



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

May 29, 2020

NOTE

This document contains recommendations and reports to the State Regents regarding items on the May 29, 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 May 29, 2020.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

A G E N D A

Friday, May 29, 2020 – 10 a.m.

Via Zoom Video

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 3.

AWARDS

7. **Awards.**
 - a. **Chancellor Hans Brisch Scholarship Program Awards.** Approval of selections for Chancellor's Scholars for 2020. Page 5. (Supplement)
 - b. **Council for Online Learning Excellence Awards.** Recognition of the 2020 Council for Online Learning Excellence Awards. Page 7.
 - c. **Newman Civic Fellows.** Recognition of the 2020 Newman Civic Fellows. Page 9.

FISCAL

8. **E&G Budget.**
 - a. Approval of allocation of state appropriated funds to institutions and programs for FY2021 and Acceptance of FY21 Budget Principles and Guidelines. Page 11.
 - b. Approval of FY2020 Supplemental Allocation to Quartz Mountain Arts and Conference Center. Page 13.

9. **Policy.**
 - a. Approval of a two-year pilot program for expansion of the resident tuition waiver cap for two academic years beginning Fall 2020 through Summer 2022. Page 15.
 - b. Approval of a one-time exception to policy to waive certain academic service fees for the Summer 2020 semester in response to the COVID-19 pandemic. Page 17.
10. **Tuition.** Approval of FY21 Tuition and Mandatory Fee Principles and Guidelines. Page 21.
11. **Contracts and Purchases.** Approval of FY21 Contracts and Purchases in excess of \$100,000. Page 25.
12. **Investments.** Approval of investment managers. Page 29.

ACADEMIC

13. **New Programs.**
 - a. Oklahoma State University. Approval to offer the Graduate Certificate in Dietetics and the Certificate in Learning and Motivation. Page 31.
 - b. University of Oklahoma. Approval to offer the Bachelor of Science in Computer Science in Tulsa. Page 49.
 - c. University of Oklahoma Health Sciences Center. Approval to offer the Master of Arts in Nutritional Sciences. Page 59.
 - d. Northeastern State University. Approval to offer the Graduate Certificate in Training and Development, the Graduate Certificate in Leadership, the Graduate Certificate in American Indian Leadership and the Graduate Certificate in Classroom Teaching. Page 67.
 - e. Rogers State University. Approval to offer the Master of Science in Community Counseling. Page 81.
 - f. University of Central Oklahoma. Approval to offer the Master of Public Health in Community Engagement. Page 91.
 - g. Murray State College. Approval to offer the Associate in Applied Science in Manufacturing Technology. Page 99.
14. **Program Deletions.** Approval of institutional requests for program deletions. Page 107.
15. **Student Assessment Plans.** Approval of student assessment plan changes. Page 109.
16. **Oklahoma's Promise.** Report on Oklahoma's Promise COVID-19 Response. Page 113.
17. **ACT.** Approval of ACT Agreement for 2020-2021. Page 115.

18. **Policy.**
 - a. Teacher Education. Approval of revisions to the Teacher Education policy. Page 129.
 - b. Approval of revisions to the Institutional Admission and Retention and Concurrent Enrollment policies. Page 139.
19. **State Authorization.**
 - a. Request to authorize an out-of-state institution to operate in Oklahoma. Page 163.
 - b. Request to re-authorize an out-of-state institution to operate in Oklahoma. Page 167.

EXECUTIVE

20. **Annual Degrees Conferred.** Acceptance of the Degrees Conferred in Oklahoma Higher Education 2018-19 report. Page 171.

CONSENT DOCKET

21. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
 - a. Programs.
 - (1) Program Modifications. Approval of institutional requests. Page 183.
 - (2) Suspensions. Approval of institutional requests. Page 197.
 - b. Reconciliation. Approval of institutional request. Page 199.
 - c. Cooperative Agreement Programs. Ratification of institutional request. Page 201.
 - d. Transfer Courses. Approval of transfer courses from Oklahoma technology centers for technical degree programs. Page 203.
 - e. High School Courses for College Admission. Ratification of a request to approve a high school course for college admission. Page 205.
 - f. Electronic Delivery.
 - (1) Oklahoma State University. Approval to offer the Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Leadership via electronic delivery. Page 207.

- (2) Southeastern Oklahoma State University. Approval to offer the following existing programs via electronic delivery: the Bachelor of Science in Recreation Sport Management and the Bachelor of Business Administration in Accounting. Page 211.
 - (3) University of Central Oklahoma. Approval to offer the Master of Public Administration in Public Administration via electronic delivery. Page 215.
- g. State Authorization Reciprocity Agreement.
- (1) Ratification of an institutional request to renew participation in the State Authorization Reciprocity Agreement. Page 217.
 - (2) Ratification of institutional requests to begin participation in the State Authorization Reciprocity Agreement. Page 219.
- h. Operations. Ratification of purchases in excess of \$25,000 for FY2020. Page 221.
- i. Resolution. Approval of a resolution honoring retiring staff. Page 223.

REPORTS

22. **Reports.** Acceptance reports listed.
- a. Programs. Current Status Report on program requests. Page 225. (Supplement)
 - b. Report. Acceptance of the Financial and Long-Term Viability Assessments – 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 227.
 - c. Annual Reports.
 - (1) Acceptance of the Chiropractic Education Scholarship Program 2019-2020 Year End Report. Page 237.
 - (2) Acceptance of the Future Teachers Scholarship Program 2019-2020 Year End Report. Page 239.
 - (3) Acceptance of the Tulsa Reconciliation Education and Scholarship Program 2019-2020 End Report. Page 241.
 - (4) Acceptance of the William P. Willis Scholarship 2019-2020 Year End Report. Page 243.
 - (5) Acceptance of the National Guard Tuition Waiver Program 2019-2020 Year End Report and Institutional Reimbursement. Page 245.

23. **Report of the Committees.** (No Action, No Discussion.)
 - a. Academic Affairs and Social Justice and Student Services Committee.
 - b. Budget and Audit Committee.
 - c. Strategic Planning and Personnel Committee and Technology Committee.
 - d. Investment Committee.
24. **Announcement of Next Regular Meeting** – The next regular meetings are scheduled to be held Wednesday, June 24, 2020 at 10:30 a.m. and Thursday, June 25, 2020 at 9 a.m. at the State Regents Office.
25. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of April 11, 2020 through May 15, 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 April 11, 2020 through May 15, 2020:

- Participated in a phone interview with Wayne Greene with the *Tulsa World* to discuss higher education issues.
- Participated in conference call with Secretary of Commerce and Workforce Development Sean Kouplen to discuss higher education and workforce development issues.
- Participated in conference call with Senate Appropriations Committee Chair Roger Thompson 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.
- Participated in interview with Guidehouse consulting to discuss higher education issues.
- Participated in conference call with House Appropriations and Budget Committee Chair Kevin Wallace to discuss higher education issues.
- Participated in joint State Higher Education Executive Officers Association (SHEEO) and Southern Regional Education Board (SREB) conference call.
- Participated in conference call with Senate Appropriations Subcommittee on Education Chair Dewayne Pemberton 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 House Appropriations and Budget Subcommittee on Education Chair Mark McBride to discuss higher education issues.
- Participated in Oklahoma Educational Television Authority (OETA) Board of Directors videoconference meeting.
- Participated in conference call with Secretary of State and Education Michael Rogers to discuss higher education and CARES Act funding issues.
- Participated in Council of Presidents Concurrent Enrollment Working Group videoconference meeting.
- Participated in conference call with Huron Consulting to discuss state system of higher education fiscal viability reviews.

- Participated in conference call with House Appropriations and Budget Subcommittee on Education Chair Mark McBride to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss higher education issues.
- Participated in conference call with Congressman Tom Cole to discuss higher education issues.
- Participated in higher education town hall videoconference with U.S. Senator James Lankford to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss higher education issues and SREB's Postsecondary Education Recovery Task Force.
- Participated in joint State Higher Education Executive Officers Association (SHEEO) and Southern Regional Education Board (SREB) conference call.
- Participated in conference call with Senate Appropriations Committee Chair Roger Thompson to discuss higher education issues.
- Co-chaired Southern Regional Education Board (SREB) Postsecondary Education Recovery Task Force videoconference meeting.
- Participated in videoconference meeting with Southeastern Oklahoma State University (SEOSU) President Thomas Newsom and Vice President for Academic Affairs Bryon Clark to discuss higher education issues.
- Participated in State Regents' Online Education Task Force videoconference meeting.
- Participated in conference call with Huron Consulting to discuss state system of higher education fiscal viability reviews.
- Participated in State Higher Education Executive Officers Association (SHEEO) videoconference meeting to discuss higher education 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 Rose State College (RSC) President Jeanie Webb to discuss higher education issues.
- Participated in Council of Presidents COVID-19 Fee Waiver Working Group videoconference meeting.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss higher education issues and SREB's Postsecondary Education Recovery Task Force.
- Chaired Oklahoma EPSCoR Advisory Committee videoconference meeting.
- Participated in Council of Presidents Concurrent Enrollment Working Group videoconference meeting.
- Participated in joint State Higher Education Executive Officers Association (SHEEO) and Southern Regional Education Board (SREB) conference call.

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AGENDA ITEM #6:

State Regent.

This is an oral presentation.

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AGENDA ITEM #7-a:

Awards.

SUBJECT: Chancellor Hans Brisch Scholarship Program Awards. Approval of selections for Chancellor's Scholars for 2020.

RECOMMENDATION:

It is recommended that the State Regents approve the individuals listed below as Chancellor Hans Brisch Scholarship Program Honorees for 2020 and ratify payment of the scholarship award.

BACKGROUND:

The Chancellor's Scholarship Program was established by the Oklahoma State Regents for Higher Education in 1990 with privately raised funds. Most of the approximate \$200,000 fund balance was raised in honor of Chancellor Hans Brisch, either on the occasion of his 50th birthday or on the occasion of his 2003 retirement. Chancellor Brisch died in February 2006 at which time the Oklahoma State Regents renamed the program the Chancellor Hans Brisch Scholarship Program as a living legacy to his dedication to the students of Oklahoma. Chancellor Glen D. Johnson continues the tradition of the program which honors not only Chancellor Brisch but the office of Chancellor and all individuals who hold that office.

POLICY:

The Chancellor Hans Brisch Scholarship Program policy requires the Scholars to be selected primarily on the basis of (1) outstanding leadership and (2) demonstrated commitment to the enhancement of the community. Community commitment is demonstrated through the student's involvement in the initiation of a high school and/or community program or project that resulted in an improvement of the learning environment of the school or the social betterment of the community. Candidates for the Chancellor's Scholars awards must be entering college freshmen with high academic achievement.

Individuals chosen as Chancellor Hans Brisch Scholars bring a vibrant, energetic presence to Oklahoma campuses, adding to the intellectual environment. The Chancellor Hans Brisch Scholarship Program judges evaluated 44 nominees for this year's award and identified the top 2 candidates. It is recommended that the State Regents approve 2020 Chancellor's Scholars recipients as follows:

- **Erin Lynae Slagell - Weatherford High School**
- **Madison Grace Eulberg - Meeker High School**

Supplement

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AGENDA ITEM #7-b:

Awards.

SUBJECT: Recognition of the 2020 Council for Online Learning Excellence Awards.

RECOMMENDATION:

Recognition of awards to honor outstanding faculty, staff, institutions, teams, or groups for their work in advancing online learning in Oklahoma.

BACKGROUND:

In 2012, the State Regents created the Online Education Task Force, which was tasked with reviewing the delivery of online education throughout the State System to determine the extent to which the delivery of online education was accessible, efficient and effective. After a period of information gathering and analysis, the Online Education Task Force formed the Council for Online Learning Excellence (COLE) in 2016. COLE is comprised of faculty, staff, and administrators representing each tier of Oklahoma's public and private colleges and universities, as well as other entities connected to online learning technologies. The mission of COLE is to improve online and hybrid learning experiences in Oklahoma through a framework that grows knowledge networks and advances collaborative initiatives that enhance student, faculty and institutional success in the state of Oklahoma. COLE works to accomplish this mission through its four guiding principles: capacity through collaboration, mission empowerment, teaching and learning focus, and thought leadership.

As part of the effort to improve online learning in Oklahoma, COLE's members recognize the excellent work of faculty, staff, and administrators at Oklahoma's colleges and universities. In 2017, the Oklahoma Online Excellence Awards were established to formally recognize those individuals and teams that have done excellent work in online or hybrid learning. Nominations are submitted by peers and judged by a committee of COLE members. Nominees are scored using a standard rubric based on the metrics of leadership, innovation, collaboration, and results.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

The recipient of the **2020 Oklahoma Online Learning Excellence Award for Teaching** is **Dr. Kristi Karber, Professor of Mathematics, University of Central Oklahoma**

Currently in her fifteenth year at the University of Central Oklahoma, Dr. Karber instructs a wide range of courses ranging from introductory Math for General Education to Calculus 3. With increasing demand from students for online math courses, Dr. Karber accepted the challenge to develop and teach Math for General

Education and Plane Trigonometry entirely online for the first time at UCO. Her innate passion to help students succeed led Dr. Karber to research and incorporate innovative techniques, such as teaching videos that feature light-board technology, and continuously integrate input from upper-level students and faculty from other disciplines to ensure the courses are relevant to students. One student remarked how amazed they were to grasp the concepts at the end of each assessment after not having taken a math course in many years. Dr. Karber's work has also earned accolades from her peers; she was awarded the 2019 Oklahoma-Arkansas Mathematical Association of America Section Award for Distinguished University Teaching of Mathematics.

The recipient of the 2020 Oklahoma Online Learning Excellence Award for Innovation is the Liberal Arts Division of Oklahoma State University-Oklahoma City.

In their nomination materials, the Oklahoma State University-Oklahoma City Liberal Arts Division was recognized as fostering engagement among online students and the liberal arts. Students who engage with the faculty and staff in this division through online and blended courses can expect to be equipped to function as citizens who are empowered to think, lead, and communicate from multiple perspectives in our globalized society. Collaborative innovation is the norm among the OSU-OKC liberal arts faculty, perhaps best demonstrated in the efforts to offer team-taught courses within the honors college on subjects such as the philosophy of good and evil, popular culture, the pursuit of domestic bliss, food and culture, and issue advocacy. These interdisciplinary courses create intersections of faculty expertise focused on a single subject area, allowing students to gain the diverse perspectives necessary to gain a fuller understanding of our global society.

The recipient of the 2020 Oklahoma Online Learning Excellence Award for Individual Leadership is Dr. Tim Boatmun, Vice President for Enrollment Management, Southeastern Oklahoma State University

In his nomination materials, Dr. Tim Boatmun was recognized for serving as a champion of high-quality online education in a variety of impactful capacities for the past twenty years at Southeastern Oklahoma State University (SEOSU). As one colleague noted, Dr. Boatmun's leadership has directly contributed to SEOSU experiencing its highest enrollment since it was founded in 1909, and over 50 percent of that enrollment is online. Most recently, Dr. Boatmun led the redesign of the Master of Business Administration program to better fit the needs of fully online students, resulting in a three-year growth of the program from 70 students to 800. This required not only taking new approaches to the classroom experience, such as the development of consistent course templates, but collaboration with all areas that support the online student pathway from recruitment, admissions, advisement, the classroom, and career development. This has been possible through the quality of his leadership style, which focuses on empowering others to strive for greatness through positive and disruptive change. Dr. Boatmun has also been instrumental in the formation of the Online Consortium of Oklahoma established by the State Regents in 2018.

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AGENDA ITEM #7-c:

Awards.

SUBJECT: Recognition of the 2020 Newman Civic Fellows.

RECOMMENDATION:

Recognition of the 2020 Newman Civic Fellows.

BACKGROUND:

National Campus Compact is an organization located in Boston, Massachusetts. It was founded in 1985 by the presidents of Brown, Georgetown and Stanford universities who were concerned about student disengagement on campus, in the community, and in political and civic processes. There are 26 state and regional Campus Compact offices that provide services to nearly 1,100 colleges and universities committed to the public purposes of higher education. Campus Compact supports institutions in fulfilling their public purposes by deepening their ability to improve community life and to educate students for civic and social responsibility through such methods as academic service learning and community engagement. Institutional members pay annual membership dues.

Oklahoma Campus Compact (OKCC) was founded in 2000. The Oklahoma State Regents for Higher Education hosts OKCC through the Academic Affairs Division and contributes staffing, some program funding, travel, facilities and equipment, office supplies and postage. A total of 36 State System, private/independent, and tribal institutions are members.

The Newman Civic Fellowship honors the late Frank Newman, one of Campus Compact's founders and a tireless advocate for civic engagement in higher education. The one-year fellowship is designed to recognize inspiring college student leaders from Campus Compact member institutions who have demonstrated an investment in finding solutions for challenges facing communities throughout the country through service, research, and advocacy. Newman Civic Fellows make the most of their college experiences to better understand themselves, the root causes of social issues, and effective mechanisms for creating lasting change.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

Newman Civic Fellows are nominated by their institutional president. Fifteen students from Oklahoma are a part of the group of students from Campus Compact member institutions in 39 states, Washington D.C., Greece, Lebanon and Mexico, who have demonstrated an investment in finding solutions for challenges facing communities throughout the country and abroad. Through the one-year fellowship, Campus Compact

provides a variety of learning and networking opportunities, including a national conference of Newman Civic Fellows in partnership with the Edward M. Kennedy Institute for the United States Senate.

The Newman Civic Fellows program is supported by the KPMG Foundation and the Newman's Own Foundation. Added to this support is a monetary scholarship for Oklahoma Newman Civic Fellows from the Oklahoma State Regents for Higher Education as funds are available. For 2020, each Oklahoma Newman Civic Fellow will receive a \$500 monetary scholarship award from OKCC and be invited to be recognized and commended by the Oklahoma State Regents for Higher Education at a monthly meeting. Through academic service-learning experiences and other opportunities for community engagement, colleges are developing students' critical public problem-solving skills, such as the ability to research and analyze community needs, a willingness to lead and participate in public processes and debate, the commitment to raise awareness about community challenges, and the ability to inspire people to become part of solutions. The 2020 Oklahoma Newman Civic Fellows are listed below:

2020 Oklahoma Newman Civic Fellows

Taylynn Williamson, Connors State College
Jayci Jones, Northeastern State University
Karlianne Lovelace, Northern Oklahoma College
Landry Gaddy, Northwestern Oklahoma State University
Sonia Coffin, Oklahoma Christian University
Raven Wade, Oklahoma City Community College
Andrew Brestel, Oklahoma State University Institute of Technology
Trent Siever, Rogers State University
Kade Turner, Rose State College
Tijah Johnson, Seminole State College
Yoselin Rodriguez-Diaz, Southeastern Oklahoma State University
Natanya Hernandez, Southwestern Oklahoma State University
Justin West, Tulsa Community College
Christian Coleman, University of Central Oklahoma
Justin Norris, University of Oklahoma

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AGENDA ITEM #8-a:

E&G Budget.

SUBJECT: Approval of allocation of state appropriated funds to institutions and programs for FY2021 and Acceptance of FY21 Budget Principles and Guidelines.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of state appropriated funds for FY21 appropriations in an amount that totals \$770,414,742, as presented in the following schedules.

ANALYSIS:

State Appropriated Funds

The 2020 Legislature appropriated funding in Senate Bill 1922 of \$770,414,742 for educational operations in FY21. The total FY21 state appropriation represents a decrease in state appropriations of \$31,655,316, or 3.95 percent. The Legislature overrode the Governor's veto of the Senate Bill 1922, on May 13, 2020. Funding for OKPromise in the amount of \$70 million will also be received for FY2021.

The FY2021 allocation of \$12.9 million for Concurrent Enrollment Waiver reimbursements includes a decrease in appropriations of \$533,450, representing a 3.95 percent reduction from the FY2020 allocation level. Institutions will only be reimbursed for 95.1 percent of the total eligible waivers for high school senior students that our institutions were required to provide in FY2020. In accordance with statute and State Regents' policy, the high school senior waivers must be fully funded before reimbursement for concurrent enrollment waivers granted to high school juniors; thus, in FY2021 no funding is available to reimburse the institutions for waivers provided to high school juniors.

The FY2021 allocation for National Guard Waiver reimbursements will be \$1,390,998, representing a decrease of \$57,154, or 3.95 percent. This allocation will be applied to the total eligible cost of the waivers of \$2,610,350 for 23,076 credit-hours. The reimbursements will cover 53.3 percent of the total amount waived in the prior academic year.

The Section 13 Offset Program will be funded at \$13,548,766. A decrease of \$556,700 represents a 3.95 percent reduction from the FY2020 allocation level for this program and will affect our institutions' abilities to continue to address deferred maintenance projects that have accumulated over the last decade. The types of projects funded through this program include more efficient facilities management systems, as well as health, safety and ADA upgrades required on our campuses.

The FY2021 allocations for the nine scholarship programs administered through the State Regents' office will be decreased by a combined total of \$984,674, or 3.95 percent from the previous fiscal year (FY2020). This decrease is estimated to eliminate over 550 awards for FY21. Programs that have any remaining prior-

year carryover funding will be applied to the total award amounts available to reduce the negative impact to students.

This recommendation includes an allocation in the amount of \$264,708 for Quart Mountain Arts and Conference Center (Quartz) for the first quarter of FY2021. Pursuant to the provisions of H.B. 2753 as passed by the legislature and signed by the Governor on May 21, 2020, Quartz will be transferred to the Oklahoma Department of Tourism effective October 1, 2020. Pursuant to the provisions of S.B. 4141, the master lease debt service obligation for Quartz will be paid in full prior to the effective date of the transfer to the Department of Tourism.

Institutional budgets, containing appropriations, tuition and fees, and other revolving fund income, will be presented to the State Regents for approval at the meeting scheduled for June 25, 2020. All debt service obligations will be fully funded for FY2021.

BUDGET PRINCIPLES AND GUIDELINES:

The State Regents annually approve budget principles and guidelines for institutions to use in preparing their annual budgets. The guidelines for institutions acknowledge mandatory cost increases, maintain the limits on the share of the budget to be spent on administration, and restate the financial accounting and reporting requirements. These guidelines are grounded in the principles of quality as the primary consideration, differentiation among institutions, efficiency, and seamless delivery of programs for optimal use of state funding.

Oklahoma State Regents for Higher Education BUDGET PRINCIPLES AND GUIDELINES Fiscal Year 2021

I. STATE REGENTS' BUDGET ALLOCATION PRINCIPLES

Constitutional Authority. *Oklahoma Constitution, Article XIII-A, Section 3 – The appropriations made by the Legislature for all such institutions shall be made in consolidated form without reference to any particular institution and the Board of Regents herein created shall allocate to each institution according to its needs and functions.*

State Support. The State System of Higher Education saw a decrease in state base appropriations. Institutions are facing increases in costs for healthcare, retirement contributions, fuel, utilities, and other general operating expenses. The Regents will encourage institutions to operate as cost-effectively as possible and to invest in processes to enhance revenue from grants, contracts, gifts, donations, auxiliaries, and other earned income.

Focus on Resources. Emphasis on new approaches, efficiency and cost-saving measures will continue to be the system focus for the next fiscal year. Because of the conditions described above, institutions should investigate new approaches to offering learning experiences, designing courses, organizing academic programs, and providing administrative services on their campuses. Different approaches and processes may provide both fewer expenses and more responsive programs for constituents. State Regents urge institutions to collaborate and to share resources where it is economical to do so, and pledge to continue initiatives to ensure efficient operation of the system as a whole.

E&G Budgets. Educational and general budgets support institutions' missions of teaching, research, and public service. To accomplish the goals of the Academic Planning and Resource Allocation (APRA)

system, it is the State Regents' intent to protect the operating budgets of the colleges and universities, particularly in recognition of increased mandatory costs and the need for competitive faculty salaries.

