OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

April 22, 2020

NOTE

This document contains recommendations and reports to the State Regents regarding items on the April 22, 2020 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on April 22, 2020.

OKLHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

A G E N D A

Wednesday April 22, 2020 – 12 Noon
Via Zoom Video and Teleconference Call
Chairman Joseph L. Parker, Jr., 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. **Report of the Chairman.** A brief comment on current activities. (No Action, No Discussion.)

5. **Report of the Chancellor.** Report of the Chancellor's activities on behalf of the State Regents. (No Action, No Discussion.) Page 1.

6. **State Regent.** Recognition of appointment of new Regent. Page 5.

PRESENTATION

7. **Fiscal Viability Reviews.** Huron will present fiscal viability reviews for the following institutions: Rose State College, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, Oklahoma Panhandle State University, Langston University, Oklahoma City Community College, Northeastern State University and the University of Central Oklahoma. Page 7. (Supplements)

ACADEMIC

8. **New Programs.**

    a. Oklahoma State University. Approval to offer the Doctor of Philosophy in Petroleum Engineering. Page 9.

    b. University of Oklahoma.

        (1) Approval to offer the Master of Arts in Human Resource Studies, the Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling, and the Graduate Certificate in Drug Policy Management. Page 23.

FISCAL

EXECUTIVE

CONSENT DOCKET

REPORTS

<ol type="a" start="3">
Strategic Planning and Personnel Committee and Technology Committee.
Investment Committee.

22. **Proposed Executive Session.**

<ol type="a">
Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(1) to discuss the performance review of the Chancellor.
Enter into executive session.
Open session resumes.
Vote to exit executive session.

23. **Announcement of Next Regular Meeting –** The next regular meetings are scheduled to be held Thursday, May 28, 2020 at 10:30 a.m. and Friday, May 29, 2020 at 9 a.m. for a Tuition Hearing and 10 a.m. for the regular meeting at the State Regents Office.

24. **Adjournment.**

AGENDA ITEM #5:

      Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of January 23, 2020 through April 10, 2020.

RECOMMENDATION:

      This is an information item only.

ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of January 23, 2020 through April 10, 2020:

- Participated in conference call with Tulsa Community College (TCC) President Leigh Goodson to discuss higher education issues.
- Participated in conference call with House Appropriations and Budget Chair Representative Kevin Wallace to discuss higher education issues.
- Attended 2020 Speaker's Ball at the National Cowboy & Western Heritage Museum in Oklahoma City.
- Met with Rose State College (RSC) President Jeanie Webb in Oklahoma City to discuss higher education issues.
- Participated in conference call with Association of Governing Boards (AGB) Senior Fellow and former Mississippi Commissioner of Higher Education, former University System of Georgia Chancellor, and former University of Alabama System Chancellor Tom Meredith to discuss higher education issues.
- Participated in conference call with National Campus Compact President Andrew Seligsohn to discuss higher education issues.
- Met with Secretary of Commerce Sean Kouplen in Oklahoma City to discuss higher education issues.
- Participated in Concurrent Enrollment Working Group meeting with college and university presidents at the State Regents' office in Oklahoma City.
- Participated in conference call with Tulsa Community College (TCC) President Leigh Goodson to discuss higher education issues.
- Attended Governor Kevin Stitt's State-of-the-State Address at the State Capitol in Oklahoma City.
- Met with Representative Sheila Dills at the State Capitol in Oklahoma City to discuss higher education issues.
- Attended Legislators' Welcome Reception hosted by the Oklahoma Academy at the Oklahoma History Center in Oklahoma City.
- Participated in conference call with Senate Appropriations Committee Chair Senator Roger Thompson to discuss higher education issues.

- Met with Secretary of State and Education Michael Rogers at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Representative Jason Dunnington in Oklahoma City to discuss higher education issues.
- Met with Representative Mark McBride and Representative Toni Hasenbeck in Oklahoma City to discuss higher education issues.
- Met with Senator Dewayne Pemberton and Senator Gary Stanislawski at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Representative Harold Wright and Senator Marty Quinn in Oklahoma City to discuss higher education issues.
- Spoke at the House Appropriations and Budget Subcommittee on Education hearing at the State Capitol in Oklahoma City to discuss the Endowed Chairs bill, HB 3968.
- Attended and chaired State Regents' Campus Safety and Security Task Force meeting at the State Regents' office in Oklahoma City.
- Attended State Chamber Board of Directors meeting at the Oklahoma History Center in Oklahoma City.
- Attended State Chamber Legislators' Reception at the Oklahoma History Center in Oklahoma City.
- Participated in conference call with Senator Kay Floyd to discuss higher education issues.
- Participated in conference call with Northern Oklahoma College (NOC) President Cheryl Evans to discuss higher education issues.
- Participated in conference call with University Center at Ponca City Executive Director Adam Leaming to discuss higher education issues.
- Met with House Appropriations and Budget Chair Representative Kevin Wallace in Wellston to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB Issues.
- Met with University of Oklahoma (OU) Regent-Designate Mike Cawley in Oklahoma City to discuss higher education issues.
- Met with Senator Marty Quinn at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Senate Appropriations Committee Chair Senator Roger Thompson in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City.
- Participated in Concurrent Enrollment Working Group meeting with college and university presidents at the State Regents' office in Oklahoma City.
- Participated in conference call with Congressman Tom Cole to discuss higher education issues.
- Participated in conference call with Oklahoma State University Dean of Agriculture Dr. Thomas Coon to discuss higher education issues.
- Participated in conference call with Tulsa Community College (TCC) President Emeritus Tom McKeon to discuss higher education issues.
- Met with Representative Tommy Hardin and Oklahoma State University Dean of Agriculture Dr. Thomas Coon at the State Capitol in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Medical Research Foundation's Inaugural Multiple Sclerosis Advocate Award dinner and ceremony at the Oklahoma City Golf and Country Club in Oklahoma City.
- Met with Oklahoma City Community College (OCCC) President Jerry Steward in Oklahoma City to discuss higher education issues.
- Met with Oklahoma History Center Executive Director Dr. Bob Blackburn in Oklahoma City to discuss higher education issues.

- Participated in conference call with House Appropriations and Budget Chair Representative Kevin Wallace to discuss higher education issues.
- Met with Southwestern Oklahoma State University (SWOSU) President Randy Beutler in Oklahoma City to discuss higher education issues.
- Met with Representative Cyndi Munson in Oklahoma City to discuss higher education issues.
- Met with Speaker of the Oklahoma House of Representatives Charles McCall in Oklahoma City to discuss higher education issues.
- Met with Senator Roland Pederson in Oklahoma City to discuss higher education issues.
- Participated in conference call with Southeastern Oklahoma State University (SEOSU) Interim President Bryon Clark to discuss higher education issues.
- Participated in conference call with Tulsa Community College (TCC) President Leigh Goodson to discuss higher education issues.
- Met with University Center of Southern Oklahoma President Peggy Maher in Oklahoma City to discuss higher education issues.
- Participated in Association of Governing Boards (AGB) Council of Presidents conference call.
- Met with Senator John Haste in Oklahoma City to discuss higher education issues.
- Participated in conference call with University of Central Oklahoma (UCO) President Patti Neuhold-Ravikumar to discuss higher education issues.
- Participated in conference call with Representative Mark McBride to discuss higher education issues.
- Met with Senator Dewayne Pemberton in Oklahoma City to discuss higher education issues.
- Met with legislators at the State Capitol to discuss the Endowed Chairs bill, House Bill 3968.
- Met with Oklahoma Adjutant General Michael Thompson in Oklahoma City to discuss National Guard and higher education issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President Rob Anderson to discuss higher education issues.
- Attended Council of Presidents Concurrent Enrollment Working Group meeting at the State Regents' office in Oklahoma City.
- Participated in State Higher Education Executive Officers Association (SHEEO) conference call to discuss higher education issues related to COVID-19.
- Participated in conference call with Oklahoma EPSCoR State Director Dr. Jerry Malayer to discuss EPSCoR issues.
- Participated in conference call with Northeastern State University (NSU) President Steve Turner to discuss higher education issues.
- Participated in conference call with Senate Appropriations Committee Chair Roger Thompson to discuss higher education issues.
- Participated in conference call with Secretary of State and Education Michael Rogers, State Superintendent of Public Instruction Joy Hofmeister, and CareerTech State Director Marcie Mack to discuss K-12, CareerTech, and higher education issues related to COVID-19.
- Participated in conference call with House Appropriations and Budget Committee Chair Kevin Wallace to discuss higher education issues.
- Participated in conference call with Oklahoma State University (OSU) President Burns Hargis to discuss higher education issues.
- Participated in conference call with Arkansas Governor Asa Hutchinson and Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB issues.
- Participated in conference call with Quartz Mountain Executive Director Brian Bush to discuss Quartz Mountain issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) conference call to discuss higher education issues related to COVID-19.

- Participated in conference call with Tulsa Community College (TCC) President Emeritus Tom McKeon to discuss higher education issues.
- Participated in conference call with Southwestern Oklahoma State University (SWOSU) President Randy Beutler to discuss higher education issues.
- Participated in conference call with Senate Appropriations Committee Chair Roger Thompson to discuss higher education issues.
- Participated in conference call with Quartz Mountain Executive Director Brian Bush to discuss Quartz Mountain issues.
- Participated in conference call with Huron Consulting to discuss higher education fiscal viability reviews.
- Participated in State Higher Education Executive Officers Association (SHEEO) Executive Committee conference call.
- Participated in joint State Higher Education Executive Officers Association (SHEEO) and Southern Regional Education Board (SREB) conference call.
- Participated in conference call with Secretary of Human Services and Early Childhood Development Justin Brown to discuss COVID-19 and higher education issues.
- Participated in Association of Governing Boards (AGB) Council of Presidents videoconference meeting.
- Participated in conference call with Oklahoma EPSCoR State Director Dr. Jerry Malayer to discuss EPSCoR issues.
- Participated in conference call with State Superintendent of Public Instruction Joy Hofmeister to discuss K-12 and higher education issues.
- Participated in conference call with Senate Appropriations Committee Chair Roger Thompson to discuss higher education issues.
- Participated in conference call with Congressman Tom Cole to discuss higher education issues.
- Participated in conference call with House Appropriations and Budget Subcommittee on Education Chair Mark McBride to discuss higher education issues.

AGENDA ITEM #6:

     State Regent.

This is an oral presentation.

AGENDA ITEM #7:

Fiscal Viability Reviews.

SUBJECT: Huron will present fiscal viability reviews for the following institutions: Rose State College, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, Oklahoma Panhandle State University, Langston University, Oklahoma City Community College, Northeastern State University and the University of Central Oklahoma.   (Supplements)

This is an oral presentation.

AGENDA ITEM #8-a:

> **New Programs.**

SUBJECT: Oklahoma State University. Approval to offer the Doctor of Philosophy in Petroleum Engineering.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's request to offer the Doctor of Philosophy in Petroleum Engineering, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Doctor of Philosophy in Petroleum Engineering.** Continuation beyond 2024 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 5 students in Fall 2023; and
>   Graduates: a minimum of 2 students in 2023-2024.

BACKGROUND:

Academic Plan

Oklahoma State University's (OSU) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

College of Agricultural Sciences and Natural Resources, CASNR
CASNR's main academic priority is to improve undergraduate retention and graduation rates through curricular review, faculty teaching development and recognition programs, advisor training and support, peer mentoring and tutoring programs, support for experiential learning opportunities, and facility improvements to enhance student learning.

An additional academic priority to increase undergraduate enrollment across the college, but particularly in programs that currently have the resource base to support larger enrollments. Potential growth programs include horticulture, landscape architecture, plant and soil sciences, food science, biochemistry and molecular biology, biosystems engineering, forestry, and agricultural leadership. Actions to pursue this priority include: 1) target a portion of new student scholarship support to strategically increase enrollment of students likely to be retained, 2) update and expand Finish Orange transfer guides with Oklahoma's 2-year institutions, and 3) increase the number of CASNR degree programs approved for inclusion in the Academic Common Market (ACM). Potential ACM programs include, but are not limited to, landscape architecture, landscape management, agricultural leadership, and forestry.

Academic priorities in the CASNR graduate programs include: 1) increase graduate program enrollment through broader marketing of CASNR's graduate program opportunities, 2) more timely review of prospective student applications, 3) increased stipend support, 4) development of 3+2 and 4+1

undergraduate to graduate degree agreements, and 5) organization of formalized agreements with international institutions (such as dual degree and bridge programs).

College of Arts and Sciences, CAS
Freshman retention remains CAS's top academic priority. Within the coming year, CAS will initiate a program that will expand support for faculty and graduate students teaching 1000 and 2000-level courses and other general education courses taken by freshmen. Along with "all hands" workshops, a working group will identify best practices and other strategies for improving the academic success of freshman. A second priority will be to sustain efforts that draw attention to implicit bias within hiring, teaching, and workplace environments. Plans exist to expand the Equity Advocates program as a central initiative aimed at raising awareness about implicit bias. A third priority is to work with the OSU-Tulsa administration in offering coursework and programs for persons living in the Tulsa area. Together, the 2019-2020 academic priorities in CAS address goals to: 1) improve freshman success/retention; 2) address fairness and equity in hiring, instruction, and workplace environments; and 3) build and sustain academic programs and partnerships on the OSU-Tulsa campus.

College of Education, Health and Aviation, EHA
A pressing academic priority in EHA is to increase the undergraduate retention and graduation rates by implementing evidence-based programs. There is strong commitment to develop and implement effective ways to monitor and increase students' participation in high impact and transformative co-curricular learning experiences for use in connecting with these students and nurturing their potential.
EHA's second most pressing academic priority is increased enrollment in growth in the RN to BSN program, exercise science, and new graduate degree and certificate programs. Increased enrollment in the teacher preparation programs is essential since there is a critical shortage of those graduates in the state.

College of Engineering, Architecture and Technology, CEAT
CEAT's highest overarching priorities continue to focus on student and faculty success. CEAT will initiate an instructional training program for 2nd and 3rd year faculty to improve learning and the use of technology. CEAT is also transitioning away from the engineering professional school model that was established in the 1950s into one focused on connecting students with their degree program faculty earlier to enhance faculty/student collaboration, streamlining a path to increased student success and graduation rates. Increasing diversity will be emphasized with a goal to recruit and retain 50% more women and underrepresented students and to elevate the college to 30% women and underrepresented students in the next five years. CEAT will work with Tulsa Community College, Connors State, and other institutions to articulate and streamline paths to CEAT degree programs.

College of Human Sciences, COHS
One pressing academic priority in COHS is to increase enrollment. A new MS online program in Family and Consumer Sciences Education, a new BS online undergraduate program in Early Child Care and Development, a recently launched undergraduate certificate in Family Financial Planning, and a modification to the Nutritional Sciences/Community Nutrition option that is changing to Public Health Nutrition are targets for increased enrollment.

Planned activities in the enrollment initiative are the use of new recruitment materials and social media, in collaboration with OSU's new "Admissions Communication Flow" initiative, along with developing additional articulation agreements with community colleges. Connections with public school teachers and Cooperative Extension County Educators will aid in promoting the new MS program.

Spears School of Business, SSB
A main academic priority for SSB is continued implementation of the core curriculum, which is the foundation of the largest-enrollment program in SSB. Planned activities to support this priority include a

continuous review of course evaluations, in addition to review of course content with core curriculum committee and with external core curriculum advisory board. Review of separate student feedback on success of collaborative activities is planned.

To retain valuable faculty is also a pressing priority. As a result of a February 2019 visit by the accreditor, the AACSB peer review team noted that "productive research faculty left the institution for competing institutions offering more research support and compensation." They further indicate that the school "should ensure that resources exist to support the mission of the school including but not limited to hiring and retaining faculty with successful research records as they progress in their career."

To advance this priority SSB is in the process of revising its workload policy to accommodate tracks that may be more attractive to research faculty. In addition, opportunities for additional revenues are being examined that could potentially help support salaries. To some extent, however, there will need to be additional state support or, at a minimum, a cessation of budget cuts.

The urgency of this priority clear. If sufficient progress is not made on this concern by the time of the next accreditation self-study year (2022-23), Spears School of Business will likely receive a six-year letter that imperils its accreditation.

An additional academic priority involves the successful transition of Hospitality and Tourism Management (HTM) into SSB. To smooth the transition for students, a preliminary degree sheet for undergraduate students has been approved and a new degree sheet will be proposed in the fall that incorporates the business core curriculum. Approval has been received to move the MS in HTM to SSB. The PhD program in Human Sciences with an option in HTM is in the process of being moved either as a stand-alone PhD in HTM or as an option in the PhD program in Business Administration. Extensive meetings have been held with faculty and students who are affected. Spears advisors have had one-on-one meetings with 111 of the undergraduate HTM students, with another 60 meetings yet to be held. All 111 of the students who have met so far have opted to move to SSB. The assimilation process has also included welcome meetings, meetings with clubs, tours, videos, and emails. While HTM is not a large program enrollment-wise at this time, it is a highly-visible program with very vested donors.

School of Global Studies and Partnerships, SGSP
SGSP continues to refine and develop the new MS curriculum, while adding additional faculty and administration to support an MS in Global Studies. An additional academic priority is the recruitment of new students with a goal of increasing enrollment by 20% over last year. Academic plans also include the roll-out of a new program at OSU-Tulsa and development of a plan for online offerings.

The Honors College
Within the Honors College there are two areas that are consistently high priority: The first is to provide Honors classes that take students on a rigorous and different intellectual journey from the type of courses they would encounter in the more traditional disciplines. As the size of the Honors College income class as this year is the biggest ever – currently estimated to be just under 800 students this continues to be a major priority. The second priority is to provide high-impact experiences for students who enter college with significant amounts of AP or concurrent credit. Students who have such credit are rightly reluctant to take classes they perceived as repeats of such coursework, yet we find they are missing both the rigor and the sophistication of concepts and material they would have gained had they take these classes in the Honors College. In 2018-2019 a new experiential component to Honors was implemented to allow students to capture profound educational experiences that occur outside the traditional classroom to help enhance the learning of these students.

OSU-Tulsa

A main academic priority for OSU-Tulsa is to develop and implement the Transfer Maps for the programs under discussion as outlined in the next section, New Programs. An additional academic priority is the creation of a center as a shared resource for the Brain Initiative, Public Policy Lab, and School Administration.

Center for Health Sciences, CHS

Main academic priorities at CHS are to increase the quality of graduate education and to expand academic programs through both the addition of new programs and an increase in headcount and credit hours in existing programs. Acknowledging that, services for graduate students will need to be formalized to support the growth in academic programs. Examples of this growth are that an inaugural cohort of 35 students in the Graduate Certificate in Medical Sciences program begins in summer 2019 and a class of 50 students will begin at the Cherokee Nation campus in Tahlequah in fall 2020.

Center for Veterinary Health Sciences, CVHS

The main CVHS academic priority is to correct the probationary status with the American Veterinary Medical Association Council on Education (COE). During its March 16-19, 2019 meeting, the American Veterinary Medical Association COE, after review and discussion of our 2018 interim report, as well as recent updates, voted to remove the major deficiencies in Standard 2 Finances, Standard 6 Students, and Standard 8 Faculty, as well as one of the minor deficiencies in Standard 9. The Council continued Probationary Accreditation status with minor deficiencies in Standard 9, which is related to a holistic review of the curriculum, and Standard 11, which involves student learning outcomes. The next report is due August 15, 2019. It will provide documentation and evidence to indicate that Standards 9 and 11 are satisfied.

Additional academic priorities of CVHS include enhanced visibility and improved national reputation. A primary focus in this initiative will be to foster improved recruitment and retention of faculty.

New/Revised Academic Programs

College of Agricultural Sciences and Natural Resources, CASNR

Undergraduate and graduate certificates in various specialized areas of study, including: 1) food safety, 2) agricultural leadership, 3) ag systems management, 4) sustainable ag production, 5) horticulture, 6) landscape design, 7) precision agriculture management, 8) food and agricultural forensics and biosecurity, and 9) plant protection are under discussion. CASNR also views rural development as a potential area for undergraduate and graduate certificate programs. Most certificate programs will not require additional faculty resources.

Agricultural Leadership will pursue approval of an online degree program. Courses have been developed and are currently offered online, but additional resources may be needed as the program grows.

Biosystems and Agricultural Engineering (BAE) will seek approval of a new Agricultural Systems Technology undergraduate degree program. The department has spent the last nine months formulating the new degree program, communicating with stakeholders and soliciting feedback from the BAE Advisory Committee. This degree would be aimed at filling the need for technology savvy graduates in the agricultural industry who do not desire to be engineers. Additional faculty resources will be needed to staff this program.

Agricultural Education, Communications and Leadership may propose a Master of Arts in Teaching (MAT) degree in Agricultural Education. Horticulture and Landscape Design may propose a new undergraduate

degree option in food safety. The landscape management degree may be moved to an option within the horticulture degree.

Multiple CASNR 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, CASNR departments are considering 3+2 and 4+1 programs, both within similar disciplinary areas (such as agricultural economics, agribusiness, biochemistry and molecular biology, biosystems engineering, entomology) and across disciplines (entomology to OSU-CHS forensic science, agricultural economics to industrial engineering and management) and institutions (CASNR departments and international institutions). CASNR is also examining joint PhD and MS programs with international partners such as Chinese Agricultural University (CAU).

All of these dual degree programs will be taught 50% or more at current OSU locations as identified by the Higher Learning Commission.

Potential degree name changes include changing the Master of Agriculture in Agricultural Leadership to the Master of Agriculture in Agricultural Education, Communications and Leadership. A name change is also under consideration for the PhD in Agricultural Education to be the PhD in Agricultural Education, Communications and Leadership.

CASNR conducted an external review of the undergraduate environmental sciences program in 2018. The review team recommended changes to the curriculum that may result in new or revised degree option proposals.

College of Arts and Sciences, CAS
CAS will propose the following new programs: 1) BS in Geophysics, 2) BA in Entertainment Media, 3) BFA in Theatre, 4) BFA in Musical Theater, and 5) a Graduate Certificate in Applied Statistics. The existing BS in Biology will be offered at OSU-Tulsa.

College of Education, Health and Aviation, EHA
EHA will propose a PhD in Learning, Design, and Technology. Graduate Certificates under discussion include: 1) Effective Teaching at the Elementary Level, 2) English Language Learners, 3) Interdisciplinary Substance Abuse, 4) Invisible Populations, 5) Aviation and Space, 6) K-12 STEM Education, and 7) Learning and Motivation.

A new option in Sports and Coaching Science is in development.

College of Engineering, Architecture and Technology, CEAT
CEAT is developing a plan to offer a new MSET Mechatronics degree program in Stillwater; no new funds are needed. Under discussion is an MS Biomedical Engineering degree program in the School of Chemical Engineering. For the OSU/ Tulsa campus, several new degree programs are being considered including a BS in Industrial Engineering and Management degree, an ME in Material Science Engineering, and a BS in Manufacturing Engineering. The current Materials Science & Engineering program in Tulsa is considering a name change to the Materials Science & Manufacturing Engineering program to better reflect the program's vision.

College of Human Sciences, COHS
A PhD and four MS degrees will be proposed by COHS to replace existing options in current degree programs. None of these programs need additional funding and the MS programs will all be electronic delivery through Great Plains IDEA consortium. The programs are 1) PhD Human Development and Family Science that will replace an existing option entitled "Human Development and Family Science"

under the existing PhD in Human Sciences; 2) MS in Family and Community Services that will replace an existing option under the Human Development and Family Science MS; 3) MS in Aging Services, or similar title, that will replace an existing option under the Human Development and Family Science MS; 4) MS in Dietetics that will replace an existing option under the Nutritional Sciences MS; and 5) MS is Retail Merchandising Leadership that will replace an existing option under the Design, Housing and Merchandising MS.

A Graduate Certificate in Dietetics will likely also be proposed in the coming year.

COHS will submit two curricular requests to create an MS in Family and Community Services and an MS in Aging Services or Aging Studies, which are both totally online programs delivered collaboratively through Great Plains IDEA consortium. These two programs exist as options delivered online, but under a degree program that is not offered online. In order to comply with OSRHE academic policies these two online options are being reorganized into free-standing online programs.

Spears School of Business, SSB
Programs under consideration in SSB include an undergraduate degree in supply chain management, a sales center, and a consulting center. Undergraduate certificates under consideration include 1) MIS-Database, 2) Data Science, 3) Cybersecurity, and 4) Supply Chain. An HTM certificate in Event Planning is also under consideration.

Master's degree programs under consideration include an MS in Marketing Science and an MS in Human Resource Management. Graduate certificates under consideration include 1) Energy Business, 2) Valuation and Investment Banking, 3) Investments and Portfolio Management, 4) Quantitative Finance, 5) Data Governance, and 6) Health Informatics. In addition, an HTM option is being considered for the MBA program. While the intent is for programs to be budget-neutral on start-up, those that succeed may necessitate the addition of tenure-track faculty and/or professors of practice.

School of Global Studies and Partnerships, SGSP
SGSP plans to roll out curriculum at OSU-Tulsa, beginning with core courses and the existing graduate certificate in Global Studies. Existing faculty will be utilized in the program, along with distance learning, so transportation costs will be the only additional budget needs.

The Honors College
A research track is under development that would allow students to build an honors degree within the framework of the Arts and Sciences research certificate that was proposed last year and is in the approval process. The track's completion awaits the finalization of the CAS certificate. Given it will be integrated into the current degree structure no additional resources will be needed for this program.

OSU-Tulsa
New degree programs under discussion at OSU-Tulsa include BS programs in 1) Integrative Biology (IB); 2) Plant Biology, Ecology and Evolution (PBEE); 3) Computer Science; and 4) Hospitality, Tourism and Management. Options in Sports Management (MGMT) and Pre-Med and other Health Related Professions (HHP) are also under discussion. Additionally, plans are being made for a graduate or an undergraduate certificate program in Financial Literacy and a paraprofessional option for Elementary Education.

The budget needs include a Teaching Assistant Professor (TAP) for IB and PBEE, a Clinical Assistant Professor for Elementary Education, and an update on labs for IB and PBEE.

Programs already approved or those under development mentioned here by the disciplinary colleges and institutions may also be considered for OSU Tulsa.

Center for Health Sciences, CHS
CHS is planning a PhD in Health Care Administration and a PhD in Athletic Training. Additionally, an interdisciplinary certificate in Behavioral Neuroscience will be proposed with the intention of developing an MS and/or a PhD in Behavioral Neuroscience. This will strengthen the research capacity for the Center for Wellness and Recovery. CHS is also planning an interdisciplinary PhD in Research on Substance Use. With these new graduate programs, the CHS School of Biomedical Sciences is exploring the possibility of modifying its name to better encompass its evolving research efforts in behavioral sciences. For example, School of Biomedical and Behavioral Sciences, is a viable name. A new Behavioral Sciences Department would also be created for the school.

Other new programs under discussion include an MS in Criminology and a Graduate Certificate in Forensic Investigative Sciences. Also, under consideration are an MS in Applied Behavioral Analysis, a Doctor in Physical Therapy, an MS in Nursing, and a Doctor of Nursing Practice. Other new programs could include specializations or options in Clinical Research, Native American Health, Pharmaceutical Sales and Marketing, and Health Insurance and Administration.

The Death Scene Investigation specialization/track will likely change its title to Forensic Investigative Science to better encompass the emerging curriculum, student interest, and careers in the field. The School of Health Care Administration is also collaborating with the Spears School of Business on a dual degree.

Graduate College
The interdisciplinary Master of Public Health (MPH) anticipates adding an option and a graduate certificate focusing on the specific needs of indigenous people. A concerted focus on indigenous populations is also being considered by several other degree programs from healthcare to business and may result in additional graduate certificate offerings.

Center for Veterinary Health Sciences, CVHS
In collaboration with DASNR, the CVHS is developing a USDA Veterinary Services Grant Program (VSGP) grant. The aim of the grant is to provide a series of educational modules leading to a certificate for beef cattle veterinarians to provide specialized services in herd health management to their clients.

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

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

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

Program Review
OSU offers 292 degree and/or certificate programs as follows:

58	Certificates
0	Associate in Arts or Science Degrees

0	Associate in Applied Science Degrees
105	Baccalaureate Degrees
80	Master's Degrees
49	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 proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Doctor of Philosophy (Ph.D.) in Petroleum Engineering at their March 1, 2019 meeting. OSU 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:
Doctor of Philosophy in Petroleum Engineering

Program purpose. The proposed program will provide advanced technical knowledge and engineering skills which graduates can use to pursue a range of energy-related careers.

Program rationale and background. Some of the key companies in the unconventional part of the oil industry (Continental Resources, Devon Energy, Chesapeake Energy, White Star Petroleum, Sandridge Energy, XTO Energy, etc.) are located or operating in Oklahoma. All of these companies need qualified engineers, especially in drilling and well completions. Part of the unfilled demand is attributable to a unique set of demographic factors. Layoffs in the late 1980's and early 1990's, coupled with a long period of limited hiring, has produced a severe age/experience gap in many companies. According to OSU, most petroleum engineering programs, including the University of Oklahoma, focus on a broad range of petroleum engineering with an emphasis on reservoir engineering and production. The proposed program will differ from these programs because of their faculty expertise in drilling and well completions. These factors have contributed to the increased demand for advanced degree holders with specialized training surrounding horizontal drilling and multistage hydraulic fracturing who can fill the experience gap and increase the state's capacity to serve the oil and gas industry in both workforce and technology development.

OSU's Master of Science in Petroleum Engineering (506) program was approved at the September 3, 2015 State Regents' meeting and has already surpassed their enrollment goal. When surveying currently enrolled Master's students, 60 percent showed interest in continuing with a Ph.D. in petroleum engineering and the majority of the current students in the M.S. program anticipate continuing in OSU's Ph.D. in Petroleum Engineering program if it is approved. OSU also reports that there has also been a strong interest in the doctoral program from students pursuing the undergraduate Petroleum Engineering minor at OSU. The minor program has had more than 120 graduates since 2010.

Employment opportunities. The technologies of horizontal drilling and multistage hydraulic fracturing are being employed daily on the drilling rigs operating in Oklahoma. As of February 2018, Oklahoma has the second most active number of drilling rigs in the United States and the numbers have been steadily increasing. Because of the amount of drilling activity in Oklahoma, the production of additional petroleum engineers from OSU increases the potential to retain our top talent in-state with high paying technical jobs. The average starting salary for a petroleum engineer is significantly higher than the averages for traditional engineers (mechanical, chemical, etc.). More specifically, according to Oklahoma Employment Security Commission data, the median annual wage for petroleum engineers is $115,900, while the median annual wage for mechanical engineers is $81,610 and chemical engineers is $92,070. OESC data also suggests that employment for petroleum engineers is projected to grow 15.2 percent between 2016 and 2026.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	5	Fall 2023
Minimum Graduates from the program	2	2023-2024

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

Institution	Existing Program
University of Oklahoma	Doctor of Philosophy in Petroleum Engineering (184)

A system wide letter of intent was communicated by email on February 8, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and the increase in employment opportunities, approval will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Philosophy in Petroleum Engineering program will consist of 68 total credit hours as shown in the following table. Three new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	15
Guided Electives	21
Research	32
Total	**68**

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

For these reasons, two external reviewers, Drs. A. Daniel Hill and Lloyd Heinze, conducted a paper review (i.e., no site visit) of the proposed degree program. Dr. Hill holds a Doctor of Philosophy in Chemical

Engineering from the University of Texas. Dr. Hill is recognized as an industry expert in the areas of production engineering, well completions, well stimulation, production logging, and complex well performance (horizontal and multilateral wells). He is currently a tenured professor and endowed chair at Texas A&M University (TAMU). Dr. Heinze holds a Doctor of Philosophy in Petroleum Engineering from the University of Missouri-Rolla. He currently serves as a tenured professor and coordinator of the undergraduate Petroleum Engineering program at Texas Tech University. Both reviewers have extensive experience in the academic area of petroleum engineering as well as knowledge of the quality standards required for successful doctoral programs in the discipline.

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

The team's overall evaluation included the following findings:

Oklahoma State University has sufficient resources and faculty in place to successfully conduct a Doctor of Philosophy in Petroleum Engineering program. Because of the small size of the proposed program, there should not be any significant impact on the current petroleum engineering doctoral program at the University of Oklahoma. Also, with just one or two Ph.D.'s being granted each year, the graduates should be able to find jobs in industry or academia.

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

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

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

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

Program resource requirements. Program resource requirements for the Doctor of Philosophy in Petroleum Engineering are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$19,923	$39,847	$49,808	$49,808	$49,808

Explanation/Calculations: OSU anticipates an enrollment of 2, 4, 5, 5, and 5 students in years 1 through 5. Tuition was calculated assuming each student will take 18 credit hours per year (9 per semester). The

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
average of the resident graduate tuition rate of $230.45 per credit hour and non-resident graduate rate of $876.40 per credit hour was multiplied by the credit hours and number of students to determine the amounts listed above.					
TOTAL	**$19,923**	**$39,847**	**$49,808**	**$49,808**	**$49,808**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$19,923	$39,847	$49,808	$49,808	$49,808
Explanation: The amounts above are budgeted to address new student enrollment and reflect a percentage of one faculty member's salary and will increase over time as enrollment increases.					
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	**$19,923**	**$39,847**	**$49,808**	**$49,808**	**$49,808**

OKLAHOMA STATE UNIVERSITY
DOCTOR OF PHILOSOPHY IN PETROLEUM ENGINEERING

Degree Requirements		Credit Hours
Program Core		**15**
PETE 5313	Advanced Drilling Modeling and Simulation	3
PETE 5373	Advanced Well Stimulation	3
PETE 5333	Advanced Production and Flow Assurance	3
*PETE 6813	Research Methods in Petroleum Engineering	3
*PETE 6010	Petroleum Engineering Seminar	3
Guided Electives		**21**
PETE 5110	Special Topics in Petroleum Engineering	1-3
PETE 5303	Petroleum Geomechanics	3
PETE 5343	Advanced Reservoir Engineering	3
PETE 5363	Petroleum Economics and Investments	3
PETE 5413	Advanced Well Design and Operational Analysis	3
PETE 5513	Directional Drilling	3
PETE 5613	Advanced Well Completions	3
PETE 5990	Special Problems in Petroleum Engineering	1-3
*PETE 6110	Advanced Topics in Petroleum Engineering	3
CHE 5123	Advanced Chemical Reaction Engineering	3
CHE 5373	Process Simulation	3
CHE 5733	Neural Networks	3
CHE 5743	Chemical Engineering Process Modeling	3
GEOL 4023	Petroleum Geology	3
GEOL 5133	Structural Styles in Oil and Gas Exploration	3
GEOL 5323	Advanced Well Log Analysis	3
GEOL 5483	Integrated Petroleum Water Resources Management	3
GEOL 6133	Unconventional Petroleum Reservoirs	3
GEOL 6283	Geology of Shales	3
GEOL 6503	Rock Fractures	3
MATH 4263	Partial Differential Equations	3
MATH 4583	Introduction to Mathematical Modeling	3
MATH 4013	Calculus of Several Variables	3

MATH 5023	Advanced Linear Algebra	3	
MATH 5553	Numerical Analysis for Linear Algebra	3	
MATH 5563	Finite Element Methods for Partial Differential Equations	3	
MATH 5233	Partial Differential Equations	3	
STAT 5013	Statistics for Experimenters I	3	
MAE 5233	Viscous Fluid Dynamics I	3	
MAE 5253	Multiphase Flows	3	
MAE 5563	Finite Element Methods	3	
MAE 5573	Continuum Mechanics	3	
Research		**32**	
PETE 6000	Doctoral Thesis	32	
Total		**68**	

*Denotes new courses

AGENDA ITEM #8-b (1):

> **New Programs.**

SUBJECT: University of Oklahoma. Approval to offer the Master of Arts in Human Resource Studies via traditional and electronic delivery, the Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling via traditional and electronic delivery, and the Graduate Certificate in Drug Policy Management.

RECOMMENDATION:

> **It is recommended that the State Regents approve the University of Oklahoma's requests to offer the Master of Arts in Human Resource Studies via traditional and electronic delivery, the Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling via traditional and electronic delivery, and the Graduate Certificate in Drug Policy 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.**

> - **Master of Arts in Human Resource Studies**. Continuation beyond 2023 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 20 students in Fall 2022; and
>   Graduates: a minimum of 10 students in 2022-2023.

> - **Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling.** Continuation beyond 2023 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 87 students in Fall 2022; and
>   Graduates: a minimum of 27 students in 2022-2023.

> - **Graduate Certificate in Drug Policy Management.** This certificate will be embedded within the Master of Science in Criminal Justice (391) and will be included in the regular 5-year program review due in 2021.

BACKGROUND:

Academic Plan

The University of Oklahoma's (OU) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

- We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We have been using the Common Application for undergraduates and joined the Coalition Application last year to expand our reach even further. We

also have an internally built "OU application" hosted by our CRM product, Slate, if students would prefer to only apply to OU. For graduate admissions, we have been using CollegeNET software as our application platform but are in the process of transitioning to the OU application in Slate. This will save money and be more user-friendly. Additionally, we are currently implementing a transition from College-Net to Slate software and are in the fourth year of using the College-Net software for processing applications for graduate students. This will create efficiencies in communication, marketing and recruitment of prospective graduate students, save money, and create shared services between undergraduate and graduate admissions.

- We will continue an intense focus on undergraduate retention and graduation rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increasing the coordination of undergraduate academic advising across campus, and 3) enhancing course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.

- Several retention analyses are being undertaken at the university, including broad cohort analyses by University College and the Provost's Office.

- We will continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections (or increasing course size) as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors. We have identified a director position in University College (George Bogaski). This process has been steadily improved and has increased in impact – more deans, chairs, and directors are responding to identify needs in order to avert enrollment crises.

- We continue to collect mid-semester grades at the end of the eighth week of the Fall and Spring semesters in order to help students and advisors understand how the students are performing academically. Grades are required of instructors to submit for students in all 1000 level courses, but grading is available in the system for all courses. The following week, University College and other academic advisement/coaching units are provided with a list of students and their mid-semester grades. Appropriate contact and interventions follow. Mid-semester grades are available to all students in ONE.

- We will continue to support undergraduate retention and graduate rates by providing data from the student systems to provide early detection of at-risk students.

- The Office of Admissions and Recruitment (OAR) has implemented a Customer Relationship Management (CRM) system, Slate by Technolutions. Slate has provided greatly enhanced ability to communicate with prospective students and track events and ongoing communication through the point of enrollment. It has also allowed OAR to create its own branded, easy-to manage-application for admission, which is adaptable by type of student, as well as a post-admission portal so that the tasks that need to be performed after a student is admitted are easily known and can be acted upon. Slate has also become the primary admissions tool for the office, creating additional efficiencies and consistency in making admission decisions.

- The Office of Admissions and Recruitment has engaged with an econometric-centered enrollment management firm that assists with financial aid strategy, revenue optimization, and recruitment and admission strategy for incoming freshmen.

- The Office of Admissions and Recruitment piloted an artificial intelligence web bot, Ivy, to be even more responsive to the needs of prospective students and with the goal of connecting students with their admission counselor earlier on in the process.

- OAR transformed its National Scholars Programs recruitment strategy to be more inclusive of high achieving students who were not quite National Merit level. This has worked to great effect and OU is enrolling more non-National Merit but high achieving students, by a large margin, than ever before.

Future Plans

- In 2019, OU plans to make the switch of the graduate application and CRM from CollegeNET to Slate. This will create efficiencies in communication, marketing and recruitment of prospective graduate students, save money, and create shared services between undergraduate and graduate admissions. OAR is also assisting PACS and OU-Tulsa with a switch to Slate in 2019. With our transition from CollegeNet to Slate, we will improve the student experience with the application portal, and departments will have new and more powerful tools for marketing and communication with students.
- We are actively finding ways to better connect students with the Health Sciences Center, Law School, etc. as incoming freshmen. Strong programs such as these help make the university attractive to prospective freshmen, and the more we can work together to promote programs and find new pathways for earlier integration and completion of two degrees, the better.
- We are actively working on new ways to enhance the personalized student experience through Slate. We have a Slate portal for admitted students, but are working to back the personalization up earlier so that students and their parents at the point of first interest in OU have a portal-like, individualized experience.

APRA Implementation

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

Since 1992, the University of Oklahoma (OU) has taken the following program actions in response to APRA:

91	Degree and/or certificate programs deleted
133	Degree and/or certificate programs added

Program Review

OU offers 319 degree and/or certificate programs as follows:

47	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
126	Baccalaureate Degrees
92	Master's Degrees
55	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OU's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Master of Arts in Human Resource Studies at their December 2, 2019 meeting, the Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling at their September 11, 2019 meeting, and the Graduate Certificate in Drug Policy Management at their January 30, 2020 meeting. OU is currently approved to offer the following degree programs and certificates through electronic delivery:

- Master of Science in Civil Engineering (038);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);
- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (442);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447);
- Executive Master of Business Administration in Energy (451);
- Master of Science in Finance (450);

- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053);
- Master of Social Work in Social Work (211);
- Graduate Certificate in Executive Management in Aerospace/Defense (384);
- Graduate Certificate in Learning Design and Technology (454);
- Certificate in Criminal Investigation and Intelligence Analysis (455); and
- Certificate in Restorative Justice (456).

OU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Arts in Human Resource Studies

Program purpose. The proposed program will prepare students to enter or advance in the human resources workforce.

Program rationale and background. The proposed program currently exists as a concentration within the Master of Human Relations in Human Relations (329) program. The concentration currently has over 60 students enrolled and has maintained strong enrollment numbers since its inception in Fall 2016. Some of the students in the concentration are new to the human resources field, while others are seasoned human resources professionals seeking additional education to take their careers to the next level. The program has received many testimonials from graduates who now occupy human resources jobs who say unequivocally that the program directly contributed to their job attainment and success. In addition, graduates of the program that were already Human Resources practitioners have overwhelmingly stated that the program added to their knowledge, skills, and competencies. Given the success of the concentration, OU believes creating a stand-alone program in Human Resource Studies will allow students to better market their credential.

Employment opportunities. Positions for students who complete the proposed program will be available in nearly every career industry. As new companies form and organizations expand their operations, human resources managers, training and development managers, and compensation, benefits, and job analysts will be needed to oversee and administer programs, to provide workplace training and education, and to ensure that firms adhere to changing and complex employment laws. According to Oklahoma Employment Security Commission data, projected growth for human resource managers will be 8.9 percent, projected growth for training and development managers will be 8.4 percent, and projected growth for compensation, benefits, and job analysis specialists will be 5.5 percent between 2016 and 2026. Moreover, there will be approximately 2,200 positions open for human resources specialists and 580 positions open for human resources managers in the Oklahoma City metropolitan area between 2016 and 2026. On a national scale, from 2018 to 2028, employment of human resources managers is projected to grow 7 percent, and employment of training and development managers is projected to grow 8 percent (faster than the average for all occupations), while employment of compensation, benefits, and job analysis specialists is projected to grow 6 percent and employment of human resources specialists is projected to grow 5 percent (U.S. Bureau of Labor Statistics). By most accounts, the Society of Human Resource Management (SHRM) occupies vanguard status among human resource professional organizations. In a SHRM report from 2013, entitled SHRM Human Resource Curriculum: An Integrated Approach to Human Resources Education,

hiring managers were asked, "How much of an advantage does a human resources degree give job candidates at various levels?" For entry level human resources positions, 63 percent of hiring managers said a human resources degree gives either some or a large advantage; for mid-level human resources positions, 82 percent thought a large or some advantage was gained; and 84 percent thought a large or some advantage was gained for senior human resources positions. This information confirms that there will be long-term career benefits for students who complete the proposed Master's degree in Human Resource Studies.

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	20	Fall 2022
Minimum Graduates from the program	10	2022-2023

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

Institution	Existing Program
East Central University	Master of Science in Human Resources – Human Resources option (044)
Oklahoma State University	Master of Business Administration – Human Resource Management option (035)
Southeastern Oklahoma State University	Master of Business Administration – Human Resources Management option (075)

A system wide letter of intent was communicated by email on October 30, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to employment demand and distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Arts in Human Resource Studies program will consist of 36 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	30
Electives	6
Total	**36**

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

Delivery method and support services. Some courses for the proposed program will be delivered via the Canvas learning management system. The Canvas platform allows students to access course materials, readings, PowerPoint slides and recorded lectures from computers and mobile devices. The library, classroom, and lab space are adequate for the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee

structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Master of Human Resource Studies 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	$52,385	$78,578	$104,770	$130,963	$157,156

Explanation and Calculations: Net tuition is based on estimated demand of 10, 15, 20, 25, 30 students in years 1 through 5, current tuition rates, the current mix of resident and non-resident students in Human Relations graduate programs, historical tuition waivers provided to Human Relations graduate students, and an assumption that 18 credit hours are taken each academic year. For example, in the first year, the $52,385 is derived by assuming 3 resident and 7 non-resident enrollees times current tuition rates ($274.30/credit hour – Resident; $885.10/credit hour-Non-resident) and 18 credit hours, less the estimated tuition waiver discount rate (approximately 25 percent – Resident and approximately 63 percent – Non-resident).

| **TOTAL** | **$52,385** | **$78,578** | **$104,770** | **$130,963** | **$157,156** |

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$2,955	$4,411	$5,853	$7,280	$8,694

Explanation: The amounts above represent the estimated proportional cost of Human Relations staff member salaries and benefits. The salaries and benefits of all Human Relations staff have been allocated to this program based on the projected enrollments in this program relative to all enrollments in Human Relations.

| Faculty | $13,905 | $20,755 | $27,538 | $34,254 | $40,906 |

Explanation: The amounts above represent the estimated proportional cost of faculty member salaries and benefits that teach in this program. The salaries and benefits of all Human Relations faculty have been allocated to this program based on the projected enrollments in this program relative to all enrollments in Human Relations.

| Graduate Assistants | $1,058 | $1,579 | $2,095 | $2,606 | $3,112 |

Explanation: The amounts listed above represent the estimated proportional cost of GA wages and benefits that assist in this program. The wages and benefits of all Human Relations GAs have been allocated to this program based on the projected enrollments in this program relative to all enrollments in Human Relations.

| Student Employees | $0 | $0 | $0 | $0 | $0 |

Equipment and Instructional Materials	$1,000	$1,500	$2,000	$2,500	$3,000

Explanation: Estimated cost of equipment and materials for use in course preparation and delivery, and research related to this program. Future year increases are based on projected enrollment increases. Costs could include classroom supplies, handouts, datasets, in-class equipment (whiteboards, projectors, etc.)

Library	$1,000	$1,500	$2,000	$2,500	$3,000

Explanation: Estimated cost of library materials for use in course preparation and delivery and research related to this program. Future year increases are based on projected enrollment increases.

Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$250	$375	$500	$625	$750

Explanation: Estimated cost of printing for use in research and class delivery for this program. Future year increases are based on projected enrollment increases.

Telecommunications	$114	$170	$225	$280	$334

Explanation: Estimated proportional cost of telecommunications (e.g. office telephone, internet, etc.) allocated to this program based on total departmental spending. Future year increases are based on the projected share of enrollment of this program compared to total Human Relations enrollments.

Travel	$255	$380	$504	$628	$749

Explanation: Estimated proportional cost of travel (e.g., conference. guest speakers, etc.) allocated to this program based on total departmental spending. Future year increases are based on the projected share of enrollment of this program compared to total Human Relations enrollments.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$20,537**	**$30,670**	**$40,715**	**$50,673**	**$60,545**

Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling

Program purpose. The proposed Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling will prepare graduates to work as counselors and to apply for the Licensed Professional Counselor credential after obtaining their degrees.

Program rationale and background. Changes continue to occur with the Oklahoma State Board of Behavioral Health (State Board). Currently, the State Board accepts coursework from counseling licensure applicants who have completed "Counseling and Related Programs." OU's Master of Human Relations (MHR) in Human Relations (329) with an option in Clinical Mental Health Counseling is currently considered a "related program." OU anticipates the State Board changing their policy to only accept coursework from counseling programs. If this change occurs, the students completing the Clinical Mental Health Counseling option in the MHR in Human Relations (329) program will no longer qualify for licensure and most of them will undoubtedly leave the program and the institution.

Creating a stand-alone Clinical Mental Health Counseling degree program will not only better ensure the retainment of current students, but it should also increase the program's marketability and visibility for recruitment of future students by making it clearer that the institution offers a traditional counseling curriculum. This change will also help graduates more easily articulate their training to potential employers and counseling licensure boards in states outside of Oklahoma. Moreover, creating the separate degree program will improve OU's ability to apply for accreditation with the Council for Accreditation of

Counseling and Related Educational Programs (CACREP).

Employment opportunities. The mental and behavioral health needs of Oklahoma are expected to grow rapidly. The need for school-based, home-based, and private counselors will be in high demand and will outpace the number of degreed professionals. Students who complete the proposed program will be eligible for counseling positions in various settings including hospitals, outpatient, inpatient, and private practice settings. Graduates will be qualified to work with a number of different populations including children, adolescents, adults, couples, families, and groups. Oklahoma Employment Security Commission (OESC) data suggest that employment for counselors, social workers, and other community and social service specialists is projected to grow 10.9 percent between 2016 and 2026. Furthermore, OESC data projects employment for mental health counselors will grow 21.9 percent and approximately 1,130 positions will open in the Oklahoma City metropolitan area between 2016 and 2026.

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	87	Fall 2022
Minimum Graduates from the program	27	2022-2023

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

Institution	Existing Program
Cameron University	Master of Science in Behavioral Sciences – Counseling option (610)
East Central University	Master of Science in Human Resources - Clinical Rehabilitation and Clinical Mental Health Counseling option (089)
Oklahoma State University	Master of Science in Counseling – Mental Health Counseling option (194)
Northeastern State University	Master of Science in Counseling – Clinical Mental Health Counseling option (019)
Southeastern Oklahoma State University	Master of Arts in Clinical Mental Health Counseling (078)
Southwestern Oklahoma State University	Master of Science in Community Counseling (155)

A system wide letter of intent was communicated by email on August 28, 2019. Oklahoma State University (OSU) and Northeastern State University (NSU) requested copies of the proposal, which were sent on December 10, 2019 and December 19, 2019, respectively. Neither OSU, NSU, nor any other State System institutions notified State Regents' staff of a protest to the proposed program. Due to employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling program will consist of 60 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours

Program Core	9
Required Counseling Courses	24
Electives	27
Total	**60**

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

Delivery method and support services. Some courses for the proposed program will be delivered via the Canvas learning management system. The Canvas platform allows students to access course materials, readings, PowerPoint slides and recorded lectures from computers and mobile devices. The library, classroom, and lab space are adequate for the proposed program.

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

Program resource requirements. Program resource requirements for the Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling 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	$312,612	$324,049	$331,674	$343,111	$350,736

Narrative/Explanation: Net tuition is based on estimated demand of 82, 85, 87, 90, 92 students enrolled in years 1 through 5, current tuition rates, the current mix of resident and non-resident students in Human Relations graduate programs, historical tuition waiver provided to Human Relations graduate students, and an assumption that 18 credit hours are taken each academic year. For example, in the first year, the $312,612 is derived by assuming 78 resident and 4 non-resident enrollees times current tuition rates ($274.30/credit hour – Resident; $885.10/credit hour-Non-resident) and 18 credit hours, less the estimated tuition waiver discount rate (approximately 25 percent – Resident and approximately 63 percent – Non-resident).

TOTAL	**$312,612**	**$324,049**	**$331,674**	**$343,111**	**$350,736**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$24,233	$24,996	$25,459	$26,209	$26,661

Explanation: The amounts above represent the estimate proportional cost of Human Relations staff member salaries and benefits. The salaries and benefits of all Human Relations staff have been allocated to this

program based on the projected enrollments in this program relative to all enrollments in Human Relations.

Faculty	$114,020	$117,610	$119,789	$123,316	$125,446

Explanation: The amounts above represent the estimated proportional cost of faculty member salaries and benefits that teach in this program. The salaries and benefits of all Human Relations faculty have been allocated to this program based on the projected enrollments in this program relative to all enrollments in Human Relations.

Graduate Assistants	$8,674	$8,947	$9,113	$9,381	$9,543

Explanation: The amounts listed above represent the estimated proportional cost of GA wages and benefits that assist in this program. The wages and benefits of all Human Relations GAs have been allocated to this program based on the projected enrollments in this program relative to all enrollments in Human Relations.

Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$1,000	$1,037	$1,061	$1,098	$1,122

Explanation: Estimated cost of equipment and materials for use in course preparation and delivery, and research related to this program. Future year increases are based on projected enrollment increases. Costs could include classroom supplies, handouts, datasets, in-class equipment (whiteboards, projectors, etc.)

Library	$450	$466	$477	$494	$505

Explanation: Estimated cost of library materials for use in course preparation and delivery and research related to this program. Future year increases are based on projected enrollment increases.

Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$760	$788	$806	$834	$853

Explanation: Estimated cost of printing for use in research and class delivery for this program. Future year increases are based on projected enrollment increases.

Telecommunications	$931	$961	$978	$1,007	$1,025

Explanation: Estimated proportional cost of telecommunications (e.g. office telephone, internet, etc.) allocated to this program based on total departmental spending. Future year increases are based on the projected share of enrollment of this program compared to total Human Relations enrollments.

Travel	$2,089	$2,155	$2,194	$2,259	$2,298

Explanation: Estimated proportional cost of travel (e.g., conference. guest speakers, etc.) allocated to this program based on total departmental spending. Future year increases are based on the projected share of enrollment of this program compared to total Human Relations enrollments.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$152,157**	**$156,960**	**$159,877**	**$164,598**	**$167,453**

Graduate Certificate in Drug Policy Management

Program purpose. The proposed certificate will provide working professionals with advanced discipline knowledge and leadership skills.

Program rationale and employment opportunities. Drug enforcement policies in the United States are undergoing profound transformation as federal, state, and local authorities respond to public demand for change in how drug offenders are addressed by the criminal justice system. As laws and policies evolve

toward decriminalization, deinstitutionalization, and diversion of drug offenders, criminal justice practitioners will require a more holistic understanding of the causes of drug addiction, innovative enforcement strategies, and treatment options for offenders. The Master of Science in Criminal Justice (391) degree program has been on the leading edge of this trend with a strong curriculum in substance abuse and restorative justice-related coursework, as well as national recognition in the area of criminal justice policy development. Many of OU's graduates, current students, and prospective students in law enforcement and restorative justice occupations have expressed an interest in specialized credentialing in drug policy management. According to Oklahoma Employment Security Commission data, employment for probation officers and correctional treatment specialists will grow 4.8 percent across Oklahoma and 9.2 percent in the Oklahoma City metropolitan area between 2016 and 2026. Given the rapidly evolving drug enforcement landscape, there will be strong and increasing employer demand in law enforcement, the courts, and corrections for professionals with specialized training and knowledge in this area.

Student demand. The proposed program is expected to fulfill student demand within the Master of Science in Criminal Justice (391) degree program.

Duplication and impact on existing programs. There are no Graduate Certificate in Drug Policy Management programs offered in Oklahoma. A system wide letter of intent was communicated by email on January 23, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Drug Policy 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 C).

Graduate Certificate in Drug Policy Management

Content Area	Credit Hours
Required Courses	9
Electives	3
Total	**12**

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

Delivery method and support services. Delivery of online course content will be conducted through Canvas, the university's designated learning management system. Canvas will support the posting of organized course content, as well as several additional features that promote instructor-student and student-student interaction. Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, create collaborative working spaces, administer exams and quizzes, receive assignments and give feedback, and provide individual and overall class grades.

All new faculty members teaching online courses must complete an orientation to Canvas prior to their courses being offered. Faculty also receive technical support from the College of Professional and Continuing Studies (PACS). PACS has a well-established infrastructure to provide the needed online support services for its students, including multiple, dedicated staff positions in the areas of recruitment services and admission, advising support, and financial assistance. PACS has its own information technology and academic technology staff to facilitate all necessary transactions from a distance, to assure that all services comply with accessibility guidelines, and to support customer service initiatives designed

for place-bound prospects/students.

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

Financing and program resource requirements. The proposed program will be an embedded certificate within the Master of Science in Criminal Justice (391) program. Program resource requirements will be supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

UNIVERSITY OF OKLAHOMA
MASTER OF ARTS IN HUMAN RESOURCE STUDIES

Degree Requirements		Credit Hours
Program Core		**30**
HR 5023	Research in Human Relations	3
HR 5093	Introduction to Graduate Studies in Human Relations	3
HR 5143	Human Resources for the Human Relations Professional	3
HR 5803	Total Rewards: Compensations and Benefits for Human Resource Management Professionals for the Human Resources Profession	3
HR 5813	Business Management and Strategic Planning	3
HR 5823	Workforce Planning & Employment, A Component of Human Resource Management for the Human Resources Profession	3
HR 5833	Human Resource Development	3
HR 5853	Employee and Labor Relations for Human Resource Management Professions in Human Relations	3
HR 5863	Human Resources for the Human Resource Profession Fundamentals of Human Resource Information Systems	3
	Choose one of the following courses:	
HR 5053	Diversity and Justice in Organizations	3
HR 5013	Current Problems in Human Relations	3
HR 5063	Seminar in Strategies of Social Change	3
HR 5960	Directed Readings in Human Relations	3
HR 5990	Independent Study	3
Electives		**6**
	For Research and Application option, choose either of the non-thesis completion tracks or the thesis completion track	
	Non-Thesis--Comprehensive Examination track	
HR 5200 OR	Internship in Human Relations	6
HR 5200 AND Elective OR	Internship in Human Relations Elective	3 3
	Electives approved by the liaison and advisor	6
	Non-Thesis-Capstone Project track	
HR 5880 AND HR 5200 OR	Human Relations Capstone Internship in Human Relations	3 3
HR 5880 AND Elective	Human Relations Capstone Elective approved by the liaison and advisor	3 3

OR		
	Master's Thesis track	
HR 5980 AND	Research for Master's Thesis	3
HR 5200 OR	Internship in Human Relations	3
HR 5980 AND	Research for Master's Thesis	3
	Choose 3 credit hours from the following approved list:	
HR 5003	Theoretical Foundations of Human Relations	3
HR 5013	Current Problems in Human Relations	3
HR 5033	Seminar in Leadership in Organizations	3
HR 5063	Seminar in Strategies of Social Change	3
HR 5110	Advanced Seminar in Current Problems: Organizational Intervention	Variable
HR 5113	Seminar in Local Issues in Human Relations: Women's Issues-Human Relations	3
HR 5113	Seminar in Local Issues in Human Relations: HR Through the Lens of Law	3
HR 5133	Change, Challenge and Creativity in the Workplace	3
HR 5153	Human Emotions	3
HR 5203	Graduate Research and Writing for Human Relations	3
HR 5323	Organizational Behavior in Human Relations	3
HR 5343	Conflict Resolution	3
HR 5383	Public Policy for Human Relations Professionals	3
HR 5643	Crisis Intervention	3
HR 5653	Grief, Death and Dying	3
HR 5693	Issues in Aging	3
HR 5713	Women, Work, and the Family	3
HR 5723	Sexism and Homophobia	3
HR 5743	Violence Against Women and Children	3
HR 5763	Human Sexuality	3
HR 5960	Directed Readings in Human Relations	Variable
HR 5990	Independent Study	Variable
Total		**36**

UNIVERSITY OF OKLAHOMA
MASTER OF CLINICAL MENTAL HEALTH COUNSELING IN CLINICAL MENTAL HEALTH COUNSELING

Degree Requirements		Credit Hours
Program Core		**9**
HR 5003	Theoretical Foundations of Human Relations	3
HR 5013	Current Problems in Human Relations	3
HR 5023	Research in Human Relations	3
Required Counseling Courses		**24**
HR 5403	Psychosocial Development	3
HR 5663	Psychopathology	3
HR 5483	Diagnosis in Human Relations Counseling	3
HR 5493	Assessment and Evaluation in Human Relations	3
HR 5633	Advanced Counseling Skills	3
HR 5453	Ethical Issues in Human Relations Counseling	3
HR 5200	Internship in Human Relations	6
Electives		**27**
Students will select 27 credit hours of counseling electives from an approved list		
Total		**60**

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN DRUG POLICY MANAGEMENT

Degree Requirements		Credit Hours
Required Courses		**9**
LSCJ 5113	Theoretical Foundations of Criminal Justice	3
LSCJ 5133	Criminal Justice Policy Development	3
LSCJ 5413	Substance Abuse and Crime in the United States	3
Electives		**3**
	Select 3 credit hours from the courses below	
LSCJ 5423	Global Drug Trafficking	3
LSCJ 5203	Victimology and Restorative Justice	3
LSCJ 5223	Community Corrections in the 21st Century	3
LSCJ 5263	Restorative Justice Programs for Drug Offenders	3
LSCJ 5283	Human Trafficking	3
LSCJ 5403	Drug Enforcement Operations and Management	3
LSCJ 5463	Gangs in the United States	3
LSPS 5173	Program Development, Implementation, and Evaluation	3
LSPS 5203	Drugs and the Brain	3
Total		**12**

AGENDA ITEM #8-b (2):

> **New Programs.**

SUBJECT: University of Oklahoma. Approval to offer the Graduate Certificate in Criminal Justice Administration.

RECOMMENDATION:

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

> - **Graduate Certificate in Criminal Justice Administration.** This certificate will be embedded within the Master of Science in Criminal Justice (391) and will be included in the regular 5-year program review due in 2021.

BACKGROUND:

Academic Plan

The University of Oklahoma's (OU) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

- We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We have been using the Common Application for undergraduates and joined the Coalition Application last year to expand our reach even further. We also have an internally built "OU application" hosted by our CRM product, Slate, if students would prefer to only apply to OU. For graduate admissions, we have been using CollegeNET software as our application platform but are in the process of transitioning to the OU application in Slate. This will save money and be more user-friendly. Additionally, we are currently implementing a transition from College-Net to Slate software and are in the fourth year of using the College-Net software for processing applications for graduate students. This will create efficiencies in communication, marketing and recruitment of prospective graduate students, save money, and create shared services between undergraduate and graduate admissions.
- We will continue an intense focus on undergraduate retention and graduation rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increasing the coordination of undergraduate academic advising across campus, and 3) enhancing course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.

- Several retention analyses are being undertaken at the university, including broad cohort analyses by University College and the Provost's Office.
- We will continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections (or increasing course size) as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors. We have identified a director position in University College (George Bogaski). This process has been steadily improved and has increased in impact – more deans, chairs, and directors are responding to identify needs in order to avert enrollment crises.
- We continue to collect mid-semester grades at the end of the eighth week of the Fall and Spring semesters in order to help students and advisors understand how the students are performing academically. Grades are required of instructors to submit for students in all 1000 level courses, but grading is available in the system for all courses. The following week, University College and other academic advisement/coaching units are provided with a list of students and their mid-semester grades. Appropriate contact and interventions follow. Mid-semester grades are available to all students in ONE.
- We will continue to support undergraduate retention and graduate rates by providing data from the student systems to provide early detection of at-risk students.
- The Office of Admissions and Recruitment (OAR) has implemented a Customer Relationship Management (CRM) system, Slate by Technolutions. Slate has provided greatly enhanced ability to communicate with prospective students and track events and ongoing communication through the point of enrollment. It has also allowed OAR to create its own branded, easy-to manage-application for admission, which is adaptable by type of student, as well as a post-admission portal so that the tasks that need to be performed after a student is admitted are easily known and can be acted upon. Slate has also become the primary admissions tool for the office, creating additional efficiencies and consistency in making admission decisions.
- The Office of Admissions and Recruitment has engaged with an econometric-centered enrollment management firm that assists with financial aid strategy, revenue optimization, and recruitment and admission strategy for incoming freshmen.
- The Office of Admissions and Recruitment piloted an artificial intelligence web bot, Ivy, to be even more responsive to the needs of prospective students and with the goal of connecting students with their admission counselor earlier on in the process.
- OAR transformed its National Scholars Programs recruitment strategy to be more inclusive of high achieving students who were not quite National Merit level. This has worked to great effect and OU is enrolling more non-National Merit but high achieving students, by a large margin, than ever before.

