OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

February 9, 2022

NOTE

This document contains recommendations and reports to the State Regents regarding items on the February 9, 2022 special meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to **www.okhighered.org** State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on February 9, 2022.

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
Wednesday, February 9, 2022 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. **Comments from the Chancellor.** A brief comment on current activities. (No Action, No Discussion.)

6. **Higher Education Distinguished Service Award.** Presentation of Higher Education Distinguished Service Award. (Oral Presentation)**.**

6.1 **Secretary of Education.** Presentation and discussion on higher education's role in making Oklahoma a "Top 10" state.

ACADEMIC

7. **New Programs.**

   a. Oklahoma State University. Approval to offer the Certificate in Fashion Design and the Certificate in Product Development for Apparel. Page 1.

   b. Southeastern Oklahoma State University. Approval to offer the Graduate Certificate in Data Analytics and the Graduate Certificate in Project Management. Page 13.

   c. Tulsa Community College. Approval to offer the Certificate in Secure Infrastructure Specialist. Page 23.

8. **Program Deletions.** Approval of institutional requests for program deletions. Page 29.

9. **Policy.**

   a. Posting of revisions to the Concurrent Enrollment policy. Page 31.

   b. Approval of a policy exception request from Rogers State University. Page 45.

10. **Student Assessment.** Approval of institutional student assessment plans. Page 47.

FISCAL

11. **E&G Budget.** Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 61.

12. **EPSCoR.** Approval of allocation for EPSCoR Coalition Dues 2022. Page 63.

13. **Contracts and Purchases**. Approval of contracts over $100,000 for FY2022. Page 65.

14. **Investments.** Approval of new investment managers. Page 67.

EXECUTIVE

15. **Oklahoma's Promise.** Presentation and acknowledgment of receipt of the 2020-2021 Oklahoma's Promise Year-End Report. Page 69.

16. **Agency Seal.** Adoption of amended official seal of the Oklahoma State Regents for Higher Education. Page 85.

CONSENT DOCKET

17. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.

    a. Program Modifications. Approval of institutional requests. Page 89.

    b. Suspensions. Ratification of institutional requests. Page 109.

    c. Reconciliations. Approval of institutional requests. 111.

    d. Electronic Delivery. Approval of institutional requests.

        (1) Northeastern State University. Approval to offer the following existing programs via electronic delivery: Bachelor of Business Administration in Business Administration, the Bachelor of Business Administration in Management, the Bachelor of Business Administration in Marketing, and the Bachelor of Business Administration in Entrepreneurship. Page 113.

        (2) Rogers State University. Approval to offer the existing Associate in Arts in Elementary Education via electronic delivery. Page 119.

        (3) University of Central Oklahoma. Approval to offer the existing Certificate in Leadership via electronic delivery. Page 121.

(4) Connors State College. Approval to offer the following existing programs via electronic delivery: Associate in Arts in History, the Associate in Arts in Political Science / Pre-Law, the Associate in Arts in Psychology, the Associate in Arts in Sociology, the Associate in Arts in Child Development, the Certificate in Child Development, and the Certificate in Child Development. Page 125.

(5) Seminole State College. Approval to offer the existing Associate in Science in Health Sciences via electronic delivery. Page 129.

e. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 131.

f. Operations.

(1) Ratification of purchases over $25,000. Page 133.

(2) Personnel. Ratification of appointment for Vice Chancellor for Governmental Relations. Page 135.

g. Non-Academic Degrees.

(1) University of Oklahoma. Ratification of a request from the University of Oklahoma to award a posthumous degree. Page 145.

(2) University of Oklahoma. Ratification of requests from the University of Oklahoma to award honorary degrees. Page 147.

(3) Oklahoma State University. Ratification of requests from Oklahoma State University to award honorary degrees. Page 155.

REPORTS

18. **Reports.** Programs. Current Status Report on Program Requests. Page 159. (Supplement)

19. **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.

20. **Proposed Executive Session.** Page 161.

a. Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383,

Oklahoma County District Court; and (2) Black Emergency Response Team, et al. v. O'Connor, et al., Case No. CIV-21-1022 in the United States District Court for the Western District of Oklahoma; if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest**.**

b. Enter into executive session.

c. Open session resumes.

d. Vote to exit executive session.

21. **Announcement of Next Regular Meeting – the next regular meetings are scheduled to be held on, Wednesday, March 23, 2022 at 10:30 a.m. and Thursday, March 24, 2022 at 9:00 a.m.**

22. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #7-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Certificate in Fashion Design and the Certificate in Product Development for Apparel.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's requests to offer the Certificate in Fashion Design and the Certificate in Product Development for Apparel, 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 Fashion Design.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 4 students in Fall 2024; and
  Graduates: a minimum of 2 students in 2024-2025.

- **Certificate in Product Development for Apparel.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 4 students in Fall 2024; and
  Graduates: a minimum of 2 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) 2021-2022 Academic Plan lists the following institutional priorities and new funding initiatives:

College Arts and Sciences (CAS)

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

Tulsa based programs are a high priority for the coming year. CAS is working closely with the OSU-Tulsa Administration on plans to offer a BS in Psychology, BA in History, and BA/BS in Sociology. Recent

approval has been given to offer the BA in Strategic Communication at OSU-Tulsa with an option in Entertainment Media and offering the existing BFA in Graphic Design and BA in Global Studies are under consideration. At the graduate level, approval for Oklahoma's first Professional Science Masters (PSM) in Geology has been requested from OSRHE. This program is intended to serve demand within Tulsa-based energy companies.

College of Education and Human Sciences (CEHS)

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

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

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

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

College of Engineering, Architecture and Technology (CEAT)

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

will be leveraged to support the above priorities.

Ferguson College of Agriculture (FCA)

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

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

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

Spears School of Business (SSB)

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

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

An additional priority is to oversee the launch of three new centers/institutes to magnify the social impact of SSB. The Center for Financial Health and Wellness will address the problem of financial illiteracy and students graduating with excessive student loans and credit card debt. The Institute for Predictive Medicine, a unit of the Center for Health Systems Innovation, is a collaboration of OSU Center for Health Sciences (OSU-CHS) and the Spears School of Business. The objectives of the institute are to expand OSU's research capacity in data science and artificial intelligence (AI), further develop predictive medicine

technologies, develop text-mining technologies to process medical documents, provide data and analytic support for medical studies, contribute to the invention and commercialization of AI health workers, and develop workforce training in health data science and AI. The Spears Center for Social and Business Impact will bring together the departments within the college for a coordinated effort to impact businesses and society by combining the research power with data for good efforts.

School of Global Studies and Partnerships (SGSP)

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

Center for Health Sciences (OSU-CHS)

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

College of Veterinary Medicine (CVM)

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

New Programs:

College Arts and Sciences (CAS)

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

Stillwater and Tulsa campuses via face-to-face and online delivery. The Gender and Women's Studies Program and Center for African Studies will offer an undergraduate Certificate in Interdisciplinary Diversity Studies using face-to-face and online formats on the Stillwater campus. The Department of History will offer an undergraduate Certificate in Middle East Studies on the Stillwater campus using a face-to-face format.

College of Education and Human Sciences (CEHS)

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

College of Engineering, Architecture and Technology (CEAT)

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

Ferguson College of Agriculture (FCA)

Undergraduate and graduate certificates in various specialized areas of study are under consideration in FCA, including food safety, extension education, agricultural leadership, agritourism, ag systems management, sustainable ag production, urban horticulture, regenerative horticultural production, precision agriculture management, biosecurity and bioforensics applications in agriculture and the environment, environmental science, plant protection and data science in agriculture. Most certificate programs will not require additional faculty resources.

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

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

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

Agriculture in Teacher Certification program is also under consideration.

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

Spears School of Business (SSB)

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

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

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

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

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

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

School of Global Studies and Partnerships (SGSP)

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

Center for Health Sciences (OSU-CHS)

OSU-CHS is committed to enhancing existing degree programs as well as successfully launching new programs currently under review by OSRHE. Recently approved programs included five graduate certificate programs: Forensic Investigative Sciences, Forensic Psychology, Health Care Administration, Health Care Administration in Finance, and Health Care Administration in Global Health. The Master of Science in Physician Assistant Studies (PA) was awarded national accreditation recently; the first cohort of 25 graduate students began in the summer of 2021. Currently proposed programs include an interdisciplinary Graduate Certificate in Neuroscience, which is a collaborative effort among the Stillwater,

Tulsa, and CHS campuses to advance the goals of OSU's Brain Initiative. Also, two specialty doctoral programs, a Doctor of Forensic Sciences (DFS) and a Doctor of Healthcare Administration (DHA) are pending OSRHE approval. Other discussions include CHS helping fill gaps in undergraduate curriculum by providing practical experiences for students moving up through health-related programs from TCC and OSU-Tulsa. CHS is currently engaged with collaborative nursing programs with Langston University in Tulsa and Connors State on the Cherokee Nation Campus in Tahlequah. In addition, graduate certificate options in the School of Health Care Administration in Healthcare Compliance and Health Systems Science are being explored. Other programs under discussion include graduate degree programs in Indigenous & Rural Health, Medical Informatics, Criminology, Health Related Clinical Research, Doctorate in Physical Therapy, and a Professional doctoral degree in Athletic Training.

APRA Implementation

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

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

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

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

Program Review

OSU offers 333 degree and/or certificate programs as follows:

88	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
111	Baccalaureate Degrees
84	Master's Degrees
50	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OSU's faculty developed the proposals, which were reviewed and approved by institutional officials.

OSU's governing board approved delivery of the Certificate in Fashion Design and the Certificate in Product Development for Apparel at their September 10, 2021 meeting. OSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Fashion Design
Certificate in Product Development for Apparel

Program purpose. The proposed Certificate in Fashion Design will enable students to develop expertise in pattern making, fabric selection and sketching, computer-aided design, 3D design, and garment construction.

The proposed Certificate in Product Development for Apparel will enable students to understand the process of product development; including assembly and quality analysis, creating tech packs for manufacturers, and overseeing decisions related to design, marketing, and cost.

Program rationale and background. There are currently 12 students who have declared a minor in Fashion Design and 21 students who have a declared minor in Fashion Merchandising in the College of Education and Human Sciences at OSU. Most of the students who have declared the minors are pursuing the Bachelor of Science in Business Administration in General Business (447) or the Bachelor of Science in Business Administration in Entrepreneurship (473). Students who have selected these minors will be encouraged to pursue the proposed certificates.

Employment opportunities. Graduates with the proposed certificates will be eligible for jobs in the apparel industry in various areas such as children's wear, functional clothing, and sportswear. Individuals with backgrounds in accounting, logistics, sales, and graphic arts who complete the proposed certificates will be able to obtain positions in the fashion industry. The apparel industry is larger than the automobile and soft drinks industries combined. Career paths for graduates with the proposed certificates may also include assistant designer, product development manager, product design manager, cost manager, trend forecaster, pattern maker, marker maker, fabric buyer, fit technician, and entrepreneur. According to the U.S. Bureau of Labor Statistics, about 2,500 openings for fashion designers are projected each year.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	4	Fall 2024
Minimum graduates from the program	2	2024-2025

Duplication and impact on existing programs. There are no Certificate in Fashion Design or Certificate in Product Development for Apparel programs in Oklahoma. A system wide letter of intent was communicated by email on August 25, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed certificates. Approval will not constitute unnecessary duplication.

Curricula. The Certificate in Fashion Design will consist of 30 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 Fashion Design

Content Area	Credit Hours
Required Courses	30
Total	**30**

The Certificate in Product Development for Apparel will consist of 24 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Certificate in Product Development for Apparel

Content Area	Credit Hours
Required Courses	24
Total	**24**

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

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

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

Program resource requirements. Program resource requirements for the Certificate in Fashion Design and the Certificate in Product Development for Apparel 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	$ 8,055	$10,740	$10,740	$10,740	$10,740
Narrative/Explanation: Tuition was estimated assuming enrollments by year of 3, 4, 4, 4, and 4, 15 credit hours of enrollment, and in-state tuition of $179 per credit hour.					
TOTAL	**$ 8,055**	**$10,740**	**$10,740**	**$10,740**	**$10,740**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$8,003	$8,003	$8,003	$8,003	$8,003
Explanation: Funds will cover .1 FTE and 33.39 percent fringe benefits of one faculty member's $60,000 average salary who will teach courses in the proposed certificate.					
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	**$8,003**	**$8,003**	**$8,003**	**$8,003**	**$8,003**

Attachments

ATTACHMENT A

OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN FASHION DESIGN

Degree Requirements		**Credit Hours**
Required Courses		**30**
DHM 1003	Design Theory and Processes for Design and Merchandising	3
DHM 1103	Basic Apparel Assembly	3
DHM 1433	Fundamentals of the Fashion Industry	3
DHM 1993	Communication and Presentation Techniques for Apparel Design	3
DHM 2204	Intermediate Apparel Assembly	4
DHM 2444	Draping	4
DHM 2573	Textiles	3
DHM 3014	Flat Pattern Design	4
DHM 3023	Computer Aided Flat Pattern Design	3
Total		**30**

ATTACHMENT B

OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN PRODUCT DEVELOPMENT FOR APPAREL

Degree Requirements		**Credit Hours**
Required Courses		**24**
DHM 1003	Design Theory and Processes for Design and Merchandising	3
DHM 1103	Basic Apparel Assembly	3
DHM 1433	Fundamentals of the Fashion Industry	3
DHM 1993	Communication and Presentation Techniques for Apparel Design	3
DHM 2573	Textiles	3
DHM 3053	Quality Analysis for Apparel Design	3
DHM 4453	Product Development Processes	3
DHM 4153	Pre-Production Processes	3
Total		**24**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #7-b:

New Programs.

SUBJECT: Southeastern Oklahoma State University. Approval to offer the Graduate Certificate in Data Analytics and the Graduate Certificate in Project Management.

RECOMMENDATION:

It is recommended that the State Regents approve Southeastern Oklahoma State University's requests to offer the Graduate Certificate in Data Analytics and the Graduate Certificate in Project Management via 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.

- **Graduate Certificate in Data Analytics.** This certificate will be embedded within the Master of Business Administration in Business Administration (075) and will be included in the regular program review due in 2024.

- **Graduate Certificate in Project Management.** This certificate will be embedded within the Master of Business Administration in Business Administration (075) and will be included in the regular program review due in 2024.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Southeastern Oklahoma State University's (SEOSU) 2021 – 2022 Academic Plan lists the following institutional priorities and new funding initiatives:

- **Regional Accreditation**

  The Higher Learning Commission (HLC) conducted a comprehensive evaluation visit for continued accreditation at Southeastern in February 2014. In July 2014, SEOSU was notified that its accreditation was reaffirmed until 2023-2024. SEOSU selected the Open Pathway for the next Reaffirmation of Accreditation Visit. SEOSU submitted the Year-4 Assurance Argument on May 14, 2018 and responded to requests for additional information from the HLC peer review team. In July 2018, SEOSU was notified that its accreditation was re-affirmed and all criteria were met. Going forward the required Quality Initiative plan will be submitted in August 2021. A standard required peer-review visit of our outreach teaching sites is also being scheduled. The 6 qualified peer-reviewers on campus (including the President) will begin meetings to plan writing for our 2023-2024 report.

- **Specialty Accreditation**

  Southeastern is committed to academic excellence and several disciplines hold specialty accreditation. Listed below are current activities regarding specialty accreditation:

  - **Association to Advance Collegiate Schools of Business (AACSB)**—2017-18 served as the year of record for the last AACSB review of the John Massey School of Business (JMSB), which was set for an on-site review in October 2019. The peer review team and continuous review committee accepted the report without the expected onsite visit. In January 2020, the AACSB Board of Directors ratified SEOSU's extension of AACSB accreditation for five years. The scheduled site visit will occur in Fall 2023. Continuous improvement review reporting is ongoing.
  - **National Association of Schools of Music (NASM)**—A team completed a visit for continued accreditation in March 2013. The NASM Commission on Accreditation then continued SEOSU's accreditation in good standing for 10 years. The next visit will be in 2023-2024.
  - **Aviation Accreditation Board International (AABI)**—Following the site visit on March 5-8, 2017, AABI continued its accreditation of all four locations (Durant Campus, Tinker Air Force Base, Oklahoma City Community College, and Rose State College) that provide undergraduate aviation programs for five years. SEOSU submitted an interim report to AABI on January 6, 2019 and another on May 30, 2019. After this report was reviewed, it was deemed incomplete such that accreditation was suspended and an invitation to resubmit by June, 2020 was given. With assistance from the President of AABI and after a review of the program and its future needs, SEOSU submitted an updated report on May 29, 2020 to continue accreditation with the Professional Pilot program. A decision was made to not renew the Aviation Management program at this time, but to review and improve this program for future reaccreditation. The AABI Board met in summer 2020 and the Professional Pilot program was renewed and also retroactively reinstated to full accreditation. The renewal of the next cycle of accreditation has already begun with a self-study due in October 2021 with an accreditation visit to be scheduled for March/April 2022.
  - **Council for the Accreditation of Counseling and Related Educational Programs (CACREP)**—In July 2012, SEOSU was notified that the Master of Arts in Clinical Mental Health Counseling (078) was accredited by CACREP for eight years. The next review was set for 2020. There was a decision made in 2020 by the department and the program to not continue with this accreditation due to significant turn over in faculty and changes in the program needs. CACREP practices are being maintained and the program will look to apply again under the new standards in two to three years.
  - **Council for the Accreditation of Educator Preparation (CAEP)**—The School of Education and Behavioral Sciences was granted accreditation for 7 years on October 23, 2017. One area of improvement was identified in the Accreditation Action Report. Mid-cycle reports for the several education programs offered at SEOSU were submitted this Spring 2021 with most resulting in approved with conditions (This year, there is new testing, so the programs are awaiting the results to have data to submit. This was expected by CAEP and planned for by our departments). We do not anticipate issues in continued support of most of our programs in 2023-2024.

- **Initiative with Online Program Manager**

  During Fall 2015, SEOSU examined the possibility of collaborating with an online program manager (Academic Partnerships [AP]) to develop digital marketing strategies and identify best practices in online learning for the Master of Business Administration in Business Administration (MBA) (075). During Spring 2016, faculty, staff, and administrators worked with AP to prepare for a Summer 2016

initial offering of the MBA (075). Enrollment has increased significantly in the MBA (075) (SP 16=68 majors; SP 17=239; SP 18=478; SP 19=684, SP 20=781, SP 21=842). In Fall 2016, SEOSU began working with AP on Master of Education programs (MEd). These programs launched in Fall 2017 with similar enrollment success (SP 17= 35 majors; SP 18= 176; SP 19= 465, SP 20= 796, SP 21=949). The Master of Science in Sports Administration (109) and Master of Science in Native American Leadership (112) launched in Spring 2018. The Master of Science in Native American Leadership (112) program has maintained steady enrollment (SP 18=53, SP 19=50, SP 20=45, SP 21=45). The Master of Science in Sports Administration (109) program saw significant growth (SP 18=56 majors; SP 19= 83, SP 20=197, SP 21=293). In Fall 2020, the Master of Early Intervention and Child Development in Early Intervention and Child Development (116) was launched and marketed in this format with 25 students enrolled by Spring 2021. In Fall 2017 and Spring 2018, faculty, staff, and administrators worked with AP to develop undergraduate online programs in Business, Communication, Occupational Safety and Health, and Liberal and Applied Studies. The undergraduate programs launched Fall 2018. By Spring 2020, there were 140 additional students enrolled in those programs. In Fall 2019, Criminal Justice was added to the list of undergraduate programs. There were 18 students enrolled in Spring 2021.

- **Program Modifications**

  As part of the initiative with the online program manager, SEOSU redesigned and modified several graduate programs to better meet the needs of students and become more competitive in the market for online students. Courses for the following programs are offered in an accelerated format (7-weeks) and each program has 6 start dates per year: MBA (075), Master of Education in Educational Leadership (073), Master of Education in Curriculum and Instruction (110), Master of Education in School Counseling (071), Master of Education in Special Education (072), Master of Science in Native American Leadership (112), and Master of Science in Sports Administration (109). Pending final approval, marketing and course offerings with the Music emphasis for the Master of Education in Curriculum and Instruction (110) and embedded certificates in Management, Project Management and Data Analysis will be forthcoming in the 2021-2022 academic year.
- Similarly, 6 undergraduate programs (Bachelor of Arts in Communication (049), Bachelor of Business Administration in General Business (105), Bachelor of Business Administration in Management (027), Bachelor of Business Administration in Marketing (095), Bachelor of Science in Liberal and Applied Studies (102), and Bachelor of Science in Occupational Safety and Health(058)) have been modified for the accelerated format. These programs were made available to students in Fall 2018. The Bachelor of Arts in Criminal Justice (059) was modified and launched in Fall 2019. In Fall 2020, the Bachelor of Business Administration in Accounting (001) and Bachelor of Science in Recreation Sports Management (041) were offered in a similar format. It is important to note that these programs also will be offered face-to-face on SEOSU's main campus. In addition to courses in the major, students also will be able to complete all of their general education requirements in course sections redesigned specifically for the accelerated format.
- Additionally, a new emphasis area for the online Bachelor of Science in Liberal and Applied Studies (102) program, Tribal Organizational Leadership, was approved in Fall 2020 and just launched in Spring 2021.

APRA Implementation

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

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

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

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

Program Review

SEOSU offers 50 degree and/or certificate programs as follows:

1	Certificate
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
36	Baccalaureate Degrees
13	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 SEOSU's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

SEOSU's faculty developed the proposals, which were reviewed and approved by institutional officials. SEOSU's governing board approved delivery of the Graduate Certificate in Data Analytics and the Graduate Certificate in Project Management at their October 22, 2021 meeting. SEOSU is currently approved to offer the following degree programs and certificates through electronic delivery:

- Master of Business Administration in Business Administration (075);
- Bachelor of Business Administration in Management (027);
- Bachelor of Arts in Criminal Justice (059);
- Bachelor of Science in Computer Science (052);
- Bachelor of Science in Computer Information Systems (061);
- Bachelor of Science in Elementary Education (016);
- Master of Education in School Administration (073);
- Master of Science in Aerospace Administration and Logistics (079);
- Master of Science in Native American Leadership (112);
- Graduate Certificate in Management (113);
- Bachelor of Science in Health and Human Performance (115);
- Master of Early Intervention and Child Development in Early Intervention and Child Development (116);
- Master of Education in School Counseling (071);

- Bachelor of Science in Occupational Safety and Health (058);
- Bachelor of Business Administration in Marketing (095);
- Bachelor of Science in Liberal and Applied Studies (102);
- Bachelor of Business Administration in General Business (105);
- Master of Science in Sports Administration (109);
- Bachelor of Science in Early Intervention and Child Development (111);
- Bachelor of Arts in Communication (049);
- Master of Education in Special Education (072);
- Master of Science in Occupational Safety & Health (107);
- Master of Education in Curriculum and Instruction (110);
- Master of Music Education in Music Education (114);
- Bachelor of Arts in English (017);
- Bachelor of Science in Recreation Sport Management (041); and
- Bachelor of Business Administration in Accounting (001).

SEOSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Graduate Certificate in Data Analytics

Program purpose. The proposed certificate will prepare working professionals to fill a variety of leadership roles in the decision sciences.

Program rationale and employment opportunities. In 2020, SEOSU received 147 unique inquiries for a master's degree or certificate in Data Analytics. In Fall 2020, 16 students enrolled in the new Data Analytics option within the Master of Business Administration in Business Administration (MBA) (075) program. These students and graduates from the MBA (075) program looking to expand their credentials will be the major recruitment target populations for the proposed certificate. Between Spring 2019 and Fall 2020, 548 students graduated from SEOSU's MBA (075) program. Therefore, the proposed certificate has an extensive potential pool of applicants.

The proposed certificate has the support of the John Massey School of Business Advisory Board, which includes executive officers from local financial institutions, the Choctaw and Chickasaw Nations, the Oklahoma Small Business Development Center, and other local businesses. The certificate will enable graduates to fill executive roles in data science, operations research, marketing analytics, and supply chain logistics. Moreover, this certificate will prepare graduates to pursue jobs within three of Oklahoma's driver ecosystems: Information and Financial Systems, Aerospace and Defense, and Transportation and Distribution. Data analysts hold many job titles within the Information and Financial Services industry including operations research analyst, management analysts, and marketing analyst. According to the Oklahoma Employment Security Commission (OESC), operations research analyst and marketing research analyst are currently identified as two of the fastest growing careers in Oklahoma. In addition, management analyst and marketing research analyst are currently designated as critical occupations by Oklahoma Works. OESC data indicate that employment for operations research analysts is projected to grow 22.4 percent, employment for management analysts is projected to grow 12.4 percent, and employment for market research analysts and marketing specialists is projected to grow 18.3 percent statewide between 2018 and

2028. Positions that graduates with the proposed certificate may pursue in the Aerospace and Defense sector include industrial production manager, logistician, and general operations manager. All three of these positions are listed as critical occupations by Oklahoma Works. The high employment demand in Oklahoma for data analysts suggests that many students will pursue the proposed certificate at SEOSU.

Student demand. The proposed certificate is expected to fulfill student demand within the Master of Business Administration in Business Administration (075) degree program.

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

Institution	Existing Program
University of Oklahoma	Graduate Certificate in Data Science and Analytics (448)
University of Oklahoma	Graduate Certificate in Data Analytics (473)
Oklahoma State University	Graduate Certificate in Business Analytics and Data Science (464)
Oklahoma State University	Graduate Certificate in Big Data Analytics (512)
Northeastern State University	Graduate Certificate in Data Analytics (067)

A system wide letter of intent was communicated by email on October 8, 2021. The University of Central Oklahoma (UCO) and the University of Oklahoma (OU) requested copies of the proposal, which were sent on November 3, 2021 and November 29, 2021, respectively. Neither UCO, OU, nor any other State System institution notified State Regents' staff of a protest to the proposed certificate. Due to employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Data Analytics will consist of 12 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Graduate Certificate in Data Analytics

Content Area	Credit Hours
Required Courses	12
Total	**12**

Graduate Certificate in Project Management

Program purpose. The proposed certificate will provide students with the knowledge and skills to manage organizational projects in an efficient and effective manner to meet business goals and prepare them for the Project Management Professional (PMP) exam.

Program rationale and employment opportunities. In 2020, SEOSU received 183 unique inquiries for a master's degree or certificate in Project Management. In Fall 2020, 18 students enrolled in the new Project Management option within the MBA (075) program. These students and graduates from the MBA (075) program looking to expand their credentials will be the major recruitment target populations for the

proposed certificate. Between Spring 2019 and Fall 2020, 548 students graduated from SEOSU's MBA (075) program. Therefore, the proposed certificate has an extensive potential pool of applicants.

The proposed certificate has the support of the John Massey School of Business Advisory Board, which includes executive officers from local financial institutions, the Choctaw and Chickasaw Nations, the Oklahoma Small Business Development Center, and other local businesses. Project managers may have various job titles and work in a variety of fields, such as marketing, engineering, technology, aerospace, and construction. According to the U.S. Bureau of Labor Statistics, employment for project management specialists and business operations specialists, all other, is projected to grow 6 percent from 2019 to 2029, which is faster than average for all occupations.

Student demand. The proposed certificate is expected to fulfill student demand within the Master of Business Administration in Business Administration (075) degree program.

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

Institution	Existing Program
University of Oklahoma	Graduate Certificate in Project Management (416)

A system wide letter of intent was communicated by email on October 8, 2021. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on November 3, 2021. Neither UCO nor any other State System institution notified State Regents' staff of a protest to the proposed certificate. Due to employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Project Management will consist of 12 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Graduate Certificate in Project Management

Content Area	Credit Hours
Required Courses	12
Total	**12**

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

Delivery method and support services. The courses will be delivered 100 percent online and in an asynchronous format for the proposed certificates. SEOSU uses Blackboard as the sole learner management system. The graduate business courses rely heavily on the Harvard case-study method to facilitate learning. SEOSU offers Tutor.com free of charge to students to help in multiple topics, including writing, statistics, and other business-related courses. Additionally, technical assistance is available seven days a week from 8:00am to 1:00am throughout the academic year except during semester breaks. The library and equipment are adequate for the proposed certificates.

Financing and program resource requirements. The proposed Graduate Certificate in Data Analytics and Graduate Certificate in Project Management will be embedded within the Master of Business

Administration in Business Administration (075) program. Program resource requirements are supported through the main program and the proposed certificates will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificates. No additional funding is requested from the State Regents to support the certificates.