Scholarships. Funding needs for *Oklahoma's Promise*, or Oklahoma Higher Learning Access Program, and the Academic Scholars Program will continue to be a priority to ensure that awards for all eligible students are fully funded.

II. INSTITUTIONS' BUDGET ALLOCATION PRICIPLES AND GUIDELINES

Principles. Establishment of priorities in programs and services, and allocation of resources to these priorities, is necessary for the higher education system to serve Oklahoma effectively. As State Regents, governing boards, and presidents undertake to focus resources for optimal use of state funding, the FY21 budgets should reflect the following principles:

Quality – Resources should be focused on 1) increasing retention and graduation rates and 2) enhancing the quality of priority programs and courses in the institution's academic plan, including libraries and other resources for obtaining and using information.

Differentiation – Resources should be focused on enhancing the institution's clearly differentiated central academic mission and eliminating unnecessary programmatic duplication, rather than spreading dollars thinly across all existing programs and services.

Efficiency – Resources should be allocated internally within each institution to ensure operations that are as efficient as possible. Collaboration and sharing of resources within and among institutions should be encouraged.

Seamless Delivery – Resources should be allocated to ensure that students and programs are able to move among institutions easily and smoothly. Bureaucratic and unnecessary academic hurdles should be minimized for students who wish to participate in more than one institution. Programs, too, should be shared among institutions with a minimum of administrative and academic overhead.

Guidelines. Within the context of the above principles, FY21 institutional budgets should evidence these specific guidelines:

Mandatory Cost Increases – The first priority on the campuses will be funding mandatory cost increases. Estimates for mandatory costs are approximately \$25.5 million. These costs include health and dental insurance, retirement contributions, fuel, utilities, and other operating expenses.

Administrative Cost Budget Caps – For FY21, the following caps are approved for expenditures budgeted under the functional category of *Institutional Support*:

OU, OSU	10%
Health Sciences Center, Law, Vet Medicine, OSU-COM	13%
Institutions with enrollments of 3,500 FTE	13%
Institutions with enrollments below 3,500 FTE	16%

Although the caps are unchanged from the previous year, institutions are strongly encouraged to contain administrative costs at their current percentage of E&G budget.

Tuition Revenue – Institutions should demonstrate to students that revenue from any increase in tuition will be used for programs that directly benefit students, such as faculty compensation, technology, library acquisitions, and counseling services.

Use of Revenue from Dedicated Fees – Institutions that charge students special fees for library materials and services, classroom and laboratory materials, technology, etc. must ensure that the revenues are spent for the approved purpose of the fee. Likewise, traditional E&G support for the above and similar purposes should not be diminished as a result of fee revenue.

Consistency -- By law, institutional budgets must be prepared in accordance with financial accounting and reporting standards of the National Association of College and University Business Officers. Institutions will continue to submit budgets for State Regents' approval by function and object. Institutions will transmit summary budgets to the Office of State Finance by object under three activities: Educational and General, Part I (Fund 290), Educational and General, Part 2 (Fund 430), and Agency Special (700 Fund Series).

Attachments

**ALLOCATION OF STATE APPROPRIATED FUNDS
Fiscal Year 2021**

	FY'20 Total State Alloc. Funds	FY'21 Allocation Adjustments	FY'21 Total State Alloc. Funds	FY'21 \$ Chg From FY'20 Alloc.	FY'21 % Chg. From FY'20 Alloc.
University of Oklahoma:					
OU, Norman	107,160,026	(4,229,285)	102,930,741	(4,229,285)	-3.95%
OUHSC	74,265,319	(2,931,029)	71,334,290	(2,931,029)	-3.95%
OU Tulsa	6,211,618	(245,154)	5,966,464	(245,154)	-3.95%
OU Law Center	4,685,656	(184,929)	4,500,727	(184,929)	-3.95%
TOTAL, OU:	192,322,619	(7,590,397)	184,732,222	(7,590,397)	-3.95%
Oklahoma State University:					
OSU, Stillwater	95,876,935	(3,783,975)	92,092,960	(3,783,975)	-3.95%
OSU Agriculture Experiment Station	20,655,813	(815,223)	19,840,590	(815,223)	-3.95%
Cooperative Extension Division	22,471,369	(886,878)	21,584,491	(886,878)	-3.95%
OSU Center for Health Sciences	11,936,166	(471,085)	11,465,082	(471,085)	-3.95%
School of Veterinary Medicine	8,554,168	(337,607)	8,216,561	(337,607)	-3.95%
OSU, Oklahoma City	9,923,087	(391,634)	9,531,453	(391,634)	-3.95%
OSU Institute of Tech, Okmulgee	11,341,416	(447,612)	10,893,804	(447,612)	-3.95%
OSU-Tulsa	8,551,153	(337,488)	8,213,665	(337,488)	-3.95%
TOTAL, OSU:	189,310,108	(7,471,502)	181,838,606	(7,471,502)	-3.95%
University of Central Oklahoma					
East Central University	13,659,879	(539,114)	13,120,765	(539,114)	-3.95%
Northeastern State University	28,680,568	(1,131,936)	27,548,632	(1,131,936)	-3.95%
Southeastern Oklahoma State University	14,518,771	(573,012)	13,945,758	(573,012)	-3.95%
Southwestern Oklahoma State University	17,743,937	(700,300)	17,043,637	(700,300)	-3.95%
Cameron University	16,807,337	(663,335)	16,144,002	(663,335)	-3.95%
Langston University	14,501,775	(572,342)	13,929,434	(572,342)	-3.95%
NW Okla State University	7,968,416	(314,489)	7,653,927	(314,489)	-3.95%
Oklahoma Panhandle State University	5,637,064	(222,478)	5,414,586	(222,478)	-3.95%
Rogers State University	11,175,030	(441,045)	10,733,985	(441,045)	-3.95%
University of Science & Arts of Okla	5,780,285	(228,131)	5,552,154	(228,131)	-3.95%
Carl Albert State College	5,081,511	(200,552)	4,880,959	(200,552)	-3.95%
Connors State College	5,352,159	(211,234)	5,140,925	(211,234)	-3.95%
Eastern Oklahoma State College	5,082,345	(200,585)	4,881,761	(200,585)	-3.95%
Murray State College	4,588,047	(181,076)	4,406,970	(181,076)	-3.95%
Northeastern Oklahoma A&M College	6,944,614	(274,083)	6,670,531	(274,083)	-3.95%
Northern Oklahoma College	8,142,069	(321,343)	7,820,726	(321,343)	-3.95%
Redlands Community College	5,008,688	(197,678)	4,811,010	(197,678)	-3.95%
Seminole State College	4,698,880	(185,451)	4,513,429	(185,451)	-3.95%
Western Oklahoma State College	4,533,616	(178,928)	4,354,688	(178,928)	-3.95%
Oklahoma City Community College	20,494,137	(808,842)	19,685,294	(808,842)	-3.95%
Rose State College -	16,315,619	(643,929)	15,671,690	(643,929)	-3.95%
Tulsa Community College	29,036,610	(1,145,988)	27,890,623	(1,145,988)	-3.95%
University Center of Southern Oklahoma, Ardmore	490,121	(19,344)	470,777	(19,344)	-3.95%
Section 13 Offset Funds (see attached schedule)	14,105,467	(556,700)	13,548,766	(556,700)	-3.95%
Financial Analytics Services/User Fees	2,468,062	(97,407)	2,370,655	(97,407)	-3.95%
Quartz Mountain (July 1, 2020 through September 30, 2020)	264,708		264,708	0	0.00%
Ponca City Learning Site	495,552	(19,558)	475,994	(19,558)	-3.95%
Institutions, Constituent Agencies, Centers & Learning Sites Subtotal	693,152,978	(27,346,221)	665,806,757	(27,346,221)	-3.95%

	FY'20 Total State Alloc. Funds	FY'21 Allocation Adjustments	FY'21 Total State Alloc. Funds	FY'21 \$ Chg From FY'20 Alloc.	FY'21 % Chg. From FY'20 Alloc.
Governance & Operations Support:					
State Regents' Core Operations	5,430,752	(214,336)	5,216,417	(214,336)	-3.95%
Regents' IT	1,945,769	(76,794)	1,868,975	(76,794)	-3.95%
Oklahoma Teacher Connection	285,185	(11,255)	273,929	(11,255)	-3.95%
Scholarship Administration	457,117	(18,041)	439,076	(18,041)	-3.95%
Governance & Operations Support Subtotal	8,118,823	(320,426)	7,798,397	(320,426)	-3.95%
Financial Aid Programs:					
Academic Scholars Program	6,305,863	(248,873)	6,056,989	(248,873)	-3.95%
Chiropractic Scholarships	28,317	(1,118)	27,200	(1,118)	-3.95%
Concurrent Enrollment Tuition Waiver for HS Seniors	13,516,349	(533,450)	12,982,900	(533,450)	-3.95%
George & Donna Nigh Scholarships	49,555	(1,956)	47,599	(1,956)	-3.95%
National Guard Tuition Waiver Program	1,448,153	(57,154)	1,390,998	(57,154)	-3.95%
Oklahoma Tuition Aid Grant Program	14,996,715	(591,875)	14,404,839	(591,875)	-3.95%
Oklahoma Tuition Equalization Program (Private Schools)	2,625,301	(103,613)	2,521,688	(103,613)	-3.95%
Prospective Teacher Scholarships	70,793	(2,794)	67,999	(2,794)	-3.95%
Regional University Scholarships	746,517	(29,463)	717,054	(29,463)	-3.95%
International Scholarship Program	90,848	(3,585)	87,262	(3,585)	-3.95%
Tulsa Reconciliation Scholarships/Wm. P. Willis Scholarship	35,397	(1,397)	34,000	(1,397)	-3.95%
Sub-Total Financial Aid Programs	39,913,807	(1,575,278)	38,338,529	(1,575,278)	-3.95%
Other Special Programs:					
Adult Degree Completion Program	335,747	(13,251)	322,496	(13,251)	-3.95%
Endowed Chairs Program	11,429,849	0	11,429,849	0	0.00%
EPSCoR/Research	1,850,423	(73,031)	1,777,392	(73,031)	-3.95%
Grant Programs/Economic Dev/OEIS	296,834	(11,715)	285,119	(11,715)	-3.95%
Jane Brooks School - USAO	18,156	(717)	17,439	(717)	-3.95%
Debt Service	42,524,504	(2,139,872)	40,384,633	(2,139,872)	-5.03%
Scholar-Leadership Program	205,398	(8,106)	197,292	(8,106)	-3.95%
Statewide Literacy Program	49,173	(1,941)	47,232	(1,941)	-3.95%
Student Preparation Program	788,811	(31,132)	757,679	(31,132)	-3.95%
Summer Academies Program	402,897	(15,901)	386,996	(15,901)	-3.95%
System Shared Resources					
Academic Library Databases	275,313	(10,866)	264,447	(10,866)	-3.95%
System Legal services	35,361	(1,396)	33,965	(1,396)	-3.95%
System Safety, Health & Environmental Resource Center	45,574	(1,799)	43,776	(1,799)	-3.95%
Internet 2	1,026,883	(40,528)	986,355	(40,528)	-3.95%
Teacher Shortage Incentive Program	270,406	(10,672)	259,733	(10,672)	-3.95%
Sub-Total Other Special Programs	59,555,329	(2,360,925)	57,194,404	(2,360,925)	-3.96%
Capital and Master Lease/Transfer Reserve	1,329,120	(52,465)	1,276,656	(52,465)	-3.95%
TOTAL Allocation	802,070,058	(31,655,316)	770,414,742	(31,655,316)	-3.95%

Section 13 Offset Allocation
FY2021 Allocation

	FY20 Allocation	FY21 Allocation	\$ Change from FY'20	% Change from FY'20
Cameron University	\$88,407	\$84,918	(\$3,489)	-3.95%
Carl Albert State College	\$772,011	\$741,542	(\$30,469)	-3.95%
Connors State College	\$772,011	\$741,542	(\$30,469)	-3.95%
East Central State University	\$38,952	\$37,415	(\$1,537)	-3.95%
Eastern Oklahoma State College	\$772,011	\$741,542	(\$30,469)	-3.95%
Murray State College	\$772,011	\$741,542	(\$30,469)	-3.95%
Northeastern A&M College	\$772,011	\$741,542	(\$30,469)	-3.95%
Northeastern State University	\$338,195	\$324,848	(\$13,347)	-3.95%
Northwestern OK State University	\$12,207	\$11,725	(\$482)	-3.95%
OK City Comm. College	\$1,082,340	\$1,039,624	(\$42,716)	-3.95%
OSU Oklahoma City	\$772,011	\$741,542	(\$30,469)	-3.95%
OSU Tech Branch, OKM	\$772,011	\$741,542	(\$30,469)	-3.95%
OSU Tulsa	\$772,011	\$741,542	(\$30,469)	-3.95%
Panhandle State University	\$12,207	\$11,725	(\$482)	-3.95%
Redlands Comm. College	\$772,011	\$741,542	(\$30,469)	-3.95%
Rogers State University	\$772,011	\$741,542	(\$30,469)	-3.95%
Rose State College	\$772,011	\$741,542	(\$30,469)	-3.95%
Seminole State College	\$772,011	\$741,542	(\$30,469)	-3.95%
Southeastern OK State University	\$12,207	\$11,725	(\$482)	-3.95%
Southwestern OK State University	\$97,669	\$93,814	(\$3,855)	-3.95%
Tulsa Community College	\$1,409,940	\$1,354,295	(\$55,645)	-3.95%
University of Central Oklahoma	\$964,985	\$926,900	(\$38,085)	-3.95%
University of Science & Arts	\$12,207	\$11,725	(\$482)	-3.95%
Western OK State College	\$772,011	\$741,542	(\$30,469)	-3.95%
TOTALS	\$14,105,459	\$13,548,766	(\$556,686)	-3.95%

Oklahoma State Regents for Higher Education
Concurrently Enrolled High School Senior Waivers
 2019-2020 Year-End Report

Institution	Total Dollars Waived Summer 2019, Fall 2019 and Spring 2020	% of Total	Total to be received as reimbursement	Total Number of Seniors	Total Hours Waived	Average Amount Per Hour
Univ. Center of Southern OK (Ardmore)	\$ 80,278	0.59%	\$76,310	407	1,958	\$41.00
Cameron University	499,596	3.65%	\$474,900	575	3,164	157.90
Carl Albert State College	315,634	2.31%	\$300,031	613	3,459	91.25
Connors State College	203,742	1.49%	\$193,671	373	2,079	98.00
East Central University	276,812	2.02%	\$263,129	272	1,474	187.80
Eastern Oklahoma State College	259,875	1.90%	\$247,028	448	2,364	109.93
Langston University	-	0.00%	\$0	-	-	-
Murray State College	702,660	5.13%	\$667,926	951	5,019	140.00
Northeastern Oklahoma A&M College	194,286	1.42%	\$184,682	438	1,967	98.77
Northeastern State University	449,044	3.28%	\$426,846	434	2,281	196.86
Northern Oklahoma College	338,442	2.47%	\$321,712	605	3,284	103.06
Northwestern Oklahoma State	258,698	1.89%	\$245,909	244	1,178	219.61
Oklahoma City Community College	1,588,273	11.61%	\$1,509,761	2,790	15,767	100.73
Oklahoma Panhandle State University	80,144	0.59%	\$76,182	123	548	146.25
Oklahoma State University	174,266	1.27%	\$165,652	193	976	178.55
Oklahoma State University - OKC	907,637	6.63%	\$862,770	1,263	7,123	127.42
Oklahoma State University - Okm	272,195	1.99%	\$258,740	320	1,877	145.02
Redlands Community College	1,145,971	8.37%	\$1,089,323	1,407	7,401	154.84
Rogers State University	498,648	3.64%	\$473,999	670	3,288	151.66
Rose State College	736,928	5.39%	\$700,500	1,159	6,136	120.10
Seminole State College	263,699	1.93%	\$250,664	420	2,541	103.78
Southeastern Oklahoma State	417,248	3.05%	\$396,622	343	2,006	208.00
Southwestern Oklahoma State University	369,782	2.70%	\$351,503	377	1,806	204.75
Tulsa Community College	1,888,443	13.80%	\$1,795,093	3,106	16,806	112.37
University of Central Oklahoma	1,139,914	8.33%	\$1,083,565	1,113	5,099	223.56
University of Oklahoma	328,616	2.40%	\$312,372	449	2,059	159.60
University of Science and Arts	16,956	0.12%	\$16,118	17	80	211.95
Western Oklahoma State	276,514	2.02%	\$262,845	483	2,761	100.15
TOTAL	\$ 13,684,299	100.00%	\$ 13,007,850	19,593	104,501	\$130.95

*Note: OSU-Tulsa reported with the OSU Main Campus.

Oklahoma State Regents for Higher Education
National Guard Fee Waivers
2019-20 Year-End Report

Institution	2018-19						2019-20						Pre-Rate Share of Available for FTZI Reimbursement	Percent of Total	Difference from Previous Year	
	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours above minimum	Dollars waived above minimum and basis for FTZI Allocation	Percent of Total Dollars above Minimum	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours above minimum				Dollars waived above minimum and basis for FTZI Allocation
Urbic Center of Southern OK (Ardmore)	\$ 3,362	82	\$ 41.00	300	-218	\$ 168,138	0.0%	\$ 1,394	34	\$ 41.00	300	-266	\$ 107,124	0.0%	-	\$ -
Cameron University	213,994	1,400	\$ 152.85	300	1,100	\$ -	5.2%	154,524	978	\$ 158.00	300	678	\$ -	4.1%	(61,014)	\$ 57,084
Carl Albert State College	7,118	78	\$ 91.25	300	-222	\$ -	0.0%	11,406	125	\$ 91.25	300	-175	\$ -	0.0%	-	\$ -
Comore State College	17,886	182	\$ 98.27	300	-118	\$ -	0.0%	12,054	123	\$ 98.00	300	-177	\$ -	0.0%	-	\$ -
East Central University	92,256	513	\$ 179.89	300	213	\$ 38,288	1.2%	77,559	412	\$ 188.25	300	112	\$ 21,064	0.8%	(17,204)	\$ 11,235
Eastern Oklahoma State College	4,617	42	\$ 109.93	300	-258	\$ -	0.0%	0	0	#DIV/0!	300	-300	\$ -	0.0%	-	\$ -
Langston University	20,127	189	\$ 106.49	300	-111	\$ -	0.0%	14,280	102	\$ 140.00	300	-198	\$ -	0.0%	-	\$ -
Murray State College	20,020	143	\$ 140.00	300	-157	\$ -	0.0%	7,128	72	\$ 99.00	300	-228	\$ -	0.0%	-	\$ -
Northeastern State University	154,040	839	\$ 183.60	450	389	\$ 71,420	1.7%	157,651	798	\$ 197.56	450	348	\$ 68,750	2.6%	(2,670)	\$ 36,635
Northwestern Oklahoma State University	29,454	311	\$ 94.71	300	11	\$ 1,042	0.0%	49,584	433	\$ 114.51	300	133	\$ 15,230	0.6%	14,188	\$ 8,116
Northern Oklahoma College	48,375	229	\$ 211.24	300	-71	\$ -	0.0%	57,625	279	\$ 206.54	300	-21	\$ -	0.0%	-	\$ -
Northwestern Oklahoma State University	149,723	1,497	\$ 100.02	450	1,047	\$ 104,716	4.0%	144,605	1,434	\$ 100.84	450	984	\$ 99,227	3.8%	(5,489)	\$ 52,876
Oklahoma City Community College	6,468	42	\$ 154.00	300	-258	\$ -	0.0%	3,696	24	\$ 154.00	300	-276	\$ -	0.0%	-	\$ -
Oklahoma State University	731,915	4,407	\$ 166.08	750	3,657	\$ 607,355	23.0%	781,335	4,379	\$ 170.63	750	3,829	\$ 653,359	23.0%	46,005	\$ 348,161
Oklahoma State University - OKC	105,376	873	\$ 120.93	450	423	\$ 51,155	1.4%	110,015	862	\$ 127.63	450	412	\$ 52,582	2.0%	1,427	\$ 28,020
Oklahoma State University - Okm	67,465	473	\$ 142.63	300	173	\$ 24,675	0.0%	46,400	320	\$ 145.00	300	20	\$ 2,500	0.1%	(21,775)	\$ 1,545
Okmulgee Community College	120,316	838	\$ 143.58	300	538	\$ -	2.9%	133,720	910	\$ 150.00	300	233	\$ 93,720	3.0%	15,477	\$ 49,408
Rock State College	95,561	837	\$ 114.17	450	387	\$ 44,184	0.4%	85,279	708	\$ 120.45	450	258	\$ 31,076	1.2%	(13,108)	\$ 16,560
Seminole State College	3,267	33	\$ 99.00	300	-267	\$ -	0.0%	4,576	44	\$ 104.00	300	-256	\$ -	0.0%	-	\$ -
Southwestern Oklahoma State University	91,891	497	\$ 188.92	300	197	\$ 37,216	1.7%	102,986	496	\$ 207.63	300	196	\$ 40,696	1.6%	3,480	\$ 21,686
Tulsa Community College	160,654	817	\$ 196.64	300	517	\$ 101,662	7.1%	215,800	1,033	\$ 204.94	300	733	\$ 154,319	5.9%	52,656	\$ 82,233
University of Central Oklahoma	133,197	1,245	\$ 106.99	750	495	\$ 52,958	2.4%	127,182	1,130	\$ 112.55	750	380	\$ 42,769	1.6%	(10,189)	\$ 22,791
University of Oklahoma	861,933	3,947	\$ 218.38	750	3,197	\$ 698,150	28.1%	909,663	4,116	\$ 221.01	750	3,366	\$ 743,908	28.5%	45,758	\$ 396,412
University of Oklahoma Health Sciences	573,122	4,149	\$ 138.13	750	3,399	\$ 469,521	20.9%	604,131	3,786	\$ 159.62	750	3,036	\$ 484,606	18.6%	15,085	\$ 258,236
University of Oklahoma Health Sciences	7,576	60	\$ 126.27	300	-240	\$ -	0.0%	20,702	66	\$ 313.67	300	-234	\$ -	0.0%	-	\$ -
University of Science and Arts	3,015	17	\$ 177.35	300	-283	\$ -	0.0%	8,135	40	\$ 202.41	300	-260	\$ -	0.0%	-	\$ -
Western Oklahoma State	15,423	154	\$ 100.15	300	-146	\$ -	0.0%	10,215	105	\$ 97.29	300	-195	\$ -	0.0%	-	\$ -
TOTAL	\$ 3,772,827	24,152	\$ 156.21	11,100	13,052	\$ 2,547,724	97.6%	\$ 3,463,712	23,076	\$ 167.43	11,100	11,976	\$ 2,618,350	100.0%	\$ 62,626	\$ 1,396,998

* Note: OSU-Tulsa reported with the OSU Main Campus
** Beginning with the FY07 the non-resident hours waived are included with total hours waived.

Oklahoma State Regents for Higher Education

**FY-21 Allocation of Capital and Master Lease Funds
Proposed for FY21**

May 29, 2020

Master Lease		
Professional Services - Annual Allotment		<u>\$150,000</u>
	Sub-Total	<u>150,000</u>

Total	<u><u>\$150,000</u></u>
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Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #8-b:

E&G Budget.

SUBJECT: Approval of FY2020 Supplemental Allocation to Quartz Mountain Arts and Conference Center.

RECOMMENDATION:

It is recommended that the State Regents approve a supplemental allocation of state appropriations for FY2020 in the amount of \$210,000 representing an increase in state support for the Quartz Mountain Arts and Conference Center and Nature Park.

