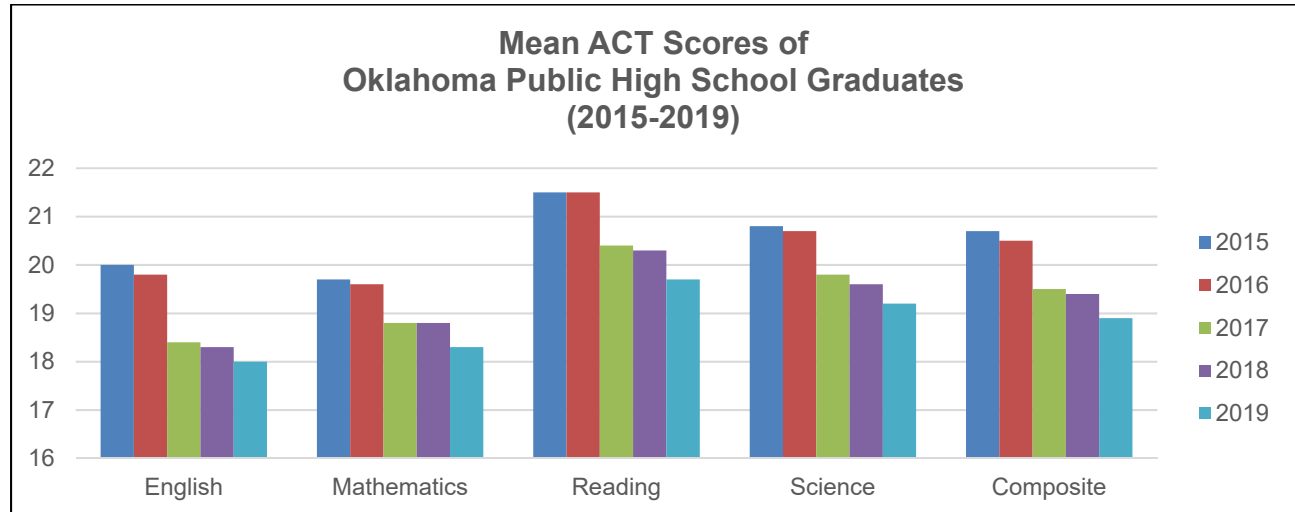
5. Year	6. Students with Public High School Code	7. English	8. Math	9. Reading	10. Science	11. Composite
12. **2015**	13. 31,403	14. 20	15. 19.7	16. 21.5	17. 20.8	18. 20.7
19. **2016**	20. 31,607	21. 19.8	22. 19.6	23. 21.5	24. 20.7	25. 20.5
26. **2017**	27. 39,394	28. 18.4	29. 18.8	30. 20.4	31. 19.8	32. 19.5
33. **2018**	34. 39,226	35. 18.3	36. 18.8	37. 20.3	38. 19.6	39. 19.4
40. **2019**	41. 39,085	42. 18	43. 18.3	44. 19.7	45. 19.2	46. 18.9

The percentage of students failing to meet the ACT College Readiness Benchmarks remains below 50 percent in each subject area, with only 49.4 percent meeting the English benchmark, 24.3 meeting the math benchmark, 37.8 meeting the reading benchmark, and 26.1 meeting the science benchmark.

47. Subject Area	48. ACT College Readiness Score	49. Students Meeting Benchmark (%)
50. **English**	51. 18	52. 49.4
53. **Math**	54. 22	55. 24.3
56. **Science**	57. 23	58. 26.1

Additionally, 62.8 percent of the students taking the ACT failed to score 19 or higher on the math portion of the exam, which is the established State Regents' benchmark for requiring developmental courses in math.

A complete list of ACT Scores by county, high school site, and district is available on the State Regents' website at http://www.okhighered.org/studies-reports/preparation.shtml.

In compliance with Senate Bill No. 183, the State Regents will transmit these data to the Office of Educational Quality and Accountability.

AGENDA ITEM #32-c (4):

      Annual Reports.

SUBJECT: Tuition and Fees Rate Book, FY2022.

RECOMMENDATION:

      This is an information item recommended for the State Regents' acknowledgement of receipt of this report.

BACKGROUND:

The State Regents approved tuition and mandatory fee rates for the 2021-2022 academic year at their meeting on June 24, 2021. This publication is a compilation of resident and nonresident undergraduate, graduate, professional program, and guaranteed tuition rates and the required mandatory fees for institutions in the State System.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

This report lists the actual rates approved for each institution and also reflects the following system observations:

- The undergraduate resident tuition and mandatory fee rates at the main campuses range from a high of $310.38 at the University of Oklahoma to a low of $135.29 at Oklahoma City Community College.

- The average resident tuition and mandatory fee rate is $207.01 per credit hour, or approximately $6,210.32 for a full-time student enrolled in 30 credit hours.