Future Plans

- In 2019, OU plans to make the switch of the graduate application and CRM from CollegeNET to Slate. This will create efficiencies in communication, marketing and recruitment of prospective graduate students, save money, and create shared services between undergraduate and graduate admissions. OAR is also assisting PACS and OU-Tulsa with a switch to Slate in 2019. With our transition from CollegeNet to Slate, we will improve the student experience with the application portal, and departments will have new and more powerful tools for marketing and communication with students.
- We are actively finding ways to better connect students with the Health Sciences Center, Law School, etc. as incoming freshmen. Strong programs such as these help make the university attractive to prospective freshmen, and the more we can work together to promote programs and find new pathways for earlier integration and completion of two degrees, the better.

- We are actively working on new ways to enhance the personalized student experience through Slate. We have a Slate portal for admitted students, but are working to back the personalization up earlier so that students and their parents at the point of first interest in OU have a portal-like, individualized experience.

APRA Implementation

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

Since 1992, the University of Oklahoma (OU) has taken the following program actions in response to APRA:

91	Degree and/or certificate programs deleted
134	Degree and/or certificate programs added

Program Review

OU offers 321 degree and/or certificate programs as follows:

47	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
126	Baccalaureate Degrees
93	Master's Degrees
55	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OU's faculty developed the proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Graduate Certificate in Criminal Justice Administration at their January 30, 2020 meeting. OU is currently approved to offer the following degree programs and certificates through online delivery:

- Master of Science in Civil Engineering (038);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);

- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);
- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (442);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447);
- Executive Master of Business Administration in Energy (451);
- Master of Science in Finance (450);
- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053);
- Master of Social Work in Social Work (211);
- Graduate Certificate in Executive Management in Aerospace/Defense (384);
- Graduate Certificate in Learning Design and Technology (454);
- Certificate in Criminal Investigation and Intelligence Analysis (455);
- Certificate in Restorative Justice (456);
- Master of Human Relations in Human Relations (329);
- Executive Master of Business Administration in Aerospace and Defense (457);

OU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Graduate Certificate in Criminal Justice Administration

Program purpose. The proposed certificate will provide working professionals with advanced discipline knowledge and leadership skills.

Program rationale and employment opportunities. A recent Academic Program Review survey of all Master of Science in Criminal Justice (MSCJ) (391) students indicated a strong preference for specialized coursework and credentialing in the area of administrative leadership. More specifically, 50 percent of respondents indicated intent to enroll in a graduate certificate program, if offered. The State of Oklahoma currently does not offer an advanced credentialing program for senior law enforcement executives. However, recent conversations between OU's Criminal Justice faculty, the Oklahoma Council on Law Enforcement Education and Training (CLEET), and the Oklahoma Association of Chiefs of Police (OACP) revealed that CLEET and OACP have a strong desire and need for a formalized short-term credentialing program for Oklahoma law enforcement executives. Online delivery of the proposed program will ideally situate OU to help meet this need. It is anticipated that the proposed certificate will be jointly promoted by OU, CLEET, and OACP to state law enforcement executives and a significant proportion of students will continue on to complete a full Master of Science in Criminal Justice degree. According to Oklahoma Employment Security Commission data, employment for supervisors of protective service workers will grow 9.6 percent and employment for emergency management directors will grow 16.1 percent between 2016 and 2026. Implementation of a Graduate Certificate in Criminal Justice Administration will respond to industry demand, promote professionalization, enhance student portfolios, and grow enrollment.

Student demand. The proposed program is expected to fulfill student demand within the Master of Science in Criminal Justice (391) degree program.

Duplication and impact on existing programs. There are no Graduate Certificate in Criminal Justice Administration programs offered in Oklahoma.

A system wide letter of intent was communicated by email on January 23, 2020. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on February 11, 2020. Neither UCO nor any other institution notified State Regents' staff of a protest to the proposed certificate program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Criminal Justice Administration program 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 Criminal Justice Administration

Content Area	Credit Hours
Required Courses	9
Electives	3
Total	**12**

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

Delivery method and support services. Delivery of online course content will be conducted through Canvas, the university's designated learning management system. Canvas will support the posting of organized course content, as well as several additional features that promote instructor-student and student-student interaction. Canvas allows faculty to post lectures, videos, audio files, articles, and web links to develop an immersive teaching space. Faculty can host asynchronous discussion threads and synchronous individual and group chat sessions, create collaborative working spaces, administer exams and quizzes, receive assignments and give feedback, and provide individual and overall class grades.

All new faculty members teaching online courses must complete an orientation to Canvas prior to their courses being offered. Faculty also receive technical support from the College of Professional and Continuing Studies (PACS). PACS has a well-established infrastructure to provide the needed online support services for its students, including multiple, dedicated staff positions in the areas of recruitment services and admission, advising support, and financial assistance. PACS has its own information technology and academic technology staff to facilitate all necessary transactions from a distance, to assure that all services comply with accessibility guidelines, and to support customer service initiatives designed for place-bound prospects/students.

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

Financing and program resource requirements. The proposed program will be an embedded certificate within the Master of Science in Criminal Justice (391) program. Program resource requirements will be supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

UNIVERSITY OF OKLAHOMA
GRADUATE CERTIFICATE IN CRIMINAL JUSTICE ADMINISTRATION

Degree Requirements		Credit Hours
Required Courses		**9**
LSCJ 5133	Criminal Justice Policy Management	3
LSCJ 5153	Ethical Decision-Making in Criminal Justice	3
LSCJ 5513 OR LSCJ 5303	Studies in Police Leadership Correctional Leadership	3
Electives		**3**
	Select 3 credit hours from the courses below	
LSCJ 5243	Community Policing	3
LSCJ 5403	Drug Enforcement Operations and Management	3
LSCJ 5533	Crime Analysis for Intelligence-Led Policing	3
LSAL 5113	Theories of Management and Leadership	3
LSAL 5133	Cultures of Organizations	3
LSAL 5173	The Individual and Leadership	3
LSAL 5313	Organizational Communications	3
LSAL 5333	Motivation in Work and Leadership	3
LSAL 5903	Experiential Leadership I (must be taken with LSAL 5913)	3
LSAL 5913	Experiential Leadership II (must be taken with LSAL 5903)	3
Total		**12**

AGENDA ITEM #8-c:

    New Programs.

SUBJECT: East Central University. Approval to offer the Master of Arts in Criminal Justice Administration.

RECOMMENDATION:

> **It is recommended that the State Regents approve East Central University's request to offer the Master of Arts in Criminal Justice Administration, via electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Master of Arts in Criminal Justice Administration.** Continuation beyond 2025 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 22 students in Fall 2024; and
>   Graduates: a minimum of 10 students in 2024-2025.

BACKGROUND:

Academic Plan

East Central University's (ECU) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

Begin Implementation of 2019 Strategic Plan
    A) *Goal 1:* East Central University will achieve academic excellence through innovative programming, outstanding faculty, continual assessment, a flexible learning environment, and community engagement.
    B) *Goal 2:* East Central University will foster student success through comprehensive enrollment management.
    C) *Goal 3:* East Central University will nurture an inclusive, dynamic, and engaging experience for all stakeholders.
    D) *Goal 4:* East Central University will create a culture of effective communication to achieve our mission, vision, and goals.
    E) *Goal 5:* East Central University will acquire, manage, and leverage resources to achieve our mission, vision, and goals.

1. **College of Health Sciences**

    A) Develop a B.S. in General Engineering including raising external funds to support this initiative.
    B) School of Nursing –Restructure and implement curriculum changes as outlined by an outside

consultant.

    C) Biology, Chemistry, Physics, Environmental Sciences, Math, and Computer Sciences will work to increase opportunities for student research through partnerships, grantsmanship, and use of the Raniyah Ramadan Center for Undergraduate Research and Learning.

    D) Create an M.S. in Biology with an embedded on-line certificate.

2. College of Education and Psychology

    A) Launch B.S. in Kinesiology as on-line program in Fall 2019.

    B) Launch MEd in Library Media, Instructional Design and Technology, Educational Leadership, Sports Administration, Special Education and School Superintendent Programs with Learning House on line program management.

    C) Launch B.A. in Psychology as an online program with Learning House.

    D) CAEP on site accreditation visit will be conducted in November, 2019.

    E) Psychology will be working on an on-line Behavioral Health Option.

    F) Development of a community based mental health faculty.

    G) Psychology MSPS will continue to restructure and revise course curriculum as they move toward seeking CACREP accreditation.

3. College of Liberal Arts and Social Sciences

    A) Launching multiple programs with Learning House: B.A. in Criminal Justice Policy, B.A. in Human Services Counseling, B.A. in Interdisciplinary Studies.

    B) Set enrollment targets for each program.

    C) Restructure Global Education to be housed and administered by the Dean.

    D) Focus on growing Native American Studies with the hire of a visiting professor and restructuring to move the program out of the History Department.

4. Stonecipher School of Business

    A) Achieve enrollment targets for credit production and majors.

    B) Support university efforts to recruit new students and retain current students.

    C) Develop the MIM for on line course delivery with the Learning House.

    D) Begin executing the university strategic plan.

    E) Hire a new professor in the Business Administration Department.

    F) Work with stakeholder groups to fund student programs and activities.

APRA Implementation

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

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

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

Program Review

ECU offers 61 degree and/or certificate programs as follows:

17	Certificates

0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
31	Baccalaureate Degrees
13	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

ECU's faculty developed the proposal, which was reviewed and approved by institutional officials. ECU's governing board approved delivery of the Master of Arts in Criminal Justice Administration at their October 11, 2019 meeting. ECU is currently approved to offer the following degree programs and certificates through online delivery:

- Master of Education in Library Media (090);
- Master of Education in Grad-Education Leadership (098);
- Master of Education in Educational Technology (104);
- Master of Education in Sports Administration (105);
- Master of Science in Water Resources Policy and Management (103);
- Bachelor of Arts in Criminal Justice Policy (610);
- Bachelor of Arts in Human Services Counseling (026);
- Bachelor of General Studies in General Studies (056);
- Master of Management in Management (102);
- Bachelor of Science in Kinesiology (020);
- Bachelor of Science in Nursing (034);
- Bachelor of Social Work in Social Work (050); and
- Master of Education in Special Education (085).

ECU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Arts in Criminal Justice Administration

Program purpose. The proposed program will prepare students for leadership and administrative roles in many settings including city police departments, sheriff's offices, state departments of correction, federal law enforcement agencies, and private sector agencies.

Program rationale and background. The proposed degree will meet the needs of criminal justice practitioners who are looking for career advancement. Therefore, the curriculum for the program has been

designed to provide students entering the criminal justice field or interested in advancing in the field with marketable training in several critical managerial areas such as grant writing, leadership, program evaluation, and crime reduction strategies. According to criminaljusticedegreehub.com, accredited online criminal justice programs are increasing in demand due to the flexibility for working adults. According to U.S. News, the average online student is 32 years old and employed full time. Eighteen percent of ECU's student body is age 25 and over. Additionally, current ECU students have displayed an interest in a program that is entirely online.

Employment opportunities. The proposed program will meet the demand of employers and agencies who would like for their employees to possess advanced degrees and administrative skills. Furthermore, according to the U.S. Bureau of Labor Statistics, employment for criminal justice careers is projected to grow 5 percent from 2016-2026. This growth will result in approximately 158,200 new jobs. According to the Oklahoma Long-Term Occupational Outlook, between 2014 and 2024, the following jobs in criminal justice are expected to grow in demand: first-line supervisors of correctional officers (10.8 percent projected growth), first-line supervisors of police and detectives (14.4 percent projected growth), detectives and criminal investigators (9.6 percent projected growth), and fish and game wardens (5.5 percent projected growth). Other jobs for which graduates of this program will be strong candidates include: correctional case manager, probation officer, FBI agent, CIA agent, state trooper, border patrol agent, public policy analyst, emergency management director, and fraud investigator.

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	22	Fall 2024
Minimum Graduates from the program	10	2024-2025

Duplication and impact on existing programs. The proposed Master of Arts in Criminal Justice Administration may duplicate the following existing programs:

Institution	Existing Program
Northeastern State University	Master of Science in Criminal Justice (085)
University of Central Oklahoma	Master of Arts in Criminal Justice Management Administration (149)
University of Oklahoma	Master of Science in Criminal Justice (391)

A system wide letter of intent was communicated by email on October 24, 2019. The University of Oklahoma requested a copy of the proposal, which was sent on December 10, 2019. Neither OU nor any other State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Arts in Criminal Justice Administration program 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).

Content Area	Credit Hours
Core Courses	18
Electives	12
Total	**30**

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

Delivery method and support services. The courses in the proposed program will primarily be delivered using the learning management system, Blackboard. Courses will make full use of online features including discussion, assignments, assessments, group work, individual work, projects, etc. Zoom, a web conferencing tool, will also be used to facilitate learning. Even though all classes are asynchronous, Zoom allows faculty to record lectures and post those lectures in Blackboard. Zoom can also be used for students and faculty to have real time meetings if necessary.

All faculty teaching online courses will complete Quality Matters training and courses will be Quality Matters approved. Quality Matters is an online professional development tool for faculty. Quality Matters provides a peer-review process for online course design, while providing guidance for improving the quality of online courses and certifying online courses across institutions.

The library, classroom, and lab space are adequate for the degree program.

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

Program resource requirements. Program resource requirements for the Master of Arts in Criminal Justice Administration are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$92,283	$92,283	$83,283	$83,283	$83,283
Explanation: This is a reallocation of existing sources currently allocated for salaries of faculty from the current Criminal Justice program. (8 courses at $49,533), Human Resources Administration track (4 courses at $22,500), and Counseling (2 courses at $11,250. Development for 12 courses at $1,500 per course is $18,000 total (split between year 1 and year 2). This is calculated without fringe benefits.					
Student Tuition	$30,839	$51,399	$71,959	$92,518	$113,078

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**

Narrative/Explanation: ECU anticipates enrolling 6,10,14,18, and 22 students in years 1-5. The amounts above were calculated based on students completing 9 credit hours per semester at an in-state graduate tuition rate of $238.75 plus $46.80 in fees ($285.55 per credit hour total).

TOTAL	**$123,122**	**$143,682**	**$155,242**	**$175,801**	**$196,361**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$92,283	$92,283	$83,283	$83,283	$83,283

Explanation: The amounts above reflect faculty salaries without fringe benefits.

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	**$92,283**	**$92,283**	**$83,283**	**$83,283**	**$83,283**

Attachment

EAST CENTRAL UNIVERSITY
MASTER OF ARTS IN CRIMINAL JUSTICE ADMINISTRATION

Program Requirements			Credit Hours
Core Courses			**18**
	CRJS 5013	Administration in the Criminal Justice System	3
	CRJS 5113	Political and Legal Aspects of the Criminal Justice System	3
	CRJS 5433	Advanced Crime Theory	3
	CRJS 5323	Foundations of the Criminal Justice Profession	3
	HURES 5103	Human Services Research	3
	HURES 5433	Organizational Decision Making and Leadership	3
Electives			**12**
		Select 12 credit hours from the following:	
	CRJS 5333	Crime Reduction Strategies	3
	CRJS 5213	Litigation in the Criminal Justice System	3
	HURES 5123	Grant Proposal Writing	3
	HURES 5303	Program Evaluation	3
	HURES 5183	Addictions Theory	3
	HURES 5283	Psychopharmacology and Substance Abuse	3
	WRPM 5113	Advanced Native American Law	3
	Other electives	Accepted by Departmental Approval	Variable
Total			**30**

AGENDA ITEM #8-d (1):

> **New Programs.**

SUBJECT: Northeastern State University. Approval to offer the Certificate in Business Analytics, the Certificate in Human Resources Management, the Certificate in International Business, the Graduate Certificate in Data Analytics, the Graduate Certificate in Healthcare Administration Leadership, and the Graduate Certificate in Operations Leadership.

RECOMMENDATION:

> **It is recommended that the State Regents approve Northeastern State University's request to offer the following certificates, via traditional and electronic delivery, in Tahlequah and Broken Arrow: the Certificate in Business Analytics, the Certificate in Human Resources Management, the Certificate in International Business, the Graduate Certificate in Data Analytics, the Graduate Certificate in Healthcare Administration Leadership, and the Graduate Certificate in Operations Leadership, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Certificate in Business Analytics.** This certificate will be embedded within the Bachelor of Business Administration in Business Administration (012) and will be included in the regular program review due in 2029.
>
> - **Certificate in Human Resources Management.** This certificate will be embedded within the Bachelor of Business Administration in Management (054) and will be included in the regular program review due in 2029.
>
> - **Certificate in International Business.** This certificate will be embedded within the Bachelor of Business Administration in International Business (126) and will be included in the regular program review due in 2029.
>
> - **Graduate Certificate in Data Analytics.** This certificate will be embedded within the Master of Business Administration in Business Administration (056) and will be included in the regular program review due in 2029.
>
> - **Graduate Certificate in Healthcare Administration Leadership.** This certificate will be embedded within the Master of Business Administration in Business Administration (056) and will be included in the regular program review due in 2029.

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- **Graduate Certificate in Operations Leadership.** Continuation beyond 2025 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 8 students in Fall 2024; and
  Graduates: a minimum of 4 students in 2024-2025.

BACKGROUND:

Academic Plan

Northeastern State University's (NSU) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

Northeastern State University will continue its focus on student success initiatives for the 2019-20 academic year. Institutionally, three major initiatives will continue: the HLC Quality initiative – Sustaining Student Success, the Tulsa Transfer Partnership, and the Math Pathways implementation. In addition, the institution is working to improve its online course and program offerings and consolidate services for students who access courses through this learning environment. A new eCampus Executive Director position has been created, and the individual who will fill the position should be in place August 1, 2019.

During the past year, the Sustaining Student Success initiative continued with data collection and analysis. This year the data will inform planning and changes for any curriculum modifications needed as well as improvements in services. The Tulsa Transfer Partnership process will also continue. Last year, the NSU steering committee conducted the self-study and developed 38 recommendations. An implementation committee will be formed and start work on priority recommendations during 2019-20. The Math Pathways project is ready for its final implementation year. Beginning fall 2019, incoming students will be guided to one of four pathways based on their selected major: Social and Behavioral Sciences path (MATH 1313 Elementary Statistics); Arts and Humanities path (MATH 1473 Applied Mathematics); Math, Sciences and Health Professions path (MATH 1523 College Algebra); and Business and Technology path (MATH 1523 Functions and Change). Faculty will monitor the implementation to determine if changes are needed.

NSU's new institutional endeavor will be to strengthen its online offerings. The eCampus Executive Director will oversee the development of a strategic plan for online offerings, conduct needs analysis for programming and resource allocation, create recruitment and marketing plans and oversee day-to-day operations for online instruction including course review and revision, faculty professional development, accessibility training, and student support. Plans call for additional instructional designers to work with faculty and increased attention to standardized course components to insure a consistent experience for all students.

In additional to these institutional priorities, each college and academic unit has articulated areas of focus for the 2019-20 academic year. Below are highlights of those priorities which are informed by last year's comprehensive review by Gray Associates.

Building on its recent re-accreditation by the Accreditation Council for Business Schools and Programs (ACBSP), the College of Business and Technology is working closely with advisory panels and local businesses to identify programs to grow and support. The Environmental Health & Safety Management program will continue to work toward accreditation by the Accreditation Board for Engineering and Technology (ABET) and has hired an additional faculty member as required by the standards. Raising funds to support a safety lab are a continuing priority, and the college will be organizing a committee to outline a plan for ABET accreditation. The International Business program has been redesigned and will be reintroduced as the International Business Management, B.B.A., and the Entrepreneurship major which had been suspended will be revised in preparation for reinstatement.

NSU's College of Education also hosted an accreditation visit during 2018-19, and its accreditation was continued for another seven years with no areas for improvement or stipulations. That affirmative response supports the following priorities planned for the 2019-20 academic year. First the college seeks to support its P-12 district partners by working with them on "grow your own" teacher programs which provide concurrent course work to interest high school students in the teaching profession. The program will also pilot the Praxis Performance Assessment Test as part of state-wide efforts to modify certification testing and revise the GPA graduation requirement elementary, early childhood, and special education majors to address financial aid regulations related to satisfactory academic progress (SAP). Other curriculum changes include updating courses content to better address current needs in P-12 classes addressing English Language Learners, differentiation, and trauma-informed instruction. Recruitment and retention plans for programs in Health & Kinesiology and Psychology & Counseling will developed. Work continues on developing an Early Care minor to a fully online degree program in Human Development and Family Science.

In the College of Liberal Arts, overall, the college intends to focus on low enrollment programs for the 2019-20 academic year in an effort to better promote the programs and their connections to vocations. The new Masters of Social Work program is off to a good start and working its way through the accreditation process with the Council for Social Work Education (CSWE) granting candidacy status in June, 2019. Hiring qualified faculty remains a challenge in difficult budget times in this program as well as other programs across the college. Once those issues are resolved, the program plans to pursue online program delivery and delivery on the Broken Arrow campus. Another priority is to elevate the Cherokee and Native American Studies programs where enrollment continues to be a challenge. While the programs currently work with tribal education departments, continued efforts to tie programs to the tribes and improve course rotations and online offerings will be important to sustain these NSU signature programs. In an effort to address changing needs and job opportunities in the discipline, English is developing a TESOL major to prepare teachers for non-native speakers.

The Gregg Wadley College of Science and Health Professions had several new programs approved during the 2018-19 academic year, and this year will focus on implementing those programs. For example, the college is in the process of hiring a director for the new Public Health, MPH program, and that program will need to search for an additional faculty member during 2019-20. Three degree options in the Nursing, M.S.N. have been approved by the Accreditation Commission for Education in Nursing (ACEN), and students are beginning to enroll in those options. New faculty in this area would reduce the program's dependence on adjuncts. Several programs will be undergoing accreditation or re-accreditation visits including the Nutritional Sciences, Didactic Program in Dietetics (DPD) and the Physician Assistant program will be re-submitting its self-study for a February 2020 site visit. Finally, the college is transitioning the graduate and undergraduate Speech-Language-Pathology programs to the Muskogee campus while continuing to maintain SLP clinics for community outreach on both the Tahlequah and Broken Arrow campuses. Currently, no new program requests are planned.

The Oklahoma College of Optometry continues to serve Oklahoma and the nation by preparing highly-skilled optometric physicians. Facilities for academic work and clinical spaces continue to be priories and are part of NSU's capital campaign. The college has been able to purchase or upgrade clinical equipment through collaborate efforts with stakeholders. Funds to raise faculty pay to market level are needed.

NSU's Graduate College has secured funding to facilitate research and scholarship for graduate students in the form of travel to professional conferences and experiential opportunities tied to the curriculum. A task force of graduate faculty are reviewing possible pathways for housing a journal in the Graduate College to provide students additional opportunities for publication in a peer reviewed Journal. The journal would also provide an internship and valuable work experience for students in the undergraduate media studies program.

NSU's John Vaughn Library has identified the priority of maintaining sufficient bibliographic resources to support current and new academic programming. While recent increases to the materials budget have slowed the rate of subscription cancellations, a number of carefully selected resources identified by colleges and the librarians assigned to them could greatly enhance student learning experience. The library continues to plan for the development of an academic commons, a "one-stop" place for students and faculty to get assistance with research, writing, learning, and communication. Plans to construct and redeploy library space are in progress.

NSU's academic services units have also identified several academic priorities. NSU's University Advising Center is implementing a new early alert system which will store information about a student in a single, digital location rather than having information about academic concerns in one office and behavior concerns in another space. This new system and procedure will be implemented in 2019-20. A concurrent enrollment advisor who serves as a point of contact for students, faculty, and school districts has greatly improved communication processes and service to students, and that work will continue as NSU is approached by more and more school districts about offering concurrent courses on their campuses. The University Advising Center also works with Career Services to implement "MyMajors," a career development software used with first-time freshmen. The UAC will continue to work with Academic Affairs and advisors to improve transfer students experiences through web communications, transfer orientations, and advisement meetings.

NSU's Office of International Programs will focus on strengthening relationships with Quad State and Oklahoma community colleges for recruitment. They will also reach out to high schools and area colleges where a significant number of international students are located. They also endeavor to provide more services to help students be successful including assistance with letters for driver's licenses, immigration advisement, and social events and activities. Similarly, the office plans to increase international awareness on campus and in the community with cultural sensitivity training, hosting an International Education Week, and arranging for international guest speakers and events. Improving procedures to help NSU students participate in bi-lateral exchanges is also a priority.

Another service area, the Center for Tribal Studies (CTS), will continue to facilitate the WICHE grant supported, high impact practices described in Part A of this report: First Year Experience seminars, Native Scholars Living-Learning Communities and the Common Intellectual Experience with a common read book by a native author. CTS oversees the Native American Support Center, a Title III funded program which provides workshops and assistance with various scholarship opportunities such as the Udall Scholarship and Internship, Indian Health Service Scholarship, and various scholarships offered through Tribal Education Departments. The center also facilitates a number of cultural and co-curricular activities including Gatheration, a welcome event for students, the Annual Symposium on the American Indian, the Indigenous Leadership Summit, and prominent guest lecturers.

Finally, NSU's branch campuses at Muskogee and Broken Arrow are dedicated to serving their host communities in both academics and community outreach. NSU Broken Arrow is part of an agreement with Tulsa Community College and Broken Arrow Public Schools to provide space for the BAPS Dual Credit to College Degree program which would allow concurrently enrolled students to earn an associate's degree from TCC while in high school and then transfer to NSU. Additional programs that will serve the Tulsa metropolitan area include the new health and kinesiology program and expanded programming in supply chain management. In Muskogee, programming continues to focus on health professions by transitioning the speech language pathology programs to that campus and the anticipated approval of the physician assistant program. NSU's Reach Higher program in Organizational Leadership and General Studies programs are also based at the Muskogee campus, and these programs continue to grow and serve non-traditional students.

APRA Implementation

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

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

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

Program Review

NSU offers 100 degree and/or certificate programs as follows:

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

Program Development Process

NSU's faculty developed the proposals, which were reviewed and approved by institutional officials. NSU's governing board approved delivery of the Certificate in in Business Analytics, the Certificate in Human Resources Management, the Certificate in International Business, the Graduate Certificate in Data Analytics, the Graduate Certificate in Healthcare Administration Leadership, and the Graduate Certificate in Operations Leadership at their November 15, 2019 meeting. NSU is currently approved to offer the following degree programs and certificates through online delivery:

- Bachelor of Science in Nursing (104);
- Bachelor of Science in Human and Family Science - Early Care Option (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education - Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);
- Master of Education Instructional Leadership (124);

- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Cyber Security (160);
- Certificate in Geographic Information Systems (163);
- Bachelor of Arts in Creative Writing (162);
- Master of Science in Higher Education Leadership (052);
- Bachelor of General Studies in General Studies (132);
- Master of Science in Library Media and Information Technology (129);
- Graduate Certificate in School Library Media Specialist (140);
- Master of Education in School Administration (103);
- Graduate Certificate in Administrator Education (003);
- Master of Business Administration in Business Administration (056);
- Master of Science in Nursing Education in Nursing (149);
- Bachelor of Business Administration in Hospitality and Tourism (093);
- Bachelor of Science in Health Organizations Administration (004);
- Master of Public Health in Public Health (166);
- Graduate Certificate in Public Health (165);
- Graduate Certificate in Public Health Leadership (167);
- Graduate Certificate in Global Health (168);
- Master of Education in Early Childhood Education (117); and
- Certificate in STEM Education (022).

NSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:
Certificate in Business Analytics

Program purpose. The proposed certificate will introduce students to the fundamental tools of business analytics.

Program rationale and employment opportunities. Students who complete the Certificate in Business Analytics will be able to work effectively with technicians, system users, and managerial decision-makers. The College of Business and Technology's advisory board expressed strong interest in the certificate due to needs for local employers. Two of the many positions that students earning the certificate might pursue, management analyst and operations research analyst, are projected for high employment growth over the next few years. According to Oklahoma Employment Security Commission (OESC) data, employment for management analysts is projected to grow 10.9 percent and employment for operations research analysts is projected to grow by an astounding 24 percent between 2016 and 2026. Moreover, employment for management analysts is projected to grow 16.9 percent in Northeast Oklahoma between 2016 and 2026.

Student demand. The proposed program is expected to fulfill student demand within the Bachelor of Business Administration in Business Administration (012) degree program.

Duplication and impact on existing programs. There are no Business Analytics certificate programs in Oklahoma. A system wide letter of intent was communicated by email on July 2, 2019. Tulsa Community

College (TCC) requested a copy of the proposal, which was sent on December 9, 2019. Neither TCC nor any other State System institution notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Business Analytics will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Certificate in Business Analytics

Content Area	Credit Hours
Required Courses	18
Total	**18**

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

Delivery method and support services. Blackboard and Zoom will be used for the electronic delivery of the proposed program. The courses will utilize items from the creative commons to help explain the concepts. Data and problems for projects will come from participating organizations.

The libraries and classrooms on the Tahlequah and Broken Arrow campuses are adequate for the certificate program.

Financing and program resource requirements. The proposed certificate program will be embedded within the Bachelor of Business Administration in Business Administration (012) program. Program resource requirements are supported through the main program and the proposed certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the certificate.

Certificate in Human Resources Management

Program purpose. The proposed certificate will prepare students to pursue entry-level positions in human resources operations and the Associate Professional in Human Resources certification.

Program rationale and employment opportunities. In Spring 2019, enrollment in the Human Resources option of the Bachelor of Business Administration in Management (054) program was 36, which suggests strong student interest in a formal human resource management credential. NSU commissioned Gray and Associates to conduct research into the employment demand for human resource management. According to the findings, human resource management scored in the 90th and 95th percentile for demand. Additionally, according to OESC data, employment for human resources managers is projected to grow 13.6 percent and employment for human resources specialists is projected to grow 9.9 percent in northeast Oklahoma between 2016 and 2026. With few other local programs available in northeast Oklahoma and strong demand from the market, the proposed Certificate in Human Resources Management will fill a need in NSU's service area.

Student demand. The proposed program is expected to fulfill student demand within the Bachelor of Business Administration in Management (054) degree program.

Duplication and impact on existing programs. The proposed Certificate in Human Resources Management may duplicate the following programs:

Institution	Existing Program
Northwestern Oklahoma State University	Certificate in Human Resources Management (069)
Rose State College	Certificate in Human Resources (137)
Tulsa Community College	Certificate in Human Resources (184)

A system wide letter of intent was communicated by email on July 2, 2019. Tulsa Community College (TCC) requested a copy of the proposal, which was sent on December 9, 2019. Neither TCC nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Human Resources 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).

Certificate in Human Resources Management

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

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

Delivery method and support services. Blackboard and Zoom will be used for the electronic delivery of the proposed program. The courses will utilize items from the creative commons to help explain the concepts. Data and problems for projects will come from participating organizations.

The libraries and classrooms on the Tahlequah and Broken Arrow campuses are adequate for the certificate program.

Financing and program resource requirements. The proposed certificate program will be embedded within the Bachelor of Business Administration in Management (054) program. Program resource requirements are supported through the main program and the proposed certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the certificate.

Certificate in International Business

Program purpose. The proposed certificate will prepare students to pursue the National Association of Small Business International Trade Educators (NASBITE) Certified Global Business Professional credential and the Forum for International Trade Training (FITT) Certified International Trade Professional credential.

Program rationale and employment opportunities. The top export industry in Oklahoma is machinery, which provides $1.1 million to the state's economy. According to the International Trade Administration

(ITA), over 50 percent of Oklahoma's exports come from northeast Oklahoma, which has three inland ports that processed more than 10 million tons of merchandise in 2015. Additionally, the ITA reports that in 2016, 28,292 U.S. jobs were supported by goods that were exported from Oklahoma, with 87 percent of these jobs coming from manufacturing. Students who complete the International Business certificate can increase their competitiveness for managerial positions at businesses with foreign ties by pursuing the NASBITE certification, a globally recognized credential which confirms knowledge in international trade and proficiency in global business. Ultimately, graduates will be capable of working in many industries such as retail trade, which, according to OESC data, is projected to grow 4.9 percent in northeast Oklahoma and statewide between 2016 and 2026. This will equate to 690 open positions in northeast Oklahoma and 8,930 open positions across the state.

Student demand. The proposed program is expected to fulfill student demand within the Bachelor of Business Administration in International Business (126) degree program.

Duplication and impact on existing programs. There are no International Business certificate programs in Oklahoma. A system wide letter of intent was communicated by email on July 2, 2019. The University of Oklahoma (OU) and Tulsa Community College (TCC) requested copies of the proposal, which were sent on December 19, 2019 and December 9, 2019, respectively. Neither OU, TCC, nor any other State System institution notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in International Business will consist of 15 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachments (Attachment C).

Certificate in International Business

Content Area	Credit Hours
Required Courses	15
Total	**15**

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

Delivery method and support services. Blackboard and Zoom will be used for the electronic delivery of the proposed program. The courses will utilize items from the creative commons to help explain the concepts. Data and problems for projects will come from participating organizations.

The libraries and classrooms on the Tahlequah and Broken Arrow campuses are adequate for the certificate program.

Financing and program resource requirements. The proposed certificate program will be embedded within the Bachelor of Business Administration in International Business (126) program. Program resource requirements are supported through the main program and the proposed certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the certificate.

Graduate Certificate in Data Analytics

Program purpose. The proposed certificate will prepare working adults seeking retraining or additional training to meet demand for data analyst positions.

Program rationale and employment opportunities. According to a report by IBM published in Forbes, 59 percent of the demand for data analyst positions is in professional services and finance and insurance, which are growing industries in Oklahoma (OESC). More specifically, OESC data suggest that projected growth for positions in professional and business services will be 9.3 percent (addition of 16,750 jobs) and projected growth for the finance and insurance industry will be 6.9 percent (addition of 4,010 jobs) between 2016 and 2026. Moreover, a recent search on the OKJOBMATCH site returned 358 jobs listings statewide for data analysts.

Student demand. The proposed program is expected to fulfill student demand within the Master of Business Administration in Business Administration (056) program.

Duplication and impact on existing programs. The proposed Graduate Certificate in Data Analytics may duplicate the following programs:

Institution	Existing Program
University of Oklahoma	Graduate Certificate in Data Analytics for Information Professionals (449)
Oklahoma State University	Graduate Certificate in Big Data Analytics (512)

A system wide letter of intent was communicated by email on March 8, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

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

Graduate Certificate in Data Analytics

Content Area	Credit Hours
Required Courses	15
Total	**15**

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

Delivery method and support services. Blackboard and Zoom will be used for the electronic delivery of the proposed program. The courses will utilize items from the creative commons to help explain the concepts. Data and problems for projects will come from participating organizations.

The libraries and classrooms on the Tahlequah and Broken Arrow campuses are adequate for the certificate program.

Financing and program resource requirements. The proposed certificate program will be embedded within the Master of Business Administration in Business Administration (056) program. Program resource requirements are supported through the main program and the proposed certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the certificate.

<div align="center">Graduate Certificate in Healthcare Administration Leadership</div>

Program purpose. The proposed certificate will prepare working adults seeking retraining or additional training to meet demand for leadership and administrative positions in health organizations.

Program rationale and employment opportunities. According to CNN, the United States will need to hire 2.3 million new healthcare workers by 2025 in order to adequately address its aging population. The U.S. Bureau of Labor Statistics indicates that employment of medical and health services managers is projected to grow 18 percent from 2016 to 2026, much faster than the average for all occupations. OESC data also suggest that employment for medical and health services managers is projected to grow 12.9 percent in northeast Oklahoma and 11.9 percent across the state between 2016 and 2026. Healthcare has been identified as one of Oklahoma's complementary ecosystems, which means that this industry will help to expand wealth in the economy and provide the infrastructure and services to support the wealth generating systems in Oklahoma. Furthermore, medical and health services manager is currently identified as one of Oklahoma's top critical occupations. Beyond having the ability to pursue various leadership positions in Oklahoma and throughout the United States, graduates with this certificate will also be eligible to pursue the Fellow of the American College of Healthcare Executives (FACHE) board certification.

Student demand. The proposed program is expected to fulfill student demand within the Master of Business Administration in Business Administration (056) program.

Duplication and impact on existing programs. The proposed Graduate Certificate in Healthcare Administration Leadership may duplicate the following program:

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

A system wide letter of intent was communicated by email on March 8, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Healthcare Administration Leadership 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 E).

<div align="center">Graduate Certificate in Healthcare Administration Leadership</div>

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

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

Delivery method and support services. Blackboard and Zoom will be used for the electronic delivery of the proposed program. The courses will utilize items from the creative commons to help explain the concepts. Data and problems for projects will come from participating organizations.

The libraries and classrooms on the Tahlequah and Broken Arrow campuses are adequate for the certificate program.

Financing and program resource requirements. The proposed certificate program will be embedded within the Master of Business Administration in Business Administration (056) program. Program resource requirements are supported through the main program and the proposed certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the certificate.

Graduate Certificate in Operations Leadership

Program purpose. The proposed program will prepare employees who work in manufacturing firms for advancement into leadership positions in manufacturing operations.

Program rationale and background. The service area of NSU includes municipalities and counties whose economic base is manufacturing. NSU's College of Business and Technology Advisory Board, in cooperation with municipal workforce development teams in Broken Arrow, Tahlequah, and Muskogee, as well as feedback from their industry network, identified the development of manufacturing expertise as a focus point. NSU is particularly well situated to fill the demand for operational leaders as the institution is close to the Walmart headquarters, three active inland ports, and a number of manufacturing facilities in the Tulsa metropolitan area. Local extension agents for the Oklahoma Manufacturing Association have written letters of support for the certificate program and indicated they would help NSU inform the manufacturing community about the proposed graduate certificate. Additionally, the proposed graduate certificate will help students prepare for multiple respected certifications in the field such as: Institute for Supply Chain Management's Certified Professional in Supply Management or Certified Professional in Supplier Diversity; Association for Supply Chain Management's Certified Supply Chain Professional or Certified in Logistics, Transportation and Distribution; American Society for Quality's Six Sigma Green Belt.

Employment opportunities. A number of transportation, logistics and supply chain companies regularly solicit NSU to help fill their open positions. Oklahoma Employment Commission data suggest that between 2016 and 2026, there will be a 9.4 percent increase in job demand for operations managers, a 4 percent increase for production managers, a 6 percent increase for purchasing managers, and a 5 percent increase for transportation, distribution and storage managers. Furthermore, a recent search on the OKJOBMATCH site returned 6,923 listings for operations managers within a 100-mile radius of Tulsa. Over 1,200 of these postings indicate that an advanced credential or Master's degree is preferred. The curriculum for the proposed graduate certificate will satisfy the elective requirement in NSU's Master of Business Administration (MBA) in Business Administration (056) degree.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	8	Fall 2024
Minimum Graduates from the program	4	2024-2025

Duplication and impact on existing programs. There are no Operations Leadership certificate programs in Oklahoma. A system wide letter of intent was communicated by email on March 8, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Operations Leadership program will consist of 15 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment F).

Content Area	Credit Hours
Required Cores	15
Total	**15**

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

Delivery method and support services. Blackboard and Zoom will be used for the electronic delivery of the proposed program. The courses will utilize items from the creative commons to help explain the concepts. Data and problems for projects will come from participating organizations.

The libraries and classrooms on the Tahlequah and Broken Arrow campuses are adequate for the certificate program.

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

Program resource requirements. Program resource requirements for the Graduate Certificate in Operations Leadership are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$37,500	$37,500	$37,000	$37,000	$37,000
Explanation: Since the classes in this program will be taken by other MBA students, this projection is based on one quarter of an associate professor's compensation for teaching two classes.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$10,202	$20,405	$20,405	$27,206	$27,206

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Explanation and Calculations: NSU anticipates enrolling 3 students (year 1), 6 students (years 2 and 3), and 8 students (years 4 and 5). In-state graduate tuition and fees are $283.40 per credit hour.					
TOTAL	**$47,702**	**$57,905**	**$57,405**	**$64,206**	**$64,206**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$37,500	$37,500	$37,000	$37,000	$37,000
Explanation: Since the classes in this program will be taken by other MBA students, this projection is based on one quarter of an associate professor's compensation for teaching two classes.					
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	**$37,500**	**$37,500**	**$37,000**	**$37,000**	**$37,000**

Attachments

NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN BUSINESS ANALYTICS

Program Requirements		Credit Hours
Required Courses		**18**
BADM 3933	Business Statistics	3
BADM 3963	Quantitative Methods for Business Decision Making	3
BADM 4203	Business Analytics	3
IS 4293	Business Database Management Systems	3
MGMT 4103	Business Decision Analysis	3
MKT 4103	Marketing Analysis	3
Total		**18**

NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN HUMAN RESOURCES MANAGEMENT

Program Requirements			Credit Hours
Required Courses			**12**
	MGMT 4113	Human Resource Management	3
	MGMT 4163	Compensation Management	3
	MGMT 4223	Negotiation and Labor Issues	3
	MGMT 4313	Strategic Staffing	3
Total			**12**

NORTHEASTERN STATE UNIVERSITY
CERTIFICATE IN INTERNATIONAL BUSINESS

Program Requirements		Credit Hours
Required Courses		**15**
IBUS 4333	Legal Environment of International Business	3
IBUS 4343	International Marketing	3
IBUS 4843	International Business	3
IBUS 4930	Certification Preparation	3
SCM 4533	International Supply Chain Management	3
Total		**15**

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN DATA ANALYTICS

Program Requirements		Credit Hours
Required Courses		**15**
BADM 5203	Business Analytics Survey	3
IS 5313	Structured Data Design and Querying	3
MBA 5123	Analysis for Business Decision Making	3
MGMT 5103	Business Analytics Techniques	3
MKT 5103	Advanced Multi-Environment Analytics	3
Total		**15**

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN HEALTHCARE ADMINSTRATION LEADERSHIP

Program Requirements		Credit Hours
Required Courses		**12**
HCA 5013	Healthcare Policy and Ethical Leadership	3
HCA 5233	Integrated Medical Practice Management	3
HCA 5423	Health Services Technology and Application	3
HCA 5853	Critical Issues in Healthcare Administration	3
Total		**12**

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN OPERATIONS LEADERSHIP

Program Requirements		Credit Hours
Required Courses		**15**
MBA 5223	Operations Strategy and Management	3
MBA 5543	Global Supply Chain Management	3
*MBA 5373	Operations Leadership Development	3
MBA 5213	Organizational Behavior and Change	3
MBA 5923	Operations Capstone Project	3
Total		**15**

*Denotes new course

AGENDA ITEM #8-d (2):

      New Programs.

SUBJECT: Northeastern State University. Approval to offer the Graduate Certificate in Nursing Education, the Graduate Certificate in Nursing Informatics, the Graduate Certificate in Administrative Leadership in Nursing, and the Graduate Certificate in Higher Education Administration.

RECOMMENDATION:

> **It is recommended that the State Regents approve Northeastern State University's request to offer, in Muskogee, via traditional and electronic delivery, the Graduate Certificate in Nursing Education, the Graduate Certificate in Nursing Informatics, and the Graduate Certificate in Administrative Leadership in Nursing and, via traditional and electronic delivery, the Graduate Certificate in Higher Education Administration in Tahlequah and Broken Arrow, 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 Nursing Education.** This certificate will be embedded within the Master of Science in Nursing Education in Nursing (149) and will be included in the regular program review due in 2025.

- **Graduate Certificate in Nursing Informatics.** This certificate will be embedded within the Master of Science in Nursing Education in Nursing (149) and will be included in the regular program review due in 2025.

- **Graduate Certificate in Administrative Leadership in Nursing.** This certificate will be embedded within the Master of Science in Nursing Education in Nursing (149) and will be included in the regular program review due in 2025.

- **Graduate Certificate in Higher Education Administration.** This certificate will be embedded within the Master of Science in Leadership (052) and will be included in the regular program review due in 2024.

BACKGROUND:

Academic Plan

Northeastern State University's (NSU) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

Northeastern State University will continue its focus on student success initiatives for the 2019-20 academic year. Institutionally, three major initiatives will continue: the HLC Quality initiative – Sustaining Student Success, the Tulsa Transfer Partnership, and the Math Pathways implementation. In addition, the institution is working to improve its online course and program offerings and consolidate services for students who access courses through this learning environment. A new eCampus Executive Director position has been created, and the individual who will fill the position should be in place August 1, 2019.

During the past year, the Sustaining Student Success initiative continued with data collection and analysis. This year the data will inform planning and changes for any curriculum modifications needed as well as improvements in services. The Tulsa Transfer Partnership process will also continue. Last year, the NSU steering committee conducted the self-study and developed 38 recommendations. An implementation committee will be formed and start work on priority recommendations during 2019-20. The Math Pathways project is ready for its final implementation year. Beginning fall 2019, incoming students will be guided to one of four pathways based on their selected major: Social and Behavioral Sciences path (MATH 1313 Elementary Statistics); Arts and Humanities path (MATH 1473 Applied Mathematics); Math, Sciences and Health Professions path (MATH 1523 College Algebra); and Business and Technology path (MATH 1523 Functions and Change). Faculty will monitor the implementation to determine if changes are needed.

NSU's new institutional endeavor will be to strengthen its online offerings. The eCampus Executive Director will oversee the development of a strategic plan for online offerings, conduct needs analysis for programming and resource allocation, create recruitment and marketing plans and oversee day-to-day operations for online instruction including course review and revision, faculty professional development, accessibility training, and student support. Plans call for additional instructional designers to work with faculty and increased attention to standardized course components to insure a consistent experience for all students.

In additional to these institutional priorities, each college and academic unit has articulated areas of focus for the 2019-20 academic year. Below are highlights of those priorities which are informed by last year's comprehensive review by Gray Associates.

Building on its recent re-accreditation by the Accreditation Council for Business Schools and Programs (ACBSP), the College of Business and Technology is working closely with advisory panels and local businesses to identify programs to grow and support. The Environmental Health & Safety Management program will continue to work toward accreditation by the Accreditation Board for Engineering and Technology (ABET) and has hired an additional faculty member as required by the standards. Raising funds to support a safety lab are a continuing priority, and the college will be organizing a committee to outline a plan for ABET accreditation. The International Business program has been redesigned and will be reintroduced as the International Business Management, B.B.A., and the Entrepreneurship major which had been suspended will be revised in preparation for reinstatement.

NSU's College of Education also hosted an accreditation visit during 2018-19, and its accreditation was continued for another seven years with no areas for improvement or stipulations. That affirmative response supports the following priorities planned for the 2019-20 academic year. First the college seeks to support its P-12 district partners by working with them on "grow your own" teacher programs which provide concurrent course work to interest high school students in the teaching profession. The program will also pilot the Praxis Performance Assessment Test as part of state-wide efforts to modify certification testing and revise the GPA graduation requirement elementary, early childhood, and special education majors to address financial aid regulations related to satisfactory academic progress (SAP). Other curriculum changes include updating courses content to better address current needs in P-12 classes addressing English Language Learners, differentiation, and trauma-informed instruction. Recruitment and retention plans for

programs in Health & Kinesiology and Psychology & Counseling will developed. Work continues on developing an Early Care minor to a fully online degree program in Human Development and Family Science.

In the College of Liberal Arts, overall, the college intends to focus on low enrollment programs for the 2019-20 academic year in an effort to better promote the programs and their connections to vocations. The new Masters of Social Work program is off to a good start and working its way through the accreditation process with the Council for Social Work Education (CSWE) granting candidacy status in June, 2019. Hiring qualified faculty remains a challenge in difficult budget times in this program as well as other programs across the college. Once those issues are resolved, the program plans to pursue online program delivery and delivery on the Broken Arrow campus. Another priority is to elevate the Cherokee and Native American Studies programs where enrollment continues to be a challenge. While the programs currently work with tribal education departments, continued efforts to tie programs to the tribes and improve course rotations and online offerings will be important to sustain these NSU signature programs. In an effort to address changing needs and job opportunities in the discipline, English is developing a TESOL major to prepare teachers for non-native speakers.

The Gregg Wadley College of Science and Health Professions had several new programs approved during the 2018-19 academic year, and this year will focus on implementing those programs. For example, the college is in the process of hiring a director for the new Public Health, MPH program, and that program will need to search for an additional faculty member during 2019-20. Three degree options in the Nursing, M.S.N. have been approved by the Accreditation Commission for Education in Nursing (ACEN), and students are beginning to enroll in those options. New faculty in this area would reduce the program's dependence on adjuncts. Several programs will be undergoing accreditation or re-accreditation visits including the Nutritional Sciences, Didactic Program in Dietetics (DPD) and the Physician Assistant program will be re-submitting its self-study for a February 2020 site visit. Finally, the college is transitioning the graduate and undergraduate Speech-Language-Pathology programs to the Muskogee campus while continuing to maintain SLP clinics for community outreach on both the Tahlequah and Broken Arrow campuses. Currently, no new program requests are planned.

The Oklahoma College of Optometry continues to serve Oklahoma and the nation by preparing highly-skilled optometric physicians. Facilities for academic work and clinical spaces continue to be priories and are part of NSU's capital campaign. The college has been able to purchase or upgrade clinical equipment through collaborate efforts with stakeholders. Funds to raise faculty pay to market level are needed.

NSU's Graduate College has secured funding to facilitate research and scholarship for graduate students in the form of travel to professional conferences and experiential opportunities tied to the curriculum. A task force of graduate faculty are reviewing possible pathways for housing a journal in the Graduate College to provide students additional opportunities for publication in a peer reviewed Journal. The journal would also provide an internship and valuable work experience for students in the undergraduate media studies program.

NSU's John Vaughn Library has identified the priority of maintaining sufficient bibliographic resources to support current and new academic programming. While recent increases to the materials budget have slowed the rate of subscription cancellations, a number of carefully selected resources identified by colleges and the librarians assigned to them could greatly enhance student learning experience. The library continues to plan for the development of an academic commons, a "one-stop" place for students and faculty to get assistance with research, writing, learning, and communication. Plans to construct and redeploy library space are in progress.

NSU's academic services units have also identified several academic priorities. NSU's University Advising

Center is implementing a new early alert system which will store information about a student in a single, digital location rather than having information about academic concerns in one office and behavior concerns in another space. This new system and procedure will be implemented in 2019-20. A concurrent enrollment advisor who serves as a point of contact for students, faculty, and school districts has greatly improved communication processes and service to students, and that work will continue as NSU is approached by more and more school districts about offering concurrent courses on their campuses. The University Advising Center also works with Career Services to implement "MyMajors," a career development software used with first-time freshmen. The UAC will continue to work with Academic Affairs and advisors to improve transfer students experiences through web communications, transfer orientations, and advisement meetings.

NSU's Office of International Programs will focus on strengthening relationships with Quad State and Oklahoma community colleges for recruitment. They will also reach out to high schools and area colleges where a significant number of international students are located. They also endeavor to provide more services to help students be successful including assistance with letters for driver's licenses, immigration advisement, and social events and activities. Similarly, the office plans to increase international awareness on campus and in the community with cultural sensitivity training, hosting an International Education Week, and arranging for international guest speakers and events. Improving procedures to help NSU students participate in bi-lateral exchanges is also a priority.

Another service area, the Center for Tribal Studies (CTS), will continue to facilitate the WICHE grant supported, high impact practices described in Part A of this report: First Year Experience seminars, Native Scholars Living-Learning Communities and the Common Intellectual Experience with a common read book by a native author. CTS oversees the Native American Support Center, a Title III funded program which provides workshops and assistance with various scholarship opportunities such as the Udall Scholarship and Internship, Indian Health Service Scholarship, and various scholarships offered through Tribal Education Departments. The center also facilitates a number of cultural and co-curricular activities including Gatheration, a welcome event for students, the Annual Symposium on the American Indian, the Indigenous Leadership Summit, and prominent guest lecturers.

Finally, NSU's branch campuses at Muskogee and Broken Arrow are dedicated to serving their host communities in both academics and community outreach. NSU Broken Arrow is part of an agreement with Tulsa Community College and Broken Arrow Public Schools to provide space for the BAPS Dual Credit to College Degree program which would allow concurrently enrolled students to earn an associate's degree from TCC while in high school and then transfer to NSU. Additional programs that will serve the Tulsa metropolitan area include the new health and kinesiology program and expanded programming in supply chain management. In Muskogee, programming continues to focus on health professions by transitioning the speech language pathology programs to that campus and the anticipated approval of the physician assistant program. NSU's Reach Higher program in Organizational Leadership and General Studies programs are also based at the Muskogee campus, and these programs continue to grow and serve non-traditional students.

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

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

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

Program Review

NSU offers 100 degree and/or certificate programs as follows:

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

Program Development Process

NSU's faculty developed the proposals, which were reviewed and approved by institutional officials. NSU's governing board approved delivery of the Graduate Certificate in Nursing Education, the Graduate Certificate in Nursing Informatics, the Graduate Certificate in Administrative Leadership in Nursing, and the Graduate Certificate in Higher Education Administration at their January 31, 2020 meeting. NSU is currently approved to offer the following degree programs and certificates through online delivery:

- Bachelor of Science in Nursing (104);
- Bachelor of Science in Human and Family Science - Early Care Option (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education - Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);
- Master of Education Instructional Leadership (124);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Cyber Security (160);
- Certificate in Geographic Information Systems (163);
- Bachelor of Arts in Creative Writing (162);
- Master of Science in Higher Education Leadership (052);
- Bachelor of General Studies in General Studies (132);
- Master of Science in Library Media and Information Technology (129);
- Graduate Certificate in School Library Media Specialist (140);
- Master of Education in School Administration (103);
- Graduate Certificate in Administrator Education (003);

- Master of Business Administration in Business Administration (056);
- Master of Science in Nursing Education in Nursing (149);
- Bachelor of Business Administration in Hospitality and Tourism (093);
- Bachelor of Science in Health Organizations Administration (004);
- Master of Public Health in Public Health (166);
- Graduate Certificate in Public Health (165);
- Graduate Certificate in Public Health Leadership (167);
- Graduate Certificate in Global Health (168);
- Master of Education in Early Childhood Education (117); and
- Certificate in STEM Education (022);

NSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

<div align="center">

Graduate Certificate in Nursing Education
Graduate Certificate in Nursing Informatics
Graduate Certificate in Administrative Leadership in Nursing

</div>

Program purpose. The proposed certificates will prepare registered nurses for teaching positions, and leadership roles in academic, clinical, and corporate settings.

Program rationale and employment opportunities. NSU's Nursing Advisory Committee members indicate that they have employees who need advanced training to better prepare them for teaching and leadership roles. According to the U.S. Bureau of Labor Statistics, employment for medical and health services managers is projected to grow 18 percent from 2018 to 2028, much faster than the average for all occupations. Furthermore, Oklahoma Employment Security Commission (OESC) data suggest that employment for medical and health services managers will grow 11.9 percent from 2016 to 2026. OESC data also indicate that employment for postsecondary nursing instructors and teachers will grow 19.4 percent statewide and 23.8 percent in northeast Oklahoma between 2016 and 2026. The proposed certificates will help to meet the high employment demand for nursing administrators and instructors across Oklahoma and the nation.

Student demand. The proposed programs are expected to fulfill student demand within the Master of Science in Nursing Education in Nursing (149) degree program.

Duplication and impact on existing programs. There are no graduate certificate programs in Nursing Education, Nursing Informatics, or Administrative Leadership in Nursing in Oklahoma. A system wide letter of intent was communicated by email on January 23, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed programs. Approval will not constitute unnecessary duplication.

Curricula. The proposed Graduate Certificate in Nursing Education, Graduate Certificate in Nursing Informatics, and Graduate Certificate in Administrative Leadership in Nursing will consist of 12 total credit hours as shown in the following table. No new courses will be added and the curricula are detailed in the attachments (Attachment A, B, and C, respectively).

Graduate Certificate in Nursing Education
Graduate Certificate in Nursing Informatics
Graduate Certificate in Administrative Leadership in Nursing

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

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

Delivery method and support services. Blackboard and Zoom will be used for the electronic delivery of the proposed programs. The courses will utilize items from the creative commons to help explain the concepts. Data and problems for projects will come from participating organizations.

The libraries and classrooms on the Muskogee campus are adequate for the certificate programs.

Financing and program resource requirements. The proposed certificate programs will be embedded within the Master of Science in Nursing Education in Nursing (149) program. Program resource requirements are supported through the main program and the proposed certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the certificate.

Graduate Certificate in Higher Education Administration

Program purpose. The proposed certificate will cover theories, methods, and best practices that will prepare students for leadership roles in postsecondary educational settings.

Program rationale and employment opportunities. In 2018, NSU commissioned Gray and Associates to conduct a needs assessment surrounding the Master of Science in Leadership program (052) and its current options. According to the findings, many of NSU's constituents (e.g., students, secondary teachers, tribal representatives, and higher education personnel) were most interested in the higher education administration option. OESC data suggest that employment for postsecondary education administrators is projected to grow 5 percent statewide and 8.8 percent in northeast Oklahoma between 2016 and 2026. In addition, the U.S. Bureau of Labor Statistics projects that employment of postsecondary education administrators will grow 7 percent nationally from 2018 to 2028, faster than the average for all occupations. The proposed certificate will allow NSU to continue meeting the need for higher education leaders as student enrollment in colleges and universities continues to increase across the country.

Student demand. The proposed program is expected to fulfill student demand within the Master of Science in Leadership (052) degree program.

Duplication and impact on existing programs. There are no Graduate Certificate in Higher Education Administration programs in Oklahoma. A system wide letter of intent was communicated by email on October 30, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Higher Education Administration will consist of 12 total credit hours as shown in the following table. No new courses will be added and the curriculum is

detailed in the attachment (Attachment D).

Graduate Certificate in Higher Education Administration

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

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

Delivery method and support services. Blackboard and Zoom will be used for the electronic delivery of the proposed program. The courses will utilize items from the creative commons to help explain the concepts. Data and problems for projects will come from participating organizations.

The libraries and classrooms on the Tahlequah and Broken Arrow campuses are adequate for the certificate program.

Financing and program resource requirements. The proposed certificate program will be embedded within the Master of Science in Leadership (052). Program resource requirements are supported through the main program and the proposed certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the certificate.

Attachments

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN NURSING EDUCATION

Program Requirements		Credit Hours
Required Courses		**12**
NURS 5103	Nurse Educator Role Development	3
NURS 5413	Curriculum Development	3
NURS 5453	Assessment and Evaluation in Nursing Education	3
NURS 5473	Facilitating Learning for Healthcare Professionals	3
Total		**12**

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN NURSING INFORMATICS

Program Requirements		Credit Hours
Required Courses		**12**
NURS 5473 OR NURS 5613	Facilitating Learning for Health Professionals Leadership Development for the Advanced Nursing Professional	3
NURS 5523	Foundations of Nursing Informatics Practice	3
NURS 5553	System Design Life Cycle	3
NURS 5583	Data Management and Health Care Technology	3
Total		**12**

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN ADMINISTRATIVE LEADERSHIP IN NURSING

Program Requirements		Credit Hours
Required Courses		**12**
NURS 5613	Leadership Development for the Advanced Nursing Professional	3
NURS 5633	Healthcare Finance & Economics	3
NURS 5663	Organizational & Systems Management in Nursing	3
NURS 5673	Human Resource Management	3
Total		**12**

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN HIGHER EDUCATION ADMINISTRATION

Program Requirements		Credit Hours
Required Courses		**12**
EDUC 5533	Foundations of College Student Personnel Services	3
EDUC 5543	Resource Acquisition, Development and Utilization	3
EDUC 5643	Program Development, Assessment and Evaluation	3
EDUC 5743	Principles of Andragogy and Adult Development	3
Total		**12**

AGENDA ITEM #8-e:

> **New Programs.**

SUBJECT: Rogers State University. Approval to offer the Bachelor of Science in Allied Health Sciences.

RECOMMENDATION:

> **It is recommended that the State Regents approve Rogers State University's request to offer the Bachelor of Science in Allied Health Sciences, with options in Pre-Occupation Therapy, Pre-Physical Therapy, and Pre-Athletic Training, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

> - **Bachelor of Science in Allied Health Sciences.** Continuation beyond 2025 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 20 students in Fall 2024; and
>   Graduates: a minimum of 9 students in 2024-2025.

BACKGROUND:

Academic Plan

Rogers State University's (RSU) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

Inspire Student Learning and Development

- Hire Director of First-Year and Transfer Experience to assist in implementation of comprehensive first-year program for new and transfer students
- Develop university-wide general education curricula in support of first year experience course for all new and transfer students
- Expand the use of co-requisite developmental education to include statistics in mathematics
- Continue implementation of Gray Associates recommendations on programmatic development and discontinuance
  - Launch new program in Allied Health, including options in Pre-Occupation Therapy, Pre-Physical Therapy, and Pre-Athletic Training
  - Launch new associate and baccalaureate programs in Unmanned Aerial Systems
  - Transition B.S. in Business Administration Accounting Option to full online delivery
  - Complete approval process for new Master's Degree in Community Counseling
  - Develop career emphasis options within the Master of Business Administration
  - Sunset Associate of Applied Science in Emergency Medical Services program
  - Sunset Associate of Applied Science in Nursing program

- Student Affairs will develop a Big Tent Day type event for the start of the spring semester to welcome and inform new students who start classes in January
- Re-energize Diversity Committee with enhanced faculty participation and student involvement
- Pursue TRIO grants including Student Support Services and Veteran's Student Support Services
- Students and Counseling Services will launch Active Minds nationally-affiliated student organization focused on student mental well-being
- The re-launched Queers & Allies student organization will increase presence and visibility of National Coming Out Day and a Queer Prom event
- Student Affairs and RSU Libraries will host a panel discussion on Immigration
- Athletics department developed new core values: Service, Integrity, Respect, Character, Family, Hard Work, Commitment, Academics
- Athletics department will work with local organizations to develop educational opportunities for student-athletes to educate them about life principles (i.e. financial planning, health care, etc.)

Advance Institutional Excellence, Innovation & Tradition

- Implement "Students First" branding and service initiative to capitalize on university's strengths while developing service standards of excellence for all stakeholders
- Homecoming will move from the fall to spring semester to coincide with conference basketball schedule and boost attendance
- Student Affairs and Athletics are launching a new Family Weekend tradition to be held in the fall semester to coincide with home soccer
- Expand usage of quality standards in blended and on-ground courses
- Develop and implement Quality Initiative per Higher Learning Commission requirement
- RSU accepted Associate Membership with the Mid-American Athletic Association Conference, which should improve student experience, reduce out-of-class time and build regional rivalries.
- Athletics department will implement a strategic plan focused on gaining full membership into Mid-American Athletic Association
- Implement a cloud printing solution to allow students to print on campus from their own devices

Engage Relevant Stakeholders

- Student Affairs will seek to expand RSU's presence and involvement in Tulsa Pride weekend
- Student Affairs will endeavor to expand RSU's presence and involvement in the annual MLK, Jr. Parade
- Residential Life will host former Resident Assistant reception during Homecoming
- Alumni Relations and Career Services will re-launch STAMP (student-alumni mentoring program)
- Expand the use of service learning in applied technology, biology, and business disciplines
- Develop partnerships with area high schools to deliver certificate and associate degree programs
- University was honored as finalist for NCAA Award of Excellence Award for community service efforts related to Claremont Elementary Day, which engages students from one of the community's most economically challenged schools
- Athletics will continue to strengthen engagement in the business sector to increase corporate sales and brand awareness
- Engage local organizations to increase group sales to athletic events in order to increase attendance and provide knowledge of RSU athletics
- Partnership Initiatives
  - Support the Rogers County Achieves initiative
  - Initiate Claremore Chamber of Commerce partnership regarding "Hillcat Friday," includes selling RSU gear, wearing RSU gear, business discounts, special offers for prospective students and families

- o Strengthen partnership with Northeast Workforce Alliance and Development Board.
- o Strengthen partnership with Tulsa Hispanic Chamber of Commerce.
- o Continue work with Gear Up and strengthen partnership with TRIO including embedding staff within the RSU Admissions department
- o Continue work with Northeast KEN Core Team/Oklahoma EDGE in development of the Business-Education Partnership Toolkit for high school students in local area.