BACKGROUND:

On May 31, 2019, the Oklahoma State Regents allocated \$848,835 in state appropriations to Quartz Mountain Arts & Conference Center (Quartz) to support their FY2020 budget. On December 20, 2019, we were notified by Mr. Brian Bush, the Executive Director of Quartz, that the occupancy rate was down approximately 25 percent from the prior year, leaving Quartz with some cash flow problems. Quartz management implemented immediate measures to limit expenses and reduced personnel to address the operational deficit. On February 5, 2020, Mr. Bush further notified us of their need for a supplemental appropriation to complete the current fiscal year and to avoid closure of Quartz. The State Regents approved at their meeting of February 27, 2020, a supplement budget need request in the amount of \$320,209 for submission to the legislature and the Governor, pursuant to Article 13-A §2 and state budget law O.S. 62 §34.26.

POLICY ISSUES:

This recommendation is consistent with State Regents' policies.

ANALYSIS:

The State Regents have a constitutional duty under Article 13-A, §2 of the Oklahoma Constitution and state budget law O.S. 62 §34.36 to determine and recommend to the Oklahoma Legislature and the Governor budget requests that state the needs of the Oklahoma State System of Higher Education. Quartz Mountain Arts & Conference Center (Quartz) has indicated that the portion of their budget supported through operational revenue is insufficient to meet their cash flow requirements to continue operations without additional support from the State of Oklahoma.

The legislature and Governor have appropriated \$210,000 in Senate Bill 1922, Section 148 to support the supplemental budget request submitted on behalf of the Quartz Mountain Arts & Conference Center. It is recommended that the State Regents allocate the additional state appropriations to Quartz to support their payroll needs for the remainder of the current fiscal year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #9-a:

Policy.

SUBJECT: Approval of a two-year pilot program for expansion of the resident tuition waiver cap for two academic years beginning Fall 2020 through Summer 2022.

RECOMMENDATION:

It is recommended that the State Regents approve a two-year pilot program for an exception to the Tuition and Fees Policy.

BACKGROUND:

Title 70 O. S. Section 3218.12 authorizes the State Regents to establish a system of student scholarships. Each institution is authorized to award scholarships to residents of the state of Oklahoma from Educational and General Budget – Part I funding in the form of resident tuition waivers each year not to exceed three and five-tenths percent (3.5%) of their total E&G - Part I budget. In addition, the State Regents and/or the legislature have authorized tuition waiver scholarships for specific purposes such as auditing of classes by senior citizens; former prisoners of war, Academic Scholars, and others which are not subject to the 3.5 percent requirement.

POLICY ISSUES:

This item is consistent with Regents' practice on adoption of policy exceptions.

ANALYSIS:

In response to the concerns for possible enrollment declines due to the displacement of students as a result of the COVID-19 pandemic, institutions have requested the ability to consider additional ways in which they can recruit and retain students for the fall 2020 semester. The institutions are seeking approval to extend resident waiver opportunities that may exceed the current maximum cap of 3.5 percent. Rather than a request-by-request exception to policy the recommendation is to allow, as a pilot program applicable for all institutions within the State System, an exception to policy allowing for resident waivers to be granted up to a maximum dollar threshold of 5 percent of their total E&G – Part I budget for the two academic years covering 2020-2021 and 2021-2022. After this time period, further consideration for permanent adoption of policy will be presented to the State Regents.

This pilot program will provide some flexibility for our institutions to use the waiver as a tool for retention and recruitment purposes in this particularly uncertain time while allowing for a reasonable and thoughtful impact analysis to be conducted before a permanent policy recommendation is requested.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #9-b:

Policy.

SUBJECT: Approval of a one-time exception to policy to waive certain academic service fees for the Summer 2020 semester in response to the COVID-19 pandemic.

RECOMMENDATION:

It is recommended that the State Regents approve a one-time exception to policy to waive certain academic service fees in order to relieve the unexpected costs associated with the shift to only online courses and/or services that are unavailable to students for the 2020 summer term.

BACKGROUND:

On March 13, 2020 a national emergency was declared in response to the outbreak of the coronavirus. The result of the national emergency was that all public colleges and universities moved immediately to an on-line course delivery format for the remainder of the Spring 2020 semester and for the Summer 2020 semester to ensure the safety of students and prevent the spread of the virus. This shift to exclusively on-line courses left students with no choice for other modes of course delivery.

The following institutions requested to waive certain fees for the Summer 2020 term in order to provide financial relief to students: University of Oklahoma, Oklahoma State University (OSU), OSU-Tulsa, Oklahoma City Community College, Oklahoma Panhandle State University, Redlands Community College, Seminole State College, Rogers State University, Tulsa Community College, Northern Oklahoma College, Eastern Oklahoma State College, Carl Albert State College, and Rose State College.

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." The listed academic service fees were previously approved by the State Regents for students enrolled in the courses at each corresponding institution. These institutions are requesting an exception to policy in order to waive the fees for students enrolled in specific courses for the Summer 2020 term and to remain in compliance with State Regents' policy.

ANALYSIS:

Each institution has indicated that although there is a cost impact of waiving these fees they anticipate some offset by retaining enrollment market share while some have indicated they will likely see marginal increases in summer enrollment as a result. Because services are not being offered on-campus during the summer term institutions noted a reduction in the costs associated with the purchase of lab supplies will offset their waiver of the specific fees listed. Other institutions have indicated they will absorb the revenue

impact through the use of budgeted reserves in order to relieve any hardship of having only online courses available to their students.

The table below lists the name of each fee, the amount of the fee, how the fee is charged, and the type of fee.

Institution	Name of Fee	Amount of Fee	How Fee is Charged	Type of Fee
University of Oklahoma	Online Fee	\$40.00	Per Credit Hour	Academic Services Fee
University of Oklahoma	A HI 5220	\$25.00	Per Course	Academic Services Fee
University of Oklahoma	ART 2970	\$110.00	Per Course	Academic Services Fee
University of Oklahoma	ART 4863	\$132.00	Per Course	Academic Services Fee
University of Oklahoma	ART 4913	\$77.00	Per Course	Academic Services Fee
University of Oklahoma	ART 4933	\$88.00	Per Course	Academic Services Fee
University of Oklahoma	ART 5053	\$125.00	Per Course	Academic Services Fee
University of Oklahoma	ART 5233	\$70.00	Per Course	Academic Services Fee
University of Oklahoma	ART 5363	\$120.00	Per Course	Academic Services Fee
University of Oklahoma	ART 6010	\$15.00	Per Course	Academic Services Fee
University of Oklahoma	ARTC 4853	\$50.00	Per Course	Academic Services Fee
University of Oklahoma	ATC 4863	\$132.00	Per Course	Academic Services Fee
University of Oklahoma	OKC Grad Center Fee	\$100.00	Per Credit Hour	Academic Services Fee
University of Oklahoma	BIOL 1124	\$55.00	Per Course	Academic Services Fee
University of Oklahoma	BIOL 2124	\$50.00	Per Course	Academic Services Fee
University of Oklahoma	BIOL 2255	\$150.00	Per Course	Academic Services Fee
University of Oklahoma	BIOL 3342	\$150.00	Per Course	Academic Services Fee
University of Oklahoma	CEES 4753	\$50.00	Per Course	Academic Services Fee
University of Oklahoma	CHEM 1315	\$55.00	Per Course	Academic Services Fee
University of Oklahoma	CHEM 1415	\$55.00	Per Course	Academic Services Fee
University of Oklahoma	CHEM 3005	\$110.00	Per Course	Academic Services Fee
University of Oklahoma	CHEM 3152	\$90.00	Per Course	Academic Services Fee
University of Oklahoma	CHEM 3421	\$60.00	Per Course	Academic Services Fee
University of Oklahoma	Chem Dept Fee/All Courses	\$6.50	Per Course	Academic Services Fee
University of Oklahoma	DANC 1713	\$35.00	Per Course	Academic Services Fee
University of Oklahoma	DANC 1813	\$35.00	Per Course	Academic Services Fee
University of Oklahoma	DANC 3753	\$35.00	Per Course	Academic Services Fee
University of Oklahoma	DANC 3813	\$35.00	Per Course	Academic Services Fee
University of Oklahoma	DRAM 1713	\$66.00	Per Course	Academic Services Fee
University of Oklahoma	MBIO 2815	\$130.00	Per Course	Academic Services Fee
University of Oklahoma	MUNM 3113	\$40.00	Per Course	Academic Services Fee
University of Oklahoma	PBIO 3342	\$150.00	Per Course	Academic Services Fee
University of Oklahoma	PHYS 1311	\$20.00	Per Course	Academic Services Fee

University of Oklahoma	PSY 3114	\$30.00	Per Course	Academic Services Fee
University of Oklahoma	S WK 5413	\$40.00	Per Course	Academic Services Fee
University of Oklahoma	S WK 5423	\$40.00	Per Course	Academic Services Fee
University of Oklahoma	S WK 5846	\$40.00	Per Course	Academic Services Fee
Oklahoma State University	Ferguson College of Agriculture Online Fee	\$95.00	per credit hour	Academic Services Fee
Oklahoma State University	Arts & Sciences Online Fee	\$100.00	per credit hour	Academic Services Fee
Oklahoma State University	Spears School of Business Online Fee	\$100.00	per credit hour	Academic Services Fee
Oklahoma State University	Education, Health & Aviation Online Fee	\$95.00	per credit hour	Academic Services Fee
Oklahoma State University	Engineering, Architecture & Technology Online Fee	\$105.00	per credit hour	Academic Services Fee
Oklahoma State University	Human Sciences Online Fee	\$100.00	per credit hour	Academic Services Fee
Oklahoma City Community College	Electronic Media Fee	\$12.00	per credit hour	Academic Services Fee
Oklahoma Panhandle State University	Online Course Fee	\$100.00	per course	Academic Services Fee
Redlands Community College	Science Lab Fee for Anatomy	\$35.00	per credit hour	Academic Services Fee
Redlands Community College	Science Lab Fee for Chemistry	\$35.00	per credit hour	Academic Services Fee
Redlands Community College	Science Lab Fee for Microbiology	\$35.00	per credit hour	Academic Services Fee
Seminole State College	Distance Education/Outreach Fee	\$25.00	per credit hour	Academic Services Fee
Rogers State University	Online Course Fee	\$80.00	per credit hour	Academic Services Fee
Tulsa Community College	Online Course Fee	\$12.00	per credit hour	Academic Services Fee
Northern Oklahoma College	Student Union Renovation Fee - Gateway	\$5.15	per credit hour	Academic Services Fee
Eastern Oklahoma State College	Lab Fee	\$10.00	Credit Hour	Academic Services Fee
Carl Albert State College	Online Fee	\$48.00	per credit hour	Academic Services Fee
Rose State College	Electronic Media Fee	\$15.00	per credit hour	Academic Services Fee

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AGENDA ITEM #10:

Tuition.

SUBJECT: Approval of FY21 Tuition and Mandatory Fee Principles and Guidelines.

RECOMMENDATION:

It is recommended that the State Regents approve FY21 Tuition and Fee Approval Guidelines for dissemination to state system presidents and governing boards.

BACKGROUND:

State Regents annually approve budget principles and guidelines for institutions to use in preparing their annual budgets. State Regents approved a similar document related to the preparation of each institution's tuition and fee request in accordance with 70 O. S. Section 3218.14, which conferred additional responsibility on institutional leadership and governing boards. The FY21 Tuition and Fee Approval Guidelines serve to define those responsibilities and to outline Regents' expectations concerning the process.

POLICY ISSUES:

The proposed FY21 Tuition and Fee Guidelines are consistent with Regents' responsibilities and the State Regents' tuition policy.

ANALYSIS:

The guidelines address six issues related to tuition and fees: 1) the responsibilities of various parties in the establishment of tuition and fees; 2) the State Regents' publication of peer information for planning purposes; 3) institutional compliance with legislative peer limits, 4) State Regents' communication of pertinent information to students; 5) documentation required of institutions; and 6) use of revenue from dedicated fees. These core issues which the guidelines address remain unchanged from the previous year. The guidelines require documentation of institutions and governing boards to justify tuition and mandatory fee increases. Institutional requests for new fees and for increases to existing fees are scrutinized closely to ensure the revenue from these dedicated fees are required to meet specific costs and are not being requested in lieu of a tuition increase. These guidelines provide guidance in an effort to ensure access to higher education and to minimize the financial burden on students and their families.

It is recommended that the State Regents approve the following *FY21 Tuition and Fee Approval Guidelines* for dissemination to state system presidents and governing boards.

Oklahoma State Regents for Higher Education
TUITION AND FEE APPROVAL GUIDELINES
Fiscal Year 2021

Responsibility to Establish Tuition and Fees. The Oklahoma Constitution, statutes, and State Regents for Higher Education policy confer responsibility for the establishment of tuition and fees at institutions in The Oklahoma State System of Higher Education at four levels: 1) Presidents of institutions analyze the need for resources to ensure the quality and availability of higher education offerings, balanced by students' needs and ability to pay, and propose tuition and fees to their respective governing board; 2) Governing boards review presidents' proposals and make a recommendation to the State Regents for Higher Education; 3) the State Regents for Higher Education review governing boards' recommendations, approve tuition and fees within legislatively prescribed statutory limits, and report to the Legislature annually their actions; and 4) the Legislature reviews State Regents for Higher Education actions.

Publication of Peer Information for Planning Purposes. Pursuant to 70 O. S. Section 3218.8, tuition and mandatory fees at public higher education institutions in Oklahoma will be compared to tuition and mandatory fees at peer (i.e., like-type) institutions in other states. State Regents will annually monitor and publish tuition and mandatory fees at peer institutions. Published in a timely fashion, the information will show the level of tuition and mandatory fees at each institution in Oklahoma compared to the legislative peer limit and the maximum possible dollar and percentage increase for the next academic year.

Compliance with Legislative Peer Limits. The Oklahoma Constitution authorizes the Oklahoma State Regents for Higher Education to establish tuition and mandatory fees within limits prescribed by the Legislature. At the research institutions, resident undergraduate tuition and mandatory fees must be at levels less than the average resident tuition and mandatory fee rates charged at public institutions in the Big Twelve Conference. At the regional and community colleges, resident undergraduate tuition and mandatory fee rates must be at levels less than the average tuition and mandatory fee rates charged at like-type institutions in surrounding and other states. Nonresident undergraduate tuition and mandatory fee rates must be at levels less than 105 percent of the average nonresident tuition and mandatory fee rates charged at their respective peer institutions. For graduate and professional programs, resident and nonresident tuition and mandatory fee rates shall remain less than the average tuition and mandatory fee rates at like-type graduate and professional programs.

Establishment of Guaranteed Tuition Rates. House Bill 2103 passed during the 2007 legislative session authorized the State Regents to establish a guaranteed tuition rate program for first-time, full-time resident students beginning with the FY2008-09 academic year. Students will have the option to participate in the guaranteed tuition rate or the non-guaranteed tuition rate at the time of first enrollment and will be guaranteed this rate for four years, or the normal time-to-completion of the program as determined by the institution. Each institution shall provide students with the annual non-guaranteed tuition rate charged and the percentage increase that it would have to increase to equal or exceed the guaranteed tuition rate for the succeeding four years. The guaranteed rate shall not exceed 115 percent of the non-guaranteed tuition rate charged to students at the same institution.

Communication Between State Regents and Students. Staff of the State Regents for Higher Education will assist in the preparation and dissemination of guidelines for students and student groups to inform themselves about the process and issues and to provide input both at the campus level and to the State Regents for Higher Education. The State Regents for Higher Education will hold a public hearing on proposed changes in tuition and fees at least 20 days prior to the date the change becomes effective. For changes effective for the 2020 fall semester, the hearing took place at the State Regents for Higher

Education office in Oklahoma City, Oklahoma on Friday, May 29, 2020. The State Regents for Higher Education will maintain and publish a record of testimony by students and other participants who appeared at this public hearing.

Guidelines to Institutions and Governing Boards. Each institutional request for tuition and mandatory fees should be accompanied by documentation on the following items:

- 1) Communication of the tuition and mandatory fee request to student government organizations, other student groups, and students at large;
- 2) Efforts to increase need-based financial aid proportionately to tuition and fee increases;
- 3) Analysis of the expected effect of tuition and mandatory fee increases on the ability of students to meet the cost of attendance;
- 4) Analysis of the expected effect of tuition and mandatory fee increases on enrollment;
- 5) Detailed justification for all tuition and mandatory fee increases in excess of four percent (4%); and
- 6) Dedication to cost-effectiveness in institutional operations.

Use of Revenue from Dedicated Fees. Institutions that charge students academic services fees, i.e. special fees for library materials and services, classroom and laboratory materials, technology, etc., must ensure that 1) the revenues are spent for the approved purpose of the fee and 2) that these fees must not exceed the cost of providing the service. Likewise, to the extent possible, traditional E&G support for the above and similar purposes should not be diminished as a result of student fee revenue. Requests for new fees or increases to existing fees will be thoroughly reviewed to ensure 1) that the fees are required to meet specific costs and 2) that they are not requested in lieu of a tuition increase. According to existing policy, institutions submit requests related to academic services fees to the State Regents for Higher Education by February 1 of the year prior to the effective date of the fee request.

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AGENDA ITEM #11:

Contracts and Purchases.

SUBJECT: Approval of FY21 Contracts and Purchases in excess of \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY21 purchases for amounts that are in excess of \$100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

Core

- 1) The University of Missouri, Great Plains Network in the amount of \$179,060.00 for annual membership fees that provide Internet II connectivity. The Great Plains Network is a consortium of universities in the Midwest, partnering to connect its members to the National Research and Education infrastructure, including Internet II, and to facilitate the use of advanced cyber infrastructure across the network. OneNet is a member of the Great Plains Network and leverages the consortium for the benefit of Oklahoma research institutions by reducing internet related costs. (Funded from 210-Core).
- 2) EBSCO in the amount of \$136,137.00 for FY21 annual subscription services to Academic Search Premier Database. The subscription will provide access to the Academic Journal Article databases to all public colleges and universities in Oklahoma. (Funded from 210-Core).

OCAP

- 3) XAP in the amount of \$255,000.00 for the continued operation and maintenance of the Student Portal also referred to as OKcollegestart.org. (Funded from 701-OCAP).

OneNet

- 4) Indian Nations Fiber Optics in the amount of \$285,994.00 for circuits to provide services to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 5) Windstream Oklahoma, LLC in the amount of \$1,023,796.00 for circuits to provide services to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet)
- 6) Skyrider in the amount of \$212,388.00 for circuits to provide services to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 7) Dobson Technologies Transport in the amount of \$1,432,411.00 for circuits to provide services to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 8) Cross Cable Television, LLC in the amount of \$213,135.00 for circuits to provide services to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 9) Cox Communications in the amount of \$1,757,381.00 for circuits to provide services to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 10) American Telephone and Telegraph Corporation in the amount of \$4,187,692.00 for circuits to provide services to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 11) Pioneer Long Distance Inc. in the amount of \$862,977.00 for circuits to provide services to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 12) Pine Telephone Company in the amount of \$447,900.00 for circuits to provide service to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 13) MBO Networks, LLC in the amount of \$695,298.00 for circuits to provide services to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).

- 14) Hilliary in the amount of \$293,424.00 for circuits to provide service to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 15) BTC Broadband in the amount of \$105,661.00 for circuits to provide service to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 16) Cable One in the amount of \$110,066.00 for circuits to provide service to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 17) Panhandle Telephone Cooperative in the amount of \$173,190.00 for circuits to provide service to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 18) KPowernet KAMO in the amount of \$141,100.00 for circuits to provide service to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 19) Oklatel in the amount of 132,000.00 for circuits to provide service to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 20) Vyve BCI Broadband in the amount of \$106,000.00 for circuits to provide service to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 21) Blackboard in the amount of \$478,069.00. Blackboard Learn Saas is an online learning service in which the following four schools are participating: Northeastern State University, Carl Albert State College, Murray State College, and Redlands Community College. This purchase will be year one of a five-year agreement. The cost for these services is recovered from OneNet customer user fees. (Funded from 718-OneNet)
- 22) Dobson Technologies Transport and Telcom in the amount of \$175,000.00 for FY21 OneNet fiber optic relocation due to highway construction projects. The cost for this project is recovered through OneNet customer user fees. (Funded from 718-OneNet)
- 23) University of Arkansas (AREON) in the amount of \$129,900.00 for circuits to provide service to OneNet customers. The circuit cost obligations are recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-OneNet).
- 24) Addison Professional Financial Search in the amount of \$150,000 for Professional IT services to assist with software engineering and development needs. The cost for these services is recovered through OneNet user fees. (Funded from 718-OneNet).
- 25) American Telephone and Telegraph Corporation in the amount of \$163,606.00 for Cloud services provided to OneNet customers. The cost for these services is recovered through payments from current OneNet users, which OneNet invoices on an annual or monthly basis. (Funded from 718-

OneNet).

- 26) Zoom Video Communication in the amount of \$400,000.00 to enable OneNet and OneNet customers to utilize advanced videoconferencing systems for distance learning and remote conferencing support throughout the state. The cost for these services is recovered through OneNet user fees. (Funded from 718-OneNet)

OCAN

- 27) Dobson Technologies Transport and Telecom Solutions in the amount of \$170,000.00 for FY21 statewide fiber maintenance of the Oklahoma Community Anchor Network (OCAN). The cost for these services is recovered through OneNet customer user fees. (Funded from 720-OCAN).

Multiple Funds

- 28) University of Oklahoma Health Sciences Center in the amount of \$209,678.04 for FY21 lease of office space (12,334 sq. feet) located at 840 Research Parkway, Suite 450 Oklahoma City, Oklahoma. (Funded from 701-OCAP, 210-Core and 718-OneNet).
- 29) University of Oklahoma Health Sciences Center in the amount of \$874,428.96 for FY21 lease of office space (51,437 sq. feet) located at 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma. (Funded from 701-OCAP, 210-Core and 718-OneNet).

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AGENDA ITEM #12:

Investments.

SUBJECT: Approval of investment managers.

RECOMMENDATION:

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

BACKGROUND:

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

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

ANALYSIS:

Mercer is recommending the following managers for the portfolio:

Clayton, Dubilier & Rice Fund XI -- \$7,000,000. This fund will focus on making approximately 20 mid-large market control-oriented buyouts of companies in North America, and to a lesser extent Western Europe. Clayton Dubilier and Rice focuses on specific and expanding segments of four industry verticals: Consumer/Retail, Healthcare, Industrials and Services. This firm is a well-established investment firm that follows a single investment strategy where operational improvement is the centerpiece.

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AGENDA ITEM #13-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Graduate Certificate in Dietetics and the Certificate in Learning and Motivation.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's requests to offer the Graduate Certificate in Dietetics and the Certificate in Learning and Motivation via traditional and electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Graduate Certificate in Dietetics.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 3 students in Fall 2022; and
Graduates: a minimum of 2 students in 2022-2023.
- **Certificate in Learning and Motivation.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 7 students in Fall 2024; and
Graduates: a minimum of 5 students in 2024-2025.