- Guaranteed tuition and mandatory fee rates at the main campuses range from a high of $335.15 at the Oklahoma State University to a low of $238 at Cameron University.

- All tuition and mandatory fees are within the legislatively prescribed limits.

(Supplement)

AGENDA ITEM #32-c (5):

      Annual Reports.

SUBJECT: Student Cost Survey, FY2022.

RECOMMENDATION:

      This is an information item recommended for the State Regents' acknowledgement of receipt of this report.

BACKGROUND:

This publication is a compilation of the average student costs for resident and nonresident students enrolled in undergraduate, graduate, professional programs and for students enrolled in special programs.

Student costs are based on a student enrolled full-time for the fall 2020 and spring 2021 semester. Full-time enrollment is considered as thirty credit hours for undergraduate and twenty-four credit hours for graduate. Full-time enrollment for a professional student is based on the requirements of the professional program enrolled.

Student costs are reported for tuition, mandatory fees, academic service fees, books and supplies, and room and board. Room and Board costs are based on a student living in a traditional dormitory with a roommate and a board plan. The costs represent the preferred room and board plan available on each campus. Many institutions offer a wide variety of room and board plans that may be more or less than the amount reported in the tables below. Student costs are reported by tier and by individual institution. Below are the average and estimated student costs for resident and nonresident students by tier.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

| FY2021-2022 Average Cost of Attendance | | | | |
| Full-Time Undergraduate Resident and Nonresident Students | | | | |
Resident Students	Research Universities	Regional Universities	Community Colleges	Technical Branches
Tuition	$5,168	$5,728	$3,412	$4,203
Mandatory Fees	$4,109	$1,635	$1,231	$991
Average Academic Service Fees	3,323	681	410	705
Books & Supplies	970	1,132	1,294	1,320
Average Costs for Commuter	**$13,570**	**$9,177**	**$6,346**	**$7,218**
Room & Board	9,948	6,230	6,150	6,012
Average for on Campus Student	**$23,518**	**$15,407**	**$12,496**	**$13,230**
Nonresident Students	Research Universities	Regional Universities	Community Colleges	Technical Branches
Tuition	$20,831	$14,243	$8,634	$10,657
Mandatory Fees	$4,109	$1,635	$1,231	$991
Average Academic Service Fees	3,323	681	410	705
Books & Supplies	970	1,132	1,294	1,320
Average Costs for Commuter	**$29,232**	**$17,691**	**$11,568**	**$13,672**
Room & Board	9,948	6,230	6,150	6,012
Average for on Campus Student	**$39,180**	**$23,922**	**$17,718**	**$19,684**

ANALYSIS:

Undergraduate Resident Commuter Students:
- The average cost for a commuter student at the research universities is $13,570, an increase of $491 or 3.8 percent more than the previous year.
- The average cost for a commuter student at the regional universities is $9,177, an increase of $122 or 1.4 percent more than the previous year.
- The average cost for a commuter student at the community colleges is $6,346, an increase of $52 or 0.8 percent more than the previous year.
- The average cost for a commuter student at the technical colleges is $7,218, an increase of $82 or 1.2 percent more than the previous year.

Undergraduate Resident Student Living on Campus in a Traditional Dormitory with a Board Plan:
- The average cost for a student living on campus at the research universities is $23,518, an increase of $679 or 3.0 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is $15,407, a decrease of $238 or 1.5 percent more than the previous year.
- The average cost for a student living on campus at a community college is $12,496, an increase of $38 or 0.3 percent more than the previous year.
- The average cost for a student living on campus at the technical colleges is $13,230, an increase of $198 or 1.5 percent more than the previous year.

	Research Universities	Regional Universities	OSU - Tulsa	OSU - Center for Health Sciences	OU Health Science Center
FY2021-2022 Average Cost of Attendance					
Full-Time Graduate Resident and Nonresident Students					
Resident Students					
Tuition	$6,823	$5,723	$5,611	$5,611	$5,119
Mandatory Fees	1,921	1,211	3,061	1,284	2,376
Average Academic Service Fees	3,928	775	2,814	2,417	1,086
Books & Supplies	709	1,042	1,050	2,150	1,772
Average Costs for Commuter	**$13,380**	**$8,751**	**$12,537**	**$11,462**	**$10,353**
Room & Board	9,948	6,039	0	0	0
Average for on Campus Student	**$23,328**	**$14,790**	**N/A**	**N/A**	**N/A**
Nonresident Students					
Tuition	$22,105	$13,541	$21,114	$21,114	$19,778
Mandatory Fees	1,921	1,211	3,061	1,284	2,376
Average Academic Service Fees	3,928	775	2,814	2,417	1,086
Books & Supplies	709	1,042	1,050	2,150	1,772
Average Costs for Commuter	**$28,662**	**$16,570**	**$28,039**	**$26,965**	**$25,012**
Room & Board	9,948	6,039	0	0	0
Average for on Campus Student	**$38,610**	**$22,609**	**N/A**	**N/A**	**N/A**