<u>Enhance Enrollment Growth and Development</u>

Recruitment and Retention Focus:
- Accelerate communication strategies that include:
  - o personalized faculty messages to prospective students in major areas
  - o personalized messages to specific types of students
  - o personalized messages emphasizing campus locations and program delivery methods
- Increase use of social media and texting capacities
- Provide additional opportunities and structure for faculty to recruit students
- Launch online program marketing and recruitment campaign outside of Oklahoma
- Focus increased recruitment efforts in Pryor and Bartlesville
- Expand recruitment territory into Texas
- Utilize Oklahoma's Individual Career Academic Plan (ICAP) as a recruitment tool in area schools
- Increase concurrent student conversion by 5%
- Leverage digital media platforms and explore deployment search engine optimization
- Improve data analytics and reporting mechanisms for admission funnel and yield tracking
- Focus on improving student service and the development of a divisional service standard
- Strengthen operational accuracy and continue to employ Jenzabar EX system efficiencies
- Develop training program for new staff
- Create and update internal documentation on procedures, policies and processes.
- Implement Jenzabar retention system via predictive analytics for at-risk students
- Implement Academic Notice and Probation intervention program for academically at-risk students
- Explore grant opportunities for student support services center
- Focus on improving student customer service and the development of a divisional service standard
- Strengthen operational accuracy and continue to employ Jenzabar EX system efficiencies
- Develop training program for new staff
- Create and update internal documentation on procedures, policies and processes

Financial Aid Focus:
- Transition scholarship and endowment management from Development to Enrollment Management
- Host RSU Open House and FAFSA nights on all RSU campuses
- Focus on improving student customer service and the development of a divisional service standard
- Strengthen operational accuracy and continue to employ PowerFAIDS system efficiencies
- Develop training program for new staff
- Create and update internal documentation on procedures, policies and processes

Student Development Focus:
- Counseling Services will implement video-based counseling session option for branch campus and online students
- Student Activities will leverage video promotions to market student events
- Disability Services will develop online application form for student accommodation services

- Student Affairs is leveraging Jenzabar EX to integrate the Hillcamp application process
- Student Activities will transition the esports coach position to full-time and begin offering scholarships
- Enrollment Management and Student Affairs will launch Commuter Student Day to recognize commuting students, providing resources and support
- Student Affairs will continue offering services and support to single mother students through the renewed Women's Foundation of Oklahoma SMART grant
- The GEAR UP College Coach will mentor incoming first-year students who were encouraged to attend college during this program's special focus in area high schools to help students be college-ready
- Athletics department, as part of its strategic plan, will evaluate and implement sport expansion to increase enrollment consistent with focus on gaining full membership in Mid-American Athletic Association

APRA Implementation

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

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

78	Degree and/or certificate programs deleted
37	Degree and/or certificate programs added

Program Review

RSU offers 35 degree and/or certificate programs as follows:

3	Certificates
10	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees
18	Baccalaureate Degrees
1	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 RSU'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

RSU's faculty developed the proposal, which was reviewed and approved by institutional officials. RSU's governing board approved delivery of the Bachelor of Science in Allied Health Sciences at their May 9, 2019 meeting. RSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Allied Health Sciences

Program purpose. The proposed program will prepare students to pursue various health and fitness careers and to complete prerequisites needed to apply for graduate programs in Athletic Training, Physical Therapy, and/or Occupational Therapy.

Program rationale and background. Consultation with leaders in existing graduate programs in athletic training have been instrumental in developing the proposed program. Guidance in developing the curriculum along with letters of support have been received from graduate program directors. Oklahoma State University and the University of Tulsa have two of the three Athletic Training programs in the state and both are located in the Tulsa area. Demand for athletic trainers is increasing outside of educational athletic settings. Manufacturing plants, fire departments, and military bases are examples of expanding employment opportunities for athletic trainers.

A bachelor's degree is required before applying to physical therapy school. The proposed program would be ideal for students interested in applying for a graduate degree in physical therapy. Interviews with area physical therapists have indicated support of the proposed program. In addition, Pre-Nursing students who are not accepted to RSU's Nursing program would benefit from the proposed program. In February 2019, there were 150 applicants for 50 available slots in the Fall 2019 BSN class. For those who are not accepted into the Nursing program, a new major must be selected. The proposed program would allow these students to continue work toward an allied health career at RSU, since many of the prerequisites for the nursing program would count toward this degree.

Employment opportunities. Students in the proposed program may pursue various positions listed on the 2018-2020 Top Critical Occupations List on the Oklahoma Works website including physical therapist, physician assistant, occupational health and safety specialist, and health care manager. The proposed curriculum offers business classes as electives, which uniquely qualifies graduates for positions as medical/health service managers. Oklahoma Employment Security Commission data suggests that 23,180 healthcare practitioner and technical occupations will be added between 2016 and 2026. The following employment opportunities that graduates of the proposed program may pursue are projected to grow significantly during that timeframe (e.g., medical and health service managers, 12 percent; health technologists and technicians, 13 percent; medical assistants, 18.1 percent). Furthermore, students in the proposed program will be eligible to take the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist Exam, which provides certification needed for employment in collegiate and professional athletics and some fitness centers.

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	20	Fall 2024
Minimum Graduates from the program	9	2024-2025

Duplication and impact on existing programs. The proposed Bachelor of Science in Allied Health Sciences may duplicate the following programs:

Institution	Existing Program
Oklahoma State University	Bachelor of Science in Nutritional Sciences - Allied Health option (097)
Oklahoma State University	Bachelor of Science in Applied Exercise Science (514)
Oklahoma State University	Bachelor of Science in Health Education and Promotion - Exercise and Health option (116)
Northeastern State University	Bachelor of Science in Nutritional Sciences - Allied Health option (153)

A system wide letter of intent was communicated by email on April 22, 2019. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on December 19, 2019. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to employment demand, approval to offer the degree will not constitute unnecessary duplication.

Curriculum. The Bachelor of Science in Allied Health Sciences will consist of a total of 120 total credit hours, as shown in the following table. Five new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	42
Program Core Requirements	47
Option	9-12
Guided Electives	15
General Electives	4-7
Total	**120**

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

Support services. The library, classroom, and lab space are adequate for the proposed program.

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

Program resource requirements. Program resource requirements for the Bachelor of Science in Allied Health Sciences are shown in the following table.

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

	Year of Program				
A. Funding Sources	**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	$83,200	$83,200	$83,200	$83,200	$83,200
Explanation: The amounts above reflect funds that will become available as a result of the gradual closure of the Associate in Applied Science in Emergency Medical Service (094) program. Funds used for EMS program faculty, staff, travel, and other expenses will be reallocated for Allied Health Sciences program needs.					
Student Tuition	$73,300	$90,599	$116,646	$144,174	$165,000
Narrative/Explanation: Tuition and fees/cost of attendance for 2018-19 = $7,330/year x number of student majors/year. RSU projects 10, 12, 15,18, and 20 students for years 1-5. A 3 percent increase per year is used to estimate future tuition production.					
TOTAL	**$156,500**	**$173,799**	**$199,846**	**$227,374**	**$248,200**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$83,200	$83,200	$83,200	$83,200	$83,200
Explanation: The amounts above reflect $60,000/year faculty salary plus 27.5 percent for benefits plus $6,700 fixed costs (health insurance).					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$2,000	$2,000	$2,000	$2,000	$2,000
Explanation: The amounts above will be used for expenses related to Athletic Training and Physical Therapy equipment and supplies. Other expendables can be covered through student fees assessed on these classes.					
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Office Supplies	$500	$500	$500	$500	$500
Explanation: The amounts above will be used for additional office supplies needed to administer the proposed program.					
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$1,000	$1,000	$1,000	$1,000	$1,000

Explanation: The amounts above will be used for travel to professional conference and field experience supervision costs for a new faculty member.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$86,700**	**$86,700**	**$86,700**	**$86,700**	**$86,700**

Attachment

ROGERS STATE UNIVERSITY
BACHELOR OF SCIENCE IN ALLIED HEALTH SCIENCES

Degree Requirements		Credit Hours
General Education		**42**
	Communications (9 hours)	
ENGL 1113	Composition I	3
ENGL 1213	Composition II	3
SPCH 1113	Speech Communication	3
	Social and Behavioral Sciences (9 hours)	
HIST 2483 or HIST 2493	American History to 1877 American History since 1877	3
POLS 1113	American Federal Government	3
PSY 1113	Introduction to Psychology	3
	Science and Mathematics (12 hours)	
	Select from the following:	
CHEM 1315	General Chemistry I	5
BIOL 1144	General Cellular Biology	4
MATH 1513	College Algebra	3
	Humanities (6 hours)	
	Select two from the following:	
ART 1113 or COMM 2413 or ENGL 2613 or HUM 2113 or HUM 2223 or HUM 2893 or MUS 2573 or PHIL 1113	Art Appreciation Theatre Appreciation Introduction to Literature Humanities I Humanities II Cinema Music Appreciation Introduction to Philosophy	6
	Global Studies (3 hours)	
	Select one from the following:	
BIOL 3103 or ECON 3003 or GEOG 2243 or GERM 1113 or HIST 2013 or HIST 2023 or HUM 3633 or LANG 1113 or NAMS 1143 or	Plants and Civilization International Economic Issues Human Geography Beginning German I World Civilization I World Civilization II Comparative Religion Foundations of World Languages Native Americans of North America	3

NAMS 2503 or PHIL 1313 or POLS 3053 or SOC 3213 or SPAN 1113	Cherokee I Values and Ethics International Relations Minority Groups Beginning Spanish I	
	Elective (3 hours)	
	Select three additional hours from the courses listed above and not previously selected.	3
Program Core Requirements		**47**
HLSC 1051	Blood Borne Pathogens and Hazard Communications	1
HLSC 1813	First Aid	3
NUTR 1113	Introduction to Nutrition	3
PHYS 1114	General Physics I	4
HLSC 1233	Medical Terminology	3
FTMT 2723	Care and Prevention of Athletic Injuries	3
BIOL 2285	Human Anatomy	5
BIOL 3204	Physiology	4
*FTMT 3813	Biomechanics	3
FTMT 3733	Physiology of Exercise	3
FTMT 4213	Methods of Strength and Conditioning	3
*FTMT 4813	Advanced Strength & Conditioning	3
*FTMT 4423	Field Experience	3
MATH 2843 or BADM 2843	Statistics Business Statistics	3
MATH 1613	Trigonometry	3
Pre-Athletic Training Option		**9**
NUTR 3303	Nutrition for Sport and Exercise	3
*FTMT 3553	Advanced Care & Prevention of Athletic Injuries	3
FTMT 4523	Exercise Testing and Prescription	3
Pre-Physical Therapy Option		**12**
PSY 3033	Developmental Psychology	3
BIOL 2205	General Zoology	5
PHYS 1214	General Physics II	4
Pre-Occupational Therapy Option		**11**
PSY 3033	Developmental Psychology	3
BIOL 2205	General Zoology	5
PSY 3013	Abnormal Psychology	3

Guided Electives		15
	Select from the following:	
MGMT 3013	Principles of Management	3
MKTG 3113	Principles of Marketing	3
SPMT 3013	Marketing Sports	3
BADM 3113	Business Communication	3
SPMT 3423	Ethics in Sport Management	3
BIOL 3203	Bioethics	3
SOC 3413	Food and Society	3
SOC 4023	Medical Sociology	3
*NUTR 4233	Nutrition in Health and Disease	3
General Electives		**4-7**
	Pre-PT must include 3 hours of upper-level electives.	
Total		**120**

* Denotes new course.

AGENDA ITEM #8-f:

> **New Programs.**

SUBJECT: University of Central Oklahoma. Approval to offer the Graduate Certificate in Food Quality and Safety.

RECOMMENDATION:

> **It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the Graduate Certificate in Food Quality and Safety via electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

> • **Graduate Certificate in Food Quality and Safety.** This certificate will be embedded within the Master of Science in Nutrition and Food Science (184) and will be included in the regular 5-year program review due in 2020.

BACKGROUND:

Academic Plan

The University of Central Oklahoma's (UCO) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

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

1) Tenure-track faculty-goal is to hire 30 TT faculty over the next 10 years at a cost of nearly 2.5 million dollars. Three positions, requested for FY20, would cost approximately $250,000. (SGs 1, 2)
2) Continue to invest in UCO Downtown. This includes the completion of a renovation to One Santa Fe Plaza (approx. $250,000 required for completion in FY20) that will provide classroom and laboratory space for students and faculty and staff touchdown space for those working part-time downtown. (SG 11)
2) Faculty compensation remains an issue in hiring and retaining faculty in certain fields. Invest in faculty salaries. (budget to be determined) (SG 8)
5) Request for an increase in AA operating budget.
6) An Increase in Tuition Waivers and graduate assistant stipends to recruit and retain talented students. (SG 7)

7) With the ending of the DOE grant that has supported STLR, approximately $225,000 will be required to accomplish institutionalization of this national award-winning endeavor that has garnered positive outcomes for students.

7) Capital projects- (see facilities below) (SGs 3, 8, 10)

Facilities (academic and non-academic):

- **STEM Teaching and Research Center.** This 55,000 square foot new building contains multiple undergraduate research program spaces as well as house the College of Math and Science super computer, classrooms and an 80-seat secure storm shelter/auditorium. This facility allows UCO students to be able to use current state of the art labs and scientific equipment in fields such as Forensic Science, Nursing, Biomedical Engineering, Computer Science, Biology, & Mathematics. Construction began February 2017 and opened its doors to students in spring 2019. (SGs 3, 5, 8, 10)
- **College of Liberal Arts Addition.** This 52,000 square foot addition to the current Liberal Arts Building will contain multiple transformative style classrooms, a large 200+-seat auditorium w/ storm shelter function, faculty offices, and a new community student area. Construction began in the winter 2017-2018 and will be open for classes in fall 2019. (SGs 3, 5, 8, 10)
- **New Dining Center.** This 60,000 square foot building will contain 30,000 square feet of new student dining facilities for campus and that will seat approximately 560. The additional 30,000 square feet will include support spaces for Auxiliary Enterprises and other needed administrative support space and a multi-use open office area for use as temporary departmental swing space during renovations of other facilities. Construction is to begin February 2018 for completion fall 2019. (SG 10)
- **Athletic Complex-North Hamilton Annex.** Construction of the 26,000 square foot facility is to begin in summer 2018 with completion fall 2019. This facility will add new wrestling facilities as well as a much needed practice gymnasium for the Athletic teams, and locker rooms, and will also assist with Title IX compliance. (SGs 10, 12)

Academic Affairs operational priorities:

Note: This list reflects items identified at the Provost Cabinet Retreat in November 2017 as well as the University Planning Council (UPC) during the spring 2018 semester.

- Mandatory Cost Items (added to the mandatory cost request)
- Accreditation cost increase ($19,900).
- Allocate funds to support the completion of the remodeling of the One Santa Fe Plaza property in downtown Oklahoma City to support the metropolitan initiative and for the relocation of the UCO radio station: $500,000
- Additional full-time faculty positions to bring UCO closer to its regional and metropolitan peer average.
- Ten Temporary Lecturer positions funded initially for FY17 from reserves will be converted into continuing lectureships.
- College course fees will fund thirteen additional temporary lecturer positions.
- The Center for eLearning and Connected Environments (CeCe) will fund seven Blended Learning Lectureships.
- The Center for eLearning and Connected Environments (CeCe) will fund three Edu-Innovator temporary Instructor positions for FY20.
- TL Scholars. The Transformative Learning Scholars Program is a faculty development initiative

designed to promote student engagement in high impact practices while simultaneously developing opportunities to increase external funding. The pilot project began in fall 2014 with each college invited to recommend two to three faculty members. Scholars were provided funds for reassignment, travel, and undergraduate research assistant wages in exchange for developing and submitting a student-centered grant proposal to an external funding agency annually. There are currently 11 Scholars in the program, encompassing all of the academic colleges. TL Scholar Dr. Joselina Cheng received the first National Science Foundation grant awarded to a faculty member in the UCO College of Business last year.

- In fall 2014, UCO instituted an Office of High Impact Practices (OHIP) to promote High-Impact practices such as undergraduate research and global studies. This office oversees the Research, Creative, and Scholarly Activity Grant Program (RCSA), which awarded 150 to 160 grants to student working with faculty mentors per year since its inception. OHIP also administers the Student Presentation Travel Grants, which awards funding for student travel to present at academic conferences. The office averages 40 travel awards per year. In addition to the grant programs, the office coordinates participation in regional and national student conferences including Oklahoma Research Day. For reference, 594 UCO faculty and students attended this one-day event in 2017. The office also supported the travel of 115 UCO students and faculty to the National Conference on Undergraduate Research (NCUR). OHIP has been working on collaborative projects with the Centre for Global Competency, Experiential Learning, and the Living- Learning program. (SGs 2, 3, 4, 5)
- **RCSA grants/Student travel**. Several colleges have established funds to assist students in presenting research and creative achievement at professional conferences. In such cases, a faculty mentor sponsors each student. (SGs 1, 2, 5, 7, 8)
- **STLR**. The *Student Transformative Learning Record* (STLR) was launched in 2014 to track student progress, assess beyond-disciplinary learning outcomes, and collect artifacts of student engagement with Transformative Learning practices. STLR continues to benefit students: Fall 2015 through Fall 2017 cohorts of first-time, full-time students' retention and academic achievement correlate strongly to STLR engagement, with the near elimination of the achievement and retention gaps between targeted student populations (1st-generation, low-income, underrepresented) and non-targeted populations. UCO has continued its STLR scale-up, with 479 faculty (FT and adjunct) trained in STLR by Sept. 30, 2018. STLR student projects continue to be funded and popular, with impressive benefits to students occurring from their STLR project work with faculty and staff outside of the classroom: one example is the Hispanic Success Initiative (HSI), which has produced fall-to-fall retention among HSI students at 90% compared to the national average of around 50%. (Inclusion of Dr. Melissa Peet's Integrative Knowledge Portfolio Process as part of STLR activity for HSI, the Black Male Initiative, and GEARUP, has created a strong synergy that continues to amplify STLR results.) Continuing expansion of STLR at other institutions now includes the largest university in Ireland, Technological University of Dublin, among other additions to a growing list in the U.S., Canada, and abroad. STLR's Higher Education recognitions recently added AASCU's 2018 Excellence and Innovation Award for Student Success and College Completion. STLR has attracted support from the US Department of Education, the Gates/Educause Breakthrough Models Incubator, the Lumina Foundation Comprehensive Student Record project, and the Lumina EEQ initiative. (SGs 1, 2, 4, 5)

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by fu0nding lower priority activities at the same rate as higher priority activities.

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

63	Degree and/or certificate programs deleted
55	Degree and/or certificate programs added

Program Review
UCO offers 125 degree and/or certificate programs as follows:

7	Certificates
0	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees
72	Baccalaureate Degrees
43	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

UCO's faculty developed the proposal, which was reviewed and approved by institutional officials. UCO's governing board approved delivery of the Graduate Certificate in Food Quality and Safety at their January 31, 2020 meeting. UCO is currently approved to offer the following degree programs and certificates through 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 in Adult and Higher Education (156); and
- Bachelor of Arts in Applied Liberal Arts (154).

UCO requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Graduate Certificate in Food Quality and Safety

Program purpose. The proposed program will prepare students to become regulatory and safety experts in the food and supplement industry.

Program rationale and background. Due to an increased awareness in recent years of how food directly affects the population's health, there is a greater demand for professionals trained in nutrition and food science. Students who complete UCO's Master of Science in Nutrition and Food Science (184) may apply for various positions in the food industry such as quality assurance or food safety specialist, food technologist, and food production manager. The proposed graduate certificate will provide advanced training in food microbiology, sanitation, regulations, quality control and quality assurance that will enhance the competitiveness of these graduates in the job market and enable students who have graduate degrees in other/related disciplines to apply for jobs in the food science industry.

Employment opportunities. There are more jobs than trained professionals in the food science industry. Employment opportunities for food scientists are expected to increase both nationally and statewide. The U.S. Bureau of Labor Statistics indicates that employment for agricultural and food scientists is expected to grow 7 percent nationally from 2018 to 2028, which is considered faster than average for all occupations. According to Oklahoma Employment Security Commission data, employment for food scientists and technologists is anticipated to grow 11.6 percent between 2016 and 2026 statewide. Additionally, a recent search for food scientist jobs in the United States on indeed.com resulted in more than 2,065 full-time openings. Considering the high employment demand in this specialty field, UCO is confident the proposed program will be attractive to many students.

Student demand. The proposed program is expected to fulfill student demand within the Master of Science in Nutrition and Food Science (184).

Duplication and impact on existing programs. There are no graduate certificates in Food Quality and Safety in Oklahoma. A system wide letter of intent was communicated by email on January 23, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Food Quality and Safety program will consist of 12 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment A).

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

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

Delivery method and support services. The content for the proposed program will be made available through the Desire2Learn platform. The Center for eLearning and Connected Environments supports the design, development, and delivery of e-learning courses at UCO. The major features that facilitate learning and student success include announcements, discussion board, service desk, and tutorials.

Financing and program resource requirements. The proposed program will be an embedded certificate within the Master of Science in Nutrition and Food Science (184) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

UNIVERSITY OF CENTRAL OKLAHOMA
GRADUATE CERTIFICATE IN FOOD QUALITY AND SAFETY

Program Requirements		Credit Hours
Required Courses		**12**
NTRN 5653	Advanced Food Science	3
NTRN 5663	Food Laws and Regulations	3
NTRN 5723	Functional Foods for Health	3
*NTRN 5713	Food Safety and Quality Management	3
Total		**12**

*Denotes new course

AGENDA ITEM #8-g:

New Programs.

SUBJECT: Murray State College. Approval to offer the Associate in Science in Health Science.

RECOMMENDATION:

> **It is recommended that the State Regents approve Murray State College's request to offer the Associate in Science in Health Science, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Associate in Science in Health Science**. Continuation beyond 2025 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 15 students in Fall 2024; and
    Graduates: a minimum of 10 students in 2024-2025.

BACKGROUND:

Academic Plan

Murray State College's (MSC) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

1. Continue improve quality and integrity of online courses through training all instructors in the Quality Matters Rubric, implementing institutional Blackboard Shell, and conducting institutional online course reviews while providing extra professional development to instructors when needed. Also, an online designer has been hired to manage the above duties.

2. Continuing efforts to scale and strengthen co-requisite courses in Mathematics and English

3. Promote the new pathways in Mathematics to students and High School Counselors.

4. Continue to create new pathways in degrees where needed while development articulation agreements with four-year universities.

5. Utilizing a new data analysis system to develop comprehensive plans on the use of data analytics, Zogotech, will increase enrollment and track student outcomes, advising, and retention to help make data driven decisions.

6. Increasing access and facilitate use of success resource in the new Student Success Center as well increasing students' knowledge of academic success skills, behaviors, and habits by helping them become more independent, self-confident, and efficient learners.

7. Continue evaluating General Education goals. Critical Thinking and Global Awareness will be evaluated during the 2018/2019 school year and designing and implementing Information & Technology Literacy and Effective Communication General Education goals for the next.

8. Evaluate low-enrollment programs to determine viability and demand. Delete programs with low enrollment or that are outdated and no longer needed.

9. Building new degrees in Health Information Technology, Health Science, and Manufacturing Technology. Create additional options in Athletic Training, Wildlife Conservation, Communication Art, and Business Logistics/Project Management.

10. Create degree paths for traditional liberal arts and science majors.

11. The Business and Administrative Business programs are working with an advisory committee, local businesses and industry, to create a soft skills class to offer in all business and administrative business degree programs as well as developing curriculum for increasing paid internships.

12. To accommodate adult learners, military students, and increase retention, block courses in general education classes and gunsmithing have been created to better serve the student's needs.

APRA Implementation

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

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

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

Program Review

MSC offers 28 degree and/or certificate programs as follows:

5	Certificates
14	Associate in Arts or Sciences Degrees
9	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

MSC's faculty developed the proposal, which was reviewed and approved by institutional officials. MSC's governing board approved delivery of the Associate in Science in Health Science at their December 18, 2018 meeting. MSC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Science in Health Science

Program purpose. The proposed program is designed to provide students an associate degree before transferring to a health-related program at a four-year institution.

Program rationale and background. The courses included in the proposed program are currently offered through various MSC academic departments. A standing articulation agreement between MSC and Langston University allows students interested in Langston's Bachelor of Science in Nursing (BSN) (039) program at the University Center of Southern Oklahoma to take prerequisite courses through MSC. The proposed program will provide Langston University Pre-Nursing students with a useful credential that will adequately prepare them academically to apply for the BSN program. In addition, during Fall 2019, MSC had 337 pre-Nursing students who were required to pursue other various Arts and Science degree programs due to lack of a specified program focused on health-related careers. Moreover, students interested in the University of Oklahoma's (OU) Dental Hygiene program at the Southern Oklahoma Technology Center often take prerequisites at MSC. If the proposed program is approved, MSC will pursue a 2+2 articulation agreement with OU to formally align the program with the Dental Hygiene program.

Employment opportunities. According to the 2018 Southern Oklahoma Workforce Labor market briefing, health care and social assistance is the second highest employing industry in the southern sector of Oklahoma. Healthcare practitioners and technical occupations are also one of the top 10 highest paying occupational groups in southern Oklahoma. In addition, according to Oklahoma Employment Security Commission (OESC) data, employment in healthcare and social assistance will increase in southeast Oklahoma by 5.5 percent between 2016 and 2026. OESC data also suggest that employment for healthcare practitioners and technical occupations will grow 8.7 percent statewide. Positions within this category that require associate degrees which students in the proposed program may pursue include respiratory therapists, registered nurses, dental hygienists, veterinary technologists and technicians. Respiratory therapist, dental hygienist, and registered nurse are some of Oklahoma's top critical occupations.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	15	Fall 2024
Minimum Graduates from the program	10	2024-2025

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

Institution	Existing Program
Cameron University	Associate in Science in Allied Health Sciences (565)
Oklahoma State University Institute of Technology	Associate in Science in Allied Health Sciences (123)
Seminole State College	Associate in Science in Health Sciences (207)
Southwestern Oklahoma State University	Associate in Science in Health Science (001)
Tulsa Community College	Associate in Science in Pre-Professional Health Sciences (010)

A system wide letter of intent was communicated by email on January 10, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Science in Health Science program will consist of 62-63 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	38-39
Program Core	13
Guided Electives	11
Total	**62-63**

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

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

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

Program resource requirements. Program resource requirements for the Associate in Science in Health Science are shown in the following table.

| A. Funding Sources | Year of Program | | | | |
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
State Resources Available through Internal Allocation and Reallocation	$9,608	$10,444	$11,264	$12,092	$12,920
Explanation: Existing funds available from administrative/other professional staff, equipment and instruction materials, printing, and faculty budgets.					
Student Tuition	$20,020	$21,996	$24,167	$26,208	$28,275
Explanation and Calculations: Student tuition is based on estimated student count of 11, 12, 13, 14, and 15 in years 1 through 5, multiplied by the program core (13 credit hours), then multiplied by $140/credit hour with a dollar increase to tuition each year.					
TOTAL	**$29,628**	**$32,440**	**$35,431**	**$38,300**	**$41,195**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$2,244	$2,448	$2,652	$2,856	$3,060
Explanation: The amounts above were determined by dividing the salary of the Health Science administrative assistant and the administrative pay of the division chair by the number of students in the Health Science division then multiplied by the estimated student count of 11, 12, 13, 14, and 15.					
Faculty	$6,864	$7,496	$8,112	$8,736	$9,360
Explanation: The amounts above were determined by dividing the salaries of the faculty who will teach in the program core by the estimated number of students who will be in the program.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$250	$250	$250	$250	$250
Explanation: Estimated cost of equipment and technology needs for the courses in the program core.					
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$250	$250	$250	$250	$250
Explanation: Estimated cost of ink and paper needed for each faculty member in the program.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$9,608**	**$10,444**	**$11,264**	**$12,092**	**$12,920**

Attachment

MURRAY STATE COLLEGE
ASSOCIATE IN SCIENCE IN HEALTH SCIENCE

Program Requirements		Credit Hours
General Education		**38-39**
ENG 1113	English Composition I	3
ENG 1213	English Composition II	3
HST 1483 or HST 1493	U.S. History to 1877 U.S. History since 1877	3
GVT 1113	American Federal Government	3
BIO 1114 or CHM 1114	General Biological Science General Chemistry I	4
AP 2124	Human Anatomy and Physiology I	4
	Any Humanities courses from the catalog	6
PSY 2433	Psychological Statistics	3
PSY 1113	Introductory Psychology	3
SOC 1113	Introduction to Sociology	3
HWP 1113 or HWP 2213	Personal Health First Aid	3
COL 1211	Success Strategies (required for first semester-first time Freshman only)	1
Program Core		**13**
AP 2134	Human Anatomy and Physiology II	4
PSY 2523	Developmental Psychology	3
NUT 1553	Nutrition	3
HS 2553	Pathophysiology	3
Guided Electives		**11**
	Choose 11 credit hours from the following list:	
HS 1113	Fundamentals of Pharmacology	3
MOA 1113	Medical Terminology I	3
ZOO 1114	General Zoology	4
BIO 1114 or CHM 1114	General Biological Science General Chemistry I	4
Total		**62-63**

AGENDA ITEM #8-h:

> **New Programs.**

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

RECOMMENDATION:

> **It is recommended that the State Regents approve Rose State College's request to offer the Certificate in Aerospace Technology, 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 Aerospace Technology.** This certificate will be embedded within the Associate in Applied Science in Technology (132) and will be included in the regular 5-year program review due in 2021.

BACKGROUND:

Academic Plan

Rose State College's (RSC) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

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

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

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

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

75	Degree and/or certificate programs deleted
68	Degree and/or certificate programs added

Program Review
RSC offers 77 degree and/or certificate programs as follows:

35	Certificates
26	Associate in Arts or Sciences Degrees
16	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

RSC's faculty developed the proposal, which was reviewed and approved by institutional officials. RSC's governing board approved delivery of the Certificate in Aerospace Technology at their September 19, 2019 meeting. RSC requests authorization to offer the 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 Aerospace Technology

Program purpose. The proposed certificate program will enable students to gain expertise in aerospace technology applications.

Program rationale and employment opportunities. Aerospace is a very diverse field, with a multitude of commercial, industrial and military applications. Professionals in the aerospace industry research, design, manufacture, operate, and maintain vehicles moving through air and space. Interest in the proposed certificate program is expected to be continuous considering the increasing employment growth in the highly specialized and complex aerospace industry in Oklahoma and the need for current employees to gain new technology skills. According to Oklahoma Employment Security Commission (OESC) data, employment for avionics technicians is projected to grow 5.8 percent in the Oklahoma City metropolitan area between 2016 and 2026, which equates to 350 job openings. OESC data also suggests that employment for avionics technicians is projected to grow 12 percent across Oklahoma between 2016 and 2026. Nationally, employment of engineering technicians in the aerospace industry is expected to increase about as fast as the average for all aerospace occupations through the next several years.

Oklahoma has identified driver ecosystems, which drive wealth generation in the state. One of the driver ecosystems is Aerospace and Defense. Training provided in the proposed certificate program could potentially contribute greatly to this ecosystem.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Technology (132) degree program.

Duplication and impact on existing programs. There are no Aerospace Technology certificate programs in Oklahoma. A system wide letter of intent was communicated by email on October 24, 2019. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on December 19, 2019. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed certificate program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Aerospace Technology program 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 Aerospace Technology

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

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

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

Financing and program resource requirements. The proposed program will be an embedded certificate within the Associate in Applied Science in Technology (132) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachment

ROSE STATE COLLEGE
CERTIFICATE IN AEROSPACE TECHNOLOGY

Degree Requirements		Credit Hours
Required Courses		**30**
CIT 1113	Fundamentals of Programming Logic	3
ENGT 1023	Additive Manufacturing	3
ENGR 2013	Engineering Graphics and Design	3
ENGT 1203	Technology Practices	3
ENGT 1614	Advanced Design I	4
ENGT 1833	Introduction to Quality Assurance	3
ENGT 1842	Dimensional Metrology	2
ENGT 2823	Non Destructive Testing	3
MATH 1513	College Algebra	3
MATH 1613	Plane Trigonometry	3
Total		**30**

AGENDA ITEM #8-i:

New Programs.

SUBJECT: Tulsa Community College. Approval to offer the Associate in Applied Science in Applied Technology, the Certificate in Commercial Pilot, the Certificate in Flight Instructor, the Certificate in Private Pilot, the Certificate in Manufacturing Production Technician I, the Certificate in Industrial Maintenance Technician, the Certificate in Quality and Inspection Technician I, the Certificate in AutoCAD Professional, and the Certificate in Aerospace Drafting.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's requests to offer the Associate in Applied Science in Applied Technology via traditional and electronic delivery, with options in Advanced Manufacturing, Aerospace, Healthcare, Professional Services, and Information Technology, the Certificate in Commercial Pilot, the Certificate in Flight Instructor, the Certificate in Private Pilot, the Certificate in Manufacturing Production Technician I, the Certificate in Industrial Maintenance Technician, the Certificate in Quality and Inspection Technician I, the Certificate in AutoCAD Professional, and the Certificate in Aerospace Drafting, 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.

- **Associate in Applied Science in Applied Technology.** Continuation beyond 2025 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 17 students in fall 2024; and
    Graduates: a minimum of 5 students in 2024-2025.

- **Certificate in Commercial Pilot.** This certificate will be embedded within the Associate in Applied Science in Aviation Sciences Technology (199) and will be included in the regular 5-year program review due in 2024.

- **Certificate in Flight Instructor.** This certificate will be embedded within the Associate in Applied Science in Aviation Sciences Technology (199) and will be included in the regular 5-year program review due in 2024.

- **Certificate in Private Pilot.** This certificate will be embedded within the Associate in Applied Science in Aviation Sciences Technology (199) and will be included in the regular 5-year program review due in 2024.

- **Certificate in Manufacturing Production Technician I.** This certificate will be embedded within the Associate in Applied Science in Engineering Technology (151) and will be included in the regular 5-year program review due in 2024.

- **Certificate in Industrial Maintenance Technician.** This certificate will be embedded within the Associate in Applied Science in Engineering Technology (151) and will be included in the regular 5-year program review due in 2024.

- **Certificate in Quality and Inspection Technician I.** This certificate will be embedded within the Associate in Applied Science in Electronics Technology (031) and will be included in the regular 5-year program review due in 2024.

- **Certificate in AutoCAD Professional.** This certificate will be embedded within the Associate in Applied Science in Engineering Technology (151) and will be included in the regular 5-year program review due in 2024.

- **Certificate in Aerospace Drafting.** This certificate will be embedded within the Associate in Applied Science in Engineering Technology (151) and will be included in the regular 5-year program review due in 2024.

BACKGROUND:

Academic Plan

Tulsa Community College's (TCC) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

Strategic Plan

Priority 1: Learning Effectiveness and Student Success

Goal One: Ensure quality instruction and academic support
  Strategies
  a. Recruit and hire additional full-time faculty members dedicated to student success
  b. Institute a college-wide process for hiring part- time faculty members
  c. Implement an institutional process for evaluating faculty, including ongoing classroom observations and reviews of credentials
  d. Increase consistency in course content, outcomes, and requirements across campuses and modes of delivery
  e. Increase access to quality tutoring and academic support labs
  f. Expand the use of innovative and effective teaching methods that promote student learning
  g. Increase faculty development in pedagogy, assessment, and student accessibility

Goal Two: Enhance student-centered services and processes
  Strategies
  a. Streamline college services and processes for incoming students
  b. Improve customer service and communication for students
  c. Provide more personalized support services
  d. Provide consistent student experiences across all campuses and locations
  e. Initiate a college-wide process for strategically scheduling classes to meet student needs

    f.   Create clear degree plans and pathways to completion for each academic program
    g.   Implement policies that foster persistence and completion
    h.   Improve entry-level placement process and developmental education
    i.   Provide students access to affordable, quality textbooks and course materials

Priority 2: Organizational Development and Accountability

Goal Three: Advance a performance- based culture built on data-informed decisions and continuous improvement
    Strategies
        a.   Develop and implement an institutional effectiveness plan including the assessment of all college operations, programs, and services
        b.   Improve college-wide assessment of student learning outcomes
        c.   Analyze the organizational structure and make changes necessary to maximize institutional efficiency, integration, and effectiveness
        d.   Create and implement a strategic enrollment management plan

Goal Four: Strengthen employee diversity, training, accountability, and compensation
    Strategies
        a.   Recruit and retain quality employees who reflect the diversity of the local community
        b.   Attract and retain talented employees through competitive salaries and benefits
        c.   Implement a comprehensive training system for new and existing employees
        d.   Improve internal communication processes regarding institutional decisions
        e.   Increase professional development for all employees
        f.   Revise the performance appraisal process with a stronger emphasis on employee development and accountability

Priority 2: Organizational Development and Accountability

Goal Five: Ensure financial, physical, and technological resources are adequate to support educational programs
    Strategies
        a.   Implement a transparent process to allocate resources based on strategic priorities and the productivity of programs
        b.   Evaluate the sustainability and cost effectiveness of offering course at all locations
        c.   Increase financial contributions from private and public sources to support programs and operations
        d.   Update the facilities master plan to include improvements and necessary repairs with a focus on accessibility
        e.   Increase efforts to ensure campus safety
        f.   Increase efficiency and sustainability through paperless forms and processes
        g.   Utilize technology that best serves the mission and needs of students and employees

Priority 3: Community Engagement

Goal Six: Optimize community partnerships and outreach
    Strategies
        a.   Strengthen partnerships with local businesses on workforce program development
        b.   Implement a comprehensive system for analyzing workforce trends to ensure programs are meeting the local community's needs

  c. Increase student recruitment efforts, emphasizing traditionally underserved students and regions experiencing population growth

  d. Work with local high schools to improve college readiness

  e. Create a seamless process for university transfer through systematic development and monitoring of articulation agreements with four-year partners

Goal Seven: Enhance marketing and communication of programs and services
 Strategies
  a. Redesign the website to ensure accessibility and a user-friendly experience
  b. Increase strategic marketing of programs to the appropriate audiences by all stakeholders
  c. Reevaluate advertising campaign

Prioritized Project List

Expand the use of innovative and effective teaching methods that promote student learning (Teaching & Learning)

- Launch and oversee the 2019-2020 TCC Common Book program funded by NEH as a part of the College Success curriculum and a college-wide initiative. Create a sustainable plan for the future of the Common Book as a comprehensive high impact practice that connects TCC faculty, staff, students and the Tulsa community through literature.
- Analyze and act upon institutional and program learning outcomes data. Departments implement action plans based on course learning outcomes aligned with communication skills (ILO #1) data collected in AY18, and begin creating action plans based on the critical thinking skills (ILO #2) data collected in AY19.
- Implement the new Promotion in Rank to full professor process and create all associated norms, policies, and procedures
- Create and implement a formal system for granting and documenting exceptions to the course maximum of 30 students.
- Implement all components of the adjunct onboarding plan approved at Academic Affairs Council in AY19.
- Develop expectations and procedures for routine performance evaluation of adjunct faculty members.
- Develop new framework and procedures for assigning attributes and adding/removing Gen Ed courses.
- Assess racial equity gaps in the areas of developmental placement, course success, and transfer rates to create an action plan to close gaps.
- Create and implement a mandatory orientation for all new-to-online students before they enter a fully online course.
- Implement a two-year, formal program review for programs that fall below established criteria.
- Create a comprehensive and integrated sequence of faculty development opportunities that align experiences and learning from the Academy for Teaching Excellence through Promotion in Rank to Professor, and post-professor.

Initiate a college-wide process for strategically scheduling classes to meet student needs (Class Scheduling)

- Create a timeline and infrastructure recommendations to scale-up an 8-week schedule format.

Create a seamless process for university transfer through systematic development and monitoring of articulation agreements with four-year partners (Transfer)

- Begin implementation of recommendations in the TCC Tulsa Transfer Project Action Plan including development of a transfer philosophy statement and creation of a transfer resources webpage. Continue participation in the collaborative-wide activities with OSU, TU, RSU, NSU, Langston, and OU.

APRA Implementation

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

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

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

Program Review

TCC offers 104 degree and/or certificate programs as follows:

38	Certificates
33	Associate in Arts or Sciences Degrees
33	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with 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 proposals, which were reviewed and approved by institutional officials. TCC's governing board approved delivery of the Associate in Applied Science in Applied Technology, the Certificate in Commercial Pilot, the Certificate in Flight Instructor, the Certificate in Private Pilot, the Certificate in Manufacturing Production Technician I, the Certificate in Industrial Maintenance Technician, the Certificate in Quality and Inspection Technician I, the Certificate in AutoCAD Professional, and the Certificate in Aerospace Drafting at their November 21, 2019 meeting. TCC is currently approved to offer the following degree programs and certificates through electronic delivery:

- Associate in Arts in Liberal Arts (009);
- Associate in Applied Science in Child Development and Family Relations (200);

- Certificate in Child Development (206);
- Associate in Science in Child Development and Family Relations (246);
- Associate in Science in Marketing (222);
- Associate in Science in Business Administration (003);
- Associate in Applied Science in Business (153);
- Certificate in Business (241);
- Associate in Science in Health and Human Performance (256);
- Certificate in Information Technology (133);
- Associate in Arts in Communications (005);
- Associate in Applied Science in Information Technology (098);
- Associate in Arts in Pre-Education (006);
- Associate in Applied Science in Electronics Technology (031);
- Associate in Science in International Business (236);
- Associate in Arts in Social Science (015);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Associate in Applied Science in Accounting (017);
- Certificate in Accounting (173);
- Associate in Science in Mathematics (012);
- Associate in Science in Computer Information Systems (255);
- Associate in Arts in Psychology (366);
- Certificate in Business Computer User (355); and
- Associate in Arts in American Sign Language (283).

TCC 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:

Associate in Applied Science in Applied Technology

Program purpose. The proposed program will allow students who earn industry-recognized credentials/licensures through the completion of a program at an Oklahoma technology center or other entity to be awarded a block of technical credit toward an associate in applied science (AAS) degree. This pilot program will serve as a model for other community colleges to award prior learning credit for earned industry credentials, especially from Oklahoma technology centers, to facilitate degree completion.

Program rationale and background. According to enrollment data provided to TCC by Tulsa Technology Center, there is a 3-year average of 2,336 students enrollments across all qualifying programs related to the proposed degree. Correspondingly, the 3-year average number of completers in these programs is 1,162 students. If TCC were to attract 2 percent of the Tulsa Technology Center completers each year for the proposed AAS in Applied Technology degree, TCC would see enrollments of approximately 23 students each year. Research reported in "A Look at Five Key Outcomes in Early Adulthood for Associate Degree Earners" (Turk, 2019) identified the following positive effects of earning an associate degree, as opposed to only completing a technical certification: increased employment (9.3 percent), increased wages (13.4

percent), increased homeownership (11.6 percent), increased voting rate (27.2 percent), and increased volunteerism (9.8 percent).

Employment opportunities. Students enrolling in the proposed personalized degree program will have already obtained training from an Oklahoma technology center and earned an industry-recognized credential in one of the five workforce ecosystems recognized by the state. The areas of focus for awarding credit will be based on high-demand jobs in the Tulsa area as outlined by the Tulsa Regional Chamber reports, EMSI Labor Market Analytics, and Oklahoma's 2018-2020 100 critical occupations list. Areas of emphasis will include manufacturing/aviation, digital media, health sciences, information systems, and public service. According to Oklahoma Employment Security Commission data, employment in professional, scientific and technical services in the Tulsa metropolitan area will grow by 9.3 percent (1,890 jobs) between 2016 and 2026. TCC is confident that enabling technical credential completers to earn an AAS degree will result in increased lifetime earning potential and encouragement to remain in Oklahoma.

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	17	Fall 2024
Minimum Graduates from the program	5	2024-2025

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

Institution	Existing Program
Northern Oklahoma College	Associate in Applied Science in Applied Technology (074)
Rogers State University	Associate in Applied Science in Applied Technology (111)
Oklahoma State University – Oklahoma City	Associate in Applied Science in Applied Technology (080)
Carl Albert State College	Associate in Applied Science in Applied Technology (056)
Western Oklahoma State College	Associate in Applied Science in Applied Technology (015)
Seminole State College	Associate in Applied Science in Applied Technology (120)

A system wide letter of intent was communicated by email on October 24, 2019. Southwestern Oklahoma State University (SWOSU), Northern Oklahoma College (NOC), and Redlands Community College (RCC) requested copies of the proposal, which were sent on December 19, 2019. Neither SWOSU, NOC, RCC, nor any other State System institutions notified State Regents' staff of a protest to the proposed program. Due to distance between institutions, employment demand, and the intent to create a state-wide program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Applied Technology will consist of 60 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A). Students will be awarded block credit for earned industry-recognized credentials earned in the following areas: Manufacturing/Aviation, Digital Media, Health Sciences, Public

Service, and Information Technology. Block credit will be appropriately identified by source and method on the transcript. Industry credentials articulated to block credit will be included on the State Regents Prior Learning Assessment Matrix.

Content Area	Credit Hours
General Education	18
Prior Learning Credit	9-42
Specialized Technical Courses	0-33
Total	**60**

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

Delivery method and support services. Blackboard will be utilized to host coursework content to include course syllabi and content mapping, coursework links, and study assignments. The library, classroom, and lab space are adequate for this proposed program.

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

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

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$17,040	$34,080	$51,120	$51,120	$57,936
Explanation and Calculations: The numbers above are calculated by tuition and mandatory fees ($142.00/credit hour) multiplied by a full-time schedule of 12 hours for two semesters in a year. The total of the previous calculation is then multiplied by the expected number of students (i.e., 5, 10, 15, 15, 17) enrolled in the program each year.					
TOTAL	**$17,040**	**$34,080**	**$51,120**	**$51,120**	**$57,936**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$7,668	$15,336	$23,004	$23,004	$26,071

Faculty	$6,565	$13,130	$19,695	$19,695	$22,321

Explanation: The amounts above were calculated based on the average faculty salary at TCC being divided by full time faculty load (5 classes), then divided by the number of students per class (20), then multiplied by the anticipated headcount then multiplied by 2 for two semesters.

Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$1,500	$3,000	$4,500	$4,500	$5,100

Explanation: Technology and facility expenses are calculated at $10.00 per hour per student with thirty credit hours for the year multiplied by student demand.

Library	$413	$824	$1,237	$1,237	$1,402

Explanation: Library expenses are $2.75 per credit per student, with thirty credit hours for the year multiplied by student demand.

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	**$16,146**	**$32,290**	**$48,436**	**$48,436**	**$54,894**

Certificate in Commercial Pilot
Certificate in Flight Instructor
Certificate in Private Pilot

Program purpose. The proposed certificates will enable students to gain the flight time and experience needed to become certified pilots and flight instructors.

Program rationale and employment opportunities. The AAS in Aviation Sciences Technology's (199) Professional Pilot option has been restructured to meet the increasing demands of industry, which are hiring for professional pilot career pathways. In support of the Tulsa Chamber Workforce Analysis and Education Alignment Strategy report, TCC will increase technical certificate and associate level options and implement career awareness plans to include the aerospace industry. Boeing's CEO noted at the 2019 Paris Airshow, "The global pilot shortage is one of the biggest challenges facing the airline industry. Boeing's latest pilot hiring forecast indicates that 800,000 new pilots are expected to be needed over the next 20 years in order to keep up with travel demands." According to U.S. Bureau of Labor Statistics data, overall employment of airline and commercial pilots is projected to grow 6 percent from 2018 to 2028. In addition, Oklahoma Employment Security Commission data indicate that employment of commercial pilots is projected to grow 3.9 percent in the Tulsa metropolitan area between 2016 and 2026.

Oklahoma has identified driver ecosystems, which drive wealth generation in the state. Two of the driver ecosystems are Aerospace and Defense, and Transportation and Distribution. Training provided in the proposed certificate programs could potentially contribute greatly to these ecosystems.

Student demand. The proposed programs are expected to fulfill student demand within the Associate in Applied Science in Aviation Sciences Technology (199) degree program.

Duplication and impact on existing programs. There are no Certificate in Commercial Pilot, Certificate in Flight Instructor, nor Certificate in Private Pilot programs offered in Oklahoma. A system wide letter of intent was communicated by email on October 24, 2019. Oklahoma State University (OSU) and the University of Oklahoma (OU) requested copies of the proposals, which were sent on December 19, 2019. OSU, OU, nor any other State System institution notified State Regents' staff of a protest to the proposed certificate programs. Approval will not constitute unnecessary duplication.

Curricula. The proposed Certificate in Commercial Pilot program will consist of 7 total credit hours, the proposed Certificate in Flight Instructor will consist of 5 total credit hours, and the proposed Certificate in Private Pilot will consist of 5 total credit hours as shown in the following tables. No new courses will be added and the curricula is detailed in the attachments (Attachment B, C, and D, respectively).

Certificate in Commercial Pilot

Content Area	Credit Hours
Required Courses	7
Total	7

Certificate in Flight Instructor

Content Area	Credit Hours
Required Courses	5
Total	5

Certificate in Private Pilot

Content Area	Credit Hours
Required Courses	5
Total	5

Certificate in Manufacturing Production Technician I
Certificate in Industrial Maintenance Technician
Certificate in Quality and Inspection Technician I
Certificate in AutoCAD Professional
Certificate in Aerospace Drafting

Program purpose. The proposed certificates will teach students how to manage safety and productivity in manufacturing environments, install, repair and maintain industrial machinery including robots, create and interpret engineering drawings, and design complex aerospace components.

Program rationale and employment opportunities.
Certificate in Manufacturing Production Technician. Oklahoma has identified Aerospace and Defense as one of the driver ecosystems, which will drive wealth generation in the state. The proposed stackable Certificate in Manufacturing Production Technician I will prepare entry level workers for jobs in manufacturing production in both traditional and aerospace manufacturing. Students can earn industry recognized credentials including the Occupational Health and Safety Administration 10 and 30 card and the Manufacturing Skills Standards Council's Certified Production Technician credential. Industries using advanced manufacturing and line support technicians in the TCC service area, including Whirlpool, Webco Industries, Bama Pie, Kimberly Clark, Flight Safety, AAON, Pelco Structural, and AMI-L3, have cited the need for an advanced local technical workforce with specific skills not currently addressed in TCC programs. For example, AAON has noted the importance of addressing core competencies for manufacturing: "The greatest challenge facing manufacturers today is attracting and retaining qualified talent. As a manufacturer, we see value in hiring talent with a foundational knowledge in manufacturing. This leads to reduced onboarding time and a higher rate of new team member success" (Stephanie Cameron, Community Relations Administrator for AAON). A recent keyword search on indeed.com for the terms "manufacturing production technician" and "Oklahoma" yielded 175 open positions.

Certificate in Industrial Maintenance Technician. Industrial maintenance is also a critical need in the Aerospace and Defense sector; every aerospace and defense firm in the state must have professionals with commercial maintenance and robotics expertise. Industrial machinery mechanics and industrial engineering technicians are both listed as critical occupations by Oklahoma Works, the state's workforce development initiative. Oklahoma Employment Security Commission data suggest that positions for industrial machinery mechanics will grow 10 percent and positions for industrial engineering technicians will grow by 3.2 percent between 2016 and 2026.

Certificate in Quality and Inspection Technician I. Non-Destructive testing (NDT) is an advanced field in manufacturing and quality control that is growing in Oklahoma. O*Net predicts growth in the field between 5 percent and 7 percent through 2026, and that there will be approximately 100 job openings annually in Oklahoma. While developing new courses as part of a National Science Foundation program, an employer partner noted this need: "As an employer who uses NDT employees on a daily basis, there is a need for more individuals with these skills. At our facility, the starting pay for employees in these positions is $25 per hour... When we have open positions, it is a challenge to fill them" (Jeanine Colemean, Director of Human Resources for Pelco Structural).

Certificate in AutoCAD Professional. Several Engineering Technology program advisors have indicated demand for AutoCAD trained technicians in career fields such as civil drafting and design. Civil engineering technician is listed as a critical occupation by Oklahoma Works. According to Oklahoma Employment Security Commission data, employment for architectural and civil drafters is projected to

grow 7.3 percent and employment for civil engineering technicians is projected to grow 9.7 percent between 2016 and 2026.

Certificate in Aerospace Drafting. Aerospace drafting is a subset of aerospace engineering. The U.S. Bureau of Labor Statistics predicts a national growth rate of 4 percent for aerospace drafting positions between 2016 and 2026, but growth in Oklahoma is likely to be even greater. Several Engineering Technology program advisors and adjuncts who worked in the local aircraft industry have indicated demand for drafters with aerospace industry training. Moreover, a recent keyword search on indeed.com for the terms "aircraft design" and "Oklahoma" yielded 131 open positions.

Student demand. The proposed Certificate in Manufacturing Production Technician I, Certificate in Industrial Maintenance Technician, Certificate in AutoCAD Professional, and Certificate in Aerospace Drafting programs are expected to fulfill student demand within the Associate in Applied Science in Engineering Technology (151) program and the proposed Certificate in Quality and Inspection Technician I is expected to fulfill student demand within the Associate in Applied Science in Electronics Technology (031) degree program.

Duplication and impact on existing programs. The proposed Industrial Maintenance Technician certificate may share similar content with the following existing programs:

Institution	Existing Program
Oklahoma State University Institute of Technology	Certificate in Industrial Maintenance Technologies Level I (128)
Oklahoma State University Institute of Technology	Certificate in Industrial Maintenance Technologies Level II (129)

There are no Certificate in Manufacturing Production Technician, Certificate in Quality and Inspection Technician, Certificate in AutoCAD Professional, or Certificate in Aerospace Drafting programs offered in Oklahoma. A system wide letter of intent was communicated by email on October 24, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate programs. Approval will not constitute unnecessary duplication.

Curricula. The proposed Certificate in Manufacturing Production Technician I will consist of 17 total credit hours, the Certificate in Industrial Maintenance Technician will consist of 16 total credit hours, the Certificate in Quality and Inspection Technician I will consist of 17 total credit hours, the Certificate in AutoCAD Professional will consist of 16 total credit hours, and the Certificate in Aerospace Drafting will consist of 16 total credit hours as shown in the following tables. Two new courses will be added and the curricula are detailed in the attachments (Attachment E, F, G, H, and I, respectively).

Certificate in Manufacturing Production Technician I

Content Area	Credit Hours
Required Courses	17
Total	**17**

Certificate in Industrial Maintenance Technician

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

Certificate in Quality and Inspection Technician I

Content Area	Credit Hours
Required Courses	17
Total	**17**

Certificate in AutoCAD Professional

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

Certificate in Aerospace Drafting

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

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

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

Financing and program resource requirements. The proposed Certificate in Commercial Pilot, Certificate in Flight Instructor, and Certificate in Private Pilot programs will be embedded within the Associate in Applied Science in Aviation Sciences Technology (199) degree program. The proposed Certificate in Manufacturing Production Technician I, Certificate in Industrial Maintenance Technician, Certificate in AutoCAD Professional, and Certificate in Aerospace Drafting programs will be embedded within the Associate in Applied Science in Engineering Technology (151) degree program, and the proposed Certificate in Quality and Inspection Technician I will be embedded within the Associate in Applied Science in Electronics Technology (031) degree program. Program resource requirements are supported through the main programs and the certificates will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificates. No additional funding is requested from the State Regents to support the certificates.

Attachments

TULSA COMMUNITY COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN APPLIED TECHNOLOGY

Program Requirements		Credit Hours
General Education		**18**
	Communications (6 hours)	
ENGL 1113	Composition I	3
ENGL 1213 OR ENGL 2333 OR ENGL 2343	Composition II Technical/Professional Writing Business Communications I	3
	History and Political Science (6 hours)	
POLS 1113	American Federal Government	3
HIST 1483 OR HIST 1493	U.S. History to 1492 to the Civil War U.S. History Civil War Era to Present	3
	Electives (6 hours)	
	Students will select 6 credit hours of electives from an approved list	6
Prior Learning Credit		**9-42**
Students will be awarded block credit for earned industry recognized credentials earned in the following areas: Manufacturing/Aviation, Digital Media, Health Sciences, Public Service, and Information Technology. Block credit will be appropriately identified by source and method on the transcript. Industry credentials articulated to block credit will be included on the State Regents Prior Learning Assessment Matrix.		
Specialized Technical Courses		**0-33**
Students are required to complete additional specialized credit hours from the following TCC disciplines related to their industry certification/licensure including, but not limited to: ENGT, QCTT, DRFT, ELET, DGMD, BUSN, ACCT, MGMT, MKTG, HRES, GIS, BMET, CSCI, CSYS, ITCV, INTD, AVST, BIOT, HITC, FEMS, EMSP so that the number of credit hours completed for the degree total 60.		
Total		**60**

TULSA COMMUNITY COLLEGE
CERTIFICATE IN COMMERCIAL PILOT

Program Requirements		Credit Hours
Required Courses		**7**
AVST 2162	Commercial Cross-Country Flight Lab	2
AVST 2182	Commercial Flight Lab	2
AVST 2313	Commercial Pilot Ground School	3
Total		**7**

TULSA COMMUNITY COLLEGE
CERTIFICATE IN FLIGHT INSTRUCTOR

Program Requirements		Credit Hours
Required Courses		**5**
AVST 2442	Flight Instructor Pilot Flight Lab	2
AVST 2343	Flight Instructor Pilot Ground School	3
Total		**5**

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TULSA COMMUNITY COLLEGE
CERTIFICATE IN PRIVATE PILOT

Program Requirements		Credit Hours
Required Courses		**5**
AVST 1222	Private Pilot Flight Lab	2
AVST 1113	Private Pilot Ground School	3
Total		**5**

TULSA COMMUNITY COLLEGE
CERTIFICATE IN MANUFACTURING PRODUCTION TECHNICIAN I

Program Requirements		Credit Hours
Required Courses		**17**
ENGT 1513	Manufacturing Safety	3
QCTT 1313	Introduction to Quality	3
ENGT 1313	Manufacturing Processes and Procedures	3
ENGT 1543	Manufacturing Maintenance	3
ELET 1212	Introduction to Electricity	2
*ENGT 1213	Introduction to Fabrication Lab	3
Total		**17**

*Denotes new course

TULSA COMMUNITY COLLEGE
CERTIFICATE IN INDUSTRIAL MAINTENANCE TECHNICIAN

Program Requirements		Credit Hours
Required Courses		**16**
*ENGT 1213	Introduction to Fabrication Lab	3
ENGT 1513	Manufacturing Safety	3
ELET 1212	Introduction to Electricity	2
ELET 1223	Introduction to Quality	3
ELET 1503	Programmable Control	3
*ELET 2232	Industrial Robotics	2
Total		**16**

*Denotes new course

TULSA COMMUNITY COLLEGE
CERTIFICATE IN QUALITY AND INSPECTION TECHNICIAN I

Program Requirements		Credit Hours
Required Courses		**17**
ENGT 1513	Manufacturing Safety	3
QCTT 1313	Introduction to Quality	3
ENGT 1223	Industry Print Reading	3
ELET 1212	Introduction to Electricity	2
QCTT 2333	Inspection Principles	3
QCTT 2433	Non-Destructive Testing	3
Total		**17**

TULSA COMMUNITY COLLEGE
CERTIFICATE IN AUTOCAD PROFESSIONAL

Program Requirements		Credit Hours
Required Courses		**16**
DRFT 1324	Engineering Drawing with CAD	3
DRFT 1442	Descriptive Geometry	3
DRFT 2204	AutoCAD 2	4
DRFT 1363	Civil Drafting and Design	3
ENGT 1223	Industry Print Reading	3
Total		**16**

TULSA COMMUNITY COLLEGE
CERTIFICATE IN AEROSPACE DRAFTING

Program Requirements		Credit Hours
Required Courses		**16**
DRFT 1324	Engineering Drawing with CAD	3
DRFT 1442	Descriptive Geometry	3
DRFT 2204	AutoCAD 2	4
DRFT 2043	CATIA Fundamentals	3
DRFT 2053	CATIA Solids and Surfacing	3
Total		**16**

AGENDA ITEM #9-a:

> **Program Deletions.**

SUBJECT: Approval of institutional requests for March program deletions.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requests authorization to delete the program below:
- Bachelor of Science in Sports and Coaching Science (522)

Redlands Community College (RCC) requests authorization to delete the programs listed below:
- Associate in Applied Science in Emergency Medical Technology (076)
- Certificate in Emergency Medical Technology Basic (079)
- Certificate in Emergency Medical Technology Paramedic (077)
- Certificate in Emergency Medical Technology Intermediate (078)
- Certificate in Enology (114)
- Certificate in Viticulture (115)

POLICY ISSUES:

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

ANALYSIS:

OSU requests authorization to delete the Bachelor of Science in Sports and Coaching Science (522) effective immediately. This program was approved at the March 23, 2017 State Regents' meeting. OSU reports:
- The one faculty member and program coordinator for the program left the institution.
- There are currently 52 students enrolled with an expected graduation date in 2022-2023.
- No courses will be deleted.
- Remaining funds will be used to teach out remaining students using adjunct faculty and/or graduate assistants and to continue to offer the content as a minor.

RCC requests authorization to delete the Associate in Applied Science (AAS) in Emergency Medical Technology (076), the Certificate in Emergency Medical Technology Basic (079), the Certificate in Emergency Medical Technology Paramedic (077), and the Certificate in Emergency Medical Technology Intermediate (078) effective immediately. These programs were approved prior to 1996. RCC reports:

- The AAS program was suspended at the June 28, 2018 State Regents' meeting and the certificates were suspended at the March 23, 2017 meeting.
- There is low student demand for the programs due to the students pursuing continuing education units rather than credit-bearing courses for the same content.
- There is currently one student enrolled in the AAS program with an expected graduation date of Spring 2022.
- Twelve courses will be deleted.
- Funds have been reallocated to support the operating budget for the Nursing department.

RCC requests authorization to delete the Certificate in Enology (114) and the Certificate in Viticulture (115) effective beginning the 2020-2021 academic year. These programs were approved at the February 1, 2018 State Regents' meeting. RCC reports:
- RCC will terminate involvement with the Viticulture and Enology Science and Technology Alliance (VESTA) consortium effective June 30, 2020.
- There are currently 16 students enrolled in the Certificate in Viticulture (115) program and 20 students enrolled in the Certificate in Enology (114) program.
- As part of the VESTA grant, students will be allowed to enroll and complete their certificates at other schools that are part of the consortium.
- Twenty courses will be deleted.
- No funds are available for reallocation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 22, 2020

AGENDA ITEM #9-b:

Program Deletions.

SUBJECT: Approval of institutional requests for April program deletions.

RECOMMENDATION:

It is recommended that the State Regents approve the following request for a program deletion as described below.

BACKGROUND:

Northeastern State University (NSU) requests authorization to delete the program below:
- Certificate in Driver and Safety Education (021)

POLICY ISSUES:

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

ANALYSIS:

NSU requests authorization to delete the Certificate in Driver and Safety Education (021) effective beginning the 2020-2021 academic year. This program was approved prior to 1990. NSU reports:
- The program has had no enrollments for several years.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- Funds will remain with the Health and Kinesiology department.