Attachments

ATTACHMENT A

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN DATA ANALYTICS

Program Requirements		**Credit Hours**
Required Courses		**12**
BUS 5573	Predictive Analytics and Data Visualization	3
BUS 5553	Introduction to Data Analysis and Text Mining	3
MKT 5553	Marketing Analytics	3
MKT 5543	Analytics for Supply Chain Logistics	3
Total		**12**

ATTACHMENT B

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

Program Requirements		**Credit Hours**
Required Courses		**12**
BUS 5463	Project Management Coordination	3
BUS 5473	Project Management Control	3
BUS 5483	Project Management Strategy	3
BUS 5493	Agile Project Management	3
Total		**12**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #7-c:

New Programs.

SUBJECT: Tulsa Community College. Approval to offer the Certificate in Secure Infrastructure Specialist.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's request to offer the Certificate in Secure Infrastructure Specialist, 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 Secure Infrastructure Specialist.** 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. Tulsa Community College's (TCC) 2021-2022 Academic Plan lists the following institutional priorities and new funding initiatives:

Tulsa Community College continues ongoing dialogue, participation, and implementation of the 19 Pathways essential practices. Continued implementation and evaluation of strategies are overseen by TCC's Senior VP and Chief Academic Officer and the VP for Student Success and Equity. Measures of success revolve around improved student learning, retention, and completion outcomes.

In addition to Guided Pathways initiatives, TCC continues with the implementation of its 2020-2025 Strategic Plan. Each academic school, department, and office have resumed conversations about creating targeted projects/action items to assist in achieving college-wide strategic plan goals. COVID-19 delayed some of these conversations, but student learning was supported throughout this past year, ensuring access to education was ongoing and at the forefront of our thriving community.

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

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

Since 2021, TCC 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

TCC offers 96 degree and/or certificate programs as follows:

35	Certificates
29	Associate in Arts or Science Degrees
32	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degree
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 TCC'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

TCC's faculty developed the proposal, which was reviewed and approved by institutional officials. TCC's governing board approved delivery of the Certificate in Secure Infrastructure Specialist at their November 18, 2021 meeting. TCC 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:

Certificate in Secure Infrastructure Specialist

Program purpose. The proposed certificate will prepare students to take certification exams needed to obtain entry-level positions in information technology.

Program rationale and background. Many students enroll in the Systems Support Technician option within TCC's Associate in Applied Science in Information Technology (098) program, complete three or four courses in the program, pass certification exams, then obtain well-paying entry-level positions. As a result, few students finish the two-year degree program. Feedback received from TCC's Advisory Board

related to this trend suggested that retiring the option and offering a fast-track, industry-responsive certificate would better meet student and employer needs.

Employment opportunities. According to the Oklahoma Employment Security Commission (OESC), employment for information security analysts is projected to grow 25.1 percent in Oklahoma and 22.32 percent in the Tulsa metropolitan area between 2018 and 2028. OESC data also indicate that employment for computer network support specialists is projected to grow 3.9 percent in Oklahoma and 3.21 percent in the Tulsa metropolitan area from 2018 to 2028. Based on the significant employment demand across Oklahoma for entry-level information technology professionals, TCC anticipates ongoing demand for the certificate.

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

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

Duplication and impact on existing programs. There are no Secure Infrastructure Specialist certificates in Oklahoma. A system wide letter of intent was communicated by email on September 30, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate. Approval to offer the certificate will not constitute unnecessary duplication.

Curriculum. The Certificate in Secure Infrastructure Specialist will consist of a total of 16 total credit hours, as shown in the following table. Four new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	16
Total	**16**

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

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

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

Program resource requirements. Program resource requirements for the Certificate in Secure Infrastructure Specialist 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

A. Funding Sources	Year of Program 1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$17,776	$35,552	$35,552	$35,552	$35,552
Narrative/Explanation: Amounts were estimated assuming enrollments by year of 5, 10, 10, 10, and 10, 16 credit hours of enrollment, tuition and institutional fees of $141.45 per credit hour, Computer Information Systems fee of $12 per course, program fee of $76 per course, and certification exam fee of $940 [A+ $232; Network+ $338; Security+ $370].					
TOTAL	**$17,776**	**$35,552**	**$35,552**	**$35,552**	**$35,552**

B. Breakdown of Budget Expenses/Requirements	Year of Program 1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$11,556	$23,112	$23,112	$23,112	$23,112
Explanation: Amount in year 1 is 1/3 of the faculty member's salary who will teach courses in the proposed certificate. In years 2-5, a greater portion of the faculty member's salary will be paid from the certificate budget as enrollment increases.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$1,520	$3,040	$3,040	$3,040	$3,040
Explanation: Estimated costs of materials that may be purchased for the proposed certificate including PC kits and software.					
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$4,700	$9,400	$9,400	$9,400	$9,400
Explanation: Amounts will cover costs for TCC to purchase exam vouchers upfront.					
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	**$17,776**	**$35,552**	**$35,552**	**$35,552**	**$35,552**

Attachment

ATTACHMENT A

TULSA COMMUNITY COLLEGE
CERTIFICATE IN SECURE INFRASTRUCTURE SPECIALIST

Degree Requirements		**Credit Hours**
Required Courses		**16**
*CSEC 2104	A+	4
*CSEC 2204	Network+	4
*CSEC 2304	Security+	4
*CSEC 2404	CompTIA Certification Preparation	4
Total		**16**

*Denotes new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #8:

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:

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

- Master of Science in Telecommunications Engineering (339)
- Certificate in The Business of Healthcare (417)

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

- Certificate in Interpreter Education (191)
- Certificate in Pharmacy Technology (231)

POLICY ISSUES:

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

ANALYSIS:

OU requests authorization to delete the Master of Science in Telecommunications Engineering (339) effective immediately. This program was approved at the February 11, 2000 State Regents' meeting. OU reports:

- There has been persistent low student demand and enrollment.
- There are currently no students enrolled in the program.
- Sixteen courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Certificate in The Business of Healthcare (417) effective immediately. This program was approved at the March 6, 2016 State Regents' meeting. OU reports:

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

TCC requests authorization to delete the Certificate in Interpreter Education (191) effective immediately. This program was approved during the 1991-1992 academic year. TCC reports:

- This certificate does not meet current workforce needs.
- There are currently five students enrolled in the program with an expected graduation date during the 2022-2023 academic year.
- Seven courses will be deleted.
- No funds are available for reallocation.

TCC requests authorization to delete the Certificate in Pharmacy Technology (231) beginning the 2022-2023 academic year. This program was approved at the June 18, 1999 State Regents' meeting. TCC reports:

- There has been declining student interest in the certificate and learners can acquire identical training through TCC's Division of Continuing Education and Workforce Development.
- There are currently seven students enrolled in the program with an expected graduation date during the 2021-2022 academic year.
- Four courses will be deleted.
- Funds will be returned to TCC's general operating budget.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #9-a:

Policy.

SUBJECT: Posting of revisions to the Concurrent Enrollment policy.

RECOMMENDATION:

This item is for posting only.

BACKGROUND:

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

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

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

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

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

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

In 2020, the policy was revised to include definitions and terminology for the "final composite score" for the ACT exam. The policy was updated on April 15, 2021 to add a section regarding geographic service areas.

Early College Programs

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

- In high school, Early College students performed better on state assessments in English language arts and mathematics than their peers in traditional high schools in their local districts, a 2009 study found. Students earned an average of 23 college credits by the time they graduated, and 88 percent had enrolled in college the fall after graduation. In interviews, alumni of Early Colleges "generally felt their schools had effectively prepared them to manage their time and to be successful in rigorous classes," and "capable of navigating the college system and comfortable becoming involved in campus life."

- Early College students were significantly more likely to enroll in college and earn a college degree than students in a comparison group with similar characteristics who were not enrolled in Early Colleges, according to a 2014 study. These findings mirror the findings in the latest impact evaluation, which followed student outcomes for 10 years.

- The 2019 study found that, over 4 years, Early Colleges cost about $3,800 more per student than traditional high schools. However, the estimated return on that investment was about $33,709 in increased lifetime earnings for each student. (https://www.air.org/resource/evidence-effectiveness-early-college-high-schools).

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

POLICY ISSUES:

This item would revise the Concurrent Enrollment policy.

ANALYSIS:

On May 28, 2021, the State Regents approved revisions to the Concurrent Enrollment policy which moved the ECHS establishment process from a case-by-case exception procedure to a process where institutions design programs using the guidance set forth in the Concurrent Enrollment policy. This guidance prioritizes equity in ECHS programs and requires institutions to demonstrate how the proposed program would benefit

the students, the community, and the state. Institutions are still required to request permission from the State Regents to implement ECHS programs. The proposed revisions add procedural information regarding the request process for ECHS programs, as well as establish reporting requirements. A summary of the revisions is included below.

3.10.2 Definitions	• Corrects an error in the alphabetical order of the list of policy definitions.
3.10.7 Early College Programs	• Changes "high school degree" to "high school diploma." • Adds a section on evaluation of ECHS programs. • Adds a section on procedures for approval, denial, revocation, nonrenewal, and continuation of approval of ECHS programs.

These revisions were approved by the Council on Instruction on December 9, 2021, and by the Council of Presidents on January 12, 2022.

Attachment.

ATTACHMENT

[POLICY EXCERPT]

3.10 Concurrent Enrollment

3.10.1 Purpose

Concurrent enrollment provides eligible high school students with an opportunity to earn college credit. Overall, concurrent enrollment is recognized as a valuable opportunity to advance the State System's commitment to expand access to higher education opportunities, produce favorable student achievement outcomes, and enhance educational efficiency.

This 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.

3.10.2 Definitions

"Concurrent Enrollment" refers to eligible high school juniors and seniors who enroll in college courses and earn dual credit.

"Developmental Education" refers to courses or academic services that do not carry college credit and are designed to raise students' competency in the subject area to the collegiate level.

~~"Early College Programs" are partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.~~

"Dual Credit" is a college course taken by a high school student for which the student is awarded both high school and college credit. See the dual credit section below for more information.

"Early College Programs" are partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.

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

"Non-Academic High School Units" are high school units earned through participating in school sponsored activities or providing clerical support. These units may include, but need not be limited to, credit that is awarded by virtue of serving as an office or library aide or participating in school sponsored teams, clubs, or organizations.

3.10.3 Eligibility Requirements

A. Admission

A junior or senior high school student may be admitted provisionally to a college or university in the State System. Minimum standards for State

System institutions are outlined in the tables below. The ACT score is the final composite score without the writing component as defined in section 3.9.2 of the Institutional Admission and Retention policy and the SAT score is the composite score without the essay component.

A State System institution that wishes to admit a junior or senior high school student, who does not meet one of the applicable criteria detailed below, may submit a request for an exception to allow the student to enroll in a specific course in which the student has demonstrated exceptional ability. An institution shall grant admission to such a student only if the request for an exception is approved by the Chancellor.

1. Students from Accredited High Schools

   Students from accredited high schools shall meet one of the criteria listed in the table below. Acceptable exams include:

   a. A national ACT or an acceptable national preparatory ACT instrument that is listed in the Academic Affairs Procedures Handbook;

   b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or

   c. A national SAT or an acceptable national preparatory SAT instrument that is listed in the Academic Affairs Procedures Handbook.

Research Universities	ACT/SAT at 67th percentile	OR	Unweighted High School GPA 3.0 and Class Rank- top 33.3%
Regional Universities	ACT/SAT at 50th percentile	OR	Unweighted High School GPA 3.0 and Class Rank- top 50%
Community Colleges	ACT/SAT at 42nd percentile	OR	Unweighted High School GPA 3.0

2. Home Schooled Students and Students from Unaccredited High Schools

   Home schooled students and students from unaccredited high schools shall have completed enough high school coursework to be equivalent to an individual who is classified as a junior or senior at an accredited high school and meet the applicable criterion in the table below. Acceptable exams include:

   a. A national ACT or an acceptable national predictive model ACT instrument that is listed in the Academic Affairs Procedures Handbook;

   b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or

c. A national SAT or an acceptable national predictive model SAT instrument that is listed in the Academic Affairs Procedures Handbook.

Research Universities	ACT/SAT at 67th percentile
Regional Universities	ACT/SAT at 50th percentile
Community Colleges	ACT/SAT at 42nd percentile

3. All students must have a signed form from the high school principal or counselor stating that he/she is eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also have written permission from a parent or legal guardian.

B. Course Placement and Enrollment

1. Curriculum Requirements

At minimum, concurrent students shall demonstrate college readiness in a particular subject area to be eligible to enroll in a college level course in the corresponding subject area. A high school student not demonstrating college readiness in science reasoning, mathematics, or English will not be permitted enrollment in the corresponding college subject area. A student who is unable to demonstrate college readiness in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English). Concurrent enrollment students are prohibited from enrolling in any form of developmental education, including any configuration in which developmental education is embedded within a credit bearing course. A concurrent student shall demonstrate college readiness by:

a. Attaining the requisite subject score on an acceptable ACT exam;

b. Attaining the requisite subject score on an acceptable SAT exam; or

c. Satisfying an entry level assessment and course placement measure that is in accordance with the institution's State Regents approved assessment plan.

2. Workload

A high school student admitted under the provision set forth below may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a

maximum of nine semester- credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Non-academic high school units are excluded from the workload calculation. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate higher education officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.

3. Academic Calendar

Concurrent enrollment students shall be subject to the higher education institution's academic calendar.

4. Continuing Enrollment

High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a college grade point average (GPA) of 2.0 or above on a 4.0 scale. Therefore, a concurrent student who fails to achieve the requisite 2.0 college GPA shall not be eligible for concurrent enrollment at any State System institution. Additionally, congruous with the State Regents' Grading policy, if a concurrent enrollment student's college GPA falls within a range that requires one to be placed on academic probation, the academic probationary status shall be notated on the academic transcript. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the college or university's entrance requirements, including the high school curriculum requirements, and subject to the State Regents' retention standards.

3.10.4 Dual Credit

Pursuant to 70 O.S. §628.13, when a student earns college credit through concurrent enrollment, school districts shall provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. Academic credit shall only be transcripted as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the school district.

3.10.5 Collegiate Experience

Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor and learning outcomes of the course, the qualifications of the faculty delivering the course, and the student's readiness for college. The collegiate experience can be present on- and off-campus and may include:

A. High school students enrolled in a course on a college or university campus with collegiate students including online delivery off-campus.

B. High School students enrolled in an off-campus college or university course, which does not include collegiate students, and offered under the parameters prescribed within the off-campus concurrent enrollment section of this policy.

3.10.6 Off Campus Concurrent Enrollment

A. Institutional Requirements

A higher education institution offering an off-campus concurrent course shall have direct oversight of all aspects of such a course. Therefore, a higher education institution that wishes to engage in off-campus concurrent enrollment shall meet the following standards.

1. Course Offerings and Student Expectations

a. Off-campus concurrent enrollment courses shall be the same catalogued courses offered on-campus at the sponsoring higher education institution. Additionally, the course syllabus and student learning outcomes in an off-campus concurrent enrollment course shall be identical to the course syllabus and student learning outcomes that are used when the same course is taught on the sponsoring higher education institution's campus.

b. Off-campus concurrent enrollment courses shall be of the same content and rigor as the courses offered on-campus at the sponsoring higher education institution.

c. Students enrolled in off-campus concurrent enrollment courses shall be held to the same standard of achievement as students in on-campus courses.

2. Off-Campus Geographic Service Areas

Consistent with the "home rule" standard in 3.17.13, the primary criterion is that each state institution will have first priority for offering concurrent enrollment services within its approved service area. No institution shall deliver concurrent enrollment services at any site whose location is closer to another institution than the institution desiring to offer the service unless requested by a high school in a shared geographic service area as stipulated below in 3.10.6.A.2.c.

When two-year and four-year institutions share a geographic service area, the institution that is closer geographically to the high school campus is the institution that will

provide concurrent enrollment services to the high school at the providing institution's approved tuition waiver reimbursement rate. Consistent with 3.17.4.D.1, institutions may offer approved on-campus concurrent enrollment courses within their geographic service area without separate approval by the State Regents.

In a shared geographic service area, if the two-year institution is closer geographically, but the school district prefers services from a four-year institution, the school district has the option to invite the four-year institution to provide concurrent enrollment services for the district or specified high school. The State Regents will provide the two-year institution's tuition waiver reimbursement rate to the four-year institution for concurrently enrolled students and the school district must fund or secure funding for the difference between the two-year enrollment tuition waiver reimbursement rate and the four-year tuition waiver reimbursement rate. This arrangement will be at the four-year institution's discretion, contingent on the institution's available resources to enter into such an agreement and the school district's resources to fund the difference to make up the four-year institution's tuition waiver reimbursement rate.

Consistent with 3.17.4.D.2., an institution may offer approved on-campus concurrent enrollment courses outside its geographic service area without separate approval by the State Regents provided that an institutional off-campus agreement exists with the institution closer to the class site and is on file at the State Regents' office. Courses outside an institution's geographic service area shall be for a specified time period as outlined in the off-campus agreement.

3. Faculty Qualifications

   a. Faculty teaching off-campus concurrent enrollment courses shall meet the academic requirements for faculty and instructors teaching in the sponsoring higher education institution as required by the Higher Learning Commission.

   b. The appropriate academic administrator at the sponsoring higher education institution shall review credentials and recommend all faculty for approval prior to allowing such individuals to teach an off-campus concurrent enrollment course.

4. Orientation and Professional Development

   a. Before teaching an off-campus concurrent enrollment course, faculty shall participate in an orientation provided by the sponsoring higher education institution.

b. The sponsoring higher education institution shall provide the faculty teaching the off-campus concurrent enrollment course with professional development opportunities that may include, but need not be limited to: pedagogy, instructional design, course management, and student engagement strategies.

5. Evaluation

a. A faculty member teaching an off-campus concurrent course shall be evaluated in a manner consistent with the sponsoring higher education institution's guidelines for student evaluation of faculty.

b. A faculty member teaching an off-campus concurrent enrollment course shall be evaluated in accordance with the sponsoring higher education institution's policy for evaluation of instruction.

6. Memorandum of Understanding

A state system institution shall create a memorandum of understanding (MOU) with each off-campus location it utilizes to offer a concurrent enrollment course. The MOU shall detail the various expectations, obligations, and responsibilities of both the off-campus entity and the sponsoring higher education institution. A senior level administrator from the off-campus entity and sponsoring higher education institution shall sign the MOU and each entity shall retain a copy of it for record keeping purposes.

3.10.7 Early College Programs

A. Institutional Requirements

A higher education institution offering an early college in high school program shall have direct oversight of all aspects of such a program. Therefore, a higher education institution that wishes to engage in early college programs shall meet the following standards.

1. Targeted Admissions Design

a. Early college programs shall be designed with the intent of providing the opportunity to earn a credential beyond high school to traditionally underserved student populations.

b. Students from traditionally privileged populations may benefit as part of an early college program, they should not be the primary beneficiaries of such a program.

c. Institutions must clearly demonstrate the targeted underserved population is receiving the primary benefits of the early college program.

2. Program Design and Benefit to Students

a. An early college program must ultimately lead to a meaningful credential to students to earn in conjunction with their high school ~~degree~~ diploma. Key benefits to such a program should include an overall decreased cost of degree and decreased time to degree for targeted population of program participants.

b. Institutions must clearly demonstrate and report detailed explanations of the discrete benefits the student will have gained after completing the early college program.

3. Student Support

a. Before implementing an early college program, an institution should build a strong partnership with participating high schools.

b. Before implementing an early college program, an institution should carefully design support services for students in the program and readiness tools to ensure the student has requisite educational, emotional and maturity skills necessary for success in college level work while in high school.

c. In recognition of developmental and preparational differences between early college participants and traditional concurrent students, institutions should implement policy and practice to mitigate future negative consequences for students, academically or otherwise, as much as practically possible.

d. Institutions must provide traditional support systems vital to college success to early college student participants.

4. Cost of Participation

a. Institutions must not ask student participants to assume the cost of tuition.

b. Institutions should pursue options to reduce or eliminate cost for student fees and books for participants.

c. Before implementing an early college program, institutions must provide a comprehensive plan detailing how the program will be financed, including plans to assure access and eliminate any financial burden for student participants.

d. If institutions rely on potential supporters and financial partners to finance the early college program, firm written commitments must be in place before the program is launched.

5. Evaluation

Approved or renewed programs must submit report on program outcomes as outlined in the State Regents' *Academic Affairs*

Procedures Handbook.

B. Procedures for Approval, Denial, Revocation, Nonrenewal and Continuation of Approval

1. State Regents' approval is required as follows:

   a. For the addition of any new early college program.
   b. For any substantial change to an existing early college program.
   c. For the renewal of any existing program prior to the expiration of approval term of up to five years.

2. The approval to operate an early college program may be denied, revoked, or non-renewed when an institution fails to meet or comply with any portion of the *Concurrent Enrollment* policy. The following procedures will apply specifically to denial, revocation, or nonrenewal.

   a. If an approved Early College program is determined to be out of compliance with the *Concurrent Enrollment* policy or with the parameters approved by the State Regents for the program, State Regents' staff will collaborate with the institution to return the program to a state of compliance. Institutions must be given a reasonable opportunity to comply with the *Concurrent Enrollment* policy and approved program parameters before the State Regents take any action regarding a denial, revocation, or non-renewal. If the institution and State Regents' staff are unable to reach consensus on the program's state of compliance, the State Regents may take action to determine the future status of the program.
   b. State Regents' Action
   The State Regents, after considering any reports submitted by the institution, the State Regents' staff report, and any other pertinent information pertaining to the early college program, will take appropriate action on the institution's application. The State Regents' consideration of these matters and action taken thereon will be final.

3.10.8 Reporting

A. State Regents' staff will use the Unitized Data System (UDS) to annually report the following to the State Regents:

1. Number of all concurrent enrollment credit hours attempted and completed;

2. Average grade point average of all concurrent enrollment students;

3. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in off-campus concurrent enrollment courses; and

4. Average grade point average of concurrent enrollments students who specifically participated in off-campus concurrent enrollment courses.

5. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in an early college program.

6. Average grade point average of concurrent enrollment students who specifically participated in an early college program.

7. Number of degrees or certificates awarded to students who specifically participated in an early college program.

8. Demographic information demonstrating targeted underserved populations benefitting from and being served by an early college program.

B. To ensure a commitment to meeting the requirements in the off-campus concurrent enrollment section of this policy, institutions that conduct off-campus concurrent enrollment shall annually submit:

1. A copy of each signed off-campus concurrent enrollment MOU; and

2. A list of all faculty teaching off-campus concurrent enrollment, including the courses taught as well as his/her academic qualifications.

Concurrent Enrollment Policy: Approved May 29, 2017. Revised May 29, 2020 to reference "Final Composite Score." Revised April 15, 2021 to add section on service areas. Revised May 28, 2021 to include Early College Programs; added Evaluation requirements and Procedures for Approval, Denial, etc. to Early College section XXX XX, 2022.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #9-b:

Policy.

SUBJECT: Approval of a policy exception request from Rogers State University.

RECOMMENDATION:

It is recommended that the State Regents approve Rogers State University's request for an exception to the Concurrent Enrollment policy.

BACKGROUND:

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

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

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

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

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

On May 26, 2017, the State Regents approved revisions that moved the concurrent enrollment policy language from the Institutional Admission and Retention policy to a new stand-alone Concurrent Enrollment policy. Revisions were made to the admission and course placement criteria to expand access to concurrent enrollment. Additionally, new off-campus concurrent enrollment standards were established to increase guidance to institutions wishing to offer concurrent enrollment at high schools and other off-campus locations.

In 2018, the Legislature passed SB 1196. This legislation, which updated 70 O.S. § 628.13, specified that each high school senior who meets the eligibility requirements for concurrent enrollment shall be entitled to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of 18 credit hours in

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

POLICY ISSUES:

This proposed action is an exception to the State Regents' Concurrent Enrollment policy. The nature of the request does not meet the definition of an Early College Program as described in the Concurrent Enrollment policy, therefore, it is presented as a policy exception request.

ANALYSIS:

Outside State Regents approved Early College Programs, the Concurrent Enrollment policy limits concurrent enrollment to high school juniors and seniors. The proposed exception would allow Rogers State University (RSU) to admit qualified ninth- and tenth-grade students from the region to enroll into its Cherokee I and Cherokee II language courses within a partnership with the Cherokee Nation.

Students often complete their foreign language requirement during their first two years of high school, and then pursue additional general education courses during their eleventh and twelfth-grade years. This policy exception would enable admitted students to study college-level Cherokee I and II within this generally preferred sequence as well as provide them the opportunity to spread a small portion of their concurrent coursework over a four-year period.

RSU intends to follow its standard concurrent admission policy for students admitted through the requested policy exception, including a composite ACT score of at least 19 or an unweighted GPA of 3.0 from a state-accredited high school. In addition, an ACT subscore of 19, an SAT subscore equivalent, or RSU Placement Exam will be required to enroll in the classes. Tuition and fees for courses will be paid by the Cherokee Nation. RSU anticipates course delivery will be facilitated, in part, through RSU Public Television.

RSU requests this policy exception to begin with the Fall 2022 semester and conclude at the end of the Spring 2025 semester, with a possible request to renew the exception at that time. RSU will be required to submit an annual report to the State Regents regarding the success of the students included in the policy exception starting at the conclusion of the Fall 2023 term. It is recommended that the State Regents approve RSU's request for an exception to the Concurrent Enrollment policy.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #10:

Student Assessment.

SUBJECT: Approval of institutional student assessment plans.

RECOMMENDATION:

It is recommended that the State Regents approve the Student Assessment Plans as required by the Student Assessment and Remediation policy.

BACKGROUND:

In the late 1980s and early 1990s, the State Regents implemented Assessment and Remediation policies to demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning and remediation of student educational needs. The Assessment policy was implemented to fulfill two purposes: (1) improvement of teaching and learning and (2) accountability and institutional effectiveness. Remediation is designed to assist students who have not completed the required high school courses and students who lack the requisite academic skills necessary to enroll and succeed in college-level courses.

Beginning in 2009, the Council on Instruction (COI) Assessment, Retention and Transfer Committee revised and combined the Assessment and Remediation policies into a single policy. The policy revisions provide increased guidance to institutions regarding the assessment of student learning outcomes and an improved process for course placement of students who demonstrate the need for remediation or developmental education. Additionally, the revisions outline the requirements for institutional assessment plans and reporting requirements to accomplish an effective and coordinated State System effort of assessment that will facilitate a model of continuous improvement for institutions.

In October 2015, the State Regents approved the revised Assessment and Remediation policy (3.20). As stated in the section on Assessment Plan and Reporting (3.20.8),

> To achieve the purposes of this policy and to accomplish effective and innovative State System assessment, every institution will maintain a current assessment plan that includes a minimum of the assessments required in this policy. The plan will be submitted to the State Regents for approval every five years or when substantive changes are made.

The revisions to policy became effective in Fall 2016 and the State Regents approved the first five-year cycle of assessment plans at their February 2, 2017 meeting. All State System institutions have submitted assessment plans for this second five-year cycle, and the plans have been reviewed and summarized in the Attachment.

POLICY ISSUES:

To meet the requirements of the State Regents' Student Assessment and Remediation policy, institutions must submit an assessment plan for approval.

ANALYSIS:

As stated in the State Regents' Student Assessment and Remediation policy (3.20), the institutional assessment plans must address four categories of student assessment: (1) entry level and course placement, (2) general education, (3) academic program learning outcomes, and (4) student engagement and satisfaction. A summary of these categories for each institution is attached to this agenda item. The full reports are available upon request.

It is recommended that the State Regents approve the institutional assessment plans and review institutional assessment plans every five years or when substantive changes are requested by the institution.

Attachment

ATTACHMENT

Oklahoma State Regents for Higher Education
Institutional Student Assessment and Remediation Plans
Summary 2021

Entry Level Assessment and Course Placement (3.20)

Students scoring below the ACT subject (or SAT equivalent) score minimum level will be reviewed with additional information, as approved by the State Regents, to determine the level of readiness for college-level course work. Another test is not required.

Entry Level Assessment and Course Placement (3.20.4) Research Universities		
Research Universities	**Measures**	**Remediation**
Oklahoma State University	ACT/SAT, OSU Entry-Level Placement Analysis (ELPA), Accuplacer (English and reading) and ALEKS (mathematics).	UNIV courses (NOC-Stillwater), ALEKS online learning modules, co-requisite courses, and tutoring services.
University of Oklahoma	ACT/SAT, Accuplacer (English and reading), Accuplacer Write Placer (writing), ALEKS (mathematics), HS GPA and Math Offers Model (MOM).	ALEKS (mathematics) learning modules, developmental mathematics, English and reading.