Graduate Resident Graduate Commuter Students:
- The average cost for a commuter student at the research universities is $13,380, an increase of $133 or 1.0 percent more than the previous year.
- The average cost for a commuter student at the regional universities is $8,751, an increase of $106 or 1.2 percent more than the previous year.
- The average cost for a commuter student at OSU Tulsa is $12,537, an increase of $951 or 8.2 percent more than the previous year.
- The average cost for a commuter student at OSU Center for Health Sciences is $11,462, a decrease of $1,980 or 20.1 percent more than the previous year. The increase is due to increases in tuition, and estimated books and supplies.
- The average cost for a commuter student at the OU Health Sciences Center is $10,353, a decrease of $11 or 0.1 percent less than the previous year.

Graduate Resident Student Living on Campus in a Traditional Dormitory with Board Plan:
- The average cost for a student living on campus at the research universities is $23,328, an increase of $321 or 1.4 percent more than the previous year. The increase is partially due to higher preferred room & board costs.
- The average cost for a student living on campus at the regional universities is $14,790, an increase of $64 or 0.4 percent more than the previous year.
- OSU Tulsa, OSU Center for Health Sciences and the OU Health Sciences Center do not have traditional dormitory facilities with board plans.

	Average Cost of Attendance for Full-Time Professional Resident Students - FY2022				
Professional Programs - Residents	**Resident Tuition**	**Mandatory Fees**	**Academic Services Fees**	**Books & Supplies**	**Total**
University of Oklahoma					
Juris Doctor of Law	16,500	$4,208	$1,575	$1,584	$23,867
University of Oklahoma Health Sciences Center					
Doctor of Medicine	27,252	3,623	1,124	5,947	37,945
Doctor of Dental Science	29,869	3,365	7,542	3,557	44,333
Physician's Associate	13,816	3,365	1,708	2,710	21,598
Doctor of Pharmacy	16,393	3,117	4,220	3,563	27,293
Master of Occupational Therapy	8,707	2,376	1,554	4,604	17,241
Doctor of Physical Therapy	11,017	3,117	1,730	4,604	20,469
Doctor of Audiology	9,831	2,376	1,862	1,827	15,896
Public Health Professional	6,989	2,005	597	2,333	11,924
Doctor of Nursing Practice	9,929	2,005	1,027	2,823	15,784
Master of Science in Nursing	5,764	2,005	1,223	2,823	11,814
Master of Science in A/M Online	10,153	733	1,546	2,823	15,255
Oklahoma State University					
Doctor of Veterinary Medicine	20,430	3,249	485	1,780	25,944
Doctor of Osteopathic Medicine	25,797	2,582	1,158	2,150	31,687
Masters of Physician Asst. Studies	13,500	2,744	1,656	2,770	20,670
Northeastern State University					
Doctor of Optometry	19,325	1,040	1,168	3,819	25,352
Northwestern Oklahoma State University					
Doctor of Nursing Practice	9,324	-	-	1,400	10,724
Southwestern Oklahoma State University					
Doctor of Pharmacy	20,600	1,168	200	1,200	23,168
Master of Science in Nursing	8,142	264	-	1,000	9,406
Langston University					
Doctor of Physical Therapy	10,345	2,997	439	390	14,171

Average student costs for a resident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

- The average cost of attendance for a student enrolled in the University of Oklahoma, Juris Doctor of Law is $23,867, an increase of $1,044 or 4.5 percent.
- The average cost of attendance for a student enrolled at the University of Oklahoma Health Sciences Center varies from a low of $11,814 for the Master of Science in Nursing to $44,333 for the Doctor of Dental Science Program.
- The average cost of attendance for a student enrolled at the Oklahoma State University, Doctor of Veterinary Medicine is $25,944.
- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences, Doctor of Osteopathic Medicine is $31,687 a decrease of $3,808 or 10.7 percent less than the previous year. The decrease is largely seen in a decrease in estimated books and supplies.
- The average cost of attendance for a student enrolled at Northeastern State University Doctor of Optometry is $25,352, an increase of $807 or 3.3 percent over the previous year.
- The average cost of attendance for a student enrolled at Northwestern Oklahoma State University Doctor of Nursing Practice is $10,724, the same as in the previous year.

- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Doctor of Pharmacy Program is $23,168, the same as the previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Master of Science in Nursing is $9,406, the as the previous year.
- The average cost of attendance for a student enrolled at Langston University Doctor of Physical Therapy is $14,171, a decrease of $1,152 or 7.5 percent. The increase is largely due to a lower books and supplies estimate.