AGENDA ITEM #10-a:

       Institutional Student Assessment Plans.

SUBJECT: Approval of March student assessment plan changes.

RECOMMENDATION:

> **It is recommended that the State Regents approve changes to the Assessment Plans for Southwestern Oklahoma State University and Western Oklahoma State College as required by the 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 (3.19). The revisions to policy became effective in Fall 2016. All State System institutions have submitted assessment plans to the State Regents which were approved in February 2017.

POLICY ISSUES:

As stated in the section on Assessment Plan and Reporting (3.19.8),

> 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.

ANALYSIS:

Southwestern Oklahoma State University has submitted changes to their respective Student Assessment Plans that were approved in February 2017. The changes described below are substantive and therefore require State Regents approval. It is recommended that the State Regents approve these changes.

Southwestern Oklahoma State University

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
● Accuplacer algebra 20 - 74 placed into dev ed and co-requisite options; ● Accuplacer algebra 75 - 91 placed into college algebra with co-requisite; ● Accuplacer arithmetic 20 - 80 or algebra 20-65 placed into dev ed and co-requisite options (math concepts and math applications); ● Accuplacer arithmetic 81 - 89 or algebra 66 -74 placed into dev ed and co-requisite options (math concepts and math applications)	NEW Accuplacer cut scores to correspond with updated CPT test: • Accuplacer QRAS 246 -300 removes deficiency for Gen Ed Math (not Algebra); 236-245 allows co-req support; <236 requires separate remedial course • Accuplacer Arithmetic 256 -300 removes deficiency for Gen Ed Math (not Algebra); 246-255 allows co-req support; <246 requires separate remedial course • Accuplacer QRAS 260 -300 removes deficiency for College Algebra; 246-259 allows co-req support; <246 requires separate remedial course • Accuplacer Writing 250 -300 removes deficiency for English Comp I; 240-249 allows co-req support; <240 requires separate remedial course • Accuplacer Reading 250 -300 removes deficiency for Reading; 200-249 requires separate remedial course
HS GPA not used.	HS GPA 3.25 or higher may enroll in college level course(s).
	Completion of CCMR with a grade of B or higher will be placed into a co-requisite general education mathematics course unless CPT scores indicate placement with no co-req.

Western Oklahoma State College

Approved 2017	Revised Revision Request Feb. 2020
ASSESSMENT OVERSIGHT	**ASSESSMENT OVERSIGHT**
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
Western's initial assessment instruments for newly entering students are high school transcripts and ACT results. A minimum score of 19 on the ACT test, set as the cutoff score for remediation by the State Regents for Higher Education, has been adopted by Western.	Initial assessment instruments for newly entering students will continue to be high school transcripts and ACT results. A minimum score of 19 on the ACT or Residual ACT examination will utilized to determine placement in English, mathematics, reading, and science courses.
Secondary testing, if needed, primarily utilizes the COMPASS placement tests in English, Math, and Reading. In addition, ESL testing in Reading and Grammar are administered to students whose first language is not English. Students who do not score at the acceptable level on COMPASS are then placed into the appropriate developmental courses. Students are encouraged during enrollment advisement to complete developmental course work as soon as possible since the courses must be completed within the first twenty-four hours of the degree program. Proper placement of developmental students is critical to Western since there is such a large percentage of students needing developmental courses. Western will begin using Accuplacer as the secondary test to replace COMPASS beginning in the Fall 2016 semester as new students are admitted	Students with an ACT score of less than 19 in English, mathematics, or reading may take a secondary assessment to determine placement prior to enrollment. The Accuplacer test was replaced with Next-Generation Accuplacer as Western's secondary assessment. Western is using Next-Generation Accuplacer WritePlacer, Reading and Mathematics. New placement scores were implemented for placement in Reading Fundamentals (READ0113) and developmental math courses. The cut scores for WritePlacer did not change when Western switched to Next-Generation Accuplacer. A score of 0-4 students are required to take English Fundamentals (ENGL0123) or English Composition I (ENGL1113) with Integrated Review (ENGL0222). Students who scored 5+ on WritePlacer were considered college ready. Students who scored a 246 on the Reading test are

for the Spring 2017 semester with full implementation by December 2016.	considered college ready and do not have to take a remedial course, but students who scored 0-245 are placed in Reading Fundamentals (READ0113).
	Western began implementing Math Pathways spring 2019. Accuplacer scores align with the student's chosen pathways.
	QRAS = Quantitative Reasoning, Algebra and Statistics, AAF = Advanced Algebra and Functions, ARIT = Arithmetic
	College Algebra/STEM pathway: MATH1513: QRAS $>= 276$ AND AAF $>= 263$ MATH1513 with Integrated Review: QRAS = 250-275
	Functions and Modeling pathway: MATH1483: QRAS$>= 276$ AND AAF $>= 255$ MATH1483 with Integrated Review: QRAS = 250-275 MATH0223*: QRAS = 237-249 OR ARIT $>= 276$ *If a student doesn't place into MATH1513 with Integrated Review or MATH1483 with Integrated Review and he/she is pursuing these pathways, they can take MATH0223. If a student completes successfully MATH0223, they can enroll in MATH1513 or MATH1483.
	Survey of Math/Quantitative Reasoning pathway: MATH1143: QRAS $>= 231$; OR QRAS $<= 230$ and ARIT $>= 246$ MATH1143 with Integrated Review: ARIT = 200-245 MATH0233**: ARIT = 200-245 **All students who score ARIT 200-245 and are in a certificate or degree program that does not require a college level math course will need to take Math Fundamentals (MATH0233).

Western is also looking at using multiple measures such as high school GPA, high school attendance, number of successfully completed math courses taken in high school, and ACT scores for use in placement without relying solely on ACT scores and/or placement exams.	MATHEMATICS Completion of CCMR with a grade $\geq$ B will be permitted to enroll into any college level mathematics course without placement testing or remediation. MULTIPLE MEASURES Students with an unweighted cumulative HS GPA 3.5 or higher may enroll in college level course(s).

AGENDA ITEM #10-b:

Institutional Student Assessment Plans.

SUBJECT: Approval of April student assessment plan changes.

RECOMMENDATION:

It is recommended that the State Regents approve changes to the Student Assessment Plans for State System Institutions as required by the 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). The revisions to policy became effective in Fall 2016. All State System institutions have submitted assessment plans to the State Regents which were first approved in February 2017.

POLICY ISSUES:

This action is consistent with the Assessment and Remediation policy, specifically section 3.20.8, Assessment Plan and Reporting:

> 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.

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ANALYSIS:

The following institutions have requested changes to their respective Student Assessment Plans that were approved in February 2017. The changes described below are substantive and therefore require State Regents' approval. Following staff review, it is recommended that the State Regents approve these changes.

Research Universities

Oklahoma State University

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT • ELPA • Secondary Testing: Accuplacer for reading and English and ALEKS for mathematics.	• ACT/SAT • Secondary Testing: OSU Entry-Level Placement Analysis (ELPA), Accuplacer (English and reading) and ALEKS (mathematics).
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Ability to read, observe and listen with comprehension 2. Communicating effectively 3. Critical analysis and problem solving 4. Understanding and respecting diversity in people, beliefs and societies 5. Appreciate and function in the human and natural environment	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, and 6. Develop the student's ability to appreciate and function in the human and natural environment.
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• National Survey of Student Engagement (NSSE) • Beginning College Survey for Student Engagement (BCSSE) • Alumni surveys	• Student Engagement Survey (SES) • Student Satisfaction Survey (SSS)

University of Oklahoma

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT/SAT • OU ELPA	• ACT/SAT • High school GPA

• Secondary Testing: Accuplacer for reading and English and ALEKS for mathematics.	• Secondary Testing: Accuplacer for reading and English and ALEKS for mathematics.
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
Breadth and depth of knowledge in 1. symbolic and oral communication 2. natural science 3. social science 4. humanities	1. Communication Skills 2. Technology and Information Literacy 3. Critical Analysis & Scientific Reasoning 4. Quantitative & Numerical Analysis 5. Community, Culture & Diversity 6. Arts & Humanities
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• National Survey of Student Engagement (NSSE) • Student satisfaction survey	• No Changes

Regional Universities

Cameron University

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• High school GPA • ACT • Secondary Testing: CPT for English and mathematics	• Adding SAT
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Information Literacy 2. Diversity 3. Critical Thinking 4. Ethics 5. Aesthetics 6. Problem Solving 7. Communication 8. Wellness	• No changes
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• National Survey of Student Engagement (NSSE) • Surveys of specific units and events, exit and alumni surveys of programs	• No changes

East Central University

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**

• ACT • Secondary Testing: CPT for English and mathematics	• Adding SAT
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Communication 2. Intellectual Skills 3. Information Literacy 4. Intercultural Knowledge	• No Changes
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• National Survey of Student Engagement (NSSE) • Student Satisfaction Inventory (SSI) • Student and alumni surveys	• No Changes

Langston University

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT • Secondary Testing: CPT for English and mathematics	• Adding SAT
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. English 2. Math 3. Reading	1. Critical thinking skills through academic problem-solving 2. Effective communication skills 3. Knowledge of challenges faced by rural and urban communities, both global and domestic 4. Knowledge of current technology 5. Positive leadership skills 6. Use of quality methods for conducting research or inquiry 7. Respect for diversity in its many forms 8. Commitment to responsible citizenship 9. Competence in their chosen field
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• Focus groups	• National Survey of Student Engagement (NSSE)

Northeastern State University

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT	• Adding SAT

GENERAL EDUCATION ASSESSMENT	GENERAL EDUCATION ASSESSMENT
1. Intellectual Skills (analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, communication fluency) 2. Integrative Knowledge 3. Citizenship	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
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• National Survey of Student Engagement (NSSE)	• Adding Internal Student Evaluation of Classes

Note: The first row shown above continues from a previous page listing "Secondary Testing: CPT for English and mathematics" and "High school GPA in the subject".

Northwestern Oklahoma State University

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT/SAT • Secondary Testing: CPT for English and mathematics	• No Changes
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Critical Thinking 2. Leadership 3. Literacy	1. Literacy 2. Critical Thinking 3. Ethical Leadership
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• National Survey of Student Engagement (NSSE) • Student Satisfaction Inventory (SSI) • Student and alumni surveys	• No Changes

Oklahoma Panhandle State University

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT • Secondary Testing: CPT for English and mathematics	• Adding SAT

GENERAL EDUCATION ASSESSMENT	GENERAL EDUCATION ASSESSMENT
1. Oral and Written Communication 2. Analytical and Quantitative Reasoning 3. Global and Cultural Awareness	• No Changes
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• Student and alumni surveys	• No changes

Rogers State University

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT • Secondary Testing: CPT for English, mathematics and science)	• Adding SAT
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Think critically 2. Knowledge of human cultures and natural world 3. Written, oral and visual communication 4. Diverse perspectives and values 5. Civic knowledge and engagement	• No Changes
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• National Survey of Student Engagement (NSSE) • IDEA Student Ratings of Instruction (SRI) • Student and alumni surveys	• RSU Student Satisfaction Survey • RSU Graduating Senior Survey

Southeastern Oklahoma State University

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT • Secondary Testing: CPT for English and mathematics	• Adding SAT • Institutional college placement test - developed by English and math departments
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Communication 2. Computer Literacy 3. Mathematical or Quantitative Reasoning 4. Science Reasoning 5. Critical Thinking 6. Social and Political Institutions	1. Communication 2. Mathematics 3. Science 4. Social & Political 5. Wellness

7. Wellness 8. Humanities 9. Fine Arts 10. Ethics and Values	**6.** Fine Arts & Humanities
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• Student Satisfaction Inventory (SSI) • College Outcomes Survey • Student and alumni surveys	• Noel-Levitz Student Satisfaction Inventory (SSI)

Southwestern Oklahoma State University

Approved February 2017	**Revised**
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT • Secondary Testing: CPT for English and mathematics	• Adding SAT
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Communication including computer literacy and technology 2. Scientific and quantitative reasoning 3. Fine arts, history and humanities 4. Social and cultural processes 5. Intellectual and professional aptitudes	1. Reading 2. Writing 3. Mathematics 4. Critical thinking 5. Computer literacy
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• National Survey of Student Engagement (NSSE) • Faculty Survey of Student Engagement (FSSE) • Student Satisfaction Inventory (SSI)	• National Survey of Student Engagement (NSSE) • Student Satisfaction Inventory (SSI)

University of Central Oklahoma

Approved February 2017	**Revised**
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT • Secondary Testing: CPT for English and mathematics	• Adding SAT
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Universality of human experience and common goals through multicultural and global perspective 2. Communication and technology literacy 3. Analytical thinking, information processing, reasoning, and research	1. Communication 2. Quantitative reasoning 3. Scientific Method 4. Critical inquiry 5. Analysis

STUDENT ENGAGEMENT	STUDENT ENGAGEMENT
4. Human experience through historical, cultural, and scientific perspectives 5. Creative talents effect on social, economic, philosophical, and political thought 6. Place in and responsibility to the natural world	
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• National Survey of Student Engagement (NSSE) • Gradeleaders Research Outcomes survey • Student and alumni surveys	• National Survey of Student Engagement (NSSE) • Noel-Levitz Student Satisfaction Inventory (SSI) • The Cooperative Institutional Research Program's (CIRP) Freshman Survey (TFS) and Your First College Year (YFCY) • Graduating Student Survey and Graduate Outcomes Survey (GOS)

Public Liberal Arts University

University of Science & Arts of Oklahoma

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT • Secondary Testing: CPT for English and mathematics • High school GPA in the subject	• Adding SAT
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Critical Thinking 2. Quantitative Reasoning 3. Scientific Problem Solving 4. Essay Writing	1. Produce creative and independent work 2. Critically analyze, evaluate, and synthesize diverse information 3. Communicate effectively 4. Analyze the political, cultural, and conceptual nuances of global issues 5. Act as participatory citizens who demonstrate empathy, integrity, and appreciation for community diversity
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• EverFi Haven • AlcoholEdu, • National Survey of Student Engagement (NSSE) • Student and alumni surveys	• National Survey of Student Engagement (NSSE)

Community Colleges

Carl Albert College

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT • Secondary Testing: CPT for English and mathematics • High school GPA in the subject	• Adding SAT
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Demonstrate Knowledge 2. Think Critically 3. Communicate Effectively 4. Practice Global and Civil Awareness	• No changes
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• Course evaluations	• Noel-Levitz Student Satisfaction Inventory (SSI)

Connors State College

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT • Secondary Testing: CPT for English and mathematics • High school GPA in the subject	• Adding SAT • Adding GED/HiSet
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Literacy and Communication 2. Quantitative and Information Literacy 3. Social Responsibility and Awareness	1. Communication 2. Technology & Information Literacy 3. Social Responsibility & Cultural Global Awareness 4. Problem Solving/Critical Thinking
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• Community College Survey of Student Engagement (CCSSE) • Survey of Entering Student Engagement (SENSE)	• Community College Survey of Student Engagement (CCSSE)

Eastern Oklahoma State College

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
- ACT/SAT - Secondary Testing: CPT for English and mathematics - Multiple measures: High school GPA, prior courses, high school attendance and departmental exams	Adding SAT
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Communication 2. Critical Thinking 3. Information & Technology Literacy 4. Quantitative & Scientific Reasoning 5. Culture, Global Awareness & Social Responsibility	No Changes
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
Student surveys	No Changes

Murray State College

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
- ACT - Secondary Testing: CPT for English and mathematics	Secondary Testing: CPT for English and mathematics (Accuplacer NextGen)
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Critical Thinking 2. Math 3. Reading 4. Writing	1. Effective Communication 2. Responsible Citizenship 3. Global Awareness 4. Critical Thinking 5. Quantitative Reasoning 6. Information & Technology Literacy **7.** Health and Wellness
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
- Student Satisfaction Inventory (SSI) - Focus groups	Student Satisfaction Inventory (SSI)

Northeastern Oklahoma A&M College

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
ACT/SAT	Adding SAT

• Secondary Testing: CPT for English, reading and mathematics • Multiple measures: High school GPA, prior courses, high school attendance and departmental exams	• Secondary Testing: CPT for English, reading and mathematics
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Critical Thinking 2. Reading 3. Writing 4. Math 5. Humanities 6. Social Sciences 7. Natural Sciences 8. Information Literacy 9. Communication 10. Analytical Reasoning	1. Effective Communication 2. Responsible Citizenship 3. Global Awareness 4. Critical Thinking 5. Quantitative Reasoning 6. Information & Technology 7. Health & Wellness
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• Survey of Entering Student Engagement (SENSE) • Alumni survey	• Noel Levitz Student Satisfaction Inventory (SSI)

Northern Oklahoma College

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT • Secondary Testing: CPT for English and mathematics	• Adding SAT • HS course history and GPA
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Critical Thinking 2. Communication Skills 3. Societal Awareness 4. Mathematical and Scientific Reasoning 5. Quality of Life	1. Critical Thinking 2. Communication Skills 3. Cultural, Societal and Environmental Awareness 4. Consumer and Personal Wellness
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• Community College Survey of Student Engagement (CCSSE)	• Student Satisfaction Survey (SSS) • Community College Survey of Student Engagement (CCSSE)

Oklahoma City Community College

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT/SAT	• Adding SAT

• Secondary Testing: CPT for English, reading, mathematics, Chemistry, Biology and A&P • Multiple measures: High school GPA for math and English	
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Human Heritage, Culture & Institutions 2. Mathematical Methods 3. Critical Thinking 4. Public Speaking 5. Writing	1. Writing 2. Public Speaking 3. Mathematical Methods 4. Human Heritage, Culture & Institutions 5. Critical Thinking
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• Student Satisfaction Inventory (SSI) • Student and alumni survey	• No Changes

OSU-Institute of Technology

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT • Secondary Testing: CPT for English and mathematics • Multiple measures: interview and aptitude assessment	• Adding SAT • Secondary Testing: CPT for English and mathematics
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Communication 2. Critical Thinking 3. Ethics and Diversity 4. History and Government 5. Technology 6. Service Learning	• No Changes
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• Community College Survey of Student Engagement (CCSSE) • Student Satisfaction Inventory (SSI) • Priorities Survey for Online Learners (PSOL) • Student and alumni survey	• No Changes

Oklahoma State University – Oklahoma City

Approved February 2017	Revised
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**

• ACT • Secondary Testing: CPT for English and mathematics	Fall 2016: Discontinuation of COMPASS product resulted in our transition to Accuplacer as an entry level assessment tool. Fall 2018: Discontinuation of Accuplacer product resulted in our transition to Accuplacer NextGen as an entry level assessment tool Fall 2020 implementation: OSU-OKC concurs with the OSRHE and the Oklahoma State Department of Education on the importance of a senior-year math course for collegiate math success. As such, OSU-OKC proposes to accept the College Career Math Ready (CCMR) course completion with a B or higher, as placement in any college level math course up to, and including, Pre-calculus I. Updated placement chart attached.
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Problem Solving 2. Communication 3. Computer and Network Technologies 4. Community Engagement 5. Cultural Sensitivity	1. Critical Thinking 2. Effective Communications 3. Computer Proficiency 4. Civic Responsibility 5. Global Awareness
STUDENT ENGAGEMENT	**STUDENT ENGAGEMENT**
• Course evaluation • student and alumni survey	• End of instruction course evaluations • Student satisfaction survey

Northwestern Oklahoma State University

Approved February 2017	Revised April 2020
ASSESSMENT OVERSIGHT	**ASSESSMENT OVERSIGHT**
	No changes.
ENTRY LEVEL ASSESSMENT	**ENTRY LEVEL ASSESSMENT**
• ACT/SAT • Secondary Testing: CPT for English and mathematics	• ACT/SAT • Overall GPA 3.5 unweighted GPA – placement into college-level Math/English course < 3.5 – Co-Requisite English 3.25-3.49 – Co-Requisite Math • 3.24 and below – 0- Level Math • Secondary Placement - 4th year Math class- passing level at B or higher
GENERAL EDUCATION ASSESSMENT	**GENERAL EDUCATION ASSESSMENT**
1. Critical Thinking 2. Leadership 3. Literacy	1. Literacy 2. Critical Thinking 3. Ethical Leadership
PROGRAM OUTCOMES	**PROGRAM OUTCOMES**
	No changes.
STUDENT SATISFACTION ASSESSMENT	**STUDENT SATISFACTION ASSESSMENT**
	No changes.

OSU-OKC PLACEMENT SCORE CHART

OSU-OKC Placement Score Chart

Reading

Proficiency	ACT	SAT	ACCUPLACER NextGen: Reading	Reading Placement
0%	10-14		200-236	ICRW 0035: College Reading & Writing I
50%	15-18		237-249	ICRW 0123: College Reading & Writing II
100%	19+	510+**	250 or higher	Reading Proficient

Writing

Proficiency	ACT	SAT	ACCUPLACER NextGen: Writing	Writing Placement *(default to writing score on remedial class placement)*
0%	14 or lower		200-236	ICRW 0035: College Reading & Writing I
50%	15-16		237-249	ICRW 0123: College Reading & Writing II
75%	17-18		237-249 AND minimum 50% Reading proficient / Final Grade of A or B in ICRW 0035	ICRW 0122: Support for Composition I/ENGL 1113 English Composition (Co-req)
100%	19+	510+**	250 or higher	Writing Proficient

Math

Proficiency	ACT	SAT	ACCUPLACER NextGen: Arithmetic	ACCUPLACER NextGen: QR/Algebra/Stats	ACCUPLACER NextGen: Adv. Algebra/Functions	College Career Math Ready (CCMR 4550) *high school transcript only*	Math Course Placement
0%	0-14		249 or below OR	226 or below			ICSM 0104: Intro to College Math
25%	15-16		250 or higher OR	227-236			ICSM 0303: Prep for Business Math & MATH 1303 Business Math OR ICSM 0413: Prep for Quantitative Reasoning & MATH 1413 Quantitative Reasoning
50%	17			237-262 OR	236 or below		ICSM 0234: Algebraic Literacy
50%	17			237-262 OR	236 or below		STAT 1103: Fundamentals of Statistics OR MATH 1303: Business Math OR MATH 1413 Quantitative Reasoning
75%	18			263 or higher* AND	237-249*		ICSM 0483: Prep for Mathematical Modeling & MATH 1483: Mathematical Functions and Their Uses OR ICSM 0513: Prep for Precalculus & MATH 1513: Precalculus I
100%	19+	510+		263 or higher* AND	250-262*	Final grade of A or B	MATH 1483: Mathematical Functions and Their Uses
100%	19+	510+		263 or higher* AND	263-279*	Final grade of A or B	MATH 1513: Precalculus I
100%	23+			270 or higher* AND	280 or higher*		MATH 1613: Precalculus II
100%	28+						MATH 2103: Elementary Calculus
100%	28+						MATH 2145: Calculus I

*Testing and Scores required from both placement test products.
**SAT score for Reading and English is combined
ACT & SAT scores are valid from 3 years from testing date.
ACCUPLACER NextGen Reading and Writing scores are valid for 3 years from testing date. ACCUPLACER Next Gen Math scores are valid for 1 year from testing date.

updated: 03/01/2020

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 22, 2020

AGENDA ITEM #11:

> **Teacher Education.**

SUBJECT: Posting of revisions to the Teacher Education policy.

RECOMMENDATION:

> **It is recommended that the State Regents post revisions to the Teacher Education policy, as described below.**

BACKGROUND:

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

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

POLICY ISSUES:

The policy changes are pursuant to 70 O.S. §6-185, and align with provisions found in the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10. The policy includes a definition for Professional Teacher Education Courses and adds additional criteria for admission into teacher education programs. The requirements modify language regarding coursework and training for students majoring in teacher education and removes the comprehensive reading assessment for students majoring in early childhood and elementary education. The teacher education policy draft was approved by the Council on Instruction at their December 12, 2019 meeting and by the Council of Presidents at their February 12, 2020 meeting.

ANALYSIS:

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

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

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

3.21.2. – Definitions	Adds definition for Professional Teacher Education Courses, stating that these are upper division courses that included specialized training and advanced learning for professionals in the field of teacher education.
3.21.3. B and C – Criteria for Admission to Teacher Education Programs	Adds additional criteria for admission into a teacher preparation program. Allows the ACT and SAT to be used in lieu of the Oklahoma General Education Test (OGET) as assessments of general knowledge.
3.21.4 – Degree Requirements and Guidelines for Articulation of Teacher Education Programs	Adds language for clarity.
3.21.4. F – Degree Requirements and Guidelines for Articulation of Teacher Education Programs	Deletes the comprehensive reading assessment requirement for elementary and early childhood majors. Adds language regarding coursework and training requirements for teacher education students.

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

Attachment

3.   ACADEMIC AFFAIRS POLICY

3.21   Teacher Education

3.21.1 Purpose

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

3.21.2 Definitions

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

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

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

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

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

"Mentor Teacher" is any teacher who has been appointed to provide guidance, support, coaching, and assistance to an inductee (novice teacher) employed by the school district. A mentor teacher shall be a current or former classroom teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher.

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

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

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

3.21.3   Criteria for Admission to Teacher Education Programs

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

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

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

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

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

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

The PRAXIS test is an acceptable performance measure for students who have completed at least 30 credit hours.

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

F. Possess a Baccalaureate degree from an institution accredited by a national or regional accrediting agency which is recognized by the Secretary of the U.S. Department of Education and approved by the Oklahoma State Regents for Higher Education.

Baccalaureate degree graduates from regionally or nationally accredited universities in the United States are assumed to have the basic skill competencies tested by the OGET and PRAXIS. These graduates may be exempt from this these testing requirements.

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

3.21.4 Degree Requirements and Guidelines for Articulation of Teacher Education Programs

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

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

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

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

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

B. Students majoring in secondary and elementary/secondary education are required to have an undergraduate major, or its equivalent, in a subject area, pursuant to the OEQA Administrative Code, Title 218 Chapter 10 and 70 O.S. §6-185. Additionally, teacher candidates in early childhood,

elementary, and special education must have subject area concentrations which allow qualification as a generalist.

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

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

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

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

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

a.   Report of the National Reading Panel

b.   Response to Intervention Guidelines

c.   Council for Exceptional Children

d.   International Dyslexia Association

e.   International Literacy Association

f.   National Council of Teachers of English

g.   National Association for the Education of Young Children

2.   Teacher education programs that offer elementary, early childhood or special education programs shall incorporate into

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

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

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

    a. Substance abuse symptoms identification and prevention

    b. Mental illness symptoms identification and mental health issues

    c. Classroom management skills

    d. Classroom safety and discipline techniques

    e. The use of digital and other instructional technology

    f. Trauma-informed responsive instruction

3.21.5 Professional Teacher Education Guidelines

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

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

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

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

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3.21.6   Guidelines for Teacher Preparation Faculty

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

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

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

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

3.21.7   Guidelines for Participation on Induction Committees

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

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

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

Criteria for Admission to Teacher Education in Oklahoma Institutions Policy: Approved December 1989. Revised May 29, 1992; May 28, 1993; January 26, 1996; May 24, 2002; Guidelines for

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Articulation of Teacher Education Programs Policy: Approved September 26, 1977. Revised October 15, 1999 Guidelines for Teacher Preparation Policy: Approved May 27, 1994; revised January 29, 2015; revised April 26, 2018. Guidelines for Participation on Residency Year Committees: Approved January 29, 2015; revised October 25, 2018. Degree Requirements and Guidelines for Articulation of Teacher Education Programs: Approved June 27, 2019. <u>Definitions, Criteria for Admission to Teacher Education Programs, Degree Requirements and Guidelines for Articulation of Teacher Education Programs, and Degree Requirements and Guidelines for Articulation of Teacher Education Programs updated XXX XX, 2020.</u>

AGENDA ITEM #12:

Course Equivalency Project.

SUBJECT: Approval of the Course Equivalency Project transfer matrix for the 2020-2021 academic year.

RECOMMENDATION:

It is recommended that the State Regents approve the system faculty's 2020-2021 Course Equivalency Project.

BACKGROUND:

During the 1996 legislative year, the State Regents presented Facilitating Student Transfer: A Comprehensive Action Plan to improve student transfer. This multifaceted plan included four parts: 1) creating working faculty transfer curriculum committees; 2) development of a systemwide electronic course transfer guide; 3) emphasizing academic advising; and 4) organizing an evaluation process to monitor transfer students' success. The State Regents submitted a second progress report on student transfer issues to the Legislature in December 1997. Its focus was the Course Equivalency Project (CEP)—the implementation phase of the Comprehensive Action Plan.

The CEP operates on an annual cycle. In Spring, the Council on Instruction (COI) determines which faculty committees will meet in the Fall; often eight to twelve disciplines convene. Presidents nominate faculty to the selected curriculum committees during the Summer. Each Fall, up to 500 faculty members from public and private institutions meet by discipline to update common course descriptions and establish new course equivalencies. Courses can also be added to course equivalency disciplines by public institutions that have no faculty meeting in the Fall, but the additions are subject to faculty review on respective campuses before being entered into the CEP. Chief academic officers update course information in August and December. In the Spring, the COI approves the faculty's course recommendations, and then the State Regents approve the CEP and it is distributed to institutions. Concurrently, the State Regents' web site is updated to include the CEP. The information is accessible at the State Regents' web portal: www.OKCourseTransfer.org.

Currently, all public institutions of higher education as well as several private colleges and universities participate in the CEP. It reinforces student access to the three-tiered higher education system and helps shorten the time it takes students to obtain a degree. To date, over 8,000 courses across fifty disciplines are on the CEP. The CEP received the Governor's Commendation Award in 1999 for demonstrating innovation and efficiency. The CEP is a nationally recognized model; other states contact the State Regents for guidance when developing their own statewide course articulation systems.

CEP: Historical Review		
YEAR	**COURSES**	**DISCIPLINES**
1996-97	1,594	16
1997-98	2,875	22
1998-99	3,690	25
1999-00	4,187	30
2000-01	4,399	32
2001-02	4,531	32
2002-03	4,926	32
2003-04	5,343	33
2004-05	6,423	36
2005-06	6,668	39
2006-07	7,030	39
2007-08	7,450	39
2008-09	7,523	39
2009-10	7,634	40
2010-11	7,921	46
2011-12	8,076	46
2012-13	7,957	47
2013-14	8,104	49
2014-15	8,163	49
2015-16	8,188	49
2016-17	8,136	49
2017-18	8,032	50
2018-19	8,104	50
2019-20	8,106	50
2020-21	8,110	50

Course equivalency is defined as follows: Course "A" is equivalent to course "B" if and only if course "A" satisfies at least 75 percent of the program requirements that course "B" satisfies—serving the same purpose with respect to content delivery, general education, or program degree requirements. Courses contained within a single equivalency group, or common grouping of courses (e.g., American History to the Civil War), are guaranteed to transfer among institutions that sponsor courses in that group. Beginning with academic year 2017-2018, faculty also began adding student learning outcomes to equivalency groups to further ensure equivalency among courses and seamless transfer for students.

POLICY ISSUES:

The State Regents' Undergraduate Transfer and Articulation policy provides standards for the articulation of course work between and among State System institutions. The CEP provides information that facilitates institutions' compliance with policy guidelines.

ANALYSIS:

Positive features of the CEP are listed below:

- It establishes content standards and expected learner outcomes through faculty-developed common course descriptions in most general education courses as well as more specialized coursework.

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- It facilitates articulation of curriculum development as faculty design new courses to meet articulation guidelines and course content descriptions.

- A tracking system permits registrars to recognize the course changes, deletions, and additions made to the CEP from year to year.

- A course coding identification project allows State Regents' staff to monitor students' use of the courses contained in the course equivalency matrix.

- The State Regents maintain a student transfer hotline (800-583-5883) to help students with transfer problems within the State System.

- Faculty members have the opportunity to share their course syllabi, evaluate learning materials, and discuss emerging trends in their discipline during course articulation meetings.

The 2020-2021 faculty CEP document is provided as a supplement to this item. The COI approved the 2020-2021 CEP document February 13, 2020. It is recommended that the State Regents approve the 2020-2021 CEP.

Supplement available upon request.

AGENDA ITEM #13-a:

      Policy.

SUBJECT: Posting of revisions to the Institutional Admission and Retention and Concurrent Enrollment policies.

  RECOMMENDATION:

      It is recommended that the State Regents post proposed policy revisions to the Institutional Admission and Retention and Concurrent Enrollment policies as described below.

BACKGROUND:

In October 2019, ACT announced two major changes related to the college admission test taken by most college-bound Oklahomans. First, beginning with the September 2020 test administration, students will be allowed to re-take individual sections of the exam on national test dates after taking the full battery at least once. This is in contrast to ACT's historical practice of only allowing students to take the full battery of tests during a test administration. The second major change is that ACT will use all the highest subject area scores a student earns to formulate one composite score, commonly referred to as a "superscore." This is also a change from ACT's previous practice; in the past, composite scores were only derived from one test administration. The new practice allows students to raise their composite score without taking the entire battery of subject tests.

Current State Regents' policy does not allow for the use of superscoring in college admission. At the time of its announcement, ACT provided empirical research demonstrating that the superscore is often a better predictor of college success than a standalone composite score from one test. In order to allow State System institutions to use the new superscore in admission decisions, the Institutional Admission and Retention and Concurrent Enrollment policies must be revised, as described below.

POLICY ISSUES:
The proposed revisions amend the Institutional Admission and Retention and Concurrent Enrollment policies to allow State System institutions to use a final composite score based on all a test taker's highest subject test scores, as calculated by ACT.

POLICY ANALYSIS:
These revisions add a definition of "final composite score" to the Institutional Admission and Retention policy and apply that definition throughout the policy, as well as in the Concurrent Enrollment policy.

3.9.2-Definitions	Added definitions of "Final composite score." This is what is commonly known throughout higher education admissions as the "superscore."

3.9.4-Admission of First-Time Freshmen:Performance Requirements	Updated the reference to the composite ACT score to reflect the new definition of "final" composite score.
3.9.6-Special Admission	Updated references to the composite ACT score in the sections on Home Study or Non-Recognized Accredited or Unaccredited High Schools, Opportunity Admissions Category, and Summer Provisional Admission Program (Research and Regional Universities).
3.10.3-Eligibility Requirements	Updated reference to composite ACT score and added reference to definition in section 3.9.2.

These policy revisions were approved by the Council on Instruction on December 12, 2019 and by the Council of Presidents on February 12, 2020.

Attachments.

ATTACHMENT A
INSTITUTIONAL ADMISSION AND RETENTION POLICY EXCERPT

3.9   Institutional Admission and Retention

    3.9.1   Purpose

    This policy establishes minimum curricular requirements, criteria, and standards for admission to State System institutions, as well as standards for retention in institutions. Admission to all associate and baccalaureate programs must conform to these standards.

    The State Regents conduct periodic reviews of the implementation of admission and retention policies. The purpose of these reviews is first to assure the State Regents that the implementation of the admission and retention standards is consistent with the intent of the State Regents' policy. Second, the review provides a comprehensive overview of the progress and the effects of the admission and retention standards increases on the profile of students, and specifically whether or not the ultimate goal of the policy to achieve student success is being met.

    Retention policies should be directly and simply stated for ease in interpretation, application, administration, and monitoring. The foremost concern of these policies should be student success. Thus an early notification to students experiencing academic difficulties must be inherent in such policies. And, finally, quality retention policies must have academic integrity.

    Each institution's governing board should approve any change in institutional admission standards prior to State Regents' approval.

    3.9.2   Definitions

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

    "Academic Notice" is a designation for Freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0.

    "Academic Probation" is a designation for any student whose retention GPA falls below those designated in this policy for a given semester.

    "Academic Suspension" is a designation for any student who was on academic probation the previous semester and who fails to raise the GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses.

    "Associate Degree" is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours). The State Regents recognize three types of associate degrees—the Associate in Arts, Associate in Science, and Associate in Applied Science.

    "Baccalaureate Degree" (also referred to as a bachelor's degree) is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours). The State Regents recognize three types of baccalaureate degrees—the Bachelor of Arts, Bachelor of Science, and Bachelor of (Specialty).

"Basic Academic Skills: Minimum required skills for college success in English, mathematics, science and reading."

"Basic Academic Skills Deficiencies" refer to assessment results below required level to enroll in college-level courses in the subject area.

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

"Curricular Deficiencies" refer to high school curricular requirements for college admission that have not been met by the student in high school.

"Curricular Requirements" are the units of high school coursework required for admission to public colleges and universities in the State System found in 3.9 *Institutional Admission and Retention.*

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

"Final composite score" is the highest composite score achieved by a student on the ACT. This score is calculated using the highest section scores from tests taken on national ACT testing dates and must be calculated and provided by ACT in order to be considered official.

"First-Time-Entering Student" is a student with six or fewer attempted credit hours, excluding developmental education or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

"General Education Development Test (GED)" is a recognized high school diploma equivalency exam.

"Good Academic Standing" is a designation for any student who meets the retention requirements as set forth in this policy.

"GPA" see Retention/Graduation Grade Point Average.

"Remediation" is a process for removing curricular or basic academic skills deficiencies through developmental education that leads to demonstration of competency and success in college-level courses.

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

"Transcript" is the official document issued by an institution with student information that is a complete and accurate reflection of a student's academic career. It includes information such as GPA, semesters of attendance, courses

taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

"Transfer Student" is any undergraduate student with greater than six attempted credit hours, excluding developmental education or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

3.9.3   Admission of First-Time Freshmen: Curricular Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes curricular requirements for regular admission.

A.   High School Curricular Requirements for Admission to Programs Leading to AA, AS and Baccalaureate Degrees

Units (Years)	Course Areas
4	English (grammar, composition, literature; should include an integrated writing component)
3	Lab Science (Biology, chemistry, physics or any lab science certified by the school district; General science with or without a lab may not be used to meet this requirement.)
3	Mathematics (from algebra I, algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability (must have completed geometry and Algebra II), calculus, Advanced Placement statistics)
3	History and Citizenship Skills (including one unit of American history and two additional units from the subjects of history, economics, geography, government, non-Western culture)
2	Additional units of subjects previously listed or selected from: computer science, foreign language, or any Advanced Placement course except applied courses in fine arts.
15	Total Required Units

Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement (see the State Regents' *Undergraduate Degree Requirements* policy).

In addition to the above requirements, the following subjects are recommended for college preparation:

2 additional units: Fine arts - music, art, drama, and speech

1 additional unit: Lab science (as described above)

1 additional unit: Mathematics (as described above)

4 Recommended Units

While these curricular requirements will normally be met by students in grades 9 through 12, advanced students who complete these courses in earlier grades will not be required to take additional courses for purposes of admission.

The remaining units required by the State Board of Education for high school graduation may be selected from courses to meet students' individual needs and interests.

Additionally, 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents' approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents' approval. Additional information regarding the course review process may be found in the *Academic Affairs Procedures Handbook.*

B. Curricular Deficiencies

1. Baccalaureate Programs

Students must meet all basic academic skills curricular requirements (English, mathematics, and science)to be admitted to baccalaureate programs at research or regional institutions. Students with a deficiency in a non-basic academic skills course (excludes English, mathematics, and science) who present an ACT reading subject score at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument may be admitted as a regular admission student. These students will be required to complete an additional three-hour collegiate course in the relative subject area to make up the high school deficiency (see the State Regents' *High School Curricular Requirements policy*). Other exceptions are noted in the special admission options outlined later in this policy.

If an institution admits students with one or more curricular deficiencies to a baccalaureate program utilizing the alternative admission category, the institution must provide the means to satisfy those deficiencies (see the State Regents' *High School*

Curricular Requirements policy) and the student must successfully remediate basic academic skills course requirements within 24 college level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit.

2.   Associate in Arts and Associate in Science Programs

Students lacking curricular requirements are admissible into AA or AS programs in the community colleges but must remediate curricular deficiencies in the basic academic skills at the earliest possible time but within the first 24 college-level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit. In addition, students must remove curricular deficiencies in a discipline area before taking collegiate level work in that discipline.

3.   Associate in Applied Science Programs

Students entering AAS degree programs or other certificate programs must remove high school curricular requirement deficiencies before taking courses in the same field as part of an AAS degree or certificate program. Students admitted under this provision may not transfer into an AA, AS or baccalaureate program without first removing the high school curricular deficiencies.

Students may remove curricular deficiencies as detailed in the State Regents' *High School Curricular Requirements policy*. The institution's president or the president's designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

Students pursuing admission to AA, AS, AAS, or baccalaureate degree programs may not count remedial/development courses toward satisfaction of degree program requirements.

C.   Applied Courses

The use of applied courses to meet the high school curricular requirements is to be considered an alternative. College bound students are encouraged to take courses currently specified in the State Regents' *Institutional Admission and Retention policy*. The State Regents are interested in experimenting with alternative delivery systems that might facilitate student interest and success. It must be noted that the State Regents request and expect high school transcripts to be valid and reflective of the actual courses taken by students; anything less threatens the integrity of the academic process.

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One year of Principles of Technology may substitute for one of the currently required lab science courses providing that students taking the course also successfully complete a lab science course listed in the State Regents' *Institutional Admission and Retention policy*. Additionally, the Principles of Technology course must be taught by a teacher certified or endorsed in physics who has completed the specialized training to instruct the course.

3.9.4   Admission of First-Time Freshmen: Performance Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes performance requirements for regular admission which includes three options for admission: standardized tests, high school GPA in all courses plus class rank, or high school GPA in the State Regents' 15-units of required high school core courses.

The ACT score used for admission purposes is the <u>final</u> composite score without the writing component. The SAT score used for admission purposes is the combined critical reading and math scores without the writing component. Students utilizing a test other than ACT will have their scores converted to ACT equivalents. The high school class rank is one more than the number of students in the high school graduating class who have a high school GPA greater than the student in question.

A GED recipient's high school class must have graduated to be eligible for admission. The president or the president's designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request. The University of Oklahoma (OU) is authorized by the State Regents to also require a minimum average standard GED score for automatic admission.

The high school GPA used for admission purposes in option 2 is the unweighted average of all grades ("A" equating to 4.00 and "D" equating to 1.00) taken in the 9th through 12 grades. The GPA used for admission purposes in option 3 shall add a standard weighting (1.0) to The College Board's Advanced Placement courses and the International Baccalaureate Organization's higher-level courses (an "F" remains zero).

While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of either high school GPA because there is no equitable mechanism to include the honors premium.

The exact standardized test scores and high school GPA will vary over time, and may differ at each institution. The high school GPA will be defined annually to correspond to the rank in class. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score is updated regularly.

First-time entering students must also meet entry-level assessment requirements before enrolling in college-level courses. See the State Regents' *Student Assessment and Remediation policy* for more information.

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A.   Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Research Universities

University of Oklahoma (OU)
Oklahoma State University (OSU)

Any individual who:

1.   is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

2.   has met the curricular requirements as set forth in part 3.9.3 of this policy;

3.   has participated in the ACT program or a similar acceptable battery of tests; and

4.   meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the research universities in the State System.

Minimum Performance-Based Admission Standards: Research Universities		
Option 1: Standardized Tests	ACT or SAT	Top 33.3%
OR		
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank	Top 33.3%
OR		
Option 3: High School Performance B	High School GPA in State Regents' Required 15-Unit H.S. Core	Top 33.3%

*OU will implement its holistic admission process effective Fall 2019 for all first-time freshman. OU will not use Options 1, 2, or 3 in the admission process effective Fall 2019 for freshman.

The State Regents have authorized and set separate higher admission standards for OU and OSU. Revisions are made with State Regents' approval and current standards are published annually by OSRHE. Additional details may be found in the *Academic Affairs Procedures Handbook.*

B.   Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Regional Universities

Cameron University (CU)
East Central University (ECU)

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Langston University (LU)
Northeastern State University (NSU)
Northwestern Oklahoma State University (NWOSU)
Oklahoma Panhandle State University (OPSU)
Rogers State University (RSU)
Southeastern Oklahoma State University (SEOSU)
Southwestern Oklahoma State University (SWOSU)
University of Central Oklahoma (UCO)
University of Science and Arts of Oklahoma (USAO)

Any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

2. has met the curricular requirements as set forth in part 3.9.3 of this policy;

3. has participated in the ACT program or a similar acceptable battery of tests; and

4. meets the following criteria is eligible for admission to any of the regional institutions in the State System.

Minimum Performance-Based Admission Standards: Regional Universities	
Option 1: Standardized Tests	ACT or SAT
OR	
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank
OR	
Option 3: High School Performance B	High School GPA in State Regents' Required 15-Unit H.S. Core

Six regional institutions offer associate degrees including: OPSU, CU, RSU, LU, SWOSU and UCO. These institutions may offer these degrees with an open admission policy for students within the institutions' geographic service area. Students wishing to transfer from AAS to AS, AA or baccalaureate degree programs must formally apply and meet both the curricular and performance admission standards.

USAO is authorized by the State Regents to require higher admission standards.

C. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Community Colleges and Technical Branches

Carl Albert State College (CASC)
Connors State College (CSC)
Eastern Oklahoma State College (EOSC)
Murray State College (MSC)
Northeastern Oklahoma A&M College (NEOAMC)
Northern Oklahoma College (NOC)
Oklahoma City Community College (OCCC)
Redlands Community College (RCC)
Rose State College (RSC)
Seminole State College (SSC)
Tulsa Community College (TCC)
Western Oklahoma State College (WOSC)
OSU Oklahoma City (OSU-OKC)
OSU Institute of Technology (OSUIT)

1. Students Seeking Admission to AA, AS, or Baccalaureate Degree Programs

Any individual who:

a. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

b. has met the curricular requirements as set forth in part 3.9.3 of this policy; and

c. has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and technical branches in the State System.

2. Students Seeking Admission to Other Undergraduate Degree or Certificate Programs

Any individual who:

a. is a graduate of high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED; and

b. has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and technical branches in the State System.

3.9.5 International Student Admission and Admission of Non-native Speakers of English

International undergraduate students are required to meet equivalent academic performance standards as listed in section 3.9.4 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language

shall be required to present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. The State Regents adopted this policy to ensure that students will have a reasonable chance to succeed at a higher education institution based on their ability to comprehend, read, and write the English language.

Students must meet one of the standards described below to demonstrate their competency in English. Institutions may not waive this admission requirement as part of the alternative admissions category within the State Regents' general policy on admission.

A. First-Time Undergraduate and Graduate Students

    1. Standardized Testing. Students must meet the minimum score set by the State Regents on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) Examination.

       Results of the TOEFL taken at international testing centers and special testing centers will be accepted at all State System colleges and universities. Results of the TOEFL administered at institutional testing centers shall not be accepted by colleges and universities other than the administering institution.

    2. Intensive English Program (IEP). Students must meet a minimum score set by the State Regents on the TOEFL administered at a special testing center or an international testing center or on the IELTS Examination. In addition, after achieving the required score and immediately prior to admission, successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents. At least two-thirds of the 12 weeks must be instruction at an advanced level. A list of State Regents' approved IEPs can be found in the State Regents' *Academic Affairs Procedures Handbook*.

    3. High School Performance. Undergraduate students must have successfully completed the high school core requirements in or graduate from high school where English is the primary language in a country where English is a primary language and demonstrate competency through the *High School Curricular Requirements policy*.

    4. Graduate students may satisfy the English language requirement by completing a baccalaureate or graduate degree from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education.

    5. Institutional Discretion. In extraordinary and deserving cases, the president or the president's designee may admit a student in lieu of the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Such exceptions must be

appropriately documented and reported to the State Regents annually.

OU has been authorized by the State Regents to require higher than the set minimum score on the TOEFL and IELTS for both undergraduate and graduate students.

B.   Undergraduate Transfer Students

*See 3.11.3 subsection C for details concerning Non-native speakers of English student transfer procedures.

3.9.6   Special Admission

Students admitted must meet curricular standards as defined in section 3.9.3 and must meet the high school performance criteria as defined in section 3.9.4. The only exceptions are students admitted in the following special admission categories.

A.   Special Non-Degree Seeking Student

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. Retention standards will be enforced. Once a student has completed the designated number of hours, the student is required to meet the formal admission or transfer criteria for the institution of desired entry in order to enroll in additional course work. (This provision is not intended to be limited only to first-time-entering students.)

The president or the president's designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made for non-degree-seeking students only who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

B.   Alternative Admission

Research and regional institutions may admit 8 percent of the number of previous year's first-time freshmen or 50 students (whichever is greater) without the students having met the State Regents' high school curricular or performance admission requirements. Institutions admitting students through the alternative admission category must have formally established admission criteria on file at the State Regents' office. The criteria must be oriented to identifying those students who:

1.   have a reasonable chance for academic success;

2.   have unusual talent or ability in art, drama, music, sports, etc; or

3.   are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where they desire to enroll.

Institutions should use interviews as a part of the mechanism for admitting students in this program. Students wishing to enter under the alternative admission category should be given the opportunity to

convince the institutions of their ability through this interview process. In addition, the institution must have implemented programs designed to assist first-year students making the transition to college both academically and socially. The objective of these procedures and programs is to increase the success rate of students as measured by the increase in the retention and graduation rates of all students and particularly minority students.

It is intended that the alternative admission opportunities be equitably utilized and proportionately represent different types of students of unusual talent or abilities who do not otherwise meet State Regents' admission standards. Waivers shall not be awarded in significant disproportion for scholarship athletes. It shall be used to promote the system goal of social justice.

C. Adult Admission

1. Students who are 21 years of age or older or on active military duty may be admitted based on criteria established at the campus level and submitted to and approved by the State Regents. For students admitted under the adult admission category, the campus must consider the probability of the academic success of the student. Related to the curricular requirements, students admitted under the adult admission category must demonstrate proficiency to the satisfaction of the entering institution in the curricular area the student desires to pursue. Institutions will be required to submit an annual report of those students admitted in this category to the State Regents.

2. Any student who:

   a. is not a high school graduate but whose high school class has graduated; and

   b. has participated in the ACT program or similar battery of tests is eligible for admission to any of the community colleges in the State System.

      Students utilizing a test other than ACT will have their scores converted to ACT equivalents. A GED recipient's high school class must have graduated to be eligible for admission. The president or the president's designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

D. Home Study or Non-Recognized Accredited or Unaccredited High Schools

An individual who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by a recognized accrediting agency is eligible for admission to an institution in the State System as follows:

1. The student must have participated in the ACT or SAT program and achieved the requisite <u>final</u> composite score, as defined by the State Regents, for admission to the institution the student wishes to attend as defined in section 3.9.4 above. OU is authorized by the State Regents to require a minimum high school GPA, class rank, or GED average standard score along with a requisite <u>final</u> composite score.

2. The student's high school class of his or her peers must have graduated. The president or the president's designee may allow exceptions for GED recipients on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

3. The student must satisfy the high school curricular requirements for the institution to which the student is applying, as certified by the school or for home study, the parent.

E. Opportunity Admission Category

Students who have not graduated from high school whose <u>final</u> composite standard score on the ACT without the writing component places them at the 99th percentile of all students using Oklahoma norms, or whose combined critical reading and mathematical score on the SAT without the writing component places them at the 99th percentile of all students using national norms may apply for full enrollment at a college or university of the State System. The college or university will determine admissibility based on test scores, evaluation of the student's level of maturity and ability to function in the adult college environment, and whether the experience will be in the best interest of the student intellectually and socially.

F. Correspondence Study Enrollment

Admission to the institution is not required for enrollment in correspondence work. However, academic credit for correspondence work will not be applicable toward a degree until such time as the student has been formally admitted to the institution and has secured the approval of the appropriate academic officers for such credit. Students who desire to apply credit for correspondence courses must make the necessary arrangements with the school where credit is to be applied. Completed courses will appear on the student's official transcript and be designated as correspondence study.

G. Summer Provisional Admission Program (Research and Regional Universities)

1. Student Admission Requirements

Applicants for the Summer Provisional Admission Program must meet the following criteria to be considered for admission:

a. Be a first-time-entering student.

b. Graduate from an accredited high school or achieve a high school equivalency certificate based on the GED. The student's high school class of his or her peers must

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have graduated. The president or the president's designee may allow exceptions for GED recipients on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

c. Meet the State Regents' curricular requirements for admission.

d. Have a minimum <u>final</u> composite ACT of 18 or a minimum high school grade-point average of 2.5 to be admitted to a research university; or have a minimum <u>final</u> composite ACT of 17 or a minimum high school grade-point average of 2.5 to be admitted to a regional university.

e. Participate in assessment for placement purposes. If the need for developmental education is indicated, the student must successfully complete the developmental education prior to entering this provisional program.

The final admission decision will be made by the appropriate institutional officials based on the applicant's academic performance and potential for success. OU will only consider Oklahoma residents for this admission category.

2. Program Requirements

a. Enrollment is restricted to the summer session immediately following the student's high school graduation.

b. Each student is required to register for a minimum of two summer session core academic courses (at least six hours), exclusive of credit by examination or correspondence study. Students must take one course in each of the first two categories listed below:

English: Either of the introductory college-level English courses unless the student through advanced standing credit or concurrent enrollment has previously acquired such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

Mathematics: College algebra or the equivalent unless the student through advanced standing credit or concurrent enrollment has previously earned such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

Students testing out of the introductory English and/or mathematics courses must select courses from the following categories:

Social Science: A college-level course approved for general education credit.

Natural Science: A college-level introductory lab science course approved for general education credit.

Humanities: A college-level course approved for general education credit.

c. It is expected that these courses will be taught with equivalent rigor in presentation, assignments, and grading as the same courses taught during the regular semesters. Institutions are encouraged to use regular faculty members.

d. Students admitted in this program will be required to participate in academic support programs designed to enhance their success. Such services should include academic tutoring, mentoring opportunities, career counseling, diagnostic testing, etc.

e. To continue, the provisionally admitted student must complete a minimum of six credit hours in the summer as specified above with no grade lower than a "C." Such students will be admitted as a regular university student in the subsequent semester.

f. A provisionally admitted student who does not meet the academic requirements previously detailed will be unable to enroll for further work at the university until such time as the student is eligible for regular transfer admission as detailed in the State Regents' *Undergraduate Transfer and Articulation policy*.

H. Summer Provisional Admission Program: Curricular Deficiencies (Regional Universities)

Regional university students meeting performance requirements may take a maximum of two course deficiencies in the summer term prior to the regular semester of desired entry. If the college-level course(s) is(are) successfully completed with at least a "C" or equivalent, the student will be admitted.

I. Concurrent Enrollment of High School Students

The admission and retention standards for concurrent enrollment students are detailed within the State Regents' *Concurrent Enrollment* policy.

3.9.7 Admission by Transfer

*See 3.11.3 subsection A for Admission by Transfer within the State System requirements and subsection B for Admission by Transfer from Non-State System Institution requirements.

3.9.8 Retention Standards

In keeping with this philosophy of maximizing student success, institutions are strongly urged to initiate or strengthen programs which will assure that students

experiencing academic difficulties will be provided appropriate academic assistance. Such specially designed programs should include, but not be limited to, academic and career counseling, tutoring opportunities, study skills sessions, and diagnostic testing as appropriate. Students on academic notice or academic probation should be required as a condition for continued enrollment to participate in these special academic support services. These programs should be available to all students who feel participation will enhance their academic performance and success.

A.   GPA Requirements

All students must maintain a 2.0 GPA for the duration of the college experience with the exception of freshmen on academic notice and academic probation. A student will be placed on academic probation if the following requirements are not met:

Credit Hours Attempted	GPA Requirements
0 through 30 semester credit hours	1.7
Greater than 30 semester credit hours	2.0

Students with 30 or fewer credit hours, with a GPA of 1.7 to less than 2.0 will be placed on academic notice. All courses in which a student has a recorded grade will be counted in the calculation of the GPA for retention purposes excluding any courses repeated, reprieved or renewed as detailed in the State Regents' *Grading policy*, developmental education, and physical education activity courses.

Any student not maintaining satisfactory progress toward the academic objective as indicated above will be placed on probation for one semester. At the end of that semester, the student must have a semester GPA of 2.0 in regularly-graded course work, not to include activity or performance courses, or meet the minimum GPA standard required above, in order to continue as a student. Students not meeting either of these criteria will be immediately suspended and may not be reinstated until one regular semester (fall or spring) has elapsed.

Students suspended in the spring semester may attend, at the discretion of the suspending institution, the summer session immediately following spring suspension. However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. The student's transcript will note suspension at the end of the spring semester. For students who fail to achieve retention standards after the summer session, the phrase "suspension continued" should be entered on the transcript at the end of the summer session. Only students under first-time suspension status at the suspending institution are eligible. To continue in that fall semester, such students must achieve a 2.0 semester GPA or raise their GPA to the required level.

B.   Suspension of Seniors

An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the GPA of 2.0 or the semester GPA of 2.0 to enroll in up to 15 additional semester hours in a further

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attempt to achieve the GPA requirement. During this 15 hours of enrollment, the student must achieve a minimum 2.0 semester GPA during each enrollment or raise the GPA to 2.0 or above. This senior suspension exception can be exercised only once per student.

C. Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases. Academic suspension appeal procedures should require that the suspended student document any extraordinary personal circumstances that contributed to the academic deficiencies. Such events must be highly unusual such as the death of an immediate relative; a serious illness; severe financial distress; direct, significant work conflicts; unexpected, substantial family obligations; or personal crisis. Such appeals decisions should be made only following the thoughtful deliberation of an appropriate committee which may include faculty, students, and administrators. Any institutional policies and procedures developed for the appeal of academic suspension decisions must be submitted to and approved by the State Regents. Annual reports detailing all decisions concerning appeals requests will be submitted to the State Regents.

D. Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester (fall or spring) except as noted above. Institutions should develop policies and procedures to guide the readmission of suspended students. Such policies should include the provision that suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their GPA to the designated level. Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards.

E. Reinstatement of Suspended Students at System Institutions

It is the intent of the State Regents that public higher education opportunities be provided for all citizens with the ability and desire to use these public services. As previously stated, students will not be permitted readmission to the suspending institution for a minimum of one regular semester (fall or spring). However, research indicates that many times students suspended from one institution may succeed in a new academic environment if given the opportunity. As such, institutions may develop a special admission procedure, subject to State Regents' approval, for students who are suspended from other system institutions and who would otherwise qualify for admission to the reinstating institution. Such students would be admitted at the discretion of the receiving institution and such admission would be probationary.

Institutions admitting such students should provide the appropriate academic services to facilitate their success.

3.9.9   Principles

The following principles are intended for use as guidelines for interpretation of policies on admission and retention at colleges and universities of the State System.

A.   Any Oklahoma resident, upon graduation from an accredited high school or completion of the GED, should have the opportunity of continuing his or her education at some institution in the State System.

B.   Admission and retention policies should recognize and be consistent with the functions, purposes, and programs of respective institutions in the State System.

C.   There should be sufficient flexibility in admission and retention policies to permit institutions to make exceptions in worthy and extraordinary cases. Each case must be documented and the institution must report annually to the State Regents on the exceptions made.

D.   Admission and retention policies should be stated in such a manner that they are easily understood.

E.   Admission and retention policies should be administratively feasible and should be periodically and systematically reviewed.

F.   Residents of Oklahoma should be given preference.

G.   Admission and retention policies adopted for public institutions should serve the educational welfare of students and at the same time make possible maximum use of public resources.

H.   Admission and retention policies should provide for uniformity in the transfer of students among institutions.

I.   Students should make satisfactory progress toward an educational objective within a reasonable period of time as specified in policy.

J.   Institutions should provide appropriate academic support services for students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.

K.   Students suspended for academic reasons should, after a reasonable period of time and upon application, be considered for readmission.

L.   Provisions in other State Regents' policies are subject to the requirements specified in this policy.

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

3.9.10   Non-Academic Criteria for Admission

A.   In addition to the academic criteria used by institutions in the State System as the basis for student admission, institutions shall consider the following non-academic criteria in deciding whether a first-time applicant or a transfer student shall be granted admission:

1.   Whether an applicant has been expelled, suspended, denied admission or denied readmission by any other educational institution.

2.   Whether an applicant has been convicted of a felony or convicted of any lesser crime involving moral turpitude.

3.   Whether an applicant's conduct has been such that if, at the time of the conduct in question, the applicant had been a student at the institution to which application is made, the course of conduct would have been grounds for expulsion, suspension, dismissal or denial of readmission.

B.   If the institution finds that an applicant has any of the above, then the institution shall deny admission to applicant if it decides that any of the events described in 3.9.10.A.1, 3.9.10.A.2 or 3.9.10.A.3 indicates the applicant's unfitness, at the time of application, to be a student at the institution to which application is made.

If an applicant is denied admission on any of the foregoing grounds, there must be substantial evidence supporting the basis for denial. In addition, the applicant must be afforded adequate procedural safeguards, including the following:

1.   Be advised of the ground of the denial.

2.   Be informed of the facts which form a basis of the denial.

3.   Be afforded an opportunity to be heard.

Institutions should establish a hearing committee or some other appropriate mechanism to guarantee the proper administration of the procedural safeguards outlined above.

3.9.11 Professional Program Admission Standards

The State Regents set admission standards for the following professional programs:

OU College of Law
OU College of Medicine
OSU College of Osteopathic Medicine
OU Doctor of Pharmacy
OU School of Dentistry
NSU College of Optometry
OSU College of Veterinary Medicine

For detailed admission criteria for these programs, see the State Regents' *Professional Programs policy*.

The State Regents also set minimum admission standards for teacher education programs in the State System. For detailed admission criteria for these programs, see the State Regents' *Teacher Education policy*.

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Admission Policy: Approved March 1962. Revised July 25, 1967; February 25, 1974; February 24, 1976; May 23, 1979; August 30, 1984; April 22, 1987; December 5, 1988; June 26, 1989; October 23, 1989; December 17, 1990; April 19, 1991; May 24, 1991; November 15, 1991; May 29, 1992; August 14, 1992; September 25, 1992; March 24, 1993; June 21, 1993; September 23, 1993; December 10, 1993; April 15, 1994; May 27, 1994; December 9, 1994; June 28, 1995; March 29, 1996; June 28, 1996; September 6, 1996; June 27, 1997; September 5, 1997; April 3, 1998; June 30, 1998; October 30, 1998; May 28, 1999; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; February 13, 2004; May 28, 2004; June 30, 2004; June 30, 2005, November 29, 2007; revised June 24, 2010; revised March 3, 2016; revised June 30, 2016; revised May 26, 2017 to remove Concurrent Enrollment to its own policy. IEP Policy: Revised August 16, 1994, April 11, 1997 and May 30, 2003. Non-Academic Criteria Policy: Approved October 26, 1971. OU Admission Standards: Revised June 21, 2012. Revised April 26, 2018 to address the Course Equivalency Project Matrix. <u>Revised XXX XX, 2020 to define "Final Composite Score."</u>

ATTACHMENT B
CONCURRENT ENROLLMENT POLICY EXCERPT

3.10   Concurrent Enrollment

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 <u>final</u> composite score without the writing component <u>as defined in section 3.9.2 of the *Institutional Admission and Retention* policy</u> 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.

Concurrent Enrollment Policy: Approved May 29, 2017<u>. Revised XXX XX, 2020 to reference "Final Composite Score."</u>

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AGENDA ITEM #13-b:

> **Policy.**

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

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's request to allow certain non-degree seeking students to take up to 15 hours of coursework.**

BACKGROUND:

The Oklahoma State Regents for Higher Education's Institutional Admission and Retention policy allows special non-degree seeking students to enroll in no more than nine credit hours without submitting academic credentials or meeting the academic curriculum or performance requirements of the institution of desired entry. Once a student has completed the designated number of hours, the student is required to meet the formal admission or transfer criteria for the institution of desired entry in order to enroll in additional course work.