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 is 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 in 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:

94	Degree and/or certificate programs deleted
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144	Degree and/or certificate programs added
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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
104	Baccalaureate Degrees
80	Master’s Degrees
50	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OSU’s faculty developed the proposals, which were reviewed and approved by institutional officials. OSU’s governing board approved delivery of the Graduate Certificate in Dietetics at their December 6, 2019 meeting, and the Certificate in Learning and Motivation at their January 24, 2020 meeting. OSU is currently approved to offer the following degree programs and certificates through online delivery:

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

- Master of Business Administration in Business Administration (035);
- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management(403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Science in Liberal Studies (442);
- Bachelor of Arts in Liberal Studies (443);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (496);
- Master of Science in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- Graduate Certificate in Integrative Design of the Building Envelope (525);
- Bachelor of University Studies in University Studies (025);
- Master of Science in Education Technology (462);
- Master of Science in Education Psychology (068);
- Graduate Certificate in Museum and Curatorial Studies (531);
- Certificate in Interface Excellence (495);
- Graduate Certificate in Program Evaluation (538);
- Graduate Certificate in Workforce and Adult Education (539);
- Bachelor of Science in Early Child Care and Development (537);
- Graduate Certificate in Elementary Mathematics Specialist (548);
- Graduate Certificate in Effective Teaching in Secondary Schools (551);
- Graduate Certificate in Comparative and International Education (554);
- Certificate in Communication Sciences and Disorders (265);
- Bachelor of Science in Computer Science (052);
- Graduate Certificate in K-12 STEM Educator (266);
- Graduate Certificate in Effective Teaching in Elementary Schools (267);
- Master of Science in Dietetics (264);
- Bachelor of Science in Psychology (176);
- Master of Science in Interdisciplinary Studies (155);
- Doctor of Education in Applied Educational Studies (069); and
- Graduate Certificate in Environmental Science with Regulatory Certification (272).

OSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Graduate Certificate in Dietetics

Program purpose. The proposed program will allow students enrolled in graduate programs outside the Department of Nutritional Sciences to complete the Dietetic Internship and to become eligible to apply for the Registered Dietitian Nutritionists (RDN) credential.

Program rationale and background. There is growing emphasis in healthcare on promotion and prevention programs that require multidisciplinary professionals, including those in public health disciplines. To meet this growing need, an average of 2 students from the Master of Public Health (500) program at OSU apply to complete the dietetic internship program each year. Currently, students completing the Dietetic Internship at OSU are considered non-degree seeking students. The Dietetic Internship at OSU has been accredited since 1996 by the Accreditation Council for Nutrition and Dietetics (ACEND). Offering the internship as a formal credential program will allow students to qualify for federal financial aid and tuition waivers, which will make the program more affordable and competitive with those offered at other institutions and organizations.

Employment opportunities. Employment opportunities for RDNs are expected to increase both nationally and statewide. Nationally, the U.S. Bureau of Labor Statistics projects 11 percent employment growth for dietitians and nutritionists from 2018-2028, which is considered much faster than average for all occupations. Similarly, according to Oklahoma Employment Security Commission (OESC) data, the anticipated growth in the field will be 11 percent through 2026. The increase in the demand for nutrition professionals is primarily driven by the aging population and the resulting increase in incidence of nutrition-related chronic disease, with Oklahoma having high rates of cardiovascular disease and type 2 diabetes when compared to national data. The U.S. Bureau of Labor Statistics also notes that most employers prefer, or require, dietitians and nutritionists to be RDNs and health care regulations require hospitals and other health care employers to hire RDNs.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	3	Fall 2022
Minimum Graduates from the program	2	2022-2023

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

Institution	Existing Program
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A system wide letter of intent was communicated by email on March 4, 2020. 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 Graduate Certificate in Dietetics program 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).

Content Area	Credit Hours
Required Courses	18
Total	18

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

Support services. The library, classroom, and lab space 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 Dietetics are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$59,135	\$60,909	\$62,736	\$64,618	\$66,557
<i>Explanation: The amounts above represent 0.2 FTE for 3 faculty for 9 months at \$91,892 annual average salary (plus 3 percent increase each year), already allocated to teach courses for the Dietetic internship courses. The calculations also include a quarter of the salary and benefits of the director and assistant director.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$5,138	\$5,138	\$7,707	\$7,707	\$10,276
<i>Narrative/Explanation: The amounts above were calculated based on the anticipated students (2,2,3,3,4) completing 9 credit hours per academic year at a tuition and fee rate of \$285 per credit hour.</i>					
TOTAL	\$64,273	\$66,047	\$70,443	\$72,325	\$76,833

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$4,000	\$4,000	\$6,000	\$6,000	\$8,000
<i>Explanation: The amounts above represent the salary and benefits for the director and assistant director of the proposed program.</i>					
Faculty	\$55,135	\$56,789	\$58,493	\$60,248	\$62,055
<i>Explanation: The amounts above represent 0.2 FTE for 3 faculty for 9 months at \$91,892 annual average plus a 3 percent increase per year.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$210	\$210	\$315	\$315	\$420
<i>Explanation: The amounts above represent estimated costs of \$105 per student for maintenance and upgrades for dietetic simulation lab and experiential learning labs.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$342	\$342	\$513	\$513	\$684
<i>Explanation: The amounts above are budgeted for ACEND accreditation fees. The calculations are based on a \$3079 annual fee multiplied by 1/18th of total expense per certificate only students.</i>					
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	\$200	\$200	\$300	\$300
<i>Explanation: The amounts above are budgeted for visiting preceptors and faculty travel to interns' practicum sites, calculated at an average of \$100 per student per year. Visitations will not start until year 2 of the program when students begin practicum rotations.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$59,687	\$61,541	\$65,521	\$67,376	\$71,459

Certificate in Learning and Motivation

Program purpose. The proposed program will help current and aspiring secondary educators and other professionals better understand student learning and motivation.

Program rationale and background. Students who are employed as secondary teachers are required to regularly complete continuing education credits to maintain their certification. The proposed program will provide K-12 educators and teacher candidates with useful training that can enhance their performance in the classroom and in the current educational environment, which is marked by standardized testing and

shifting demographics. Having a broader understanding of human learning and motivation might also be beneficial for professionals working in other fields such as business, communications, economics, health promotion, hotel and restaurant administration, human services, journalism, natural resource management, political science, and theatre.

Employment opportunities. OESC data suggest that employment for elementary and secondary teachers is projected to grow 7.4 percent from 2016 to 2026. In addition, elementary, middle, secondary, and special education teachers are listed by Oklahoma Works as some of the top 100 critical occupations in Oklahoma. Moreover, the U.S. Bureau of Labor Statistics projects that employment of high school teachers will grow 4 percent from 2018 to 2028, about as fast as the average for all occupations, nationally. The proposed certificate will provide students, currently employed educators, and other professionals with an added credential that officially documents their continuing education.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	7	Fall 2024
Minimum Graduates from the program	5	2024-2025

Duplication and impact on existing programs. There are no Certificate in Learning and Motivation programs in Oklahoma. A system wide letter of intent was communicated by email on March 4, 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 Certificate in Learning and Motivation program 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 B).

Content Area	Credit Hours
Required Courses	9
Guided Electives	9
Total	18

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

Delivery method and support services. All required and optional courses are offered online (via Canvas) and face-to-face to maximize flexibility with student schedules (i.e., required coursework for their primary degree). Online learning will be facilitated using discussion boards, prerecorded lectures, small teams facilitated via Skype, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone conferences as needed. The library, classroom, and lab space are adequate for the face-to-face courses.

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

Program resource requirements. Program resource requirements for the Certificate in Learning and Motivation 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	\$5,364	\$10,728	\$13,410	\$16,092	\$18,774
<i>Narrative/Explanation: OSU anticipates enrolling 2, 4, 5, 6, and 7 students in years 1 through 5. The amounts above were calculated based on students completing 12 credit hours in one academic year and tuition and fees of \$223.50 per credit hour.</i>					
TOTAL	\$5,364	\$10,728	\$13,410	\$16,092	\$18,774

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$500	\$1,000	\$1,400	\$1,800	\$2,000
<i>Explanation: The amounts above represent a portion of the administrative assistant's salary (\$25,000/year): 2 percent in year 1, 4 percent in year 2, 5.6 percent in year 3, 7.2 percent in year 4, and 8 percent in year 5.</i>					
Faculty	\$3,450	\$6,700	\$7,300	\$8,850	\$9,000
<i>Explanation: The amounts above represent a portion of the program director/primary faculty member's salary (\$90,000/1.0 FTE): approximately .038 FTE in year 1, .074 FTE in year 2, .081 FTE in year 3, .098 FTE in year 4, and .1 FTE in year 5.</i>					
Graduate Assistants	\$400	\$1,000	\$1,550	\$1,500	\$2,450
<i>Explanation: The amounts above represent a portion of one graduate assistant's salary (\$18,000 per year at .50 FTE): approximately 4.4 percent in year 1, 11 percent in year 2, 17 percent in year 3, 16.6 percent in year 4, and 27 percent in year 5.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$500	\$1,000	\$1,300	\$1,600	\$1,900
<i>Explanation: The amounts above are budgeted for materials for hands-on activities and labs such as poster board.</i>					

	Year of Program				
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$300	\$800	\$1,000	\$1,900
<i>Explanation: The amounts above are budgeted for access to online instructional services (e.g., Flipgrid).</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$700	\$1,000	\$1,250	\$1,500
<i>Explanation: The amounts above are budgeted to cover the costs of printing face-to-face course materials such as exams, in-class readings, and activities.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$5,350	\$10,700	\$13,350	\$16,000	\$18,750

Attachments

**OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN DIETETICS**

Program Requirements		Credit Hours
Required Courses		18
NSCI 5123 OR REMS 5013	Research Methods in Nutritional Sciences Research Design and Methodology	3
NSCI 5033	Macronutrients in Human Nutrition	3
NSCI 5043	Micronutrients in Human Nutrition	3
NSCI 5643	Advanced Medical Nutrition Therapy	3
NSCI 5412	Dietetic Internship Management Practicum	2
NSCI 5422	Dietetic Internship Clinical Practicum	2
NSCI 5432	Dietetic Internship Community Nutrition	2
Total		18

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

Program Requirements		Credit Hours
Required Courses		9
EPSY 4223	Psychological Foundations of Learning and Instruction	3
EPSY 3533	Motivating Learners	3
CPSY 4443	Cultural Diversity in Professional Life	3
Guided Electives		9
Students must select 3 credit hours from the courses below:		
EPSY 3113	Psychological Foundations of Childhood	3
EPSY 3213	Psychology of Adolescence	3
EPSY 3413	Child and Adolescent Development	3
Students must select 6 credit hours from the courses below:		
EPSY 3063	Critical Thinking, Problem Solving, and Creative Processes	3
EPSY 4063	Exploring the Creative Experience	3
EPSY 4533	Competency Motivation	3
EPSY 4743	Learning, Motivation, and Social Justice	3
Total		18

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #13-b:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Bachelor of Science in Computer Science in Tulsa.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the Bachelor of Science in Computer Science in Tulsa, with the stipulation that general education courses will be completed at Tulsa Community College or transferred from another institution, and 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 Computer Science (233).** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 80 students in Fall 2024; and
 - Graduates: a minimum of 35 students in 2024-2025.

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
138	Degree and/or certificate programs added

Program Review

OU offers 325 degree and/or certificate programs as follows:

49	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
126	Baccalaureate Degrees
95	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 Bachelor of Science in Computer Science (233) in Tulsa at their January 30, 2020 meeting.

OU requests authorization to offer this program in Tulsa 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 Computer Science (233)

Program purpose. The proposed program will provide opportunities for students in the Tulsa metropolitan area to pursue a math-intensive four-year degree that will prepare them for problem solving professions that require computer science expertise.

Program rationale and background. The Bachelor of Science in Computer Science program (233) began at OU in 1976. The program has been accredited by the Computing Accreditation Commission of ABET since 1997. OU intends to obtain accreditation for the proposed program in Tulsa if it is approved. Tulsa Community College (TCC) has a large number of students in engineering and computer information sciences programs who are potential students for the proposed program. According to OSRHE enrollment data, approximately 2,200 students pursued degrees in engineering and computer and information sciences and support services at TCC in 2018-2019. Students in these degree programs complete nearly 60 credit hours as part of their associate degrees, which can be transferred to the proposed program.

Employment opportunities. There is a great demand for computer science graduates in Oklahoma. According to Oklahoma Employment Security Commission data, employment is projected to grow significantly in the Tulsa metropolitan area for multiple positions in the computer science field between 2016 and 2026. For example, employment for computer systems analysts is projected to grow 5.9 percent, employment for applications software developers is projected to grow 30.7 percent, employment for systems software developers is projected to grow 10.1 percent, and employment for database administrators is projected to grow 12.5 percent. Furthermore, computer and information systems manager, applications software developer, computer systems analyst, systems software developer and many other bachelor’s level computer science related positions are currently identified as critical occupations in Oklahoma by Oklahoma’s Office of Workforce Development. These are high paying jobs with a starting salary around \$65,000. Considering the robust pool of prospective students from TCC and the promising job outlook for graduates, OU is confident that adding the proposed program in Tulsa will meet both student and workforce demands.

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	80	Fall 2024
Minimum Graduates from the program	35	2024-2025

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

sufficiently different from the existing program(s) offered by other institutions or that access to the existing program(s) is sufficiently limited to warrant initiation of a new program offering.

The proposed program may duplicate the following programs:

Institution	Existing Program
Cameron University	Bachelor of Science in Computer Science (415)
East Central University	Bachelor of Science in Computer Science (051)
Langston University	Bachelor of Science in Computer Science (045)
Northeastern State University	Bachelor of Science in Computer Science (100)
Northwestern Oklahoma State University	Bachelor of Science in Computer Science (049)
Oklahoma State University	Bachelor of Science in Computer Science (052)
Southeastern Oklahoma State University	Bachelor of Science in Computer Science (052)
Southwestern Oklahoma State University	Bachelor of Science in Computer Science (088)
University of Central Oklahoma	Bachelor of Science in Computer Science (027)

A system wide letter of intent was communicated by email on January 23, 2020. Tulsa Community College (TCC) and Rogers State University (RSU) requested copies of the proposal, which were sent on February 11, 2020 and March 11, 2020, respectively. Neither TCC, RSU, nor any other State System institutions notified State Regents’ staff of a protest to the proposed program. Due to employment demand, approval to offer the degree in Tulsa will not constitute unnecessary duplication.

Curriculum. The Bachelor of Science in Computer Science (233) program will consist of a total of 120-121 total credit hours, with 42 credit hours of general education delivered by TCC or another institution, 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	42*
Computer Science Courses	48-57
Mathematics Courses	17-23
Engineering Courses	3
Electives	1-4
Total	120-121

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

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

Support services. 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 Bachelor of Science in Computer Science (233) are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$45,000	\$135,000	\$180,000	\$180,000	\$180,000
<i>Explanation: Anticipated development support from George Kaiser Family Foundation (4 professorships estimated at generating \$45,000 per year each).</i>					
Existing State Resources	\$89,700	\$89,700	\$89,700	\$89,700	\$89,700
<i>Explanation: Funds will cover 0.5 FTE of program director hire, including fringe.</i>					
State Resources Available through Internal Allocation and Reallocation	\$64,692	\$1,803	\$17,401	\$116,351	\$0
<i>Explanation: Reallocation of existing resources at OU-Tulsa to support the program in its first few years. This reallocation would be used to support one-time expenses, such as faculty start-up that comprise Year 1 to Year 4 expenses.</i>					
Student Tuition	\$194,088	\$499,777	\$615,975	\$738,114	\$866,439
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 20, 50, 60, 70, and 80. Assuming 27 credit hours of enrollment per academic year, tuition and fees were estimated to be \$8,391 for residents and \$23,772 for non-residents. Tuition waiver rates of 40 percent and 32 percent were estimated for resident and non-residents, respectively. The assumption is 85 percent resident and 15 percent non-resident enrollment. Additional college program and technology fees of \$60 per credit hour were also included.</i>					
TOTAL	\$393,480	\$726,280	\$903,076	\$1,124,165	\$1,136,139

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$55,200	\$55,200	\$59,340	\$59,340	\$59,340
<i>Explanation: Funds will cover staff assistance for recruiting and program support.</i>					
Faculty	\$179,400	\$469,200	\$593,400	\$738,300	\$883,200
<i>Explanation: Seven faculty will be added over the first five years to support the instructional and research needs of the program. Faculty hires will be made in response to student enrollment. Unanticipated weaker demand in student enrollment will lead to a corresponding decline or deferral of the faculty hires.</i>					
Graduate Assistants	\$0	\$38,880	\$48,600	\$48,600	\$48,600
<i>Explanation: Funds will support two graduate assistants in Year 2 and four graduate assistants in Year 3 and beyond.</i>					

Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$90,000	\$120,000	\$150,000	\$180,000	\$110,000
<i>Explanation: Funds will cover faculty research equipment (start-up), plus equipment for instructional laboratories.</i>					
Library	\$500	\$500	\$750	\$750	\$750
<i>Explanation: Funds will cover hard copy and online access to research and instructional materials.</i>					
Contractual Services	\$9,500	\$9,500	\$9,250	\$8,250	\$7,250
<i>Explanation: Funds will cover software licenses and faculty search advertisements.</i>					
Other Support Services	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<i>Explanation: Funds will cover student events and instructional support not covered in instructional materials above.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: Funds will cover printing and supplies needed to support the program.</i>					
Telecommunications	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
<i>Explanation: Funds will cover charges from central information technology office to provide phones, network connections and data storage services.</i>					
Travel	\$10,000	\$20,000	\$20,000	\$22,000	\$12,000
<i>Explanation: Funds will cover travel for student recruiting, professional conferences, and research funding agencies.</i>					
Awards and Grants	\$12,000	\$3,500	\$3,500	\$3,500	\$3,500
<i>Explanation: Funds will cover student travel for undergraduate research scholars and research project seed funding.</i>					
TOTAL	\$365,100	\$725,280	\$893,340	\$1,069,240	\$1,133,140

Attachment

**UNIVERSITY OF OKLAHOMA
BACHELOR OF SCIENCE IN COMPUTER SCIENCE (233)**

Degree Requirements	Credit Hours	
General Education	42	
Typically, lower-division course work in the Tulsa metro area should not duplicate that offered by TCC. Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the program will be completed at TCC or transferred to OU from another institution.		
Computer Science Courses	48-57	
CS 1323 or CS 1321 or CS 1324	Introduction to Computer Programming for Programmers Introduction to Java for Experienced Programmers Introduction to Computer Programming for Non-Programmers	1-4
CS 2334	Programming Structures and Abstractions	4
CS 2413	Data Structures	3
CS 2813	Discrete Structures (optional)	3
CS 2614	Computer Organization	4
CS 3113	Introduction to Operating Systems	3
CS 3203	Software Requirements and Specifications	3
CS 3323	Principles of Programming Languages	3
CS 3823	Theory of Computation	3
CS 4173	Computer Security	3
CS 4263	Software Engineering I	3
CS 4413	Algorithm Analysis	3
CS 4473	Parallel, Distributed, and Network Processing	3
CS 4513	Database Management Systems	3
CS 4273	Software Engineering II Capstone	3
CS	Approved CS Electives	3-9
Mathematics Courses	17-23	
MATH 2924	Differential and Integral Calculus II	4
MATH 2934	Differential and Integral Calculus III	4
MATH 2513	Discrete Math	3
MATH 3000	MATH courses acceptable for math majors or a minor in math	3
MATH 3333	Linear Algebra	3
MATH 4753 or ISE 3293 or	Applied Statistical Methods Applied Engineering Statistics	3

MATH 4743	Introduction to Mathematical Statistics	
MATH 4073	Numerical Analysis	3
Engineering		3
ENGR 1411	Freshman Engineering Experience	1
ENGR 2002	Professional Development	2
Electives		1-4
If needed, students should select courses to bring total credit hours completed to 120-121.		
Total		120-121

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #13-c:

New Programs.

SUBJECT: University of Oklahoma Health Sciences Center. Approval to offer the Master of Arts in Nutritional Sciences.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma Health Sciences Center's request to offer the Master of Arts in Nutritional Sciences 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 Nutritional Sciences.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 40 students in Fall 2023; and
 - Graduates: a minimum of 27 students in 2023-2024.

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 Health Sciences Center (OUHSC) has taken the following program actions in response to APRA:

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

Program Review

OUHSC offers 63 degree and/or certificate programs as follows:

5	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
8	Baccalaureate Degrees
25	Master’s Degrees
14	Doctoral Degrees
11	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 OUHSC’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

OUHSC’s faculty developed the proposal, which was reviewed and approved by institutional officials. OUHSC’s governing board approved delivery of the Master of Arts in Nutritional Sciences at their January 30, 2020 meeting. OUHSC is currently approved to offer the following degree programs and certificates through electronic delivery:

- Master of Science in Rehabilitation Sciences (052);
- Bachelor of Science in Dental Hygiene (013);
- Bachelor of Science in Radiation Sciences (078);
- Certificate in Public Health (079);
- Bachelor of Science in Nursing (026);
- Master of Science in Nursing in Clinical Nurse Leader (085);

- Master of Science in Nursing (027);
- Post-Master's Certificate in Nursing (068);
- Doctor of Nursing Practice (090);
- Doctor of Philosophy in Nursing (087); and
- Graduate Certificate in Healthcare Administration (091).

OUHSC 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 Nutritional Sciences

Program purpose. The proposed program will provide bachelor’s level registered dietician nutritionists (RDNs) and other medical professionals with current and advanced knowledge on a variety of nutrition-related topics, such as sport, pediatrics, geriatrics, diabetes, and weight management.

Program rationale and background. Beginning in 2024, the Commission on Dietetics Registration will require those seeking registration as an RDN to hold a master's degree. There are currently about 100,000 RDNs in the United States. About 37 percent of current RDNs hold only a bachelor's degree (EMSI, 2018). OUHSC currently offers a Master of Arts in Dietetics (066), which is completely focused on students pursuing entry-level RDN careers. Additionally, OUHSC offers a Master of Science in Nutritional Sciences (083), which is much more research-focused and more appropriate for students who wish to continue on to earn a doctorate. The proposed program is designed for currently employed RDNs with bachelor's degrees who wish to earn higher wages and to be more competitive for leadership and management positions in the healthcare field. In 2015, the difference between the median wage of RDNs with a master's degree and those with a bachelor's degree was \$2.63/hour or approximately \$5,250 per year higher (CDNet.org, 2019). The proposed program may also benefit working medical professionals who are not RDNs, such as physicians, nurses, dentists, pharmacists, physician assistants, public health workers, and exercise physiologists with demanding schedules who want to gain specialized nutrition training that will enable them to provide nutritional guidance that can supplement traditional medical interventions.

Employment opportunities. The U.S. Bureau of Labor Statistics projects that employment of dietitians and nutritionists will grow 11 percent from 2018 to 2028, much faster than the average for all occupations. This rate suggests that there will be approximately 8,000 new dietetics/nutrition jobs available throughout the country from 2018-2028. In addition, Oklahoma Employment Security Commission data suggest anticipated growth in these positions will be 11 percent through 2026. Dietitians and nutritionists, physicians, dentists, registered nurses and physician assistants are considered top critical occupations in Oklahoma. The need for professionals with advanced nutrition knowledge will continue to increase with Americans living longer and more individuals developing nutrition-related preventable chronic diseases, such as type 2 diabetes, hypertension, obesity, cancer and cardiovascular disease. According to the Centers for Disease Control and Prevention, heart disease and cancer are the leading causes of death 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	40	Fall 2023
Minimum Graduates from the program	27	2023-2024

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

Institution	Existing Program
Oklahoma State University	Master of Science in Nutritional Sciences (098)
Oklahoma State University	Master of Science in Dietetics (264)
University of Central Oklahoma	Master of Science in Nutrition and Food Science (184)

A system wide letter of intent was communicated by email on February 18, 2020. Oklahoma State University (OSU) requested a copy of the proposal, which was sent on April 15, 2020. Neither OSU nor any other State System institutions notified State Regents’ staff of a protest to the proposed program. Due to employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Arts in Nutritional Science will consist of 34 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
Core Courses	34
Total	34

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

Delivery method and support services. Desire2Learn is the learning management system used by the OUHSC. Content will be placed in course websites, including recorded lectures. This will allow students to access lectures asynchronously. Synchronous lectures and discussions will be delivered via Zoom conferencing 2-3 times each semester to engage students with each other and with the instructor. Other best practices for online instruction will be used, including a recorded introduction from the instructor, lectures of no more than 15 minutes, regularly scheduled threaded discussions, interactive and application-oriented assignments, and weekly quizzes to gauge learning. The library, classrooms, and lab space are adequate for the proposed program.