Professional Programs - Nonresidents	Nonresident Tuition	Mandatory Fees	Academic Services Fees	Books & Supplies	Total
University of Oklahoma					
Juris Doctor of Law	$28,935	$4,208	$1,575	$1,584	$36,302
University of Oklahoma Health Sciences Center					
Doctor of Medicine	62,198	3,623	1,124	5,947	72,891
Doctor of Dental Science	70,895	3,365	7,542	3,557	85,359
Physician's Associate	31,159	3,365	1,708	2,710	38,941
Doctor of Pharmacy	36,780	3,117	4,220	3,563	47,680
Master of Occupational Therapy	20,898	2,376	1,554	4,604	29,432
Doctor of Physical Therapy	27,822	3,117	1,730	4,604	37,274
Doctor of Audiology	25,697	2,376	1,862	1,827	31,762
Public Health Professional	18,896	2,005	597	2,333	23,831
Doctor of Nursing Practice	23,865	2,005	1,027	2,823	29,720
Master of Science in Nursing	18,608	2,005	1,223	2,823	24,659
Oklahoma State University					
Doctor of Veterinary Medicine	46,795	3,249	485	1,780	52,309
Doctor of Osteopathic Medicine	53,299	2,582	1,158	2,150	59,189
Masters of Physicians Asst. Studies	29,500	2,744	1,656	2,770	36,670
Northeastern State University					
Doctor of Optometry	38,575	1,040	1,168	3,819	44,602
Northwestern Oklahoma State University					
Doctor of Nursing Practice	15,420	-	-	1,400	16,820
Southwestern Oklahoma State University					
Doctor of Pharmacy	34,640	1,168	200	1,200	37,208
Master of Science in Nursing	14,814	264	-	1,000	16,078
Langston University					
Doctor of Physical Therapy	25,857	2,997	439	390	29,683

Average student costs for a nonresident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

(Supplement)

AGENDA ITEM #32-c (6):

Annual Reports.

SUBJECT: Cash Reserve Report for FY2022.

RECOMMENDATION:

This is an information item recommended for the State Regents' acknowledgement of receipt of this report.

BACKGROUND:

Institutional E&G Budgets are comprised of state appropriations, student tuition and fees revenue and miscellaneous income. The State Regents' policy provides guidance that each institution should maintain a reasonable reserve in their revolving fund at the end of fiscal year to provide adequate cash flow during the new fiscal year to cover operations and any unexpected needs that should arise during the budget year.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

In FY2022, on a system-wide average 75.6 percent of the educational operating budget is in revolving funds (funds that the institution must collect) and because these funds are somewhat cyclical in nature, it is necessary that the institution maintain some level of reserve funds to provide adequate cash flow. Reserve funds are also used to fund unplanned financial emergencies that might arise during the year. Cash flow reserve funds play an important role in the financial management of the institution.

State Regents' policy provides a target of a minimum of $(1/12^{th})$ or 8.3 percent of the total allocated budget for the fiscal year. This report provides information regarding the projected reserve balances for the beginning of the fiscal year and the ending projected reserve for June 30th.

The system-wide projected reserve for July 1, 2021, was 12.65 percent and the projected system-wide reserve at June 30, 2022, is budgeted for 10.75 percent. The projected ending reserve is slightly more than was budgeted for the previous fiscal year and institutions remain focused on cost efficiency and cost containment as well as providing a quality educational system for our students.

(Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 9, 2021

AGENDA ITEM #32-c (7):

> **Annual Reports.**

SUBJECT: Faculty Salary Report FY2021.

RECOMMENDATION:

> **This is an information item recommended for the State Regents' acknowledgement of receipt of this report.**

BACKGROUND:

Colleges and universities in the State System provide annually aggregate salary and benefit data for faculty by rank and for selected administrative positions. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. An historical analysis of national faculty salary trends compared to Oklahoma is also included.

The average faculty salary for all full-time faculty equated to a 9-10 month contract basis in Oklahoma state-supported colleges and universities, excluding the constituent agencies, is $74,056 for the year 2020-2021. This is an increase of $793 or 1.1 percent above 2019-2020. The total number of full-time faculty in Oklahoma's 25 colleges and universities (not including constituent agencies) in 2020-2021 is 4,931 a decrease of 32 from 2019-2020. When the constituent agencies are included, the total for the system is 6,603, a decrease of 116 or 1.7 percent from the previous year.

The 2020-2021 salaries range from a low of $12,000 to a high of $319,599 on a 9-10 month basis and from $2,000 to $440,000 for contracts on an 11-12 month basis. This data excludes salaries for deans and other administrative personnel.

The data shows that fringe benefits decreased by 4.3 percent for 9-10 month faculty and by 2.4 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is $25,781 and $36,524 for 11-12 month faculty. These costs include costs required by law, such as social security and unemployment taxes. It is best viewed as an approximate "cost" figure for the institution, rather than an amount received by the faculty member. Historically, increases are largely influenced by increases in health care costs.

Oklahoma's average salaries are 76.2 percent of the national average in 2020-2021, compared to 76.3 percent of the national average in 2019-2020.

(Supplement)

AGENDA ITEM #32-c (8):

> **Annual Reports.**

SUBJECT: Concurrent Enrollment Annual Report, 2019-20.