Entry Level Assessment and Course Placement (3.20.4) Comprehensive Universities		
Comprehensive Universities	**Measures**	**Remediation**
Cameron University	ACT/SAT, HS GPA and Accuplacer NextGen.	Remedial courses, co-requisite courses, and remediation "bootcamps."
East Central University	ACT/SAT and Accuplacer NextGen.	Remedial course and co-requisite courses.
Langston University	ACT/SAT and Accuplacer.	Remedial courses and co-requisite courses.
Northeastern State University	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.
Northwestern Oklahoma State University	ACT/SAT, HS GPA, Math department institutional test and completion of College Career Math Ready with an A or B.	Remedial courses and co-requisite courses.
Oklahoma Panhandle State University	ACT/SAT and Accuplacer NextGen.	Remedial courses and co-requisite courses.
Rogers State University	ACT/SAT, Accuplacer NextGen, STASS (science).	Remedial course and co-requisite courses.
Southeastern Oklahoma State University	ACT/SAT, "in-house" college placement test - developed by English and math departments.	Accelerated remediation programs, summer math workshops, remedial courses, and co-requisite courses.

Entry Level Assessment and Course Placement (3.20.4) Comprehensive Universities		
Comprehensive Universities	**Measures**	**Remediation**
Southwestern Oklahoma State University	ACT/SAT, HS GPA and Accuplacer.	Remedial courses and co-requisite courses.
University of Central Oklahoma	ACT, Accuplacer, ALEKS.	Remedial courses and co-requisite courses.
University of Science & Arts of Oklahoma	ACT/SAT and Accuplacer.	Remedial courses and co-requisite courses.

Entry Level Assessment and Course Placement (3.20.4) Community Colleges		
Community Colleges	**Measures**	**Remediation**
Carl Albert State College	ACT/SAT, HS GPA and NextGen Accuplacer.	Remedial courses and co-requisite courses.
Connors State College	ACT/SAT, Accuplacer, HS GPA and GED/HiSet.	Remedial course and co-requisite course.
Eastern Oklahoma State College	ACT/SAT, Accuplacer, HS GPA and HS course history.	Remedial courses and co-requisite courses.
Murray State College	ACT/SAT, Accuplacer NextGen, HS GPA and HS course history.	Remedial courses and co-requisite courses.
Northeastern Oklahoma A&M College	ACT/SAT, HS GPA and Accuplacer NextGen.	Remedial courses and co-requisite courses.
Northern Oklahoma College	ACT/SAT, ACT Challenge Exam, HS GPA and HS course history.	Remedial courses and co-requisite courses.
Oklahoma City Community College	ACT/SAT, HS GPA, HS courses and placement test.	Remedial courses and co-requisite courses.
OSU Institute of Technology	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.
OSU-OKC	ACT/SAT and Accuplacer NextGen.	Remedial courses and co-requisite courses.
Redlands Community College	ACT/SAT, Accuplacer NextGen, GED and HS GPA.	Remedial courses and co-requisite courses.
Rose State College	ACT/SAT and Accuplacer NextGen, HS GPA and non-cognitive factors.	Bridge Program, Remedial courses, and co-requisite courses.
Seminole State College	ACT/SAT, Accuplacer, HS GPA, HS courses and self-evaluation.	Remedial courses and co-requisite courses.
Tulsa Community College	ACT/SAT, Accuplacer and HS GPA.	Remedial courses and co-requisite courses.
Western Oklahoma State College	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.

General Education Assessment (3.20.5)

General education assessment measures include those chosen by faculty to improve teaching and learning in the general education core and broad areas such as communications, critical thinking, mathematics, reading, and writing.

General Education Assessment (3.20.5) Research Universities		
Research Universities	**Competencies**	**Measures**
Oklahoma State University	1. Construct a broad foundation for the student's specialized course of study. 2. Develop the student's ability to read, observe, and listen with comprehension. 3. Enhance the student's skills in communicating effectively. 4. Expand the student's capacity for critical analysis and problem solving. 5. Assist the student in understanding and respecting diversity in people, beliefs, and societies. 6. Develop the student's ability to appreciate and function in the human and natural environment.	Diversity was assessed using written student artifacts. Campus Climate Survey for Students (CCS-S) administered to Stillwater and Tulsa campuses.
University of Oklahoma	1. Communication Skills. 2. Technology and Information Literacy. 3. Critical Analysis & Scientific Reasoning. 4. Quantitative & Numerical Analysis. 5. Community, Culture & Diversity. 6. Arts & Humanities.	Multiple measures to assess effectiveness. Course-based assessments for each SLO. Administration of assessments vary by course.

General Education Assessment (3.20.5) Comprehensive Universities		
Comprehensive Universities	**Competencies**	**Measures**
Cameron University	1. Information Literacy. 2. Diversity. 3. Critical Thinking. 4. Ethics. 5. Aesthetics. 6. Problem Solving. 7. Communication. 8. Wellness.	Course-embedded assessments for each SLO and surveys and general education/capstone course projects.
East Central University	1. Communication. 2. Intellectual Skills. 3. Information Literacy. 4. Intercultural Knowledge.	Mid-level general education assessment occurs within selected general education courses on a rotating schedule using four general education rubrics produced by ECU's General Education Committee.
Langston University	1. Discuss the intricacies of diverse cultures and heritages. 2. Explain multiple modes of inquiry, reason, and critical thinking. 3. Communicate effectively using a variety of tools. 4. Discuss the importance of creativity for the human experience. 5. Explain the relationship between nature and science. 6. Discuss the role of responsible, ethical, and engaged citizens. 7. Value life-long learning, wellness, and personal enrichment. 8. Adapt to a constantly changing global society.	Course competencies are measured with assessments as part of regular course work to all students enrolled in general education courses.

General Education Assessment (3.20.5) Comprehensive Universities		
Comprehensive Universities	**Competencies**	**Measures**
Northeastern State University	1. Communicate effectively. 2. Analyze work. 3. Evaluate political, historical, and social forces. 4. Globally-aware citizen. 5. Understand physical/biological phenomena. 6. Scientific inquiry. 7. Quantitative literacy. 8. Health and wellness. 9. Critical thinking.	Course-embedded assessments are included as part of regular course work to all students enrolled in general education courses.
Northwestern Oklahoma State University	1. Literacy. 2. Critical Thinking. 3. Ethical Leadership.	Course embedded assessment, ETS Proficiency Profile, National Survey of Student Engagement (NSSE).
Oklahoma Panhandle State University	1. Oral and Written Communication. 2. Analytical and Quantitative Reasoning. 3. Social Responsibility and Cultural Awareness.	Course-embedded assessments.
Rogers State University	1. Think critically and creatively. 2. Knowledge of human cultures and natural world. 3. Written, oral and visual communication. 4. Diverse perspectives and values. 5. Civic knowledge and engagement.	Course embedded assessments, presentations, assignments, institutional assessments, ETS Proficiency Profile and institutional survey.
Southeastern Oklahoma State University	1. Communication. 2. Mathematics. 3. Science. 4. Social & Political. 5. Wellness. 6. Fine Arts & Humanities.	ETS Proficiencies Profile and course embedded assessments.

General Education Assessment (3.20.5) Comprehensive Universities		
Comprehensive Universities	**Competencies**	**Measures**
Southwestern Oklahoma State University	1. Communication and computer literacy. 2. Scientific and quantitative reasoning. 3. Fine arts, history, and humanities. 4. Social and cultural competency. 5. Intellectual and professional aptitudes.	Curriculum-embedded assessment, ETS Proficiency Profile.
University of Central Oklahoma	1. Communication. 2. Quantitative Reasoning. 3. Scientific Method. 4. Critical Inquiry. 5. Analysis.	Course level assessments, (AAC&U) capstone courses, external licensure, Student Transformative Learning Record (STLR).
University of Science & Arts of Oklahoma	The Interdisciplinary Studies core.	The Interdisciplinary Studies (IDS) course assessments.

General Education Assessment (3.20.5) Community Colleges		
Community Colleges	**Competencies**	**Measures**
Carl Albert State College	1. Technologic & Information Literacy. 2. Think Critically. 3. Communicate Effectively.	Course-embedded common assessments.
Connors State College	1. Communication. 2. Technology & Information Literacy. 3. Social Responsibility & Cultural Global Awareness. 4. Problem Solving/Critical Thinking.	Course-embedded assessments.
Eastern Oklahoma State College	1. Communication. 2. Critical Thinking. 3. Information & Technology Literacy. 4. Quantitative & Scientific Reasoning. 5. Culture, Global Awareness & Social Responsibility.	Course-embedded assessments using rubrics, artifact collection, and surveys.

General Education Assessment (3.20.5) Community Colleges		
Community Colleges	**Competencies**	**Measures**
Murray State College	1. Effective Communication. 2. Responsible Citizenship. 3. Global Awareness. 4. Critical Thinking. 5. Quantitative Reasoning. 6. Information & Technology. 7. Health & Wellness.	ETS Proficiency Profile Test and course embedded assessments.
Northeastern Oklahoma A&M College	1. Communications. 2. Quantitative Reasoning. 3. Critical Thinking. 4. Information Literacy.	Embedded-course assessments.
Northern Oklahoma College	1. Critical Thinking. 2. Communication Skills. 3. Cultural, Societal and Environmental Awareness. 4. Consumer and Personal Wellness.	Embedded-course assessments.
Oklahoma City Community College	1. Writing. 2. Public Speaking. 3. Mathematical Methods. 4. Human Heritage, Culture & Institutions. 5. Critical Thinking.	Evaluation of artifacts using rubrics.
OSU-Institute of Technology	1. Communication. 2. Critical Thinking. 3. Ethics and Diversity. 4. History and Government. 5. Technology. 6. Service Learning.	Embedded-course assessments.
OSU-OKC	1. Critical Thinking. 2. Effective Communications. 3. Computer Proficiency. 4. Civic Responsibility. 5. Global Awareness.	Course-embedded assessments.
Redlands Community College	1. Communication. 2. Critical Thinking. 3. Information Technology. 4. Quantitative Literacy. 5. Social and Cultural Awareness.	Course-embedded assessments.
Rose State College	1. Written Communication. 2. Quantitative Reasoning. 3. Diversity Awareness.	RSC's institutional assessment instrument.

General Education Assessment (3.20.5) Community Colleges		
Community Colleges	**Competencies**	**Measures**
Seminole State College	1. Communication. 2. Scientific Reasoning/ Critical Thinking. 3. Knowledge of Global Society. 4. Role of history, culture, arts, or science.	Course-embedded assessments, Educational Testing Services Proficiency Profile.
Tulsa Community College	1. Communication Skills. 2. Critical Thinking. 3. Personal Responsibility. 4. Social Responsibility.	Indirect assessment data through the end-of-term course feedback surveys and course-embedded assessments.
Western Oklahoma State College	1. Communications Skills. 2. Math Skills. 3. Critical Thinking Skills. 4. Life Skills. 5. Technological Skills.	Course-embedded assessments, Western Exit Survey and Educational Testing Services Proficiency Profile.

Academic Program Learning Outcomes (3.20.6)

Assessment findings will be reported in program reviews. Results from standardized measures will be collected and reported annually to the State Regents.

All institutions provided plans describing how academic program learning outcomes are identified and assessment instruments are selected.

Student Engagement and Satisfaction (3.20.7)

Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Results from the standardized measures will be reported at least every three years to the State regents and will be included in the annual report.

Student Engagement and Satisfaction (3.20.7) Research Universities		
Research Universities	**Standardized Measures**	**Institutional Measures**
Oklahoma State University	None reported.	OSU's Student Engagement Survey and Student Satisfaction Survey.
University of Oklahoma	UCLA's Higher Education research Institute (HERI) was administered. Results are currently being prepared.	Norman campus.

Student Engagement and Satisfaction (3.20.7) Comprehensive Universities		
Comprehensive Universities	**Standardized Measures**	**Institutional Measures**
Cameron University	Qualtrics student engagement.	Student engagement and satisfaction surveys.
East Central University	National Survey of Student Engagement.	In-house Student Opinion Survey (SOS) administered to all undergraduate and graduate students.
Langston University	Noel-Levitz Student Satisfaction Inventory.	Co-curricular events were assessed.
Northeastern State University	National Survey of Student Engagement.	Internal survey, Student Defined Success, course evaluations and course surveys.
Northwestern Oklahoma State University	Noel-Levitz Student Satisfaction Inventory – spring 2022. National Survey of Student Engagement – 2023.	Graduate student satisfaction survey and course evaluations.
Oklahoma Panhandle State University	National Survey of Student Engagement.	Internal scorecard to measure attendance, course evaluations, Graduation Survey, Student Opinion Survey.
Rogers State University	National Survey of Student Engagement – spring 2023.	Student Opinion Survey and Graduating Senior Survey.
Southeastern Oklahoma State University	Noel-Levitz Student Satisfaction Inventory – spring 2022.	Current student survey, graduate survey, and course evaluations.
Southwestern Oklahoma State University	National Survey of Student Engagement and Noel-Levitz Student Satisfaction Inventory.	Course/instructor evaluations and exit surveys.
University of Central Oklahoma	National Survey of Student Engagement, Noel-Levitz Student Satisfaction Inventory and Your First College Year.	Graduating Student Survey and Graduate Outcomes Survey.
University of Science & Arts of Oklahoma	None reported.	Institutional COVID-19 surveys.

Student Engagement and Satisfaction (3.20.7) Community Colleges		
Community Colleges	**Standardized Measures**	**Institutional Measures**
Carl Albert State College	Online Community College Survey of Student Engagement (CCSSE).	None reported.
Connors State College	Microsoft Forms for surveys for students, faculty, and staff.	None reported.

Student Engagement and Satisfaction (3.20.7) Community Colleges		
Community Colleges	**Standardized Measures**	**Institutional Measures**
Eastern Oklahoma State College	None reported.	Student satisfaction survey.
Murray State College	Office of Academic Affairs administered an independent Student Satisfaction Survey.	None reported.
Northeastern Oklahoma A&M College	None reported.	Student satisfaction survey targeted courses based on primary faculty member and graduate exit survey.
Northern Oklahoma College	Community College Survey of Student Engagement.	No assessments were administered due to COVID-19.
Oklahoma City Community College	Noel Levitz Student Satisfaction Inventory and Student Input on Instruction (SII).	Six Month Graduate Survey and Supervisor Survey.
OSU-Institute of Technology	Student Satisfaction Inventory, Priorities Survey for Online Learners and Community College Survey of Student Engagement.	Class Climate Course Evaluations, graduation survey, and alumni survey.
OSU-OKC	SmartEval Student Satisfaction Survey.	Course evaluations.
Redlands Community College	Community College Survey of Student Engagement and Survey of Entering Student Engagement.	None reported.
Rose State College	The Educational Demographics Assessment and Student Satisfaction of Facilities.	None reported.
Seminole State College	None reported.	Student feedback on classroom instruction, student feedback on online instruction, entering student engagement and faculty survey, graduate exit survey.

Student Engagement and Satisfaction (3.20.7) Community Colleges		
Community Colleges	**Standardized Measures**	**Institutional Measures**
Tulsa Community College	Community College Survey of Student Engagement.	Course evaluations, exit and alumni surveys, TRiO mid-year and end-of-year surveys, the Dual Credit Student Survey, Summer 2020 Accessibility Resources Student Satisfaction Survey, and surveys of the Diversity, Equity, and Inclusion webinar events.
Western Oklahoma State College	Graduation Exit Exam.	Western Exit Survey - Graduation Exit Exam.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #11:

E&G Budget.

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

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of $933,222.39 to Oklahoma State University Center for Health Sciences (OSU CHS) and $933,222.39 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit $1,866,444.78 This amount is sufficient for a transfer of $933,222.39 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 $97,922,477.36.

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	$3,770,754.01

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #12:

EPSCoR.

SUBJECT: Approval of allocation for EPSCoR Coalition Dues 2022.

RECOMMENDATION:

It is recommended that the State Regents ratify the payment of annual EPSCoR/IDeA Coalition dues in the amount of $37,500 for the calendar year 2022.

BACKGROUND:

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

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #13:

Contracts and Purchases.

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

RECOMMENDATION:

It is recommended that the State Regents approve FY2022 purchases for amounts that are in excess of $100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over $100,000

OneNet

1) Pinnacle in the amount of $273,143.81 for the purchase of equipment to refresh OneNet's existing enterprise storage, which is nearing end-of-support life. The equipment will provide needed performance improvements. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet)

2) Dobson Technologies Transport and Telecom Solutions for $141,000.00 for FY22 underground fiber location services due to road and highway construction. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet)

Core

1) Krush Digital Media in the amount of $100,000.00 for a statewide media campaign for the Workforce Micro-Credentials initiative and other creative services, including website development. (Funded from 210-Core.)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #14:

Investments.

SUBJECT: Approval of investment managers.

RECOMMENDATION:

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

BACKGROUND:

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

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

ANALYSIS:

Mercer is recommending the following managers for the portfolio:

JMI Equity Fund XI -- $10,000,000 This fund will execute a strategy in North American software and technology-enabled service businesses. The fund will target companies primarily in the United States in non-traditional secondary cities to be the first institutional capital in the business. The fund will target eight to ten investments each year from a sourcing database of 55,000 companies tracked by the firm.

H/2 Special Opportunities V – $10,000,000 H/2 Capital is an institutional manager dedicated to investments in commercial real estate and related asset-heavy operating entities, with a particular focus on senior credit and/or controlling positions. H/2 is one of the largest investment managers focused exclusively on special situations and opportunistic, commercial real estate credit. The Fund V will be deployed in the same manner previous funds have been invested.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #15:

Oklahoma's Promise.

SUBJECT: Presentation and acknowledgment of receipt of the 2020-2021 Oklahoma's Promise Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2020-2021 Oklahoma's Promise Year-End Report.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for an award equal to public college tuition.

As originally created in 1992, participation was limited to students from families with an income of $24,000 or less at the time of application in the 9th or 10th grade. In 1999, the family income limit was increased to $32,000 and the application period was expanded into the 8th grade. One year later, in 2000, the income limit was further increased to $50,000. The income limit remained at $50,000 until 2017 when the Legislature increased the limit to $55,000 beginning with the 2017-2018 school year. The 2017 legislation also included a further increase of the income limit to $60,000 beginning in 2021-2022. In 2021, the Legislature acted to further expand the application period to the 11th grade, effective beginning in 2021-2022.

From 2012-2013 to 2017-2018, Oklahoma's Promise college students were subject to a second income limit at $100,000 checked once at the time the student started college. Beginning in 2018-2019, the second income limit is now checked each year the student is enrolled in college.

POLICY ISSUES:

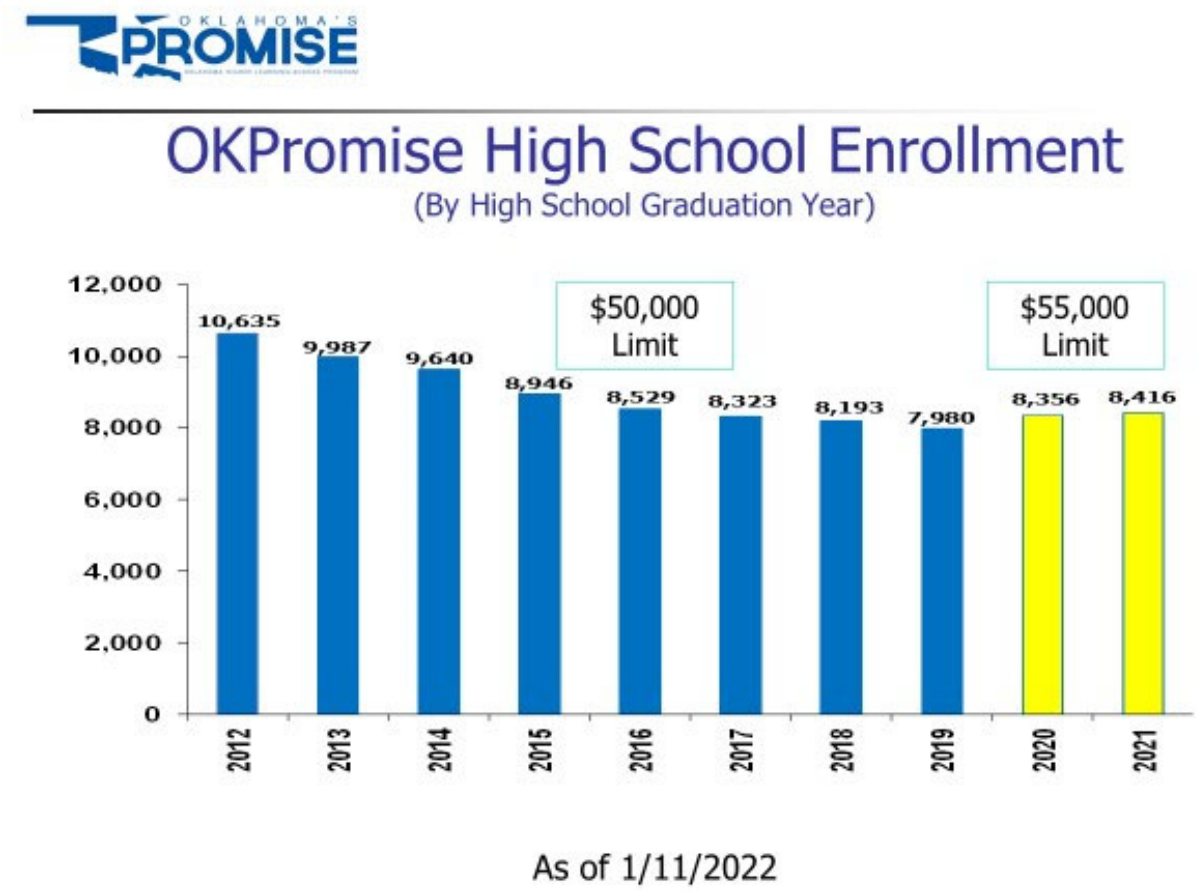
Oklahoma's Promise plays an important role in the State Regents' goal to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students to aspire to attend college, prepare themselves for academic success in college, and to provide them with financial assistance for college expenses.

ANALYSIS:

The following pages provide analysis on the number of students participating in the program, their performance in the program, and the costs of the program. The full 2020-2021 Year-End Report is available as a supplement to the agenda item.

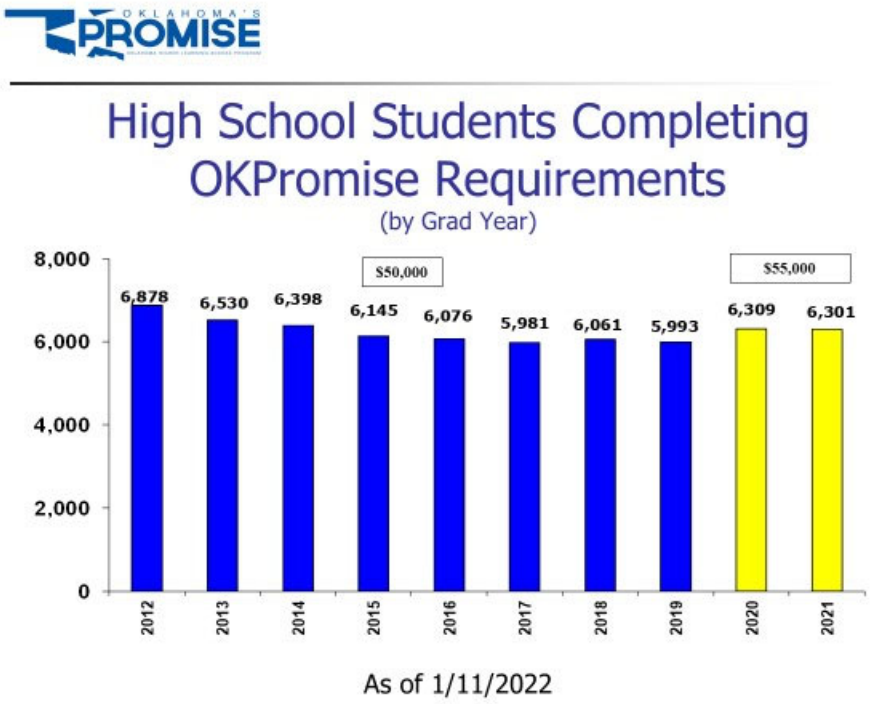
Enrollment

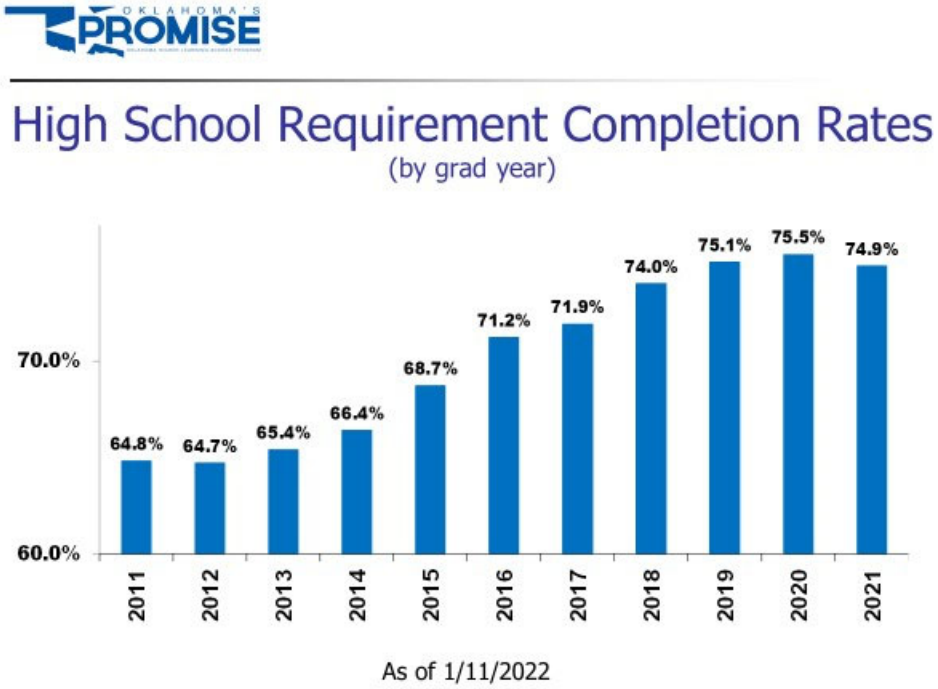
The number of students enrolling in Oklahoma's Promise in high school declined steadily from 10,635 in 2012 to 7,980 in 2019. However, beginning with the 2020 high school graduating class, the first class with the higher $55,000 application income limit, enrollment increased to 8,356, a gain of 376 students or nearly five percent. Enrollment for the 2021 classed increased slightly more to 8,416.



Number of Students Completing the Program's High School Requirements

The number of students completing the requirements to be eligible for the scholarship in the 2021 high school graduating class totaled 6,301, nearly identical to the 2020 class. The high school requirement completion rate dipped slightly from 75.5 percent to 74.9 percent.