POLICY ISSUES:

The Institutional Admission and Retention policy allows the president or the president's designee to allow non-degree seeking students to enroll in additional coursework beyond nine hours on an individual basis. Oklahoma State University (OSU) is requesting an exception to allow an entire class of non-degree seeking students to enroll in up to 15 hours, as opposed to granting each student in this category an individual exception.

ANALYSIS:

OSU has recently begun participating in the General Education Mobile (GEM) program in partnership with the Community College of the Air Force (CCAF). GEM is a partnership between CCAF and regionally accredited academic institutions to provide online freshman and sophomore level general education courses good for CCAF credit. Through participation in GEM, airmen can take the 15 hours of general education required for an associate in applied science degree at CCAF from an institution of higher learning that best fits their needs. Courses are offered via distance education, so GEM reduces the CCAF educational impact of deployments, permanent changes of station (PCS), and family commitments. Students select and register for courses via a singly-point access on the Air Force Virtual Education Center (AFVEC).

OSU will be required to report to the State Regents the number of non-degree seeking students who take more than nine hours by virtue of their participation in GEM as part of the annual policy exception survey. This policy exception will be valid during OSU's participation in the GEM program, and does not apply to students outside of the GEM program. It is recommended that the State Regents approve this policy exception request.

AGENDA ITEM #14-a:

        State Authorization.

SUBJECT: Request to authorize an out-of-state private institution to operate in Oklahoma.

RECOMMENDATION:

        It is recommended that the State Regents authorize an out-of-state institution to operate in Oklahoma, as described below.

BACKGROUND:

On October 29, 2010, the United States Department of Education (USDE) published final regulations addressing program integrity and student aid programs. The regulations created rules and definitions covering a wide range of issues affecting colleges and universities as well as state higher education agencies. Most notably, a state authorization regulation, which is detailed in 34 CFR § 600.9, was established to strengthen consumer protection and increase institutional accountability. As a result of this regulation, to maintain eligibility to award federal financial aid, a higher education institution must obtain authorization in each state in which it is physically located.

To ensure students attending private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma do not unnecessarily lose their federal financial aid, Senate Bill 1157 established the statutory basis for a state authorization process. As a result of this legislation, effective November 1, 2016, private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma are required to be:

- accredited by a national or regional accrediting agency that is recognized by the United States Department of Education; and
- authorized according to policies and procedures established by the Oklahoma State Regents for Higher Education.

In an effort to meet the intent of the federal regulation, 70 O.S. § 4103 limits the scope of the State Regents' policy and procedure elements to a complaint process, standards for operation, stipulations for a written enrollment agreement between the institution and the student, and reporting requirements.

On October 20, 2016, the State Regents approved substantive revisions to the Institutional Accreditation policy (now titled Institutional Accreditation and State Authorization) to meet the statutorily mandated functions prescribed in 70 O.S. § 4103. Additionally, 70 O.S. § 4103 exempts from state authorization requirements private institutions that participate in the Oklahoma Tuition Equalization Grant (OTEG), a program that awards grants to Oklahoma residents enrolled as full-time undergraduate students at qualified Oklahoma not-for-profit, private higher education institutions.

POLICY ISSUES:

The Institutional Accreditation and State Authorization policy specifies the institutional eligibility requirements to seek approval to operate as a degree granting institution in Oklahoma and the conditions that institutions shall meet to continually operate in Oklahoma.

An institution that wishes to seek authorization to operate as a degree granting institution in Oklahoma is required to submit an electronic state authorization application. This application is composed of five sections that direct an institution to provide general institutional information, designate an institutional director who is responsible for overseeing compliance with the Institutional Accreditation and State Authorization policy, disclose accreditation information, report data, and attach specific documentation.

The documentation section, which was established to ensure compliance with certain provisions of the Institutional Accreditation and State Authorization policy, requires an institutional applicant to attach:
- proof of accreditation by a national or regional accrediting agency that is recognized by the United States Department of Education;
- a copy of the institution's student complaint process; and
- a copy of the institution's student enrollment agreement.

ANALYSIS:

Prior to April 23, 2020, State Regents' staff received a request to be authorized from the institution listed below:

Institution Location and Instructional Site

Name	Institutional Location	Oklahoma Instruction Site
Strayer University	Herndon, Virginia	1100 North Broadway, Oklahoma City
Marian University	Indianapolis, Indiana	3817 Northwest Expressway, Oklahoma City
John Brown University	Siloam Springs, Arkansas	160 New Life Ranch Road, Colcord

Institution Type and Accreditation

Name	Type	Accreditor
Strayer University	Private for profit	Middle States Commission on Higher Education
Marian University	Private not-for-profit	Higher Learning Commission
John Brown University	Private not-for-profit	Higher Learning Commission

After reviewing the applications and required documentation, State Regents' staff concluded that these institutions meet the state authorization requirements. Therefore, it is recommended that the State Regents authorize the institutions to operate in Oklahoma.

For information purposes, the data that were submitted within the state authorization application are detailed below.

2018-2019 Data

Number of Programs Offered by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Strayer University*	0	0	0	0	0	0
Marian University*	0	0	0	0	0	0
John Brown University*	0	0	0	0	0	0

Enrollment by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Strayer University	0	0	0	0	0	0
Marian University	0	0	0	0	0	0
John Brown University	0	0	0	0	0	0

Credentials Awarded

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Strayer University	0	0	0	0	0	0
Marian University	0	0	0	0	0	0
John Brown University	0	0	0	0	0	0

Total Number of Students Enrolled and Number of Students Receiving Federal Financial Aid

Institution	Total Enrollment	Total Number of Students Receiving Financial Aid
Strayer University	0	0
Marian University	0	0
John Brown University	0	0

* Strayer University, Marian University and John Brown University anticipate offering instruction beginning in the 2020-2021 academic year.

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AGENDA ITEM #14-b:

> **State Authorization.**

SUBJECT: Request to re-authorize out-of-state private institutions to operate in Oklahoma.

RECOMMENDATION:

> **It is recommended that the State Regents re-authorize out-of-state private institutions to operate in Oklahoma, as described below.**

BACKGROUND:

On October 29, 2010, the United States Department of Education (USDE) published final regulations addressing program integrity and student aid programs. The regulations created rules and definitions covering a wide range of issues affecting colleges and universities as well as state higher education agencies. Most notably, a state authorization regulation, which is detailed in 34 CFR § 600.9, was established to strengthen consumer protection and increase institutional accountability. As a result of this regulation, to maintain eligibility to award federal financial aid, a higher education institution must obtain authorization in each state in which it is physically located.

To ensure students attending private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma do not unnecessarily lose their federal financial aid, Senate Bill 1157 established the statutory basis for a state authorization process. As a result of this legislation, effective November 1, 2016, private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma are required to be:
- accredited by a national or regional accrediting agency that is recognized by the United States Department of Education; and
- authorized according to policies and procedures established by the Oklahoma State Regents for Higher Education.

In an effort to meet the intent of the federal regulation, 70 O.S. § 4103 limits the scope of the State Regents' policy and procedure elements to a complaint process, standards for operation, stipulations for a written enrollment agreement between the institution and the student, and reporting requirements.

On October 20, 2016, the State Regents approved substantive revisions to the Institutional Accreditation policy (now titled Institutional Accreditation and State Authorization) to meet the statutorily mandated functions prescribed in 70 O.S. § 4103. Additionally, 70 O.S. § 4103 exempts from state authorization requirements private institutions that participate in the Oklahoma Tuition Equalization Grant (OTEG), a program that awards grants to Oklahoma residents enrolled as full-time undergraduate students at qualified Oklahoma not-for-profit, private higher education institutions.

POLICY ISSUES:

The Oklahoma State Regents for Higher Education's (OSRHE) Institutional Accreditation and State Authorization policy specifies the institutional eligibility requirements to seek approval to operate as a degree granting institution in Oklahoma and the conditions that institutions shall meet to continually operate in Oklahoma.

An institution that wishes to seek authorization to operate as a degree granting institution in Oklahoma is required to submit an electronic state authorization application. This application is composed of five sections that direct an institution to provide general institutional information, designate an institutional director who is responsible for overseeing compliance with the Institutional Accreditation and State Authorization policy, disclose accreditation information, report data, and attach specific documentation.

The documentation section, which was established to ensure compliance with certain provisions of the Institutional Accreditation and State Authorization policy, requires an institutional applicant to attach:
- proof of accreditation by a national or regional accrediting agency that is recognized by the United States Department of Education;
- a copy of the institution's student complaint process; and
- a copy of the institution's student enrollment agreement.

ANALYSIS:

Prior to April 23, 2020, State Regents' staff received requests to be re-authorized from the institutions listed below:

Institution Locations and Oklahoma Instruction Site

Name	Institutional Location	Oklahoma Instruction Site
American Public University System	Charles Town, West Virginia	Fort Sill
Aquinas Institute of Theology	St. Louis, Missouri	Oklahoma City
Columbia College	Columbia, Missouri	Fort Sill
Embry Riddle University	Daytona Beach, Florida	Oklahoma City
Newman University	Wichita, Kansas	Oklahoma City, Broken Arrow
Saint Pau School of Theology	Leawood, Kansas	Oklahoma City
Southeastern University	Lakeland, Florida	Two locations in Oklahoma City
Southwestern Assemblies of God University	Waxahachie, Texas	Broken Arrow
Spartan College of Aeronautics and Technology	Tulsa, Oklahoma	Tulsa
The University of Akron	Akron, Ohio	Oklahoma City

Institution Type and Accreditation

Name	Type	Accreditor
American Public University System	Private for profit	Higher Learning Commission
Aquinas Institute of Theology	Private non-profit	Association of Theological Schools in the United States and Canada
Columbia College	Private non-profit	Higher Learning Commission
Embry-Riddle Aeronautical	Private non-profit	Southern Association of Colleges and

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Institution Type and Accreditation

Name	Type	Accreditor
University		Schools
Newman University	Private non-profit	Higher Learning Commission
Saint Paul School of Theology	Private non-profit	Higher Learning Commission
Southeastern University	Private non-profit	Southern Association of Colleges and Schools
Southwestern Assemblies of God University	Private non-profit	Southern Association of Colleges and Schools
Spartan College of Aeronautics and Technology	Private for profit	Accrediting Commission of Career Schools and Colleges
The University of Akron	Out-of-State Public	Higher Learning Commission

After reviewing the applications and required documentation, State Regents' staff concluded that the institutions meet the state authorization requirements. Therefore, it is recommended that the State Regents re-authorize these institutions to operate in Oklahoma.

For information purposes, the data that were submitted in the state authorization applications are detailed below.

2018-2019 Oklahoma Data

Number of Programs Offered by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master's	Doctoral
American Public University System*	0	0	0	0	0	0
Columbia College	0	0	0	23	0	0
Southeastern University	0	0	2	2	0	0
Aquinas Institute of Theology**	0	0	0	0	0	0
Embry-Riddle Aeronautical University	1	0	5	15	19	2
Newman University	0	0	0	2	1	0
Saint Paul School of Theology	0	0	0	0	3	1
Southwestern Assemblies of God University**	0	0	0	0	0	0
Spartan College of Aeronautics and Technology	0	5	5	1	0	0
The University of Akron**	0	0	0	0	0	0

Enrollment by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master's	Doctoral
American Public University System	0	0	0	0	0	0
Columbia College	0	0	79	44	0	0

Enrollment by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master's	Doctoral
Southeastern University	0	0	0	47	0	0
Aquinas Institute of Theology	0	0	0	0	0	0
Embry-Riddle Aeronautical University	0	0	9	69	37	0
Newman University	0	0	0	50	0	0
Saint Paul School of Theology	0	0	0	0	18	1
Southwestern Assemblies of God University	0	0	0	0	0	0
Spartan College of Aeronautics and Technology	0	194	258	18	0	0
The University of Akron	0	0	0	0	0	0

Credentials Awarded

Institution	Certificate	Diploma	Associate	Baccalaureate	Master's	Doctoral
American Public University System	0	0	0	0	0	0
Columbia College	0	0	0	4	0	0
Southeastern University	0	0	14	5	0	0
Aquinas Institute of Theology	0	0	0	0	0	0
Embry-Riddle Aeronautical University	0	0	2	5	18	0
Newman University	0	0	0	7	0	0
Saint Paul School of Theology	0	0	0	0	4	0
Southwestern Assemblies of God University	0	0	0	0	0	0
Spartan College of Aeronautics and Technology	0	255	92	9	0	0
The University of Akron	0	0	0	0	0	0

Total Number of Students Enrolled and Number of Students Receiving Federal Financial Aid

Institution	Total Enrollment	Total Number of Students Receiving Financial Aid
American Public University System	0	0
Columbia College	47	28
Southeastern University	140	93
Aquinas Institute of Theology	0	0
Embry-Riddle Aeronautical University	115	15
Newman University	61***	0

Total Number of Students Enrolled and Number of Students Receiving Federal Financial Aid

Institution	Total Enrollment	Total Number of Students Receiving Financial Aid
Saint Paul School of Theology	19	5
Southwestern Assemblies of God University	0	0
Spartan College of Aeronautics and Technology	632	18
The University of Akron	0	0

*Although American Public University System (APUS) currently has no students enrolled in Oklahoma that meet the physical presence requirements of OSRHE policy, APUS maintains an administrative office at Fort Sill "for the purpose of providing information to prospective students or the general public about the institution, enrolling students, or providing services to enrolled students;" therefore, is required to maintain authorization.

**Aquinas Institute of Theology, Southwestern Assemblies of God University and the University of Akron anticipate offering instruction beginning in the 2020-2021 academic year.

*** 11 Newman students are non-degree seeking.
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AGENDA ITEM #14.1:

Rule Revision.

SUBJECT: Oklahoma's Promise**.** Adoption of proposed permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program (Oklahoma's Promise) as described below and complete the permanent rulemaking process as required by the Oklahoma Administrative Procedures Act.

BACKGROUND:

This item is being resubmitted for Adoption to enable the agency to electronically submit the correct version of the text and properly complete the permanent rulemaking process.

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 a scholarship equal to public college tuition. Participation is limited to students from families with an income of $55,000 or less at the time of application to the program (the income limit will increase to $60,000 beginning in 2021-2022). The student's family income must also not exceed $100,000 while the student is enrolled in college.

POLICY ISSUES:

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

ANALYSIS:

The permanent rule revisions are necessary for two reasons:

1. Incorporation of recent changes in ACT's testing policy: On October 8, 2019, ACT announced that beginning in September 2020, ACT will calculate and officially report a student's "superscore" if the student takes the test more than once. The "superscore" will be calculated based on the student's highest score on each individual section (English, math, reading, science) taken from the multiple tests. In addition, after a student has taken the complete test a first time, the student will be able to retest in one or more of the individual sections without having to retake the entire test.

216.1

The Oklahoma's Promise statutes require that homeschool students and students graduating from a nonaccredited high school achieve a composite score of 22 or higher on the ACT test. The proposed rule revision specifies that a student's "superscore" as reported by ACT will be considered for purposes of eligibility for the Oklahoma's Promise award.

2. Correction of "scrivener's error": In the most recent version of the Oklahoma's Promise rules published by the office of the Secretary of State, a phrase stating, "through a cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education," which was deleted in 2018 due to legislation passed in 2017, was inadvertently restored to the rules. Per discussions with the Office of Administrative Rules, the proposed amendment to delete this phrase in 610:25-23-7 is necessary to return the rule to its correct wording.

The proposed revisions were posted at the State Regents' meeting on December 5, 2019.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 23 – Oklahoma Higher Learning Access Program

610:25-23-1. Purpose [no changes]

610:25-23-2. Eligibility of participants [no changes]

610:25-23-3. Applications [no changes]

610:25-23-4. Program requirements
(a)   Students shall agree to abide by the following provisions throughout the remainder of their school years or educational program:
>   (1)   Attend school regularly and to do homework regularly, meaning the student was in attendance at least eighty percent (80%) of each school year, excluding absences excused by the school;
>   (2)   Refrain from substance abuse, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined by 63 O.S. § 2-101(8);
>   (3)   Refrain from commission of crimes or delinquent acts, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law;
>   (4)   Have school work and school records reviewed by mentors designated pursuant to the program;
>   (5)   Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
>   (6)   Participate in program activities. [70 O.S. § 2605]
(b)   The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:
>   (1)   Assist the student in achieving compliance with the agreements;
>   (2)   Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
>   (3)   Provide information requested by the OSRHE or the State Board of Education; and
>   (4)   Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]
(c)   Students in the program graduating high school in 2010 and thereafter must complete the following 17-unit core curriculum with a minimum 2.50 grade-point-average (GPA) on a 4.00 grading scale, by the time they graduate from high school. For the purpose of calculating the required core curriculum GPA, core courses in English, lab science, mathematics, history and citizenship skills, foreign or non-English language, computer technology, or "additional" subject areas must be transcripted with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. If the required one unit, year, or set of competencies in fine arts (music, art, or drama) or speech is fulfilled on a pass/fail or competency basis, the course(s) will be accepted and excluded from the required core curriculum GPA calculation.

(1)	Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);

(2)	Three units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);

(3)	Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability [must have completed geometry and Algebra II], calculus, Advanced Placement Statistics);

(4)	Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture):

(5)	Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);

(6)	One additional unit, or year, of subjects listed above, or any Advanced Placement course except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);

(7)	One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.

(d)	The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular requirements.

(e)	Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.

(f)	Strict parameters regulate the substitution of applied courses (OSRHE policy on Institutional Admission and Retention).

(g)	Exceptions to the required core curriculum will be considered according to the following:

(1)	Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:

(A)	Core curriculum requirements which are also required for regular college admission (OSRHE policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.

(B)	Any other core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.

(2)	Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.

(3)	Any other requests for exceptions to the core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any core curriculum requirements omitted in high school or other educational program.

(h)	Students must attain a minimum 2.50 cumulative GPA on a 4.00 grading scale for all work attempted in grades nine through twelve.

(i)	Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT test score. Only ACT and SAT test scores reported on an official test report issued by ACT from for tests administered on national test dates prior to the student's high school graduation will be considered.

216.4

Beginning September 1, 2020, all test scores reported by ACT, including "superscores" as defined by ACT, will be considered. Scores from ACT residual tests will not be considered. SAT test scores will be considered in a manner comparable to ACT test scores.

610:25-23-5. Securing Program benefits [no changes]

610:25-23-6. Retaining eligibility in postsecondary education [no changes]

610:25-23-7. Payment of awards; policies and limitations
(a)   Eligible students enrolled at an institution in The Oklahoma State System of Higher Education shall have an award equivalent to their undergraduate resident nonguaranteed tuition paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Trust Fund [70 O.S. § 3953.1];
(b)   Eligible students enrolled in a duly accredited private Oklahoma institution of higher education [70 O.S. § 4103] shall have awards paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund in an amount equivalent to the average undergraduate resident nonguaranteed tuition if the student were enrolled in a comparable institution of The Oklahoma State System of Higher Education. Comparability of institutions shall be determined by the OSRHE;
(c)   Eligible students enrolled in a postsecondary career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education ~~through a cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education~~ shall have an award equivalent to tuition paid, not exceeding the average amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education, to the school or institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund;
(d)   Funds shall be transferred by the OSRHE from the Oklahoma Higher Learning Access Trust Fund to the institution in which the student is enrolled. No funds shall be paid directly to the student;
(e)   Payment will not be allowed for courses taken in excess of those required for a baccalaureate degree;
(f)   Beginning with students graduating high school in 2017-2018 and thereafter, payment will be limited to 129 semester credit hours, or the equivalent, except as provided in the following. Students enrolled in a baccalaureate degree program that requires in excess of 129 semester credit hours or the equivalent, may receive payment for the number of semester credit hours required by the degree program. Students without a baccalaureate degree who are enrolled in a first professional degree program that does not require completion of a baccalaureate degree and that requires in excess of 129 semester credit hours or the equivalent, may receive payment for the number of semester credit hours required by the degree program up to a maximum of 150 semester credit hours or the equivalent. The Chancellor may approve exceptions to the limit for extraordinary or hardship circumstances including, but not limited to, sickness and injury.
(g)   Students will be eligible for the benefits outlined in this policy for five (5) years from the first date of postsecondary enrollment. The Oklahoma State Regents for Higher Education may award the Oklahoma Higher Learning Access Program benefits for courses of postsecondary units taken more than five (5) years after the student's first semester of postsecondary enrollment only in hardship circumstances; provided, however, no Oklahoma Higher Learning Access Program participant may receive benefits beyond a cumulative time period of five (5) years [70 O.S. § 2604]. Hardship circumstances may include, but are not limited to, sickness, injury, required military service, or service required by the student's religious or cultural traditions;
(h)   There will be no limit to the number of awards other than the amount of funds available or the number of eligible students. If sufficient funds are not available to provide awards for all eligible applicants, the OSRHE shall make awards on the basis of need;

216.5

(i) Students who have previously received awards shall have priority over students applying for initial awards;

(j) The Oklahoma State Regents for Higher Education shall take into consideration other grants and scholarships received by an eligible applicant when making awards [70 O.S. § 2604]. Award recipients may not receive financial aid in excess of his/her cost of attendance as determined by the institution in which the student is enrolled. The cost of attendance determined by the institution shall be consistent with regulations for federal Title IV student financial aid programs. If necessary, an award shall be reduced by an amount which makes the student's total financial aid equivalent to the student's identified cost of attendance.

(k) Beginning with the 2018-2019 academic year, an award shall not include payment for non-credit remedial courses.

(l) If a student withdraws from a class in which he or she has received an award from the Oklahoma Higher Learning Access Program, the awarded funds shall be returned to the Oklahoma Higher Learning Access Program. This provision shall only apply to awarded funds when the student withdraws prior to the end of the add/drop period for the session in which the student is enrolled.

610:25-23-8. Administrative responsibilities [no changes]

610:25-23-9. "Heroes Promise" [no changes]

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AGENDA ITEM #15-a:

   Tuition.

SUBJECT: Posting of requested Academic Service Fee Changes and Peer Limits for Tuition and Mandatory Fees, 2020.

RECOMMENDATION:

   It is recommended that the State Regents approve the posting of 1) legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2021; and 2) institutional requests for changes to academic services fees for Fiscal Year 2021, as reported on the attached schedules.

BACKGROUND:

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

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

1) Legislative Tuition and Mandatory Fee Limits

The attached schedule lists "Not to Exceed" amounts for tuition and mandatory fees that are recommended for posting at this time for Fiscal Year 2021, as provided by law, for resident and nonresident tuition and mandatory fees for undergraduate, graduate, and professional programs. The guaranteed tuition rate of undergraduate resident tuition charged to students shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate charged students at the same institution. Institutions and governing boards will submit their requested increases for tuition and mandatory fees for Fiscal Year 2021 in June, after the higher education appropriation is known. It is expected that most institutions will request new rates that are in compliance with and well under the maximum rates.

2) Academic Services Fees

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2021. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. The

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requested changes to academic services fees for Fiscal Year 2021 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held at the State Regents' office on April 23, 2020 for the purpose of receiving views and comments on the requested changes to academic services fees, and the legislative limits for resident and nonresident tuition and mandatory fees. Institutional requests are posted here for discussion purposes. The State Regents will act on proposals at their regular meeting scheduled to be held on Thursday, June 25, 2020. State Regents' staff will subsequently review institutions' published tuition and fee schedules for compliance with State Regents' action.

POLICY ISSUES:

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

ANALYSIS:

1) Legislative Tuition and Mandatory Fee Limits

70 O. S. 2004 Supp., Section 3218.8, specifies the legislative limits for resident and nonresident tuition and mandatory fees by tier, i.e., research universities, regional universities, community colleges and for professional programs. Regents' staff compiled a listing of tuition and mandatory fees charged at public institutions in the Big Twelve Conference, at like-type public institutions in surrounding and other states, at public community colleges receiving no local tax funding in surrounding and other states, and for professional programs, as shown in the *FY21 Legislative Peer Limits for Tuition and Mandatory Fees* schedule attached. Peer institutions outside the state also increased their tuition and mandatory fees in FY20. This resulted in Oklahoma's rates, relative to those of their respective peers, decreasing for research, regional, and community colleges. Research universities' current average tuition and mandatory fee rates are 79.4 percent of the Big 12 Conference average, a decrease of 1.3 percentage points from last year; the average for regional universities' tuition and mandatory fees decreased 2.8 percentage points to 85.7 percent of the peer average; and the average for community colleges decreased 2.9 percentage points to 67.3 percent of their peer average for resident undergraduate tuition and mandatory fees. The State Regents annually monitor and publish the tuition and mandatory fees at peer institutions, at each institution in Oklahoma, and the maximum possible increase for the next academic year.

2) Academic Services Fees

Of the twenty-five public institutions in The State System, nineteen requested changes in academic services fees for Fiscal Year 2021 and six had no requests for changes in these fees. The institutions requested 71 changes in Special Instruction Fees, 12 changes in Facility/Equipment Utilization Fees, 22 changes in Testing/Clinical Services Fees, 179 changes in Classroom/Laboratory Supply and Material Fees, and 97 changes in various Other Special Fees. A total of 381 changes have been requested to academic services fees for Fiscal Year 2021, a decrease of 204 requests (54%) when compared to FY20 requests. The fee requests consist of 81 new fees, 238 modifications to existing fees, and 62 deletions of current fees. The complete listing of requests for posting is attached.

This information is being posted for State Regents' review and public comment.

Oklahoma State Regents for Higher Education

FY21 Legislative Peer Limits for Tuition and Mandatory Fees

Undergraduate (30 Credit Hours)	FY21 Peer Limit for Resident Tuition and Mandatory Fees	FY21 Per Credit Hour Rate	FY21 Peer Limit for Nonresident Tuition and Mandatory Fees	FY21 Per Credit Hour Rate
Research Universities *(Includes OSU-OKC; OSU-Okmulgee; OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)*	$11,910	$397.00	$32,868	$1,095.60
Regional Universities *(Includes Ardmore Higher Education Center)*	$8,015	$267.17	$17,425	$580.83
University of Central Oklahoma	$8,506	$283.53	$21,541	$718.03
Univ of Science & Arts of Okla	$10,469	$348.97	$23,489	$782.97
Community Colleges	$6,502	$216.73	$11,249	$374.97

Graduate (24 Credit Hours)	FY21 Peer Limit for Resident Tuition and Mandatory Fees	FY21 Per Credit Hour Rate	FY21 Peer Limit for Nonresident Tuition and Mandatory Fees	FY21 Per Credit Hour Rate
Research Universities *(Includes OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)*	$10,722	$446.75	$25,395	$1,058.13
Regional Universities *(Includes Ardmore Higher Education Center)*	$8,481	$353.38	$15,612	$650.50
University of Central Oklahoma	$10,215	$425.63	$21,357	$889.88

70 O.S. 2004 Supp., Section 3218.8, provides that the limits for undergraduate resident tuition and mandatory fees shall be less than the average of resident tuition and mandatory fees at peer institutions for each tier. Guaranteed tuition shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate.

Undergraduate nonresident tuition and mandatory fees shall be less than 105 percent (105%) of the average of nonresident tuition and mandatory fees at peer institutions for each tier.

70 O. S. 2004 Supp., Section 3218.9, provides that the limits for graduate resident and graduate nonresident tuition and mandatory fees shall be less than the average resident and nonresident tuition and mandatory fees at peer institutions for each tier.

TIER

Research Universities	**Big 12 Public Institutions**
Regional Universities	**Like-type public institutions in surrounding and other states**
Community Colleges	**Like-type public institutions in surrounding and other states**

At their meeting in June 2020, State Regents will consider FY21 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.

Oklahoma State Regents for Higher Education
FY21 Legislative Peer Limits for Tuition and Mandatory Fees

Professional Programs	FY21 Peer Limit for Resident Tuition and Mandatory Fees	FY21 Peer Limit for Nonresident Tuition and Mandatory Fees
University of Oklahoma		
College of Law	$28,624	$41,888
OU Health Sciences Center		
Doctor of Medicine	$35,532	$65,005
Doctor of Dental Science	$37,397	$74,537
Physician's Associate	$19,552	$34,413
PharmD	$26,356	$44,302
Occupational Therapy	$14,176	$27,215
Physical Therapy -- Doctoral	$16,977	$33,111
Doctor of Audiology	$15,650	$32,205
Public Health	$13,830	$27,140
Nursing -- Doctor of Nursing Practice	$13,576	$26,485
Master of Science in Nursing	$11,012	$22,702
Oklahoma State University		
Center for Health Sciences	$38,655	$67,972
College of Veterinary Medicine	$28,126	$55,670
Northeastern State University		
College of Optometry	$28,605	$42,202
Northwestern Oklahoma State University		
Nursing -- Doctor of Nursing Practice	$14,291	$17,030
Southwestern Oklahoma State University		
Master of Science in Nursing	$14,226	$17,799
PharmD	$24,667	$38,160
Langston University		
Physical Therapy -- Doctoral	$16,977	$33,111

70 O.S. 2004 Supp., Section 3218.9, provides that the limits for professional program resident and nonresident tuition and mandatory fees shall be less than the average of resident and nonresident tuition and mandatory fees for like-type professional programs at public institutions.

At their meeting in June 2020, State Regents will consider FY21 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.

PUBLIC HEARING NOTICE

TUITION PEER LIMITS AND ACADEMIC SERVICES FEES
Effective Academic Year 2020-2021

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of tuition peer limits and academic services fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held in the State Regents' Conference Room on the second floor of 655 Research Parkway, Oklahoma City, Oklahoma on Friday, May 29, 2020, 2020 at 9:00 a.m.

The following will be presented for comment:

> ➢ Tuition and mandatory fee limits for undergraduate and graduate programs;

> ➢ Tuition and mandatory fee limits for professional programs;

> ➢ Academic Service Fee proposals.

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, May 22, 2020 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9116.

AGENDA ITEM #16:

Policy.

SUBJECT: Request for approval of a request by Connors State College for an Exception to Tuition and Fee Policy.

RECOMMENDATION:

It is recommended that the State Regents approve an ongoing exception to policy to waive four fees at Connors State College for off-campus courses. The fees requested to be waived are the Student Activity Fee, Student Union Fee, Student Senate Fee, and Cultural and Recreational Fee.

BACKGROUND:

Connors State College requested to waive four fees for off-campus students. The institution feels that these fees are not applicable to this specific segment of their student population.

POLICY ISSUES:

State Regents' policy (4.18.6 – D) states, "Fees may neither be assessed nor waived unless authorized by general policy or by specific authorization of the State Regents." These four fees were previously approved by the State Regents for all students enrolled at the College. Connors State College is currently requesting an ongoing exception in order to waive the fees for off campus students and remain in compliance with policy.

ANALYSIS:

Connors State College is requesting to waive the following four fees for off campus students. The institution believes that many of the services and activities supported by these particular fees are of an extracurricular nature and while highly valued by on campus students are far less available, and of much lower impact, to an off-campus student. Below is the name of each fee, the current amount of the fee, and items covered by the fee.

1. Student Activity Fee - $17.25 per credit hour, mandatory fee: supports Athletics, Student Activities, student social events, intermural activities.

2. Student Union Fee - $13.00 per credit hour, mandatory Fee: This fee supports the recent renovation master lease and maintenance including the food services and meeting areas.

3. Student Senate Fee - $2.00 per credit hour, mandatory fees: Supports the Student Senate activities sponsored by this fee.

4. <u>Cultural and Recreation Fee</u> - $2.75 per course, mandatory fee: supports cultural events such as Cherokee language seminars, domestic violence programs, other programs supporting global awareness.

AGENDA ITEM #17:

> **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:

K5 Private Investors -- $7,000,000. This is fund is a specialty growth capital group focused on enterprise software and other IT sector investments. The fund is expected to be deployed in 10 to 15 platform companies that will range in enterprise value. The firm follows a formulaic operationally-oriented approach that has been developed over almost a decade of exclusive focus on SaaS and related software companies.

DFJ Growth Fund IV -- $7,000,000. This fund is will follow the same investment strategy of prior DFJ Growth funds by investing in attractive growth stage technology companies within the enterprise consumer sub-sectors. Investments will be made in growth stage companies with anticipated holding periods for each company to be three to six years. This fund will focus on companies that have the potential to be disruptive category leaders that address large market opportunities.

AGENDA ITEM #18:

Compliance Audit Report.

SUBJECT: Report on activities supported by the State Regents' Endowment Trust Fund.

RECOMMENDATION:

It is recommended that the State Regents accept the Compliance Audit Report.

BACKGROUND:

The purpose of the Regents Endowment Fund Program is to support the establishment of faculty chairs and professorships and to carry out other related activities such as lectureships, artist-in-residence and similar accounts to improve the quality of instruction and research at colleges and universities in the Oklahoma State System of Higher Education.

The amount of private donations required to establish an endowment account are; Endowed chair $250,000, Professorship $125,000, and Lectureships, artist-in-residence and similar accounts $25,000 and only at regional and special purpose universities and community colleges. Once the requisite private donation amount is obtained, it will be matched dollar for dollar with public monies for those private donations of $250,000 or less and at 25 cents of public monies for every private dollar received at $250,001 and above.

As part of the administration of the Regents Endowment Fund Program, State Regents' policy 4.20.4 requires each participating State System institution to submit reports (when requested) to the State Regents in which the investments of the matching funds, earned interest income (including capital gains and losses) and the costs of managing the investments are presented in detail. Additionally, the report shall include a full accounting of the expenditures of earnings of both the public monies and the private matching monies.

The objective of this compliance audit was to obtain reasonable assurance that institution expenditures from monies distributed to them by the State Regents' Endowment Trust Fund (Trust Fund) and from private foundation matching accounts were for the established endowment program purpose. The scope of this compliance audit covered fiscal years 2015, 2016 and 2017.

POLICY ISSUES:

The authority for insuring institution compliance with State Regents' policy is found in the Oklahoma State Regents for Higher Education Policies and Procedures at 2.12. The Compliance Policy is derived from the Oklahoma Constitution, Article XIII-A, Section 2 and 70 O.S. §3206, especially subsection(o), which confers upon the State Regents all powers necessary or convenient to accomplish their constitutional purposes and objectives.

ANALYSIS:

As of June 30, 2016, the State Regents, as trustees of the Trust Fund, administered 1,012 endowment accounts holding the public matching monies for the benefit of individual institutions and of which 40 accounts also include the private matching monies portion.

During the period July 1, 2014, through June 30, 2017 (FY15-FY17), approximately $138,854,000 was expended in support of endowed chairs, professorships, lectureships and positions for artists-in-residence. The compliance audit tested 168 (16.6%) of the 1,012 total endowment accounts, which comprised about $7,594,000 (5.5%) of the $138,854,000 total expenditures during FY15-FY17. No exceptions were found.

Based on the review work performed, institution expenditures from monies distributed to them by the Trust Fund and from private foundation matching accounts were for the established endowment program purpose.

Supplement.

AGENDA ITEM #19-a (1):

> **Programs.**

SUBJECT: Program Modifications. Approval of March institutional requests.

RECOMMENDATION:

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

BACKGROUND:

> University of Oklahoma (OU)
>> 6 degree program requirement changes
>
> Oklahoma State University (OSU)
>> 6 degree program requirement changes
>> 1 degree program option addition
>> 1 degree program option name change
>
> Cameron University (CU)
>> 4 degree program requirement changes
>
> Northwestern Oklahoma State University (NWOSU)
>> 4 degree program requirement changes
>
> Rogers State University (RSU)
>> 2 degree program option additions
>
> Southwestern Oklahoma State University (SWOSU)
>> 2 degree program requirement changes
>
> Connors State College (CSC)
>> 1 degree program requirement change
>
> Eastern Oklahoma State College (EOSC)
>> 5 degree program requirement changes
>
> Redlands Community College (RCC)
>> 1 degree program requirement change
>> 1 degree program option deletion
>
> Tulsa Community College (TCC)
>> 2 degree program name changes
>> 2 degree program requirement changes

POLICY ISSUES:

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

ANALYSIS:

OU – Bachelor of Science in Construction Science (255)
Degree program requirement changes
- Remove CNS 1213, CNS 2211, CNS 2433, CNS 2813, CNS 2812, BC 2813, CNS 3113, CNS 3443, CNS 4233, CNS 4613, CNS 4943, and 3 credit hours of Core IV Elective.
- Add CNS 1312, ECON 1123, CNS 2432, CNS 2912, CNS 2911, CNS 3442, CNS 3412, ARCH 3013, CNS 4512, CNS 4940, 12 credit hours of Liberal Arts/Sciences Electives, and 3 credit hours of Communications Elective.
- The proposed changes will align the curriculum with State Regents' requirements for liberal arts and sciences coursework for Bachelor of Science degrees.
- No 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.

OU – Bachelor of Science in Environmental Sustainability (382)
Bachelor of Science in Geographic Information Science (368)
Bachelor of Science in Geography (289)
Degree program requirement changes
- Require either PHYS 2414 and PHYS 2424 or PHYS 2514 and PHYS 2524.
- Require either MATH 1743, MATH 1823, or MATH 1914.
- Remove MATH 2924.
- The proposed changes will better match students' interests.
- 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 Fine Arts in Musical Theatre (342)
Degree program requirement changes
- For Musical Theatre Performance Emphasis:
  - Add MTHR 4192, MTHR 4162, and MTHR 4171.
- For Musical Theatre Dance Emphasis:
  - Add MTHR 1102 to Tap concentration.
  - Add MTHR 1402 to Jazz concentration.
  - Add MTHR 4162 to Dance Styles concentration.
- **For Acting Technique Emphasis:**
  - Remove DRAM 2643.
- **For Musical Theatre Support Emphasis:**
  - Add MTHR 2101, MTHR 4101, and MTHR 2181.
  - Remove 8 credit hours of Electives.
- The proposed changes will align the curriculum with current industry standards.
- Four 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 Organizational Leadership (375)
Degree program requirement changes
- Remove LSAL 3173, LSTD 3953, LSAL 4123, LSAL 4163, and LSTD 4953.
- Add LSAL 3223, LSAL 3373, LSAL 3953, LSAL 4283, and LSAL 4953.
- The proposed changes are the result of recommendations from alumni, employers, faculty, and current students and will align the curriculum with current research and best practices in leadership.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in Accounting (444)
Degree program option additions
- Add options:
  - External Reporting, Control, and Auditing.
  - Internal Reporting, Control, and Auditing.
- The proposed options will better prepare students for their career goals.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in Economics (445)
Degree program requirement changes
- For all options:
  - Add MATH 1813 as an alternative for MATH 1483 and MATH 1513.
  - Add "Math with A designation" as an alternative for MATH 2103.
  - Add "Approved first year seminar course" as an alternative for BADM 1111.
  - Add both ACCT 2103 and ACCT 2203 as an alternative for ACCT 2003.
  - Remove ACCT 3003 and add ACCT 3004.
  - Add STAT 2013 and STAT 2053 as alternatives for STAT 2023.
- For main program:
  - Change credit hours required for upper-division ECON courses from 15 to 12.
  - Change credit hours required for upper-division electives from 3 to 6.
  - Change credit hours required for general electives from 11 to 10.
- For Pre-Law option:
  - Change credit hours required for upper-division ECON courses from 15 to 12.
  - Change credit hours required for general electives from 8 to 10.
- For Business Economics and Quantitative Studies option:
  - Change credit hours required for general electives from 11 to 10.
- The proposed changes will align the curriculum with that of peer institutions and provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in General Business (447)
Bachelor of Science in Business Administration in Management (449)

Degree program requirement changes
- Add MATH 1813 as an alternative for MATH 1483 and MATH 1513.
- Add "Math with A designation" as an alternative for MATH 2103.
- Add "Approved first year seminar course" as an alternative for BADM 1111.
- Add both ACCT 2103 and ACCT 2203 as an alternative for ACCT 2003.
- The proposed changes will provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in International Business (448)

Degree program requirement changes
- Add MATH 1813 as an alternative for MATH 1483 and MATH 1513.
- Add "Math with A designation" as an alternative for MATH 2103.
- Add "Approved first year seminar course" as an alternative for BADM 1111.
- Add both ACCT 2103 and ACCT 2203 as an alternative for ACCT 2003.
- Remove MKTG 3653 and add MKTG 4093.
- Change language proficiency requirement:
  - The student must indicate international cultural proficiency as evidenced by a combination of 9 hours of course credit in any of the following areas:
    - Modern foreign language
    - Short-term study abroad programs
    - Semester study abroad program
    - Upper division "I" designation coursework.
- The proposed changes will provide students with more flexibility and will better prepare students for the multinational marketplace.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Business Administration in Marketing (451)

Degree option name changes and degree program requirement changes
- For the Personal Selling and Sales Management option:
  - Change option name to Professional Selling and Sales Management.
  - The proposed change will align the program with current industry standards.
- For the Marketing Communications option:
  - Change option name to Marketing Communications Management.
  - The proposed change will differentiate the option from options offered by OSU's School of Media and Strategic Communications.
- Add MATH 1813 as an alternative for MATH 1483 and MATH 1513.
- Add "Math with A designation" as an alternative for MATH 2103.
- Add "Approved first year seminar course" as an alternative for BADM 1111.
- Add both ACCT 2103 and ACCT 2203 as an alternative for ACCT 2003.
- The proposed changes will provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.

- No funds are requested from the State Regents.

OSU - Certificate in Sales and Service Excellence (495)
Degree program requirement changes
- Remove MKTG 4693, MKTG 3873, MKTG 4850 (2 credit hours), and MKTG 3613.
- Require MKTG 3213, MKTG 3013, MKTG 3473, MKTG 3513, MKTG 4473, and MKTG 4773.
- Remove admission requirement to be a Marketing major.
- The proposed changes will simplify the structure of the program, better align course content with students' career goals, and open program enrollment to non-Marketing majors.
- One new course will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 15 to 18.
- No funds are requested from the State Regents.

CU – Associate in Applied Science in Respiratory Care (575)
Degree program requirement changes
- Remove PSY 1113, BIOL 1012, RESP 2124, RESP 2224, and RESP 2324.
- Add BIOL 1214/1214L, RESP 2113, RESP 2123, RESP 2222, and RESP 2414.
- Add CHEM 1105/1105L and CHEM 1364/1361 as alternatives for CHEM 1004.
- The proposed changes will improve student learning, and better align the curriculum with Commission on Accreditation for Respiratory Care accreditation standards.
- 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.

CU – Associate in Science in Interdisciplinary Studies (365)
Degree program requirement changes
- Remove program admission requirements.
- Remove CIS 1013.
- Remove requirements to complete a minimum of 3 hours in residence in the primary and secondary disciplines at Cameron University and to complete 12 or more hours after program admission.
- The proposed changes will remove barriers for program admission and eliminate requirements that are redundant with State Regents' residency 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.

CU – Bachelor of Science in Biology (310)
Degree program requirement change
- Remove MIS 2113.
- The proposed change will better serve student needs.
- 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 Science in Interdisciplinary Studies (360)
Degree program requirement changes
- Remove program admission requirements.

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- Remove CIS 1013.
- Change credit hours for Primary Discipline in Major Requirements from 18 to 30.
- Remove requirements to complete a minimum of 9 hours in residence in the primary and secondary disciplines at Cameron University and to complete 24 or more hours after program admission.
- The proposed changes will remove barriers for program admission and eliminate requirements that are redundant with State Regents' residency 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.

NWOSU – Bachelor of Arts in Spanish (038)
Degree program requirement changes
- Add SPAN 4391 and SPAN 3153.
- The proposed changes will align the curriculum with American Council of the Teaching of Foreign Language standards.
- 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.

NWOSU – Bachelor of Arts in Education in English (058)
Degree program requirement changes
- Add ENGL 3423 and ENGL 3473 as alternatives for ENGL 3403.
- Add ENGL 3513 as an alternative for ENGL 4113.
- Add ENGL 4163.
- Change credit hours required for Advanced English Electives from 9 to 6.
- The proposed changes will better meet student needs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NWOSU – Bachelor of Business Administration in Accounting (001)
    Bachelor of Business Administration in Business Administration (007)
Degree program requirement changes
- Remove MGMT 4343.
- Add GBUS 3013.
- The proposed changes will align the curriculum with current Accreditation Council for Business Schools and Programs standards.
- 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 Technology in Applied Technology (107)
    Associate in Applied Science in Applied Technology (111)
Degree program option addition
- Add option:
  - Unmanned Aircraft Systems
- The proposed option will better prepare students for their career goals.
- No new courses will be added and no courses will be deleted.

- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in Political Science (047)
 Degree program requirement changes
- Change credit hours for Required Courses from 24 to 18.
- Remove requirement to choose 12 credit hours from two concentrations.
- Add 18 credit hours of Electives.
- The proposed changes will improve course availability for students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU –Associate in Applied Science in Radiologic Technologies (122)
 Degree program requirement changes
- Change admission criteria to include:
  - 2.5 minimum GPA, written application, completion of all prerequisite coursework (Math, Medical Terminology, and Anatomy), and Health Education Systems, Inc. test.
- Add requirement to pass background check and drug screen to gain placement in clinical courses.
- Require MATH 1143 or MATH 1153 or MATH 1513 and ALHLT 2443 and BIOL 2205 as prerequisites.
- The proposed changes will align the curriculum with current industry and Joint Review Committee on Education in Radiologic Technology standards.
- 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 – Certificate in Agriculture Equine Technology (081)
 Degree program requirement changes
- Remove AGEQ 1113, AGEQ 1123, and AGEQ 1132 as required courses.
- Add 10 credit hours of Electives to be selected from the following list:
  - AGEQ 2225, AGEQ 2235, AGEQ 1113, AGEQ 1123, AGEQ 2412, AGEQ 2422, AGEQ 2123, AGEQ 2133, and 1-3 credit hours of any AGEQ Special Topics courses.
- For Support and Related Courses:
  - Choose 10 credit hours from the following list:
    - ENGL 1113, ENGL 1213, HIST 1483 or HIST 1493, POLS 1113, 6 credit hours of Humanities, AGEC 1113, AGRI 2113, AGRI 1111, AGRI 2041, HORT 1013, and AGRO 2124.
- The proposed changes will more closely align the certificate with the Associate of Science in Agriculture (001) degree, similar programs at other colleges and universities, and industry standards.
- Seven 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.

EOSC – Associate in Science in Business Administration (007)
 Degree program requirement change
- Remove PSY 1113 and SOC 1113 as alternative courses for ECON 2113.

- Add MATH 1523 as an alternative course to MATH 1513.
- Remove ECON 2113 and add CIS 1533 as Common Core requirement.
- The proposed changes will better prepare students for transfer to a bachelor's degree program.
- 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.

EOSC – Associate in Science in Life Sciences (005)
Degree program requirement change
- Remove ZOO 1114 as the required General Education Life Science course and add BIOL 1114.
- The proposed change will better prepare students for transfer to a bachelor's degree 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.

EOSC – Associate in Applied Science in Child Development (012)
Degree program requirement changes
- Add CDP 1103.
- Change credit hours required for Supporting Electives from 24 to 21.
- The proposed changes will better prepare students for employment or to further their education.
- 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.

EOSC - Associate in Arts in Child Development (073)
  Certificate in Child Development Assistant (063)
Degree program requirement changes
- Add CDP 1103.
- Change credit hours required for Supporting Electives from 6 to 3.
- The proposed changes will better prepare students for transfer to a bachelor's degree program.
- One new course will be added and no courses will be deleted.
- Total credit hours will not change.
- No funds are requested from the State Regents.

EOSC – Associate in Science in Computer Information Systems (011)
Degree program requirement change
- For Software Development option:
  - Add Math 2113, CIS 1313, and CIS 2753 as alternative courses for MATH 2013.
- For Computer Forensics option:
  - Remove CIS 2773 and add CIS 1233.
- The proposed changes will better prepare students for transfer to a bachelor's degree program and provide students with more course options to complete 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.

RCC – Associate in Arts in General Studies (070)
Degree program requirement change
- Add SPCH 2133 as an alternative course to SPCH 1113.

- The proposed change provides students with more course options to complete 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.

RCC – Associate in Science in Agriculture (027)
Degree program option deletion
- Delete option Viticulture.
- There are currently no students enrolled in the option.
- The proposed deletion is due to low enrollment.
- No new courses will be added and 20 courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Certificate in Manufacturing Production Technician (357)
Degree program name change and degree program requirement change
- Change program name to Manufacturing Production Technician II.
- Remove ENGT 1212 and add ELET 1212, ENGT 1213, ENGT 1443, and ENGT 2153.
- The proposed changes will make the certificate stackable with the proposed Certificate in Manufacturing Production Technician I (see new program agenda item).
- One new course will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 20 to 29.
- No funds are requested from the State Regents.

TCC – Certificate in Quality Technology (188)
Degree program name change and degree program requirement change
- Change program name to Quality and Inspection Technician II.
- Remove ENGT 1313 and add ELET 1212 and QCTT 2423.
- Require QCTT 2433.
- The proposed changes will make the certificate stackable with the proposed Certificate in Quality and Inspection Technician I (see new program agenda item).
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 27 to 32.
- No funds are requested from the State Regents.

AGENDA ITEM #19-a (2):

> **Programs.**

SUBJECT: Program Modifications. Approval of April institutional requests.

RECOMMENDATION:

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

BACKGROUND:

> East Central University (ECU)
> > 34 degree program requirement changes
>
> Northeastern State University (NSU)
> > 14 degree program requirement changes
> > 2 degree program option additions
> > 2 degree program option deletions
>
> Rogers State University (RSU)
> > 1 degree program option addition
>
> University of Central Oklahoma (UCO)
> > 43 degree program requirement changes
> > 1 degree program option addition
> > 4 degree program option deletions
> > 5 degree program option name changes
> > 3 degree program name changes
>
> Oklahoma City Community College (OCCC)
> > 1 degree program requirement change

POLICY ISSUES:

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

ANALYSIS:

ECU - Master of Science in Human Resources in Human Resources (089)
> Degree program requirement changes
> - Change admission criteria:

- o Remove requirement to have a minimum cumulative Grade Point Average (GPA) of 3.0 on at least 9 hours of graduate coursework.
  - o Remove requirement to have a minimum score of either 395 on the Miller Analogies Test (MAT) or 40th percentile on the Graduate Record Examination (GRE).
- The proposed changes will remove barriers for program admission.
- 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.

ECU - Bachelor of Science in Mathematics (029)
Degree program requirement changes
- For the Teacher Certification option:
  - o Add CPSMA 3913.
  - o Change credit hours for Required Electives from 9 to 6.
  - o Change credit hours required for general electives from 4-10 to 2-8.
- The proposed changes will align the curriculum with Oklahoma Teacher Certification and accreditation 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.

ECU - Bachelor of Arts in Human Services Counseling (026)
Degree program requirement changes
- For all options:
  - o Remove Minor requirement.
  - o Change credit hours required for general electives from 14-17 to 35.
- The proposed changes will provide students with more flexibility and better support the needs of transfer 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.

ECU – Bachelor of Arts in English (014)
Degree program requirement change
- For all options:
  - o Remove "At least 12 hours in the major must be at the 4000 level" requirement.
  - o Add HNRS 2313 as an alternative for ENG 1213.
  - o Add ENG 4641-4.
- The proposed changes will better support the needs of transfer 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.

ECU - Bachelor of Science in Business Administration (007)
Bachelor of Science in Accounting (001)
Degree program requirement change
- Add MATH 1613 as an alternative for MATH 1513.
- The proposed change will better support the needs of transfer 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.

ECU - **Bachelor of Fine Arts in Art (002)**
Bachelor of Science in Biology (004)
Bachelor of Science in Chemistry (010)
Bachelor of Science in Education in Elementary Education (013)
Bachelor of Arts in English (014)
Bachelor of Science in Environmental Health Sciences (016)
Bachelor of Arts in Political Science (018)
Bachelor of Science in Kinesiology (020)
Bachelor of Arts in History (022)
Bachelor of Science in Human Development Hospitality and Food Science (024)
Bachelor of Arts in Human Services Counseling (026)
Bachelor of Science in Music (033)
Bachelor of Science in Nursing (034)
Bachelor of Science in Physics (035)
Bachelor of Science in Psychology (037)
Bachelor of Science in Sociology (041)
Bachelor of Science in Education in Special Education Mild/Moderate (044)
Bachelor of Arts in Communication and Performance Studies (045)
Bachelor of Science in Cartography (048)
Bachelor of Science in Mass Communication (049)
Bachelor of Social Work in Social Work (050)
Bachelor of Science in Computer Science (051)
Bachelor of Arts in Criminal Justice (052)
Bachelor of Science in Early Childhood (054)
Bachelor of Science in Legal Studies (055)
Bachelor of Arts in Interdisciplinary Studies (056)
Bachelor of Arts in Native American Studies (059)
Bachelor of Arts in Criminal Justice Policy (610)
Degree program requirement change
- Add MATH 1653 as an alternative for MATH 1213, MATH 1413, and MATH 1513.
- The proposed change is the result of faculty work with the statewide Math Pathways project and it will align the curriculum with that of peer institutions and provide students with more flexibility.
- One new course 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.

NSU - **Bachelor of Business Administration in Entrepreneurship (136)**
Degree program option additions and degree program requirement changes
- Add options:
  - Small Business/Digital.
  - Social Entrepreneurship.
- Remove MATH 3513, FIN 4183, MGMT 3563, MKT 3563, and MKT 3253.
- Add HTM 3523 and MGMT 4283.
- Change credit hours required for Entrepreneurship Core from 18 to 12.
- The proposed changes will better prepare students for their career goals and align the curriculum with modern business practices.

- 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 Education in Early Childhood Education (023)
Degree program option deletion and degree program requirement changes
- Delete option Early Care.
  - The proposed deletion is due to low student enrollment.
  - There are currently 5 students enrolled in the option with an expected graduation date of 2021-2022.
- Remove retention criteria.
- Remove "Additional 3 hours ENGL or COMM course," MATH 1473 and MATH 1513.
- Add ECED 4153, MATH 1313, and 3 hours of Education electives from: ECED, EDUC, ELED, READ, or SPED courses.
- Add ELED 4363 and 3 hours of additional MATH course as an alternative for 6 hours of additional MATH courses.
- Add ELED 4214 as an alternative for SCI 4124.
- Add ELED 4343 as an alternative for additional 3 hours in Social Sciences from: ECON, GEOG, HIST, POLS, PSYC, or SOC courses.
- Change credit hours required for Early Childhood Education Core from 32 to 35.
- The proposed changes will align the program's retention standards with NSU's other education degree programs, improve students' ability to graduate, and better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU - Bachelor of Science in Education in Elementary Education (025)
Degree program requirement changes
- Remove retention criteria.
- Remove Additional 3 hours of COMM, MATH 1473, MATH 1513, 6 hours of additional MATH courses, SCI 4124, and ELED 4820.
- Add ENGL 2113 as an alternative for 3 hours of ENGL.
- Add MATH 1313, ELED 4363, 3 hours of additional MATH course, ELED 4214, ELED 4753, and READ 4213.
- Change credit hours required for Elementary Education Core from 35 to 42.
- The proposed changes will align the program's retention standards with NSU's other education degree programs, improve students' ability to graduate, 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.

NSU - Bachelor of Science in Education in Special Education Mild/Moderate Disorders (084)
Degree program requirement changes
- Remove retention criteria.
- Remove Additional 3 hours of COMM, MATH 1473, MATH 1513, and SCI 4124.
- Add ENGL 2113 as an alternative for 3 hours of ENGL.
- Add MATH 1313, ELED 4214, and READ 4213.

- Add ELED 4363 and 3 hours of additional MATH course as an alternative for 6 hours of additional MATH courses.
- Add ELED 4343 as an alternative for additional 3 hours in Social Sciences from: ECON, GEOG, HIST, POLS, PSYC, or SOC courses.
- Change credit hours required for Special Education Core from 35 to 38.
- The proposed changes will align the program's retention standards with NSU's other education degree programs, improve students' ability to graduate, 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.

NSU - Bachelor of Arts in English (028)
Degree program option additions
- Add options:
  o Generalist.
  o TESOL.
- 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 not change.
- No funds are requested from the State Regents.

NSU - Master of Arts in English (131)
Degree program requirement changes
- Change admission criteria:
  o Remove "An earned bachelor's degree from an accredited college or university; An approved Application for Graduate Admission; An official transcript of all previous coursework. The transcripts must be sent directly from the schools to the Graduate College office. Test scores no more than five years old on the Miller Analogies Test (MAT) with a sealed score of at least 383 or above; A grade point average of 2.5 in undergraduate coursework or a sealed score in the upper three fourths on the MAT."
  o Add "Students whose GPA is below 3.0 during the last 30 hours of undergraduate coursework with be required to take and pass the MAT with a score in the upper 75th percentile."
- The proposed changes align the program's admission criteria with that of the Graduate College.
- Add EDUC 5283 and ENGL 5133 as guided electives.
- The proposed changes will better prepare students for employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU - Bachelor of General Studies in General Studies (132)
Degree program requirement change
- Add UNIV 4991.
- The proposed change will improve faculty's ability to assess degree outcomes.
- 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 - Master of Education in Mathematics Education (138)
Degree program requirement change
- Change admission criteria:
  - Remove "An earned bachelor's degree from an accredited college or university; Scores no more than five years old on either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE); A grade point average of at least 2.5 based on a 4.0 scale on all undergraduate coursework attempted; Proof of citizenship for a U.S. citizen born outside of the United States and for a resident alien. An international applicant for whom English was their first language in the home must sign a statement to that effect."
  - Remove letters of recommendation submission requirement.
- The proposed changes align the program's admission criteria with that of the Graduate College.
- 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 - Master of Education in Science Education (139)
Degree program requirement change
- Change admission criteria:
  - Remove "An earned bachelor's degree from an accredited college or university; Scores no more than five years old on either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE); A grade point average of at least 2.5 based on a 4.0 scale on all undergraduate coursework attempted; Proof of citizenship for a U.S. citizen born outside of the United States and for a resident alien. An international applicant for whom English was their first language in the home must sign a statement to that effect."
- The proposed changes align the program's admission criteria with that of the Graduate College.
- 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 - Graduate Certificate in School Library Media Specialist (140)
Degree program requirement changes
- Change LIBM 5313 to an alternative for LIBM 5023.
- Add LIBM 5573.
- The proposed changes will align the curriculum with new American Association of School Librarians 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 - Master of Science in Nursing (149)
Degree program requirement changes
- Change admission criteria:
  - Remove "Be formally admitted to Northeastern State University and the Graduate College by submitting an application and official transcripts to the Graduate College; Submit GRE or MAT test scores that are no more than 5 years old by the end of the first semester (no minimum score requirement; scores may be used to differentiate between applicants as necessary or determine admission to the Master of Science in Nursing program); To participate in this online program, students must be residents of NC-SARA states."
  - Add "Earned associate degree of nursing from an accredited college AND an ACEN or NEA accredited program; AND a non-nursing bachelor's degree from a regionally

accredited college or university; AND coursework of NURS 3003 Professional Nursing Role, NURS 3053 Health Assessment, and NURS 4115 Community Nursing with grades of "C" or better in each course."
  - ○ Remove NURS 5812 and add NURS 5810.
- The proposed changes align the program's admission criteria with that of the Graduate College and remove barriers to admission and matriculation for registered nurses with non-nursing bachelor's degrees.
- No new courses will be added and four 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 Nutritional Sciences (153)
Degree program requirement changes
- For all options:
  - ○ Remove BIOL 1123 and BIOL 1131.
  - ○ Add BIOL 1011, BIOL 1013, NUTR 3201, and NUTR 3563.
  - ○ Change credit hours required for Nutritional Sciences Core from 32 to 36.
- The proposed changes will clarify degree requirements for students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU - Master of Public Health in Public Health (166)
Degree program option deletion and degree program requirement changes
- Delete option Public Health Nutrition.
  - ○ The proposed deletion is due to low student interest.
  - ○ There are currently no students enrolled in the option.
- Add MPH 5003.
- Change credit hours required for Core Curriculum from 28 to 31.
- For Public Health Leadership option:
  - ○ Change credit hours required from 15 to 12.
  - ○ Remove MPH 5353 and NURS 5633.
- For Global Health option:
  - ○ Change credit hours required from 15 to 12.
  - ○ Remove MPH 5513.
- The proposed changes align the curriculum with Council on Education in Public Health accreditation requirements.
- 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 - Graduate Certificate in Public Health Leadership (167)
Degree program requirement change
- Remove MPH 5353.
- The proposed change aligns the curriculum with modifications being made to the Master of Public Health in Public Health (166).
- 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.

NSU - Graduate Certificate in Global Health (168)
Degree program requirement changes
- Remove MPH 5513 and add MPH 5003.
- The proposed changes align the curriculum with modifications being made to the Master of Public Health in Public Health (166).
- One new course will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

RSU – Bachelor of Science in Business Information Technology (108)
Degree program option addition
- Add option:
  o Esports.
- The proposed option will better prepare students for their career goals.
- 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.

UCO - Bachelor of Science in Accounting (001)
Degree program requirement changes
- Remove "minimum grade of 'C' in high school Algebra II" as a math requirement alternative.
- Add MATH 1453 as an alternative for MATH 1513 and MATH 1533.
- Change credit hours for Major Requirements from 72 to 75.
- Change credit hours for Business Core Courses from 36 to 39.
- Add requirement to pass the Business Senior Exam (BSE) as a component of MGMT 4813.
- Add requirement to make a minimum grade of "C" in ACCT 2113 and ACCT 2133.
- Add requirement to make a minimum grade of "B" in ACCT 3213.
- The proposed changes will provide an additional mathematics pathway for students and better prepare them for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Certificate in Accounting (213)
Degree program requirement changes
- Remove "minimum grade of 'C' in high school Algebra II" as a math requirement alternative.
- Add MATH 1453 as an alternative for MATH 1513 and MATH 1533.
- Add requirement to make a minimum grade of "C" in ACCT 2113 and ACCT 2133.
- The proposed changes will provide an additional mathematics pathway for students and better prepare them for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Fine Arts in Art
Degree program requirement changes
- For the Studio Art option:
  o Change credit hours for Major Requirements from 78 to 80.

- o Remove ART 2223, ART 3223, and ART 4083.
- o Change Studio Art Courses requirement from 12 to 15.
- o Change ART 4833 to ART 4832.
- The proposed changes will improve student learning and better align the curriculum with accreditation standards.
- Eight new courses will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Bachelor of Arts in Arts Administration (212)
Degree program requirement change
- Change credit hours for Major Requirements from 68-70 to 78.
- Remove ACM 2783, AESS 3413, DES 3533, ACM 4013, ACM 4353, ACM 4553, and ACM 4643.
- Add MRKT 3013, ENT 3203, ACM 4113, AESS 4643, and MUS 4891.
- Add MGMT 3103 as an alternative for DES 4713 and ACM 3133.
- Add AESS 3513 as an alternative for MBA 5033.
- Add MBA 5243 as an alternative for AESS 4153.
- Add MUS 4950 as an alternative for ART 4950, ACM 4950, and DANC 4950.
- Add requirement for students to complete two of the following courses that are not in their declared tracks: DANC 1113, THRT 1313, MUS 2123, ART 2303.
- For Art Emphasis:
  - o Change credit hours required for Art electives from 16 to 14.
- For Dance Emphasis:
  - o Change requirement for students to complete at least two areas of dance coursework (modern, ballet, or jazz) at Level III proficiency and to complete at least one area of dance coursework (modern, ballet, or jazz) at Level II proficiency.
  - o Change required Core Course credit hours from 16 to 14.
  - o Remove DANC 4433 and DANC 4960.
  - o Add DANC 2332 and DANC 3990 (1 credit hour).
- Remove Design Emphasis.
- For Music Emphasis:
  - o Change credit hours required for Applied Study from 6 to 4.
- For Theatre Arts Emphasis:
  - o Change credit hours required for Core Courses from 38 to 21.
  - o Add 17 credit hours of Electives from an approved list.
- The proposed changes will better prepare students for employment or graduate study in the field and better align the curriculum with National Association of Schools of Art and Design standards.
- 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.