RECOMMENDATION:

> **This is an information item recommended for the State Regents' acknowledgement of receipt of this report.**

BACKGROUND:

In 2018, the Oklahoma State Legislature adopted revisions through Senate Bill 1196 that amended 70 O.S. 628.13 to include definitions for concurrently enrolled high school students and tuition waivers, subject to the availability of funds, for those eligible students. Further the legislation provided for an annual reporting component on certain aspects of the concurrently enrolled high school students. This report is the compilation of data from both the Oklahoma State Regents' data system and certain components provided by the State Department of Education to meet the reporting requirement.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

The concurrent enrollment program was developed to help qualified high school students earn college credit while still in high school. The program requires the waiver of tuition for high school seniors up to 18 credit-hours and, subject to availability of funding, tuition waivers for nine credit- hours for high school juniors.

For the Academic Year 2019 –2020 the report provides the following key performance indicators:

- 14,377 students were enrolled with concurrent status

- Tuition waiver reimbursements totaled $14,082,158.

- 28,133 students earned an associate's or bachelor's degree that had previously been concurrently enrolled.

- Graduate rates for each tier --research, regional, and two-year-- for students that have participated in concurrent enrollment outpace those that do not.

- The high school graduation rate for concurrently enrolled students was 99.5 percent.

(Supplement)

AGENDA ITEM #34:

Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(1) for the purpose of considering candidates for the position of Chancellor.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Eight Hundred and Fourteenth Meeting

June 24, 2021

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

Minutes of the Eight Hundred and Fourteenth Meeting
June 24, 2021

CONTENTS

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

**Minutes of the Eight Hundred and Fourteenth Meeting
of the
Oklahoma State Regents for Higher Education**
June 24, 2021

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 9:00 a.m. on Thursday, June 24, 2021 in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on December 3, 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, Courtney Warmington, 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 Parker, to approve the minutes of the State Regents' meeting on May 28, 2021. Voting for were Regents Sherry, Warmington Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

4. **COMMENTS FROM THE CHAIR.** Chair Holloway began by saying that it had been a challenging year but that she was proud of the Chancellor, Vice Chancellors, and all of the staff. She stated that looking at the financial situation, this was the best year since 2008 and the Chancellor had worked hard with the legislature to make sure this happened. She said she has enjoyed working with all of the Regents and that it had been a tremendous year.

5.   **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson provided Regents with a summary of presentations and engagements that he participated in on behalf of the State Regents from May 17, 2021 through June 10, 2021. Chancellor Johnson reiterated that it had been a tremendous year and thanked Regent Holloway for her leadership and direction and stated that they would recognize Regent Holloway later in the meeting.

6.   **HIGHER EDUCATION DISTINGUISHED SERVICE AWARDS.** This item was taken out of order after item #11 – Capital. Chancellor Glen D. Johnson and the State Regents presented Speaker Charles McCall with the 2020 Higher Education Distinguished Service Award for his support during the 2021 legislative session and thanked him for his service. Speaker McCall provided remarks. This item was taken out of order again after item #19 – Functions. Chancellor Glen D. Johnson and the State Regents presented House Appropriations Budget Chair Kevin Wallace with the 2020 Higher Education Distinguished Service Award for his support during the 2021 legislative session and thanked him for his service. Representative McCall provided remarks.

7.   **STUDENT ADVISORY BOARD.** Regent Taylor made a motion, seconded by Regent Hickman, to acknowledge receipt of the 2021 Annual Report of the Student Advisory Board. Voting for the motion were Regents Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none. Dr. Debbie Blanke, Senior Vice Chancellor for Academic and Student Affairs stated that since the Student Advisory Board had difficulties meeting throughout the last year, they were not comfortable giving recommendations, so the report was on their activities only.

8. **E&G BUDGET.**

   a. Regent Turpen made a motion, seconded by Regent Parker, to approve the final allocations and approve the FY 2022 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education center, special programs, and other programs. Voting for the motion were Regents Helm, Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

   b. Regent Helm made a motion, seconded by Regent Taylor, to approve an allocation of $958,721.38 from Cigarette and Tobacco Tax Revenue for Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center. The current accumulated allocation to each institution, including this allocation, totals to $94,151,725.35. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Helm. Voting against the motion were none.

   c. Regent Helm made a motion, seconded by Regent Turpen, to 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. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Helm, and Parker. Voting against the motion were none.

9. **TUITION.**

   a. Regent Helm made a motion, seconded by Regent Parker, to approve all institutional requests for changes to academic service fees for Fiscal Year 2022 as reported in the supplemental schedules. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Helm, Parker, and Holloway. Voting against the motion were none.

b.   Regent Helm made a motion, seconded by Regent Turpen, to approve the FY22 Tuition and Mandatory Fees. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Helm, Parker, Holloway, and Casey. Voting against the motion were none.