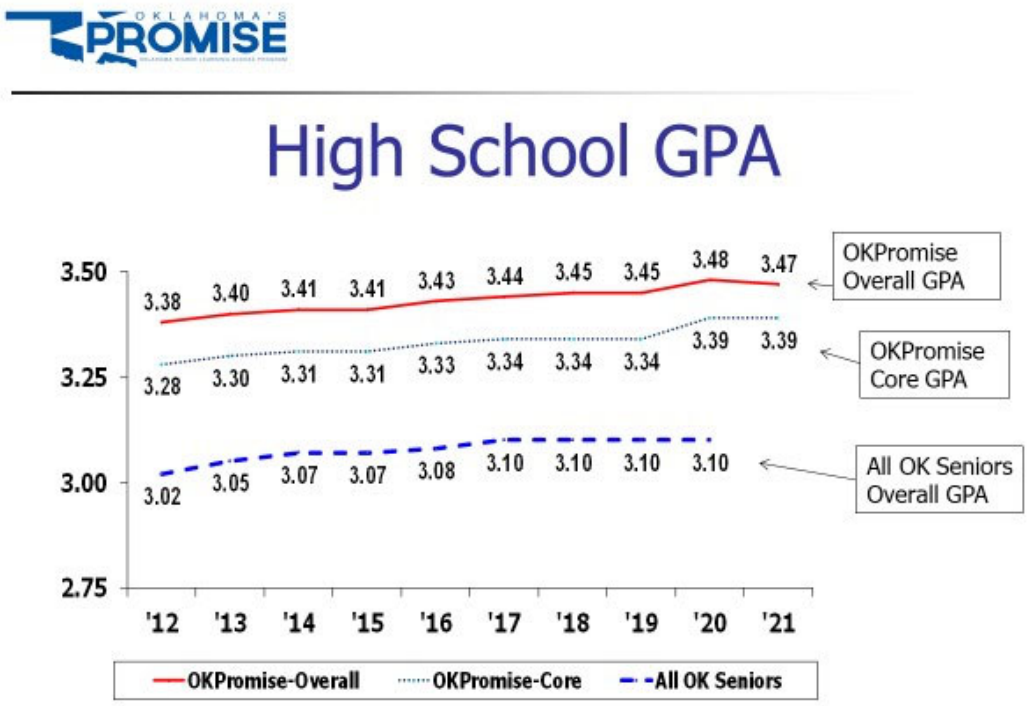




Performance Measures for Oklahoma's Promise Students

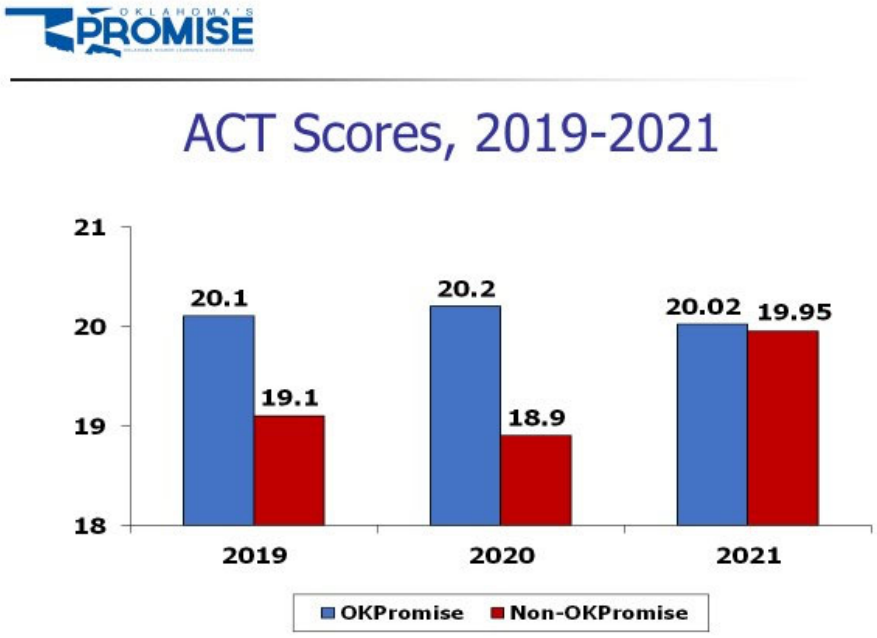
Oklahoma's Promise students meeting the program's high school requirements to become eligible for the scholarship have historically out-performed their non-Oklahoma's Promise peers, or the student body as a whole, on a number of academic measures. The following charts show the performance of Oklahoma's Promise students on a variety of benchmarks.

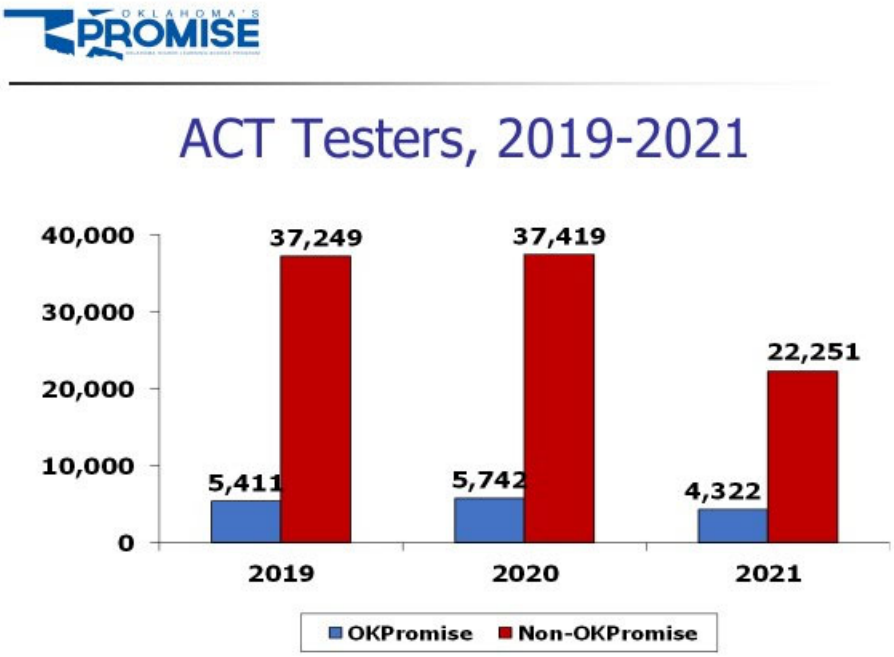
- Higher high school GPAs.
- Higher ACT composite scores.
- Higher college-going rates.
- Lower college remediation rates.
- Higher college freshmen GPA rates.
- Higher full-time college enrollment.
- Higher college persistence rates.
- Higher college degree completion rates.
- Higher employment rates in Oklahoma after college graduation.



ACT Scores

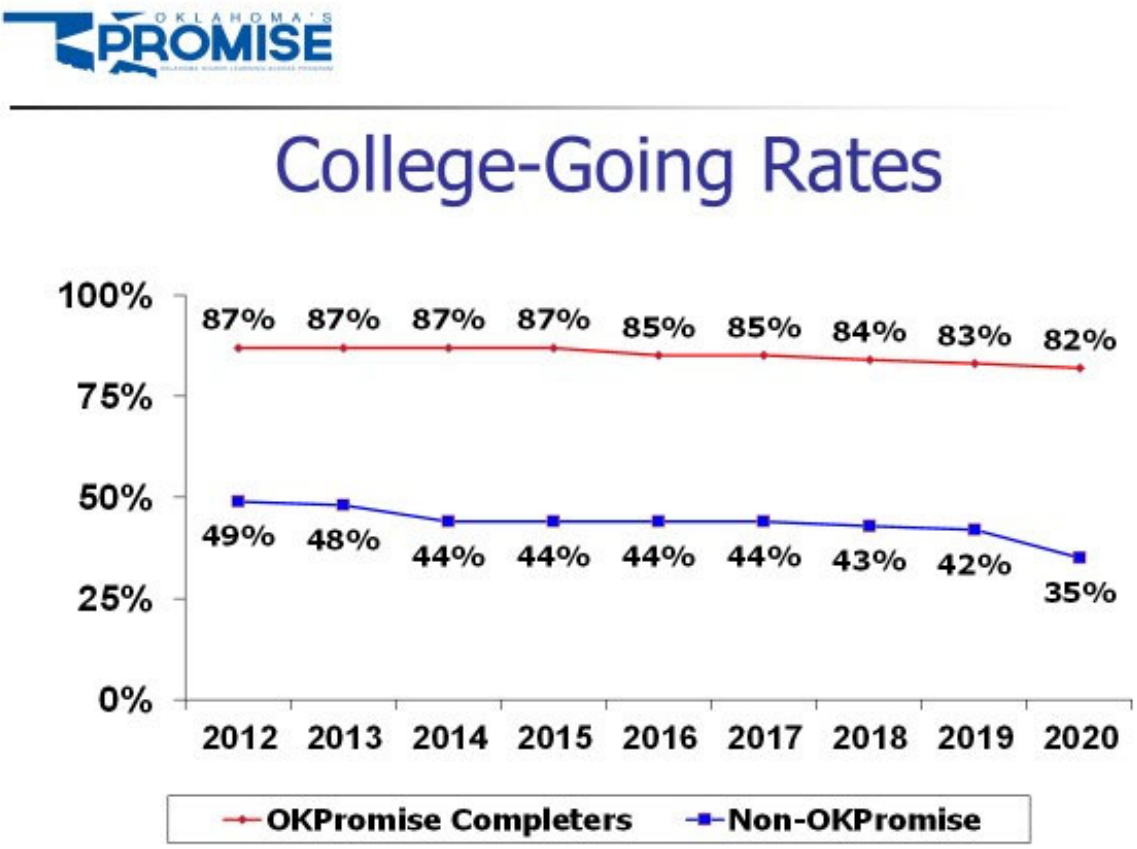
In recent years, Oklahoma's Promise students have generally outscored non-Oklahoma's Promise students by an average of about one point on the ACT test. However, in 2021, the average score for non-Oklahoma's Promise students increased by a full point and the scores for the two groups were nearly identical. As the second chart below shows, the significant decline in the number of non-Oklahoma's Promise testers (down over 15,000 or 41 percent) appears to have been a factor in this change. The number of Oklahoma's Promise testers declined less (about 1,400 or 25 percent) but their average score remained similar to prior years.





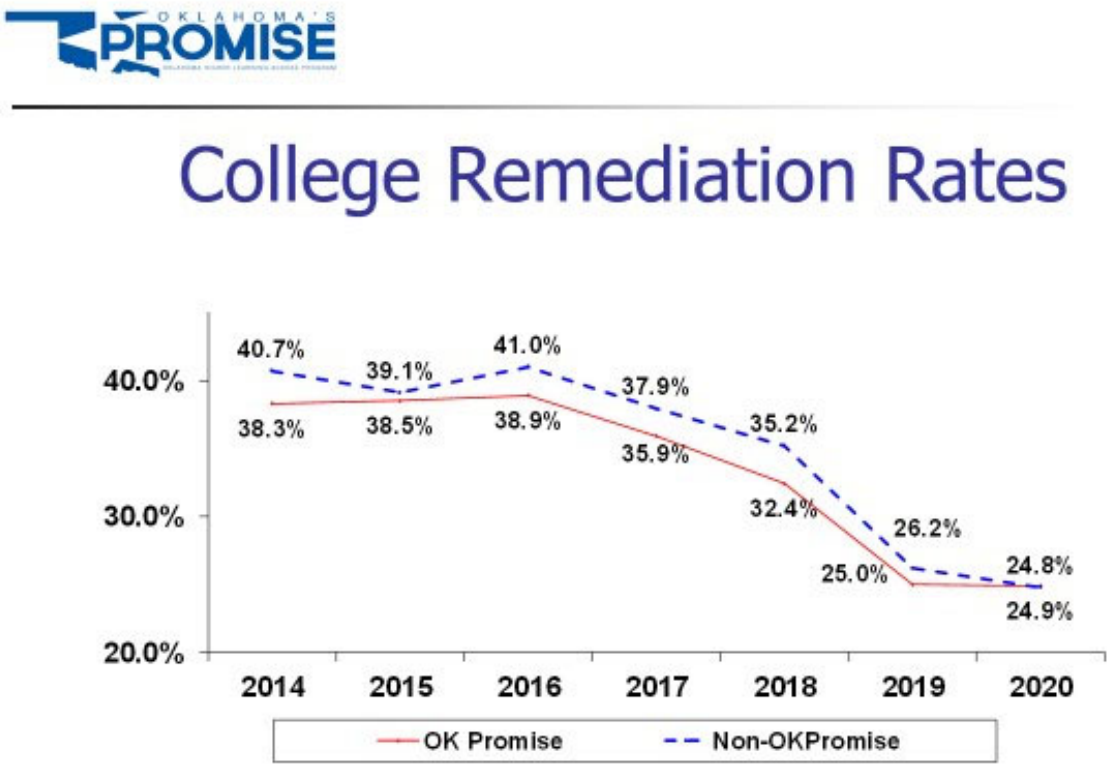
College-Going Rates

College-going rates for Oklahoma's Promise students have dropped gradually over the past several years from 87 percent to 82 percent. College-going rates for non-Oklahoma's Promise students have also declined including a significant one-year drop in 2020 as shown below. The drop for non-Oklahoma's Promise 2020 high school graduates reflects a similar decline experienced nationally by students impacted by the COVID-19 pandemic.



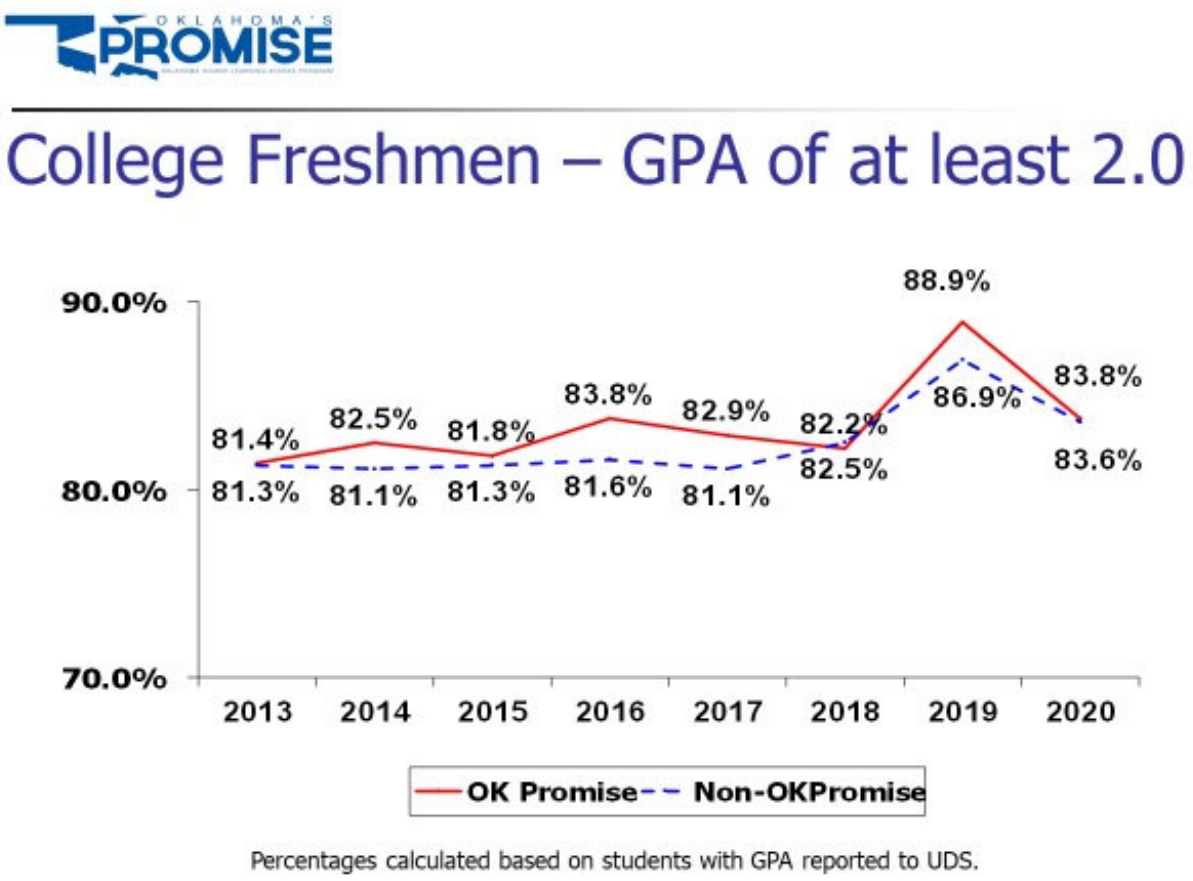
College Remediation Rates

College remediation rates for both Oklahoma's Promise and non-Oklahoma's Promise students have dropped significantly in the past four years due to system-wide remediation reform efforts. Reform actions have included: improved assessment and placement policies; co-requisite course models and support services; and gateway college-level mathematics courses that align to specific degrees of study. While remediation rates for Oklahoma's Promise students have generally been lower that non-Oklahoma's Promise students, the rates for both groups were nearly identical for 2020 high school graduates.

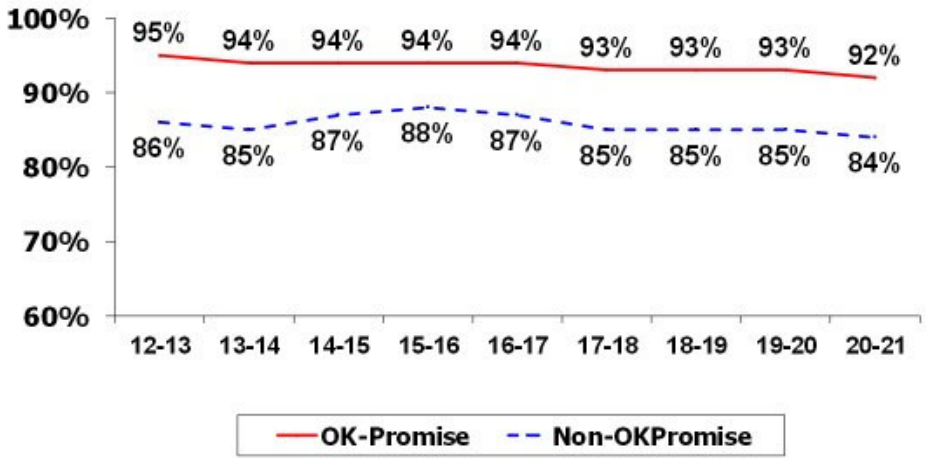


College Freshmen GPA

In most years, the percentage of Oklahoma's Promise college freshmen students with at least a 2.0 GPA has been slightly higher than comparable non-Oklahoma's Promise students. In 2020-2021, the percentages for both groups were nearly identical with Oklahoma's Promise recipients at 83.8 percent compared to 83.6 percent for non-Oklahoma's Promise students.

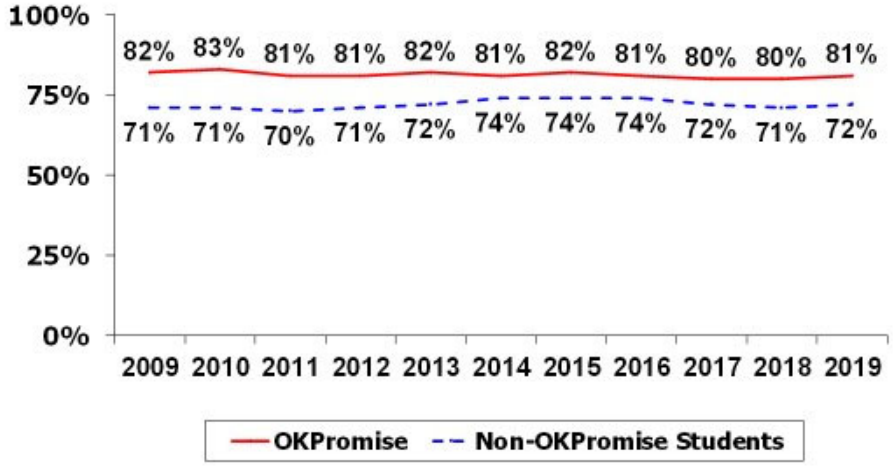


Full-Time College Enrollment



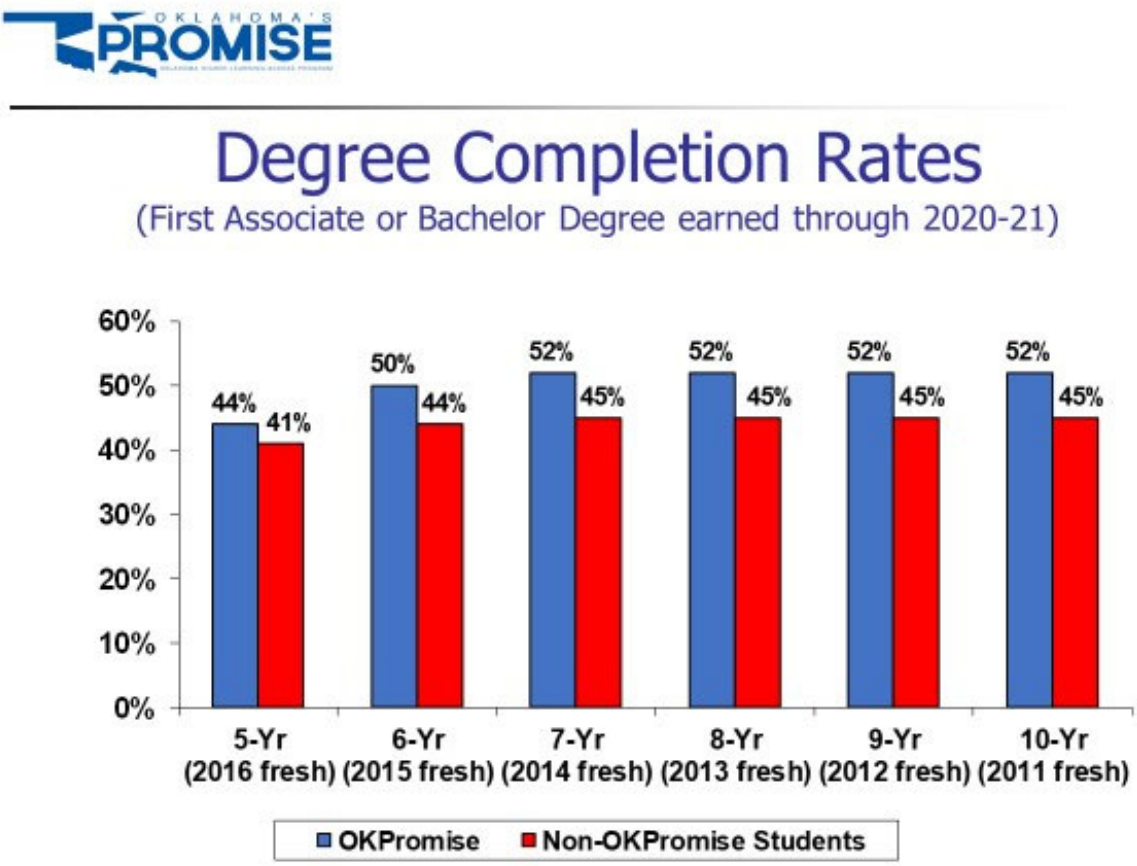
First-time entering students enrolled full-time in fall or spring semester

College Freshman to Sophomore Persistence Rates



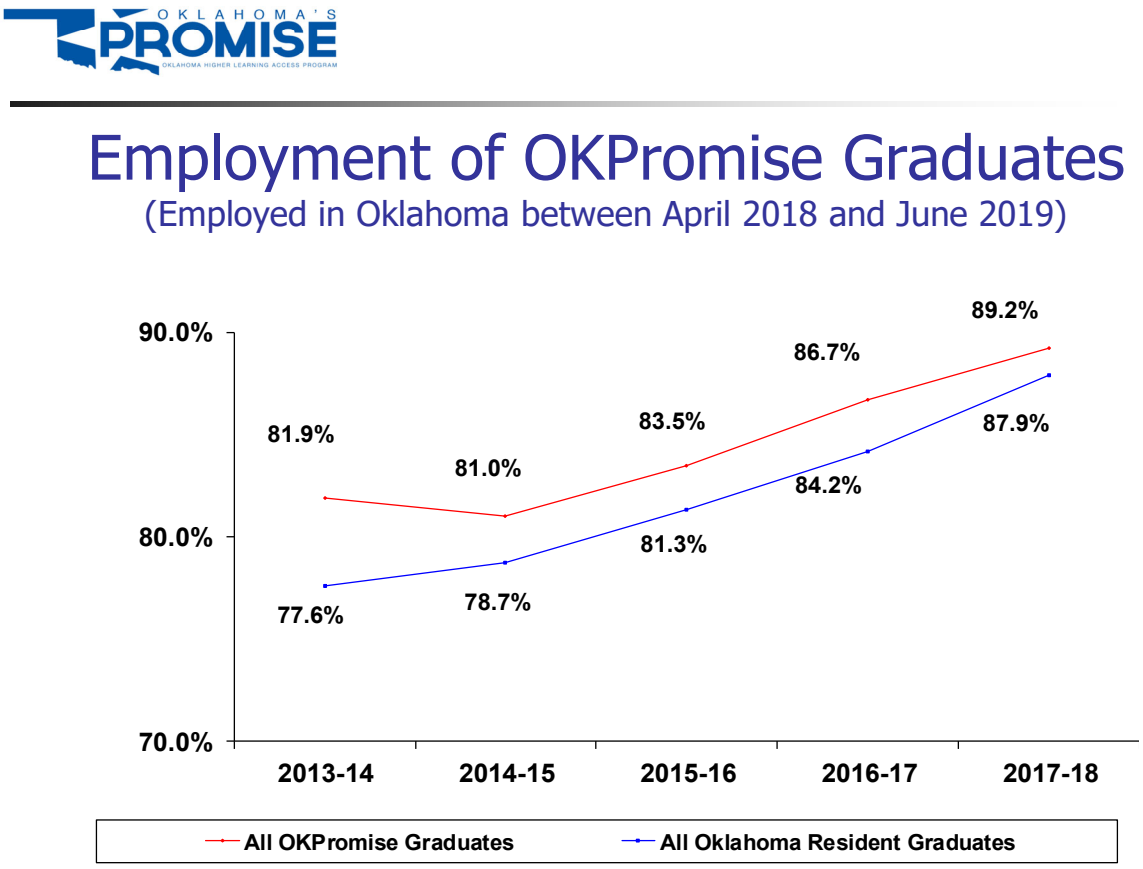
College Degree Completion Rates

Oklahoma's Promise students consistently complete college degrees at higher rates than their non-Oklahoma's Promise peers. The data also show that more Oklahoma's Promise students continue to complete degrees in the years immediately following their five years of scholarship eligibility.



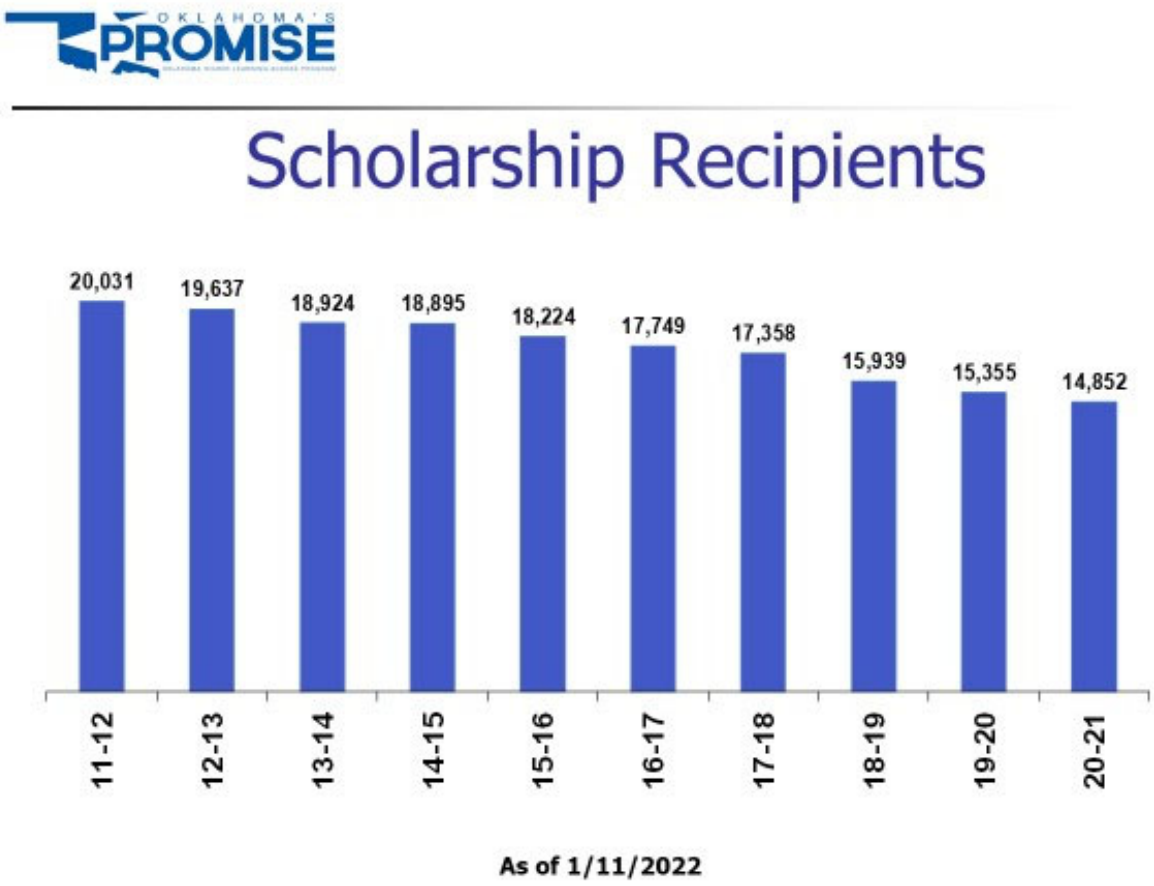
Employment of Oklahoma's Promise College Graduates in Oklahoma

Oklahoma's Promise college graduates are more likely to stay in the state and be employed in the state when compared to all Oklahoma residents graduating from college in Oklahoma. The data below show that, one year after college graduation, 89.2 percent of Oklahoma's Promise graduates are employed in the state compared to 87.9 percent of all resident graduates.