Financing. The proposed program will be offered on a self-supporting basis and the 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 Nutritional Sciences are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$21,750	\$0	\$0	\$0	\$0
<i>Explanation: A one-time investment is necessary to support the program in year 1. This investment will be made from available cash within the Provost's Office and College. Future program revenues are expected to exceed operating expenses.</i>					
Student Tuition	\$330,000	\$880,000	\$880,000	\$880,000	\$880,000
<i>Explanation and Calculations: Tuition and fees calculation is based on the proposed combined tuition and fee of \$22,000 per student for a 4-semester program (the cost will be spread across the 4 semesters). The projection is 20 students enrolled in year 1, multiplied by \$22,000 per student to calculate the total tuition and fees for the entire program for those students. Since the program is 4 semesters in length, that total was multiplied by 0.75 to consider that only the first 3 semesters would be taken in year 1. Thereafter in years 2-5, the tuition and fees total was calculated based on the estimated 40 students enrolled, multiplied by \$22,000 per student, to determine the total tuition and fees.</i>					
TOTAL	\$351,750	\$880,000	\$880,000	\$880,000	\$880,000

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$40,750	\$40,750	\$40,750	\$40,750	\$40,750
<i>Explanation: It is anticipated that some additional time from the Office of Instructional and Student Services will be necessary to format courses for online delivery. The total was determined by estimating the salary plus fringe of \$75,000 for a staff to spend 0.1 FTE on formatting courses for online delivery. Additionally, salary plus fringe of \$66,500 for administrative staff to spend 0.5 FTE on program support has been added to the program.</i>					
Faculty	\$120,000	\$160,000	\$160,000	\$160,000	\$160,000
<i>Explanation: It is anticipated to pay faculty \$5,000 per course taught as an incentive/supplement. During year 1, only 9 of the 12 courses will be taught to a cohort, totaling \$45,000 plus 33 percent fringe. In years 2-5, all 12 courses will be taught to a cohort, totaling \$60,000 plus 33 percent fringe. Considering that 2 cohorts are projected to enroll each year, those totals are doubled to determine the total for each year.</i>					
Graduate Assistants	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
<i>Explanation: It is anticipated that 4 graduate teaching assistants each paid a \$10,000 stipend including fringe will be hired.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$10,000	\$20,000	\$20,000	\$20,000	\$20,000
<i>Explanation: The amounts above represent estimated costs of equipment such as information technology hardware to provide online delivery, video capture tools, video production hardware and software, etc.</i>					

Library	\$7,500	\$15,000	\$15,000	\$15,000	\$15,000
<i>Explanation: The amounts above represent an estimated prorated share of library costs attributable to the proposed program. Costs include research materials, periodicals, and books.</i>					
Contractual Services	\$82,500	\$220,000	\$220,000	\$220,000	\$220,000
<i>Explanation: Elsmere Education, Inc. will be contracted to market the program, assist with formatting of courses, provide 24/7 support to enrolled students, handle questions from prospective students, and provide consulting services to faculty. The amounts above are projected costs based on anticipated number of students enrolled and other variables.</i>					
Other Support Services	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
<i>Explanation: The amounts above represent an estimated prorated share of indirect support (e.g., admissions, advising, etc.) that will be provided to the proposed program from the college.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Explanation: The amounts above represent the estimated costs for a prorated share of printers and copiers that would be utilized by the program. As this is an online program, printing costs are expected to be minimal.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$351,750	\$547,750	\$547,750	\$547,750	\$547,750

Attachment

**UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER
MASTER OF ARTS IN NUTRITIONAL SCIENCES**

Degree Requirements	Credit Hours
Core Courses	34
NS 5823 Energy Nutrients	3
NS 5233 Research Methods	3
NS 5132 Adult Weight Management	2
NS 5833 Nonenergy Nutrients	3
NS 6203 Nutrition and Cancer	3
*NS xxx3 Nutrition and Diabetes	3
NS 5553 Nutritional Epidemiology	3
NS 6103 Pediatric Nutrition	3
NS 5272 Geriatric Nutrition	2
NS 6613 Sports Nutrition	3
*NS xxx3 Nutrition Support	3
*NS xxx3 Capstone Seminar	3
Total	34

*Denotes new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #13-d:

New Programs.

SUBJECT: Northeastern State University. Approval to offer the Graduate Certificate in Training and Development, the Graduate Certificate in Leadership, the Graduate Certificate in American Indian Leadership and the Graduate Certificate in Classroom Teaching.

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 Graduate Certificate in Training and Development, the Graduate Certificate in Leadership, the Graduate Certificate in American Indian Leadership, and the Graduate Certificate in Classroom Teaching, 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 Training and Development.** 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.
- **Graduate Certificate in Leadership.** 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.
- **Graduate Certificate in American Indian Leadership.** 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.
- **Graduate Certificate in Classroom Teaching.** This certificate will be embedded within the Master of Education in Instructional Leadership (124) and will be included in the regular program review due in 2021.

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 addition 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 priorities 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 Gathertation, 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:

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

Program Review

NSU offers 109 degree and/or certificate programs as follows:

20	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 Training and Development, the Graduate Certificate in Leadership, and the Graduate Certificate in American Indian Leadership at their January 31, 2020 meeting and the Graduate Certificate in Classroom Teaching at their April 10, 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);
- Certificate in STEM Education (022);
- Certificate in Business Analytics (039);
- Certificate in Human Resources Management (064);
- Certificate in International Business (065);
- Graduate Certificate in Data Analytics (067);
- Graduate Certificate in Healthcare Administration Leadership (092);
- Graduate Certificate in Operations Leadership (118);
- Bachelor of Science in Criminal Justice (020);
- Bachelor of Science in Homeland Security (156);
- Bachelor of Science in Legal Studies (158);
- Bachelor of Business Administration in International Business Management (126);
- Graduate Certificate in Nursing Education (169);
- Graduate Certificate in Nursing Informatics (170);
- Graduate Certificate in Administrative Leadership in Nursing (171); and
- Graduate Certificate in Higher Education Administration (119).

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:

Graduate Certificate in Training and Development

Program purpose. The proposed certificate will prepare students to design, conduct and assess training in organizations.

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 (students, secondary teachers, tribal representatives, and higher education personnel) were interested in the training and development option (25 percent of survey respondents). Oklahoma Employment Security Commission (OESC) data suggest that

employment for training and development managers is projected to grow 8.4 percent statewide and employment for training and development specialists will grow 16.2 percent in northeast Oklahoma between 2016 and 2026. In addition, the U.S. Bureau of Labor Statistics projects that employment of training and development managers is projected to grow 8 percent and employment of training and development specialists is projected to grow 9 percent from 2018 to 2028, faster than the average for all occupations. Considering the long-term employment growth and student interest in this field, the enrollment outlook for the proposed certificate is strong.

Student demand. The proposed certificate 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 Training and Development certificate programs in Oklahoma. A system wide letter of intent was communicated by email on October 30, 2019. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on March 11, 2020. Neither OU nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Graduate Certificate in Leadership

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

Program rationale and employment opportunities. The proposed certificate can benefit students interested in career advancement in their current professions or who want to prepare for leadership opportunities in new career fields. In a letter of support for the proposed program, a dean from another State System institution indicated that instructors could utilize the certificate to enhance their professional and leadership skills, and to increase knowledge in the field of academia. The U.S. Bureau of Labor Statistics projects a 7 percent increase in leadership and management occupations from the formation of new organizations and the expansion of existing organizations through 2028. In addition, OESC data suggest that employment in management of companies and enterprises will grow 6.1 percent between 2016 and 2026. The proposed certificate will meet a continuing demand in NSU’s service area for skilled leaders in various fields.

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

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

Institution	Existing Program
University of Oklahoma	Graduate Certificate in Organizational Leadership (366)

A system wide letter of intent was communicated by email on October 30, 2019. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on March 11, 2020. Neither OU nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Due to employment demand, approval will not constitute unnecessary duplication.

Graduate Certificate in American Indian Leadership

Program purpose. The proposed certificate will prepare students to develop and administer specialized educational programs that will serve the unique needs of American Indian children attending tribal or public schools and Indian adults receiving services and training from colleges, government agencies, and other organizations.

Program rationale and employment opportunities. The Oklahoma Department of Commerce reports that American Indians account for the second most populated racial group in eastern Oklahoma, the location of NSU's main campus. According to the Oklahoma Office of Workforce Development, the majority of the American Indian population in the region is 34 years of age or younger (55.8 percent), while 34 percent are under the age of 19 and nearly 25 percent are under the age of 15. Culturally-informed leaders will be needed to engage with and mentor this significant cohort of young American Indians as they prepare to enter or continue to enroll in secondary and postsecondary education institutions. New leaders are also always needed to work for or with the Bureau of Indian Affairs, Eastern Oklahoma regional office, and the three American Indian tribes that maintain tribal headquarters in eastern Oklahoma (the Cherokee Nation, Muscogee (Creek) Nation, and United Keetoowah Band of Cherokees). Considering the ample employment needs, NSU is well-positioned to offer the proposed certificate in Oklahoma's historical Indian Territory.

Student demand. The proposed certificate 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 American Indian Leadership certificate programs in Oklahoma. A system wide letter of intent was communicated by email on October 30, 2019. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on March 11, 2020. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Graduate Certificate in Classroom Teaching

Program purpose. The proposed certificate will acquaint educators with the theory, methods and practice of teaching, classroom management, and assessment.

Program rationale and employment opportunities. The Oklahoma Alternative Placement program allows individuals with non-teaching degrees to teach in Oklahoma accredited schools. According to the Tulsa World, in 2017, 5,746 teachers, or 11.6 percent of Oklahoma's public school teachers, were alternatively certified. Alternative-entry classroom teachers are required to complete college credit courses that address classroom management and pedagogical principles. The proposed certificate will provide these alternative-entry classroom teachers with useful training that can enhance performance in the classroom.

A 2019 report by the Tulsa Area Workforce Investment Board indicated that there will be close to 400 annual job openings for public school teachers and instructional coordinators. In addition, OESC data suggest that employment for elementary and secondary teachers is projected to grow 7.4 percent from 2016 to 2026. Furthermore, elementary, middle, secondary, and special education teachers are listed by Oklahoma Works as some of the top 100 critical occupations in Oklahoma.

Student demand. The proposed certificate is expected to fulfill student demand within the Master of Education in Instructional Leadership (124) degree program.

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

Institution	Existing Program
Oklahoma State University	Graduate Certificate in Effective Teaching in Elementary Schools (267)
Oklahoma State University	Graduate Certificate in Effective Teaching in Secondary Schools (551)

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, approval will not constitute unnecessary duplication.

Curricula. The proposed Graduate Certificate in Training and Development will consist of 12 total credit hours, the Graduate Certificate in Leadership will consist of 12 total credit hours, the Graduate Certificate in American Indian Leadership will consist of 12 total credit hours and the Graduate Certificate in Classroom Teaching will consist of 12 total credit hours as shown in the following tables. Two new courses will be added for the Graduate Certificate in Training and Development and the curricula are detailed in the attachments (Attachment A, B, C and D respectively).

Graduate Certificate in Training and Development

Content Area	Credit Hours
Required Courses	12
Total	12

Graduate Certificate in Leadership

Content Area	Credit Hours
Required Courses	12
Total	12

Graduate Certificate in American Indian Leadership

Content Area	Credit Hours
Required Courses	12
Total	12

Graduate Certificate in Classroom Teaching

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 Tahlequah and Broken Arrow campuses are adequate for the certificate programs.

Financing and program resource requirements. The proposed Graduate Certificate in Training and Development, Graduate Certificate in Leadership and Graduate Certificate in American Indian Leadership programs will be embedded within the Master of Science in Leadership (052) program and the proposed Graduate Certificate in Classroom Teaching will be embedded within the Master of Education in Instructional Leadership (124). Program resource requirements are supported through the main programs and the proposed certificates will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the programs. No additional funding is requested from the State Regents to support the certificates.

Attachments

ATTACHMENT A

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN TRAINING AND DEVELOPMENT

Program Requirements	Credit Hours
Required Courses	12
*EDUC 5243 Foundations in Training and Development	3
EDUC 5643 Program Development, Assessment, and Evaluation	3
EDUC 5743 Principles of Andragogy and Adult Development	3
*EDUC 5773 Facilitation Theories and Practice	3
Total	12

*Denotes new course

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN LEADERSHIP

Program Requirements	Credit Hours
Required Courses	12
EDUC 5113 Ethics and Legal Issues in Leadership	3
EDUC 5223 Organizations, Leadership and Change	3
EDUC 5453 Contemporary Issues in Leadership	3
EDUC 5473 Cultural Aspects of Leadership	3
Total	12

ATTACHMENT C

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN AMERICAN INDIAN LEADERSHIP

Program Requirements	Credit Hours
Required Courses	12
EDUC 5373 Foundations of American Indian Education and Leadership	3
EDUC 5473 Cultural Aspects of Leadership	3
EDUC 5763 Contemporary Issues in American Indian Leadership	3
EDUC 5880 Practicum in Leadership	3
Total	12

ATTACHMENT D

**NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN CLASSROOM TEACHING**

Program Requirements	Credit Hours
Required Courses	12
EDUC 5283 Teaching Methods	3
EDUC 5463 Differentiated Instruction Strategies	3
EDUC 5633 Cognitive Learning Styles	3
EDUC 5683 Brain-Based Learning	3
Total	12

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #13-e:

New Programs.

SUBJECT: Rogers State University. Approval to offer the Master of Science in Community Counseling.

RECOMMENDATION:

It is recommended that the State Regents approve Rogers State University's request to offer the Master of Science in Community Counseling, 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 Science in Community Counseling.** Continuation beyond Fall 2024 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 17 students in Fall 2023; and
 - Graduates: a minimum of 8 students in 2023-2024.

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
 - Strengthen partnership with Northeast Workforce Alliance and Development Board.

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

Enhance Enrollment Growth and Development

Recruitment and Retention Focus:

- Accelerate communication strategies that include:
 - personalized faculty messages to prospective students in major areas
 - personalized messages to specific types of students
 - 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
38	Degree and/or certificate programs added

Program Review

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

3	Certificates
10	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees
19	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 Master of Science in Community Counseling at their January 30, 2020 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:

Master of Science in Community Counseling

Program purpose. The proposed Master of Science in Community 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. In October 2016, a survey of 100 current Bachelor of Science in Social Science (110) and Bachelor of Science in Community Counseling (120) students at RSU was conducted. Results from the survey indicated that 61 percent of the respondents plan to attend graduate school upon completing their undergraduate degree. Furthermore, when asked if they would consider an RSU Master of Science in Community Counseling degree program, 39 percent of the respondents stated that they would "very favorably" consider the program and 25 percent would consider the program. This data strongly suggest that graduates from these two undergraduate programs could provide a consistent source of students for the proposed program.

Employment opportunities. According to a recent report released by the Substance Abuse and Mental Health Services Administration, more than 630,000 Oklahomans suffer from some form of mental illness, ranking Oklahoma as one of the worst states in the nation for overall mental health. Students who complete the proposed program will be trained to work with children, adults, families, and groups in numerous human services settings including hospitals, inpatient facilities, and private practices. 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 project employment for substance abuse and behavioral disorder counselors will grow 17 percent in northeast Oklahoma between 2016 and 2026. Additionally, at the state level, OESC data project employment for marriage and family therapists to increase 27 percent between 2016 and 2026. At the national level, the U.S. Bureau of Labor Statistics reports employment of substance abuse, behavioral disorder, and mental health counselors is projected to grow 22 percent from 2018 to 2028, much faster than the average for all occupations. RSU's proposed program will help to meet the considerable demand for professional counselors in RSU's service area, the state of Oklahoma, and the nation.

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 2023
Minimum Graduates from the program	8	2023-2024

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)
University of Oklahoma	Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459)

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, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Science in Community Counseling will consist of 60 total credit hours as shown in the following table. Twenty-seven new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	30-33
Guided Electives	27-30
Total	60

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

Support services. The library, classrooms, 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 Science in Community Counseling 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	\$0	\$0	\$0	\$0	\$0

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Other Non-State Sources					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$86,400	\$201,600	\$280,800	\$338,400	\$406,800
<i>Narrative/Explanation: The amounts above were calculated by multiplying the estimated number of students enrolled each semester, \$300 tuition per semester credit hour, and students completing 12 credit hours each semester.</i>					
TOTAL	\$86,400	\$201,600	\$280,800	\$338,400	\$406,800

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$33,189	\$111,189	\$111,189	\$111,189	\$111,189
<i>Explanation: The amounts above represent estimated costs to increase the salary of one current faculty member who will teach and serve as the program coordinator, to hire one adjunct faculty member, to hire a new full-time faculty member in year 2, and to cover benefits for the program coordinator and new full-time faculty member.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$4,834	\$4,834	\$4,834	\$4,834	\$4,834
<i>Explanation: The amount above is the estimated cost of counseling-related subscriptions for publications, journals, and videos, laptop replacement and software maintenance subscriptions, laboratory refurbishment with one-way mirror, and membership application and fees for Council for Accreditation of Counseling and Related Educational Programs (CACREP).</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Office Supplies	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400
<i>Explanation: The amount above is the estimated printing costs for scholarly research, office equipment, such as cameras for field work and research, ink cartridges for desktop printers, and general office supplies such as folders, markers, pens, etc.</i>					
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$700	\$1,400	\$1,400	\$1,400	\$1,400
<i>Explanation: The amounts above represent funds that will assist faculty with conference travel expenses.</i>					

Beginning in year 2, an increase of \$700 is budgeted for the new full-time faculty member.

Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$40,123	\$118,823	\$118,823	\$118,823	\$118,823

Attachment

**ROGERS STATE UNIVERSITY
MASTER OF SCIENCE IN COMMUNITY COUNSELING**

Degree Requirements		Credit Hours
Program Core		30-33
*CC 5103	Introduction to the Counseling Profession	3
*CC 5113	Counseling Theory	3
*CC 5153	Clinical Psychopathology	3
*CC 5213	Ethnicity and Culture in the Counseling Field	3
*CC 5233	Evaluation Methods in Psychology	3
*CC 5263	Life and Developmental Stages	3
*CC 5443	Individual Testing and Assessment	3
*CC 5473	Research in the Counseling Professions	3
*CC 5493	Counseling Theories and Applications	3
Select one of the following options:		
*CC 5523	Internship	3
*CC 5313 AND *CC 5413	Practicum I Practicum II	6
Note: Students who take CC 5523 must take an additional elective course		
Guided Electives		27-30
Students will select 27-30 credit hours of electives from the following list		
*CC 5511	Applied Research	1
*CC 5613	Trauma Informed Therapy	3
*CC 5643	Ethical Standards in Consultation	3
*CC 5663	Counseling Clients with Personality Disorders	3
*CC 5693	Clinical Supervision	3
*CC 5700	Current Topics in Counseling	3
*CC 5713	Group Dynamics and Processes	3
*CC 5743	Career and Life Style Development	3
*CC 5763	Social and Cultural Foundations	3
*CC 5783	Addictions and Family Systems Counseling	3
*CC 5813	Advanced Studies in Human Sexuality	3
*CC 5843	Marriage and Family Systems in Counseling	3
*CC 5863	Somatic Issues in Counseling and Health	3

*CC 5883	Psychopharmacology	3
*CC 5903	Rehabilitation Counseling	3
Total		60

*Denotes new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #13-f:

New Programs.

SUBJECT: University of Central Oklahoma. Approval to offer the Master of Public Health in Community Engagement.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the 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 Public Health in Community Engagement.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 24 students in Fall 2024; and
 - Graduates: a minimum of 12 students in 2024-2025.

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)
- 3) Faculty compensation remains an issue in hiring and retaining faculty in certain fields. Invest in faculty salaries. (budget to be determined) (SG 8)

- 4) Request for an increase in AA operating budget.
- 5) An Increase in Tuition Waivers and graduate assistant stipends to recruit and retain talented students. (SG 7)
- 6) 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 funding lower priority activities at the same rate as higher priority activities.

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

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

Program Review

UCO offers 126 degree and/or certificate programs as follows:

8	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 Master of Public Health in Community Engagement at their January 31, 2020 meeting. UCO requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Public Health in Community Engagement

Program purpose. The proposed program will prepare students to become public health educators and health promotion specialists who are equipped to address preventive health measures among diverse populations.

Program rationale and background. UCO’s undergraduate public health program is well established at the institution and respected throughout the region. A recent (2019) Qualtrics survey of 85 current students in UCO’s Bachelor of Science in Community/Public Health program (108) found that the vast majority of respondents (60 percent) had great interest in pursuing a Master of Public Health (MPH), and 81 percent indicated that they would “definitely” or “probably” complete an MPH at UCO if it were offered. Additionally, the Advisory Council for the Bachelor of Science in Community/Public Health program (108) has recommended creation of an MPH at UCO. There is clear demand for an MPH program at UCO.

Employment opportunities. Graduates of MPH programs are able to pursue positions in various career fields including education, research, government, healthcare administration and management, non-profit, and environmental health. At the Oklahoma State Department of Health and throughout county health departments statewide, a majority of employees are nearing, at, or beyond retirement age. This presents a need to train new professionals for leadership positions that will be available in communities throughout the state. Oklahoma Employment Security Commission data project that employment for medical and health services managers will grow 11.9 percent, and employment for environmental scientists and specialists, including health will grow 7.4 percent between 2016 and 2026. In addition, the U.S. Bureau of Labor Statistics suggests that employment of medical and health services managers is projected to grow 18 percent from 2018 to 2028, much faster than the average for all occupations and employment of epidemiologists is projected to grow 5 percent from 2018 to 2028, about as fast as the average for all occupations. Considering the high employment demand in Oklahoma and nationwide, UCO is confident the proposed program will be attractive to many students.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	24	Fall 2024
Minimum Graduates from the program	12	2024-2025

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

Institution	Existing Program
Oklahoma State University	Master of Public Health in Public Health (500)
Northeastern State University	Master of Public Health in Public Health (166)
University of Oklahoma Health Sciences Center	Master of Public Health in Public Health (006)

A system wide letter of intent was communicated by email on January 23, 2020. Oklahoma State University (OSU) requested a copy of the proposal, which was sent on March 11, 2020. Neither OSU nor any other State System institutions notified State Regents’ staff of a protest to the proposed program. Due to employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Public Health in Community Engagement program will consist of 42 total credit hours as shown in the following table. Nine new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	36
Electives	6
Total	42

Faculty and staff. Existing and adjunct faculty will teach 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 Master of Public Health in Community Engagement 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	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Explanation: The Gerry Pinkston Endowed Graduate scholarship is available to graduate students in the Department of Kinesiology and Health Studies. Additional dedicated scholarship funds will be sought for the proposed MPH program.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$77,280	\$170,016	\$185,472	\$185,472	\$185,472
<i>Explanation and Calculations: Student tuition is based on estimated student count of 10, 22, 24, 24, and 24 in years 1 through 5, multiplied by \$368 per credit hour with 21 credit hours per student per year.</i>					
TOTAL	\$78,280	\$171,016	\$186,472	\$186,472	\$186,472

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$5,490	\$5,490	\$5,490	\$5,490	\$5,490
<i>Explanation: The amount above represents pay for one adjunct.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
<i>Explanation: The amounts above represent expected expenses for promotional and recruitment activities.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0

Printing	\$500	\$500	\$500	\$500	\$500
<i>Explanation: The amounts above represent estimated costs to print exams and other program materials.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$9,490	\$9,490	\$9,490	\$9,490	\$9,490

Attachment

ATTACHMENT A

**UNIVERSITY OF CENTRAL OKLAHOMA
MASTER OF PUBLIC HEALTH IN COMMUNITY ENGAGEMENT**

Program Requirements	Credit Hours
Required Courses	36
*HLTH 5113 Foundations of Public Health	3
HLTH 5223 Contemporary Issues in Public Health	3
*HLTH 5900 Practicum: Community Engagement	3
HLTH 5333 Health Equity and Determinants	3
*HLTH 5433 Quantitative Methods	3
*HLTH 5443 Resource Management in Public Health	3
*HLTH 5463 Epidemiological Methods	3
HLTH 5313 Program Planning & Evaluation in Public Health	3
*HLTH 5533 Public Health Policy & Ethics	3
*HLTH 5613 Instructional Strategies for Sexuality Education	3
*HLTH 5633 Qualitative Methods	3
*HLTH 5833 Community Engagement	3
Electives	6
Students will select 6 credit hours of electives from an approved list	
TOTAL	42

*Denotes new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #13-g:

New Programs.