10.   **EPSCoR.**

a.   Regent Helm made a motion, seconded by Regent Parker, to 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). Regent Taylor left the room before the vote. Voting for the motion were Regents Turpen, Sherry, Warmington, Helm, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.

b.   Regent Helm made a motion, seconded by Regent Turpen, to approve EPSCoR matching funds in the amount of $163,000 to participating institutions for NASA EPSCoR projects. Voting for the motion were Regents Sherry, Warmington, Helm, Parker Holloway, Casey, Hickman, and Turpen. Voting against the motion were none.

c.   Regent Helm made a motion, seconded by Regent Turpen, to 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. Voting for the motion were Regents Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Sherry. Voting against the motion were none.

d.   Regent Holloway made a motion, seconded by Regent Parker, to accept the 2021 Oklahoma EPSCoR Advisory Committee's Annual report. Voting for the motion were Regents Helm, Parker, Holloway, Casey, Hickman, Turpen, Sherry and Warmington. Voting against the motion were none.

11. **CAPITAL.** Regent Helm made a motion, seconded by Regent Turpen, to 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. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Sherry, Warmington, and Helm.

12. **CONTRACTS AND PURCHASES.** Regent Helm made a motion, seconded by Regent Casey, to approve FY-2022 purchases for amounts that are in excess of $100,000. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Sherry, Warmington, Helm, and Parker. Regent Taylor returned to the room and 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.

13. **INVESTMENTS.** This item was deleted.

14. **NEW PROGRAMS.**

     a. Regent Casey made a motion, seconded by Regent Turpen, to approve a request from the University of Oklahoma to offer the Doctor of Philosophy in Organizational and Community Leadership in Tulsa. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry Warmington, Helm, Parker, and Holloway. Voting against the motion were none.

     b. Regent Helm made a motion, seconded by Regent Turpen, to approve a request from Oklahoma State University 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. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Helm, Parker, Holloway, and Casey. Voting against the motion were none.

c. Regent Turpen made a motion, seconded by Regent Taylor, to approve a request from Northeastern State University 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. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Helm, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.

d. Regent Parker made a motion, seconded by Regent Turpen, to approve a request from the University of Central Oklahoma to offer the 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. Voting for the motion were Regents Taylor, Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, and Turpen. Voting against the motion were none.

e. Regent Turpen made a motion, seconded by Regent Parker, to approve a request from Murray State College to offer the Certificate in Business Support Specialist and the Certificate in Retail Leadership. Voting for the motion were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

f. Regent Turpen made a motion, seconded by Regent Parker, to approve a request from Western Oklahoma State College to offer the Associate in Applied Science in Business Management. Voting for the motion were Regents Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.

15. **PROGRAM DELETIONS.** Regent Hickman made a motion, seconded by Regent Parker, to approve a request from Rogers State University to delete the Bachelor of Arts in Military Science,

19978

a request from Carl Albert State College to delete the Associate in Applied Science in Applied Technology, and several requests from Tulsa Community College. Voting for the motion Regents Helm, Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

16. **TEMPORARY ASSISTANCE TO NEEDY FAMILIES.** Regent Hickman made a motion, seconded by Regent Parker, to approve the community college TANF allocations pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Helm. Voting against the motion were none.

17. **SCHOLARS FOR EXCELLENCE IN CHILD CARE.**

a. Regent Hickman made a motion, seconded by Regent Helm, to approve the Scholars for Excellence in Child Care Scholars scholarship contract renewal in the amount of $1,196,901 and program contract in the amount of $2,175,219. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Helm, and Parker. Voting against the motion were none.

b. Regent Hickman made a motion, seconded by Regent Turpen, to approve the community college Scholars for Excellence in Child Care Program FY22 allocations in the amounts set forth in the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Helm, Parker, and Holloway. Voting against the motion were none.

18. **TASK FORCE ON THE FUTURE OF HIGHER EDUCATION: MODERNIZATION, EFFICIENCIES, AND INNOVATIONS.** Regent Turpen made a motion, seconded by Regent

Taylor, to extend the voluntary governing board merger/partnership deadline until June 30, 2022, to allow the State Regents time to fully evaluate the Huron fiscal viability reports for each institution so that recommendations for mergers/partnerships will be based on a thorough and comprehensive analysis of unique institutional strengths, challenges, and operational contexts. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Helm, Parker, Holloway, and Casey. Voting against the motion were none.

19. **FUNCTIONS.** Regent Turpen made a motion for Option B, seconded by Regent Hickman, to approve the Plan for Submission and Consideration of Function Change/Expansion Requests and Mission Expansion Requests from Public Institutions in the State System. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Helm, Parker, Holloway, Casey, and Hickman. Voting against the motion were none. Dr. Debbie Blanke, Senior Vice Chancellor for Academic and Student Affairs, stated that the current moratorium on function change/mission expansion is set to expire on June 30, 2021. She stated that after looking at the history of the moratorium and information from other states, they wanted to provide recommendation options to the State Regents. The first option is to leave the moratorium in place and not allow any institutions to make requests changes. The second option is to create a structured process where State Regents could gather all of the requests and look at them in a cohesive way as a system. The third option is to open the door and allow any institutions to make requests independently without consideration of the system. She stated that the staff recommendation is to create a structured process. She then discussed the details of this option, Option B.