UCO - Bachelor of Science in Biology (005)
Degree program requirement changes
- For Biology and Biomedical Sciences options:
  - o Add MATH 1453 as an alternative for two years of high school Algebra and one year of Trigonometry, and both MATH 1513 and MATH 1593.
- For Medical Laboratory Science option:

o   Add MATH 1453 as an alternative for two years of high school Algebra and MATH 1513.
- The proposed changes will provide an additional mathematics pathway for 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.

UCO - Bachelor of Business Administration in Business Administration (007)
Degree program requirement changes
- For all options:
  o   Remove "minimum grade of 'C' in high school Algebra II" as a math requirement alternative.
  o   Add MATH 1453 as an alternative for MATH 1513 and MATH 1533.
  o   Change credit hours for Business Support Courses from 6-9 to 6.
  o   Change credit hours for Business Core Courses from 36 to 39.
  o   Add requirement to pass the Business Senior Exam (BSE) as a component of MGMT 4813.
- For General Business option:
  o   Change credit hours for Major Requirements from 63 to 66.
- For International Business option:
  o   Change credit hours for Major Requirements from 63-71 to 66-74.
  o   Add proof of proficiency in the second language as an alternative for proof of academic work in the second language.
- For Business Law option:
  o   Change credit hours for Major Requirements from 63 to 66.
- The proposed changes will provide an additional mathematics pathway and better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Science in Chemistry (025)
Degree program requirement change
- Add MATH 1453 as an alternative for MATH 1513 or placement score and both MATH 1533 and MATH 1593 or placement score.
- The proposed change will provide an additional mathematics pathway for 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.

UCO - Bachelor of Science in Community/Public Health (108)
Degree program name change and degree program requirement changes
- Change program name to Public Health.
- Add MATH 1453 with a minimum grade of "C" as an alternative for MATH 1513 with a minimum grade of "C" and high school Algebra II with a minimum grade of "C."
- Change credit hours for Major Requirements from 61 to 63.
- Change credit hours for Required Theory from 56 to 55.
- Remove HLTH 2212, HLTH 3113, HLTH 3223, and KINS 3632.
- Add HLTH 4443, KINS 3713, and ENG 4023.
- Change credit hours for Required Related Coursework from 5 to 8.
- Change admission criteria:

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- o To apply for admission into the program, student must have taken or be concurrently enrolled in HLTH 1112, HLTH 2203, HLTH 4900, HLTH 4233, HLTH 3263, and HLTH 3403.
- The proposed changes will better align the program with accreditation 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.

UCO - Bachelor of Science in Computer Science (027)
Degree program requirement changes
- For the main program:
  - o Add CMSC 3621.
  - o Change Required Core credit hours from 60 to 61.
  - o Change credit hours for Elective CMSC or SE courses from 16 to 15.
- For the Computer Science – Applied option:
  - o Change credit hours for Major Requirements from 60 to 61.
- For the Computer Science – Information Science option:
  - o Change credit hours for Major Requirements from 81 to 79.
  - o Add SE 4283 as an alternative for CMSC 3303.
  - o Change credit hours for Elective CMSC or SE courses from 9 to 6.
- The proposed changes will better reflect departmental faculty expertise and better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Science in Data Science (235)
Degree program requirement changes
- Add CMSC 3621.
- Change credit hours for Major Requirements from 65 to 66.
- 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.

UCO - Bachelor of Business Administration in Economics (013)
Degree program requirement changes
- For the main program:
  - o Remove "minimum grade of C in high school Algebra II" as a math requirement alternative.
  - o Add MATH 1453 as an alternative for MATH 1513 and MATH 1533.
  - o Change credit hours for Business Support Courses from 6-9 to 6.
  - o Change credit hours for Major Requirements from 66 to 69.
  - o Add requirement to pass the Business Senior Exam (BSE) as a component of MGMT 4813.
- For Energy Economics option:
  - o Change credit hours for Major Requirements from 72 to 75.
  - o Change credit hours for Business Core Courses from 36 to 39.
  - o Add "or other courses approved by the Economics Department Chair" as an alternative to Concentration A or B.

- The proposed changes will provide an additional mathematics pathway, better prepare students for employment, and provide more flexibility for 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.

UCO - Bachelor of Science in Electrical Engineering (231)
Degree program requirement changes
- Change credit hours for Major Requirements from 92 to 92-97.
- Remove ENGR 4882.
- Add ENGR 4872.
- Change credit hours required for Chemistry from 5 to 5-10.
- Add combinations of CHEM 1103 and CHEM 1112 or CHEM 1223 and CHEM 1232 as alternatives for CHEM 1315.
- The proposed changes will better align the program with accreditation standards and clarify degree requirements for 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.

UCO - Bachelor of Arts in English (097)
Degree program requirement changes
- Remove CSDY 3573.
- Add CSDY 2513 as an alternative for ENG 4023.
- The proposed changes will better prepare students for their career goals.
- 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.

UCO - Bachelor of Science in Engineering Physics (134)
Degree program requirement changes
- Remove ENGR 4882.
- Add ENGR 4852.
- The proposed changes will better align the program with accreditation standards and clarify degree requirements for 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.

UCO - Bachelor of Business Administration in Finance (016)
Degree program requirement changes
- For the main program:
  - Remove "minimum grade of 'C' in high school Algebra II" as a math requirement alternative.
  - Add MATH 1453 as an alternative for MATH 1513 and MATH 1533.
  - Change credit hours for Business Support Courses from 6-9 to 6.
  - Change credit hours for Major Requirements from 66 to 69.
  - Add requirement to pass the Business Senior Exam (BSE) as a component of MGMT 4813.
- For Insurance and Risk Management option:

- o Change credit hours for Major Requirements from 63 to 66.
- The proposed changes will provide an additional mathematics pathway, and better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Certificate in Financial Planning (226)
Degree program requirement changes
- Remove "minimum grade of 'C' in high school Algebra II" as a math requirement alternative.
- Add MATH 1533 as an alternative for MATH 1453 and MATH 1513.
- Remove requirement to make a minimum grade of "C" in MATH 1453.
- Add requirement to complete at least 21 hours at UCO, exclusive of extra-institutional examination credit.
- The proposed changes will provide an additional mathematics pathway for students and clarify degree requirements for students.
- 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.

UCO - Certificate in Funeral Service (105)
Degree program requirement changes
- Remove MATH 1513.
- Add MATH 1453 as an alternative for a higher level math.
- The proposed changes will strengthen students' mathematics preparation.
- 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.

UCO - Bachelor of Arts in Global Art and Visual Culture (209)
Degree program name change and degree program requirement changes
- Change program name to Art History.
- Change credit hours for Required Core Courses from 24 to 27.
- Change required credit hours for Art History Courses from 33 to 30.
- Add ART 4393 and PHIL 3123.
- Remove Recommended Electives.
- Change credit hours required for Foreign Language from 6 to 0-8.
- Add proof of academic work in the second language (CLEP test through LANG 1224), four years of high school language courses, and transfer work from another institution as alternatives to fulfill the foreign language requirement.
- The proposed changes will better align the program with accreditation standards and provide more flexibility for 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.

UCO - Bachelor of Arts in History (109)
Degree program requirement change
- Add both HIST 4950 (3 hours) and HIST 4940 (3 hours) as an alternative for HIST 4950 (6

hours).
- The proposed change will provide more flexibility for 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.

UCO - Bachelor of Arts in Education in History Education (110)
Degree program requirement change
- Remove HIST 2113.
- The proposed change will better align the program with accreditation standards.
- 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.

UCO - Bachelor of Business Administration in Information and Operations Management (176)
Degree program name change and degree program requirement changes
- Change program name to Information Systems and Operations Management.
- The proposed name change will clarify the focus of the program.
- For all options:
  o Remove "minimum grade of C in high school Algebra II" as a math requirement alternative.
  o Add MATH 1453 as an alternative for MATH 1513 and MATH 1533.
  o Change credit hours for Business Support Courses from 6-9 to 6.
  o Change credit hours for Business Core Courses from 36 to 39.
  o Add requirement to pass the Business Senior Exam (BSE) as a component of MGMT 4813.
- For Management Information Systems option:
  o Change credit hours required for Non-Business Core Courses from 33 to 30.
- For Operations and Supply Chain Management option:
  o Change credit hours for Major Requirements from 69 to 72.
- The proposed changes will provide an additional mathematics pathway for students, and better prepare them for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Science in Kinesiology (133)
Degree program requirement changes
- For the Exercise/Fitness Management option:
  o Change credit hours for Major Requirements from 81 to 75.
  o Remove Major Electives requirement.
  o Change admission criteria:
    ▪ Add requirement to have an average GPA of 2.5 (with a minimum grade of C) in all pre-Kinesiology coursework.
- The proposed changes will provide more flexibility and clarify admission requirements for 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.

UCO - Bachelor of Business Administration in Management (020)

Degree program requirement changes

- For all options:
  - Remove "minimum grade of 'C' in high school Algebra II" as a math requirement alternative.
  - Add MATH 1453 as an alternative for MATH 1513 and MATH 1533.
  - Change credit hours for Business Support Courses from 6-9 to 6.
  - Add requirement to pass the Business Senior Exam (BSE) as a component of MGMT 4813.
- For Management option:
  - Change credit hours for Major Requirements from 69 to 72.
  - Add ACCT 3413 as an alternative for ACCT 3113.
  - Remove MGMT 4173.
- For Human Resource Management option:
  - Change credit hours for Major Requirements from 63 to 66.
  - Add MGMT 4723.
- For PGA Golf Management option:
  - Change credit hours for Major Requirements from 80 to 83.
- The proposed changes will provide an additional mathematics pathway for students and better align the curriculum with Society of Human Resource Management standards.
- 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.

UCO - Bachelor of Business Administration in Marketing (021)

Degree program requirement changes

- For all options:
  - Remove "minimum grade of 'C' in high school Algebra II" as a math requirement alternative.
  - Add MATH 1453 as an alternative for MATH 1513 and MATH 1533.
  - Change credit hours for Business Support Courses from 6-9 to 6.
  - Change credit hours for Major Requirements from 66 to 69.
  - Add requirement to pass the Business Senior Exam (BSE) as a component of MGMT 4813.
- For Professional Selling option:
  - Add requirement to take MRKT 4900 or MRKT 4950.
  - Change credit hours required for non-Business Core Courses from 18 to 21.
  - Change credit hours required for Elective Courses from 9 to 6.
- The proposed changes will provide an additional mathematics pathway, and better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO - Bachelor of Science in Mechanical Engineering (232)

Degree program requirement changes

- Change credit hours for Major Requirements from 94 to 94-99.
- Remove ENGR 4882.
- Add ENGR 4862.
- Change credit hours required for Chemistry from 5 to 5-10.
- Add combinations of CHEM 1103 and CHEM 1112 or CHEM 1223 and CHEM 1232 as alternatives for CHEM 1315.

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- The proposed changes will better align the program with accreditation standards and clarify degree requirements for 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.

UCO - Bachelor of Music in Music (126)

Degree program option deletions, degree program option name change, and degree program requirement changes
- Delete option Percussion Performance.
  - There are currently 4 students enrolled in the option with an expected graduation date of 2022-2023.
- Delete option Piano Performance.
  - There are currently 9 students enrolled in the option with an expected graduation date of 2022-2023.
- Delete option String Performance.
  - There are currently 16 students enrolled in the option with an expected graduation date of 2022-2023.
- For the Wind Performance option:
  - Change option name to Instrumental Performance.
  - Require students to select a concentration: Piano or Woodwind, Brass, Percussion, and Strings.
- The proposed changes and option deletions are recommendations from NASM and simplify the structure of the 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.

UCO - Bachelor of Music Education in Music Education (127)

Degree program option deletion, degree program option name change, and degree program requirement changes
- Delete option Vocal.
  - There are currently 23 students enrolled in the option with an expected graduation date of 2022-2023.
- For the Instrumental option:
  - Change option name to Music Education.
  - Require students to select a concentration: Instrumental Music Education or Vocal Music Education.
  - Change credit hours for Major Requirements from 66-67 to 64-67.
  - Add MPER 4000 as an alternative for MPER 3020 (2 credit hours).
- The proposed changes and option deletions are recommendations from NASM and simplify the structure of the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 133 to 131.
- No funds are requested from the State Regents.

UCO – Bachelor of Science in Nursing (129)

Degree program requirement change
- Change admission criteria:

- o Remove the Test of Essential Academic Skills score as an alternative for the Health Education Systems, Inc. Admission Assessment (HESI A2) score.
- The proposed change will better meet student needs.
- 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.

UCO - Bachelor of Science in Nutrition, Dietetics, and Food Management (113)
Bachelor of Science in Occupational Safety (148)
Degree program requirement change
- Add MATH 1453 as an alternative for MATH 1513.
- The proposed change will provide an additional mathematics pathway for 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.

UCO - Bachelor of Science in Education in Science Education (026)
Degree program requirement changes
- For the Biology, Chemistry, General Science, and Physical Science options:
  - o Add MATH 1453 as an alternative for two years of high school Algebra and one year of Trigonometry, and both MATH 1513 and MATH 1593.
- The proposed change will provide an additional mathematics pathway for 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.

UCO - Bachelor of Arts in Sociology (145)
Degree program requirement changes
- For the Substance Abuse Studies option:
  - o Change credit hours for Major Requirements from 68-76 to 64-72.
  - o Remove SAS 4900 (4 credit hours) from Required Courses.
- The proposed changes will better meet student needs.
- 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.

UCO - Bachelor of Science in Software Engineering (211)
Degree program requirement changes
- Add CMSC 3621.
- Change credit hours for Major Requirements from 77-80 to 78-81.
- 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.

UCO - Bachelor of Science in Speech/Language Pathology (083)
Degree program requirement change
- Add MATH 1453 with a grade of "C" or higher as an alternative for MATH 1513 with a grade of "C" or higher and high school Algebra II with a grade of "C" or higher.

- The proposed change will provide an additional mathematics pathway for 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.

UCO – Master of Education in Bilingual Education/Teaching English as a Second Language (199)
Degree program requirement changes
- Remove Program portfolio requirement.
- Change credit hours for Major Requirements from 11 to 26.
- Change required credit hours for Guided Electives from 21 to 6.
- Require TESL 5143, TESL 5163, TESL 5212, TESL 5413, TESL 5763, TESL 5960, and TESL 5900 (2 credit hours).
- The proposed changes will better align the curriculum with TESOL accreditation standards and clarify degree requirements for 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.

UCO - Master of Science in Computer Science (233)
Degree program requirement changes
- Change admission criteria:
  - For conditional admission, add requirement to have an overall undergraduate GPA of at least 2.5 and a minimum combined GRE verbal and quantitative score of 310 with a minimum quantitative score of 155.
  - For regular admission, add recommendation to have a minimum combined GRE verbal and quantitative score of 290 with a minimum quantitative score of 150.
- The proposed changes will clarify conditional admission requirements and enhance program's ability to attract competitive international applicants.
- 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.

UCO - Master of Education in Elementary Education (059)
Degree program requirement changes
- Change credit hours for Major Requirements from 24 to 30.
- Change required credit hours for Guided Electives from 12 to 6.
- Remove ELED 5223.
- Add ELED 5613, ELED 5633, and ELED 5653.
- The proposed changes will better align the program with accreditation standards.
- Three 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.

UCO - Master of Science in Forensic Science (179)
Degree program option addition and degree program requirement changes
  - Require applicants to submit one or more of the following requirements:
    - A GRE score with a preferred minimum 50th percentile ranking (quantitative and verbal)

- Sufficient professional experience (2+ years) in Forensic Science or similar field.
- Scholastic achievement at the undergraduate level with a 3.5 GPA or above in a relevant degree program.
- A one-page description of an area of interest in Forensic Science research.
  - o Remove conditional admission option.
- Add option Digital Forensics.
- The proposed changes will clarify admission requirements, enhance the program's ability to attract competitive applicants, and enhance students' marketability in the career field.
- Three 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.

UCO - Master of Music in Jazz Studies (190)

Degree program option name change, degree program option deletion, and degree program requirement changes
- For the Performance option:
  - o Change option name to Jazz Studies.
  - o Require students to select a concentration: Performance or Music Production.
  - o Add MPER 5041 (must be taken four times), MPER 5611 (must be taken four times), MPER 5291 (must be taken two times), MUS 5633, and MUS 5372.
  - o Add MUS 5653 as an alternative for MPER 5010 (3 credit hours).
  - o Add MUED 5743 as an alternative for MUS 5443.
- Delete option Music Production.
  - o There are currently six students enrolled in the option with an expected graduation date of 2021-2022.
- The proposed changes are recommendations from NASM and simplify the structure of the 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.

UCO - Master of Music in Music (128)

Degree program option name changes, degree program option deletions, and degree program requirement changes
- For the Instrumental Performance option:
  - o Change option name to Performance.
  - o Require students to select a concentration: Instrumental, Piano, Vocal, or Multiple Woodwinds.
  - o Change admission criteria:
    - For Diction requirement, candidates in the Vocal Performance area must demonstrate proficiency in English, Italian, French, Latin and German diction through written and aural examination prior to attending classes. Candidates deemed deficient must take the relevant diction courses as determined by the graduate advisor in consultation with the vocal faculty and complete them with a grade of B or higher.
    - For Culminating Project requirement, candidates in the Instrumental, Piano, and Multiple Woodwinds area must complete a full one-hour recital adjudicated by a committee of three members of the graduate faculty in the field. Candidates in the Multiple Woodwinds Performance area must perform on at least three woodwind instruments during this recital, of which one must be a double reed. Candidates in the Vocal area must complete a supervised project in an area relevant to professional

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practice which is evaluated by a committee of three members of the graduate faculty in the field.

- For the Vocal Pedagogy option:
  o Change option name to Pedagogy.
  o Require students to select a concentration: Vocal Pedagogy or Piano Pedagogy.
  o Change admission criteria:
    - For Diction requirement, candidates in the Vocal Pedagogy concentration must demonstrate proficiency in English, Italian, French, Latin and German diction through written and aural examination prior to attending classes. Candidates deemed deficient must take the relevant diction courses as determined by the graduate advisor in consultation with the vocal faculty and complete them with a grade of B or higher.
    - For Culminating Project requirement, candidates in the Piano Pedagogy concentration must complete a piano recital of 40 minutes and a supervised project of in an area relevant to piano pedagogy and evaluated by a committee of three members of the graduate faculty in the field.
- Delete option Piano Pedagogy.
  o There are currently two students enrolled in the option with an expected graduation date of 2021-2022.
- Delete option Piano Performance.
  o There are currently six students enrolled in the option with an expected graduation date of 2021-2022.
- Delete option Vocal Performance.
  o There are currently nine students enrolled in the option with an expected graduation date of 2021-2022.
- The proposed changes and option deletions are recommendations from NASM and simplify the structure of the 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.

UCO - Master of Science in Nutrition and Food Science (184)
Degree program requirement changes
- Change admission criteria:
  o Remove requirement to hold an undergraduate nutrition degree.
  o Remove MGMT 3103, NTRN 2423, NTRN 3863, and NTRN 4394 as prerequisites.
  o Add "Similar courses may be substituted for the listed prerequisites with permission of the Program Advisor. Students missing one or more required courses may be admitted on a conditional basis."
- Change credit hours for Major Requirements from 32 to 21-24.
- Add 8-11 credit hours of Electives from an approved list.
- Remove GERO 5443, GERO 5213, NTRN 5412, NTRN 5422, and NTRN 5641.
- Add NTRN 5663, NTRN 5713, and NTRN 5723.
- Add NTRN 5930 (1-3 credit hours) as an alternative for NTRN 5990 (1-4 credit hours).
- The proposed changes will better align the program with accreditation standards.
- 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.

UCO - Master of Arts in Psychology (171)

Degree program option name change, and degree program requirement changes
- For the Counseling option:
  - Change option name to Counseling Psychology.
  - The proposed option name change aligns the program name with that of peer institutions.
  - Change admission criteria:
    - Preferred completion of 9 undergraduate hours in PSY 3713, PSY 3903, and PSY 4753.
- For the School Psychology option:
  - Change admission criteria:
    - Preferred completion of PSY 3713.
  - Remove PSY 5253.
  - Add PSY 5873 and PSY 5950 (6 credit hours).
- For the General Psychology option:
  - Change admission criteria:
    - Undergraduate transcripts must show a minimum 2.75 GPA overall and a minimum 3.0 GPA in the student's major or in the last 60 hours attempted.
    - Completion of 21 undergraduate hours in psychology including a course in Advanced Statistics: SPSS or an equivalent course.
    - Add a personal statement describing the student's academic interests and prior academic experiences for use in identifying potential capstone mentors (maximum 500 words).
    - Add a letter of recommendation that describes the applicant's academic preparation, research potential, and readiness for graduate school.
- For the Forensic Psychology option:
  - Change admission criteria:
    - Undergraduate transcripts must show a minimum 2.75 GPA overall and a minimum 3.0 GPA in the student's major or in the last 60 hours attempted.
    - Completion of 21 undergraduate hours in psychology including a course in Advanced Statistics: SPSS or an equivalent course and FRSC 2503.
    - Add a personal statement describing the student's research interests and prior research experiences for use in identifying potential thesis mentors (maximum 500 words).
    - Add two letters of recommendation that describe the applicant's academic preparation, research potential, and readiness for graduate school.
  - Remove FRSC 5363, FRSC 5253, PSY 5343, and six credit hours of required Electives.
  - Add FRSC 5910 (6 credit hours).
  - Change credit hours required for PSY 5990 from 3 to 1.
- For Experimental Psychology option:
  - Change admission criteria:
    - Undergraduate transcripts must show a minimum 2.75 GPA overall and a minimum 3.0 GPA in the student's major or in the last 60 hours attempted.
    - Completion of 21 undergraduate hours in psychology including a course in Advanced Statistics: SPSS or an equivalent course.
    - Add a personal statement describing the student's research interests and prior research experiences for use in identifying potential thesis mentors (maximum 500 words).
    - Two letters of recommendation that describe the applicant's academic preparation, research potential, and readiness for graduate school.
  - Remove PSY 5343.
  - Change credit hours required for PSY 5990 from 3 to 1.

- The proposed changes will remove barriers for program admission, align the admissions and completion requirements with that of peer institutions, and better meet student needs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will change from 32-60 to 32-62.
- No funds are requested from the State Regents.

UCO - Master of Public Administration in Public Administration (203)

Degree program requirement changes
- For all options:
  - Change admission criteria:
    - Remove the Core Comprehensive Examination requirement.
  - Add POL 5203.
  - Change credit hours for Major Requirements from 21 to 24.
  - Change required credit hours for Guided Electives from 15 to 12.
- The proposed changes align the curriculum with Network of Schools of Public Policy, Administration, and Affairs accreditation 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.

UCO - Master of Education in Reading (063)

Degree program requirement change
- Change admission criteria:
  - Remove the Completion of a three-hour course in Children's or Adolescent Literature requirement.
- The proposed change will remove a barrier for program admission.
- 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.

OCCC – Associate in Applied Science in Anesthesia Technology (175)

Degree program requirement changes
- Change admission criteria:
  - Remove requirement to complete TEAS exam.
  - Remove requirement to complete ACCUPLACER tests.
  - Change maximum Preference Points possible from 27 to 18.
- Remove PHIL 1123, COM 2213, ENGL 1233, and PSY 1113 as required courses.
- Add "any Math higher than MATH 1483" as an alternative for MATH 1483.
- The proposed changes will remove barriers for program admission, and 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.

AGENDA ITEM #19-b (1):

> **Suspensions.**

SUBJECT: Approval of March 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:

University of Oklahoma (OU) requested authorization to suspend the program listed below:
- Graduate Certificate in Applications of Educational Research and Evaluation (400)

Redlands Community College (RCC) requested authorization to suspend the program listed below:
- Associate in Applied Science in Sustainable Agriculture (085)

POLICY ISSUES:

Suspending a program is consistent with the Oklahoma State Regents for Higher Education's Academic Program Review policy. Institutions have 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 Applications of Educational Research and Evaluation (400).
- OU reports decreased enrollment and suspension of the program will give them time to determine the future of the program.
- This suspension is effective immediately.
- OU will reinstate or delete the program by March 31, 2023.

RCC requested authorization to suspend the Associate in Applied Science in Sustainable Agriculture (085).
- RCC reports that grant funding for the program will end effective June 30, 2020 and time will be needed to research other grants that can possibly support the program in the future.
- This suspension is effective beginning the 2020-2021 academic year.
- RCC will reinstate or delete the program by March 31, 2022.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 22, 2020

AGENDA ITEM #19-b (2):

      Suspensions.

SUBJECT: Approval of April institutional requests.

RECOMMENDATION:

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

BACKGROUND:

East Central University (ECU) requested authorization to suspend the programs listed below:
- Bachelor of Science in Sociology (041)
- Bachelor of Science in Education in Special Education Mild/Moderate (044)

POLICY ISSUES:

Suspending a program is consistent with the Oklahoma State Regents for Higher Education's Academic Program Review policy. Institutions have 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:

ECU requested authorization to suspend the Bachelor of Science in Sociology (041).
- ECU reports decreased enrollment, and suspension of the program will provide time to determine the future of the program.
- This suspension is effective beginning the 2019-2020 academic year.
- ECU will reinstate or delete the program by April 30, 2023.

ECU requested authorization to suspend the Bachelor of Science in Education in Special Education Mild/Moderate (044).
- ECU reports decreased enrollment, and suspension of the program will provide time to determine the future of the program.
- This suspension is effective beginning the 2020-2021 academic year.
- ECU will reinstate or delete the program by April 30, 2023.

AGENDA ITEM #19-c:

> **Reinstatement.**

SUBJECT: Ratification of approved institutional request to reinstate a suspended degree program.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the approved institutional request to reinstate a suspended academic program, as described below.**

BACKGROUND:

Northeastern State University (NSU) requested authorization to reinstate the Bachelor of Business Administration in Entrepreneurship (136) which was suspended March 23, 2017.

In accordance with policy, no students were recruited or admitted to the program during suspension, and the program was not listed in the college catalog.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Academic Program Review policy, which stipulates that suspended degree programs must be reinstated or deleted within three years or other specified time period designated at the time of suspension.

ANALYSIS:

The Bachelor of Business Administration in Entrepreneurship (136) was suspended March 23, 2017 due to low student demand and curriculum revision needs. NSU indicates that the program faculty have redesigned the program and curriculum to address current needs for businesses, social organizations, and non-profits in NSU's service area.

It is understood that with this action, NSU is authorized to advertise, recruit, and admit students to the program. Consistent with its classification and status, this program will be placed on the regular program review cycle.

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

AGENDA ITEM #19-d:

Reconciliation.

SUBJECT: Approval of institutional request.

RECOMMENDATION:

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

BACKGROUND:

Southwestern Oklahoma State University (SWOSU) requested degree program modifications for the Associate in Applied Science in Medical Laboratory Technician (123) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

SWOSU requested degree program modifications for the Associate in Applied Science in Medical Laboratory Technician (123), which were approved by the State Regents at their February 27, 2020 meeting. Specifically, SWOSU reports an error on the proposed degree sheet submitted by the department, which indicated adding ALHLT 2204. The correct course to be added is ALHLT 2504. This action will correct this error and reconcile institutional practice with official degree program inventory.

AGENDA ITEM #19-e:

> **Academic Nomenclature.**

SUBJECT: Ratification of institutional request.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the approved academic nomenclature change as described below.**

BACKGROUND:

Oklahoma State University (OSU) requested authorization to consolidate the College of Education, Health and Aviation and the College of Human Sciences. OSU's governing board approved the request at their January 24, 2020 meeting.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Approval of Changes in Academic Structure and Nomenclature policy.

ANALYSIS:

OSU requested approval to create the College of Education and Human Sciences by consolidating the College of Education, Health and Aviation and the College of Human Sciences. The proposed realignment of the two colleges began in January 2019. This consolidation is the result of discussions with faculty, staff, students, external constituent groups, and external consultants. The realignment will combine the vast knowledge and skills of the faculty and staff within two of OSU's colleges. The leadership team of the newly formed college will continue their transition to a unified college, with the goal of having the new name and organizational structure in place by July 1, 2020.

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

AGENDA ITEM #19-f:

High School Courses for College Admission.

SUBJECT: Ratification of a request to approve a high school course for college admission.

RECOMMENDATION:

It is recommended that the State Regents ratify a request to approve a high school course for college admission.

BACKGROUND:

Since Fall 2010, the State Regents' high school curricular requirements for college admission have included four units of English, three units of mathematics, three units of laboratory science, three units in history and citizenship skills, and two units from the subjects listed above or selected from computer science, foreign language, or any Advanced Placement course except applied courses in fine arts.

The State Regents have a statutorily mandated function regarding high school courses that satisfy college admission curricular requirements. 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents' approval, also satisfy high school college preparatory/work ready curriculum graduation requirements. On March 3, 2016, the State Regents revised the Institutional Admission and Retention policy to align with 70 O.S. § 11-103.6 by designating the State Regents as the responsible entity for approving courses for college admission.

Based on the extended time periods between State Regents' meetings during certain points of the year, relying on the State Regents to approve high school courses for college admission could significantly delay the timeframe in which courses are approved. As such, to make the approval process more efficient, on March 3, 2016, the State Regents delegated authority to the Chancellor to approve high school courses for college admission, pending State Regents' ratification.

POLICY ISSUES:

The provision regarding the State Regents' role in approving high school courses for college admission, which is detailed in policy section 3.9.3 of the Oklahoma State Regents for Higher Education's Institutional Admission and Retention policy, reads as follows:

"Additionally, 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement, which fits within one of the legislatively defined college

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preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval."

STAFF ANALYSIS:

Prior to April 22, 2020, State Regents' staff received a request from Oklahoma Virtual Charter Academy to approve a high school course for college admission. The table below details the course as well as the college admission subject area in which the course is categorized:

Course	Subject Area
Microsoft Word 2016 with Exam Prep	Foreign Language or Computer Science

After a comprehensive review of the course objectives and learning outcomes, it was determined that this high school course meets the requirement for college admission. Therefore, the course was approved for college admission by the Chancellor. State Regents' ratification is requested.

AGENDA ITEM #19-g (1):

        Electronic Delivery.

SUBJECT: University of Oklahoma. Approval to offer the Master of Human Relations in Human Relations via electronic Delivery.

RECOMMENDATION:

        It is recommended that the State Regents approve the University of Oklahoma's request to offer the existing Master of Human Relations in Human Relations (329) via online delivery.

BACKGROUND:

The University of Oklahoma (OU) is currently approved to offer the following degree programs via online delivery:

- Master of Science in Civil Engineering (038);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master of Prevention Science in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);

- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (442);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447);
- Exec Master of Business Administration in Energy (451);
- Master of Science in Finance (450);
- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053);
- Master of Social Work in Social Work (211);
- Graduate Certificate in Executive Management in Aerospace/Defense (384);
- Graduate Certificate in Learning Design and Technology (454);
- Certificate in Criminal Investigation and Intelligence Analysis (455); and
- Certificate in Restorative Justice (456).

OU's governing board approved offering the existing Master of Human Relations in Human Relations (329) online at their January 30, 2020 meeting. OU requests authorization to offer this existing program via online 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:

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

Master of Human Relations in Human Relations (329)

Demand. The majority of OU students seeking a graduate level degree are working adults. Many students are in the military and are living on or near military bases located in the United States and abroad. The Human Relations department receives numerous requests for an online Master of Human Relations in Human Relations (MHR) (329). This includes students who may have started their MHR in one location then had to move to a new location where there is no OU campus or office. This puts additional hardship on students to meet the onsite requirement whereby they must travel to a location with onsite courses, which may include traveling abroad or back to the U.S., while some are forced to either halt their degree pursuit,

or move to another degree that may be completed online. Being able to complete an advanced degree online will provide military students the ability to advance in the civilian or military realm.

The Master of Human Relations offers a multi-disciplinary curriculum and opens the doors for job opportunities in counseling, education, human resources, civil service, and government. Graduates from the traditional MHR program have gained employment as private consultants, organizational development facilitators, personnel directors, non-profit directors, hospital administrators, and obtained military leadership positions. According to Oklahoma Employment Security Commission data, employment for the following related positions is projected to grow between 2016 and 2026: training and development managers (8.4 percent), human resource managers (8.9 percent), and social and community service managers (16.1 percent).

Delivery method. Several technology methods will be used to electronically deliver the Master of Human Relations in Human Relations' (329) content. These methods include Canvas, Zoom, and related recording technologies. Canvas allows students to access posted voiced PowerPoint presentations and videos, submit assignments online, receive feedback on graded work, and contact each other. Canvas will also host course documents and interactive activities that will be utilized during asynchronous sessions. Zoom will allow classes to meet using webcams and sound systems, providing an opportunity for live discussion with the instructor. Students can also set up sessions for small group learning or discussion. Zoom allows recording, so sessions will remain available for students to review if desired. Online students will also have access to several additional resources. Finally, the online program will have a full-time coordinator who is tasked with advising, protecting the learning experience, and disseminating best practices in online learning to the instructional faculty.

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 January 23, 2020. 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 growth, approval will not constitute unnecessary duplication.

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

AGENDA ITEM #19-g (2a):

       Electronic Delivery.

SUBJECT: Cameron University. Approval to offer the Bachelor of Science in Sports and Exercise Science via electric delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve Cameron University's request to offer the existing Bachelor of Science in Sports and Exercise Science (370) via electronic delivery.**

BACKGROUND:

Cameron University (CU) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Science in Interdisciplinary Studies (365);
- Master of Business Administration (630);
- Master of Science in Organization Leadership (635);
- Bachelor of Science in Organizational Leadership (775); and
- Associate in Arts in Strategic Communication (541).

CU's governing board approved offering the existing Bachelor of Science in Sports and Exercise Science (370) online at their January 30, 2020 meeting. CU 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:

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

Bachelor of Science in Sports and Exercise Science (370)

Demand. Student demand for the Bachelor of Science in Sports and Exercise Science program (370) remains strong as evidenced by the increase of enrollment numbers in online courses over the past two years. Anticipated growth of enrollment is expected to increase significantly as more courses/programs are offered online. The department currently offers five to six sections of online courses per semester with enrollment set at 40 students per class. Since 2014, all online courses typically close during the first weeks of enrollment. Additionally, students have expressed the need for an online degree option due to financial, familial, or relocation concerns. Since 2016, the department has noticed an increase in the number of students seeking approval to take general education and major courses in an online format from other institutions that will meet CU degree requirements.

Examples of current employer demand can be seen in the Lawton area and surrounding communities. Active postings of relevant job openings include: coaches, trainers, recreation specialists, and health educators. Oklahoma Employment Security Commission (OESC) data indicate that employment for coaches and scouts is projected to grow 9.8 percent in the Lawton metropolitan area between 2016 and 2026. OESC data also suggests that employment for health educators is projected to grow 13 percent and employment for athletic trainers is projected to grow 23.4 percent across Oklahoma between 2016 and 2026.

Delivery method. Cameron University uses Blackboard as its learning management system to deliver program content for online courses. The major features that facilitate learning and student success include announcements, discussion board, Zoom for conferencing, student helpdesk, and course resources.

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 electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on April 22, 2019. 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 growth, approval will not constitute unnecessary duplication.

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

AGENDA ITEM #19-g (2b):

Electronic Delivery.

SUBJECT: Approval to offer the Associate in Applied Science in Criminal Justice, the Bachelor of Science in Criminal Justice, the Associate in Science in Business, the Bachelor of Business Administration in Business Administration, the Master of Education in Reading, and the Master of Science in Behavioral Sciences via electronic delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve Cameron University's request to offer the following existing programs via electronic delivery: Associate in Applied Science in Criminal Justice (550), Bachelor of Science in Criminal Justice (580), Associate in Science in Business (505), Bachelor of Business Administration in Business Administration (320), Master of Education in Reading (620), and Master of Science in Behavioral Sciences (610).**

BACKGROUND:

Cameron University (CU) is currently approved to offer the following degree programs via online delivery:

- Associate in Science in Interdisciplinary Studies (365);
- Master of Business Administration (630);
- Master of Science in Organization Leadership (635);
- Bachelor of Science in Organizational Leadership (775); and
- Associate in Arts in Strategic Communication (541).

CU's governing board approved offering the existing Associate in Applied Science in Criminal Justice (550), the Bachelor of Science in Criminal Justice (580), the Associate in Science in Business (505), the Bachelor of Business Administration in Business Administration (320), the Master of Education in Reading (620), and the Master of Science in Behavioral Sciences (610) online at their January 30, 2020 meeting. CU requests authorization to offer these existing programs via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

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Associate in Applied Science in Criminal Justice (550)
Bachelor of Science in Criminal Justice (580)

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Demand. Demand for online courses within Criminal Justice to support non-traditional and/or students who live far from campus has grown over the last three years. More growth is expected as more courses/programs are offered online. The department currently offers approximately ten sections of online courses across multiple disciplines per semester with enrollment averaging 25-35 students per class. Demand for Criminal Justice classes is strong at both the lower and upper division levels because so many students work part or full time.

Examples of current employer demand for Criminal Justice graduates can be found in the Lawton/Fort Sill area and in neighboring communities. Active postings of relevant job openings include correctional officers, police officers, security guards, background investigators, and detectives. Many of the job openings list two-or four-year degrees as "preferred qualifications." Oklahoma Employment Security Commission data indicates that employment for police and sheriff's patrol officers is projected to grow 12.1 percent and employment for security guards is projected to grow 9.6 percent between 2016 and 2026 in the Lawton metropolitan area. Furthermore, police officer and sheriff's patrol officer are currently identified as critical occupations in Oklahoma by Oklahoma's Office of Workforce Development.

Delivery method. CU uses Blackboard as its learning management system to deliver program content for online courses. The major features that facilitate learning and student success include announcements, discussion board, Zoom for conferencing, student helpdesk, and course resources.

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 October 24, 2019. The University of Oklahoma (OU) requested copies of the proposals, which were sent on February 20, 2020 and February 24, 2020, respectively. 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 growth, approval will not constitute unnecessary duplication.

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

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Associate in Science in Business (505)
Bachelor of Business Administration in Business Administration (320)

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Demand. The Associate in Science in Business (505) and Bachelor of Business Administration in Business Administration (320) programs target persons employed or preparing for employment within diverse business industries. Many business majors are working adults who desire to complete their business education while working. Online courses can better fit into their demanding lives. During the four semesters between Spring 2018 and Fall 2019, hundreds of students requested to take three of the core courses in these programs online (i.e., 273 students requested Introduction to Business (BUS 1113); 128 students requested Business Communication (BUS 2113), 105 students requested Principles of Microeconomics (ECON 2023)). Therefore, enrollment demands support the intent to offer this degree in an online format.

Oklahoma Employment Security Commission data indicate that employment in the Professional and Business Services industry is projected to grow 9.3 percent between 2016 and 2026. There will be a significant number of openings for the following positions within that industry between 2016 and 2026 in the Lawton metropolitan area: general and operations managers (680 openings); financial managers (290 openings); administrative services managers (120 openings). Furthermore, the following positions that require formal business training are currently identified as critical occupations in Oklahoma by Oklahoma's Office of Workforce Development: general and operations manager, financial manager, cost estimator, purchasing agent, and credit analyst.

Delivery method. CU uses Blackboard as its learning management system to deliver program content for online courses. The major features that facilitate learning and student success include announcements, discussion board, Zoom for conferencing, student helpdesk, and course resources.

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 October 24, 2019. Tulsa Community College (TCC) requested copies of the proposals, which were sent on February 11, 2020. Neither TCC 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 growth, approval will not constitute unnecessary duplication.

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

Master of Education in Reading (620)

Demand. Informal surveys of current CU undergraduate students in education revealed that over 50 percent were planning to pursue a graduate degree and 100 percent expressed interest in an online format. Many education majors desire to continue their education in the area of reading, but are unable to attend classes during regularly scheduled times due to work and family obligations. Providing the Master of Education in Reading (620) program completely online will allow students to finish their degree while employed full-time as teachers. Graduates from the program may obtain positions as reading specialists, literacy teachers, reading interventionists, adult education teachers, and instructional coordinators. According to U.S. Bureau of Labor Statistics data, employment of instructional coordinators is projected to grow 6 percent from 2018 to 2028, about as fast as the average for all occupations. Moreover, OSRHE workforce trend data indicate that the number of instructional coordinator positions in Oklahoma has increased steadily since 2015 and that there are about 133 instructional coordinator job openings in Oklahoma each year.

Delivery method. CU uses Blackboard as its learning management system to deliver program content for online courses. The major features that facilitate learning and student success include announcements, discussion board, Zoom for conferencing, student helpdesk, and course resources.

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 electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by

email on October 24, 2019. Oklahoma State University (OSU) requested a copy of the proposal, which was sent on February 20, 2020. Neither OSU nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment growth, approval will not constitute unnecessary duplication.

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

Master of Science in Behavioral Sciences (610)

Demand. Target populations for the Master of Science in Behavioral Sciences (610) program are persons employed or preparing for employment in public or private organizations involved in human resource activities and persons wishing to pursue doctoral studies in the behavioral sciences or research-related careers or to gain experience in research. Many students are unable to attend classes during regularly scheduled times due to work and family obligations. By providing the program completely online, students will have the opportunity to finish their degrees while fully employed. Examples of current employer demand for graduates can be found in the Lawton/Fort Sill area and in neighboring communities. For example, Oklahoma Employment Security Commission data indicate that employment for human resources managers is projected to grow 15.2 percent and employment for social and community services managers is projected to grow 32.7 percent between 2016 and 2026 in the Lawton metropolitan area. OESC data also suggest that employment for postsecondary Psychology teachers will grow 9.1 percent across Oklahoma between 2016 and 2026.

Delivery method. CU uses Blackboard as its learning management system to deliver program content for online courses. The major features that facilitate learning and student success include announcements, discussion board, Zoom for conferencing, student helpdesk, and course resources.

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 electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on October 24, 2019. Oklahoma State University requested a copy of the proposal, which was sent on February 20, 2020. Neither OSU nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment growth, approval will not constitute unnecessary duplication.

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

AGENDA ITEM #19-g (3):

Electronic Delivery.

SUBJECT: Northeastern State University. Approval to offer the Bachelor of Science in Criminal Justice, the Bachelor of Science in Homeland Security, the Bachelor of Science in Legal Studies, and the Bachelor of Business Administration in International Business Management.

RECOMMENDATION:

> **It is recommended that the State Regents approve Northeastern State University's request to offer the following existing programs via electronic delivery: Bachelor of Science in Criminal Justice (020), the Bachelor of Science in Homeland Security (156), the Bachelor of Science in Legal Studies (158) and the Bachelor of Business Administration in International Business Management (126).**

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 - Early Care Option (045);
- Master of Education in Science Education (139);
- Master of Education in Reading (075);
- Bachelor of Arts in Spanish (082);
- Bachelor of Arts in Spanish Education (083);
- Master of Arts in American Studies (112);
- Master of Science in Education in Special Education - Autism Spectrum Disorders (154);
- Bachelor of Science in Nutritional Sciences (153);
- Master of Science in Criminal Justice (085);
- Master of Education Instructional Leadership (124);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Cyber Security (160);
- Certificate in Geographic Information Systems (163);
- Bachelor of Arts in Creative Writing (162);
- Master of Science in Higher Education Leadership (052);
- Bachelor of General Studies in General Studies (132);
- Master of Science in Library Media and Information Technology (129);
- Graduate Certificate in School Library Media Specialist (140);
- Master of Education in School Administration (103);
- Graduate Certificate in Administrator Education (003);

- Master of Business Administration in Business Administration (056);
- Master of Science in Nursing Education in Nursing (149);
- Bachelor of Business Administration in Hospitality and Tourism (093);
- Bachelor of Science in Health Organizations Administration (004);
- Master of Public Health in Public Health (166);
- Graduate Certificate in Public Health (165);
- Graduate Certificate in Public Health Leadership (167);
- Graduate Certificate in Global Health (168);
- Master of Education in Early Childhood Education (117); and
- Certificate in STEM Education (022).

NSU's governing board approved offering the existing Bachelor of Science in Criminal Justice (020), the Bachelor of Science in Homeland Security (156), the Bachelor of Science in Legal Studies (158) and the Bachelor of Business Administration in International Business Management (126) at their January 31, 2020 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 (OSRHE) 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 Science in Criminal Justice (020)

Demand. Graduates from NSU's Bachelor of Science in Criminal Justice (020) program are employed at the local, state, tribal and federal levels. A recent Tulsa Police Department poll found that 23 percent of their police officers are criminal justice graduates from NSU. Additionally, NSU has articulation agreements with numerous community colleges, and recently signed an agreement to work with the Tulsa County Sherriff's Office to increase the number of officers who have access to the degree. Oklahoma Employment Security Commission (OESC) data indicate that employment for detectives and criminal investigators is projected to grow 6.8 percent and employment for first-line supervisors of police and detectives is projected to grow 16.4 percent in northeast Oklahoma from 2016 to 2026.

Many of the courses in the Criminal Justice program are currently available online. As demonstrated by the unduplicated headcount in the online Criminal Justice courses since Fall 2015, there is strong interest in electronic delivery: Fall 2015 (23 students); Fall 2016 (26 students); Fall 2017 (49 students); Fall 2018 (47 students); Fall 2019 (46 students). Providing the entire Criminal Justice program online would help current and prospective students who are already working in the criminal justice field to complete their degrees more efficiently. Since these individuals typically work in shifts that can change often, a flexible, entirely online program could fit more easily into their lives.

Delivery method. Blackboard and Zoom will be used to deliver the courses for the online program. Courses will be designed to meet Quality Matters standards. Content will be covered through discussion boards, case studies, lectures, exams, group projects, videos, and similar pedagogical methods.

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 electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on March 8, 2019. 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 growth, approval will not constitute unnecessary duplication.

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

Bachelor of Science in Homeland Security (156)

Demand. NSU currently offers online and face to face course sections in the Bachelor of Science in Homeland Security (156) program. Student enrollment data indicate that students prefer online courses as those sections fill immediately, and online course enrollment far exceeds face to face course enrollment. In addition, faculty who attend state events receive feedback on the desire for an online homeland security degree.

Emergency management directors who prepare plans and procedures for responding to natural disasters or other emergencies typically need a bachelor's degree in fields such as homeland security. According to OESC data, employment for emergency management directors is projected to grow 10.9 percent statewide and 11.1 percent in northeast Oklahoma between 2016 and 2026. In addition, the U.S. Bureau of Labor Statistics suggests that employment of emergency management directors will grow 5 percent from 2018 to 2028. Offering the Homeland Security program completely online will allow NSU to attract more professionals employed full-time in state or local governments, private companies, hospitals, and nonprofit organizations seeking emergency preparedness related leadership positions.

Delivery method. Blackboard and Zoom will be used to deliver the courses for the online program. Courses will be designed to meet Quality Matters standards. Content will be covered through discussion boards, case studies, lectures, exams, group projects, videos, and similar pedagogical methods.

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 electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on March 8, 2019. 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 growth, approval will not constitute unnecessary duplication.

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

Bachelor of Science in Legal Studies (158)

Demand. In fall 2019, 42 students declared Legal Studies as their major. Some Legal Studies courses are currently offered online, and enrollment in these courses has been strong. Therefore, if the Bachelor of Science in Legal Studies (158) is offered completely online, some of the face-to-face students will likely switch to that option, especially students who already work full-time in the court system or criminal justice field. Offering the program online should also attract students from the surrounding area who are not able to complete a face-to-face program due to work constraints. Community colleges as close as Tulsa Community College, as well as those from adjoining states, have expressed interest in working toward articulation agreements. NSU will also seek opportunities for articulation agreements with two-year institutions whose closest four-year institutions do not offer a similar degree.

According to OESC data, employment for paralegals and legal assistants is projected to grow 14.1 percent statewide and 11.6 percent in northeast Oklahoma from 2016 to 2026. In addition, the U.S. Bureau of Labor Statistics projects 12 percent growth for paralegals and legal assistants and 8 percent growth for arbitrators, mediators, and conciliators from 2018 to 2028, which will be faster than average for all occupations. The growing interest from current students, potential for new connections with other institutions, and significant employment demand in Oklahoma and across the nation provide ample justification for online delivery of this program.

Delivery method. Blackboard and Zoom will be used to deliver the courses for the online program. Courses will be designed to meet Quality Matters standards. Content will be covered through discussion boards, case studies, lectures, exams, group projects, videos, and similar pedagogical methods.

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 electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on March 8, 2019. 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 growth, approval will not constitute unnecessary duplication.

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

Bachelor of Business Administration in International Business Management (126)

Demand. Student interest in international business degrees is strong at NSU. For example, International Business is one of the primary degree choices for international students attending NSU. It is also one of the most requested degree choices among international institutions. In addition, residential freshmen have requested opportunities to study internationally. Finally, current NSU international business students work in virtual teams from around the world in their introductory international business course. These teams work together on service-learning projects for companies all over the world.

A recent search on indeed.com for full-time international business management jobs in Oklahoma yielded 277 positions. Many graduates from NSU's Bachelor of Business Administration in International Business Management program (126) have obtained positions within or connected to Oklahoma manufacturing companies. In 2018, Oklahoma goods exports were $6.1 billion, an increase of 20 percent ($1.0 billion) from its export level in 2008 (Oklahoma Manufacturing Alliance Economic Impact Report, 2019).

Oklahoma goods exports in 2016 (latest year available) supported an estimated 28,000 jobs. Considering the substantial current student demand, promising number of employment opportunities, and increasing expense of international travel, NSU's program is well suited for online delivery.

Delivery method. Blackboard and Zoom will be used to deliver the courses for the online program. Courses will be designed to meet Quality Matters standards. Content will be covered through discussion boards, case studies, lectures, exams, group projects, videos, and similar pedagogical methods.

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 electronic delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on March 8, 2019. 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 growth, approval will not constitute unnecessary duplication.

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

AGENDA ITEM #19-g (4):

Electronic Delivery.

SUBJECT: University of Central Oklahoma. Approval to offer the Bachelor of Science in Nursing, the Master of Science in Nursing and the Master of Music in Music via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the following existing programs via electronic delivery: Bachelor of Science in Nursing, the Master of Science in Nursing, and the Master of Music in Music.

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

- Bachelor of Arts in Criminal Justice (028);
- Master of Arts in Criminal Justice Management Administration (149);
- Bachelor of Science in General Studies (105);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Science in Career, Technical and Workforce Development (116);
- Bachelor of Business Administration in Marketing (021);
- Bachelor of Business Administration in Business Administration (007);
- Bachelor of Business Administration in Management (020);
- Master of Business Administration in Business Administration (008);
- Master of Education in Library Media Education (117);
- Master of Education in Adult and Higher Education (156); and
- Bachelor of Arts in Applied Liberal Arts (154).

UCO's governing board approved offering the existing Bachelor of Science in Nursing (129), the Master of Science in Nursing (204), and the Master of Music in Music (128) online at their January 31, 2020 meeting. UCO requests authorization to offer these existing programs via electronic delivery, as outlined below.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's (OSRHE) 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.

Bachelor of Science in Nursing (129)
Master of Science in Nursing (204)

Demand. Oklahoma Works lists Registered Nurse as one of the 100 top critical occupations in Oklahoma. According to Oklahoma Employment Security Commission (OESC) data, employment for registered nurses is projected to grow 10.1 percent from 2016 to 2026. On average, UCO admits 60 students to the Bachelor of Science in Nursing (BSN) program each year. Additionally, UCO's Master of Science in Nursing (MSN) program's current face-to-face enrollment is approximately 24 students. The graduate program prepares students for teaching positions at colleges and universities and leadership positions in hospitals. OESC data indicate that employment for postsecondary nursing instructors and teachers will grow 19.4 percent statewide.

Nurses typically work 12 hour shifts and with the current shortage of nurses in healthcare, many work additional shifts. Due to this intense workload, the current trend across the nation and in Oklahoma is for nurses to pursue higher degrees online. UCO expects additional enrollment of approximately 30 students in the BSN program in the first semester if a completely online program completion pathway is added. As numbers increase, additional course sections will be scheduled to maintain a 1:20 faculty student ratio.

Considering the demand from current students for online coursework, UCO also anticipates that offering the MSN program electronically will double the current enrollment within the first academic year. UCO reports that an additional source of students for the MSN comes from their current RN to BSN track. UCO expects to enroll 5 – 10 percent of graduates from the BSN program into the online MSN. As enrollment increases in the MSN program, additional course sections will be added to maintain a 1:10 faculty/student ratio. By offering the BSN and MSN programs online, UCO will be able to better meet the dire need for nurses and nursing faculty at the state and local levels.

Delivery method. UCO currently uses Desire 2 Learn (D2L) for their electronic delivery method. UCO maintains a highly developed IT staff to support the functionality of online learning. Additionally, the Center for eLearning and Connected Environments oversees and approves curriculum that is placed online. All participating faculty have received D2L training.

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 January 23, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Due to employment growth, approval will not constitute unnecessary duplication.

Master of Music in Music (128)

Demand. Providing the Master of Music in Music (128) program completely online will allow students to finish their degrees while employed full-time as music teachers. According to OESC**, e**mployment of art,

drama, and music postsecondary teachers is projected to grow 6.3 percent from 2016 to 2026. Additionally, a recent indeed.com search for music professor positions available in the United States yielded 847 postings.

Delivery method. UCO currently uses Desire 2 Learn (D2L) for their electronic delivery method. UCO maintains a highly developed IT staff to support the functionality of online learning. Additionally, the Center for eLearning and Connected Environments oversees and approves curriculum that is placed online. All participating faculty have received D2L training.

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 January 23, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Due to employment growth, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #19-g (5):

> **Electronic Delivery.**

SUBJECT: Redlands Community College. Approval to offer the Associate in Arts in General Studies, the Associate in Arts in Criminal Justice, the Associate in Applied Science in Child Development, and the Certificate in Child Development via electronic delivery

RECOMMENDATION:

> **It is recommended that the State Regents approve Redlands Community College's requests to offer the following existing programs via electronic delivery: the Associate in Arts in General Studies (070), the Associate in Arts in Criminal Justice (044), the Associate in Applied Science in Child Development (007), and the Certificate in Child Development (061).**

BACKGROUND:

Redlands Community College (RCC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Arts in Family Studies and Child Development (084);
- Associate in Applied Science in Criminal Justice (045);
- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Certificate in Human/Social Services Assistant (107);
- Certificate in Criminal Justice - Corrections (108); and
- Certificate in Criminal Justice - Law Enforcement (109).

RCC's governing board approved offering the existing Associate in Arts in General Studies (070), Associate in Arts in Criminal Justice (044), Associate in Applied Science in Child Development (007), and Certificate in Child Development (061) online at their October 10, 2019 meeting. RCC 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:

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

Associate in Arts in General Studies (070)

Demand. According to RCC, the Associate in Arts (A.A.) in General Studies (070) is the largest transfer degree to four-year colleges and universities. The broad focus of the program allows students to transfer into a variety of disciplines at a four-year institution. However, the overall head count in RCC's A.A. in General Studies program declined significantly between 2016 and 2018. Adult students at RCC have requested online degree opportunities, especially working adult students. Removing the traditional educational barrier of in-person classes will increase accessibility for working adults by reducing the financial burden of securing extended childcare for young children and allowing more time at home with their families. Offering this degree fully online might also encourage working adults to continue enrolling semester after semester and to complete a degree, knowing that they will have the option to transfer to a four-year institution and gain access to career opportunities available throughout Oklahoma. RCC anticipates that online delivery of this program may increase interest and continue the upward trend in graduates.

Delivery method. Courses required for the program will be delivered through Blackboard. Features that will facilitate learning include faculty training in online delivery of courses, Learning Resource Center (LRC) subscription to state online library system plus numerous online research database subscriptions, online tutoring, common course syllabi, uniform Blackboard templates for all courses, and synchronous and asynchronous video conferencing tools including ZOOM, YouTube, and Skype for both content delivery and virtual office hours.

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 November 11, 2019. Oklahoma State University (OSU) requested a copy of the proposal, which was sent on January 17, 2020. Neither OSU nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

Associate in Arts in Criminal Justice (044)

Demand. Students who complete the Associate in Arts in Criminal Justice (044) degree enter the workforce in law enforcement and the prison system. The Federal Correctional Institution in El Reno and the Great Plains Correctional Institution in Hinton often send their employees to RCC to complete coursework that can lead to job advancement. Both employers have requested an online degree option for their employees. Additionally, the Oklahoma Highway Patrol and many area police forces have also expressed interest in an online degree. According to the OSRHE Workforce and Economic Development Dashboard, RCC produced 121 Criminal Justice/Police Science graduates from 2014-2015 through 2018-2019. Oklahoma Employment Security Commission data indicate that employment for law enforcement workers will grow 4.3 percent from 2016 to 2026. This equates to 1,060 average annual openings. Online delivery of instruction may significantly increase the number of RCC graduates who are eligible for these openings.

Delivery method. Courses required for the program will be delivered through Blackboard. Features that will facilitate learning include faculty training in online delivery of courses, LRC subscription to state online library system plus numerous online research database subscriptions, online tutoring, common course syllabi, uniform Blackboard templates for all courses, and synchronous and asynchronous video conferencing tools including ZOOM, YouTube, and Skype for both content delivery and virtual office hours.

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 November 11, 2019. The University of Oklahoma (OU) and Oklahoma State University (OSU) requested a copy of the proposal, which was sent on January 17, 2020. Neither OU, OSU, nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

Associate in Applied Science in Child Development (007)
Certificate in Child Development (061)

Demand. The Associate in Applied Science (AAS) in Child Development (007) and Certificate in Child Development (061) programs are supported by an agreement between RCC, the Scholars for Excellence in Child Care, and the Oklahoma State Regents for Higher Education (OSRHE). Many students with an interest in child care utilize this scholarship opportunity and have asked for an online degree opportunity so that they may continue working while completing a degree. RCC has partnerships with many child care centers, which allow current employees of the centers to attend RCC while working. Oklahoma Employment Security Commission data suggest that employment for child care workers will grow 11.1 percent between 2016 and 2026. The number of students enrolled in the AAS in Child Development program and the number of student graduates from the Certificate in Child Development program declined between 2016 and 2018. RCC anticipates that online delivery of instruction will increase the number of students enrolled in and graduating from both programs.

Delivery method. Courses required for the programs will be delivered through Blackboard. Features that will facilitate learning include faculty training in online delivery of courses, LRC subscription to state online library system plus numerous online research database subscriptions, online tutoring, common course syllabi, uniform Blackboard templates for all courses, and synchronous and asynchronous video conferencing tools including ZOOM, YouTube, and Skype for both content delivery and virtual office hours.

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 November 11, 2019. The University of Oklahoma (OU) and Oklahoma State University (OSU) requested copies of the proposals, which were sent on January 17, 2020. Neither OU, OSU, nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Approval will not constitute unnecessary duplication.

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

AGENDA ITEM #19-h:

> **State Authorization Reciprocity Agreement.**

SUBJECT: Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

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

BACKGROUND:

On May 29, 2015, the State Regents approved Oklahoma's participation in the State Authorization Reciprocity Agreement (SARA). The Southern Regional Education Board approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 5, 2019.

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

POLICY ISSUES:

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

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

STAFF ANALYSIS:

Prior to April 22, 2020, State Regents' staff received SARA a renewal application from the following institutions:

- Langston University;
- Northeastern State University;
- Northern Oklahoma College;
- Rose State College;
- The University of Tulsa;
- Family of Faith Christian University; and
- Platt College.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 22, 2020

AGENDA ITEM #19-i (1):

      Operations.

SUBJECT: Ratification of purchases in excess of $25,000 for FY2020.

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 January 7, 2020 and February 25, 2020.

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 January 7, 2020 and March 20, 2020, there are 9 purchases in excess of $25,000 but not in excess of $100,000.

Core
1) Krush Digital in the amount of $35,000.00 for a media buy to promote the Reach Higher Reconnect Week, which is a series of coordinated student recruitment events to be held at participating Reach Higher campuses across the state of Oklahoma. (Funded from 210-Core).

2) Staplegun Design in the amount of $85,000.00 for the Oklahoma's Promise scholarship program media campaign aimed at increasing the awareness and affinity for the scholarship program. Staplegun will implement a media campaign targeted at the parents of children who qualify for the scholarship program. (Funded from 210-Core).

OneNet
3) Norlem Technology Consulting Incorporated in the amount of $47,596.00 for a Palo Alto firewall for Moore Public Schools. The costs for these services are recovered from OneNet customer user fees. (Funded from 718-OneNet).

4) Baker Brothers Electric Inc. in the amount of $29,873.00 for the installation of a new standby generator at the Newcastle tower. The costs for these services are recovered through OneNet customer user fees. (Funded from 718-OneNet).

5) ImageNet Consulting in the amount of $74,860.00 for the Laserfiche Software Suite, including migration and implementation. The Laserfiche software is the Oklahoma State Regents for Higher

Education's document storage program to store physical documents electronically to meet compliance requirements. (Funded from 718-OneNet).

6) Alias Forensics Inc. in the amount of $32,560.00 to provide penetration testing services to assess the information security posture for the Oklahoma State Regents for Higher Education, OneNet and the Oklahoma College Assistance Program. The costs for these services are recovered through OneNet customer user fees. (Funded from 718-OneNet)

7) Kentik in the amount of $76,560.67 for services related to the real-time processing of the summarized network data flow. This data is used real-time for network security to mitigate the distributed denial of service attacks. This data has historically been used by OneNet and by select customers to analyze traffic patterns, make decisions on network configuration and for capacity planning. The costs for this service will be recovered through OneNet user fees. (718-OneNet).

8) Office of Management and Enterprise Services in the amount of $41,184.00 for the Premier Professional Liability and Network Risk Insurance annual renewal. The costs for this service will be recovered through OneNet user fees. (718-OneNet).

9) Dobson Technologies Transport and Telecommunications in the amount of $38,496.30 for fiber construction to connect Comanche Public Schools to the Oklahoma Community Anchor Network (OCAN) to provide requested services. The costs for these services are recovered through OneNet customer user fees. (Funded from 718-OneNet).

AGENDA ITEM #19-i (2):

        Operations.

SUBJECT: Ratification of appointments of the Assistant Comptroller and the Executive Director for Campus Compact and Director of Student Affairs and Diversity.

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' ratification of decisions relating to director level and above personnel.

ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.

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

Assistant Comptroller. It is recommended that the State Regents ratify the appointment of Ms. Allyson Weimer to serve as the Assistant Comptroller. This position assists in maintaining the State Regents' complete set of records for the internal accounting, reporting, and management of the State Regents' office. Specifically, this position is responsible for monitoring and preparing investment related transactions; performing quality reviews and internal control reviews of financial transactions; monitoring federal grant expenditures; preparing statistical, financial or other accounting related reports; providing assistance to cost center managers responsible for budgets; and assisting in the preparation of the annual financial statements and the annual financial audit.

Ms. Weimer most recently served as the Senior Financial Analyst for Mercy. Prior to that, she worked for the Oklahoma College Assistance Program (OCAP) as the Finance and System Services Coordinator from 2013 – 2018. Ms. Weimer holds a Master of Business Administration from Oklahoma State University and a Bachelor of Business Administration from the University of Oklahoma. She is a Certified Public Accountant. Ms. Weimer assumed the position of Assistant Comptroller on March 2, 2020. This position reports to dually to Sheri Mauck, Interim Vice Chancellor of Budget and Finance/Associate Vice Chancellor of Budget and Finance, and Mei-Lin Yang, Comptroller. A copy of the job description and Ms. Weimer's resume are attached.