SUBJECT: Murray State College. Approval to offer the Associate in Applied Science in Manufacturing Technology.

RECOMMENDATION:

It is recommended that the State Regents approve Murray State College's request to offer the Associate in Applied Science in Manufacturing 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.

- **Associate in Applied Science in Manufacturing Technology.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 17 students in Fall 2022; and
Graduates: a minimum of 6 students in 2022-2023.

BACKGROUND:

Academic Plan

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

1. Continue to 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
14	Degree and/or certificate programs added

Program Review

MSC offers 29 degree and/or certificate programs as follows:

5	Certificates
15	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 Applied Science in Manufacturing Technology 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 Applied Science in Manufacturing Technology

Program purpose. The proposed program will prepare students for employment as technicians and managers in the manufacturing industry.

Program rationale and employment opportunities. The 2018 Southern Oklahoma Workforce Area Labor Market Briefing identifies manufacturing as one of the top industries employing the population in MSC's service area. Additionally, the Briefing projects employment growth of 11.6 percent in manufacturing in southern Oklahoma from 2018 to 2028. Students in the proposed program may apply for machinist and computer-controlled machine tool operators, and metal and plastic positions, which are listed as critical occupations by Oklahoma Works. Several companies including OK Steel and Wire, Michelin, Nitro Lift, Martin Marietta, Cardinal Glass, and Commercial Metals Company have contacted MSC asking for help to train employees in specific areas such as basic manufacturing skills. As a result, MSC worked with representatives from these companies to develop the curriculum for the proposed program.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	17	Fall 2022
Minimum Graduates from the program	6	2022-2023

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

Institution	Existing Program
Oklahoma State University Institute of Technology	Associate in Applied Science in Manufacturing Technologies (126)
Oklahoma State University Institute of Technology	Associate in Applied Science in Engineering Technologies – Manufacturing Technologies option (80)
Rogers State University	Associate in Applied Science in Applied Technology – Manufacturing Management option (111)

A system wide letter of intent was communicated by email on February 18, 2020. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Manufacturing Technology 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 A).

Associate in Applied Science in Manufacturing Technology

Content Area	Credit Hours
General Education	18
Program Core	28
Electives	14
Total	60

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

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

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

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

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$63,000	\$30,000	\$25,000	\$25,000	\$25,000
<i>Explanation: MSC has received approximately \$63,000 from a Perkins Grant to purchase equipment to start a manufacturing technology program. The amounts for years 2-5 are estimates of the amount the college will use from future Perkins Grant funds.</i>					
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$28,756	\$28,756	\$28,756	\$28,756	\$28,756

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
<i>Explanation: Due to a decline in business majors, part of the funds formerly used to pay two business instructors will be reallocated to pay a manufacturing technology instructor.</i>					
Student Tuition	\$29,120	\$30,940	\$32,760	\$34,580	\$36,400
<i>Explanation and Calculations: Student tuition is based on estimated student count of 16, 17, 18, 19, and 20 in years 1 through 5, multiplied by 13 credit hours (first year basic manufacturing skills courses), then multiplied by \$140/credit hour for tuition per year.</i>					
TOTAL	\$120,876	\$89,696	\$86,516	\$88,336	\$90,156

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$28,756	\$28,756	\$28,756	\$28,756	\$28,756
<i>Explanation: The amounts above represent pay for one manufacturing technology instructor. The funds were formerly used to pay business instructors.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$63,650	\$30,815	\$25,980	\$26,145	\$26,310
<i>Explanation: The funds will be used to purchase comprehensive assessment tools (e.g. Amatrol's Skill Boss Learning System), portable work stations (e.g., Amatrol's PLC TroubleShooting Learning System), drill presses, specialized software, and other materials.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$250	\$250	\$250	\$250	\$250
<i>Explanation: The amounts above represent estimated costs for printing materials, toner ink, and printing supplies.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$750	\$750	\$750	\$750	\$750
<i>Explanation: The funds will cover estimated costs of professional development opportunities for faculty and travel necessary to establish and/or maintain relationships with industry partners.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$93,406	\$60,571	\$55,736	\$55,901	\$56,066

Attachment

MURRAY STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN MANUFACTURING TECHNOLOGY

Program Requirements	Credit Hours
General Education	18
ENG 1113 or ENG 1333	English Composition I Applied Technical Writing 3
ENG 1213 or SPC 1113 or COM 1233 or BS 2113	English Composition II Speech Interpersonal Communication Business Communication 3
HST 1483 or HST 1493	U.S. History to 1877 U.S. History since 1877 3
GVT 1113	American Federal Government 3
MATH 1123 or BUS 1403	Technical Math Business Math 3
MU 1113 or HUM 2113 or PSY 1113 or SOC 1113	Music Appreciation Humanities I Introductory Psychology Introduction to Sociology 3
Program Core	28
MT 1111	Manufacturing Success Strategies 1
MT 1113	Intro to Manufacturing Maintenance 3
CIS 1113	Computer Applications 3
MT I 213	Fluid Power 3
MT 1323	General Metals 3
MT 1313	Machine Tool Practices 3
MT 1512	Blueprint Reading 2
MT 1532	Intro to AutoCAD 2
MT 2542	Advanced AutoCAD 2
MT 2553	Intro to CNC 3
MT 2333	Internship 3
Electives	14
Choose 14 credit hours from the following list:	
BM 2203	Principles of Supply Chain 3
BUS 2763	Professional Development 3
MT 1223	AC/DC Electrical Systems & Relay Control 3
GS 1362	Machine Tool Auxiliary 2

MT 2413	3-D Printing	3
MT 2433	Laser Engraving	3
MT 2113	Programmable Logic Controllers	3
MT 2223	Programmable Logic Controllers II	3
Total		60

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AGENDA ITEM #14:

Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma Health Sciences Center (OUHSC) requests authorization to delete the programs listed below:

- Bachelor of Science in Health Studies (080)
- Master of Science in Allied Health Sciences (072)

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

- Associate in Applied Science in Emergency Medical Service (094)
- Certificate in Paramedic Studies (129)
- Associate in Applied Science in Nursing (054)

POLICY ISSUES:

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

ANALYSIS:

OUHSC requests authorization to delete the Bachelor of Science in Health Studies (080) effective immediately. This program was approved at the June 30, 2004 State Regents meeting. OUHSC reports:

- This degree was created as a credential for students who intended to enter the Master of Occupational Therapy (028) program who completed the required 90 hours of baccalaureate-level work towards the program's admission requirement, but did not complete it. Admission standards for the Master of Occupational Therapy (028) program have been changed from requiring 90 hours of baccalaureate-level work to requiring a bachelor's degree, so this degree is no longer needed.
- There are currently no students enrolled in the program.
- One course will be deleted.
- No funds are available for reallocation.

OUHSC requests authorization to delete the Master of Science in Allied Health Sciences (072) effective immediately. This program was approved at the December 11, 1998 State Regents' meeting. OUHSC reports:

- There is a lack of consistent clinical affiliate support for student rotations and limited employment opportunities for graduates.
- There are currently no students enrolled in the program.
- Six courses will be deleted.
- No funds are available for reallocation.

RSU requests authorization to delete the Associate in Applied Science in Emergency Medical Service (094) beginning the 2021-2022 academic year. This program was approved prior to 1990. RSU reports:

- The length of the program was a barrier for employment and there was consistently low enrollment.
- There are currently 14 students enrolled in the program with an expected graduation date of 2021-2022.
- Fifteen courses will be deleted.
- RSU's administration will determine how funds will be allocated based on curricular development and program growth across the institution.

RSU requests authorization to delete the Certificate in Paramedic Studies (129) beginning the 2021-2022 academic year. This program was approved at the April 20, 2017 State Regents' meeting. RSU reports:

- There has been a lack of student interest in the certificate.
- There are currently no students enrolled in the program.
- Fifteen courses will be deleted.
- RSU's administration will determine how funds will be allocated based on curricular development and program growth across the institution.

RSU requests authorization to delete the Associate in Applied Science in Nursing (054) effective beginning the 2020-2021 academic year. This program was approved prior to 1990. RSU reports:

- There is limited availability of clinical rotation sites at existing northeastern Oklahoma health care facilities and greater employer demand for bachelor's level nurses.
- Graduates from this program will be encouraged to apply for admission into the Bachelor of Science in Nursing program (128).
- There are currently 100 students enrolled in the program with an expected graduation date of Spring 2020.
- Ten courses will be deleted.
- Funds will be reallocated to support the operating budget for the Bachelor of Science in Nursing program (128).

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AGENDA ITEM #15:

Student Assessment Plans.

SUBJECT: Approval of student assessment plan changes.

RECOMMENDATION:

It is recommended that the State Regents approve changes to the Carl Albert State College Student Assessment Plans 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 Student 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 approved in February 2017 for a five-year period.

POLICY ISSUES:

This action is consistent with the Student Assessment and Remediation policy, specifically section 3.20.8, Planning 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.

ANALYSIS:

Carl Albert State College submitted changes to their 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.

Carl Albert State College Proposed Revisions

Approved February 2017	Revised April 2020		
ENTRY LEVEL ASSESSMENT	ENTRY LEVEL ASSESSMENT		
Upon initial admission, CASC used the multiple measures of ACT, COMPASS, ACCUPLACER, and HS GPA with established cut-off scores to determine placement and remediation. When scores fell below the required cut-off standards, students were placed into remedial courses or into the new fast-track co-requisite courses.	Placement and remediation are determined by ACT, ACCUPLACER, and Next-Gen ACCUPLACER scores, and high school GPA. Cut-off scores have been revised. ACCUPLACER and Next-Gen ACCUPLACER Cut-Off Scores:		
	English	ACCUPLACER	Next-Gen ACCUPLACER
	ENGL 1113 Fresh Comp I	98+	265+
	ENGL 1113 & ENGL 0121	82-97	250-264
	ENGL 1113 & ENGL 0123	0-81	200-249
	Reading	ACCUPLACER	Next-Gen ACCUPLACER
	College Level	90+	260+
	ENGL 1113 & ENGL 0111	28-89	220-259
	ENGL 1113 & ENGL 0113	0-27	200-219
	Math	ACCUPLACER	Next-Gen

			ACCUPLACER	
	(A)	(EA)	(A)	(Q)
College Math	103+	97+	265+	264+
MATH 1513 & MATH 0111	79-102	63-96	255-264	249-263
MATH 1413 & MATH 0111	59-102	43-96	245-264	240-263
MATH 0123	30-58	28-42	230-244	233-239
MATH 0123 & MATH 0111	0-29	0-27	200-229	200-232
<p>English course enrollment included:</p> <ul style="list-style-type: none"> ENGL 1113 English Comp. I ENG 1113 & co-requisite ENGL 0121 Writing Lab ENGL 0123 Intro to College Writing <p>Reading course enrollment included:</p> <ul style="list-style-type: none"> College level courses HIST 1483/1493 & co-requisite ENGL 0111 Reading Lab ENGL 0113 Intro to College Reading <p>Math course enrollment included:</p> <ul style="list-style-type: none"> MATH 1513 College Algebra MATH 1513 & co-requisite MATH 0111 Lab MATH 0123 Intermediate Algebra MATH 0113 Developmental Math 	<p>English course enrollment includes:</p> <ul style="list-style-type: none"> ENGL 1113 English Comp. I ENGL 1113 & co-requisite ENGL 0121 Writing Lab ENGL 1113 & co-requisite ENGL 0123 Intro to College Writing <p>Reading course enrollment includes:</p> <ul style="list-style-type: none"> College level courses ENGL 1113 & co-requisite ENGL 0111 Reading Lab ENGL 1113 & co-requisite ENGL 0113 Intro to College Reading <p>Math course enrollment includes:</p> <ul style="list-style-type: none"> College Math MATH 1513 & co-requisite MATH 0111 Math Lab MATH 1413 & co-requisite MATH 0111 Math Lab MATH 0123 Intermediate Algebra MATH 0123 & co-requisite MATH 0111 Math Lab <p>MATH 0113 Developmental Math was removed. When math deficiency is measured, one or two semesters may be required based on test score.</p> <ul style="list-style-type: none"> One semester deficiency completion require MATH 0111 Fast Track with MATH 1413/1513 as co-requisite. 			

<p>Science course enrollment: When the science ACT score was below 18, the science remediation was met when the math deficiency was met.</p>	<ul style="list-style-type: none"> Two semester deficiency completions require Intermediate Algebra completed in term one and Math 1413/1513 completed in term two. (Intermediate Algebra deficiency is satisfied by either MATH 0123 or MATH 0123/0111 co-requisite completion.) <p>Science course enrollment: Science is met with college math enrollment/eligibility. Science remediation is met when math deficiency is met.</p>
<p>The approved plan did not include Math Pathways.</p>	<p>Students should enroll into <i>MATH 1413 Survey of Contemporary Math</i> if major is Child Development, Computer Information Technology, Enterprise Development, General Studies, HPER, Pre-Elementary Education, Pre-Law Criminal Justice, History and Political Science, and Sociology/Psychology.</p> <p>Students should enroll into <i>MATH 1513 College Algebra</i> (Pre-Calculus) if major is Business Administration, Allied Health, Biological & Pre-Professional Sciences, Math Physical Science, & Pre-Engineering.</p> <p>Students should consult transfer college for their Math Pathways requirement and adjust CASC selection accordingly.</p>
<p>The grade deficiency guideline for deficiency courses and co-requisites was not addressed.</p>	<p>A “C” grade or better in MATH 0123 deficiency course is required to advance to MATH 1413/1513.</p> <p>For all other areas, a deficiency requirement is met when either the deficiency course or college-level co-requisite is completed with “C” grade or better.</p> <p>If a student fails both deficiency course and co-requisite, then the deficiency remains and the student is required to repeat these courses until the deficiency requirement is met.</p>
<p>GENERAL EDUCATION ASSESSMENT</p>	<p>GENERAL EDUCATION ASSESSMENT</p>
<ol style="list-style-type: none"> 1. Demonstrate Knowledge 2. Think Critically 3. Communicate Effectively 4. Practice Global and Civil Awareness 	<ol style="list-style-type: none"> 1. Demonstrate Technological & Information Literacy 2. Think Critically 3. Communicate Effectively
<p>STUDENT ENGAGEMENT</p>	<p>STUDENT ENGAGEMENT</p>

<ul style="list-style-type: none">• Course evaluations	<ul style="list-style-type: none">• Noel-Levitz Student Satisfaction Inventory (SSI)
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AGENDA ITEM #16:

Oklahoma's Promise.

SUBJECT: Report on Oklahoma's Promise COVID-19 Response.

RECOMMENDATION:

It is recommended that the State Regents accept the Oklahoma's Promise COVID-19 response report.

BACKGROUND:

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

In the seven weeks between March 14 and May 2, over 350,000 Oklahomans filed initial claims for unemployment insurance, more than the total number of claims filed for the past several years combined. As a result of recent income losses, the 2020 income of many Oklahoma families may be less than their 2019 income. This situation is especially critical for parents of 2019-2020 tenth-grade students whose last chance to submit an Oklahoma's Promise application for their tenth-grade student is June 30, 2020.

Normally, Oklahoma's Promise policy requires parents to submit documentation of income for their most recent tax year income. However, current policy also allows parents of tenth-grade students to use the tax year that coincides with the spring semester of the student's tenth-grade year (see the text of the policy below). Under this provision, parents whose 2019 income exceeded \$55,000 but who anticipate that their 2020 income may be under \$55,000 due to recent job and income losses may submit an application based on their 2020 estimated income. The application must be submitted by June 30 and will be held as pending until their 2020 income taxes are complete and their income is verified at less than \$55,000.

Excerpt from Oklahoma's Promise Administrative Rule 610:25-23-2. Eligibility of participants (*emphasis added*):

...
(B) Parents of students making application to the program must use one of the following options to establish financial need eligibility:

(i) Documentation of their most recent calendar (tax) year income. *Parents of tenth-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the tenth-grade if the application is submitted by the required deadline;*

...
In response to the current extraordinary economic situation, the following guidance is being provided to families through the Oklahoma's Promise website, social media and other marketing efforts.

Alert for 10th-Grade Parents With Recent Income Loss

If your student is or was in the 10th grade during the 2019-2020 school year and you anticipate that your 2020 income may be under the \$55,000 application limit for the Oklahoma's Promise scholarship due to recent reductions in your income, you may submit an application based on your 2020 estimated income. The application must be submitted prior to the June 30, 2020, deadline. You will be required to provide a copy of your 2020 federal tax return when completed to verify that your 2020 income was under \$55,000. The application will be held as pending until the tax documentation is received.

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AGENDA ITEM #17:

ACT.

SUBJECT: Approval of ACT Agreement for 2020-2021.

RECOMMENDATION:

It is recommended that the State Regents approve the 2020-2021 ACT Agreement.

BACKGROUND:

The State Regents have sponsored the OK EPAS (Oklahoma Educational Planning and Assessment System) as a student preparation initiative since 1993. Beginning with four school districts in the 1993 pilot, by 2015 EPAS had grown to include over 98 percent of Oklahoma's public schools, 70 private schools and one Bureau of Indian Affairs school; 98.5 percent of Oklahoma public school eighth graders and 99.8 percent of tenth graders attended a school that participated in EPAS.

Approximately, 93 percent of Oklahoma's public school districts participate in PreACT testing. In 2019-2020 school year, 66 percent of all sophomores in Oklahoma public schools were assessed using the PreACT.

Each district voluntarily participates in EPAS, over and above the state's required testing for K-12 education. With ACT's retirement of the EXPLORE and PLAN assessments, EPAS now consists of the PreACT and the ACT. The PreACT assessment provides early monitoring of students' college readiness and continued longitudinal data.

POLICY ISSUES:

There are no policy issues related to this item.

ANALYSIS:

For the 2020-2021 academic year, it is expected that 41,250 10th grade students in both public and private secondary schools will have the opportunity to take the Pre-ACT assessment at a cost of \$495,000. A copy of the agreement is attached. State Regents' staff have been able to maintain an annual expenditure of under \$500,000 for this program for the past four years while still serving every school that chooses to participate and test all 10th grade students within the site.

Attachment

**Agreement Between
ACT, Inc. and Oklahoma State Regents for Higher Education**

This Agreement is executed by and between ACT, Inc., 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243-0168, (hereinafter "ACT") and the Oklahoma State Regents for Higher Education (herein after "OSRHE" or "Customer"), 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma 73104.

RECITALS

OSRHE recognizes, as a matter of social justice, the need to foster, support, and engage in programs founded on the principle of equity of access to ensure that students receive information about college expectations and are provided the necessary interventions to assist them to meet these expectations early and at developmentally appropriate points in time during their pre-collegiate education.

ACT shares OSRHE's belief that assisting students to plan and prepare early for their after-high-school education and career objectives increases the likelihood that students will both enroll and perform successfully in the postsecondary education studies that they pursue.

To accomplish OSRHE's vision of maximizing the number of Oklahoma students prepared to succeed in their after-high-school pursuits, OSRHE seeks to implement, in collaboration with ACT, the PreACT™ assessment, solely available through ACT.

TERMS AND CONDITIONS

Customer is placing an order for certain PreACT™ Assessments and Services. The following Terms and Conditions, along with the Order Information, Delivery Requirements, the ACT Privacy Policy, and all Exhibits attached hereto, are terms of a legal agreement (collectively, the "Agreement") between the Customer and ACT, Inc. ("ACT"). Subject to the terms and conditions of this Agreement, ACT agrees to provide Customer with the Assessments and Services.

1. Definitions

- i. "ACT Materials" means the Assessments, including, without limitation, written or electronic, all testing materials, documentation, manuals, and any other related materials, the Website, including all data and materials available through the Website, as well as any updates or modifications and all intellectual property rights in the ACT Materials.
- ii. "Assessments" means any PreACT booklets, answer folders, and score reports.
- iii. "Authorized Purpose" means administering and interpreting the results of the Assessments for educational purposes.
- iv. "Customer" means the Oklahoma State Regents for Higher Education.

- v. "Delivery Requirements" means the requirements for the delivery of the Assessments including, but not limited to, timelines for administration of the Assessments, as detailed on the Website.
 - vi. "Order Information" means the information provided or selected by Customer when ordering.
 - vii. "Participating Locations" means the schools identified by Customer as being eligible to test students.
 - viii. "Privacy Policy" means ACT's Privacy Policy, as may be amended from time to time at ACT's sole discretion.
 - ix. "Services" means ACT's scoring and reporting services for the Assessments.
2. **Grant and Scope of License.** Subject to the terms and conditions of this Agreement, ACT grants to the Customer and its Participating Locations a limited, non-exclusive, non-transferable right during the Term of this Agreement to (a) administer the Assessments for the Authorized Purpose and (b) use the ACT Materials in connection with the Authorized Purpose.
3. **Term.** The term of this Agreement will be from July 1, 2020 and shall remain in effect until June 30, 2021, subject to earlier termination as set forth in this agreement.

Modifications in the scope of goods and services and prices may be suggested by either party at any time. Such modifications shall be negotiated, mutually agreed upon and set forth in a written amendment to this Agreement by OSRHE and ACT. This Agreement may also be terminated at any time by either party giving ninety (90) days written notice to the other. In the event that OSRHE elects termination prior to the expiration date, it is agreed that ACT will be reimbursed for that portion of the goods and services performed up to the effective date of termination.

4. **Compensation and Payment**

During the term of the agreement, ACT will provide the goods and services identified in **Exhibit 2 – PreACT Description of Services**, at the unit prices in each period stated in **Exhibit 3 – 2020-2021 Fee Schedule**.

On or about March 31, 2021, ACT will provide OSRHE with an invoice for the Total Amount. OSRHE shall pay invoices within 45 days from the receipt of such invoices. The "Total Amount" shall mean the total cost of all goods and services provided to OSRHE. Total compensation for the term of this Agreement will not exceed \$495,000.00

5. **Ownership of Materials.** ACT owns the ACT Materials and all intellectual property rights in the ACT Materials. Customer does not acquire any right, title, or interest in or to the ACT Materials. Unless otherwise expressly stated in this Agreement, Customer shall not, and shall not allow any third party to, copy, duplicate, modify, enhance, reverse engineer, make any addition to, or use the ACT Materials, in whole or in part, in any other works without the prior written approval of an authorized representative of ACT. The ACT Materials are licensed and not sold. Customer shall not sell, otherwise transfer, or disclose the content of the ACT Materials, in whole or in part, to any other person or entity provided, however, that Customer may provide the Assessments for use solely in connection with the Authorized Purpose.
6. **Confidentiality.** Customer agrees that neither it nor its employees shall at any time during or following the Term of this Agreement, either directly or indirectly, publish, display or otherwise disclose to any

person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for Customer to use the ACT Materials in connection with the Authorized Purpose. Customer shall protect the ACT Materials in accordance with ACT's policies and procedures. Customer shall not store and must destroy any unused Assessments in accordance with ACT's policies and procedures. Customer shall immediately notify ACT in writing in the event of any unauthorized use or disclosure of the ACT Materials and assist in remedying such unauthorized use or disclosure, as requested by ACT (which shall not limit other remedies of ACT as provided in this Agreement or by applicable law). In the event of a breach or threatened breach of this Section 6, ACT, in addition to and not in limitation of any of the rights, remedies or damages available to it at law or in equity, shall be entitled to a temporary or permanent injunction to prevent or restrain any such breach by the Customer.