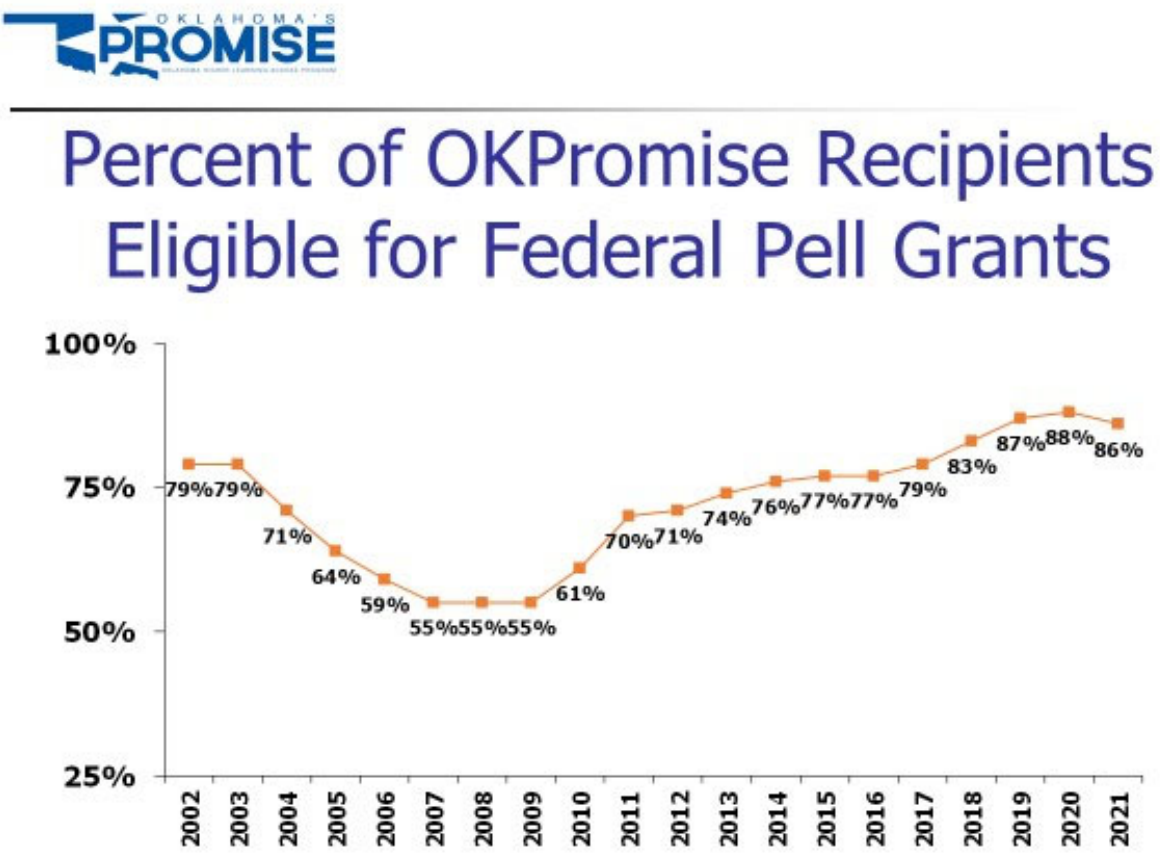
Number of Scholarship Recipients

The number of scholarship recipients has steadily declined for several years, including a significant one-year drop in 2018-2019 of over 1,400 students, or eight percent, due in large part to the statutory change requiring the student's family income to be checked each year in college. Due to the increased application income limits in 2017 and 2021, as well as the expansion of the application period into the 11th grade, the number of scholarship recipients should begin to increase gradually in future years.



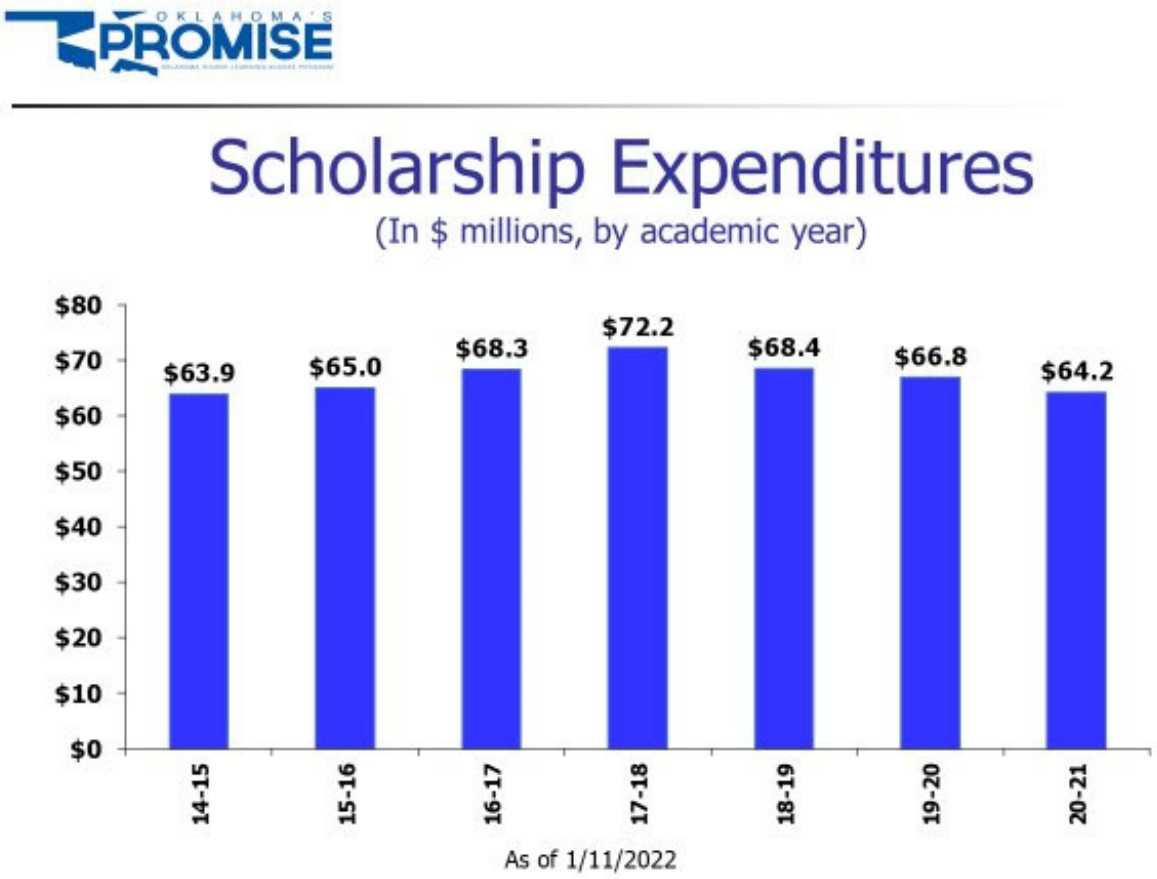
Percentage of Oklahoma's Promise Scholarship Recipients Eligible for the Federal Pell Grant

Over the past ten years, the percentage of Oklahoma's Promise scholarship recipients who are eligible for the federal Pell Grant has increased significantly. Pell Grant eligibility is based primarily on the income of the student and their parents. The percentage has increased dramatically from 55 percent in 2009 to 86 percent in 2021, showing that a large proportion of Oklahoma's Promise scholarship recipients are from lower-income families.



Scholarship Expenditures

For the third straight year, scholarship expenditures in 2020-2021 declined from the previous year. The cumulative reduction from 2017-2018 to 2020-2021 totaled $8 million or 11 percent. Several factors contributed to the reduction: (1) the statutory change requiring the student's family income to be checked each year in college, (2) the statutory change prohibiting payment of the scholarship for noncredit remedial courses, (3) the overall decline in enrollment of high school students in the program, and (4) the increase in the number of colleges not raising tuition rates. Scholarship expenditures are projected to begin increasing gradually in future years as program enrollment rises.



Oklahoma's Promise Award as a Percentage of College Costs

The Oklahoma's Promise award pays the student's actual tuition costs at state system colleges and universities (the award for students attending private colleges is limited to the comparable public college tuition). The award amount does not cover fees, books, supplies, or room and board. The table below provides examples of the proportion of average total college costs covered the Oklahoma's Promise award for full-time students enrolled at state system colleges in 2021-2022.

OKLAHOMA'S PROMISE

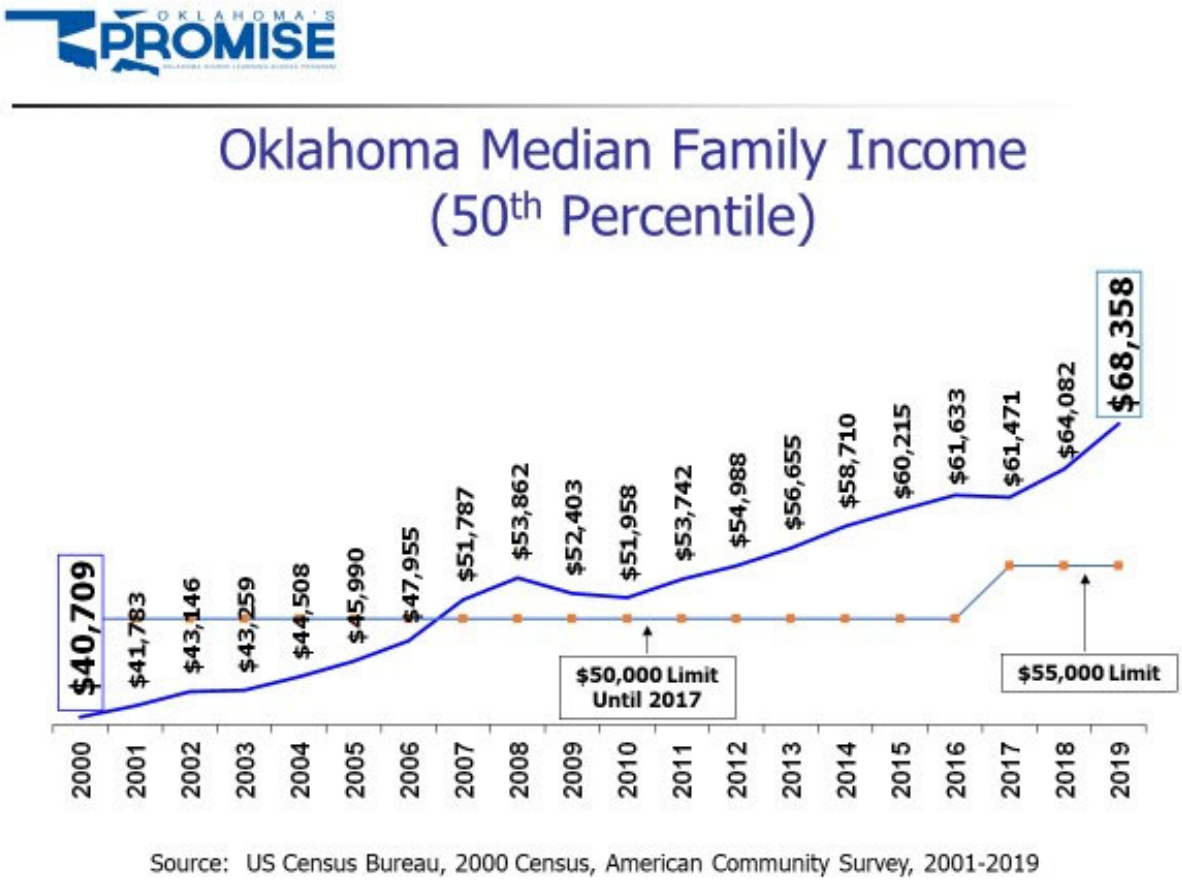
Tuition as Proportion of Average College Cost Oklahoma Public Colleges, 2021-22*

Cost	Research Universities	Regional Universities	Community Colleges
Average Total Cost of Attendance (tuition, fees, books, supplies, room and board)	$23,518	$15,407	$12,496
Tuition as % of Total (OKPromise Award)	22%	37%	27%

*State Regents' Student Costs Report, Sept. 2021; based on 30 credit hours.

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

The chart below provides context for the program application income limit of $55,000 (that increased to $60,000 in fall 2021). In 2000, the $50,000 income limit was more than $9,000 above the median family income. In 2019, the $55,000 income limit was more than $13,000 below the median family income. Between 2000 and 2019 the median family income increased nearly 70 percent from $40,709 to $68,358, while the Oklahoma's Promise family income limit increased ten percent from $50,000 to $55,000.



Source: US Census Bureau, 2000 Census, American Community Survey, 2001-2019

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #16:

Agency Seal.

SUBJECT: Adoption of amended official seal of the Oklahoma State Regents for Higher Education.

RECOMMENDATION:

It is recommended that the State Regents adopt the updated OSRHE seal, as described below.

BACKGROUND:

The State Regents utilize an official seal in addition to the agency logo. This seal is applied to various official documents issued by the State Regents and requiring the official signature of the State Regents, including academic diplomas.

The original seal was adopted at the State Regents' second meeting as a corporate body on June 26, 1941. Dr. W.B. Bizzell, president of the University of Oklahoma, supplied the Latin inscription 'Vita Abundantior' (translated, a life more abundant) on the open book in the seal.

POLICY ISSUES:

This action is consistent with Oklahoma Statute 70 O.S. § 3204(a), which requires the State Regents to adopt an official seal. Specifically, the statute reads as follows:

(a) The State Regents shall be a body corporate, and shall adopt an official seal; and all contracts, official documents, awards, degrees or other papers or instruments issued by the State Regents and requiring the official signature of the State Regents shall have the impression of such seal.

(b) The State Regents shall annually elect from its membership a chairman, vice-chairman, secretary, and assistant secretary, each of whom shall serve for a term of one (1) fiscal year. The chairman shall be the presiding officer of the State Regents. He shall, on behalf of the State Regents, subscribe the official name thereof, and the secretary shall affix the official seal to all contracts, official documents, awards, degrees or other papers or instruments issued by the State Regents and requiring the official signature of the State Regents. In the absence, disqualification or disability of the chairman or secretary to act, the vice chairman and assistant secretary shall perform the duties of such respective officers. The officers of the State Regents shall have such other powers and perform such other duties as may be prescribed by the State Regents, which shall also adopt such rules and regulations as it deems necessary to govern its proceedings and the conduct of its business.

ANALYSIS:

The official OSRHE seal has been modified to correct an erroneous hyphenation within the inscription, 'Vita Abundantior'. Other slight design updates were made to modernize the overall appearance of the seal.

Upon adoption by the State Regents, the updated seal will replace the current seal on all official OSRHE documents, as currently applied and for any future application purpose.

(Supplement)

PROPOSED ADOPTION OF UPDATED SEAL

February 2022

Current OSRHE Seal

Proposed OSRHE Seal

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-a:

Program Modifications.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
- 6 degree program requirement changes
- 1 degree program option addition

Cameron University (CU)
- 2 degree program requirement changes

Northeastern State University (NSU)
- 12 degree program requirement changes
- 1 degree program name change
- 3 degree program option additions
- 3 degree program option deletions
- 1 degree program option name change

Northwestern Oklahoma State University (NWOSU)
- 4 degree program requirement changes

Rogers State University (RSU)
- 1 degree program requirement change
- 2 degree program option additions

Southeastern Oklahoma State University (SEOSU)
- 3 degree program requirement changes
- 1 degree program option addition

Connors State College (CSC)
- 1 degree program requirement change
- 1 degree program name change

Redlands Community College (RCC)
- 1 degree program requirement change
- 1 degree program name change

1 degree program option addition

Seminole State College (SSC)
2 degree program requirement changes

Tulsa Community College (TCC)
25 degree program requirement changes
8 degree program option deletions
3 degree program option name changes

POLICY ISSUES:

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

OU - Bachelor of Science in Chemical Engineering (030)
Degree program option addition
Add option:
Chemical Engineering Sustainability.
The proposed option will expand students' career options.
One new course will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

OU – Bachelor of Science in Petroleum Engineering (182)
Degree program requirement changes
Remove PE 4712, PE 4533, and PE 4552.
Add PE 4711, PE 4532, and PE 4463.
The proposed changes will better prepare students for employment.
Three new courses will be added and no courses will be deleted.
Total credit hours for the degree will change from 130 to 129.
No funds are requested from the State Regents.

OU – Certificate in Resilient Planning, Design, and Construction (438)
Degree program requirement changes
Remove ARCH 5563 as an alternative for ARCH 5463.
Change credit hours for Electives from 6-9 to 9.
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 certificate will not change.
No funds are requested from the State Regents.

OU – Master of Architecture in Architecture (012)
Degree program requirement changes
Remove ARCH 5563 and add three credit hour Research Elective.
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 will not change.
No funds are requested from the State Regents.

OU – Doctor of Philosophy in Cellular and Behavioral Neurobiology (363)

Degree program requirement changes

Add PSY 5901 and PSY 5911.

Remove two credit hours of Statistics, three credit hour measurement course, and two three-credit hour current topic seminars.

Require a minor.

The proposed changes will update the curriculum to better meet the academic needs of students and clarify degree requirements.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OU – Doctor of Philosophy in Psychology (196)

Degree program requirement changes

For the Standard concentration:

Remove PSY 6043, PSY 6053, and PSY 6950.

Add PSY 5003, PSY 5013, PSY 6073, PSY 5901, and PSY 5911.

Remove 18 credit hour specialization, 15 credit hours of psychology electives, 21 credit hours of research (PSY 6910, PSY 6920, PSY 6930, PSY 6940 or PSY 5980).

Require a minor.

For the Industrial Organization Psychology concentration:

Remove two credit hours of Statistics and three credit hour measurement course.

Add PSY 5901, PSY 5911, PSY 5703, PSY 5723, PSY 5733, and PSY 5743.

Require a minor.

The proposed changes will update the curriculum to better meet the academic needs of students and clarify degree requirements.

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

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

OU – Bachelor of Arts in Economics (047)

Degree program requirement changes

Remove three credit hour Free Elective.

Change credit hours for Major Electives from 12 to 15.

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 not change.

No funds are requested from the State Regents.

CU – Bachelor of Arts in Mathematics (150)

Degree program requirement changes

Remove MATH 1001 and MATH 3001.

Add MATH 3003.

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 will not change.

No funds are requested from the State Regents.

CU – Bachelor of Science in Organizational Leadership (775)

Degree program requirement changes

Remove ORGL 4223 and ORGL 4993.

Add ORGL 4213 and ORGL 4313.
Change credit hours for Required Courses from 27 to 30.
For the Business, Criminal Justice, Sociology, and Technology options:
Change credit hours from 12-15 to 12.
The proposed changes will update the curriculum to better meet the academic needs of students.
Two new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

NSU – Bachelor of Business Administration in Business Administration (012)

Degree program option deletion and degree program requirement changes
Delete option:
International Business Emphasis.
There are currently 18 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.
For the Business Analytics and Healthcare Management options:
Remove MGMT 3253.
Add MGMT 3053.
For the General Business option:
Remove MGMT 4103.
Add MGMT 3053 and MGMT 3843.
Change credit hours for 3000/4000 level electives from 9 to 6.
The proposed option deletion is due to NSU's reinstatement of the Bachelor of Business Administration in International Business Management (126), which students with an interest in international business will be advised to declare.
The proposed curricular changes will align the curriculum with advisory board recommendations.
One new course will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

NSU – Bachelor of Business Administration in Entrepreneurship (136)

Degree program requirement changes
Remove MGMT 4643 and add BADM 3253.
For the Small Business/Digital option:
Remove MGMT 3553/FIN 3553 and MKT 3263.
Add MGMT 4573 and MKT 4263.
The proposed changes will align the curriculum with advisory board recommendations.
One new course will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

NSU - Bachelor of Business Administration in Management (054)

Degree program option addition and degree program requirement changes
Add option:
Project Management.
Remove MGMT 3323.
Add MGMT 3023 and MGMT 4323.
Change credit hours required for Management Core from 9 to 12.
For the General Management Emphasis option:
Remove six credit hours of 3000/4000 level MGMT electives.
Add MGMT 3833.

For the Human Resource Management Emphasis option:
Change credit hours required for 3000/4000 level MGMT electives from 6 to 3.
The proposed option will expand students' career options.
The proposed curricular changes will align the curriculum with advisory board recommendations.
One new course will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

NSU – Bachelor of Business Administration in Marketing (055)

Degree program requirement changes
For the Digital Marketing option:
Remove MKT 3263, MS 3033, and MS 3333.
Add MGMT 4573 and MKT 4103.
Change credit hours for Guided Electives from 9 to 3.
The proposed changes will align the curriculum with advisory board recommendations.
One new course will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

NSU – Bachelor of Science in Environmental, Health, and Safety Management (076)

Degree program option deletions and degree program requirement changes
Delete option:
Combined Environmental and Safety Management.
There are currently 138 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.
Delete option:
Environmental Management.
There are currently 2 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.
Delete option:
Safety Management.
There are currently 6 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.
Require ENVM 3043, ENVM 4033, ENVM 4043, MGMT 3183, SAFM 4413, SAFM 4423, SAFM 4453, and SAFM 4513.
Add nine credit hours of Guided Electives.
Change credit hours for Core Requirements from 24 to 48.
The proposed option deletion and curricular changes will streamline the degree plan.
All students in the options will transition to the main program.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

NSU – Bachelor of Science in Organizational Leadership (775)

Degree program requirement changes
Remove ORGL 4223 and ORGL 4993.
Add ORGL 4213 and ORGL 4313.
Change credit hours for Core Courses from 27-30 to 30.
Change credit hours for Supervision and Management from 12-15 to 12.
The proposed changes will update the curriculum to better meet the academic needs of students.
Two 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.

NSU – Master of Business Administration in Business Administration (056)

Degree program option additions, degree program option deletion, and degree program requirement changes

Add options:
Project Management.
Digital Marketing.

Delete option:
Long Term Care.
There are currently no students enrolled in the option.

For all options:
Add MBA 5223.
Remove MBA 5543.

For the General Management option:
Remove MBA 5523.
Add MGMT 5343.

For the Managerial Accounting and Finance option:
Remove ACFN 5263.
Change credit hours for Electives from 6 to 9.

For the Native American Enterprise option:
Remove CRJ 5233.
Change credit hours for Electives from 6 to 9.

The proposed options will expand students' career options.
The proposed curricular changes will align the curriculum with advisory board recommendations.
Nine new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

NSU – Master of Public Health in Public Health (166)

Degree program requirement changes

Change admission requirements:
Remove requirement to submit Graduate Record Examination (GRE) scores.
Add requirement to submit a program application packet including a current curriculum vitae or resume, and a writing sample with responses to essay questions relevant to the discipline.
Add conditional admission pathway: Applicants with a cumulative GPA of 2.80 - 2.99 may be conditionally admitted. Students admitted conditionally must earn at least a "B" in each course of the first 9 hours (as outlined on the Program of Study) attempted to remain in the program and advance to regular admission.

The proposed changes will align the program's admissions 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.

NSU – Master of Science in Health and Sport Science (142)

Degree program requirement changes

Change admission requirements:
Require undergraduate GPA of 2.5 on a 4.0 scale or scaled score above 25th percentile on the GRE or Miller Analogies Test prior to the first semester of enrollment.

The proposed change will enhance recruitment 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.

NSU – Bachelor of Arts in Education in English (029)

Degree program requirement changes

Add ENGL 4573.
Change credit hours for Major Requirements from 38 to 41.
Change credit hours for Electives from 6 to 3.
The proposed changes will update the curriculum to better meet National Council of Teachers of English standards.
One new course will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

NSU - Bachelor of Science in Health and Human Performance (040)

Degree program option addition, degree program option name change, and degree program requirement changes

Add option:
Fitness Management.
For the Clinical/Wellness option:
Change option name to Clinical Health and Wellness.
Remove HED 3313 and HED 4523.
Add HED 4613 and HED 4653.
For the Recreation/Fitness option:
Change option name to Recreation and Leisure.
Remove HED 4723.
Add PED 1081 and PED 2232.
For the main program:
Remove HED 4213 and add HED 3313.
The proposed option will expand students' career options.
The proposed option name changes will better reflect the focus of the curricula.
The proposed curricular changes will better prepare students for employment.
Two new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

NSU – Bachelor of Science in Homeland Security (156)

Degree program name change

Change program name to Homeland Security and Emergency Management.
The proposed name change will better reflect the focus of the curriculum.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

NSU – Bachelor of Social Work in Social Work (102)

Degree program requirement changes

Change graduation criteria:
Require students to pass all core classes with a grade of C or better.
The proposed changes will better prepare students for employment and/or applying to graduate

school.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

NWOSU – Bachelor of Arts in History (019)

Degree program requirement changes

Remove HIST 4433 and add HIST 2413.
The proposed changes will better prepare students for upper level courses.
One new course will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

NWOSU – Bachelor of Arts in Political Science (030)

Degree program requirement changes

Remove SOC 4723 and ECON 3133.
Add SOC 2413 and GBUS 2903.
The proposed changes will better prepare students for upper level courses.
One new course will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

NWOSU – Bachelor of Arts in Sociology (037)
Bachelor of Science in Criminal Justice (022)

Degree program requirement changes

Remove SOC 4723 and add SOC 2413.
The proposed changes will better prepare students for upper level courses.
One new course will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

RSU - Bachelor of Science in Biology (112)

Degree program option addition

Add option:
General Biology.
The proposed option will expand students' career options and enhance the program's ability to meet student and employment demand as indicated by a consulting firm's recommendation.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

RSU - Bachelor of Arts in Public Affairs (123)

Degree program option addition and degree program requirement changes

Add option:
International Relations.
For all options:
Add POLS 3003.
Remove SBS 3013.
Change credit hours for Program Core Requirements from 30 to 18.
Require 12 credit hours of Guided Electives.
Change credit hours for Free Electives from 1-7 to 5-11.

For the Political Science option:
Remove POLS 3023 and POLS 3033.
Remove nine credit hours of electives.
Change credit hours for Required Courses from 24 to 18.
For the Public Administration option:
Remove POLS 4533 and POLS 4623.
Add POLS 2123 and MGMT 3033.
Remove requirement to select a nine-credit hour Focus area.
Change credit hours for Required Courses from 24 to 18.
The proposed option will expand students' career options and enhance the program's ability to meet student and employment demand identified by a data analytics consulting firm.
The proposed curricular changes will clarify degree requirements and provide more flexibility for students.
Two new courses will be added and no courses will be deleted.
Total credit hours for the degree will change from 122 to 120.
No funds are requested from the State Regents.

SEOSU – Bachelor of Science in Health and Human Performance (115)
Degree program requirement changes
Remove KIN 4283.
Add KIN 3563.
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 will not change.
No funds are requested from the State Regents.

SEOSU – Bachelor of Science in Aviation Management (002)
Degree program requirement changes
Remove PHYS 1114 and MATH 2143.
Add COMM 1233 as an alternative for COMM 2213.
Add GEOG 2723, HIST 3513, and SOC 1113 as alternatives for ECON 2113.
The proposed changes will provide students with more flexibility.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

SEOSU – Bachelor of Science in Aviation (005)
Degree program requirement changes
For the Professional Pilot option:
Remove AVIA 3163 and AVIA 3322.
Add AVIA 3511, AVIA 3521, AVIA 3531, AVIA 3541, and AVIA 3551.
The proposed changes will update the curriculum to better meet the academic needs of students.
Five new courses will be added and two courses will be deleted.
Total credit hours for the degree 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:
Reading.
The proposed option will expand students' career options.

No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

CSC - Associate in Arts in General Education (050)

Degree program name change and degree program requirement changes

Change program name to General Studies.
Add MATH 1523 or STAT 2013 as alternatives for MATH 1513 and MATH 1473.
Remove requirement for Core Courses that at least one three-hour course must be taken from a minimum of four different disciplines.
The proposed name change will clarify the focus of the degree program.
The proposed curricular changes will provide students with more flexibility.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

RCC – Associate in Applied Science in Sustainable Agroecosystem Technology (110)

Degree program name change and degree program requirement changes

Change program name to Agriculture Technology and Sustainability.
Remove AGSU 1032, AGSU 2043, AGEC 1373, and AGRN 1124.
Add AGTE 1013, AGTE 2013, AGTE 1033, and four credit hours of electives.
Change credit hours for Program Technical Specialty from 26 to 25.
The proposed name change will better reflect the focus of the revised curriculum.
The proposed curricular changes will better prepare students for employment.
Six new courses will be added and no courses will be deleted.
Total credit hours for the degree will change from 61 to 60.
No funds are requested from the State Regents.