Executive Director for Campus Compact and Director of Student Affairs and Diversity. It is recommended that the State Regents ratify the appointment of Lindsay Echols to serve as the Executive Director for Campus Compact and Director of Student Affairs and Diversity. This position organizes, administers, and maintains Oklahoma Campus Compact (OkCC) to advance civic learning and community engagement by leading, supporting, and working with institutions to strengthen the teaching and learning that prepares students for lives of civic engagement and social responsibility. The Executive

Director for OkCC represents the organization in the national Campus Compact community, administers federal and state grants, and manages the OkCC budget. The Executive Director for OkCC collaborates and works with key constituents, including administrators, faculty, students, and community partners throughout the state. Additionally, this position provides leadership and organization related to student affairs issues, including providing direction on Council on Student Affairs (COSA) initiatives and serving as a liaison for statewide student groups, such as the Student Advisory Board (SAB) to the Oklahoma State Regents for Higher Education and the Oklahoma Student Government Association (OSGA).

Ms. Echols most served as the Director of Community Engagement for the Regional Food Bank of Oklahoma from 2017 – 2019. Prior to that position, she served as the Associate Director of Student Life – Director of Fraternity & Sorority Student Life for the University of Oklahoma in Norman. Ms. Echols earned a Bachelor of Arts in Corporate Communication from the University of Central Oklahoma and is expected to graduate with a Master of Education in Adult Education from the University of Central Oklahoma in Fall 2020.

Ms. Echols assumed the position of Executive Director for Campus Compact and Director of Student Affairs and Diversity on March 30, 2020. This position reports to Dr. Debbie Blanke, Senior Vice Chancellor for Academic and Student Affairs. A copy of the job description and Ms. Echols' resume are attached.

JOB DESCRIPTION
Assistant Comptroller
FLSA: Exempt
Position #100000
Grade 12
Cost Center: FISAFF 14000
Worker's Comp Code: 8810

ESSENTIAL FUNCTION

Assist in maintaining the State Regents' complete set of records for the internal accounting, reporting, and management of the State Regents' office.

RESPONSIBILITIES AND DUTIES

- Monitor and prepare investment related transactions; reconcile and prepare reports.
- Perform quality reviews and internal control reviews of financial transactions of the State Regents' Office.
- Monitor federal grant expenditures and meeting the requirements of Uniform Guidance.
- Prepare statistical, financial, or other accounting related reports as requested.
- Provide assistance to cost center managers responsible for budgets.
- Responsible for recommending to Comptroller hiring, firing, advancement, promotion or other changes in assigned employee(s) status.
- Assist with implementation of new or interfaced financial sub-systems.
- Performing daily payments and deposits, preparing journal entries, and maintaining accounts receivable system as needed.
- Assist in preparing annual financial statements and with the annual financial audit.
- Assist in preparing and monitoring State Regents' annual agency operating budget.
- Perform other similar duties as assigned.

MINIMUM QUALIFICATIONS

Bachelor's degree in Accounting and three (3) years professional accounting experience. CPA certification and governmental accounting experience required. Knowledge of auditing procedures and accounting principles. Skilled in preparing accounting and financial reports. Excellent verbal and written communication skills. Good analytical and organizational skills. Ability to manage multiple tasks with attention to detail. Proficient computer skills in Word, Excel and accounting software.

PREFERRED QUALIFICATIONS

N/a.

Revised April 2018

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 Associate Vice Chancellor for Budget and Finance and Comptroller.

Revised April 2018

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

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EMPLOYMENT

Senior Financial Analyst
Mercy – Oklahoma City, OK   *October 2018 – Present*

- Responsible for completing financial pro formas and forecasts for various capital projects such as building new outpatient clinics, hiring additional medical staff, and making large equipment purchases
- Analyzed cost saving initiatives such as personnel decisions and supply data within multiple hospital service lines

Finance and System Services Coordinator
Oklahoma State Regents for Higher Education – Oklahoma City, OK   *September 2013 – September 2018*

- Promoted to Lead Finance Coordinator responsible for the annual compliance and financial audits which have consistently been clean with no instances of noncompliance, including ensuring all audit documentation is provided in a timely and efficient manner, and supervising communication between internal and external parties regarding our student loan processes and procedures
- Responsible for forecasting and completing the agency's annual budget, while working with vendors to reduce annual contracts to lower costs and meet budget requirements including over $100,000 in savings
- Supervised the requisition and invoice process, including receipt, review, tracking, and submission for approvals

Fiscal Analyst

- Responsible for the completion and submission of the monthly and annual ED Form 2000 (Guaranty Agency Federal Report) on behalf of Oklahoma College Assistance Program
- Responsible for the timely completion of OCAP's audited financial statements in accordance with Government Auditing Standards
- Prepared 5-year operational and financial projection models for Federal reporting, including claim projections to track the agency's current and future fund balances
- Assisted the Systems Liaison Specialist III as backup system liaison between OCAP and our guarantor system provider Navient

Tax Accountant (Temporary)
Leidos, Inc. formerly SAIC - Oklahoma City, OK

- Prepared complex Excel spreadsheets to summarize excise taxes for reporting
- Completed sales and use tax returns and exemptions in more than 20 states

Staff Accountant

Barbara A. Ley, P.C. - Oklahoma City, OK   *August 2012 - March 2013*

- Completed numerous corporate, partnership, and individual tax returns on behalf of clients
- Responsible for monthly bookkeeping and pulling annual reports to analyze personal, business, and investment accounts
- Prepared day-to-day accounting journal entries and trial balances to finalize tax returns

Tax Analyst
ONEOK Inc. – Tulsa, OK   *Summer 2009 - August 2012*

- Managed Unclaimed Property
- Completed Sales & Use monthly, quarterly, and annual tax returns
- Analyzed and reported Federal Excise tax filings for terminal locations
- Completed State Apportionment for income tax purposes, and issued and uploaded Form 1099s

Finance & Accounting Internships

- Developed a cost savings initiative for payment and review of vendor information
- Completed a 3-year interest expense forecast model for OKE and OKS
- Analyzed the creditworthiness of counterparties by examining their financial statements, S&P report, and credit ratings from S&P and Moody's
- Prepared account reconciliations for financial statements, investment accounts, and mark to market accounts

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EDUCATION

Oklahoma Accountancy Board – Oklahoma City, OK   *August 2019*
Certified Public Accountant   License # 18855

Oklahoma State University – Stillwater, OK   *August 2011 - May 2015*
Master of Business Administration (M.B.A)
Cumulative GPA: 3.5/4.0

University of Oklahoma – Norman, OK   *August 2007 - May 2011*
Bachelor of Business Administration
Major: Accounting   Minor: Finance
Cumulative GPA: 3.6/4.0
President's Honor Roll, Dean's Honor Roll

RELATED TRAINING/PERSONAL ACHIEVEMENTS

- Computer Skills: Proficient with the following software: EPIC, PeopleSoft, Banner, SAP, Oracle, Quicken, Adobe, GMS Systems, Asset Keeper, CCH, EFTPS (Electronic Federal Tax Payment System), Enterprise Resource Planning, and Microsoft Office
- Attendee of numerous job-related training seminars including most recent Transitioning into a Supervisory Role

- JC Penney Leadership Program in the OU Price College of Business
- Beta Gamma Sigma for business students and Beta Alpha Psi (OU Accounting Club)

JOB DESCRIPTION
Executive Director for Campus Compact and Director of Student Affairs and Diversity
FLSA: Exempt
Position #100119
Grade 9
Cost Center: APRA 13000
Worker's Comp Code: 8810

ESSENTIAL FUNCTION

The executive director of Oklahoma Campus Compact (OkCC) organizes, administers, and maintains OkCC to fulfill its purpose of advancing the public purpose of higher education through civic learning and community engagement by leading, supporting, and working with institutions to strengthen the teaching and learning that prepares students for lives of civic engagement and social responsibility. The Executive Director of OkCC represents the organization in the national Campus Compact community, administers federal and state grants, manages programs, and the OkCC budget. The Executive Director of OkCC must be able to collaborate and work with key constituents including administrators, faculty, students, and community partners throughout the state.

Additionally, this position provides leadership, organization and directs student affairs issues, including Council on Student Affairs (COSA) initiatives, serves as a liaison for statewide student groups including the Student Advisory Board (SAB) to the Oklahoma State Regents for Higher Education, and the Oklahoma Student Government Association (OSGA), and advocates for systematic and comprehensive environments of equity and inclusivity for Oklahoma higher education.

RESPONSIBILITIES AND DUTIES

Executive Director, Oklahoma Campus Compact
The Executive Director for OkCC manages programs and provides leadership in the daily activities that serve member campuses including:

- Operating the OkCC program and managing its budget and conference funds.
- Reporting to and working with the OkCC Executive Committee.
- Originating and organizing all aspects of workshops, conferences, and campus visits.
- Representing the program at state and national meetings or events, and making informative presentations on 1) civic and community engagement, 2) on academic service learning for faculty development, and 3) on OkCC.
- Coordinating, facilitating, and tracking membership renewal invoices to member campuses annually.

Revised December 2019

- Developing annual reports, recruitment materials, organization brochures, and a directory of membership and member services.
- Development and monitoring of the OkCC strategic plan and budget.
- Collecting, documenting, and disseminating "best practices" from/to member campuses.
- Developing and disseminating OkCC online newsletters (spring, summer, and fall).
- Writing grant proposals, administering grant programs, and managing disseminated grant funds, including oversight of compliance and financial reporting, and site audits.
- Managing, evaluating, and promoting state programs and awards, including forming and working with advisory committees.
- Provide direction for OSRHE support staff for day-to-day activities and services for OkCC.
- Collaborating with member campuses on conferences, projects and reports, such as the Oklahoma Civic Health Index.
- Organizing, updating, and improving the OkCC website.
- Performing other similar duties as assigned.

Director of Student Affairs and Diversity
- Organize and coordinate the Council on Student Affairs (COSA) initiatives and activities, including, but not limited to the COSA Leadership Academy, the COSA Mentoring Program, etc.
- Facilitate presentations and activities related to the issues articulated in the COSA Work Plan.
- Organize and coordinate annual fall Student Leadership Retreat.
- Organize, provide guidance, and administer the Student Advisory Board as required in developing student leadership initiatives, work plans, and annual report to the State Regents, awareness of State System student-related issues.
- Convey student issues and input to State Regents' staff.
- Mentor and provide oversight and leadership to Oklahoma Student Government Association (OSGA), including attendance at monthly meetings and Fall and Spring Congress, along with other sponsored events, such as the OSGA Presidents' Retreat.
- Work with the COSA on student issues as directed by the Senior Vice Chancellor for Academic and Student Affairs.
- Represent COSA on the Oklahoma State Regents for Higher Education Safety and Security Task Force.
- Represent the Oklahoma State Regents for Higher Education in projects with other state agencies involving issues related to higher education students with disabilities.
- Promote and share higher education diversity and inclusion research, best practices, and professional development to the Oklahoma higher education community.
- Perform other similar duties as assigned.

MINIMUM QUALIFICATIONS

A bachelor's degree and five (5) years of experience in student affairs, civic engagement, or equivalent experience are required. Must have a proven record of successful student leadership and public speaking ability. Excellent oral communication, organizational, and interpersonal skills are required, including the ability to manage a budget.

Revised December 2019

Maturity is necessary due to interaction with public and private campus officials and students. Excellent PC skills including the Microsoft Office Suite (including Excel and PowerPoint) are required. This position will require some travel and work on weekdays and weekends.

PREFERRED QUALIFICATIONS

Master's degree preferred. Self-motivation, creativity, and a high level of energy are desired. Experience with non-profits, higher education, student affairs, diversity initiatives, and student leadership is preferred. Experience with websites is preferred.

PHYSICAL REQUIREMENTS

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

SUPERVISION

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

PROFESSIONAL HIGHLIGHTS

- Trusted student leadership facilitator and curriculum developer for University of Michigan, Purdue University, University of Illinois Urbana-Champaign, Oklahoma State University, University of Central Oklahoma, Langston University, University of Oklahoma, and Oklahoma City Community College.
- Diversity, Equity, and Inclusion practitioner with over 12 years' experience working in the fields of higher education and nonprofit.
- Trusted facilitator of diversity trainings addressing topics of implicate bias, microagressions, privilege, and facilitating difficult conversations.
- Researched, organized and implemented over 80 campus programs that promote civic engagement, diversity, cultural competence and inclusion.

EDUCATION

Master of Education, Adult Education, Expected Graduation Fall 2020
University of Central Oklahoma, Edmond, OK
Emphasis: Training

Bachelor of Arts, Corporate Communication, Fall 2005
University of Central Oklahoma, Edmond, OK
Emphasis: Mass Communication

PROFESSIONAL EXPERIENCE

Regional Food Bank of Oklahoma, Oklahoma City   November 2017 – September 2019
Director of Community Engagement
- Responsible for conceptualizing and executing the Regional Food Bank of Oklahoma's approach to community engagement, coalition building, and collaboration.
- Manages the day-to-day departmental operations and supervise the work of the community engagement staff.
- Effectively managed and streamlined portfolio of individual and corporate volunteer donors.
- Responsible for creating Diversity, Equity, and Inclusion Task Force.
- Manged and coordinated efforts of 42,000+ volunteers at Regional Food Bank of Oklahoma.
- Increased volunteer base from local colleges and universities by 12%.
- Manages relationships with corporate businesses, foundations, churches, and

service organizations partners.

- Provides leadership to the development of comprehensive volunteer engagement plan that ensures the organizations' broad volunteer needs are met and that volunteers have an exceptional experience volunteering with the food bank.
- Ensure a regular review of actionable metrics to inform strategies for outreach, engagement and stewardship of volunteers.
- Develop, implement and maintain an effective system for volunteer and community partner feedback that allows continuous improvement of volunteer programs.
- Conceive and develop a comprehensive on and off-site hunger education program.
- Ensure Special Events are planned and executed effectively and in coordination with Development and other necessary departments.
- Ensures Special Events are utilizing consistent metrics to provide year-over-year, and longer-term evaluation of success.

University of Oklahoma, Norman, OK   **June 2016 – June 2017**
Associate Director of Student Life – Director of Fraternity & Sorority Student Life, Office of Student Life
- Cut overhead by over 11 percent through comprehensive cost-savings initiatives allowing opportunities to hire an additional graduate assistant.
- Facilitated cultural competency training to over 2,500 incoming freshman class during Camp Crimson.
- Responsible for the administration and programmatic development of Fraternity & Sorority Student Life at the University of Oklahoma.
- Oversaw all Multicultural Programs and Service Orientation
- Provided all-inclusive community engagement and diversity programming to enhance the retention of underrepresented students, faculty, and staff.
- Served on several committees including; Judicial Conduct Committee, OU Diversity & Inclusion Task Force, Sexual Misconduct Prevention Committee, and Cultural Celebration Month Planning Committee.
- Advise national sororities and fraternities in the area of risk management, relationships with individual national headquarters, local alumnae chapters, judicial board processes, community service and philanthropic engagement, and social justice initiatives.
- Developed curriculum and facilitated training for President's Academy, Greek Leadership Development Series, and Emerging Leaders.
- Provided direction and guidance in program development and program assessment for campus programming efforts.
- Strategize methods for a synergistic environment across the department of Student Life.
- Collaborate within the department and across campus to promote positive citizenship, sustainable practices, social justice, etc.

Indiana University, Bloomington, IN   **January 2013 – June 2016**
Senior Assistant Director, Student Life & Learning
- Coordinated capital campaign that raised over $450K and to purchase a memorial for NPHC organizations at Indiana University.

- Collaborated and consulted with various fraternal Alumni Boards while successfully implementing consistent annual giving to the Herman B. Wells Foundaton.
- Identified and secured corporate sponsorships for School of Management's Annual Business Alumni Celebration.
- Served on the Commission of Multicultural Understanding, addressing incidents of hate, discrimination, and bias.
- Facilitated Cultural Competence and Leadership Course aimed to introduce students to foundational theories of diversity and social justice.
- Created curriculum to address diversity & inclusion issues within Student Organizations.
- Investigate hazing, discrimination, and sexual assault cases.
- Spearheaded Student Life & Learning's diversity and inclusion initiatives.
- Advise Interfraternity Council (IFC) consisting of 32 NIC-affiliated chapters, Advise the Multi-Cultural Greek Council (MCGC) consisting of 11 chapters, Advise the National Pan-Hellenic Council (NPHC) consisting of 9 chapters, and Advise the Panhellenic Association (PHA) consisting of 23 NPC chapters, with a total of 75 fraternities and sororities with 7,500+ students.
- Serves as Advisor for Unity Summit, inspired by Dr. Martin Luther King.
- Works with staff to develop innovative ways to promote equity and inclusion.
- Served as Recruitment & On-Site Manager for the 2015 Indiana University, Indiana Black Expo Committee.
- Served as a Sexual Violence and Misconduct Hearing Officer and panel member for the Office of Student Ethics, hearing campus cases of sexual assault and/or sexual misconduct
- Created a space for all four councils to come together and work as a community and not individual chapters.
- Facilitated Risk Management Training to Indiana University Greek Community.
- Supports the Student Organization Ethics Board which adjudicate judicial hearings of student organizations.

University of Central Oklahoma, Edmond, OK　　　　　　January 2009 – December 2012
Coordinator of the Office of Diversity & Inclusion
- Responsible for recruiting and awarding multicultural student scholarships.
- Planned and implemented Freshman Action Team with multicultural organizations.
- Improved university pageants by updating marketing and publications to increase appeal to university students and community members.
- Organized the development of Multicultural Leadership Institute. This Institute provided over 250 leaders resources and training to effectively run respective organizations.
- Organized the development and implementation of Multicultural Student Freshman Orientation, Developed assessment tools in order to track success of program. Increased attendance by 35%.
- Planned and coordinated several campus wide events such as Black History Month, Hispanic Heritage Month, "Multiculturally Speaking" discussion nights and Pow Wows. Over 500 faculty and staff in attendance.
- Developed, coordinated, and presented over 75 campus-wide programs that sensitize the campus community to the needs of multicultural student populations.

Echols 3

- Served on university-wide and college committees that focused on issues of diversity.
- Developed an effective mentorship program to aid in the retention of underrepresented students.
- Provided individual advising and counseling for students of color concerning their social, emotional, and academic concerns.
- Served as advocate with other offices on behalf of students of color in areas such as discrimination/harassment, financial assistance, residence hall issues, academic status, and conduct violations.
- Coordinated a number of educational programs and campus events to promote a diverse intellectual and social environment, e.g. the Martin Luther King Celebration, Diversity Week, Multicultural Student Orientation, and Unity Feast.
- Managed and administered the Office of Diversity & Inclusion budget along with the budgets of the student organizations.
- Developed and implemented a system for tracking internal diversity trends.

University of Central Oklahoma, Edmond, OK   **October 2007 – January 2009**
Prospective Student Counselor of Diverse Populations
- Focused strictly on the recruitment and retention of underrepresented students.
- Created a Diversity Recruitment Team to continue the recruitment efforts for underrepresented students.
- Created a multicultural viewbook for prospective students, parents, and alumni.
- Created a multicultural newsletter that went out to alumni at the University of Central Oklahoma.
- Created a student group to recruit underrepresented students to the University of Central Oklahoma.
- Counseled incoming freshman students regarding academic endeavors.
- Provides guidance to students in selection of courses.
- Acted as a liaison between the University academic departments, UCO students, and prospective students.
- Facilitated Diversity Forums for Success in Central Classes.
- Created and organized a Multicultural Leadership Day for outstanding student leaders of color.
- Created a partnership with Urban League of Greater Oklahoma City, Inc., Latino Community Development Agency, and Greater Oklahoma City Hispanic Chamber of Commerce.

University of Central Oklahoma, Edmond, OK   **October 2006 – September 2007**
UCO Representative
- Planned and executed Edmond College Night College Fair with over 150 universities and 2,500 parents and students.
- Co-created and organized Premier Days at UCO, designed to allow prospective students to visit the campus and get an exclusive look at UCO.
- Originated and organized Diversity Day for prospective students in the state of Oklahoma. Diversity Day was aimed at recruiting minority students to UCO. Worked with over 100 UCO student volunteers and over 350 prospective students in attendance.
- Presented to over 300 classes, corporate and student groups about UCO.
- Assisted in the development of various recruitment publications.

PROFESSIONAL ACTIVITIES & EXPERIENCES

Professional Workshops/Presentation Facilitation
- University of Oklahoma George McLaurin Leadership Conference – "One Is the Loneliest Number…Being the Only Black/Brown Person in Class"
- Indiana Black Expo – *"Higher Education isn't an Option, It's a Necessity"*
- Indiana University – *"Innovative Approaches to Alternative Break Programming"*
- University of Michigan Presidents Leadership Council Lead Facilitator
- Indiana University – LeaderShape Co-Facilitator
- Symposium on the Recruitment and Retention of Students of Color – *"Leader: More than a six letter word"*
- Symposium on the Recruitment and Retention of Students of Color – *Students Leading Students*
- Indiana University, – *"The Power of Diversity within the Workplace"*
- Indiana Greek Leadership Conference – *"Social Justice in Leadership"*
- Indiana Greek Leadership Conference – *"Cross Cultural Leadership"*
- University of Central Oklahoma Success Central – *"It's Not Easy Being………..Brown"*
- Indiana University, *"Cultural Competence: From Concept to Practice"*
- Oklahoma Day/Night Association – *"Recruiting Minority Students: More than Just a Face on a Brochure"*

AGENDA ITEM #19-j:

      Non-Academic Degrees.

SUBJECT: Ratification of a request from Tulsa Community College to award an honorary degree.

RECOMMENDATION:

      It is recommended that the State Regents ratify Tulsa Community College's request to award an Honorary Degree.

STAFF ANALYSIS:

A request has been made from Tulsa Community College (TCC) to award an Honorary Associate degree to Chef Jeff Henderson.

The request is consistent with State Regents' 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.
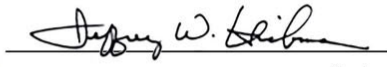
The TCC request meets the requirements of the Oklahoma State Regents for Higher Education's policy. The proposed diploma for the honorary degree is attached for State Regents' ratification.

The Oklahoma State Regents For Higher Education

Acting Through The

Tulsa Community College

Have Admitted

Jeff Henderson

To The Degree Of

Honorary Associate Degree

and all honors, privileges and obligations belonging thereto,

and in witness thereof have authorized the issuance

of this Diploma duly signed and sealed.

Issued at the Tulsa Community College, Tulsa, Oklahoma on the

tenth day of May, two thousand twenty.

FOR THE STATE REGENTS

Chairman, Board of Regents

Secretary

Chancellor

FOR THE COLLEGE

Chair, Board of Regents

President and CEO

Senior Vice President and CAO

AGENDA ITEM #19-k:

> **Resolution.**

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 22, 2020

AGENDA ITEM #20-a:

Programs.

SUBJECT: Current Status Report on program requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2019 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 (2019-2020).

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

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

Supplement available upon request.

AGENDA ITEM #20-b:

> **Report.**

SUBJECT: Acceptance of the Financial and Long-Term Viability Assessments – Connors State College; Northeastern Oklahoma A&M College; Northern Oklahoma College; Rogers State University, and the University of Oklahoma.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the Financial and Long-Term Viability Assessments for Connors State College, Northeastern Oklahoma A&M College, Northern Oklahoma College, Rogers State University, and the University of Oklahoma.**

BACKGROUND:

The Oklahoma State Regents for Higher Education established the Task Force on the Future of Higher Education in March 2017 to conduct a systematic review of higher education. The Task Force examined existing initiatives and best practices and reported findings and recommendations on strategies that best support improving quality, access, affordability and efficiency in the Oklahoma State System of Higher Education. The Task Force voted to approve all subcommittee recommendations on December 6, 2017.

The work of the Task Force was conducted primarily through four subcommittees: 1) College Degree Completion and Workforce Development Initiatives, 2) Academic Program Innovations and Online Education, 3) System Structure, and 4) Fiscal Solutions, Efficiencies, Affordability and Technology.

One of the recommendations made by the Fiscal Solutions, Efficiencies, Affordability and Technology subcommittee and approved by the Task Force included the implementation of financial fiscal reviews and long-term viability assessments of each college and university.

The Task Force determined that to survive and thrive, colleges and universities must not only address the current financial environment, but also plan for the future. Long-term viability assessments require institutions to not only look at their current financial status but also strategically assess their capability to address fundamental changes facing higher education in future years. Long-term viability assessments force institutions to examine their business models to ensure that they are sustainable and promote future growth.

In November 2018, Huron Consulting Group was selected through a Request for Proposal process to conduct the reviews and report to the State Regents their findings.

POLICY ISSUES:

This action is consistent with the State Regents' policy.

ANALYSIS:

The methodology that was utilized during these assessments included the following three major themes: (1) review historic and projected financial and operational health; (2) assessment of the long-term viability, inclusive of budgetary and planning capabilities, and (3) analysis on strategic capabilities and flexibility to address demographic and industry changes.

Huron has indicated that they used a holistic approach that included both quantitative and qualitative analyses in diagnosing financial and operational challenges, and in implementing solutions to ensure sustainability and lasting fiscal health.

The third cohort to be reviewed and presented includes the following institutions: Connors State College, Northeastern Oklahoma A&M College, Northern Oklahoma College, Rogers State University and the University of Oklahoma.

A summary of key findings is included below by institution.

Connors State College **(CSC)** –

Financial Assessment

- CSC's overall FY18 CFI score of 1.05 (1.33 with Foundation component) is above the standard 1.0 threshold for financial health and is trending upward.
- Net position has decreased 1.1% from $14.9M in FY14 to $14.7M in FY18, driven by a decline in restricted and unrestricted net assets after FY14 due to investment in capital assets.

Operational Assessment

- Operating expenditures have been reduced by $1.6M (-7.7%) in response to state appropriation cuts from FY14 to FY18, driven by a decrease in compensation expense in FY16 through a combination of RIFs and attrition.
- Earnings before interest and depreciation have been positive over the past three years, largely driven by expense management at lower operating levels, leading to improved operating margins.
- The careful monitoring of enrollment has helped CSC to evaluate its academic programs and identify opportunities for growth such as with its pre-engineering, nursing, and business programs.
- Total enrollment has decreased at 2.7% on average annually over the last six academic years due to the decline in all student populations, with the concurrent student population showing the largest decline (-45.5%).

Capital and Debt

- The debt service coverage ratio became positive after FY15 due to improvement in net operating income; however, margins remain small and provide CSC limited financial flexibility.
- CSC has demonstrated resilience through a period of financial distress through its ability to meet its debt obligations, decrease debt leverage and increase investment in capital assets.

- The institution has $8M in deferred maintenance but plans to address these needs in the upcoming budget cycle.

Strategic Plan
- CSC's has invested in strategic initiatives that align with its mission through campus renovations, innovative partnerships, and enhanced academic offerings.

Northeastern Oklahoma A&M College (NEOAM) –

Financial Assessment
- Net position has remained stable from FY14 to FY18, fluctuating each year within a range of +/-2% ($0.5M) due to slight declines in net investment in capital which have been offset by growth in unrestricted net assets.
- Growth in expendable net assets has contributed to stronger primary reserve and viability ratios, which have resulted in an overall improvement in the CFI score; however, narrow and negative operating results have led to below-target net operating and return on net assets ratios.

Operational Assessment
- Operating expenditures have been reduced by $2.7M (-9.4%) from FY14 to FY18, driven by a $2.7M (-19.8%) decrease in compensation expenses.
- State appropriation cuts have led to the assessment of academic programs resulting in the restructuring of programs as well as faculty and staff reductions.
- Earnings before interest and depreciation have been positive over the last five years, indicating that operations have been profitable and sufficient to produce cash before the inclusion of interest and depreciation expenses.
- Total enrollment has decreased at 4.5% annually over the last six academic years, with the largest decline occurring in the returning student population (-28.8%).

Capital and Debt
- Recent capital expenditures have led to volatility in changes in cash and an increase in debt service payment in FY18.
- The debt service coverage ratio had remained relatively stable and positive over the past five years, which provides the institution flexibility to build reserves and/or invest in strategic initiatives.
- NEO has a large backlog of deferred maintenance and is working with a contractor to address current maintenance and groundskeeping needs.

Strategic Plan
- NEO has invested in strategic initiatives that align with its mission through recent capital investments, collaborative academic partnerships, and a focus on improving overall student success.

Northern Oklahoma College (NOC) –

Financial Assessment
- Net position has increased from $27.7M in FY14 to $31.2M in FY18 – an increase of 12.8%. This increase is predominantly a result of an increased investment in capital and

has lowered the amount of unrestricted net position available to the institution. ($10.9M to $1.8M)

- Negative adjusted operating margins and a high level of debt relative to expendable net assets have reduced NOC's total CFI score, although the score consistently remains among the minimum threshold for financial health.

Operational Assessment

- The institution has not had to eliminate core academic programs as a cost reduction measure, but funding barriers/start-up costs have constrained the development of additional academic offerings in recent years.
- Earnings before interest and depreciation have increased from -1.0% in FY61 to 5.2% in FY18, although this is not yet within the 10-12% range, which is leading practice to ensure investment in capital and strategic projects.
- While NOC leadership indicated that continued increases in tuition and fee rates have hurt enrollment, NOC remains the second most affordable college in the state.

Capital and Debt

- The institution's capital expenditures have varied significantly over the past five fiscal years with a recent high of $13.5M in FY18, related largely to NOC's ongoing construction of a new classroom building on the Stillwater campus.

Strategic Plan

- Published in the Spring of 2019, NOC's strategic plan had shifted focus to academic programming development based on current workforce demands in response to recent budget constraints and enrollment trends.
- The strategic plan for 2013-18 focused on campus facilities improvements including the construction of residence halls in Tonkawa and Enid; construction of Stillwater Classroom Building; renovation of Central Hall; renovation of Memorial Student Union; campus wayfinding signage; parking lot replacements; exterior rehabilitations; and security camera additions.

Rogers State University (RSU) –

Financial Assessment

- The university's total net position has remained flat at just over $37M in recent years, with increasing investment in capital assets offset by declining unrestricted and expendable resources.
- The university's overall CFI score has been constrained by its low viability ratio, which measures the ratio of expendable net position to long term debt obligations, presenting a potential financial risk given revenue declines or enrollment challenges.

Operational Assessment

- In alignment with statewide declining enrollment trends, RSU's enrollment has declined 20.9% over the past five falls, driving a reliance on substantial increases in tuition and fee rates as well as a flat scholarship allowance percentage to grow net tuition revenue.
- Earnings before interest and depreciation have increased in the past two fiscal years, and coupled with margins exceeding 10%, present an opportunity for the university to rebuild reserves or paydown debt.
- In response to decreased levels of funding, the university has merged selected academic programs as a cost saving measure as it can employ fewer permanent dean leads.

<u>Capital and Debt</u>

- Flat net position and paydowns of the institution's debt balance after significant increases in FY15 have contributed to unchanged leverage, though debt levels remain at over 4X unrestricted net position.
- As the university continues to recruit a more traditional student demographic, the need for on campus housing has increased, resulting in significant capital expenditures for student apartments on the Claremore campus.

<u>Strategic Plan</u>

- Entering the fourth year of its strategic plan, RSU remains committed to reversing declines in enrollment. Recent stabilization of state appropriations and operating results contributed towards the university's decision to hire a director of first-year experience, focused on improving retention rates.

University of Oklahoma (OU) –

<u>Financial Assessment</u>

- The university's total net position increased by $7.6M over the past five fiscal years, driven largely through FY18 improvements of $83.9M -- Capital expenditures contributed to growth of $110.1M (15.1%) in its net investment in capital assets, to the detriment of unrestricted net position, which declined by -$122.7M
- Low levels of expendable resources contribute to significantly below target viability and primary reserve ratios, though operating performance improvements have placed the university above the threshold for financial health with a CFI score of 1.11 in FY18. – OU's foundation provides a significant resource base and increased financial flexibility.

<u>Operational Assessment</u>

- The university improved adjusted operating margins from -9.6% in FY16 to 1.5% in FY18. Adjusted operating revenues – primarily driven by net tuition – grew at 3.7% average annually over FY14-FY18, helping to improve overall margins.
- Earnings before interest and depreciation (EBIDA) margins have also experienced dramatic improvements since FY16, up to 12.9% in FY18, playing a key role in the university's A+ credit rating from S&P and is AA- rating from Fitch. As of January 2020, S&P downgraded the university's outlook to negative due to significant pending litigation.
- Total enrollment steadily increased, growing 4.7% over the previous six academic years, with improvements in the graduate and undergraduate population.

<u>Capital and Debt</u>

- The university has increased its debt leverage since FY14, maintaining a debt service coverage ratio about 100%, indicating that the university will have an opportunity to build reserves and address other capital needs, including deferred maintenance.
- Capital investments have been catered towards the overall student experience, including new resident halls and renovations of libraries. Significant investment in athletics facilities has been facilitated through private contributions.

<u>Strategic Plan</u>

- A new strategic plan is under development with the recent changes in administration and is expected to be adopted by the Board of Regents in the near future.

Supplemental Reports

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 22, 2020

AGENDA ITEM #20-c (1):

Annual Reports.

SUBJECT: Oklahoma College Savings Plan. Annual Program Update for 2019.

RECOMMENDATION:

This item is for information purposes only.

BACKGROUND:

The Oklahoma College Savings Plan (OCSP) began operation in April 2000. The Board of Trustees that oversees the OCSP is chaired by the State Treasurer. The Chancellor for Higher Education, an ex officio member of the board, currently serves as vice-chair. The State Regents' office also provides staffing support for the OCSP board.

The OCSP is Oklahoma's "529" plan, a designation based on the IRS code section which authorizes state "qualified tuition plans." As a "529" plan, earnings on investments in the program are exempt from both federal and state income taxes if used for qualified higher education expenses. The 2017 federal Tax Cuts and Jobs Act authorized withdrawals of up to $10,000 per year to be used for eligible K-12 tuition expenses beginning January 1, 2018. In addition, Oklahoma provides an annual state income deduction on contributions of up to $10,000 per taxpayer or $20,000 for joint-filers.

POLICY ISSUES:

The OCSP is designed to encourage Oklahoma families to save for higher education expenses. An OCSP account can be opened with as little as $100 with subsequent contributions as small as $25 dollars or $15 per pay period. By encouraging savings, students are more likely to have the financial resources to afford college expenses without resorting to excessive student loan debt.

ANALYSIS:

As the current contract for management services expires in June 2020, the board issued a new Request for Proposals (RFP) in October 2019. Five responses were received and the board awarded a new contract to TIAA-CREF Tuition Financing Inc. to continue administering the direct-sold program and a contract to Fidelity to administer the advisor-sold program. As a result of the re-bidding process, the new contracts will feature lower costs for account holders.
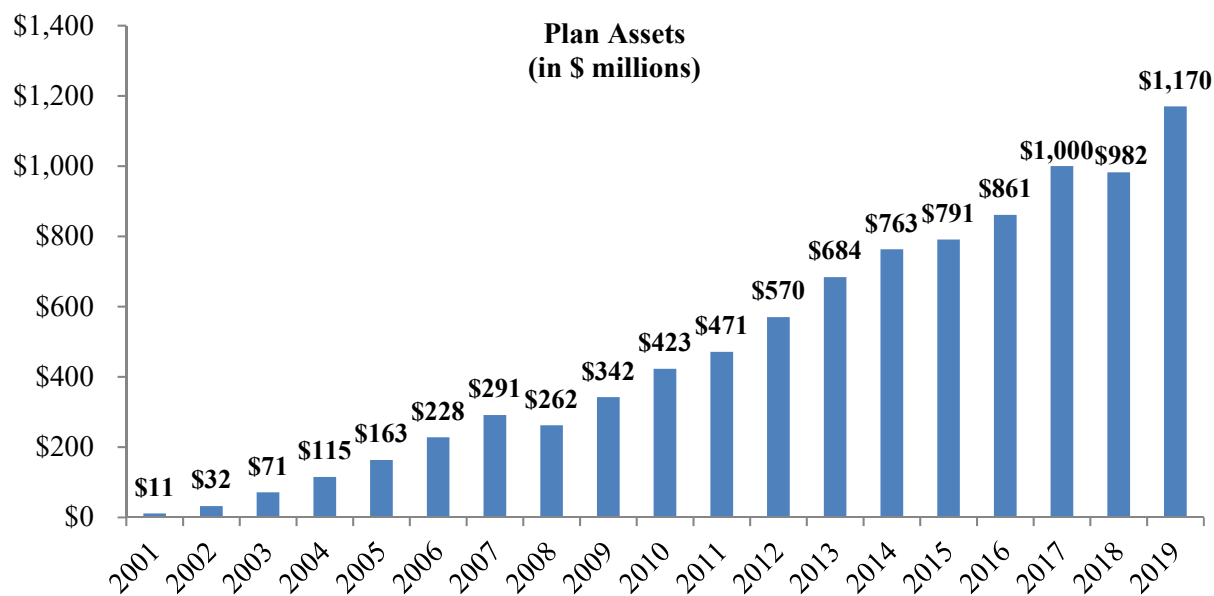
Account and Asset Growth

The following table shows the growth of the program over the past nineteen years. Following a slight decline in assets in 2018, the program experienced a 19 percent increase in 2019. Since the program's inception, Oklahoma families have withdrawn just over 600 million to pay for college expenses.

OCSP History of Account and Asset Growth

	# of Investment Option Accounts	Unduplicated Total Accounts	Annual % Chng	Total Assets	Annual % Chng
As of 12/31/01	3,830		160%	$10,729,693	251%
As of 12/31/02	12,017		213%	$32,262,626	201%
As of 12/31/03	18,647		55%	$70,823,971	120%
As of 12/31/04	24,390		31%	$115,325,223	63%
As of 12/31/05	28,741		18%	$163,146,757	41%
As of 12/31/06	32,735		14%	$228,073,626	40%
As of 12/31/07	38,123		16%	$290,897,749	28%
As of 12/31/08	41,744		9%	$262,026,337	-10%
As of 12/31/09	44,466		7%	$342,305,879	31%
As of 12/31/10	47,326		6%	$422,735,335	23%
As of 12/31/11	51,088		8%	$470,891,493	11%
As of 12/31/12	54,915	45,170*	7%	$570,296,748	21%
As of 12/31/13	58,869	48,453*	7%	$684,331,826	20%
As of 12/31/14	62,974	51,830*	7%	$762,694,816	11%
As of 12/31/15	66,549	54,637*	6%	$791,295,519	4%
As of 12/31/16	70,741	56,948*	4%	$861,154,764	9%
As of 12/31/17	75,377	59,688*	7%	$1,000,310,064	16%
As of 12/31/18	80,772	64,911*	7%	$982,341,603	-2%
As of 12/31/19	85,397	67,898*	5%	$1,170,364,579	19%

*Beginning with 2012, the program administrator began providing the number of total unduplicated accounts irrespective of the number of investment options within each account.

**Plan Assets
(in $ millions)**

Year	Assets
2001	$11
2002	$32
2003	$71
2004	$115
2005	$163
2006	$228
2007	$291
2008	$262
2009	$342
2010	$423
2011	$471
2012	$570
2013	$684
2014	$763
2015	$791
2016	$861
2017	$1,000
2018	$982
2019	$1,170

Allocation of Investments

Most account owners choose the aged-based investment option that automatically adjusts the types of investments for the account as the child grows older. The following table shows the distribution of accounts and assets among the investment options as of December 31, 2019.

	# of Investment Option Accounts	% of Total	Total Assets	% of Total
Age-Based Allocation	45,306	56.09%	$609,953,252	52.12%
Equity Index Option	4,794	5.94%	$65,906,121	5.63%
Guaranteed Option	7,766	9.61%	$78,158,971	6.68%
Balanced Option	4,493	5.56%	$48,912,314	4.18%
Diversified Equity Option	3,833	4.75%	$41,955,961	3.58%
Fixed Income Option	1,528	1.89%	$12,833,959	1.10%
100% Equity Index Option	7,013	8.68%	$133,326,712	11.39%
Subtotal Direct-Sold Accounts	74,733	87.51%	$991,047,290	84.68%
Advisor-Sold Accounts	10,664	12.49%	$179,317,289	15.32%
Total - All Accounts	85,397	100.00%	$1,170,364,579	100.00%

OCSP History of Qualified Withdrawals for College Expenses

Year	Qualified Withdrawals	Unique Beneficiaries
FY2001	-$12,681	3
FY2002	-$230,549	92

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FY2003	-$1,478,822	417
FY2004	-$3,136,835	854
FY2005	-$6,562,560	1,418
FY2006	-$11,534,223	2,103
FY2007	-$16,741,130	2,607
FY2008	-$20,513,720	3,047
FY2009	-$23,941,975	3,454
FY2010	-$27,863,243	3,943
FY2011	-$31,799,282	4,239
FY2012	-$36,150,803	4,603
FY2013	-$41,578,157	5,018
FY2014	-$46,393,229	5,431
FY2015	-$52,262,552	5,901
FY2016	-$57,121,259	6,408
FY2017	-$62,679,670	6,806
FY2018	-$74,863,498	9,480
FY2019	-$85,608,114	9,077
Total	-$600,472,302	27,389

Investment Options and 2019 Investment Performance

Direct-Sold Program – The direct-sold program has nine investment options, including three age-based Managed Allocation options that mix equity, real estate, fixed income, and money market mutual funds based on the age of the beneficiary.

	2019 Performance
Conservative Managed Allocation	+3.32% to 20.52%
Moderate Managed Allocation	+8.77% to 23.82%
Aggressive Managed Allocation	+12.22% to 27.57%
U.S. Equity Index	+30.49%
Diversified Equity	+28.02%
Global Equity Index	+27.55%
Balanced (60 percent equities, 40 percent bonds)	+20.38%
Fixed Income Option	+8.61%
Guaranteed Option (principal protected from loss)	+1.90%

Advisor-Sold Program – The advisor-sold program has a total of eighteen investment options, including six age-based portfolios, two static portfolios, and ten individual fund options. The 2019 performance reflects Class A shares.

Age-Based Portfolios	2019 Performance
Ages 0-8	+20.47%
Ages 9-11	+18.52%
Ages 12-14	+12.84%
Ages 15-16	+9.60%
Ages 17-18	+7.27%
Ages 19+	+5.56%

Static Portfolios	2019 Performance

Capital Appreciation	+20.44%
Capital Preservation	+7.81%

Individual Funds	2019 Performance
AllianzGI Best Styles International Equity	+18.21%
AllianzGI Best Styles U.S. Equity	+27.45%
AllianzGI Global Allocation	+17.51%
AllianzGI Income & Growth	+19.32%
PIMCO Income	+7.26%
PIMCO Real Return	+7.70%
PIMCO Short Asset Investment	+2.12%
PIMCO Total Return	+7.49%
TIAA-CREF Small-Cap Blend Index Fund	+24.54%
TIAA-CREF U.S. Large Cap Equity	+31.49%

Program Costs for Participants

Direct-sold program - There are no enrollment fees or commissions assessed on contributions in the direct-sold program. The annual administrative fee to participants is based on a management fee assessed for TIAA-CREF's administrative services plus the underlying mutual fund fees (excluding the Guaranteed Option, which has no administrative fee). Total annual fees for participants range from 0.35 percent to 0.78 percent, depending on the investment option.

Advisor-sold program - Investments in the advisor-sold program are purchased as either Class A or Class C shares. Class A shares have a 4.25 percent initial sales charge, a $20 annual account maintenance fee, and total annual asset-based fees ranging from 0.81 percent to 1.67 percent. Class C shares have a 1.00 percent initial sales charge, a $20 annual account maintenance fee, and total annual asset-based fees ranging from 0.94 percent to 2.42 percent.

National Rating

SavingforCollege.com, an independent and authoritative website on state college savings plans, continues to give the OCSP direct-sold program a high rating of 4.5/5.0 and the advisor-sold program a rating of 3.5/5.0.

AGENDA ITEM #20-c (2):

      Annual Reports.

SUBJECT: Academic Scholars Program. Year End Report for 2018-2019.

RECOMMENDATION:

      This item is an information item only.

BACKGROUND:

For 2018-2019, the State Regents allocated $6,305,864 for the Academic Scholars Program, a reduction of $38,108 from 2017-2018. The program provides participants funding to use toward tuition, fees, room and board, and required textbooks or materials for up to 4 years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma.

To automatically qualify for the Academic Scholars Program, Oklahoma residents and nonresidents must have received the designation of National Merit Scholar, National Merit Finalist, or Presidential Scholar. Oklahoma residents may also qualify automatically by achieving a score in the top one-half percentile on the ACT or SAT. In addition, each public institution is authorized to award a certain number of freshmen scholarships to Institutional Nominees.

The annual award amounts for all automatic qualifiers in the 2018-2019 academic year were $5,500 for students attending a research university, $4,000 for students attending a regional university, and $3,500 for students attending a two-year college. The annual award amounts for Institutional Nominees were $2,800 for students attending a research university, $2,000 for students attending a regional university, and $1,800 for students attending a two-year college.

Due to reductions in program funding between FY2012 – FY2020 of $2.3 million or 27 percent, the State Regents took the following actions to reduce program costs.

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

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

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

For 2020-2021, the State Regents maintained the prohibition on funding for nonresident students but were able to increase the number of Institutional Nominee freshmen scholarship slots by 116.

POLICY ISSUES:

This agenda item also fulfills a statutory requirement to report the number of Academic Scholars Program participants that remain in Oklahoma within 5 years of leaving the program.

ANALYSIS:

Following are some highlights from the report:

- Funding for nonresident students was completely eliminated in 2018-19 and therefore the data for 2018-19 does not include nonresident students. Consequently, many comparisons with 2017-18 and prior years, such as total awardees and freshmen awardees, show significant decreases.

- A total of 1,494 students at Oklahoma public and private colleges and universities were enrolled in the Academic Scholars Program in Fall 2018, a decrease of 1,006 students or 40 percent from 2,500 students enrolled for Fall 2017.

- The 2018 freshmen class totaled 377 students (211 "automatic qualifiers" and 166 Institutional Nominees), down 70 or 16 percent compared to 447 students in the 2017 freshmen class (214 "automatic qualifiers" and 233 Institutional Nominees).

- For Fall 2018, the National Merit Corporation reported 208 freshmen designated as National Merit Scholars enrolled in Oklahoma colleges, a decrease of 157 or 43 percent from 365 in Fall 2017.

- In the 2018-19 fiscal year, total program expenditures were about $6 million, a decrease of $1.1 million or 15 percent compared to fiscal year 2017-18.

- An average of 15 percent of resident participants lose the scholarship after one year in the program; about 73 percent of resident participants retain the scholarship through their 4th year of eligibility.

- Of the 1,923 participants entering into the program between 2011-2013, 73 percent (1,404) earned at least an associate degree from an Oklahoma institution within 6 years.

- About 70 percent of all the program's graduates remain in Oklahoma 1 year after graduation. The retention rate for Oklahoma residents in the program (79 percent) is significantly higher than for nonresidents (48 percent).

- About 80 percent of the program participants attend three universities—the University of Oklahoma (45 percent), Oklahoma State University (28 percent) and the University of Tulsa (7 percent). The remaining participants are distributed among public regional universities (12 percent), public two-year colleges (5 percent) and other private universities (3 percent).

- Available data indicate that program participants generally come from higher income families. About 34 percent of participants did not apply for federal financial aid, indicating a lack of financial need or eligibility for federal student aid. Of the 66 percent of participants that reported parental income on the 2018-19 federal application, 81 percent reported a family income of $50,000 or higher; 51 percent reported family income of $100,000 or higher.

- Participation rates for ethnic minority students have remained small over the past 5 years; the rate for ethnic minority students in the program in 2018-19 was 0.4 percent for Black students, 3 percent for Hispanic students, and 3 percent for American Indian students.

The full Academic Scholars Program 2018-2019 Year End Report is available upon request as a supplement.

AGENDA ITEM #20-c (3):

Annual Reports.

SUBJECT: State Regents' Policy Reporting Requirements Survey.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

As a measure of accountability for both the State System institutions and the State Regents, most State Regents' policies require data collection and reporting. Among these policies are the following:

Academic Forgiveness Provisions (3.12.6)
Special Admission (3.9.6)
Retention Standards (3.9.8)
International Student Admission and Admission of Non-native Speakers of English (3.9.5)
High School Curricular Requirements (3.20.4)

Since the data requested are not available through other sources such as the Unitized Data System (UDS), one survey was designed to minimize reporting demands on institutions for these five policies. This is the seventeenth year of data collection.

POLICY ISSUES:

Academic Forgiveness Provisions
A student may request an academic reprieve or academic renewal from State System institutions consistent with State Regents' policy. The explanation of grades section of the transcript will note the courses and semester(s) reprieved or renewed. Institutions granting academic reprieves or renewals must submit an annual report to the State Regents.

Special Admission
Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in up to nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. The president or his/her designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made only for non-degree-seeking students who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

Retention Standards
Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases and require that the suspended student document

any extraordinary personal circumstances that contributed to his/her academic deficiencies. Suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their GPA to the designated level. Students suspended a second time from the same institution cannot return to the suspending school until they have demonstrated, by attending another institution, the ability to succeed academically by raising their GPA to the retention standards.

International Student Admission and Admission of Non-native Speakers of English (ESL)

ESL students seeking enrollment at a State System college or university must present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. First-time undergraduate or graduate students must meet one of the standards described in the Institutional Admission and Retention policy (3.9.5), subsection A. Undergraduate transfer students must meet the provisions of the Undergraduate Transfer and Articulation policy (3.10.3), subsection C. Exceptions may be made if the applicant demonstrates proficiency in English by some other means prior to admission. Such exceptions must be appropriately documented and reported.

Student Demonstration of Competencies

The State Regents' policy requires students to successfully remediate basic academic skills deficiencies within the first 24 college-level hours attempted or have all subsequent enrollments restricted to deficiency removal courses until the deficiencies are removed. The president or his/her designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24 hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

ANALYSIS:

A comprehensive survey was conducted to gather data regarding exceptions to the above-mentioned policies. Results were tabulated and are reported by institutional tier: research, regional, liberal arts, and community college. The University of Science and Arts of Oklahoma was split from the regional tier to form a new liberal arts tier beginning with the 2013-14 report. Due to these tier changes, comparison of regional university data after 2013-2014 to prior years is limited. Information was gathered for the academic year from all State System institutions.

Academic Forgiveness Provisions

Circumstances may justify students being able to recover from academic problems in ways which do not forever jeopardize their academic standing. The policy recognizes there may be extraordinary situations in which a student has done poorly in up to two semesters due to extenuating circumstances, which, in the judgment of the appropriate institutional officials, warrants excluding grades from those semesters in calculating the student's GPA. Students must meet specified criteria to be considered for an academic reprieve. Specifically, to request an academic reprieve, three years must have elapsed between the time the grades being requested reprieved were earned and the reprieve request. Prior to the request, the

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student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in a minimum of 12 hours of course work excluding activity or performance courses.

An additional provision allows a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover without penalty and have a fresh start. Under academic renewal, which is optional for all State System institutions, course work taken prior to a date specified by the institution is not counted in the student's GPA. An institution's academic renewal policy must follow these guidelines: 1) At least five years must have elapsed between the last semester being renewed and the renewal request; 2) Prior to requesting academic renewal, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses; 3) The request must be for all courses completed before the date specified in the request for renewal; 4) The student must petition for consideration of academic renewal according to institutional policy; and 5) All courses remain on the student's transcript, but are not calculated in the student's GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

The student may not receive more than one academic reprieve or renewal during his/her academic career, and only one option (reprieve or renewal) can be used.

Number of Grade Reprieves by Tier
2009-10 to 2018-19

	09-10		10-11		11-12		12-13		13-14		14-15		15-16		16-17		17-18		18-19	
	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant
Research	41	34	48	45	41	40	50	49	54	51	63	59	42	41	42	42	50	50	49	46
Regional	245	216	333	286	243	195	239	190	239	200	172	141	179	146	136	95	213	150	130	101
Liberal Arts	*	*	*	*	*	*	*	*	5	5	5	5	7	7	7	7	3	3	0	0
Community	286	195	320	257	396	321	350	259	298	235	321	248	319	241	343	271	268	178	345	260
Total	572	445	701	588	680	556	639	498	596	491	561	453	547	435	528	415	534	381	524	407

* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

- The number of requests for academic reprieves averaged 588 per year for the past ten years. In 2018-19, there were 524 requests.
- Of the reprieve requests made in 2018-19, 66 percent were at community colleges, 25 percent were at regional universities, 9 percent were at research universities, and 0 percent was at the liberal arts university.
- System wide in 2018-19, 78 percent of reprieve requests were granted.
- Over the last ten years, the percent of approved reprieves has ranged from 71 percent in 2017-18 to 83 percent in 2010-11. The ten-year average is 79 percent.
- By tier, community colleges granted the lowest percentage of academic reprieves, 75 percent, up from 66 percent in 2017-18. Regional universities granted 77 percent, up from 70 percent in 2017-18. Research universities granted 93 percent of requested reprieves, which was down from 100 percent in 2017-18. The liberal arts tier had no requests for academic reprieves in 2018-19.

Number of Academic Renewals
Requested and Granted
2011-12 to 2018-19

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT	REQ	GRANT
RESEARCH	2	2	6	6	4	2	3	3	2	2	1	1	4	4	1	1
REGIONAL	3	2	10	6	6	5	5	4	2	2	1	1	6	5	6	5
LIB ARTS	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNITY	50	38	58	43	54	39	48	39	42	28	39	24	46	23	58	33
TOTAL	55	42	74	55	64	46	56	46	46	32	41	26	56	32	65	39
% APPROVED	76.4%		74.3%		71.9%		82.1%		69.6%		63.4%		57.1%		60.0%	

* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year.

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- Sixty-five renewals were requested in 2018-19 with 39 of them, 60 percent, granted.
- Since 2011-12, the average percentage rate of renewals granted is 69 percent.
- Of the 65 requested renewals in 2018-19, 89 percent were made at community colleges. Community colleges approved 56 percent of the requested renewals.

Students requesting reprieves and renewals must meet specific State Regents' academic requirements. Thus, it is expected that a high percentage of requested reprieves and renewals would be granted.

Special Admission

This policy provision allows institutional flexibility to meet individual student goals for specific personal enrichment or job-related courses with appropriate academic control.

Comparison of Non-Degree Seeking Students
Enrolled in More than 9 Credits by Tier
2009-10 to 2018-19
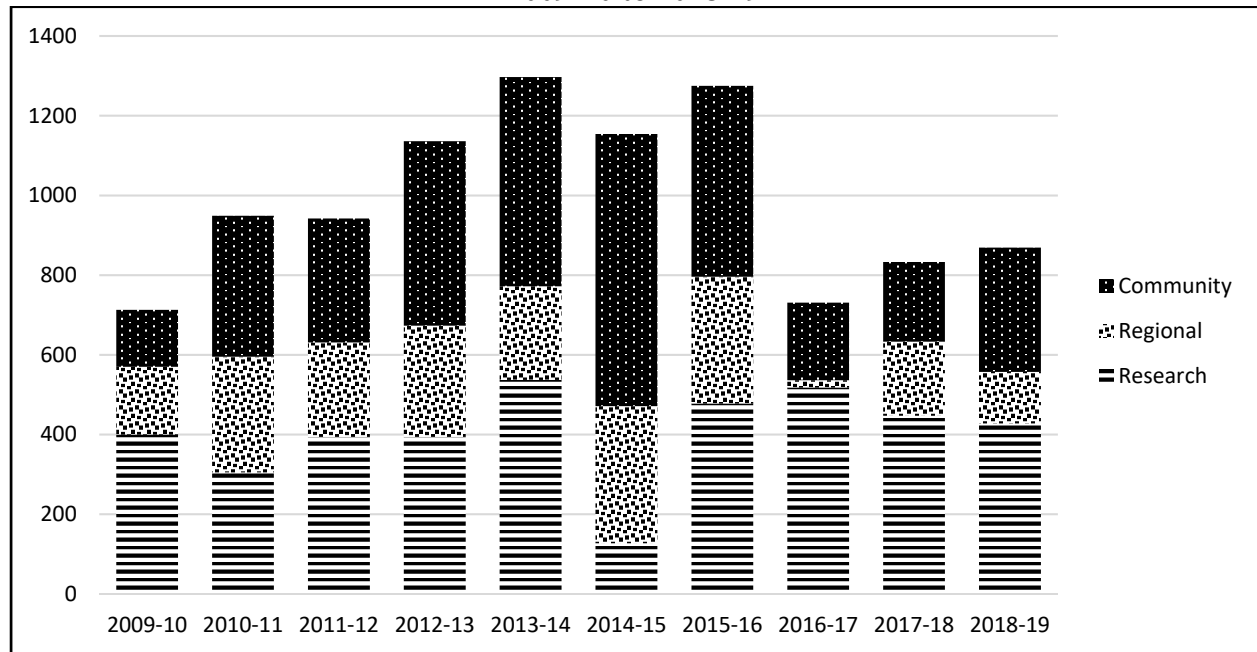
* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year
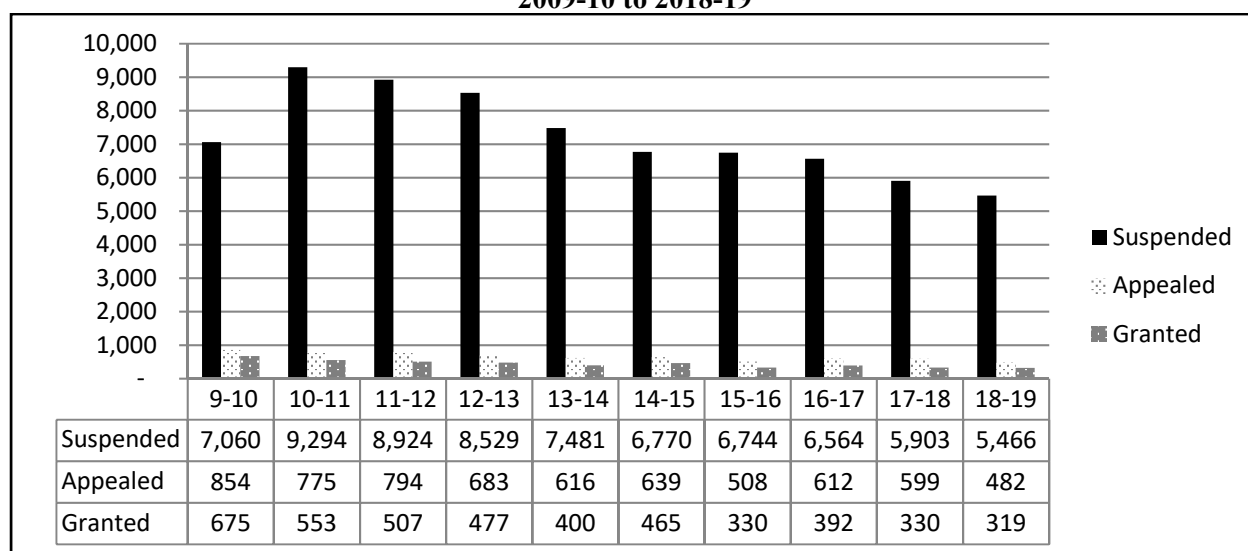
- In 2018-19, 12 institutions reported a total of 869 students enrolled as non-degree seeking students with more than nine credits, up from 733 students in 2017-18.
- Research universities reported 45 percent of the exceptions; regional universities, 14 percent; liberal arts, 0 percent; and community colleges, 36 percent.
- Over the last ten years, the number of individuals enrolled as non-degree seeking students has ranged from a low of 713 in 2009-10 to a high of 1,298 in 2013-14.
- Since 2009-10, the number of non-degree seeking students enrolled in more than nine hours has averaged 1,004. The ten-year average of non-degree seeking students by tier is as follows: research, 403; regional, 221; and community college, 367. The liberal arts tier is in its fifth year; therefore, it does not have a ten-year average.

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Explanations for exceptions included courses for personal enrichment, courses needed for a job, clerical and advisor errors, and continuing education courses. Exchange students and those seeking degrees at other institutions were granted exceptions, as were those meeting admission and retention standards.

Retention Standards

Institutions have the discretion to establish an academic suspension appeals procedure. By State Regents' policy, suspended students requesting appeals must document extraordinary personal circumstances that contributed to his/her academic deficiencies. Such events must be highly unusual and appeal decisions should be made only following the thoughtful deliberation of an appropriate committee that may include faculty, students, and administrators.

Total Suspensions, Appeals, and Granted Appeals
2009-10 to 2018-19

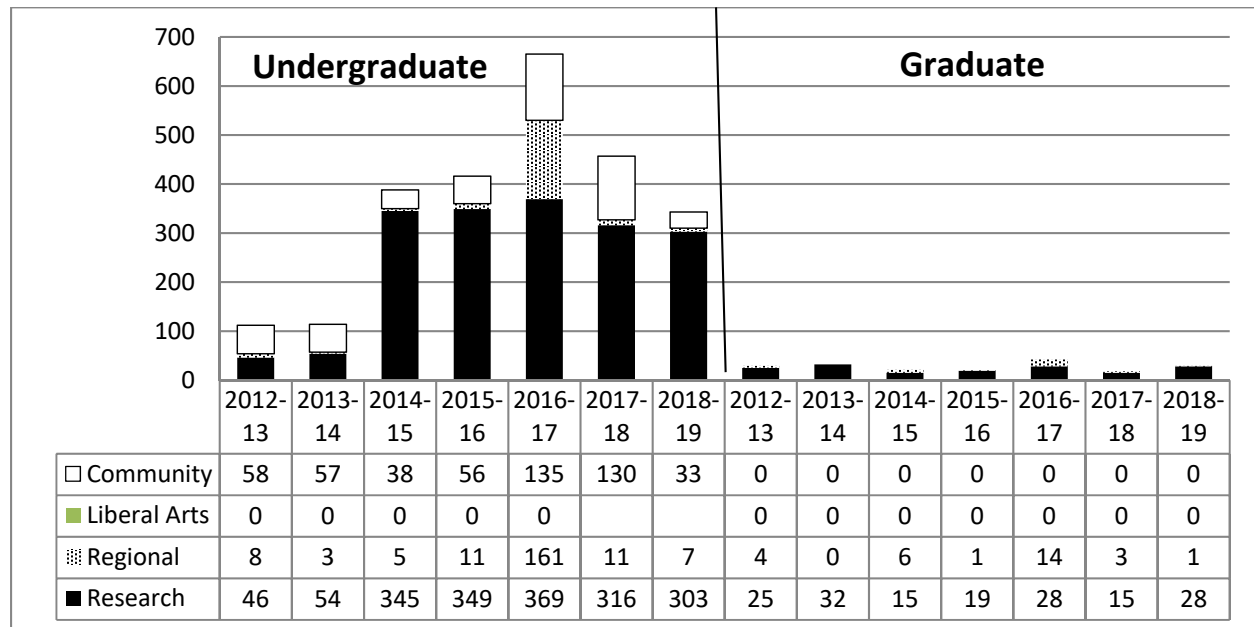|	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Suspended	7,060	9,294	8,924	8,529	7,481	6,770	6,744	6,564	5,903	5,466
Appealed	854	775	794	683	616	639	508	612	599	482
Granted	675	553	507	477	400	465	330	392	330	319

- From 2017-18 to 2018-19, the number of suspensions decreased 2 percent, from 5,903 to 5,466. The number of suspensions appealed decreased by 20 percent, from 599 to 482.
- Over the last ten years, the average percentage of approved suspension appeals was 67 percent. In 2018-19, 66 percent of suspension appeals were approved, which was up from 2017-18, 55 percent.
- In 2018-19, the liberal arts tier granted the highest percentage of suspension appeals at 100 percent, which was a 50 percent increase from 2017-18. Community colleges granted 77 percent of suspension appeals, regional universities granted 60 percent of suspension appeals, and research universities granted 51 percent of suspension appeals.