7. **Testing Procedures.** Customer agrees to administer the Assessments in accordance with all policies and procedures provided by ACT. Customer agrees that all Assessments administered will be returned for scoring and processing in accordance with the policies and procedures provided by ACT. ACT may, in its sole and absolute discretion, investigate instances of testing irregularities or test security instances, which may include without limitation, use of a compromised test form, falsification by an examinee of his/her identity, impersonation of another examinee (surrogate testing), unusual similarities in the answers of examinees at the same Participating Location, or other indicators that the test scores may not accurately reflect the examinee's level of educational development. Customer agrees to fully cooperate with ACT, and cause those individuals involved in the administration of or preparation for the Assessments to fully cooperate with ACT, in the event of a test security and/or testing irregularity investigation.
8. **Data.** The parties acknowledge and agree that ACT may use and disclose the data collected from the administration of the Assessments, as set forth in ACT's Privacy Policy, as amended from time to time.

Contracts involving ACT's proprietary programs are subject to ACT's standard data policies and procedures. In this regard, all data bearing personal identification or personal characteristics indicating individual identity collected by ACT shall be retained by ACT as part of the national data-set in a fashion that ensures confidentiality.

9. **Limitation on Damages.** ACT'S LIABILITY FOR DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT CUSTOMER HAS PAID ACT FOR THE ASSESSMENTS AND SERVICES UNDER THIS CONTRACT. IN NO EVENT SHALL ACT BE LIABLE TO CUSTOMER FOR SPECIAL, INDIRECT, INCIDENTAL, PUNITIVE, EXEMPLARY, OR CONSEQUENTIAL DAMAGES.
10. **Warranty and Limitations.** THE ASSESSMENTS AND SERVICES ARE PROVIDED "AS IS" AND ACT EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS, WARRANTIES AND CONDITIONS OF ANY KIND OR NATURE, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY REPRESENTATION OR WARRANTY RELATING TO UNIQUENESS, MERCHANTABILITY, OR FITNESS FOR PURPOSE, AND THOSE ARISING BY STATUTE OR OTHERWISE IN LAW OR FROM A COURSE OF DEALING OR USE OF TRADE. CUSTOMER SHALL HAVE THE SOLE RESPONSIBILITY FOR ASSURING THAT ITS USE OF THE WEBSITE, ASSESSMENTS, OR SERVICES COMPLIES WITH ALL FEDERAL, STATE, AND LOCAL LAWS AND REGULATIONS, AND ALL OTHER CONTRACTS TO WHICH IT IS A PARTY.
11. **Termination.** This Agreement may be terminated with or without cause at any time by either party giving thirty (30) days written notice. Customer shall pay ACT for all ACT Materials delivered and/or Services

rendered through the date of termination. Upon the expiration or termination of this Agreement, the obligations which by their nature are intended to survive shall survive, without limitation.

12. **Relationship of the Parties.** The parties to this agreement are independent contractors. Nothing in this agreement is intended to or shall be construed to constitute or establish an agency, employer/employee, partnership, franchise, or fiduciary relationship between the parties; and neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.
13. **Force Majeure.** Neither party shall be responsible for any resulting loss if the fulfillment of any of the terms of this agreement for any delay or failure to perform, which delay or failure is due to causes or circumstances beyond its control, including, without limitation, national emergencies, fire, flood, inclement weather, epidemics, or catastrophe, acts of God, governmental authorities, or parties not under the control of ACT, insurrection, war, riots, or failure of transportation, communication, or power supply.
14. **Assignment; Subcontracts.** Neither party may assign nor transfer its obligations or interest in this agreement without the express written agreement of the other party. Subject to the above restrictions on assignment and transfer, this agreement shall be binding upon the successors and assigns of the parties hereto. No permitted assignment shall relieve Customer of its obligations prior to the assignment. Any assignment in violation of this Section shall be void. This Agreement shall be binding upon Customer's permitted successors and assigns. ACT may subcontract all or part of its obligations under this Agreement provided that ACT shall remain responsible for any such subcontractor's performance.
15. **Entire Agreement.** The Agreement consists of these Terms and Conditions, the Order Information, Delivery Requirements, the ACT Privacy Policy, and all of the Exhibits attached hereto. The Agreement constitutes the entire agreement between the parties with respect to the Assessments and Services ordered by the Customer and supersedes all other prior agreements and understandings, both written and oral, regarding the Assessments and Services. The terms and conditions contained in this Agreement are the only conditions applying to the delivery of the Assessments and Services. ACT expressly objects to and rejects any different or additional terms included in Customer's request for proposal, quotation, purchase order, acknowledgment form, or other documents that purport to bind the parties. No waiver, consent, modification, or amendment to this Agreement shall be binding unless in writing and signed by both parties. Notwithstanding the above, to the extent Customer has a contract with ACT for Assessments and Services, and in the event any of these Terms and Conditions conflict with the contract, the terms of the contract shall apply.
16. **General.** Should any provision of this Agreement be held by a court to be unenforceable, such provision shall be modified by the court and interpreted so as to best accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this Agreement shall remain in full force and effect. Headings used in the Agreement are for reference purposes only and shall not be deemed part of the Agreement.
17. **Notices.** Notices under this Agreement shall be duly made when in writing and will be deemed given to the other party upon delivery to the address set forth below if delivered personally (including by courier) or mailed by registered or certified mail, postage prepaid, or upon confirmation if transmitted by telex, telecopy, or other means of facsimile:

If to ACT: Santonu Jana

Chief Financial Officer
ACT, Inc.
500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168

If to OSRHE: Ms. Lisa Nelson
Director, Student Preparation
Oklahoma State Regents for Higher Education
655 Research Parkway - Suite 200
Oklahoma City, OK 73104

Mailing Address: P.O. Box 108850
Oklahoma City, OK 73101-8850

18. **Authorization.** Customer represents and warrants (a) that it has the requisite authority to enter into this Agreement; and (b) that the individual(s) entering into this Agreement on behalf of the Customer is (are) authorized to do so. Customer represents and warrants that it owns or controls each identified Participating Location such that it binds each such Participating Location to this Agreement.

19. **Description of Services**

ACT agrees to furnish and OSRHE agrees to purchase, subject to the terms and conditions provided herein and in any written addendum to this Agreement which may be executed and incorporated herein, the goods and services as described in **Exhibit 2 – 2020-2021 Description of Services**, which is incorporated into this Agreement.

ACT will make one Pre-ACT test form available.

20. **General Provisions**

General Terms and Provisions are provided on **Exhibit 1 – General Provisions** which is incorporated into this Agreement.

21. Representatives

The administration and technical direction of this Agreement will be conducted for the parties by the following designated individuals:

For OSRHE: Ms. Lisa Nelson
Director, Student Preparation
Oklahoma State Regents for Higher Education
655 Research Parkway - Suite 200
Oklahoma City, OK 73104

Mailing Address: P.O. Box 108850
Oklahoma City, OK 73101-8850

For ACT: Mary Molusky
Lead Program Manager
ACT, Inc.
500 ACT Dr. P.O. Box 168
Iowa City, IA 52243-0168

Each party reserves and retains the right, within its sole discretion, to substitute its designated representative. Each party will promptly notify the other in writing of any change in its representatives.

22. Governing Law

This Agreement shall be governed by the laws of the State of Oklahoma.

23. Headings

This section and other headings contained in this Agreement are for reference purposes only and shall not affect the interpretation or meaning of this Agreement.

Executed this _____ day of _____, 2020.

**ACT, INC.
Education**

Oklahoma State Regents for Higher

Santonu Jana, CFO

Glen D. Johnson, Chancellor

Date _____

Date _____

Marten Roorda, CEO

Date _____

Exhibit 1
General Provisions

Compliance with Laws

Both parties warrant that to the best of their knowledge, they are not in violation of any federal, state, local, or foreign law, ordinance or regulation or any other requirement of any court, governmental agency or authority or arbitration tribunal, which violation could preclude performance of obligations under this agreement.

Anti-Discrimination

In connection with the work to be performed hereunder, both parties will adhere to the principle of being an equal opportunity employer. In doing so, the parties agree to comply with all applicable federal, state and local laws regarding employee rights, including any laws prohibiting discrimination.

Liability

The parties recognize that the activities contemplated by this agreement could give rise to third party claims against either or both of them. Both parties agree that each will defend at its own expense all third party claims brought against it, even though such claims may be frivolous or groundless. Both parties also agree that each will be liable, to the extent permitted by Oklahoma law, for third party damages caused by its own infringement, negligence or breach. The parties agree that they will not be liable to each other for any special or consequential damages, arising either directly or indirectly from activities contemplated by this agreement; nor will either party be liable to the other for liquidated, punitive or exemplary damages. ACT's liability for damages arising out of or in connection with this agreement shall not exceed the amount OSRHE has paid ACT during the then current Term.

To the extent any limitation of liability contained herein is construed by a court of competent jurisdiction to be a limitation of liability in violation of Oklahoma law, such limitation of liability shall be void.

Waiver

Any waiver of a breach of any provision of this agreement shall not operate or be construed as a waiver of any subsequent breach.

Waiver of Obligations

At any time, either party may, by written instrument, (i) extend the time for the performance of any of the obligations or other acts of the other party hereto or (ii) except as prohibited by law, waive compliance with any of the agreements or conditions contained herein intended to benefit such party. An extension of time or waiver of any provision of this agreement is not a waiver of future compliance.

Arbitration

Subject to the rules of the American Arbitration Association as well as the Federal Rules of Civil Procedure, in the event there arises any dispute as to the interpretation of the provisions of this agreement, both parties mutually agree to submit the dispute to arbitration at a mutually agreeable location in Oklahoma before an impartial arbitrator, in accordance with the commercial rules of the American Arbitration Association. Arbitration shall be followed by a written opinion of the arbitrator giving the reasons for the award. The impartial arbitrator shall be selected by joint agreement, but if the parties do

not so agree within seven (7) days of the request for arbitration made by either party, the selection shall be made by the American Arbitration Association. All arbitration costs and expenses, other than attorney fees, shall be shared equally by the parties regardless of the outcome.

Severability

If any of the provisions or portions thereof of this agreement are invalid under any statute or rule of law, they are to that extent to be deemed omitted.

Amendment

This agreement may not be modified except in writing signed by authorized representatives of both parties.

Authorization

The parties hereto represent that the execution and delivery of this agreement has been duly authorized by all necessary corporate or other action and any other consent or approval for this agreement to become binding and effective has been obtained.

Confidentiality

OSRHE agrees that neither it nor its employees shall at any time during or following the term of this agreement, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for OSRHE to use the ACT Materials for their intended purpose under this agreement. OSRHE shall protect the ACT Materials in accordance with ACT's procedures and using a standard of care appropriate for secure test materials. All ACT Materials shall be and remain the property of ACT notwithstanding the subsequent termination of this agreement. The ACT Materials shall, within ten (10) days of ACT's written request, be returned to ACT (including any copies thereof). OSRHE agrees to administer the assessments in accordance with all policies and procedures provided by ACT.

OSRHE is a governmental entity of the State of Oklahoma, by virtue of which it is subject to the Oklahoma Open Records Act ("ORA"), codified at 51 O.S., § 24.A.1, *et seq.* The parties agree that any provision of this Agreement that conflicts with the ORA is ineffective. OSRHE does undertake to protect proprietary information provided by ACT to the full extent permitted by the ORA.

Conflicting Terms

To the extent any of the terms and conditions contained in this **Exhibit 1** conflict with the terms and conditions of the Agreement between ACT and the Oklahoma State Regents for Higher Education, the terms of this Exhibit shall control.

Exhibit 2
Description of Services
Oklahoma State Regents for Higher Education
PreACT™
2020-2021 School Year

This Description of Services is incorporated into the Agreement (“Agreement”) having an Effective Date of _____, 2020, by and between ACT, Inc. (“ACT”) and Oklahoma State Regents for Higher Education (“Customer”). This Description of Services shall be incorporated into and governed by the terms of the Agreement.

- I. **Background.** ACT, Inc. will support the Customer in administering PreACT assessments to its 10th grade students. Under this Agreement, “PreACT” is used to refer to paper-based assessments that include English, mathematics, reading and science assessments, as well as an Interest Inventory. This Description of Services encompasses a Customer- sponsored PreACT assessment administration and delivery of PreACT data and reports (the “Program”).

II. **Services.** The following Assessments and Services will be provided by ACT to Customer:

1. Program Oversight. ACT will name a designated staff person to serve as the primary operational contact. The primary ACT operational contact will coordinate all aspects of program delivery with Customer.
2. Program Planning Documentation. ACT will provide Customer with a project schedule and other program management documentation, including implementation and timeline details.
3. Ordering Platform. ACT will provide an online platform for Designated Test Sites to order test materials and indicate their Designated Personnel contact information.
4. Test Administration Available Dates. Customer may select a PreACT test administration date any time within the September 1 and June 1 testing window. The selected test administration dates will be documented in the project schedule.
5. Test Materials. ACT will ship PreACT test materials to the contact and shipping address provided by the Customer in the ordering platform.
6. Pre-paid Shipping Labels. ACT will provide each Designated Test Site with pre-paid return shipping labels for the return of test materials to ACT.
7. Accommodations. ACT will provide students with disabilities and English learners (EL) with available accessibility supports and accommodations, based on decisions by the local educational authorities. Designated Personnel may order accommodated materials through the online ordering platform.
8. Training. ACT will provide standard online training and/or instructional materials to Designated Personnel.

9. Communications ACT will communicate upcoming activities and deadlines related to the assessments directly to Designated Personnel.
10. Customer Service. ACT will provide toll-free number and email contact information for use in preparation and administration of PreACT, Monday through Friday, from 8:30 a.m. to 5:00 p.m. CST (except ACT holidays).
11. Score Reports. ACT will furnish the following PreACT score reports as part of the Services:
 - a. School Deliverables: ACT will provide the following reports to School Test Coordinators approximately 5-10 business days after ACT receives answer folders that do not require additional investigation.
 - Student Score Report
 - Student Score Label
 - Student List Report
 - Educator summary reports
 - Early Invention Rosters
 - Item-Response Summary Report
 - Student Score Data File
 - b. District Deliverables: ACT will provide the following reports to the District Test Coordinator by the date memorialized in the project schedule.
 - Educator summary reports
 - Item-Response Summary Report
 - Student Data File

III. Custom Services.

1. Training Webinars. ACT will offer up to two webinars for Oklahoma-only schools/districts about ordering and reporting at no additional cost.
2. Shipment Summary. ACT will provide a list of schools/districts that have ordered test materials on a weekly basis during the testing window at no additional cost.
3. Customer Reports Deliverables: ACT will post electronically the following reports to the Customer after ACT receives all answer folders from the participating schools at no additional cost. The dates are determined based on the test window chosen by Customer and shall be memorialized in the project schedule.
 - Educator summary reports
 - Item-Response Summary Reports
 - Student Data File

IV. Customer Actions and Required Information. Customer shall provide the following information, data or deliverables (“Customer Required Information”) to ACT by the indicated due date. ACT’s ability to provide the Assessments and Services is dependent upon timely receipt of the Customer Required Information, data, or deliverables. Customer’s failure to meet the due date may result in ACT’s inability to provide the Assessments and Services.

1. Selection of Test Administration Dates. By a mutually agreed upon date, Customer must provide ACT with its selected PreACT test administration dates from the menu of dates ACT offers, as identified in the project schedule.
2. Participating Testing Sites. Customer will provide a file to ACT containing eligible participating sites in the ACT-designated file format by the date identified in the project schedule.
3. Materials Orders. Customer will ensure Designated Test Sites order test materials prior to their intended test date within the ACT- approved test window, as identified in the project schedule.

V. **PreACT Terms and Conditions.** The following terms and conditions are applicable to ACT's provision of the PreACT Assessments and Services:

1. Testing Procedures. Customer agrees to administer the Assessments in accordance with all policies and procedures provided by ACT. Customer agrees that all Assessments administered will be returned for scoring and processing in accordance with the policies and procedures provided by ACT. ACT may, in its sole and absolute discretion, investigate instances of testing irregularities or test security instances, which may include without limitation, use of a compromised test form, falsification by an examinee of his/her identity, impersonation of another examinee (surrogate testing), unusual similarities in the answers of examinees at the same Participating Location, or other indicators that the test scores may not accurately reflect the examinee's level of educational development. Customer agrees to fully cooperate with ACT, and cause those individuals involved in the administration of or preparation for the Assessments to fully cooperate with ACT, in the event of a test security and/or testing irregularity investigation.
2. Ownership of Materials. ACT owns or has license rights in the Assessments and Services, including all testing materials, documentation, related materials, and all intellectual property rights therein (collectively, the "ACT Materials"). Unless otherwise expressly stated in this Agreement, Customer shall not, and shall not allow any third party to, copy, duplicate, modify, enhance, reverse engineer, make any addition to, or use the ACT Materials, in whole or in part, in any other works without the prior written approval of an authorized representative of ACT. The ACT Materials are licensed and not sold. Customer shall not sell, otherwise transfer, or disclose the content of the ACT Materials, in whole or in part, to any other person or entity provided, however, that Customer may provide the Assessments for use solely in connection with the Authorized Purpose.
3. Data. The parties acknowledge and agree that ACT may use and disclose the data collected from the administration of the Assessments, as set forth in ACT's Privacy Policy, as amended from time to time.
4. Grant and Scope of License. Subject to the terms and conditions of this Agreement, ACT grants to the Customer and its Participating Locations a limited, non-exclusive, non-transferable right during the Term of this Agreement to (a) administer the Assessments for the Authorized Purpose and (b) use the ACT Materials in connection with the Authorized Purpose.

Confidentiality. Customer agrees that neither it nor its employees shall at any time during or following the Term of this Agreement, either directly or indirectly, publish, display or otherwise disclose to any person,

organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for Customer to use the ACT Materials in connection with the Authorized Purpose. Customer shall protect the ACT Materials in accordance with ACT's policies and procedures. Customer shall not store and must destroy any unused Assessments in accordance with ACT's policies and procedures. Customer shall immediately notify ACT in writing in the event of any unauthorized use or disclosure of the ACT Materials and assist in remedying such unauthorized use or disclosure, as requested by ACT (which shall not limit other remedies of ACT as provided in this Agreement or by applicable law). In the event of a breach or threatened breach of this section, ACT, in addition to and not in limitation of any of the rights, remedies or damages available to it at law or in equity, shall be entitled to a temporary or permanent injunction to prevent or restrain any such breach by the Customer. The Customer is a governmental entity of the State of Oklahoma, by virtue of which it is subject to the Oklahoma Open Records Act ("ORA"), codified at 51 O.S. § 24.A.1, et seq. The parties agree that any provision of this Agreement that conflicts with the ORA is ineffective. The Customer does undertake to protect the proprietary information provided by ACT to the full extent permitted by the ORA.

By signing below or by the use of electronic signature(s), the parties' authorized representatives hereby indicate their authority to execute, and acceptance of the terms and conditions of this Description of Services, incorporated into the Agreement.

ACT, Inc.

**OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION**

By: _____
Santonu Jana, CFO

By: _____
Glen D. Johnson, Chancellor

Date: _____

Date: _____

By: _____
Marten Roorda, CEO

Date: _____

Exhibit 3

**Fee Schedule
Oklahoma State Regents for Higher Education
PreACT™
2020-2021 School Year**

Description	Grade	Per Unit Price (per scored/processed assessment)	Estimated Number of Students	Total
Student Test Services				
PreACT™	10 th Grade	\$12.00	41,250	\$495,000.00
Custom Services	N/A	No Charge		No Charge
TOTAL Cost of Student Tests (not-to-exceed)				\$495,000.00

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #18-a:

Policy.

SUBJECT: Teacher Education. Approval of revisions to the Teacher Education policy.

RECOMMENDATION:

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

Attachment

[POLICY EXCERPT]

3. ACADEMIC AFFAIRS POLICY

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 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 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.

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 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. 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 May 29, 2020.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #18-b:

Policy.

SUBJECT: Approval of revisions to the Institutional Admission and Retention and Concurrent Enrollment policies.

RECOMMENDATION:

It is recommended that the State Regents approve the revisions to the policies 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.

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 final 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.

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)
- 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 final 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 final 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 final 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 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 final 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 final 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 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*.

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. Revised May 29, 2020 to define "Final Composite Score."

**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 final composite score without the writing component as defined in section 3.9.2 of the *Institutional Admission and Retention* policy and the SAT score is the composite score without the essay component.

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

Concurrent Enrollment Policy: Approved May 29, 2017. Revised May 29, 2020 to reference “Final Composite Score.”

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #19-a:

State Authorization.

SUBJECT: Request to authorize an out-of-state 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 May 29, 2020, State Regents’ staff received a request to be authorized from the institution listed below:

Institution Location and Oklahoma Instructional Sites

Name	Institutional Location	Oklahoma Instruction Sites
Arkansas Colleges of Health Education	Fort Smith, Arkansas	Choctaw Nation Health Services Authority, Tahahina Mercy Health Oklahoma Communities and OT, Oklahoma City Tahlequah Hospital Authority, Tahlequah

Institution Type and Accreditation

Name	Type	Accreditor
Arkansas Colleges of Health Education	Private not for profit	Higher Learning Commission

After reviewing the applications and required documentation, State Regents’ staff concluded that this institution meets the state authorization requirements. Therefore, it is recommended that the State Regents authorize Arkansas Colleges of Health Education to operate in Oklahoma.

For information purposes, the data that were submitted in the state authorization application are detailed below.

2018-2019 Data

Number of Programs Offered by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Arkansas Colleges of Health Education*	0	0	0	0	0	0

Enrollment by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Arkansas Colleges of Health Education	0	0	0	0	0	0

Credentials Awarded

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
Arkansas Colleges of Health Education	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
Arkansas Colleges of Health Education	0	0

*Arkansas Colleges of Health Education is developing online Master's and Doctoral level programs that will involve its students in Oklahoma participating in instructional activities that constitute physical presence, anticipated to begin during the 2020-2021 academic year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #19-b:

State Authorization.

SUBJECT: Request to re-authorize an out-of-state institution to operate in Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents re-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 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 May 29, 2020, State Regents' staff received a request to be re-authorized from the institution listed below:

Institution Location and Oklahoma Instruction Sites

Name	Institutional Location	Oklahoma Instruction Sites
Wichita State University	Wichita, Kansas	Canadian Valley Tech Center, Chickasha MetroTech Center STEM Academy, Oklahoma City Mid-Del Tech Center, Midwest City Eastern Oklahoma County Tech Center, Choctaw Moore-Norman Tech Center, Norman

Institution Type and Accreditation

Name	Type	Accreditor
Wichita State University	Public	Higher Learning Commission

After reviewing the applications and required documentation, State Regents' staff concluded that the institution meets the state authorization requirements. Therefore, it is recommended that the State Regents re-authorize Wichita State University to operate in Oklahoma.

For information purposes, the data that were submitted in the state authorization application are detailed below.

2018-2019 Oklahoma Data

Number of Programs Offered by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master's	Doctoral
Wichita State University	0	0	0	0	0	0

Enrollment by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master's	Doctoral
Wichita State University	0	0	0	0	0	0

Credentials Awarded

Institution	Certificate	Diploma	Associate	Baccalaureate	Master's	Doctoral
Wichita State 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
Wichita State University*	324	0

* Wichita State University's total enrollment in Oklahoma comprises non-degree seeking high school students participating in concurrent enrollment in Project Lead the Way courses.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #20:

Degrees Conferred.