RCC – Associate in Science in Agriculture (027)

Degree program option addition

Add option:
Agriculture Technology.
The proposed option will expand students' career options.
Six new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

SSC - Associate in Science in Pre-Engineering (214)

Degree program requirement changes

Remove MATH 2533 and add MATH 1613.
The proposed changes will better prepare students for upper level courses.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

SSC - Associate in Science in Criminal Justice (225)

Degree program requirement changes

Add CJ 1233 and CJ 2253.
Change credit hours for Major Requirements from 15 to 21.
Change credit hours for Major Field Electives and Support from 9 to 3.
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 will not change.
No funds are requested from the State Regents.

TCC - Associate in Science in Mathematics (012)

Degree program requirement changes

Remove COMM 1113.
Change credit hours for General Education Required Electives from 3 to 6.
The proposed changes will provide students with more flexibility.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

TCC – Associate in Science in Science Related Concentration (014)

Degree program option deletion

Delete option:

Geology.
There are currently 19 students enrolled in the option with an expected graduation date during the 2024-2025 academic year.

The proposed option deletion is due to declining student enrollment and interest and lack of faculty.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

TCC – Associate in Applied Science in Business (153)

Degree program option deletion and degree program requirement changes

Delete option:

Human Resources.
There are currently 54 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.

For the Management option:

Remove BUSN 2633, CSCI 1203, HRES 2113, and HRES 2233.
Add MSIS 2103 and MGMT 2453.
Change credit hours for Controlled Electives from 6 to 12.

For the Marketing option:

Remove CSCI 1203, HRES 2113, and HRES 2233.
Add MSIS 2103 and MGMT 2453.
Change credit hours for Controlled Electives from 6 to 9.

The proposed option deletion is due to TCC's intent to encourage students to move to an associate's degree program which will prepare them to transfer to a bachelor's degree program, the industry-standard education for beginning practitioners in the field.
The proposed curricular changes will provide students with more flexibility and better prepare students for employment.
Two new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

TCC - Associate in Applied Science in Veterinary Technology (227)

Degree program requirement changes

Remove VETT 1125, VETT 1132, VETT 1263, VETT 2224, VETT 2234, and VETT 2353.

Add VETT 1124, VETT 1262, VETT 2222, VETT 2233, VETT 2352, and VETT 2382.
Change credit hours for Specialized Courses Requirements from 53 to 47.
The proposed changes will facilitate more timely degree completion.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will change from 76 to 70.
No funds are requested from the State Regents.

TCC - Associate in Science in Business Administration (003)

Degree program requirement changes

Remove COMM 1113 and CSCI 1203.
Add MSIS 2103.
Change credit hours for General Education Recommended Electives from 2 to 5.
The proposed changes will provide students with more flexibility and better prepare students for employment.
One new course will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

TCC - Associate in Arts in Communication Arts and Technologies (005)

Degree program option deletions and degree program requirement changes

Delete option:

Mass Communication – Electronic and Broadcast Communications.
There are currently 36 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.

Delete option:

Mass Communication –Strategic Communications.
There are currently 17 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.

Require students to select 9 credit hours from the following courses: COMM 2103, COMM 2053, MCOM 1013, MCOM 1113, and MCOM 2023.
Change credit hours for General Education from 36 to 37.
Change credit hours for General Education Recommended Electives from 2 to 3.
Change credit hours for Specialized Course Requirements from 24 to 23-24.
Change credit hours for Required Electives from 15 to 14-15.
The proposed option deletions will streamline program requirements.
The proposed curricular changes will ease students' ability to transfer to four-year institutions.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will change from 60 to 60-61.
No funds are requested from the State Regents.

TCC – Associate in Science in Engineering (007)

Degree program option name change and degree program requirement changes

For the Computer Engineering option:

Add CHEM 1365 as an alternative for the combination of CHEM 1315 and CHEM 1415.
Change credit hours for Specialized Course Requirements from 46 to 40-45.

For the Electrical Engineering option:

Add CHEM 1365 as an alternative for the combination of CHEM 1315 and CHEM 1415.
Change credit hours for Specialized Course Requirements from 48 to 43-48.

For the Electronics Engineering Tech-OSU Transfer option:

Change option name to Electrical Engineering Technology.
Remove COMM 1113 and CHEM 1315.

Require PHYS 1114 or PHYS 2034.
Require PHYS 1214, PHYS 2124, CHEM 1315, or CHEM 1365.
Add CSCI 1203, ENGR 1111, and three credit hour General Education Required Elective.
Change credit hours for Specialized Course Requirements from 48 to 43-44.

For the Mechanical Engineering option:
Add combination of CHEM 1315 and CHEM 1415 as an alternative for CHEM 1315 and CHEM 1365.
Change credit hours for Specialized Course Requirements from 48 to 48-53.

The proposed option name change will better reflect the focus of the option.
The proposed curricular changes will enhance students' ability to transfer to four-year institutions.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will change from 65-69 to 61-74.
No funds are requested from the State Regents.

TCC - Associate in Arts in Music (013)

Degree program requirement changes
Remove MUSC 1612, MUSC 1622, MUSC 1632, MUSC 1642, MUSC 1062, MUSC 1072, MUSC 2062, and MUSC 2072.
Add MUSC 1611, MUSC 1621, MUSC 1631, MUSC 1641, MUSC 1061, MUSC 1071, MUSC 2061, and MUSC 2071.
Change credit hours for Specialized Course Requirements from 35-43 to 28-32.
Change credit hours for Piano from 0-8 to 0-4.
Change credit hours for Theory and History from 23 to 16.
The proposed changes will ease students' ability to transfer to four-year institutions.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will change from 63 to 60-64.
No funds are requested from the State Regents.

TCC - Associate in Arts in Theatre (016)

Degree program requirement changes
Remove COMM 1113.
Change credit hours for General Education Requirements from 35 to 31.
Change credit hours for General Education Required Electives from 4 to 3.
Change credit hours for Specialized Course Requirements from 25 to 29.
Change credit hours for Theatre from 22 to 19.
Change credit hours for Controlled Electives from 3 to 10.
The proposed changes will ease students' ability to transfer to four-year institutions.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

TCC - Associate in Arts in World Languages (008)

Degree program requirement changes

For the French option:
Remove FREN 1313 and FREN 1413.
Require FREN 2513 or FREN 2523.
Change credit hours for Specialized Course Requirements from 23 to 23-24.
Change credit hours for Controlled Electives from 5 to 8-9.

For the Japanese option:
Remove JAPN 1313 and JAPN 1413.

Require JAPN 2513 or JAPN 2523.
Change credit hours for Japanese from 18 to 15.
Change credit hours for Controlled Electives from 5 to 8-9.

For the Spanish option:
Remove SPAN 1313 and SPAN 1413.
Add SPAN 2143.
Require SPAN 2513 or SPAN 2523.
Change credit hours for Spanish from 18 to 15.
Change credit hours for Controlled Electives from 5 to 8-9.

The proposed changes will ease students' ability to transfer to four-year institutions.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will change from 60 to 60-61.
No funds are requested from the State Regents.

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

Degree program requirement changes
Remove COMM 1113, AVST 1232, AVST 2226, AVST 2246, and AVST 2262.
Add AVST 2225, AVST 2245, AVST 2263, and AVST 2293.
Add MGMT 2123 as an alternative for PSYC 1113.
The proposed changes will update the curriculum to better meet the academic needs of students.
One new course 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.

TCC – Associate in Applied Science in Electronics Technology (031)

Degree program option deletion and degree program requirement changes
Delete option:
Biomedical Equipment Technology.
There are currently 9 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.

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

Remove ELET 1443, ELET 1503, and ELET 2533.
Add CSCI 1263 and ELET 2525.
Change credit hours for Specialized Course Requirements from 41 to 41-43.
Change credit hours for Controlled Electives from 11-12 to 12-14.
The proposed option deletions and curricular changes will provide students with more flexibility and better prepare them for employment.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will change from 60-63 to 60-64.
No funds are requested from the State Regents.

TCC - Associate in Applied Science in Engineering Technology (151)

Degree program requirement changes
For the Drafting and Design Engineering Technology option:
Remove CSCI 1203.
Add DRFT 1363.
Require ENGT 1213 or ENGT 1313.
Change credit hours for General Education Requirements from 18 to 19-21.

Change credit hours for Mathematics from 4 to 4-6.
Change credit hours for General Education Recommended Electives from 2 to 3.
Change credit hours for Specialized Course Requirements from 45 to 43.
Change credit hours for Engineering Technology from 14 to 12.

For the Manufacturing Engineering Technology option:
Change credit hours for General Education Requirements from 19 to 18-19.
Add ENGT 1513, ENGT 1543, and ENGT 2153.
Add MATH 1513 as an alternative for MATH 1454.
Change credit hours for Specialized Course Requirements from 41 to 42-43.
Change credit hours for Industrial Maintenance Concentration from 19 to 11.
Change credit hours for Quality Technology Concentration from 21 to 12.

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 will change from 60-62 to 60-64.
No funds are requested from the State Regents.

TCC - Associate in Applied Science in Health Information Technology (159)

Degree program requirement changes
Remove HITC 1213 and HITC 1242.
Change credit hours for Specialized Course Requirements from 50 to 45.
The proposed changes will update the curriculum to better meet the academic needs of students.
No new courses will be added and two courses will be deleted.
Total credit hours for the degree will change from 69 to 64.
No funds are requested from the State Regents.

TCC – Associate in Applied Science in Information Technology (098)

Degree program option deletions, degree program option name change, and degree program requirement changes

Delete option:
Information Technology.
There are currently 80 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.

Delete option:
Systems Support Technician.
There are currently 27 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.

Delete option:
Web Development.
There are currently 19 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.

For the Programming option:
Change option name to Application Development.
Remove BUSN 1053/MGMT 2363, CSCI 1203, CSCI 1263, CSCI 2133, CSCI 2473, CSCI 2683, CSCI 2843, CSYS 1013, CSYS 1203, CSYS 2613, CSYS 2643, and 9 credit hours of Controlled Electives.

The proposed option deletions are due to persistent low enrollment.
The proposed curricular changes will provide students with more flexibility.
The proposed option name change will better reflect the focus of the option.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will not change.
No funds are requested from the State Regents.

TCC - Associate in Applied Science in Nursing (058)

Degree program requirement changes

Remove PSYC 2023, NURS 1113, NURS 1143, NURS 2222, NURS 2232, NURS 2231, and NURS 2442.

Add NURS 1114, NURS 1142, NURS 2234, and NURS 2462.

For the Career Mobility track, remove NURS 1212 and NURS 1363, and add NURS 1213, and NURS 1362.

Change credit hours for General Education Requirements from 38 to 35.

Change credit hours for Specialized Course Requirements from 35 to 34.

The proposed changes will align the program's requirements with similar programs at peer institutions and better prepare students for the NCLEX exam and employment.

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

Total credit hours for the degree will change from 73 to 69.

No funds are requested from the State Regents.

TCC - Associate in Arts in American Sign Language (283)

Degree program requirement changes

For the American Sign Language Studies option:

Remove ASLE 2443 and add ASLE 2823.

Change credit hours for General Education Requirements from 28 to 31.

Change credit hours for Specialized Course Requirements from 32 to 29.

For the Interpreter Education option:

Require HUMN 2113 or HUMN 2223.

Add PSYC 1113, ASLE 1393, INED 2173, INED 2183, INED 2292, and INED 2273.

Remove INED 2213, INED 2233, INED 2393, INED 2403, INED 2443, INED 2613, and INED 2643.

Change credit hours for General Education Requirements from 28 to 31.

Change credit hours for Specialized Course Requirements from 41 to 31.

The proposed changes will align the curriculum with best practices in the field and better prepare students for transfer to four-year institutions and employment.

Four new courses will be added and seven courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

TCC - Associate in Science in Child Development (246)

Degree program requirement changes

For the Teacher Certification Transfer option:

Remove MATH 2553, PHSC 2151 and BIOL 1383.

Require HUMN 2113 or HUMN 2223.

Add PSYC 1113, ASLE 1393, INED 2173, INED 2183, INED 2292, and INED 2273.

Change credit hours for Mathematics from 12 to 6-12.

Change credit hours for Science from 12 to 8-12.

Change credit hours for Child Development from 9-12 to 6-12.

Change credit hours for Controlled Electives from 12-15 to 0-16.

The proposed changes will align the curriculum with best practices in the field and better prepare students for transfer to four-year institutions and employment.

Four new courses will be added and seven courses will be deleted.

Total credit hours for the degree will not change.

No funds are requested from the State Regents.

TCC – Associate in Science in Marketing (222)
Associate in Science in Computer Information Systems (255)

Degree program requirement changes

Remove COMM 1113.
Change credit hours for General Education Recommended Electives from 3 to 6.
The proposed changes will provide students with more flexibility.
No new courses will be added and no courses will be deleted.
Total credit hours for the degrees will not change.
No funds are requested from the State Regents.

TCC – Associate in Science in Pre-Professional Health Sciences (010)

Degree program option deletions, degree program option name change, and degree program requirement changes

Delete option:
Pre-Physical Therapy.
There are currently 84 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.

Delete option:
Pre-Occupational Therapy.
There are currently 20 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.

For the Pre-Medical Imaging option:
Change option name to Rehabilitation Sciences and Medical Imaging.
Remove ENGL 2333 and ALDH 1323.
Add 9-10 credit hours of Controlled Electives.
Change credit hours for General Education Requirements from 36 to 30.
Change credit hours for General Education Recommended Electives from 9 to 6.
Change credit hours for Specialized Course Requirements from 24 to 30-31.

The proposed option deletions and curricular changes will provide students with more flexibility and better prepare them for transfer to four-year institutions.
The proposed option name change will better reflect the focus of the option.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will change from 60-63 to 60-64.
No funds are requested from the State Regents.

TCC – Associate in Science in Science Related Concentration (014)

Degree program requirement changes

For the Biology option:
Remove COMM 1113.
Change credit hours for General Education Recommended Electives from 3 to 6-7.

For the Chemistry option:
Remove COMM 1113.
Change credit hours for General Education Recommended Electives from 3 to 6.

For the Physics option:
Remove COMM 1113.
Change credit hours for General Education Requirements from 27 to 24.
Change credit hours for Specialized Course Requirements from 33 to 36.
Change credit hours for Recommended Electives from 7 to 10.

The proposed changes will provide students with more flexibility.
No new courses will be added and no courses will be deleted.
Total credit hours for the degree will change from 60 to 60-64.

No funds are requested from the State Regents.

TCC - Certificate in Business Management (241)

Degree program requirement changes

Remove CSCI 1203 and HRES 2113.

Add MSIS 2103 and MGMT 2453.

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

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

Total credit hours for the certificate will not change.

No funds are requested from the State Regents.

TCC – Certificate in Electronics Technology (223)

Degree program option deletions and degree program requirement changes

Delete option:

Biomedical Equipment Technology.

There are currently 5 students enrolled in the option with an expected graduation date during the 2023-2024 academic year.

Delete option:

Electrical Substation Technology.

There is currently 1 student enrolled in the option with an expected graduation date during the 2023-2024 academic year.

The proposed option deletions will result in one curriculum that will provide students with broader training that will prepare them for multiple employment opportunities.

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

Total credit hours for the certificate will not change.

No funds are requested from the State Regents.

TCC - Certificate in Health Information Technology/Coding/Reimbursement Specialist (146)

Degree program requirement changes

Remove MATH 2193 and add HITC 1353.

Change credit hours for General Education Requirements from 7 to 4.

Change credit hours for Specialized Course Requirements from 32 to 35.

The proposed changes were recommended by the program's advisory board and accreditor.

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

Total credit hours for the certificate will not change.

No funds are requested from the State Regents.

TCC - Certificate in Drafting and Design Engineering Technology (175)

Degree program requirement changes

Remove ENGT 1223 and add DRFT 2223.

Change credit hours for Drafting and Computer-Aided Design from 8 to 11.

Change credit hours for Controlled Electives from 8 to 9.

The proposed changes will better prepare students for employment.

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

Total credit hours for the certificate will change from 26 to 27-29.

No funds are requested from the State Regents.

TCC – Certificate in Information Technology (133)

Degree program option deletions

Delete option:

Business Application Specialist.

There are currently 4 students enrolled in the option with an expected graduation date during the 2022-2023 academic year.

Delete option:

Web Development.

There are currently 3 students enrolled in the option with an expected graduation date during the 2022-2023 academic year.

The proposed option deletions are due to persistent low enrollment.

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

Total credit hours for the certificate will not change.

No funds are requested from the State Regents.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-b:

Suspensions.

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requested authorization to suspend the program listed below:

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

Tulsa Community College (TCC) requested authorization to suspend the programs listed below:

- Associate in Science in Biotechnology (263)
- Certificate in Human Resources (184)

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:

OU requested authorization to suspend the Graduate Certificate in Earth Observation Science for Society and Sustainability (424).

- OU reports that the curriculum has been too restrictive and suspending the program will give them time to restructure the program.
- This suspension is effective beginning the 2022-2023 academic year.
- OU will reinstate or delete the program by February 28, 2025.

TCC requested authorization to suspend the Associate in Science in Biotechnology (263).

- TCC reports low enrollment and suspension of the program will give them time to determine the future of the program.
- This suspension is effective beginning the 2022-2023 academic year.
- TCC will reinstate or delete the program by February 28, 2025.

TCC requested authorization to suspend the Certificate in Human Resources (184).

- TCC reports learners can best be served by training provided through TCC's Division of Continuing Education and Workforce Development.
- This suspension is effective beginning the 2022-2023 academic year.
- TCC will reinstate or delete the program by February 28, 2025.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-c:

Reconciliations.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requested degree program modifications for the Master of Science in Plant and Soil Science (015) to reconcile institutional practice with the official degree program inventory.

Carl Albert State College (CASC) submitted a proposal to offer the Associate in Applied Science in Digital Media Technology (046) 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:

Due to a clerical error, the Master of Science in Plant and Soil Science (015) was mistakenly deleted from the degree program inventory after the State Regents' June 27, 2019 meeting. OSU indicates that this is an active program. This action will correct this error and reconcile institutional practice with the official degree program inventory.

CASC submitted a proposal to offer an Associate in Applied Science in Digital Media Technology (046), which was approved by the State Regents at their December 10, 2021 meeting. Specifically, the item incorrectly identified MATH 1453 as a required course for the new program. CASC reports that instead MATH 1413 should be a required course for the new program. This action will correct this error and reconcile institutional practice with the official degree program inventory.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-d (1):

Electronic Delivery.

SUBJECT: Northeastern State University. Approval to offer the following existing programs via electronic delivery: Bachelor of Business Administration in Business Administration, the Bachelor of Business Administration in Management, the Bachelor of Business Administration in Marketing, and the Bachelor of Business Administration in Entrepreneurship.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's requests to offer the following existing programs via electronic delivery: Bachelor of Business Administration in Business Administration, Bachelor of Business Administration in Management, Bachelor of Business Administration in Marketing, and Bachelor of Business Administration in Entrepreneurship.

BACKGROUND:

Northeastern State University (NSU) is currently approved to offer the following degree programs via online delivery:

- Bachelor of Science in Nursing (104);
- Bachelor of Science in Human and Family Science (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education - Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);
- Master of Education Instructional Leadership (124);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Cyber Security (160);
- Certificate in Geographic Information Systems (163);
- Bachelor of Arts in Creative Writing (162);
- Master of Science in Higher Education Leadership (052);
- Bachelor of General Studies in General Studies (132);
- Master of Science in Library Media and Information Technology (129);
- Graduate Certificate in School Library Media Specialist (140);
- Master of Education in School Administration (103);

- Graduate Certificate in Administrator Education (003);
- Master of Business Administration in Business Administration (056);
- Master of Science in Nursing Education in Nursing (149);
- Bachelor of Business Administration in Hospitality and Tourism (093);
- Bachelor of Science in Health Organizations Administration (004);
- Master of Public Health in Public Health (166);
- Graduate Certificate in Public Health (165);
- Graduate Certificate in Public Health Leadership (167);
- Graduate Certificate in Global Health (168);
- Master of Education in Early Childhood Education (117);
- Certificate in STEM Education (022);
- Bachelor of Science in Criminal Justice (020);
- Bachelor of Science in Homeland Security (156);
- Bachelor of Science in Legal Studies (158);
- Bachelor of Business Administration in International Business Management (126);
- Certificate in Business Analytics (039);
- Certificate in Human Resource Management (064);
- Certificate in International Business (065);
- Graduate Certificate in Data Analytics (067);
- Graduate Certificate in Healthcare Administration Leadership (092);
- Graduate Certificate in Administrative Leadership in Nursing (171);
- Graduate Certificate in Higher Education Administration (119);
- Graduate Certificate in Nursing Education (169);
- Graduate Certificate in Nursing Informatics (170);
- Graduate Certificate in Operations Leadership (118);
- Graduate Certificate in American Indian Leadership (172);
- Graduate Certificate in Classroom Teaching (173);
- Graduate Certificate in Leadership (174);
- Graduate Certificate in Training and Development (175);
- Master of Science in Health and Sport Science (142);
- Certificate in Event Management (179);
- Bachelor of Arts in Geography and Sustainability Studies (036);
- Bachelor of Business Administration in Information Systems (123); and
- Certificate in Operations and Supply Chain Management (180).

NSU's governing board approved offering the existing Bachelor of Business Administration in Business Administration (012), the existing Bachelor of Business Administration in Management (054), the existing Bachelor of Business Administration in Marketing (055), and the existing Bachelor of Business Administration in Entrepreneurship (136) at their October 22, 2021, meeting. NSU requests authorization to offer these existing programs via electronic delivery, as outlined below.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

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

Bachelor of Business Administration in Business Administration (012)

Demand. NSU serves Northeastern Oklahoma, an area made of 18 counties covering over 13,000 square miles, with only three physical campuses. Therefore, offering the Bachelor of Business Administration in Business Administration (012) program online will enable the institution to better serve potential students in the Northeast region who may be unable to commit to a full-time university education and move to campus. Specific demand for the program is evident in 2020 data from the consulting firm, Gray Associates. According to their report, in a three-month period, there were 92,464 Google searches for an online Business Administration program by individuals located within 250 miles of NSU. In addition, according to enrollment reports for NSU's Business Administration courses in Fall 2021, student demand for online classes was twice that of demand for face-to-face classes. For example, the face-to-face sections of BADM 3963: Quantitative Methods for Business Decision Making, a required course in the Bachelor of Business Administration in Business Administration (012) program, filled with 46 students, while the online sections filled with 101 students.

This degree includes several options such as Business Analytics. A recent search on okjobmatch.com yielded 4,079 full-time business analyst vacancies in Oklahoma, which require a bachelor's degree. The advisory board for the program is supportive of the proposal to offer the degree online, citing that many analytics jobs are now virtual. For example, 60 percent of the advisory board members work in other states and for clients in broader geographic areas. Allowing Bachelor of Business Administration in Business Administration (012) program students to practice navigating online environments throughout the program will enable NSU to better prepare them to fill the growing number of administrative positions in businesses throughout the world.

Bachelor of Business Administration in Management (054)

Demand. According to Gray Associates' data, between October and December 2019, 14,904 online inquiries were made in Oklahoma about online management degree programs and 2,264 students completed an online management degree between January and December 2019. Gray Associates also found that every Oklahoma institution that offers a management degree online produced graduates from the online program between January and December 2019. This information confirms the need for NSU to offer a 100 percent online management degree to meet high demand and to maintain a competitive program.

Every industry has managers at various levels to facilitate the organization reaching its goals. According to Oklahoma Employment Security Commission (OESC) data, employment for general and operations managers is projected to grow 5.8 percent between 2018 and 2028. OESC also projects that employment in Northeast Oklahoma for general and operations managers will grow 7.62 percent between 2018 and 2028. In addition, general and operations manager is currently considered a critical occupation by Oklahoma Works. The employment demand for general and operations managers across Oklahoma suggests that offering this program online will attract many new students to NSU.

Bachelor of Business Administration in Marketing (055)

Demand. According to Gray Associates data, between January and December 2019, there were 15,621 Google searches for an online Marketing program by individuals located within 250 miles of NSU. In

addition, according to enrollment reports for NSU's Marketing courses in Fall 2021, student demand for online classes was approximately double the student demand for face-to-face classes. For example, the face-to-face sections of MKT 3213: Principles of Marketing, a required course in the Bachelor of Business Administration in Marketing (055) program, filled with 47 students, while the online sections filled with 82 students. All of NSU's online Marketing courses met or exceeded minimum enrollment requirements in Fall 2021, while most face-to-face sections suffered from low enrollment and were cancelled.

Marketers are needed in many settings such as healthcare, biotechnology, chip manufacturing, pharmaceuticals, supply-chain, retailing and customer relationship management. According to OESC data, employment for market research analysts and marketing specialists is projected to grow 18.3 percent and employment for marketing managers is projected to grow 5.7 percent between 2018 and 2028. In addition, market research analyst and marketing specialist are currently identified by Oklahoma Works as top critical occupations. One of the options available in the Bachelor of Business Administration in Marketing (055) program is Digital Marketing. Digital marketing is conducted online and includes social media marketing, search engine marketing, analytics, content management, mobile marketing, video marketing, interactive technology and email marketing. Members of NSU's Marketing Advisory Board have advocated for NSU to offer the degree program and option online to prepare students for the growing number of remote and virtual digital marketing positions.

Bachelor of Business Administration in Entrepreneurship (136)

Demand. Faculty in the Bachelor of Business Administration in Entrepreneurship (136) program conducted a survey of current NSU undergraduate business students to gauge interest in expanded online delivery of courses. A total of 112 survey responses were received. When asked "If all entrepreneurship courses at NSU were only taught online, would this make them more appealing to you?", 31 students indicated "Extremely" and 28 students indicated "Moderately", which represents more than 50 percent of the total respondents. Furthermore, NSU serves a diverse region in Northeast Oklahoma, which includes many predominantly rural areas. According to the Northeast Oklahoma Regional Alliance, entrepreneurship is the "key to job growth," therefore providing entrepreneurship education to a wider rural audience will enable to NSU to contribute more intentionally to the economic prosperity of rural communities in Oklahoma.

According to the U.S. Census Bureau's 2018 Statistics of U.S. Businesses, Oklahoma has 70,912 small businesses of fewer than 500 employees that together employ over 715,000 employees. This includes small businesses in the workforce ecosystems identified by the Oklahoma Department of Commerce. For example: small businesses employ 18,774 individuals in Transportation, 29,582 individuals in Finance, and 52,411 individuals in Professional, Scientific and Technical Services. These numbers indicate that small business is an important player in Oklahoma's economy, and NSU is confident that offering the Bachelor of Business Administration in Entrepreneurship (136) program online will lead to creation of many new small businesses and provide needed support to many existing small businesses in the state.

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

pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques.

Funding. The existing programs will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree programs through electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on July 16, 2021. The University of Central Oklahoma (UCO) and University of Oklahoma (OU) requested copies of the proposals, which were sent on November 3, 2021, and November 15, 2021, respectively. Neither UCO, OU, nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Due to employment demand, approval will not constitute unnecessary duplication.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-d (2):

Electronic Delivery.

SUBJECT: Rogers State University. Approval to offer the existing Associate in Arts in Elementary Education via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Rogers State University's request to offer the existing Associate in Arts in Elementary Education via electronic delivery.

BACKGROUND:

Rogers State University (RSU) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Science in Computer Science (097);
- Associate in Arts in Business Administration (004);
- Associate in Arts in Liberal Arts (023);
- Bachelor of Technology in Applied Technology (107);
- Bachelor of Science in Business Information Technology (108);
- Bachelor of Arts in Liberal Arts (109);
- Bachelor of Science in Business Administration (113);
- Master of Business Administration in Business Administration (213);
- Bachelor of Science in Nursing: RN to BSN (118);
- Associate in Applied Science in Applied Technology (875); and
- Bachelor of Arts in Environmental Studies (132).

RSU's governing board approved offering the existing Associate in Arts in Elementary Education (011) online at their May 27, 2021 meeting. RSU 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:

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

Associate in Arts in Elementary Education (011)

Demand. In November 2021, RSU distributed a survey to current students enrolled in the Associate in Arts in Elementary Education (011) program to determine their interest in online delivery of the program. Of the 20 survey respondents, 25 percent strongly agreed they want the program to be 100 percent online. In addition, 35 percent of the respondents who are currently taking about 40 percent of their courses online would like the option to complete the program online.