20. **COMMENDATIONS.** Regent Taylor made a motion, seconded by Regent Helm, to accept the report and commend staff for state and national recognitions. Voting for the motion were Regents Taylor, Sherry, Warmington, Helm, Parker, Holloway, and Casey. Regents Hickman and Turpen left the room before the vote and returned before the next item. Voting against the motion were

none.

21. **CONSENT DOCKET.** Regent Helm made a motion, seconded by Regent Turpen, to accept the following recommendations in the Consent Docket:

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

b. Reconciliation. Approval of institutional requests.

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.

   (2) University of Central Oklahoma. Approval to offer the existing Graduate Certificate in Disaster Management via electronic delivery.

   (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.

   (4) Tulsa Community College. Approval to offer the existing Associate in Arts in Sociology via electronic delivery.

d. Operations. Ratification of purchases over $25,000.

e. Resolution. Resolutions honoring higher education personnel.

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

22. **REPORTS.** Regent Hickman made a motion, seconded by Regent Helm, to acknowledge receipt of the following reports:

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

b.   Annual Reports.

(1)   Report on Low Producing Programs.

(2)   Teacher Education Annual Report on Systemwide Review.

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

23.   **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.

24.   **PROPOSED EXECUTIVE SESSION.** Mr. Matt Stangl, Interim General Counsel for the Oklahoma State Regents for Higher Education, advised regents that an executive session was not needed.

25.   **OFFICERS.** Regent Turpen made a motion, seconded by Regent Parker, to submit the following slate of State Regents' officers for the next fiscal year:

Chairperson: Jeff Hickman

Vice Chair: Mike Turpen

Secretary: Steven Taylor

19982

Assistant Secretary: Dennis Casey

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

26.   **RECOGNITION.** Regents recognized 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.** Chair Holloway announced that the next regular meetings are scheduled to be held 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.** With no additional items to address, the meeting was adjourned.

ATTEST:

_____   _____
Ann Holloway, Chairwoman   Michael C. Turpen, Secretary

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

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, June 23, 2021

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 9:30 a.m. on Wednesday, June 23, 2021 in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on June 21, 2021. A copy of the agenda had been posted as required by the Open Meeting Act.

2. **CALL TO ORDER.** Participating in the meeting were Regents Jack Sherry, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven Taylor. Regent Holloway called the meeting to order. Regent Courtney Warmington joined the meeting in progress. Regent Helm joined the meeting in progress.

3. **STATE REGENTS' PERFORMANCE FUNDING FORMULA.** This item was deleted.

4. **TUITION.**

    a. **TUITION AND MANDATORY FEES REVIEW.** This item was taken out of order after the Task Force Reports. Chancellor Johnson began by highlighting that the State Regents have made college affordability a top priority, and that since 2009, the average annual increase has been 4.4%. He noted that this ranks Oklahoma Higher Education eleventh in the nation in terms of***student debt ***. He stated that if the numbers that have been submitted by the institutions are approved, the state system of higher education will have an average increase of only 1.3 in tuition and mandatory fees for the 2021-2022 academic year. Chancellor Johnson noted that thirteen of the twenty-five institutions have asked for no fee request.

    b. **PRESIDENTS' PRESENTATIONS.** The Presidents of the State System institutions were invited to provide Regents with a summary of their tuition, mandatory fees, and academic service fees requests for the 2021-2022 academic year. The schedule of speakers is shown as an attachment to these minutes.

5. **PROPOSED EXECUTIVE SESSION.**

    a. Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statues, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action 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 Taylor made a motion, seconded by Regent Parker, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents Sherry, Warmington, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

b. Enter into executive session.

c. Open session resumes.

d. Vote to exit executive session. Regent Parker 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.

6.   **BUDGET REPORT AND REVENUE UPDATE.** This item was taken out of order after the Call to Order. Interim Vice Chancellor for Budget and Finance Sheri Mauck provided Regents with a budget and revenue update. Ms. Mauck began by stating that the May 31 General Revenue Allocation numbers were good and that the collections for May were $623.6 million, which is 24.1 percent above the estimates, and was driven primarily by income taxes and sales tax. She stated that due to the shift in deadline for income taxes, it could be possible to see an impact on the June collections as well. Ms. Mauck stated that individual income tax collections were up $70.3 million or 43.7 percent above the estimate for May, and sales tax collections up $22.8 million or 12.6 percent above the estimate for May. She stated that the gross production collections were still down around 2.6 percent below the estimate. She added that they have seen an increase in natural gas tax collections over the last several months so that has outpaced the estimates for May, but that the oil gross production is still drawing the total gross production collection down. Ms. Mauck noted that the cumulative FY21 collections of general revenue, which represent July 2020 through May of 2021, were above the estimates by $64.7 million or 1.1 percent of the estimates. She stated that state officials have noted that they are hopeful that June collections will continue to stay at the current trend and allow for a deposit into the rainy day fund. She concluded by discussing CARES expenditures reported by the institutions, highlighting that institutions reporting spending $175.1 million of CARES money and that $94.9 million had gone to student grants.