As previously noted, a student must document extraordinary circumstances that contributed to his/her suspension. Thus, a high percentage of the approved appeals are granted to students who provided evidence that there were circumstances beyond their control which contributed to their academic difficulties.

English Proficiency for Non-Native Speakers

The majority of exceptions to the minimum standardized test (Test of English as a Foreign Language, TOEFL, or International English Language Testing System, IELTS, Examination) score admission requirement were granted for students who presented evidence of proficiency through interviews or other examination, graduated from English-speaking high schools, were participating in exchange programs with foreign institutions which certified the students' proficiency, or had previous successful work at other colleges or universities.

Number of English Proficiency Exceptions by Tier
2012-13 through 2018-19

|	Undergraduate							Graduate						
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
☐ Community	58	57	38	56	135	130	33	0	0	0	0	0	0	0
▓ Liberal Arts	0	0	0	0	0			0	0	0	0	0	0	0
▦ Regional	8	3	5	11	161	11	7	4	0	6	1	14	3	1
■ Research	46	54	345	349	369	316	303	25	32	15	19	28	15	28

- The system wide number of undergraduate English Proficiency exceptions decreased 25 percent from 457 in 2017-18 to 343 in 2018-19. From 2017-18 to 2018-19, research universities reported a decrease of four percent, 316 to 303, regional universities decreased 36 percent, 11 to 7, liberal arts tier remained constant at 0, and community colleges decreased 74 percent, 130 to 33.
- Graduate exceptions at research universities increased by 86 percent, from 15 in 2017-18 to 28 in
  2018-19.

Student Demonstration of Competencies

Generally, students were given exceptions if they were making satisfactory progress toward removing deficiencies, had transferred with deficiencies, or were making satisfactory progress in other college level work. Additional reasons cited were advisor or clerical errors, schedule conflicts, and enrollment in Associate in Applied Science programs.

**Remediation and Removal of High School Curricular Deficiencies –
Exceptions from Credit Hour Limit
2009-10 to 2018-19**
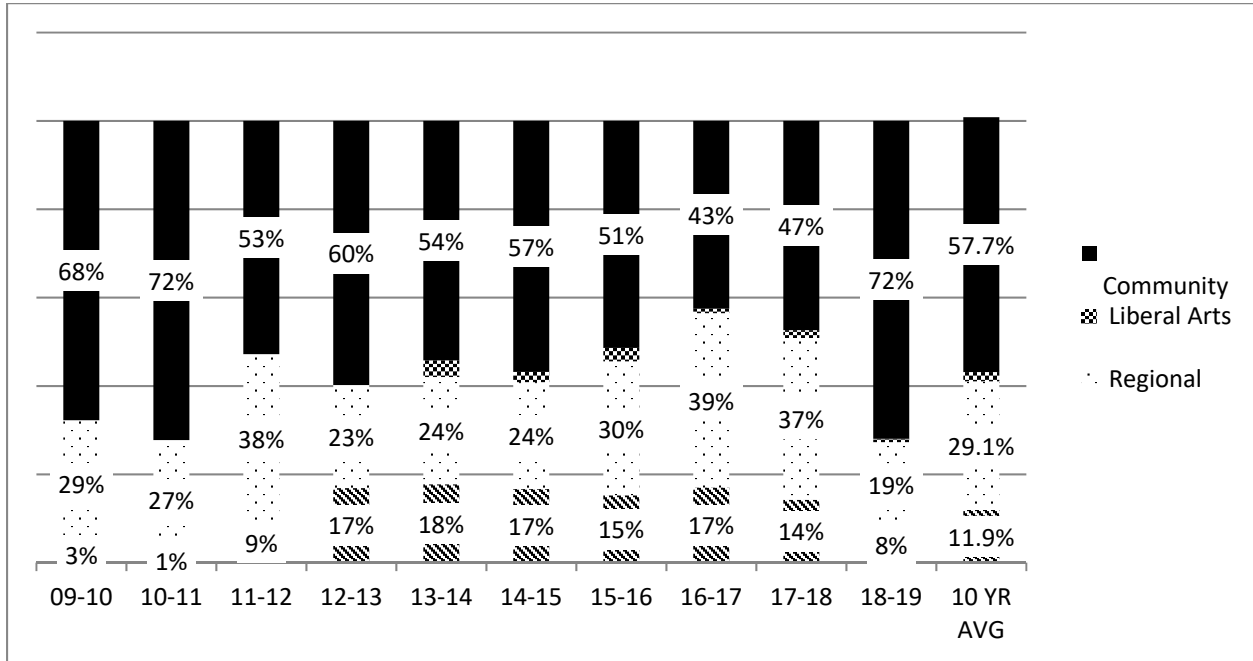
* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	10YR AVG
Research	64	34	210	406	393	419	341	383	291	284	283
Regional	545	1,017	894	561	538	609	679	887	749	683	716
Liberal Arts	N/A	N/A	N/A	N/A	83	58	68	23	36	27	49
Community	1,280	2,738	1,235	1,438	1,201	1,430	1,151	956	969	2,551	1,495
Total	1,889	3,789	2,339	2,405	2,215	2,516	2,239	2,249	2,045	3,545	2,523

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 22, 2020

AGENDA ITEM #20-c (4):

> **Annual Reports.**

SUBJECT: Institutional Supplemental Pension Report, FY2020.

RECOMMENDATION:

> **It is recommended that the State Regents accept the FY2019 System-wide Report on the Value of Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions.**

BACKGROUND:

Oklahoma statutes (70 O.S. 2011, Section 17-116.7) require that State System institutions having supplemental pension and postemployment benefit plans disclose certain information relating to these plans in their audited annual financial reports. The statute also requires that the Oklahoma State Regents for Higher Education compile this information into a systemwide report for submission to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate. This is the twenty-second system-wide report prepared pursuant to this statutory requirement. A copy of the report has been provided to each State Regent.

POLICY ISSUES: None.

ANALYSIS:

INSTITUTIONAL AUTHORITY

The enabling statutes for governing boards of institutions in The Oklahoma State System of Higher Education elaborate powers and duties that are similar in nature and includes the authority to:

1.   Employ and fix compensation of such personnel as deemed necessary...,
2.   Direct the disposition of all moneys appropriated by the legislature..., and
3.   Establish and maintain plans for ...retirement of employees. and for payment of deferred compensation for such employees.

This latter provision establishes authority to create supplemental retirement plans in addition to the retirement plan of the Oklahoma Teacher's Retirement System (OTRS).

STATUS OF INSTITUTIONAL SUPPLEMENTAL DEFINED BENEFIT PLANS

The GASB Statement No. 74 became effective with the June 2017 reporting period and remains effective in the current year reporting period. The statement applies primarily to the general purpose external financial report of state and local government OPEB plans. For OPEB plans that do not issue stand-alone financial

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statements, additional disclosures are required by the new standard in the sponsoring government's statements.

As of June 30, 2019, 14 of the 26 system institutions (including the OUHSC) have supplemental retirement plans. Although provisions of these supplemental plans may vary among institutions, they typically involve a formula ensuring an employee upon retirement a "minimum retirement benefit" based on the employee's current or highest compensation together with years of service. The institution's obligation under these plans usually involves paying the difference between the calculated "minimum retirement benefit" and the benefits that the employee will receive from OTRS, Social Security, or a defined contribution retirement plan, such as TIAA-CREF. The value of institutional obligations reported as of June 30, 2019, is summarized in *Attachment I* of the report.

The value of obligations reported is based on actuarial valuations prepared by each institution using a number of assumptions. Values are real, therefore, only to the extent that the assumptions prove valid. Actuarial assumptions used by the institutions for FY2019 were developed in accordance with State Regents' policy and were updated to incorporate current market practices and rates. Following are highlights of the information reported by institutions.

1. Institutions reporting supplemental pension obligations as of June 30, 2019, included 9 of 13 universities and constituents and five of 13 two-year colleges.

2. The present value of future pension obligations as of June 30, 2019, for those institutions reporting amounted a net of $34,011,578. The reflected increase is in large part to the required GASB format and the assets held in trust model used by the Regional University System on behalf of its institutions. Six (6) institutions are reporting as assets held in trust, eight (8) reporting pay-as-you-go obligations, and eleven (11) institutions reported no obligations.

POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS
A new GASB Statement No. 75 became effective with the June 2018 reporting period. Thus, this year's report continues to reflect the impact to the institutions for the adoption of the new standards to their financial statements. The result of the new accounting pronouncement was that institutions are now required to report the liability for the post-employment benefits for defined benefit plans administered through a trust, cost-sharing plans administered through a trust, and OPEB plans not provided through a trust. The Statement also requires governments to present more extensive note disclosures and required supplementary information about their OPEB liabilities. Some governments are responsible to make contributions directly to the OPEB plan or make OPEB benefit payments directly as the benefit comes due to the employee. The notable changes include the reporting of the Total OPEB Liability on the Statement of Net Position, replacing the former disclosure of the Actuarial Accrued Liability (AAL.) The new Statement replaced the Statement 45 used in previous years and results in significant changes in the amount liabilities noted in the financial statements since moving to *total* liabilities rather than just the amount of current year's accrued liability shown in the previous disclosures.

Post-employment benefits liabilities other than pensions were reported by 23 institutions in FY 2019 and amounted to $523,901,857. These costs covered medical and/or life insurance premiums for retirees and the future liability for currently covered employees. The figures are summarized in *Attachment II* of the report. Twenty-one institutions reported FY2019 liabilities for medical and/or life insurance for retirees amounting to $523,896,057, or 99.9 percent of the total expenses. One institution reports a cost life insurance only. One institution, the University of Oklahoma, accounted for approximately 53 percent of the total systemwide postemployment benefit costs, while the University of Oklahoma Health Sciences accounted for another 40.8 percent. These institutions are reporting the total unfunded liability associated with their current post-employment obligations.

AGENDA ITEM #20-c (5a):

Annual Reports.

SUBJECT: Oklahoma High School Indicators Report – High School to College-Going Rates by High School Site.

RECOMMENDATION:

It is recommended that the State Regents accept this report of the High School Indicators Project.

BACKGROUND:

In Senate Bill No. 183 from the 1989 legislative session, Section 13 set up a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education (SDE), but also required that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the "effectiveness" of individual schools or districts. In response to the directive of SB 183, the State Regents provide the following four reports: (1) High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges; (2) Headcount, Semester Hours, and GPA Report; (3) Mean ACT Scores by Oklahoma High School Site; and (4) Developmental Education (Remediation) Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

The data describe 2018 Oklahoma public high school graduates who entered an Oklahoma college or university as first-time freshmen in fall 2018. It lists the following information by county, district, and high school site: (1) the number of high school graduates; (2) the number of high school graduates who went directly to college the following fall; (3) the number of high school graduates who went to college the following academic year; and (4) the number of high school graduates who entered college anytime in 2018-2019 academic year, including those who delayed entry for one year or more.

For 2018, the SDE reported 41,375 students graduated from Oklahoma public high schools. Of those, 18,334 or 44.3 percent entered an Oklahoma college or university the following fall; this is 0.1 percentage points higher than the prior year. An additional 1.8 percent of the high school graduates entered in the spring.

Oklahoma Public High School Graduates Attending Oklahoma Colleges Directly After High School
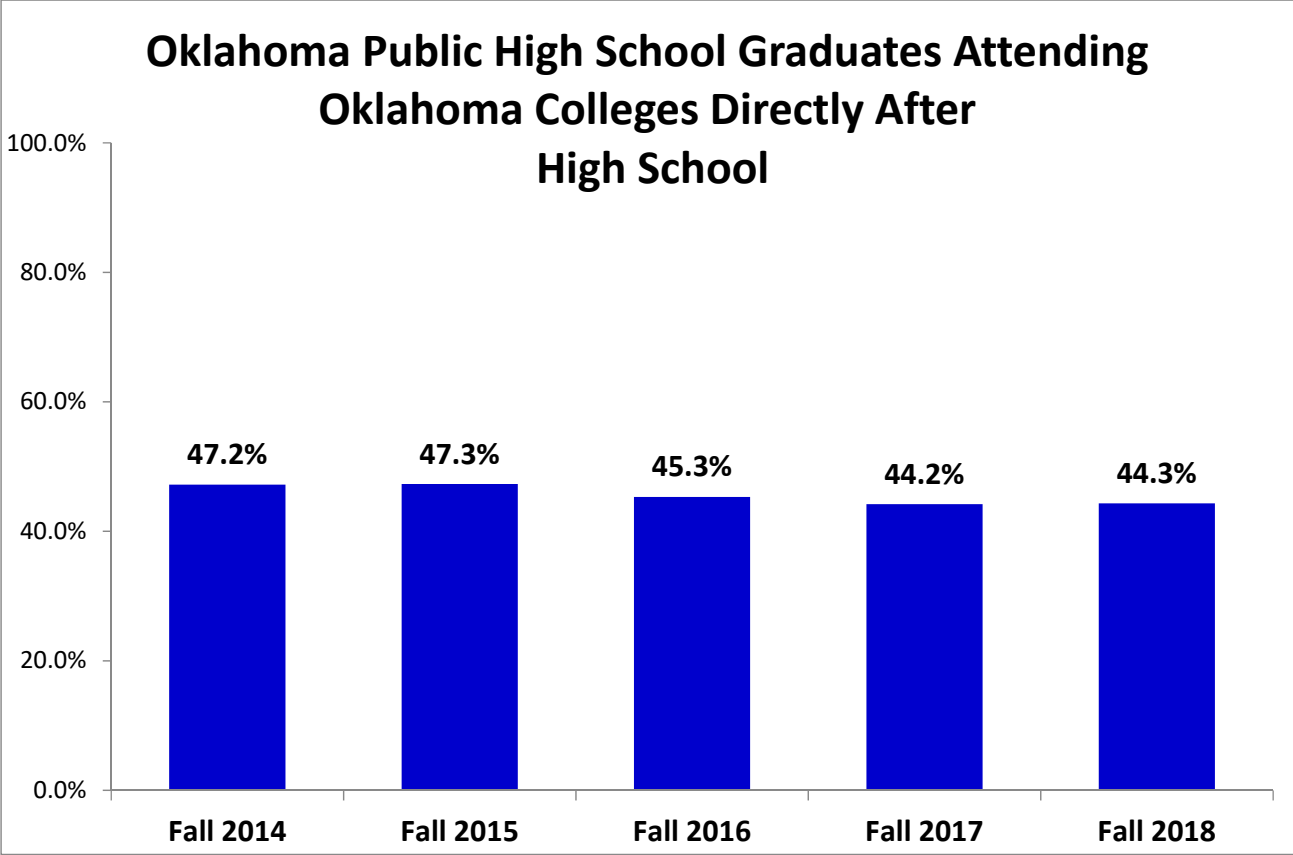
Methodology

Beginning with the 2013-14 report, the SDE reported only public high school graduates where it had previously reported both public and private high school graduates. More importantly, in 2013-14 individual student information was provided, allowing State Regents' staff to track students into college or university enrollment through the State Regents' Unitized Data System. For the 2013-14 report, SDE had limited data available; they provided information only on students who graduated within four years. However, information for all of the 2014 through 2018 public high school graduates was provided, regardless of whether they completed on time. Prior to the SDE providing individual student information, the number of students entering college directly from high school was estimated using first-time-entering college students who were 17, 18, and 19 years of age.

A complete list of college-going rates by county, high school site, and district is available on the State Regents' website at http://www.okhighered.org/studies-reports/preparation.shtml.

In compliance with Senate Bill No. 183, the State Regents will transmit these data to the Office of Educational Quality and Accountability.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 22, 2020

AGENDA ITEM #20-c (5b):

        Annual Reports.

SUBJECT: Oklahoma High School Indicators Report – Developmental Education Rates of College Freshmen by High School Site.

RECOMMENDATION:

> **It is recommended that the State Regents accept the report of the High School Indicators Project.**

BACKGROUND:

In Senate Bill No. 183 from the 1989 legislative session, Section 13 set up a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education (SDE), but also required that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the "effectiveness" of individual schools or districts. In response to the directive of SB 183, the State Regents provide the following four reports; (1) High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges; (2) Headcount, Semester Hours, and GPA Report; (3) Mean ACT Scores by Oklahoma High School Site; and (4) Developmental Education (Remediation) Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

A summary of developmental education for Oklahoma public high school graduates in Oklahoma public higher education is contained within this agenda. The data describe 2018 Oklahoma public high school graduates who entered an Oklahoma public college or university as first-time freshmen in fall 2018. The summary identifies developmental education activity of students who took one or more developmental courses during their first year in college. Listed are the freshman student headcount and percentage for each of the four subject areas of developmental courses: science, English, mathematics, and reading. An unduplicated headcount and percentage are also provided for all remedial students, including those who could have developmental education in more than one course or subject area.

Of the fall 2018 first-time freshmen (17,309), 34.6 percent (5,987) enrolled in one or more developmental course. The unduplicated percentage decreased from the previous year by 2.5 points, and decreased 7.9 points from its high point in 2011-12 (42.5 percent). All areas saw a decrease in percentage with math decreasing 1.5 points, English decreasing 2.9 points, reading decreasing 0.8 points and science decreasing 0.3 points.

**Developmental Education Rates
of Oklahoma Public High School Graduates in
Oklahoma Public Higher Education (2014-2018)**
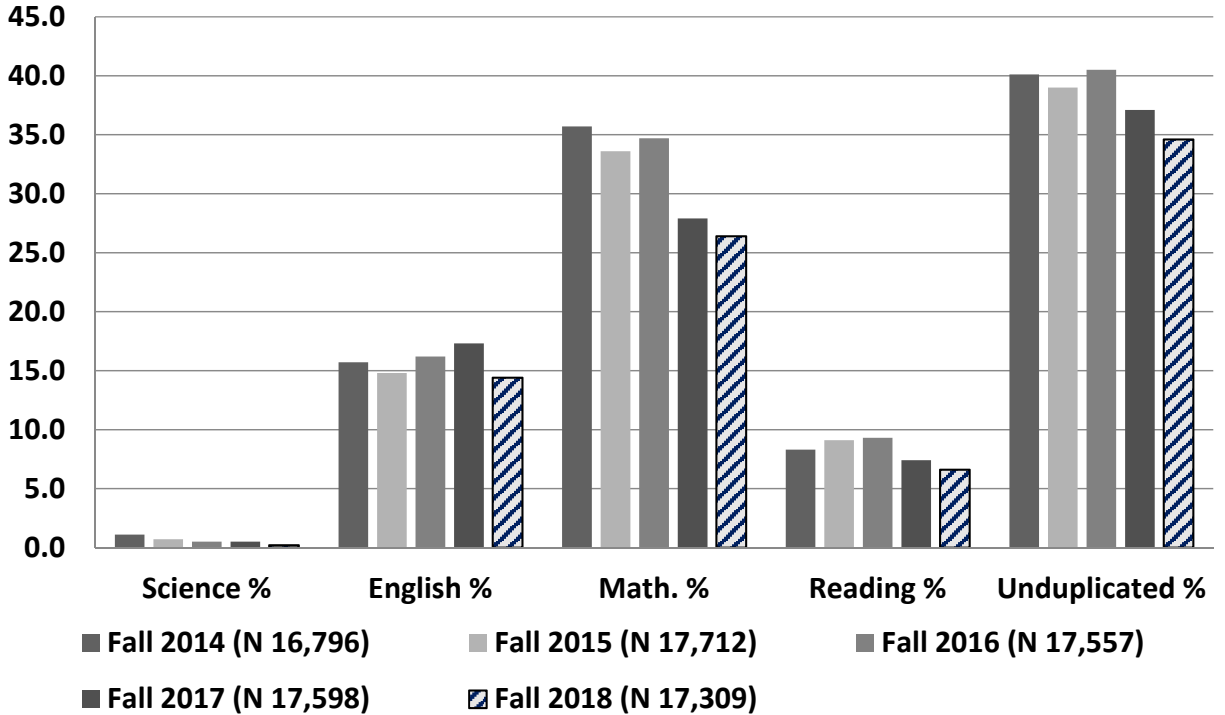
Year	Headcount	Science %	English %	Math. %	Reading %	Unduplicated %
Fall 2014	(N 16,796)	1.1	15.7	35.7	8.3	40.1
Fall 2015	(N 17,712)	0.7	14.8	33.6	9.1	39.0
Fall 2016	(N 17,557)	0.5	16.2	34.7	9.3	40.5
Fall 2017	(N 17,598)	0.5	17.3	27.9	7.4	37.1
Fall 2018	(N 17,309)	0.2	14.4	26.4	6.6	34.6

In 2013-14 the SDE provided more detailed information that allowed State Regents' staff to track public high school graduates individually into their fall 2013 semester in college. The 2013 high school graduate data from SDE were incomplete, since the information was based on a list of on-time (four-year) graduates only. Data for the 2014 public high school graduates and subsequent, however, are complete and not limited by on-time completion status.

A complete list of developmental education rates by county, high school site, and district is available on the State Regents' website at http://www.okhighered.org/studies-reports/preparation.shtml.

In compliance with Senate Bill No. 183, the State Regents will transmit these data to the Office of Educational Quality and Accountability.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 22, 2020

AGENDA ITEM #20-c (5c):

Annual Reports.

SUBJECT: Oklahoma High School Indicators Report – Headcount, Semester Hours and GPA by High School Site.

RECOMMENDATION:

It is recommended that the State Regents accept this report of the High School Indicators Project.

BACKGROUND:

In Senate Bill No. 183 from the 1989 legislative session, Section 13 set up a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education (SDE), but also required that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the "effectiveness" of individual schools or districts. In response to the directive of SB 183, the State Regents provide the following four reports; (1) High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges; (2) Headcount, Semester Hours, and GPA Report; (3) Mean ACT Scores by Oklahoma High School Site; and (4) Developmental Education (Remediation) Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

The headcount, semester hour, and grade point average (GPA) summary provides academic year headcount, semester hour, and GPA information for freshman-level courses taken by 2018 public high school graduates as fall 2018 first-time-entering college freshmen in Oklahoma public institutions or as concurrent high school students. The headcount and semester hour data are reported by GPA ranges (0.0-1.6, 1.7-1.9, 2.0-2.9, 3.0+) numerically and by percent within each range.

Of the fall 2018 first-time freshmen (16,780), 45.6 percent (7,650) earned a 3.0 or better GPA in their freshman-level courses, and nearly 73 percent earned at least a 2.0. Cumulatively, students earned 314,410 hours of freshman-level credits, with almost 90 percent earned by students with a 2.0 or higher GPA.

Measuring GPA and credit hour production for freshman-level courses only is a change requested by the Office of Educational Quality and Accountability, effective with the 2013 high school graduates. Additionally, the credit hours reported are for courses that were passed, rather than for all courses attempted. Because of these changes, comparisons with reports prior to 2013 would not be valid.

A complete list of headcount, GPA and semester credit hours is available by high school site, and district on the State Regents' website at http://www.okhighered.org/studies-reports/preparation.shtml.

In compliance with Senate Bill No. 183, the State Regents will transmit these data to the Office of Educational Quality and Accountability.
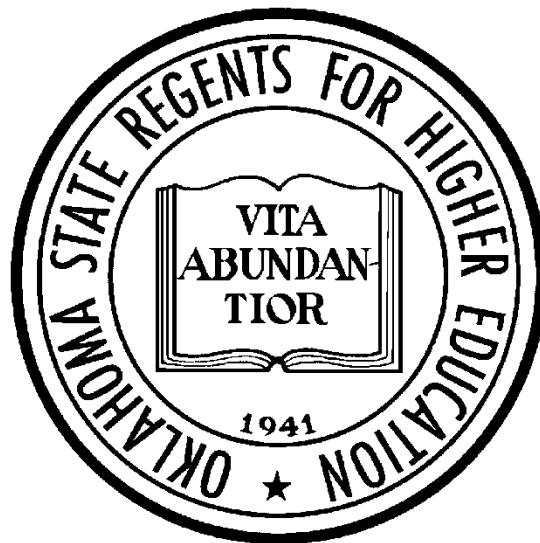
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

<u>MINUTES</u>

Eight Hundred and Third Meeting

February 27, 2020

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

Minutes of the Eight Hundred and Third Meeting
February 27, 2020

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

Minutes of the Eight Hundred and Third Meeting
of the
Oklahoma State Regents for Higher Education
February 27, 2020

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a special meeting at 1:00 p.m. on Thursday, February 27, 2020, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the original meeting had been filed for February 6, 2020 on November 21, 2019 and was cancelled due to weather. This special meeting was filed with the Secretary of State on February 21, 2020. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chairman Jody Parker called the meeting to order and presided. Present for the meeting were State Regents Jody Parker, Ann Holloway, Jeff Hickman, Toney Stricklin, , Ron White, and Steven W. Taylor.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor made a motion, seconded by Regent Holloway, to approve the minutes of the State Regents' regular meeting on December 5, 2019. Voting for the motion were Regents Stricklin, White, Parker, Holloway, Hickman, and Taylor. Voting against the motion were none.

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4. **REPORT OF THE CHAIRMAN.** Chairman Parker stated that he was grateful for the support he and his family received from all of the State Regents and the Chancellor during a personally difficult time and thanked them for their continued support.

5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents since their last meeting. Chancellor Johnson reflected on the Huron reports, stating that the reports done for every institution will help over time and that he was looking forward to getting an overall summary once reviews of all cohorts were completed. He stated that the agency would still pursue the whole budget request, and briefly reflected on Higher Education Day at the State Capitol on February 11, 2020 and that it was a success. He concluded by mentioning the March 4, 2020 Council of Presidents meeting which would begin at the State Capitol and provide institution presidents with the opportunity to speak to their legislators.

6. **STUDENTS.** Ms. Caroline Rowland, a student at Northeastern State University (NSU), spoke about her higher education experience. She shared what her expectations were going into higher education, and that everything she has experienced at NSU has far exceeded what she could ever dream of. While at NSU, she has had the opportunity to join many clubs and take leadership positions, including acting as Student Body President. She will graduate in May 2020, majoring in corporate communications and double minoring in business management and hospitality.

7.   **NEW PROGRAMS.**

a.   Regent Hickman made a motion, seconded by Regent Stricklin, to approve a request from Oklahoma State University to offer the Master of Engineering in Mechanical and Aerospace Engineering, the Graduate Certificate in Sport Communication, the Graduate Certificate in Brand Communication in Stillwater and Tulsa, the Graduate Certificate in Environmental Science with Regulatory Certifications via traditional and electronic delivery, and the Undergraduate Certificate in Undergraduate Research in Stillwater and Tulsa. Voting for the motion were Regents White, Parker, Holloway, Hickman, Taylor, and Stricklin. Voting against the motion were none.

b.   Regent Hickman made a motion, seconded by Regent Holloway, to approve a request from East Central University to offer the Certificate in Mass Communication (Social Media Marketing). Voting for the motion were Regents Parker, Holloway, Hickman, Taylor, Stricklin, and White. Voting against the motion were none.

c.   Regent Hickman made a motion, seconded by Regent Taylor, to approve a request from Northwestern Oklahoma State University to offer the Master of Arts in Heritage Tourism and Conservation via traditional and electronic delivery. Voting for the motion were Regents Holloway, Hickman, Taylor, Stricklin, White, and Parker. Voting against the motion were none.

d.   Regent Taylor made a motion, seconded by Regent Holloway, to approve a request from Murray State College to offer the Certificate in Accounting, the Certificate in Business Leadership, the Certificate in Retail, and the Certificate in Hospitality. Voting for the motion were Regents Hickman, Taylor, Stricklin, White, Parker, and Holloway. Voting against the motion were none.

e.   Regent White made a motion, seconded by Regent Stricklin, to approve a request from Rose State College to offer the Certificate in Emergency Management and Cyber Security, the Certificate in Electronics Technology, the Certificate in Manufacturing Technology,

the Certificate in Mechanical Technology, the Certificate in Quality Assurance Technology, and the Certificate in Supply Chain Management Logistics. Voting for the motion were Regents Taylor, Stricklin, White, Parker, Holloway, and Hickman. Voting against the motion were none.

8.   **PROGRAM DELETIONS.** Regent Holloway made a motion, seconded by Regent Stricklin, to approve the following requests for program deletions:

a.   A request from Eastern Oklahoma State College to delete the Associate in Applied Science in Administrative Office Technology.

b.   A request from the University of Oklahoma to delete the Master of Science in Environmental Sustainability and Graduate Certificate in Music Performance.

Voting for the motion were Regents Stricklin, White, Parker, Holloway, Hickman, and Taylor. Voting against the motion were none.

9.   **OKLAHOMA'S PROMISE.** Regent Hickman made a motion, seconded by Regent Stricklin, to accept the Oklahoma's Promise Year End Report for 2018-2019. Voting for the motion were Regents White, Parker, Holloway, Hickman, Taylor, and Stricklin. Voting against the motion were none. Mr. Bryce Fair, Associate Vice Chancellor for Scholarships and Grants, provided a brief summary of the report and introduced Ms. Tina Jeffreys, a K-12 Counselor and K-6 Principal with Soper Public Schools, and Ms. Brenda Stinnett, College Advisor with Putnam City High School, who discussed their students' success with the Oklahoma's Promise program. Both Ms. Jeffreys who joined the meeting via teleconference, and Ms. Stinnett who was in-person, described their approaches to promoting Oklahoma's Promise and what the program has meant to their students.

10. **STUDENT ASSESSMENT PLANS.**   Regent Holloway made a motion, seconded by Regent Taylor, to approve changes to the Redlands Community College, Seminole State College, and Tulsa Community College Student Assessment Plans as required by the Assessment and Remediation policy. Voting for the motion were Regents Parker, Holloway, Hickman, Taylor, Stricklin, and White. Voting against the motion were none.

11. **STATE AUTHORIZATION.**

    a.   Regent Holloway made a motion, seconded by Regent Hickman, to authorize an out-of-state private institution to operate in Oklahoma. The institution requesting authorization was Heavy Equipment Colleges of America. Voting for the motion were Regents Holloway, Hickman, Taylor, Stricklin, White, and Parker. Voting against the motion were none.

    b.   Regent Holloway made a motion, seconded by Regent Hickman, to re-authorize out-of-state private institutions to operate in Oklahoma. The institutions requesting re-authorization were Wayland Baptist University, Park University, Platt College, and Tulsa Welding School, Inc. Voting for the motion were Regents Hickman, Taylor, Stricklin, White, Parker, and Holloway. Voting against the motion were none.

12. **ACADEMIC POLICY.**   Regent Holloway made a motion, seconded by Regent Stricklin, to approve a policy exception request from Oklahoma State University Institute of Technology to transcript credit for prior learning coursework before students complete 12 credit hours. Voting for the motion were Regents Taylor, Stricklin, White, Parker, Holloway, and Hickman. Voting against the motion were none.

13. **E&G BUDGET.**

a. Regent Stricklin made a motion, seconded by Regent Taylor, to approve the allocation of $883,526.27 to Oklahoma State University Center for Health Sciences (OSU CHS) and $883,526.27 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 were Regents Stricklin, White, Parker, Holloway, Hickman, and Taylor. Voting against the motion were none.

b. Regent Stricklin made a motion, seconded by Regent Hickman, to approve a request for a supplemental state appropriation for FY2020 in the amount of $320,209, representing an increase in state support for support of the Quartz Mountain Arts and Conference Center and Nature Park. Voting for the motion were Regents White, Parker, Holloway, Hickman, Taylor, and Stricklin. Voting against the motion were none.

14. **EPSCoR.**

a. Regent Stricklin made a motion, seconded by Regent Hickman, to approve an allocation in the amount of $30,000 to Southwestern Oklahoma State University for the annual Oklahoma Research Day. Voting for the motion were Regents Parker, Holloway, Hickman, Taylor, Stricklin, and White. Voting against the motion were none.

b. Regent Stricklin made a motion, seconded by Regent Holloway, to approve the appointment of individuals to the EPSCoR Advisory Committee. Voting for the motion were Regents Holloway, Hickman, Taylor, Stricklin, White, and Parker. Voting against the motion were none.

15. **CONTRACTS AND PURCHASES.** Regent Stricklin made a motion, seconded by Regent Holloway, to approve FY2020 Purchases in excess of $100,000. Voting for the motion were Regents Hickman, Taylor, Stricklin, White, Parker, and Holloway. Voting against the motion were none.

16. **INVESTMENTS.** Regent White made a motion, seconded by Regent Taylor, to approve a new investment managers and allocation of funds for the endowment trust fund. Voting for the motion were Regents Taylor, Stricklin, White, Parker, Holloway, and Hickman. Voting against the motion were none.

17. **RULE REVISIONS.**

    a. Regent Hickman made a motion, seconded by Regent Holloway, to adopt permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program. Voting for the motion were Regents Stricklin, White, Parker, Holloway, Hickman, and Taylor. Voting against the motion were none.

    b. Regent Hickman made a motion, seconded by Regent Stricklin, to adopt permanent rule revisions for the Academic Scholars Program. Voting for the motion were Regents White, Parker, Holloway, Hickman, Taylor, and Stricklin. Voting against the motion were none.

    c. Regent Hickman made a motion, seconded by Regent Taylor, to adopt permanent rule revisions to Title 610, Chapter 1, Subchapter 7, Section 14, titled Organization of Agenda to the Administrative Policy. Voting for the motion were Regents Parker, Holloway, Hickman, Taylor, Stricklin, and White.

18. **COMMENDATIONS.** Regent Holloway made a motion, seconded by Regent Hickman, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regents Holloway, Hickman, Taylor, Stricklin, White, and Parker. Voting against the motion were none.

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19.   **DELETED ITEM.**

20.   **CONSENT DOCKET.** Regent Stricklin made a motion, seconded by Regent Holloway, to approve the following consent docket items:

a.   Programs. Program Modifications. Approval of institutional requests.

b.   Reconciliation. Approval of institutional requests.

c.   Reinstatement. Approval of institutional requests.

d.   Cooperative Agreements. Ratification of institutional request.

e.   State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement.

f.   Electronic Delivery. East Central University. Approval to offer the Bachelor of Science in Psychology via electronic delivery.

g.   Operations. Ratification of purchases in excess of $25,000 for FY2019.

h.   Non-Academic Degrees.

    (1)   Ratification of a request from Connors State College to award an honorary degree.

    (2)   Ratification of a request from East Central University to award a posthumous degree.

i.   Resolution. Approval of a resolution honoring retiring staff.

Voting for the motion were Regents Hickman, Taylor, Stricklin, White, Parker, and Holloway. Voting against the motion were none.

21.   **REPORTS.** Regent Hickman made a motion, seconded by Regent Holloway, to accept the following reports:

a.   Programs. Current Status Report on Program Requests. (Supplement)

b.   Report. Acceptance of the Financial and Long-Term Viability Assessments for Murray State College, Northwestern Oklahoma State University, Seminole State College, University of Science and Arts of Oklahoma, and Western Oklahoma State College.

c.   Annual Reports.

    (1)   Financial Aid Report. Acceptance of Student Financial Aid at State System Institutions for 2017-2018.

    (2)   Acceptance of the Academic Policy Exceptions Quarterly Report.

Voting for the motion were Regents Taylor, Stricklin, White, Parker, Holloway, and Hickman. Voting against the motion were none.

22.   **REPORT OF THE COMMITTEES.**

a.   Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.

b.   Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

c.   Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.

d.   Investment Committee. The Investment Committee had no additional items for Regents' action.

23.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Parker announced that the next regular meetings are scheduled to be held Wednesday, March 25, 2020 at 10:30 a.m. and Thursday, April 22, 2020 at 9:00 a.m. at the State Regents Office in Oklahoma City.

24.   **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

_____   _____
Jody Parker, Chairman   Jeff Hickman, Secretary

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

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Thursday, February 27, 2020

1.   **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 9:15 a.m. on Thursday, February 27, 2020 in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the original meeting had been filed for February 5, 2020 on November 21, 2019 and was cancelled due to weather. This special meeting was filed with the Secretary of State on February 21, 2020. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act. 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 Jody Parker, Ann Holloway, Jeff Hickman, Toney Stricklin, Jay Helm, Michael C. Turpen, Ron White, and Steven W. Taylor. Regent Parker called the meeting to order.

3.   **SUCCESSION PLANNING.** Chairman Jody Parker announced that given Chancellor Johnson's decision to retire at the end of the year, he had appointed a search committee made up of four State Regents. This search committee will be chaired by Regent Ann Holloway and comprised of Regents Ron White, Jay Helm, and Jody Parker, and their first priority would be the selection of a search firm to aid in this process.

4.   **TASK FORCE ON THE FUTURE OF HIGHER EDUCATION.**

   a.   **PARTNERSHIPS WITH BUSINESS/INDUSTRY.** Oklahoma State University – Oklahoma City (OSU-OKC) President Brad Williams gave a presentation on OSU-OKC's partnership with Amazon Web Services.

   President Williams began by stating that three years ago, OSU-OKC revised their mission statement. He cited the book *Blue Ocean Shift* and stated that OSU-OKC took a hard look at where they were and where they wanted to be, looking at Arizona State University as a model and what they do as a campus. President Williams stated that they focused on employee excellence, student success, and community relevance and started partnering with local organizations to impact the Oklahoma City metro area. OSU-OKC wants to be a center for social innovation, offering people a path of hope.

   In May 2018, the city of Oklahoma City provided $1.7 million in incentives for Amazon, and President Williams stated that based on the city's experience with Dell in 2004, they knew that Amazon would need hiring help. OSU-OKC used one of their facilities on campus to become a hiring center for Amazon, and later remodeled another facility on campus to become the Oklahoma City Impact

Center. President Williams said that OSU-OKC then began to deepen their relationship with Amazon and became an AWS Academy, borrowing their cloud-computing content and offer it to the community as a certificate and into their computer science and IT programs. President Williams also mentioned efficiencies that needed to be in place as OSU-OKC looked forward to where it is going, and that by working with Amazon, they were able to launch a webbot to help answer any inquiries on the OSU-OKC website. He mentioned that they were also working with Amazon to adopt automated phone services and later on a virtual advising system and Amazon's Career Choice program.

President Williams concluded by stating that OSU-OKC's progress with Amazon is due to a shared vision and empowered team and a culture of support and innovation and that they are helping tell Amazon's higher education story.

b. **LINKED DEGREES.** Tulsa Community College (TCC) President Leigh Goodson presented on Tulsa Community College's efforts to develop "Linked Degrees" in collaboration with the 4-year universities in the Tulsa area. Also present was Ms. Emily Tichenor, Director of Project Management at Tulsa Community College.

President Goodson began by providing background on the Tulsa Transfer Project, stating that TCC and six regional universities, with the support of the Schusterman Family Foundation, have engaged in a two-year guided Foundations of Excellence program on improving college transfer coordinated by the John N. Gardner Institute for Excellence in Undergraduate Education. She stated that the goals of the project are to increase the number of transfer students from TCC to regional universities, decrease the loss of credit during transfer (which was around nearly 13 credit hours), increase bachelor attainment in the region, and build a sustainable model.

She noted the disparities that exist in the rate of bachelor's degree attainment within Tulsa county and that they wanted to see growth in all areas and success for all students. She stated that in order to see growth, all participating institutions started with the John Gardner Foundations of Excellence program and completed a self-evaluation on nine foundational dimensions and that each institution created a report on each dimension. Ms. Emily Tichenor elaborated on those reports and results and that an action plan was put into place to create a single student experience for students in Tulsa.

President Goodson stated that the group had a revived focus on the transfer mission and making sure that it is easy for students to come in and that it is easy for students to transfer. She mentioned advisor communication expanding between the institutions and that the efforts would be more collective. President Goodson stated that transfer centers will be on every campus to make it easier for students to meet with advisors and learn about transfer options. She stated that they are internally branding the TCC2University process so that students know that TCC is not a destination, it is a bridge to a university or a family-sustaining

wage in the workforce. She briefed Regents on the Tulsa collaborative's projects to date and their plans for 2020.

In her conclusion, President Goodson mentioned the LinkedDegree program between TCC and OSU and that TCC is in the process of rebranding their Blue to Green program with NSU as well. She stated that they are changing the culture of higher education in the Tulsa region with how faculty across different institutions work together.

c. **FISCAL VIABILITY REVIEWS.** Chancellor Glen D. Johnson explained that the Task Force on the Future of Higher Education recommended that a fiscal viability review and assessment be conducted for each of the 25 colleges and universities within the State System of Higher Education. Mr. John Curry and Ms. Lilly Leyh-Pierce from the Huron Consulting Group presented their reports on five institutions – Northeastern Oklahoma A&M College (NEO A&M), Northern Oklahoma College (NOC), the University of Oklahoma (OU), Connors State College (CSC), and Rogers State University (RSU). NEO A&M President Kyle Stafford, NOC President Cheryl Evans, Senior Vice President and Chief Financial Officer for OU Mr. Ken Rowe, CSC President Ron Ramming, and Vice President for Administration and Finance for RSU Dr. Mark Rasor were also present to answer questions from the Regents.

Mr. Curry provided a brief reflection on the process used for the fiscal viability reviews and assessments and thanked all of the institution presidents for their assistance. He stated that the institutions had responded accordingly to state cuts and remained resilient.

Ms. Lilly Leyh-Pierce explained that the reports would focus on four main components – financial assessment, operational assessment, capital and debt, and their strategic plans.

1. **Northeastern Oklahoma A&M College.** Ms. Leyh-Pierce began by stating that Northeastern Oklahoma A&M College (NEO A&M) has recently implemented staff reductions and program evaluations in the face of large state appropriation cuts and declining total enrollment. She stated that the institution has improved its operating results over the past five years and remains focused on enhancement of student success.
   - Financial Assessment. Net position has remained stable from FY14 to FY18, fluctuating each year within a range of +/- 2% ($0.5M) due to slight declines in net investment in capital which have been offset by growth in unrestricted and restricted net assets. Growth in expendable net assets has contributed to stronger primary reserve and viability ratios, which have resulted in an overall improvement in the CFI score; however, narrow and negative operating results have led to below-target net operating and return on net assets ratios.

- Operational Assessment. Operating expenditures have been reduced by $2.7M (-19.8%) decrease in compensation expenses. State appropriation cuts have led to the assessment of academic programs resulting in the restructuring of programs as well as faculty and staff reductions. Earnings before interest and depreciation have been positive over the last five years, indicating that operations have been profitable and sufficient to produce cash before the inclusion of interest and depreciation expenses. Total enrollment has decreased at 4.5% annually over the last six academic years, with the largest decline occurring in the returning student population (-28.8%).
- Capital and Debt. Recent capital expenditures have led to volatility in cash and an increase in debt service payments in FY18. The debt service coverage ratio has remained relatively stable and positive over the past five years, which provides the institution flexibility to build reserves and/or invest in strategic initiatives. NEO has a large backlog of deferred maintenance and is working with a contractor to address current maintenance and groundskeeping issues.
- Strategic Plan. NEO has invested in strategic initiatives that align with its mission through recent capital investments, collaborative academic partnerships, and a focus on improving overall student success.

President Kyle Stafford stated that NEO A&M recently launched an enrollment task force to look at recruitment and retention. He stated that when planning the budget for the upcoming year, NEO A&M needed to look at their expenditures but that there was a lot of work to be done. He mentioned their geographic dynamic in Northeastern Oklahoma with the three-county area (Ottawa, Delaware, and Craig) and that NEO A&M faces challenges with losing students from this region to adjacent states. President Stafford mentioned that their foundation has around $7 million in assets and that the foundation is very supportive of their programs.

2. **Northern Oklahoma College.** Ms. Leyh-Pierce highlighted that Northern Oklahoma College (NOC) has been able to significantly improve their graduation rates compared to other community colleges in the region. She mentioned NOC's enrollment challenges due to various factors including shifting demographic trends, an outdated ERP system, a recent reduction in international student enrollment, increased competition from online institutions and community colleges in border states, and the 2016 HLC decision to disallow CareerTech partnerships. She also mentioned the NOC-OSU Gateway Program as a highlight of NOC.
- Financial Assessment. Net position has increased from $27.7M in FY14 to $31.2M in FY18 – an increase of 12.8 percent. This increase is predominantly a result of an increased investment in capital and has lowered the amount of unrestricted net position available to the institution. Negative adjusted operating margins and a high level of debt relative to expendable net assets have reduced NOC's total CFI score,

although the score consistently remains among the minimum threshold for financial health.

- Operational Assessment. The institution has not had to eliminate core academic programs as a cost reduction measure, but funding barriers/start-up costs have constrained the development of additional academic offerings in recent years. Earnings before interest and depreciation have increased from -1.0 percent in FY16 to 5.2 percent in FY18, although this is not yet within the 10-12% range, which is leading practice to ensure investment in capital and strategic projects. While NOC leadership indicated that continued increases in tuition and fee rates have hurt enrollment, NOC remains the second most affordable college in the state.

- Capital and Debt. The institution's capital expenditures have varied significantly over the past five years with a recent high of $13.5M in FY18, related largely to NOC's ongoing construction of a new classroom building on the Stillwater campus.

- Strategic Plan. Published in the Spring of 2019, NOC's strategic plan has shifted focus to academic programming development based on current workforce demands in response to recent budget constraints and enrollment trends. The strategic plan for 2013-18 focused on campus facilities improvements including the construction of residence halls in Tonkawa and Enid; construction of the Stillwater Classroom Building; renovation of Central Hall; renovation of Memorial Student Union; campus wayfinding signage; parking lot replacements; exterior building rehabilitations; and security camera additions.

President Cheryl Evans began by thanking the State Regents for taking the time to invest in teach institution. She stated that NOC's strategic plan led to their decisions and that they had saved capital for specific projects related to their strategic plan, specifically housing projects in Tonkawa and Enid, as well as the new classroom project in Stillwater that was needed due to the growth of the Gateway Program in Stillwater. She mentioned that they had implemented a new ERP operating system and that they have modules for recruitment and retention and that it will enhance both employee and student experiences. President Evans also briefly discussed demographic trends on NOC's campuses, stating that the student populations really vary from campus to campus. She also mentioned the decline in the international student population in Stillwater over the last few years having a large impact on the institution. President Evans stated that the Aspen Institute out of Washington, D.C. had identified NOC as one of their top 50 community colleges in the country. She concluded by discussing NOC's partnerships with CareerTech.

3. **University of Oklahoma.** Ms. Leyh-Pierce stated that the University of Oklahoma (OU) is in a period of recovery and renewal with a refreshed leadership team. She stated that they are currently focusing on what their priorities will be for their strategic plan and that they had more forward-

looking discussions with OU leadership about wanting to grow, particularly in research. Through a blend of attrition and reductions in force, the university realized a total savings of $50M, identified in FY19.

- Financial Assessment. The university's total net position increased by $7.6M over the past five fiscal years, driven largely through FY18 improvements of $83.9M. Capital expenditures contributed to growth of $110.1M (15.1 percent) in its net investment in capital assets, to the detriment of unrestricted net position, which declined by -$122.7M. Low levels of expendable resources contribute to significantly below target viability and primary reserve ratios, though operating performance improvements have placed the university above the threshold for financial health with a CFI score of 1.11 in FY18. OU's foundation provides a significant resource base and increased financial flexibility.

- Operational Assessment. The university improved adjusted operating margins from -9.6 percent in FY16 to 1.5 percent in FY18. Adjusted operating revenues – primarily driven by net tuition, grew 3.7 percent average annually over FY14-FY18, helping to improve overall margins. Earnings before interest and depreciation (EBIDA) margins have also experience dramatic improvements since FY16, up to 12.9 percent in FY18, playing a key role in the university's A+ credit rating from S&P and its AA-rating from Fitch. As of January 2020, S&P downgraded the university's outlook to negative due to significant pending litigation. Total enrollment steadily increased, growing 4.7 percent over the previous six academic years, with improvements in the graduate and undergraduate population.

- Capital and Debt. The university has increased its debt leverage since FY14, maintaining a DSCR above 100 percent, indicating that the university will have an opportunity to build reserves and address other capital needs, including deferred maintenance. Capital investments have been catered towards the overall student experience, including new resident halls and renovations of libraries. Significant investment in athletics facilities has been facilitated through private contributions.

Senior Vice President and Chief Financial Officer at the University of Oklahoma Mr. Ken Rowe reiterated that OU is currently working on a strategic plan. He mentioned that in FY19, OU cut approximately $50 million of costs out of the budget and this current year they are around $20 million additional with the goal of reducing debt and increasing cash. He stated that the cuts have been significant cost reductions in labor, information technology, cuts to auxiliaries and programs, and reduced spending in areas that they felt they were not receiving returns on. Mr. Rowe stated that a strategic plan was currently being prepared and that there would be an increased emphasis on federally funded research across all of the campuses. This then led to a discussion led by Mr. Curry regarding federally sponsored research and that while it builds reputation, it does not necessarily build reserves or enhance financial performance.

He mentioned an indirect cost recovery of grants for administrative services that is not collected, and negotiating rates with agencies. Mr. Curry stated that although a good marketing strategy related to research could lead to an increase in interested students and recruitment of faculty members, it was not a guarantee and it was a slow process. Mr. Rowe mentioned that the Huron report was only based on Norman-campus financials and that the Health Sciences Center financials were separate. There was discussion about a follow-up meeting with the University of Oklahoma regarding the Health Sciences Center.

4. **Connors State College**. Ms. Leyh-Pierce began by stating that a driving factor for Connors State College (CSC) was their capital investment plans which kicked off the moment state appropriation funding cuts were beginning to impact the Oklahoma system. This forced them to balance the inertia of deploying the resources they had built up with the realities of the budget changes.

   - Financial Assessment. CSC's overall FY19 CFI score of 1.05 (1.33 with Foundation component) is above the standard 1.0 threshold for financial health and is trending upward. Net position has decreased 1.1 percent from $14.9M in FY14 to $14.7M in FY18, driven by a decline in restricted and unrestricted net assets after FY14 due to investment in capital assets.

   - Operational Assessment. Operating expenditures have been reduced by $1.6M (-7.7 percent) in response to state appropriation cuts from FY14 to FY18, driven by a decrease in compensation expense in FY16 through a combination of RIFs and attrition. Earnings before interest and depreciation have been positive over the past three years, largely driven by expense management at lower operating levels, leading to improved operating margins. The careful monitoring of enrollment has helped CSC to evaluate its academic programs and identify opportunities for growth such as with its pre-engineering, nursing, and business programs. Total enrollment has decreased at 2.7 percent on average annually over the last six academic years due to the decline in all student populations, with the concurrent student population showing the largest decline (-45.5 percent).

   - Capital and Debt. The debt service coverage ration became positive after FY15 due to improvement in net operating income; however, margins remain small and provide CSC limited financial flexibility. CSC has demonstrated resilience through a period of financial distress through its ability to meet its debt obligations, decrease debt leverage, and increase investment in capital assets. The institution has $8M in deferred maintenance but plans to address these needs in the upcoming budget cycle.

   - Strategic Plan. CSC has invested in strategic initiatives that align with its mission through campus renovations, innovative partnerships, and enhanced academic offerings.

President Ron Ramming began by stating that he was happy with the progress that CSC had made, but was not happy with the path they had to take to get there. He mentioned that they were very closely managing expenses and that they still had faculty positions that needed to get filled. President Ramming stated that they were optimistic that their reserve would be about 14 percent and touching on their enrollment, he stated that CSC's enrollment has typically been very sensitive to the local economy and that they were looking for more opportunities to attract more students to the college. He mentioned CSC's Second Chance Pell Project as one of the successful measures they have had in bringing in students. President Ramming stated that CSC had saved some money that was project dependent, but that money would no longer be coming in. He described that CSC made cuts to the point where they started to compromise their mission and that they are now needing to bring more people on board because they won't otherwise be able to sustain the current workload.

5. **Rogers State University**. Ms. Leyh-Pierce stated that Rogers State University (RSU) transitioned from a two-year to a four-year institution about twenty years ago and in their conversations with leadership and their shift in academic programming, RSU is still reflecting this portfolio change with some two-year programs sunsetting and the expansion of more four-year programs. She stated that unlike many other institutions with enrollment challenges, RSU has actually increased their full-time students as they have focused on the more traditional student profile and an emphasis on online programming.

   - Financial Assessment. The university's total net position has remained flat at just over $37M in recent years, with increasing investment in capital assets offset by declining unrestricted and expendable resources. The university's overall CFI scores has been constrained by its low viability ratio, which measures the ratio of expendable net position to long term debt obligations, presenting a potential financial risk given revenue declines or enrollment challenges.

   - Operational Assessment. In alignment with statewide declining enrollment trends, RSU's enrollment has declined 20.9 percent over the past five falls, driving a reliance on substantial increases in tuition and fee rates as well as a flat scholarship allowance percentage to grow net tuition revenue. Earnings before interest and depreciation have increased in the past two fiscal years, and couple with margins exceeding 10 percent, present an opportunity for the university to rebuild reserves or paydown debt. In response to decreased levels of funding, the university has merged selected academic programs as a cost saving measure as it can employ fewer permanent dean leads.

   - Capital and Debt. Flat net position and paydowns of the institution's debt balance after significant increases in FY15 have contributed to unchanged leverage, though debt levels remain at over 4x unrestricted net position. As the university continues to recruit a more traditional

student demographic, the need for on campus housing has increased, resulting in significant capital expenditures for student apartments on the Claremore campus.

- Strategic Plan. Entering the fourth year of its strategic plan, RSU remains committed to reversing declines in enrollment. Recent stabilization of state appropriations and operating results contributed towards the university's decision to hire a director of first-year experience, focused on improving retention rates.

RSU's Vice President for Administration and Finance Dr. Mark Rasor began by stating that they are currently trending upward regarding enrollment and that they hope to continue moving upward. He stated that like many other institutions, RSU reduced a lot of positions and that for three years everyone on the Rogers State campus took furloughs. He stated that they just came off those furloughs last summer which has helped morale campus-wide. Dr. Rasor stated that RSU had a lot of deferred maintenance which needed to be addressed but that none of it was of a critical nature. He stated that he believed that they were no longer at a point where they could save their way to success, but that enrollment management would be the way forward, including online enrollment. This led to a discussion about online course offerings with geographic boundaries disappearing but competitiveness with local universities increasing.

Mr. Curry stated that at the end of the fiscal viability reviews, they anticipate creating a final report and their hope was to paint an overall picture of all twenty-five institutions and look at the demography shifts within the state. He mentioned that the net positions at all the institutions are not large and that the economy is overheated and that there is always a correction and how do the institutions prepare themselves for this correction and that. He discussed the need for a net pricing strategy for the larger institutions, with net price being the sticker price minus financial aid, and that the strategy should compare the net price with neighboring states. Mr. Curry also mentioned the institutions' deferred maintenance issues and investment capital and stated that a strategic plan needs a financial forecast plan. The State Regents stated that it seems as though their next step is to look at a funding formula and that they hope to be able to leverage the information they receive in the final report for student success, institution success, and the state's success. Chancellor Johnson reiterated that the hope is to capture this information and educate the legislature with it, suggesting a possible meeting with the Governor of Oklahoma and his staff at the next presentation.

d. **ADULT DEGREE COMPLETION.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke presented State Regents with an update on Adult Degree Completion Programs. She covered the background and achievements of the FlexFinish program and stated that from the foundation of FlexFinish, they

created the DirectComplete program which is geared more toward workforce development. She stated that the statewide DirectComplete program focuses on degree programs associated with "Oklahoma's 100 Critical Occupations." Dr. Blanke then mentioned the participating partners, partners with scholarships, and the participating institutions for the DirectComplete program.

Dr. Blanke shared some data from the 2019 report to Lumina with the State Regents and mentioned that the grant period had been extended until June 30. She also highlighted the spring 2020 initiatives which included academic life coaching training sessions and a reconnect week. Dr. Blanke also referenced the ShowWhatYouKnowOK.org website, a new website which will be launching this month, where students can search different databases to see what courses they have taken that are articulated, and highlighting the Armed Services door to see how trainings and military service have been articulated.

Dr. Blanke then discussed the ROADMapsOK portal, which is currently in the research stage, but would serve as a searchable database for students. She stated that this portal will serve as a place where students can auto-populate the courses they have previously taken to then create a portfolio which will be useful once they decide what degree they want to take and what their desired institution requires regarding coursework. She stated that they are seeking additional grants to fund development of this portal but that the feedback from potential funders is that this is an innovative and unique idea. She stated that Lumina has given the green light to invest some of their grant dollars into the research to establish how this could be developed.

Dr. Blanke mentioned the cultural responsiveness and inclusion that Reach Higher has done. She concluded by discussing sustainability as they come to the end of the Lumina grant, touching on the FY21 plan to transition and budget needs. She stated that the only other thing needed beyond some budget needs, was financial assistance for adult students. She stated that Lumina is currently in the strategic planning phase for their next five-year cycle of grants and that she remains optimistic that Lumina will remain open to providing grants for specific projects.

e. **TASK FORCE SCORECARD.** Oklahoma State Regents for Higher Education Vice Chancellor for Administration Kylie Smith presented a revised version of an implementation scorecard to the Regents. She stated that the revised one-pager would list only a selection of the projects and recommendations and that there would be a longer master list for internal use and reference. The Regents stated that they liked the revised one-page scorecard.

5. **BUDGET REPORT AND REVENUE UPDATE.** Interim Vice Chancellor for Budget and Finance Sheri Mauck provided Regents with a budget and revenue update. Ms. Mauck mentioned the Board of Equalization meeting on February 18, where they certified $8.2 billion for FY2021, which is $85.5 million (or 1 percent) less than what was appropriated

in the current fiscal year. She stated that they cautioned that within that $8.2 billion, there is $310 million that is considered a one-time cash source and cautioned about how this should be budgeted because it likely will not be available for FY2022. Ms. Mauck also mentioned that in the certification meeting they looked at the current year revenue and that the Oklahoma State Regents for Higher Education are 4.6 percent less than what was certified for the current fiscal year. She reminded State Regents that there is a 5 percent cushion that is built into the process and that for this current fiscal year we are inching closer and closer to this cushion and that these numbers were before the February situation in the markets and the economy.

She stated that the January numbers were 0.7 percent below the estimate and that the impact of what we are seeing in the economy will be reflected in February's numbers in the coming weeks. Ms. Mauck also touched on the drop in the price of oil and that there will be an impact.

6. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations LeeAnna McNally provided the legislative update. Ms. McNally began by updating State Regents on Senate Bill 1167 which passed through Committee, Senate Bill 1846 which passed through Senate Rules to eliminate legislative liaisons, and House Bill 3968 regarding the Endowed Chairs Bill passed through the appropriations committee with no "no votes" and no questions and that there seemed to be a great deal of interest and excitement regarding this bill. Chancellor Johnson mentioned planning a day in the upcoming weeks where some of the major donors can go to the State Capitol to meet with some of the legislators regarding this bill and the Endowed Chairs program.

    Ms. McNally also mentioned that House Bill 3389 passed through the House Common Education Committee, Senate Bill 1120 passed through the Senate Education Committee, and House Joint Resolution 1026 which Chancellor Johnson stated the State Regents are against. Ms. McNally stated that House Bill 1336 has been assigned to the Senate Common Education Committee, House Bill 1567 regarding weapons on campus has been assigned to Senate Rules, and she mentioned House Bill 3382 and work with Representative Waldron to coincide the Teacher Scholarship Education Program with this bill which creates the Oklahoma Teacher Loan Repayment Program.

7. **TASK FORCE REPORTS.**

    a. **Online Education Task Force.** Senior Vice Chancellor for Academic and Student Affairs Debbie Blanke stated that the Online Education Task Force would next be meeting in March.

    b. **State Regents Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Angela Caddell provided an update on the Campus Safety and Security Task Force, mentioning the update of their repository of campus resources that are provided on the Campus Safety Task Force website and the Department of Mental Health initiative regarding their Mobile Crisis Response System and how to connect our campuses to this effort to take

advantage of these services. Ms. Caddell highlighted the fall summit and that their planning committee has been activated and they are hoping to bring in a national speaker at the summit.

8.   **"BEST OF HIGHER EDUCATION."** Regents received the February 2020 update on institutional activities via e-mail on Monday, February 24.

9.   **CALENDAR OF EVENTS.** Vice Chancellor for Administration Kylie Smith distributed the calendar of events in written form to the Regents. Chancellor Johnson highlighted the Regents Business Partnerships Program on March 12, Oklahoma's Promise Day at the State Capitol on April 7, the mandatory tuition hearing on April 23, and the Leadership Oklahoma Award.

10.   **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

_____   _____
Jody Parker, Chairman   Jeff Hickman, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Eight Hundred and Fourth Meeting

April 1, 2020

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Minutes of the Eight Hundred and Fourth Meeting
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25. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a special meeting at 10:00 a.m. on Wednesday, April 1, 2020, via Zoom Teleconference Call. Notice of the original meeting had been filed for March 26, 2020 on November 21, 2019 and was cancelled due to COVID-19. This special meeting was filed with the Secretary of State on March 29, 2020. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

26. **CALL TO ORDER.** Chairman Jody Parker called the meeting to order and presided. Present for the meeting via telephone were State Regents Jody Parker, Ann Holloway, Jeff Hickman, Toney Stricklin, Ron White, and Steven W. Taylor. Regent Jay Helm joined the meeting in progress via telephone at 10:05 a.m.

27. **COMMENTS FROM THE CHAIRMAN.** Chairman Parker stated we are living in extraordinary times and that he believes this is the first such meeting held by the State Regents in this format, and that he hopes it is the last to be held in this manner because it is preferable to be in community with one another when conducting meetings.

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28.   **COMMENTS FROM THE CHANCELLOR.** Chancellor Glen D. Johnson began by stating that the meeting, although via teleconference, is a public meeting and he welcomed all who called in. He said that the Oklahoma State Regents for Higher Education (OSRHE) is in the process of advising campuses who are transitioning to online format on policies regarding grading, concurrent enrollment, and a number of other issues in response to COVID-19. Chancellor Johnson stated that it is the agency's intention to hold the April 22 and April 23, 2020 meetings and that the OSRHE staff would assist the State Regents with videoconferencing capabilities through Zoom if the meeting must be held remotely. He concluded by mentioning that OSRHE staff were working diligently and effectively in the telework world and that the agency is also working well with Governor Stitt and his team on their efforts to combat COVID-19.

29.   **E&G BUDGET.** Regent Stricklin made a motion, seconded by Regent Taylor, to approve the allocation of $817,825.36 to Oklahoma State University Center for Health Sciences (OSU CHS) and $817,825.36 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Hickman, and Taylor. Voting against the motion were none.

30.   **MASTER LEASE PROGRAM.** Regent Stricklin made a motion, seconded by Regent Helm, to approve the listing of projects for submission to the Council of Bond Oversight the 2020 A/B Equipment Master Lease Series. The projects from three institutions total $7,200,000. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway,

Hickman, and Taylor. Voting against the motion were none.

31.   **REVENUE BONDS.** Regent Stricklin made a motion, seconded by Regent Helm, to view and approval for transmittal to the Attorney General the Oklahoma State University's Statement of Essential Facts for 2020 A/B (tax exempt) and 2020 C (taxable) General Obligation Bonds. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Hickman, and Taylor. Voting against the motion were none.

32.   **NEW PROGRAM.** Regent Taylor made a motion, seconded by Regent White, to approve a request from the University of Oklahoma to offer the Executive Master of Business Administration in Aerospace and Defense via traditional and electronic delivery. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Hickman, and Taylor. Voting against the motion were none.

33.   **ADJOURNMENT.** Regent Parker stated that the next regular meetings are scheduled for April 22, 2020 and April 23, 2020 but that at this time, he could not confirm the times and format for those meetings. He concluded by stating that the State Regents will abide by guidelines set forth for the health and safety of the State Regents members and staff, and wished everyone well as the COVID-19 crisis continues. With no additional items to address, the meeting was adjourned.

ATTEST:

_____   _____
Jody Parker, Chairman   Jeff Hickman, Secretary