Students who complete RSU's Associate in Arts in Elementary Education (011) program may transfer to Cameron University via a 2 + 2 program to pursue a Bachelor of Science in Elementary Education (350). According to the Oklahoma Employment Security Commission, employment for elementary school teachers, except special education, is projected to grow 3.57 percent in the Northeast Oklahoma metropolitan area between 2018 and 2028. Additionally, employment of kindergarten and elementary school teachers is projected to grow 7 percent from 2020 to 2030 across the United States. Considering the significant demand for elementary school teachers, RSU is confident that advertising the program as a fully online degree will attract homebound and working prospective students who are interested in becoming teachers.

Delivery method. The learning management system used for course delivery is Jenzabar eLearning. Multiple features may be used to assess student learning including exams, essays, discussion forums, reflective journals, presentations, and multimedia projects. Tools compatible with the system include Tutor.com, Turnitin.com, Proctor U, PowerPoint, and YouTube videos.

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 systemwide letter of intent for electronic delivery of the Associate in Arts in Elementary Education (011) was communicated by email on April 13, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-d (3):

Electronic Delivery.

SUBJECT: University of Central Oklahoma. Approval to offer the existing Certificate in Leadership via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the existing Certificate in Leadership via electronic delivery.

BACKGROUND:

The University of Central Oklahoma (UCO) is currently approved to offer the following degree programs via electronic delivery:

- Bachelor of Arts in Criminal Justice (028);
- Master of Arts in Criminal Justice Management Administration (149);
- Bachelor of Science in General Studies (105);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Career, Technical and Workforce Development (116);
- Bachelor of Business Administration in Marketing (021);
- Bachelor of Business Administration in Business Administration (007);
- Bachelor of Business Administration in Management (020);
- Master of Business Administration in Business Administration (008);
- Master of Education in Library Media Education (117);
- Master of Education Adult and Higher Education (156);
- Bachelor of Arts in Applied Liberal Arts (154);
- Bachelor of Science in Nursing (129);
- Master of Science in Nursing (204);
- Master of Music in Music (128);
- Graduate Certificate in Food Quality and Safety (155);
- Master of Public Administration in Public Administration (203);
- Bachelor of Business Administration in Finance (016); and
- Graduate Certificate in Disaster Management (234).

UCO's governing board approved offering the existing Certificate in Leadership (241) online at their October 22, 2021 meeting. UCO requests authorization to offer the existing program via electronic delivery, as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

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

Certificate in Leadership (241)

Demand. UCO's Certificate in Leadership (241) was approved at the State Regents meeting on May 28, 2021. As a result, demand for online delivery of the certificate is predicted based on the numbers of students who have declared or completed UCO's minor in Leadership. The number of students declaring the minor has increased significantly in recent years (70 in Fall 2016, 79 in Fall 2017, and 102 in Fall 2018). In addition, multiple students have completed the minor (14 in 2016-2017, 11 in 2017-2018, and 19 in 2018-2019). After graduating, students cannot return and complete a minor. However, graduates can return to complete the Certificate in Leadership (241). Providing the online program will allow UCO graduates who leave the Oklahoma City metropolitan area to complete the certificate without regard to distance.

The large number of students selecting online sections of courses required for the Certificate in Leadership (241) also suggests that there will be significant interest in online delivery of the certificate. An average of 20 to 22 students enrolled in the following online sections during the Spring 2021 and Fall 2021 semesters: LEAD 2213: Theories of Leadership (3 sections in Spring and 2 sections in Fall); LEAD 3313: Leadership and Civic Engagement (1 section in Fall); LEAD 4213 Leadership and Ethics (1 section in the Fall); and LEAD 4893: Civic Leadership Capstone (1 section in Spring).

Employees in all occupations can succeed and advance in their careers with leadership knowledge and skills. According to the Oklahoma Employment Security Commission (OESC), employment growth is predicted for several management and supervisory positions in Oklahoma between 2018 and 2028. For example, OESC projects employment growth for general and operations managers (5.8 percent), advertising, marketing, promotions, public relations, and sales managers (4.1 percent), operations specialties managers (7.8 percent), supervisors of building and grounds cleaning and maintenance workers (7.9 percent), and supervisors of construction and extraction workers (7.9 percent). The high employment demand in Oklahoma for managers and supervisors suggests that students in various undergraduate degree programs at UCO and many graduates of the institution will be interested in completing the Certificate in Leadership (241) through electronic delivery.

Delivery method. Online courses will be delivered through Desire2Learn. Students are provided collaboration tools to encourage them to learn from each other and have access to instructor support through WebEx. All instructors have been approved for teaching online courses through the UCO Center for eLearning and Continuing Education.

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 August 25, 2021. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-d (4):

Electronic Delivery.

SUBJECT: Connors State College. Approval to offer the following existing programs via electronic delivery: Associate in Arts in History, the Associate in Arts in Political Science / Pre-Law, the Associate in Arts in Psychology, the Associate in Arts in Sociology, the Associate in Arts in Child Development, the Certificate in Child Development, and the Certificate in Child Development.

RECOMMENDATION:

It is recommended that the State Regents approve Connors State College's requests to offer the following existing programs via electronic delivery: Associate in Arts in History, Associate in Arts in Political Science/Pre-Law, Associate in Arts in Psychology, Associate in Arts in Sociology, Associate in Arts in Child Development, Certificate in Child Development, and Certificate in Child Development.

BACKGROUND:

Connors State College (CSC) 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); and
- Associate in Science in Business Administration (005).

CSC's governing board approved offering the existing Associate in Arts in History (017), the existing Associate in Arts in Political Science/Pre-Law (041), the existing Associate in Arts in Psychology (046), the existing Associate in Arts in Sociology (038), the existing Associate in Arts in Child Development (086), the existing Certificate in Child Development (076), and the existing Certificate in Child Development (090) online at their September 10, 2021, meeting. CSC requests authorization to offer these existing programs via electronic delivery, as outlined below.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

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

Associate in Arts in History (017)
Associate in Arts in Political Science/Pre-Law (041)
Associate in Arts in Psychology (046)
Associate in Arts in Sociology (038)
Associate in Arts in Child Development (086)
Certificate in Child Development (076)
Certificate in Child Development (090)

Demand. Concurrent students continue to be a growing population at CSC. Many high school counselors and students request online coursework so that students can take CSC courses if they live far away from the institution and/or there is no bus route from their area to provide transportation. Out of 398 students who are currently enrolled in concurrent courses, 277 have chosen online courses. Concurrent students choosing online sections attend home school or one of the 19 traditional high schools in CSC's service area.

Overall, online courses at CSC continue to have significant numbers of students enrolled, while on-campus courses have declining enrollment. In Fall 2021, out of 129 online sections, 34 sections had waitlists of students trying to obtain a seat, and 44 sections were entirely full. In comparison, out of 92 on-campus sections at CSC's Muskogee campus in Fall 2021, only 2 classes had waitlists, and only 2 sections were entirely full. Out of 120 on-campus sections at CSC's Warner campus, 5 classes had waitlists while only 13 sections were entirely full.

The Associate in Arts in History (017) program prepares students to work in local historical sites, museums, and libraries in CSC's service area. Oklahoma Employment Security Commission (OESC) data indicate that employment for museum technicians and conservators is projected to grow 24.6 percent from 2018 to 2028. Most students in the program transfer to a university to earn a bachelor's degree in history or social studies education, which will enable them to teach at the secondary level. According to the Central Oklahoma Workforce Innovation Board (COWIB), secondary school teacher, except special and career/technical education, is an in-demand occupation with projected growth of 10 percent from 2021 to 2031. In addition, Oklahoma Works lists teachers and instructors as top critical occupations in Oklahoma.

Students who obtain the Associate in Arts in Political Science/Pre-Law (041) degree may become police officers, sheriff's patrol officers, paralegals, and legal assistants. According to the OESC, employment for police and sheriff's patrol officers is projected to grow 7.5 percent and employment for paralegals and legal assistants is projected to grow 11.6 percent between 2018 and 2028. In addition, Oklahoma Works currently identifies all of these positions as top critical occupations in Oklahoma. CSC students who pursue the Associate in Arts in Pre-Law (041) degree may also transfer to a university to earn a bachelor's degree in political science, pre-law, or criminal justice, then go on to apply for law school. OESC data indicate that employment for lawyers is projected to grow 5.1 percent between 2018 and 2028. Also, lawyer is identified by Oklahoma Works as a top critical occupation in Oklahoma.

Most students who earn the Associate in Arts in Psychology (046) transfer to a university to earn a bachelor's degree in psychology. Potential occupations for these graduates include psychiatric technician, child, family, and school social worker, and substance abuse, behavioral disorder, and mental health counselor. According to the OESC, employment for psychiatric technicians is projected to grow 8.7 percent, and employment for substance abuse, behavioral disorder, and mental health counselors is projected to

grow 18.8 percent from 2018 to 2028. In addition, the COWIB identifies psychiatric technician, and substance abuse, behavioral disorder, and mental health counselor as in-demand occupations with projected growth of 6 percent and 17 percent, respectively, from 2021 to 2031. Furthermore, Oklahoma Works identifies child, family, and school social worker as a top critical occupation in Oklahoma.

Most students who earn the Associate in Arts in Sociology (038) degree transfer to a university to earn a bachelor's degree in sociology. Potential occupations for these graduates include child, family, and school social worker, social work assistant, probation officer, correctional treatment specialist, and social studies education teacher. OESC data indicate that employment for social and human services assistants is projected to grow 8.5 percent from 2018 to 2028. Moreover, the COWIB identifies social and human service assistants, probation officers and correctional treatment specialists, and secondary school teacher, except special and career/technical education, as in-demand occupations with projected growth of 27 percent, 5 percent, and 10 percent, respectively, from 2021 to 2031.

CSC's Child Development associate's degree and certificate programs prepare students to work in child care facilities. Over the past few years, increasing numbers of students in these programs have requested to complete courses online. If CSC offers the Child Development programs completely online and students work at least 30 hours per week, they can apply for the Oklahoma State Regents for Higher Education's Scholars for Excellence in Childcare program. The program awards scholarships to eligible child care professionals to complete coursework in the area of child development. Being able to complete the programs online would greatly enhance working students' ability to graduate and to obtain pay raises.

According to the OESC, employment for childcare workers across Oklahoma is projected to grow 7.1 percent, employment for education administrators, preschool and childcare center/program, is projected to grow 9.3 percent, and employment for preschool teachers, except special education, is projected to grow 9.1 percent from 2018 to 2028. Considering the high employment demand in Oklahoma for professionals with these credentials and/or related advanced degrees, CSC anticipates ongoing student interest in online delivery of these programs.

Delivery method. CSC utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas help facilitate student learning: discussion board, assignment submission, resources, and direct messaging between instructors and students. In addition, CSC utilizes Zoom, Office 365, and VidGrid to enhance virtual learning. CSC also uses Respondus for locking down browsers and preventing cheating, as well as ExamSoft for some programs. Moreover, CSC is utilizing Credly to award digital badges for micro-credentials.

Funding. The existing programs will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree programs through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on September 30, 2021. The University of Oklahoma (OU) requested copies of the Associate in Arts in Child Development (086), the Certificate in Child Development (076), and the Certificate in Child Development (090) proposals, which were sent on November 29, 2021. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Due to employment demand, approval will not constitute unnecessary duplication.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-d (5):

Electronic Delivery.

SUBJECT: Seminole State College. Approval to offer the existing Associate in Science in Health Sciences via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Seminole State College's request to offer the existing Associate in Science in Health Sciences 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);
- Associate in Applied Science in Applied Technology (875); and
- Associate in Applied Science in Nursing (110).

SSC's governing board approved offering the existing Associate in Science in Health Sciences (207) online at their October 21, 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 Science in Health Sciences (207)

Demand. The Associate in Science in Health Sciences (207) is the largest degree program at SSC. In Fall 2020, there were 319 students in the program and in Spring 2021, there were 222 students in the program. Working licensed practical nurses (LPNs) who plan to apply for the Associate in Applied Science in Nursing (110) program, who do not yet have all of the necessary General Education courses, are advised to enroll in the Associate in Science in Health Sciences (207) program. LPNs who are not admitted to the limited enrollment Associate in Applied Science in Nursing (110) program continue in the Associate in Science in Health Sciences (207) program. These students typically complete the program to improve their grades and increase their admission points in preparation for an additional application attempt for the Associate in Applied Science in Nursing (110) program or to prepare for transfer to a Nursing program at a four-year institution. There are also traditional students in the program who plan to transfer to a bachelor's level health-focused degree program. SSC currently has a waitlist of approximately 70 students who are interested in enrolling in the Associate in Science in Health Sciences (207) program if it becomes available online.

Graduates from the Associate in Science in Health Sciences (207) program may pursue a multitude of healthcare professions. These include medical assistant, social services assistant, research assistant, chemical technician, and medical records and health information technician. According to the Oklahoma Employment Security Commission (OESC), employment for medical assistants is projected to grow 15.6 percent, employment for social and human services assistants is projected to grow 8.5 percent, and employment for medical records and health information technicians is projected to grow 6.9 percent between 2018 and 2028. As aforementioned, many LPNs who complete the Associate in Science in Health Sciences (207) program often pursue additional education to become registered nurses. OESC data projects 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. The high employment demand throughout Oklahoma for entry-level allied health professionals suggests that there will be ongoing student demand for the online Associate in Science in Health Sciences (207) program at SSC.

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 October 28, 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-e:

State Authorization Reciprocity Agreement.

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

RECOMMENDATION:

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

BACKGROUND:

On May 29, 2015, the State Regents approved Oklahoma's participation in the State Authorization Reciprocity Agreement (SARA). The Southern Regional Education Board approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 9, 2021.

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

POLICY ISSUES:

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

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

STAFF ANALYSIS:

Prior to February 9, 2022, State Regents' staff received a SARA renewal application from the institutions listed below:

- Connors State College;
- Oklahoma Wesleyan University; and
- Oklahoma Christian University.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-f (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 November 1, 2021 and January 3, 2022.

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

POLICY ISSUES:
The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases in excess of $25,000.

ANALYSIS:
For the time period between November 1, 2021 and January 3, 2022, there are 2 purchases in excess of $25,000 but not in excess of $100,000.

Core

1) Krush Digital Media in the amount of $75,000.00 for the Oklahoma's Promise statewide media campaign aimed at creating awareness and affinity for the Oklahoma's Promise scholarship program. Krush will implement a media campaign targeting parents of children who qualify for the program. (Funded from 210-Core)

OneNet

2) MOR Associates in the amount of $29,000.00 for leadership training provided through The Quilt to education and research networks across the country. Senior members of OneNet's leadership will participate in a 10-month training beginning in March 2022, which will deliver each participating staff member with over 30 hours of training and individual coaching. Participation in this leadership training opportunity will better position OneNet for collaboration and partnership with its research and education network counterparts in other states. Costs will be recovered through OneNet user fees. (718-OneNet)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-f (2):

Operations.

SUBJECT: Personnel. Ratification of appointment for Vice Chancellor for Governmental Relations.

RECOMMENDATION:

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

BACKGROUND/POLICY ISSUES:

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

ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.

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

Vice Chancellor for Governmental Relations. It is recommended that the State Regents ratify the appointment of Dr. Jarrett Jobe as Vice Chancellor for Governmental Relations. The Vice Chancellor for Governmental Relations is responsible for developing and managing state and federal legislative strategies for Oklahoma's state system of higher education. This position also develops and maintains effective relationships with external bodies including members of the Executive branch, the state Legislature, Oklahoma's Congressional delegation, the business community, and Chambers of Commerce. The Vice Chancellor for Governmental Relations disseminates state and federal legislative information to the State Regents, OSRHE staff, institutions within the State System, and members of the higher education community.

Dr. Jobe holds a Bachelor of Science in Forensic Science from the University of Central Oklahoma (UCO) and a Doctor of Philosophy in Political Science from the University of Oklahoma (OU). Prior to his selection as Vice Chancellor for Governmental Relations, Dr. Jobe served in positions of increasing responsibility at UCO, most recently as Assistant Vice President of Student Leadership and Executive Director of the Nigh Institution. Dr. Jobe has also served as an adjunct faculty member at both UCO and OU. He has been the recipient of numerous awards and recognition, including being named one of The Journal Record's Achievers Under 40, receiving the Bright Idea Award for Legislative Engagement from the Oklahoma College Public Relations Association, and graduating from Leadership Oklahoma's Young Adult Leaders Class VII.

Dr. Jobe assumed the position of Vice Chancellor for Governmental Relations on January 24, 2022 at a salary of $131,000, with the potential for a $3,000 - $5,000 compensation adjustment based on a six-month satisfactory performance review. A market salary analysis conducted for this position demonstrated a median salary of $168,981 utilizing 2019 AON TCM data.

The Vice Chancellor for Governmental Relations reports directly to Chancellor Garrett. A copy of the job description and Dr. Jobe's resume are attached.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

JOB DESCRIPTION
Vice Chancellor for Governmental Relations
FLSA: Exempt
Position #100307
Grade 17
Cost Center: LEGISL 12010
Worker's Comp Code: 8742

ESSENTIAL FUNCTION

Responsible for development and management of legislative strategies for higher education initiatives. Maintain effective relations with external bodies including members of the Executive branch, the state Legislature, Oklahoma's Congressional delegation, the business community, and Chambers of Commerce to educate and inform individuals on issues related to higher education. Disseminate legislative and congressional information to the State Regents, Regents' staff, institutions within the State System, and members of the higher education community. Must register and remain registered as a Legislative Liaison with the Oklahoma Ethics Commission.

RESPONSIBILITIES AND DUTIES

- In collaboration with the Chancellor, State Regents, and state system institutions, develops and manages higher education's strategy for strengthening relationships with elected officials and government agencies, at both the state and federal levels.
- Represent the State Regents and the State System with national public policy entities, federal agencies, and the Oklahoma Congressional delegation.
- Work with the Executive and Legislative branches of government to implement the higher education agenda.
- Build relationships with legislative leadership and members of relevant legislative committees.
- Respond to legislative and congressional inquiries and provide information about higher education initiatives, funding (including student loans) and issues.
- Research both state and federal measures, analyze the potential impact on higher education, and evaluate the proposed legislation in terms of the State Regents' constitutional and statutory authority and responsibilities.
- Manage legislative and congressional bill tracking, including coordination of staff work for relevant legislative issues and status reporting on pending legislation
- Represent the agency and coordinate agency participation in legislative committee meetings and interim studies.
- Distribute legislative and congressional information and provide periodic reports to the State Regents, State Regents' staff, various advisory councils, and other constituencies.
- Coordinate State Regents' initiatives with Oklahoma's federal delegation (including, but not limited to, the Oklahoma College Assistance Program, GEAR UP, and Oklahoma EPSCoR).

- Manage the Higher Education Distinguished Service Award process after each legislative session, including coordinating selection of recipients, organizing award presentation events, and handling related administrative tasks.
- Schedule and coordinate development and delivery of key legislative events, including Higher Education Day at the State Capitol, Oklahoma's Promise Day at the State Capitol, and the annual Legislative Forum, including managing related administrative tasks.
- Coordinate regional legislative briefings with state system institutions, local legislators and the business community.
- Coordinate legislative efforts related to special projects (e.g., OCAN Grant and OneNet).
- Develop federal relations strategy, including coordination of meetings with members of Oklahoma's Congressional delegation and the Chancellor on a bi-annual basis.
- Serve as a liaison/designee for the Chancellor with various organizations (State Chamber, Greater Oklahoma City Chamber, Tulsa Regional Chamber, etc.), as needed
- Coordinate and lead bi-weekly Higher Education Network meetings during the legislative session.
- Supervise the work of the OSRHE Governmental Relations and Workforce Development Coordinator.
- In conjunction with the Vice Chancellor for Administration, supervises the work of the OSRHE Workforce and Economic Development Coordinator.
- Recommends hiring, firing, advancement, promotion or other changes in assigned employee status.
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

Bachelor's degree required. Must immediately register and remain registered as a Legislative Liaison with the Oklahoma Ethics Commission. Ability to work effectively with internal and external constituencies, including in a leadership role. Must have excellent analytical, organizational, and verbal and written communication skills. Some travel required. Must provide a cellular telephone for work-related activities.

PREFERRED QUALIFICATIONS

Advanced degree and a minimum of five (5) years of experience working in governmental relations or with a legislative body preferred.

PHYSICAL REQUIREMENTS

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

SUPERVISION

The employee performs work under the supervision of the Chancellor.

Jarrett E. Jobe, PhD

Education

- **University of Oklahoma, Norman, OK**
  Doctor of Philosophy – Political Science Completed December 2012
  Major Fields: International Relations, Public Policy, American Politics
  Dissertation Title: "State Participation in United Nations Peacekeeping Operations"
- **University of Central Oklahoma, Edmond, OK**
  Bachelor of Science – Forensic Science Completed May 2001

Professional Experience

- **University of Central Oklahoma - Leadership Central**
  Assistant Vice President of Student Leadership 2017 - Present
  - Direct and develop leadership training programs for UCO students and professional population
  - Create and manage the budget and program priorities for Leadership Central
    - $350,000 operating budget
    - $1,000,000 scholarship budget
    - 88-92% - Retention/graduation rate for scholarship program participants
    - 31% - 1st Generation students
  - Manage the Leadership Central staff in the delivery of leadership central programming
  - Create curriculum and instruct Lessons in Leadership Fall Leadership Cohort Course
  - Manage the application, interview, and selection process of the President's Leadership and Leaders of Tomorrow Scholarship Councils. Advise councils and executive boards.
    - Approximately 1500 applications annually (48 Positions Awarded)
  - Transformative Learning Steering Committees (Leadership Tenet Campus Liaison)
  - Develop and implement the national UCO distinguished speaker series
  - Edmond International Sister Cities Board – University Designee

  Executive Director of Governor George and Donna Nigh Leadership Academy 2018-Present
  - Statewide Leadership Development Scholarship Program
  - Annual Budget $75,000.00 – Funded by the Oklahoma State Legislature
  - Direct and Develop 5 day leadership academy for 32 Oklahoma college and university students

- **University of Central Oklahoma – Teaching Appointments**

  Adjunct Faculty in Political Science

  - Model United Nations (Instructor and Club Advisor) 2004-Present

  Adjunct Faculty in Business

  - Art of Leadership 2018-2020
  - Leadership Development I (MBA) 2018

  Adjunct Faculty in Leadership

  - Lessons In Leadership 2008-Present
  - Servant Leadership in Action 2013-Present
  - Contemporary Leadership 2016-Present
  - Leadership and Cultural Competency 2015
  - Leadership in Cinema 2013-2014
  - Success Central/First Year Experience 2008–2011

  Adjunct Faculty in Global Leadership and Service

  - 2013: Peru
  - 2014: South Africa
  - 2015: Costa Rica, Uganda, Nicaragua
  - 2016: Cuba, Uganda
  - 2017: Guatemala, Uganda
  - 2018: Nicaragua, Uganda
  - 2019: Guatemala, Uganda

- **University of Oklahoma – Teaching Appointments – Dept. of International and Area Studies**

  Adjunct Faculty in Political Science/International Relations

  - Africa in Context: Uganda 2017
  - Model United Nations 2014-Present
  - Introduction to Graduate Studies in International Relations (Inc. Online) 2015-Present
    Aviano, Italy - Aviano Air Force Base
    Washington, DC - Extended Campus North America
    Weisbaden, Germany - Clay Kaserne Army Base
    Honolulu, HI - Hickam Air Force Base
    Oklahoma City, OK - Tinker Air Force Base
  - The International System and the UN - Inc. Online
    Stuttgart, Germany - Panzer Army Base
    Mildenhall, England - Mildenhall Air Force Base
    Oklahoma City, OK - Tinker Air Force Base
    Mons, Belgium - SHAPE, NATO

Advisor of Model United Nations

- Model United Nations High School and College simulations 2014-Present

- **University of Central Oklahoma – Office of the President**

Coordinator of Special Programs and Events 2008 – 2010

- Assist with the planning and coordination of all established events and projects of the Office of the President. Also assists with the creation and maintenance of new projects
- Work with the President's staff to maintain representation on all appropriate university, community and statewide committees/workgroups
- Serve as advisor to the President's Leadership and Leaders of Tomorrow Scholarship Councils
- Manage the application, interview and selection process of the President's Leadership Council with the approval of the President
- Assist with the PLC fall leadership development course for incoming recipients
- Coordinate and manage the Lessons in Leadership speaker series/course
- Assist with staffing and management of the Office of the President

- **University of Oklahoma – Institute of Public Affairs**

Assistant Evaluator 2004-2008

- Managed databases and evaluation for the Southwest Center for Application and Prevention Technologies (Division of the Substance Abuse and Mental Health Services Administration).
- Developed evaluations and managed results reporting for a 9 state region. Evaluations were developed to test for training and technical assistance effectiveness of the Southwest CAPT staff.
- Developed monthly, quarterly and yearly progress reports on training and technical assistance activities and events.
- Trained in SPSS statistical software and internet based evaluation tools

- **Federal Bureau of Investigation**

Honors Interns Program **S**ummer 1999

- Qualified for Top Secret Security Clearance
- Managed database used for reporting purposes

Published/Submitted/Edited Work

- Editor – Journal of Transformative Learning – Special Summer Issue 2020.
- "Short Term Travel Abroad to Uganda and Guatemala: A Preliminary Assessment of Student Transformative Learning." Final Submission – expected publication – August of 2020.
- "Remembering, Serving, Succeeding" Old North Magazine, Vol. LV, No. 2. 2018.
- "See the World, Serve the World" – Transformative Learning and Short Term Study Abroad. *Transformative Teacher-Scholar Blog*. December 2017.

http://blogs.uco.edu/tts/see-the-world-serve-the-world-transformative-learning-and-short-term-study-abroad/

- "Teaching Leadership: A Holistic Approach to Student Leadership Development at the University of Central Oklahoma." *Journal of Transformative Learning*. 2013.

Funded Research/Grants/Consulting

- *Foundations of Leadership – Curriculum Development/Presenter* – Leadership UCO - Spring 2019
- *Student Transformative Learning Record: Global Service and Leadership Grant Recipient:* Two paid internship appointments for literacy project in Uganda. January 2017 – June 2017
- *Coordinated Human Service Transportation: Impediments and Solutions at the State and Local Level, United States Department of Transportation, Federal Transit.* Graduate Research Assistant for Tom James, Primary Investigator. Summer 2005, 2007.
- *Coordinated Statewide Child Restraint Survey, Oklahoma Highway Safety Office in Cooperation with the National Highway Traffic Safety Administration and The United States Department of Transportation.* Graduate Research Assistant for Tom James, Primary Investigator. Summer 2005, 2007.

Conferences and Presentations

- *Volcano Conference* – Keynote Speaker – Mid Del Technology Center - 2021
- *Engaging Equity, Illuminating Inclusion* – Director, Speaker Series Conference/Event – UCO - 2021
- *Leadership UCO* – Faculty/Staff Leadership Development Program - UCO – 2020, 2021
- *Managing versus Leadership* – Management Develop Program – UCO – 2020, 2021
- *Creating and Sustaining Transformative International Service Learning Experiences* - Oklahoma Service Learning Conference –2018
- *Assessing Student Growth During Service Learning Study Abroad Experiences Using a Transformative Learning Framework* – National Society for Experiential Educators – St. Pete's Beach, Florida – September 2017.
- *Empower Women: Change the World* – Conference Director and Organizer –2017. Partnership conference with the Center for Teaching about the UN (CTAUN), the University of Oklahoma and the United Nations Association of OKC.
- *TedX Presenter - Stewardship: How Leaders Live for Tomorrow, Today* – 2017.
- *Let's Get on the Same Page: Engaging Faculty, Staff and Students in the Transformative Learning Process* – Transformative Learning Conference – Oklahoma City, Oklahoma – 2017.
- *International Service Learning and Student Transformation: An Assessment of Experiences in Uganda and Guatemala* – Transformative Learning Conference – Oklahoma City, Oklahoma – 2017.
- *"The United Nations at 70"* – Great Decision Series – Foreign Policy Association – Norman– 2016.
- *Transformative Learning and Assessment* – Texas A&M– San Antonio – Faculty Orientation — 2015.
- *Leadership and Development* – Gulu University – Gulu, Uganda – Visiting Lecture — 2015.
- *The United Nations* – Saratov State University – Saratov/Engels, Russia – Visiting Lecture – 2014.