7.   **LEGISLATIVE UPDATE.** Chancellor Glen D. Johnson provided Regents with the legislative update. He began by first thanking Representative Mark McBride for his support throughout the legislative session and for his attendance at the meeting, and stated that higher education is very appreciative of the additional $42.4 million in funding appropriated by the Legislature and Governor for Fiscal Year 2022. He highlighted Senate Bill 132 by Senator David Bullard and Representative Baker, which extends the enrollment deadline for the Oklahoma's Promisescholarshipprogram from the end of the 10th grade to the end of the 11th grade year, noting that this expands opportunities for college access and student success. He discussed House Bill 1821 by Representative Mark McBride, Representative Toni Hasenbeck and Senator Dewayne Pemberton, which restructured the Oklahoma Tuition Aid Grant to provide more flexibility. Chancellor Johnson also highlighted Senate Bill 292 by Senator John Haste and Representative Jadine Nolan regarding the creation of a task force to make recommendations on concurrent enrollment needs, noting that their first meeting to be held on September 1st. He also discussed the recommendation from the Task Force on the Future of Higher Education regarding voluntary mergers, and highlighted the voluntary merger between the University Center of Southern Oklahoma and Murray State College. He stated that House Bill 2934 by Speaker Charles McCall and Senate President Pro Tempore Greg Treat that was signed by Governor Stitt on May 18, 2021 authorized this merger. Regent Taylor stated that he wanted to highlight the work by Connors State College, Eastern Oklahoma State College, and Carl Albert State College to share resources in order to save money and provide a more vibrant academic product for the students of those campuses. Chancellor Johnson stated that they hope to see more collaboration on similar initiatives from institutions that are geographically situated closely together.

8.	**TASK FORCE REPORTS.**

	a.	**Online Education Task Force.** Senior Vice Chancellor for Academic and Student Affairs Debbie Blanke began by stating that the Online Education Task Force really guided the work last year for institutions as they transitioned from face-to-face to online instruction. She stated that their goals are to look at what they can do for the institutions to ensure they are providing high quality online instruction, and what can be done for students to ensure that they can access that and be successful and progress toward a degree. Dr. Blanke then provided background on the Council for Online Learning Excellence (COLE) which is composed of institutions and different entitities and noted that this group works on ideas, working on policy, advanced technology, professional development, and how students can be successful. She then discussed the Online Consortium of Oklahoma, a member-paying group, which puts funding and implementation behind the ideas that come out of COLE. She stated that COLE is changing their leadership and making sure they have good representation among the tiers and that they are also doing a lot of work with online proctoring. She added that they had arranged for four companies to provide demonstrations of their proctoring capabilities and functionality of their services, and then the group will look to see if there are any opportunities for managed contracts. She stated that as students move online, their goal is to make sure that students have access to resources at low cost or no cost. Dr. Blanke added that OCO has worked on and developed an agreement with PressBooks for open education resources, noting that five institutions have gone unlimited with PressBooks and will be developing a lot of open resources. Dr. Blanke then discussed some course equivalency projects that institutions are working on and mentioned a project with Reach Higher regarding shared curriculum across the state. Dr. Blanke also discussed a Learner Readiness Tool provided by COLE which will help students determine if they are ready and will be successful in an online learning environment. Dr. Blanke concluded by discussing a project they are working on with OneNet regarding a virtual reality tool.

	b.	**State Regents Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Angela Caddell provided an update on the Campus Safety and Security Task Force. She began by discussing the Campus Safety and Security Summit planned for November 1 at the Reed Center in Midwest City, noting that keynote speaker, Scott Lewis, will be sponsored by the Oklahoma Office of Homeland Security. She then discussed some of the topics that will be covered during the summit. Ms. Caddell stated that the plan is to repeat every session that they offer so more participants have access to as much of the content as possible. She stated that one of their projects this summer was to work with the Midwest City Police Department to develop a live exercise scenario for the summit. She stated that the next meeting will be on September 1, 2021.

9.	**"BEST OF HIGHER EDUCATION."** Regents received the June 2021 update on institutional activities via e-mail on Tuesday, June 22, 2021.

10.	**CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.

11.	**RECOGNITION.** Regents recognized 2020 Chair Jody Parker.

12.	**ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

_____   _____
Ann Holloway, Chair   Michael C. Turpen, Secretary