- *Engaging Global and Service Learning* – National Society for Experiential Educations – Baltimore, MD – 2014.
- *Sustainable Model UN Experiences* – American Model UN – Chicago, IL – 2013.
- *The Social Construction of U.N. Peacekeeping Operations* – Southern Political Science Conference – New Orleans, LA – 2007.
- *The Importance of Family Conditions for Mitigating Youth Risky Behavior* – Southwest Political Science Conference – Albuquerque, NM – 2007.

Public Service/Speaking Invitations

- *Strategic Planning Process*
  Consultant – CARE (Child Abuse Response and Evaluation) – 2014
  Team Member – UCO Vision 2020 Committee Member - 2013
- *Political Moderator*
  City of Choctaw Legislative Panel Moderator – June 2012 Primary Elections
  City of Luther Town Board Panel Moderator – Spring 2013 General Elections
- *Keynote Speaker/Guest Panelist*
  McNair Scholars Program – Keynote Speaker – Spr. 2021
  Woody Guthrie Center – Folk the Vote – Guest Panelist - Spr. 2020
  Oklahoma Admissions Counselor Conference – Guest Speaker - Sum. 2019
  Tulsa Community College – Leadership Banquet Guest Speaker – Spr. 2019
  University of Central Oklahoma Undergraduate Admissions – Leadership and You – Sum. 2018
  University of Central Oklahoma Women's Outreach Center – Defeating Imposter Syndrome - 2017
  Woodward High School Nations Honor Society – Keynote Speaker – Spr. 2017
  Southwest Model UN – Conference Keynote Speaker – 2014, 2015
  Edmond Public Schools – Honor Society Induction – Spr. 2015
  Alpha Delta Pi Sorority – New Member Induction – Spr. 2014
  Alpha Lambda Delta Freshman Honor Society – New Member Induction – Spr. 2012

Awards/Honors

- Modeling the Way Award – Academic Affairs – University of Central Oklahoma - 2019
- Community Leadership Award – College of International Studies – University of Oklahoma - 2019
- Awarded 40 under 40 Achiever in Oklahoma – Journal Record - 2018
- Oklahoma College Public Relations Association – Bright Idea Award, Legislative Engagement - 2017
- Graduate – Executive Leadership Program – UCO - 2017
- Global Educational Leader: Higher Education – World Experiences Foundation - Fall 2016
- President's Award for Leadership and Civic Engagement – UCO – Fall 2014
- Educator's Leadership Academy – Graduate – 2013
- Honorary Member – Golden Key International – UCO Chapter – 2013
- Leadership Oklahoma – Linking Oklahoma's Young Adult Leaders Class VII Graduate – 2012
- Edmond's top 30 under 35 citizens – 2008

- Presidential Fellowship Travel Award – Vichy, France – Sum. 2006
- Graduate Student Senate Association Travel Grant – Fall 2006
- Political Science Departmental Travel Grant – Fall 2006
- Leadership UCO - Class I Graduate – 2002

Service/Board Memberships

- Oklahoma Committee on Advancement of Science and Technology – Spring 2020
- Edmond City Council Veterans Memorial Planning Committee – Fall 2018
- Big Brothers/Big Sisters Board – Member - 2017 to 2020
- United Nations Association – USA – Member
- United Nations Association – Oklahoma City, OK – Member
- University of Central Oklahoma Alumni Association President – 2012-2014
- University of Central Oklahoma Alumni Association Vice President – 2010-2012
- University of Central Oklahoma Alumni Board Member – 2010 to 2016
- ACACIA Alumni Association – President – 2004 - 2016
- Oklahoma Regional Food Bank Volunteer
- Habitat for Humanity
    - Global Village Team Leader Certified
    - OKC/Edmond Volunteer
- Turning Point Ministries Volunteer
- Divemaster, Advanced Diver, Rescue Diver, Open Water Scuba Certification – PADI Scuba

References

Available Upon Request

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-g (1):

Non-Academic Degrees.

SUBJECT: University of Oklahoma. Ratification of a request from the University of Oklahoma to award a posthumous degree.

RECOMMENDATION:

It is recommended that the State Regents ratify the University of Oklahoma's request to award a posthumous degree.

STAFF ANALYSIS:

The University of Oklahoma has requested to award a Bachelor of Business Administration degree posthumously to Mr. John Gabriel Erickson.

State Regents' Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work."

At the time of his death, Mr. Erickson was in the last semester of his degree program having completed 116 hours of required coursework and maintained an overall GPA of 2.67. This request was approved based on recommendation of the president.

State Regents' ratification is recommended.

The proposed diploma for the posthumous degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

John Gabriel Erickson

having completed the requirements for the posthumous award of
the degree of

Bachelor of Business Administration

has accordingly been admitted posthumously to that degree and all the honors, privileges and obligations belonging thereto, and in witness thereof have authorized the issuance of this Diploma duly signed and sealed. Issued at the University of Oklahoma at Norman, Oklahoma on the seventeenth day of December two thousand and twenty-one.

For the State Regents | *For the University*

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION ★ VITA ABUNDANTIOR 1941

Chairman
Secretary
Chancellor

Chairman, Board of Regents
President of the University
Academic Dean

CIVITAS REIPUBLICAE

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-g (2):

Non-Academic Degrees.

SUBJECT: University of Oklahoma. Ratification of requests from the University of Oklahoma to award honorary degrees.

RECOMMENDATION:

It is recommended that the State Regents ratify the University of Oklahoma's requests to award Honorary Degrees.

STAFF ANALYSIS:

The University of Oklahoma has requested to award an Honorary Doctor of Humane Letters degree to Mr. James Mulva, Mr. J.C. Watts, Ms. Susan Stroman, and Mr. David Brooks, and to award an Honorary Doctor of Humane Letters degree posthumously to Mr. R. Lynn Riggs.

The requests to award honorary degrees are consistent with Oklahoma State Regents for Higher Education's (OSRHE) policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;
- conferral of honorary degrees that are distinguishable from earned degrees;
- conferral of honorary degrees not to exceed the number specified in the policy;
- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and
- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

The request to award an honorary degree posthumously is consistent with OSRHE policy which requires such degrees to be awarded only in exceptional circumstances. Mr. R. Lynn Riggs, a Cherokee playwright, poet, and screenwriter, was a student at OU from 1921 through 1923, never graduating. He went on to write 36 plays, six of which were produced on Broadway, and six original screenplays. He worked on screenplays for numerous documentaries for the War Department during World War II, published poetry in nine major publications, and was one of the first Guggenheim fellows. He also, in 1931, wrote *Green Grow the Lilacs*, the play which is the credited basis for the first musical that Rogers and Hammerstein wrote together: *Oklahoma!* The play ran for 2,212 Broadway performances and was awarded a special Pulitzer Prize in 1944. Mr. Riggs was inducted into the Oklahoma Hall of Fame in 1948 and passed away in 1954. Despite

this rich canon of literary works, Mr. Riggs' accomplishments have gone largely unrecognized. Mr. Riggs' niece plans to attend the commencement ceremony and accept the degree on her uncle's behalf.

The OU requests meet the requirements of the OSRHE's policy. The proposed diplomas for the honorary degrees are attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education

Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

James Mulva

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.
Issued at the University of Oklahoma
this thirteenth day of May, two thousand twenty-two.

For the State Regents

Chair

Secretary

Chancellor

For the University

Chair, Board of Regents

President of the University

Provost

The Oklahoma State Regents for Higher Education

Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

JC Watts

in recognition of excellence and meritorious achievements, with all the honors, privileges and obligations belonging thereto, and in witness thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma

this thirteenth day of May, two thousand twenty-two.

For the State Regents

_____
Chair

_____
Secretary

_____
Chancellor

For the University

_____
Chair, Board of Regents

_____
President of the University

_____
Provost

The Oklahoma State Regents for Higher Education

Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

Susan Stroman

in recognition of excellence and meritorious achievements, with all the honors, privileges and obligations belonging thereto, and in witness thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma

this thirteenth day of May, two thousand twenty-two.

For the State Regents

Chair

Secretary

Chancellor

For the University

Chair, Board of Regents

President of the University

Provost

The Oklahoma State Regents for Higher Education

Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

David Brooks

in recognition of excellence and meritorious achievements, with all the honors, privileges and obligations belonging thereto, and in witness thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma

this thirteenth day of May, two thousand twenty-two.

For the State Regents	*For the University*
Chair	Chair, Board of Regents
Secretary	President of the University
Chancellor	Provost

The Oklahoma State Regents for Higher Education

Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

R. Lynn Riggs

in recognition of excellence and meritorious achievements, with all the honors, privileges and obligations belonging thereto, and in witness thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma

this thirteenth day of May, two thousand twenty-two.

For the State Regents

Chair

Secretary

Chancellor

For the University

Chair, Board of Regents

President of the University

Provost

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #17-g (3):

Non-Academic Degrees.

SUBJECT: Oklahoma State University. Ratification of requests from Oklahoma State University to award honorary degrees.

RECOMMENDATION:

It is recommended that the State Regents ratify Oklahoma State University's requests to award Honorary Degrees.

STAFF ANALYSIS:

Oklahoma State University has requested to award an Honorary Doctor of Fine Arts degree to Mr. Garth Brooks and an Honorary Doctor of Humane Letters degree to Mr. Navarre Scott Momaday and to Mr. Gene Rainbolt.

The requests to award honorary degrees are consistent with Oklahoma State Regents for Higher Education's (OSRHE) policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;
- conferral of honorary degrees that are distinguishable from earned degrees;
- conferral of honorary degrees not to exceed the number specified in the policy;
- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and
- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

The OSU requests meet the requirements of the OSRHE's policy. The proposed diplomas for the honorary degrees are attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Garth Brooks

to the Honorary Degree of

Doctor of Fine Arts

in recognition of distinguished achievements
with 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
seventh day of May, two thousand twenty two

For the Regents

Chairman

Secretary

Chancellor

For the University

Chairman, Board of Regents

President of the University

Dean of Division

The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Navarre Scott Momaday

to the Honorary Degree of

Doctor of Humane Letters

in recognition of distinguished achievements
with 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
seventh day of May, two thousand twenty two

For the Regents

Chairman

Secretary

Chancellor

For the University

Chairman, Board of Regents

President of the University

Dean of Division

The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Gene Rainbolt

to the Honorary Degree of

Doctor of Humane Letters

in recognition of distinguished achievements
with 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
seventh day of May, two thousand twenty two

For the Regents

Chairman

Secretary

Chancellor

For the University

Chairman, Board of Regents

President of the University

Dean of Division

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #18-a:

Programs.

SUBJECT: Current Status Report on Program Requests.

RECOMMENDATION:

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

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2021 as well as requests pending from the previous year.

POLICY ISSUES:

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

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2021-2022).

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

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

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 9, 2022

AGENDA ITEM #20:

Proposed Executive Session.

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

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Eight Hundred and Seventeenth Meeting

December 10, 2021

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

Minutes of the Eight Hundred and Seventeenth Meeting
December 10, 2021

CONTENTS

Announcement of Filing of Meeting and Posting of the Agenda 20006
Call to Order 20006
Minutes of Previous Meetings 20006
Chancellor 20006
Comments from the Chair 20006
Comments from the Chancellor 20007
Higher Education Distinguished Service Award 20007
Faculty Advisory Council 20007
New Programs 20007
New Program Protest 20008
Program Deletions 20008
Summer Academies 20009
Academic Policy 20009
Teacher Education 20009
Scholars for Excellence in Child Care 20010
E&G Budget 20010
EPSCoR 20010
Contracts and Purchases 20010
Investments 20011
Commendations 20011
Administrative Rules 20011
2022 Legislative Agenda 20011
Consent Docket 20011
Reports 20012
Report of the Committees 20013
Proposed Executive Session 20013
Announcement of Next Regular Meeting 20014
Adjournment 20014

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

Minutes of the Eight Hundred and Seventeenth Meeting
of the
Oklahoma State Regents for Higher Education
December 10, 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 Friday, December 10, 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 November 22, 2021. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chair Jeffrey W. Hickman called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Courtney Warmington, Jay Helm, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven W. Taylor.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Helm made a motion, seconded by Regent Turpen, to approve the minutes of the State Regents' meeting on October 21, 2021. Voting for the motion were Regents Sherry, Warmington, Helm, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

4. **CHANCELLOR.** Chair Hickman introduced Oklahoma Supreme Court Justice Yvonne Kauger to swear in Chancellor Allison D. Garrett as the ninth Chancellor of The Oklahoma State System of Higher Education.

5. **COMMENTS FROM THE CHAIR.** Chair Hickman stated that the State Regents are excited to officially welcome Chancellor Garrett and look forward to working with her to strengthen the critical role that Oklahoma's state system of higher education plays in advancing Oklahoma's workforce and economic development goals.

6. **COMMENTS FROM THE CHANCELLOR.** Chancellor Allison D. Garrett provide an update on the state system from her first month as Chancellor. She expressed her appreciation to Regents, Presidents and staff who have assisted her in becoming familiar with the system and the duties of the Chancellor.

7. **HIGHER EDUCATION DISTINGUISHED SERVICE AWARD.** Chancellor Allison D. Garrett and the State Regents presented Senate Education Committee Chair Dewayne Pemberton (Muskogee) with the 2020 and 2021 Distinguished Service Awards for his support during the 2020 and 2021 legislative sessions and thanked him for his service. Senator Pemberton provided remarks.

8. **FACULTY ADVISORY COUNCIL.**

   a. Presentation of the Faculty Advisory Council Annual Report. Regent Casey made a motion, seconded by Regent Helm, to acknowledge receipt of this report. Voting for the motion were Regents Warmington, Helm, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.

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

9. **NEW PROGRAMS.**

   a. Regent Casey made a motion, seconded by Regent Helm, to approve a request Oklahoma

State University to offer the Master of Arts in Peace, Conflict, and Security Studies, the Bachelor of Science in Recreational Therapy, the Graduate Certificate in Aging Studies, the Graduate Certificate in Learning and Motivation, and the Certificate in Public Health. Voting for the motion were Regents Helm, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

b. Regent Casey made a motion, seconded by Regent Helm, to approve a request from Carl Albert State College to offer the Associate in Applied Science in Digital Media Technology. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Helm. Voting against the motion were none.

10. **NEW PROGRAM PROTEST.** Disposition of the proposed Doctor of Science in Forensic Science requested by Oklahoma State University Center for Health Sciences in Tulsa and protested by the University of Central Oklahoma. Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke provided background on the item and discussed the meeting between the University of Central Oklahoma and Oklahoma State University on October 18, 2021. She stated that following this meeting, Academic Affairs staff did an analysis of all written documentation and verbal testimony of each party, and that based on this analysis, it is their recommendation that this item move forward. University of Central Oklahoma President Patti Neuhold-Ravikumar provided remarks on behalf of the University of Central Oklahoma (UCO) and stated that UCO requests that the State Regents deny Oklahoma State University Center for Health Sciences' request to offer the Doctor of Forensic Sciences in Forensic Sciences. Oklahoma State University – Tulsa and Oklahoma State University Center for Health Sciences Interim President Johnny Stephens provided remarks on behalf of Oklahoma State University. Regent Casey made a motion, seconded by Regent Helm to move forward with the new program review process for Oklahoma State University Center for Health Sciences' request to offer the Doctor of Forensic Sciences in Forensic Sciences. Voting for the motion via roll call were Regents Casey,

Hickman, Turpen, Taylor, Sherry, Warmington, Helm, and Holloway. Voting against the motion were none.

11. **PROGRAM DELETIONS.** Regent Casey made a motion, seconded by Regent Holloway, to approve a request from Southwestern Oklahoma State University to delete the Master of Science in Nursing in Nursing Informatics and the Master of Science in Nursing in Nursing Administration, and to approve a request from Oklahoma City Community College to delete the Associate in Applied Science in Clinical Research Coordinator and the Certificate in Clinical Research Coordinator. Voting for the motion Regents Hickman, Turpen, Taylor, Sherry, Warmington, Helm, Holloway, and Casey. Voting against the motion were none.

12. **SUMMER ACADEMIES**. Regent Casey made a motion, seconded by Regent Holloway, to approve the 2022 Summer Academy Grants. There will be twenty-four Summer Academies for a total of $536,576.75. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Helm, Holloway, Casey, and Hickman. Voting against the motion were none.

13. **ACADEMIC POLICY.**

a. Regent Casey made a motion, seconded by Regent Sherry, to approve the Revisions to the Credit for Prior Learning policy. Voting for the motion were Regents Taylor, Sherry, Warmington, Helm, Holloway, Casey, Hickman, and Turpen. Voting against the motion were none.

b. Regent Casey made a motion, seconded by Regent Sherry, to approve a request for an exception to the Concurrent Enrollment policy from Oklahoma City Community College. Voting for the motion were Regents Sherry, Warmington, Helm, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

14. **TEACHER EDUCATION.** Regent Casey made a motion, seconded by Regent Sherry, to approve incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program. For 2022, the Teacher Shortage Employment Incentive Program would award $8,200.00 for each teacher eligible. Voting for the motion were Regents Warmington, Helm, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.

15. **SCHOLARS FOR EXCELLENCE IN CHILD CARE.** Regent Casey made a motion, seconded by Regent Sherry, to approve contract modifications between the Oklahoma Department of Human Services and the Oklahoma State Regents for the Scholars for Excellence in Child Care Program. The budget increased from $1,196,901 to $1,710,695. Voting for the motion were Regents Helm, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

16. **E&G BUDGET.** Regent Helm made a motion, seconded by Regent Holloway, to approve the allocation of $1,403,378.71 to Oklahoma State University Center for Health Sciences (OSU CHS) and $1,403,378.71 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from taxes placed on the sale of cigarettes and tobacco products. Voting for the motion via roll call were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Helm. Voting against the motion were none.

17. **EPSCoR.** Regent Helm made a motion, seconded by Regent Taylor, to approve an allocation of $12,000 to Cameron University for Oklahoma Research Day. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Helm, and Holloway. Voting against the motion were none.

18. **CONTRACTS AND PURCHASES.** Regent Helm made a motion, seconded by Regent Taylor, to approve FY2022 purchases for amounts that are in excess of $100,000. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Helm, Holloway, and Casey. Voting against the motion were none.

19. **INVESTMENTS.** Regent Taylor made a motion, seconded by Regent Turpen, to approve new investments managers and allocation of funds for the endowment trust fund. The recommendation is to commit $5,000,000 to Hammes Partners Fund IV and an allocation of up to $10,000,000 to Tiger Global Crossover. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Helm, Holloway, Casey, and Hickman. Voting against the motion were none.

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, Holloway, Casey, Hickman, and Turpen. Voting against the motion were none.

21. **ADMINISTRATIVE RULES.** Posting of proposed Administrative rules for the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service. This item is for posting only.

22. **2022 LEGISLATIVE AGENDA.** Regent Turpen made a motion, seconded by Regent Holloway, to approve the State Regents' 2022 Legislative Agenda. Voting for the motion were Regents Sherry, Warmington, Helm, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

23. **CONSENT DOCKET.** Regent Helm made a motion, seconded by Regent Holloway, to approve/ratify the following routine requests which are consistent with State Regents' policies

and procedures or previous actions:

a. Programs. Program Modifications. Approval of institutional requests.

b. Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs.

c. Reconciliation. Approval of institutional request.

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

e. Operations.

(1) Ratification of purchases over $25,000.

(2) FY2021 Annual Audit Report.

(3) Personnel. Approval of appointment for Director of Student Preparation for College Readiness.

f. Non-Academic Degrees.

(1) University of Oklahoma. Ratification of request from the University of Oklahoma to award a posthumous degree.

(2) Oklahoma State University. Ratification of a request from Oklahoma State University to award a posthumous degree.

g. Resolutions. Resolutions honoring retiring staff.

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

24. **REPORTS.** Regent Helm made a motion, seconded by Regent Holloway, to acknowledge receipt of the following reports:

a. Programs. Current Status Report on Program Requests. (Supplement)

b. Annual Reports.

(1) Academic Scholars Program. 2020-2021 Academic Scholars Program Year-End

Report.

(2) Oklahoma Tuition Aid Grant. 2020-2021 Oklahoma Tuition Aid Grant Year-End Report.

(3) Oklahoma Tuition Equalization Grant. 2020-2021 Oklahoma Tuition Equalization Grant Year-End Report.

(4) Regional University Baccalaureate Scholarships. 2020-2021 Regional University Baccalaureate Scholarships Year-End Report.

(5) Academic Policy Exception Quarterly Report.

(6) ACT Annual Report. Annual Report on the ACT Scores for the 2021 graduating class.

(7) FY22 Tuition and Analysis Report.

(8) Financial Operations Report, June 30, 2021.

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

25. **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.

26. **PROPOSED EXECUTIVE SESSION.**

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

b. Enter into executive session.

c. Open session resumes.

d. Vote to exit executive session. Regent Taylor made a motion, seconded by Regent Helm, to exit executive session. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Helm, and Holloway.

27. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Hickman announced that the next regular meetings are scheduled to be held Wednesday, February 2, 2022 at 10:30 a.m. and Thursday, February 9, 2022 at 9:00 a.m. at the State Regents Office in Oklahoma City.

28. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Jeffrey W. Hickman, Chair	Steven W. Taylor, Secretary

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

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Thursday, December 9, 2021

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 1:00 p.m. on Thursday, December 9, 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 November 22, 2021. A copy of the agenda had been posted as required by the Open Meeting Act.

2. **CALL TO ORDER.** Participating in the meeting were Regents Jack Sherry, Courtney Warmington, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, and Steven Taylor. Regent Hickman called the meeting to order. Regent Turpen joined the meeting in progress.

3. **HIGHER EDUCATION DISTINGUISHED SERVICE AWARD.** Chancellor Allison D. Garrett and the State Regents presented Representative Jon Echols, House Majority Floor Leader, with the Higher Education Distinguished Service Award for his support during the 2021 legislative session and thanked him for his service. Representative Echols provided remarks.

4. **STATE SYSTEM INSTITUTIONS.** Northwestern Oklahoma State University President Janet Cunningham and Regent Connie Reilly, Chair of the Regional University System of Oklahoma Board of Regents. Chair Reilly began by providing brief background on the organization and make-up of the Regional University System of Oklahoma Board of Regents, their committees and rotation of serving on the conmittees, and the layout of their meetings. President Cunningham began by stating that she was grateful for the opportunity to present in front of the State Regents. She provided a brief history of Northwestern Oklahoma State University (NWOSU), discussing community support, and mentioning some of NWOSU's most notable programs such as nursing, agriculture and agriculture education, and teacher education. President Cunningham also highlighted two important partnerships that NWOSU has with local entities and concluded her remarks by mentioning current challenges that the institution faces such as enrollment and deferred maintenance.

   Carl Albert State College President Jay Falkner began his remarks by discussing the history and growth of Carl Albert State College (CASC). President Falkner stated that they have had to take hard looks at some of their activities and what programs and activities are assets and what would be most affective, cutting away programs that are not aiding in the development of the institution or the state. He highlighted the faculty sharing program that CASC started with Eastern Oklahoma State College and Connors State College and a collaboration with Northeastern State University for graduate assistantships.

5. **FINANCIAL LITERACY.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke and Associate Vice Chancellor for Communicationa Ms. Angela Caddell provided an update on the financial literacy programs at institutions. Dr. Blanke stated that the Council on Student Affairs (COSA) conducted a survey in 2009 and created an initial report addressing how students are informed on financial literacy and that several institutions. She stated that COSA conducted another survey last spring and a couple of institutions had presented to the Board of

Regents individually on what they were doing in regard to financial literacy, but that this new report highlights what each campus is doing. Dr. Blanke stated that over the last two years, over 20,000 students had participated in some form of financial literacy, with the goal of making sure that students are informed consumers. She mentioned that several institutions utilize Oklahoma Money Matters. Ms. Caddell discussed the Oklahoma Money Matters (OKMM) program, noting that it is offered under the auspices of the Oklahoma College Assistance Program. She stated that OKMM uses targeted outreach and strategic partnerships to work with a wide-body of service providers. Ms. Caddell stated that through OKMM, they provide workshops, publications and tools to strengthen budgeting skills, student loan management skills, and general consumer decision-making skills, noting that many of these workshops are part of freshmen orientation. Ms. Caddell highlighted the Ready Set Repay website and the tools and messaging that are provided to students.

6. **ONLINE EDUCATION.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke and Director of Online Initiatives Brad Griffith provided an update on the Online Consortium of Oklahoma (OCO) and Council for Online Learning Excellence (COLE). Mr. Griffith began by discussing the OCO, noting they have managed to maintain their twenty-five member institutions since the start of the consortium, noting that this does include OSU-IT and OSU-OKC and does not include OSU or OU. He stated that effective 2021, they have exceeded $11,000 in benefits for each institution that is part of the consortium. He noted that OCO has been a leader in the digital badging pilot for the state system and briefly discussed their review of managed contracts with three proctoring companies. Regarding COLE, Mr. Griffith stated that they have seen a growth from 95 to 115 members that are now on the Council but noted that this growth was natural given the increase in online learning due to the pandemic. He added that they had added two subcommittees to COLE, with one subcommittee dedicated to advanced technologies and how they can be leveraged for the online learning environment, and the other to address student success. Mr. Griffith also provided an update on the recent 2021 OER summit, noting that they look forward to providing more of these summits. Mr. Griffith also discussed a partnership with OneNet regarding a Virtual Reality toolkit and Quality Matters and the benefits of that subscription such as offering licensed workshops. Mr. Griffith concluded by discussing some of the goals of the Online Education Task Force for the spring semester.

7. **BUDGET REPORT AND REVENUE UPDATE.** Interim Vice Chancellor for Budget and Finance Sheri Mauck provided State Regents with a budget and revenue update. She began by stating that the report covers the period through October 31, 2021. She stated that for October collections, they were ahead of the estimates by 8 percent. The first four months of the quarter for general revenue are above of the estimates by 13.9 percent, representing $291.4 million, indicating that advocacy over the next several months is important as it is likely that they will have new money that will be available for allocation. Ms. Mauck added that they had their first budget hearing with the executive branch and that it went very well. She stated that individual income taxes and corporate taxes netted 1.5 percent above the estimate for October, sales tax collections were 20.3 percent above the estimate and gross production for October was 62.6 percent above the estimate. She said through October 31st, institutions have reported spending $371.6 million of Federal CARES money, 49.9 percent for student grants scholarships and 29.9 percent for reimbursements. Ms. Mauck concluded by stating that the Endowed Chairs Bond did close on November 18, 2021 and that the money is in the bank and that they are working through the Investment Committee on recommendations and that the true interest cost was 2.59 percent. She closed by stating that the Board of Equalization will have a meeting on December 27 which will be the first look at what the FY23 projections will be.

8. **LEGISLATIVE UPDATE.** Vice Chancellor for Administration Ms. Kylie Smith provided a brief legislative update. She noted that December 10 is the deadline in both the House and Senate to

request bill drafting and the deadline for introducing bills is January 20, 2022 and the second regular session of the 58th Oklahoma Legislature convenes on Monday, February 7, 2022. She noted that they have already begun the process of tracking what bills are out regarding teacher education, providing additional assistance for National Guard members, concurrent enrollment, workforce development, and legislation regarding vaccines and weapons on campus. Ms. Smith stated that in regard to the Joint Committee on Pandemic Relief Funding, the Council of Presidents Task Force on this issue had established six subcommittees to develop system-wide proposals in the areas of nursing and allied health, workforce development, teacher education, online education, campus infrastructure, and broadband. She stated that over the next several weeks, OSRHE staff will work with these subcommittees to develop these comprehensive system-wide proposals for submission to the Joint Committee and that they have already made members of the Joint Committee aware that these proposals will be coming.

9. **TASK FORCE REPORTS.**

   a. **Online Education Task Force.**

   b. **State Regents Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Angela Caddell discussed the Campus Safety and Security Summit that was held virtually in November. She stated that overall participation was excellent and that they were able to offer thirteen workshops over two and a half weeks and had attendees not only from public institutions but also from six private institutions and thirteen technology centers. She noted that the summit was CLEET accredited for up to nineteen and a half hours of mandatory continuing education credit for campus law enforcement personnel. She stated that they have issued a survey to participants to get their perspective on the virtual approach and to see what other topics would be helpful. Ms. Caddell concluded by thanking their summit partners and stating that the Task Force's next goal for 2022 is to work with their partners at Mental Health and Substance Abuse Services to schedule another custom offering of the Crisis Intervention Training certification program. She stated that the next Task Force meeting will be in February 2022.

10. **"BEST OF HIGHER EDUCATION."** Regents received the December 2021 update on institutional activities via e-mail on December 9, 2021.

11. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.

12. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

_____ _____

Jeffrey W. Hickman, Chair Steven W. Taylor, Secretary