SUBJECT: Acceptance of the Degrees Conferred in Oklahoma Higher Education 2018-19 report.

RECOMMENDATION:

It is recommended that the State Regents accept the Degrees Conferred in Oklahoma Higher Education 2018-19 report.

BACKGROUND:

Article XIII-A of the Oklahoma Constitution states that the State Regents “*shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions.*”

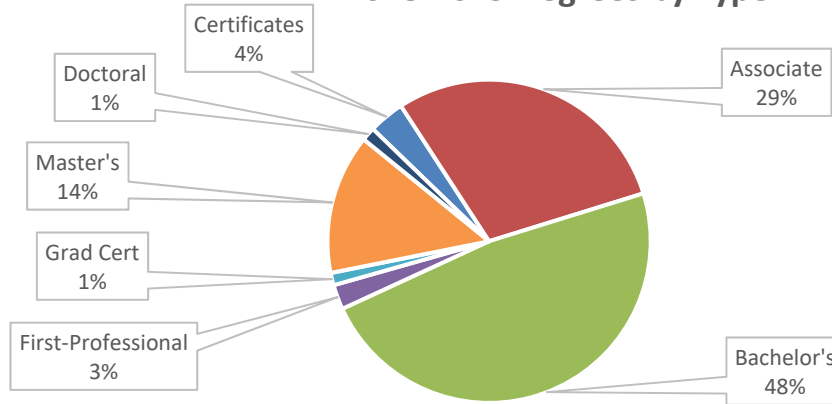
POLICY ISSUES: None

FINDINGS: During the 2018-2019 academic year the Oklahoma State System of Public Higher Education conferred 2.2 percent more degrees than during 2017-2018 academic year and 3.24 percent more than five years ago. Certificates, Associates, Bachelor’s, Graduate Certificates and First Professional degrees all saw increases, while Master’s and Doctorate degrees saw small decreases. Science, Technology, Engineering, and Math, or STEM, degrees increased 1.1 percent over the previous academic year and degrees in Health Professions increased by 4.21 percent. The increase in Health Profession degrees is especially fortuitous giving their demand during the state’s response to Covid-19.

- **2018-2019 Degrees:** 36,702 degrees were conferred during the 2018-2019 academic year. Certificates and Associate degrees accounted for 33 percent of the total degrees, while Bachelor’s degrees accounted for 48 percent and Graduate degrees accounted for 19 percent. Among Graduate degrees, Master’s degrees made up 73 percent of the total. Table 2 of the appendix has the degrees by type and Institution.

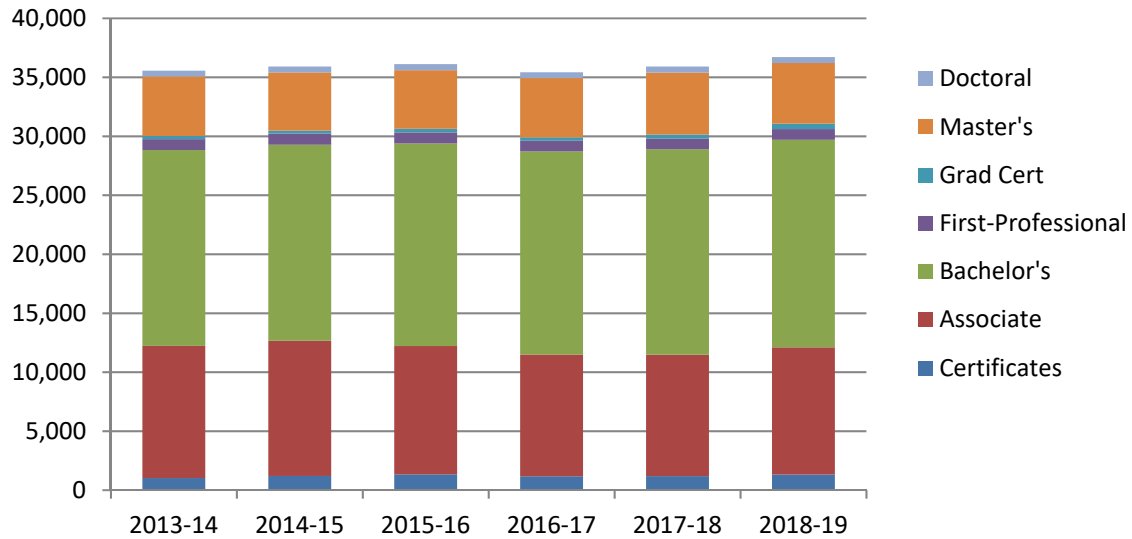
Degree Type	Total
Certificates	1,322
Associate Degrees	10,785
Bachelor's Degrees	17,589
First-Professional Degrees	908
Graduate Certificates	458
Master's Degrees	5,140
Doctoral Degrees	500

2018-2019 Degrees by Type



- **Five-Year Trend:** Over the last five years the total number of degrees conferred by Oklahoma higher education institutions has increased by 1,151 degrees or 3.24 percent. While most degree types have seen increases over the last five years one notable exception is Associate degrees. Compared to the 2013-2014 academic year, 427 or 3.81 percent fewer Associate degrees were conferred in the 2018-2019 academic year. Increases in Bachelor's degree of the last 5 years have more than compensated for this decrease though. Since the 2013-2014 academic year, Bachelor's degrees conferred have increased by 1,001 or 6.03 percent. It should be noted that Associate degrees did have their first increase in 3 years with an increase of 491 or 4.77 percent. Two other degree types with significant increases are the 2 year or less Certificates and the Graduate Certificates. Both types have had large increases over the past five years with 2 year or less Certificates increasing by 299 or 29.23 percent and Graduate Certificates increasing by 188 or 69.63 percent.

Number of Degrees Conferred at Public Institutions Five-Year Trend by Type



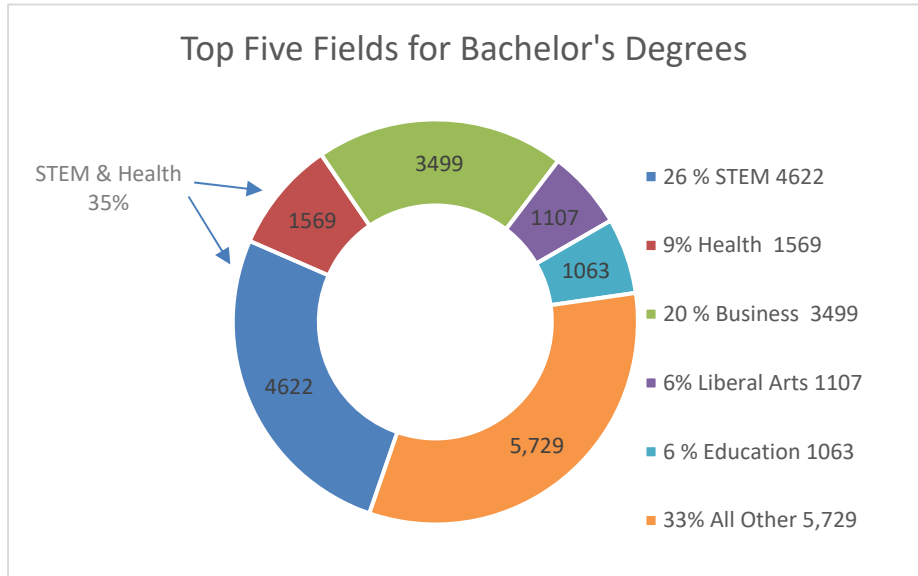
Source: OSRHE. UDS February, 2020

Degrees Conferred by Public Institutions by Type 2013-2014 through 2018-2019

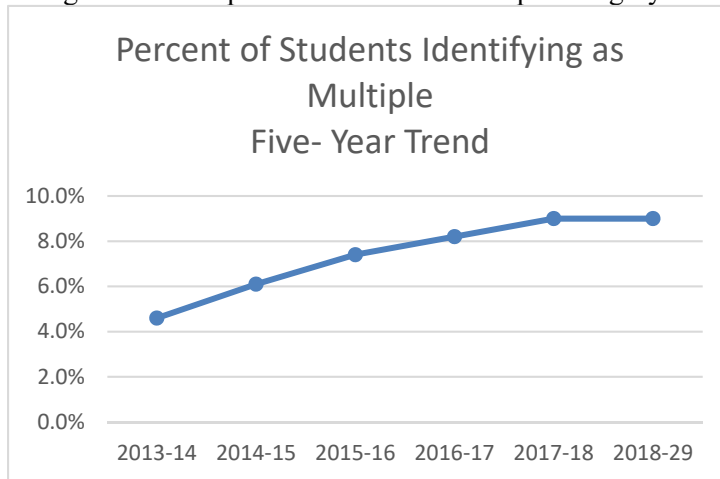
Degree Type	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	1 YR. Diff.	5 YR. Diff.
Certificate	1,023	1,207	1,341	1,179	1,192	1,322	10.91%	29.23%
Associate	11,212	11,458	10,868	10,323	10,294	10,785	4.77%	-3.81%
Bachelor's	16,588	16,612	17,174	17,210	17,414	17,589	1.00%	6.03%
First-Professional	929	950	942	905	897	908	1.23%	-2.26%
Grad Cert.	270	241	308	287	349	458	31.23%	69.63%
Master's	5,042	4,944	4,969	5,026	5,242	5,140	-1.95%	1.94%
Doctoral	487	491	515	495	522	500	-4.21%	2.67%
Total	35,551	35,903	36,117	35,425	35,910	36,702	2.21%	3.24%

- Degrees by Field:** Health Professions continues to be one of the most prominent fields across the different degree types. Among 2 year or less Certificates and Associate degrees Health Professions lead the way constituting 19.0 percent and 24.8 percent of the total awarded, respectively. While not first among Bachelor's or Master's degrees it was the third most awarded field for Bachelor's accounting for 8.9 percent and third for Master's accounting for 11.4 percent. Medical degrees and Pharmaceutical degrees made up 35.8 percent of all First-Professional degrees.

Stem degrees, when considered as a whole, make up the largest portion of Bachelor's degrees and the third largest portion of Associate degrees. Business Administration and Management was also a very popular degree field during the 2018-2019 academic year. It was the most popular among Master's degrees and second most popular among Bachelor's degrees making up 19.9 percent of degrees conferred in both types. It was the third most popular degree for both 2 years or less Certificates and Associates accounting for 18.2 percent and 12.4 percent respectively. The top Doctoral degrees were Engineering, accounting for 17.4 percent of the degrees, and Physical Sciences, accounting for 14.6 percent of the degrees.

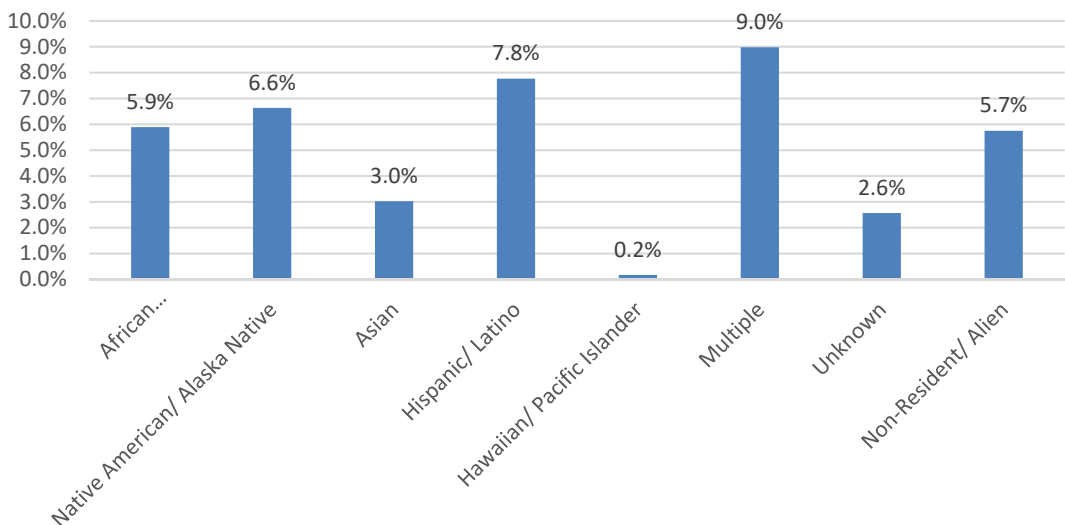


- Degrees by Ethnicity/Race:** Non-Caucasian students received 40.8 percent of the degrees conferred for the 2018-2019 academic year. Over the last five years there have been small changes up and down among the various ethnic and racial categories, but little significant change. One exception to this is the Multiple category. Since the 2013-2014 academic year



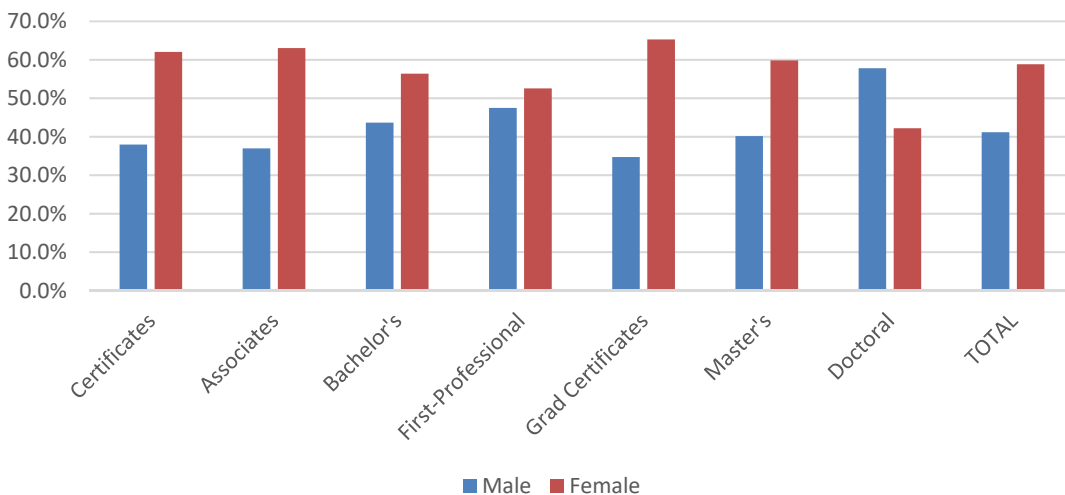
this category has seen an almost doubling of its portion of degrees conferred, going from 4.6 percent of degrees conferred to 9.0 percent of degrees conferred. Outside of Caucasian, Multiple is the largest race/ethnicity category of degrees conferred. Below is a graph of degrees conferred by minority group and table 3 of the appendix lists degrees conferred by type and race/ethnic group.

Percent of Degrees Conferred among Minorities



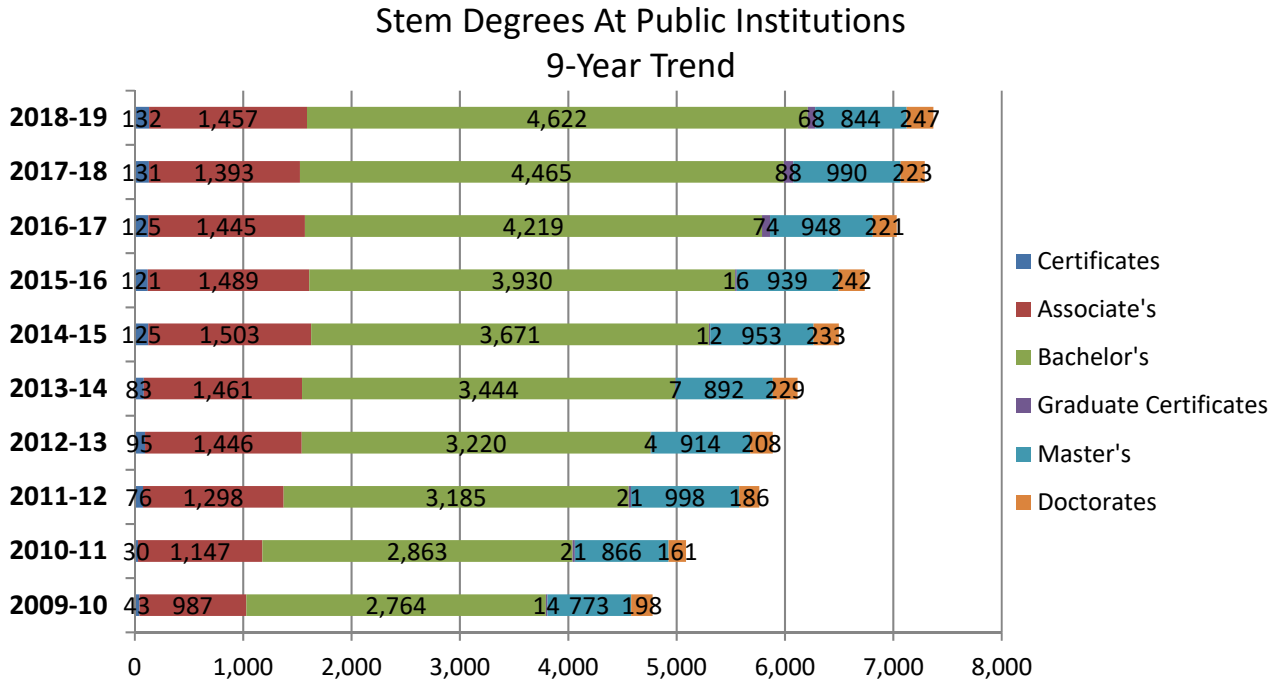
- Degrees by Gender:** During the 2018-2019 academic year 58.8 percent of all degrees conferred went to women. This approximately sixty/forty split between female and male, respectively, holds relatively true for each degree type with the exception of First Professional degrees and Doctoral degrees. With First Professional degrees the ratio is closer to a 50/50 split with 53 percent of degrees going to women. While for Doctoral degrees the ratio has been reversed, with 58 percent of all Doctoral degrees going to males.

Degrees Conferred by Gender



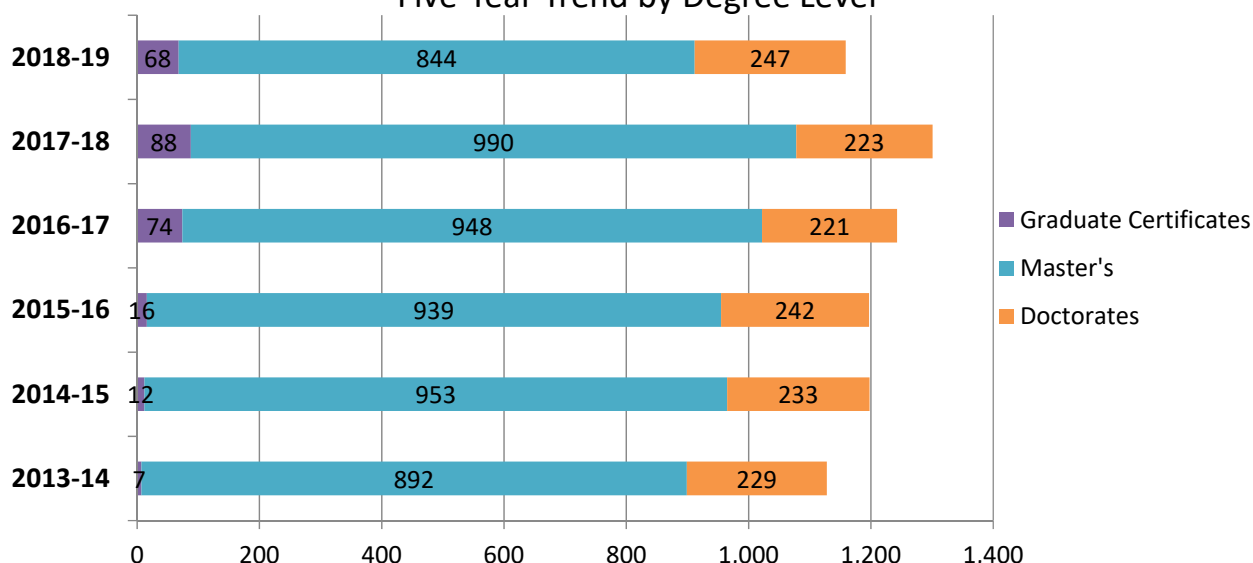
- Science, Technology, Engineering, and Math:** 7,370 STEM degrees were awarded during the 2018-2019 academic year. This is an increase of 54.4 percent compared to nine years ago, with Bachelor's degrees accounting for much of the increase. During the 2009-2010 academic

year 2,764 STEM Bachelor's degrees were conferred, while during the 2018-2019 academic year 4,622 STEM Bachelor's degrees were conferred, an increase of 1,858 degrees or 67.2 percent. While Bachelor's degrees have had the largest numerical increase the graph below makes plain we have had solid increases at all degree levels over the last 9 years.



Recent efforts at the graduate level have been less successful though. Five years ago, graduate level STEM degrees totaled 1,128 degrees and the total for the 2018-2019 academic years was only 1,159. This is an increase of only 31 degrees or 2.7 percent over five years. Below is a graph of the 5-year trend in STEM degrees conferred by type for the graduate level and table 4 of the appendix lists STEM degrees conferred by type over the last 6 years.

Graduate Stem Degrees Conferred at public Institutions Five-Year Trend by Degree Level



- STEM Degrees by Field of Study:** Engineering continued to lead the way in STEM degrees conferred during the 2018-2019 academic year with 2000 degrees. Since the 2013-2014 academic year engineering degrees conferred have increased by 595, or 42.3percent. Degrees in the areas of biological/biomedical and computer/information science are the next most popular STEM degrees. Biological/biomedical degrees have increased by 18.6 percent over the last five years and computer/information science degrees have seen an increase of 29.0 percent. Table 5 of the appendix lists STEM degrees by field over the past five years.
- Health Professions:** Degrees in the various areas of the health professions have increased by 4.21 percent compared to the previous year and by 6.42 percent over the last 5 years. Associate degrees have seen a strong increase of 9.31 percent over the last 5 years and Bachelor’s degrees have seen an even greater increase of 10.49 percent over the same period. The First-Professional degrees, which are the doctors and pharmacists, has seen a decrease of 7.25 percent over 5 years. This trend that will need to be carefully watched in the future.

Summary:

The Oklahoma State System of Higher Education continues to increase the number of degrees conferred across the state. Strong growth in the Health Professions will help meet the current and future demand of the health care sector, while increases in STEM degrees will help provide scientific and technical expertise to Oklahoma’s work force. Though in both fields’ attention should be focused at the graduate level due to the lackluster increases in the STEM graduate degrees and decreases in the Health Professions First-Professional degrees. Overall, the Oklahoma State Regents for Higher Education should be encouraged by the steps taken to continue to increase the number of degrees conferred across the state.

Further tables are available at the State Regents’ website at <http://www.okhighered.org/studies-reports/outcomes.shtml>.

Appendix/Supplemental to the Degrees Conferred Report

Table 1: Summary of Degrees Conferred

	Certificate		Associates		Bachelor's		First Prof.		Grad. Cert.		Master's		Doctorate	
Degree Totals	1,322		10,785		17,589		908		458		5,140		500	
Top Three Fields	Consumer Science Health Professions Business Mgmt. & Admin		Health Professions Liberal Arts/Gen Studies Business Mgmt. & Admin		Business Mgmt. & Admin Health Professions Engineering		Law Medicine Pharmacy		Human Resources Nutrition Sciences Special Education		Business Mgmt. & Admin Education Health Professions		Engineering Physical Science Education	
Gender														
Male	502	38.0%	3,986	37.0%	7,676	43.7%	431	47.5%	159	34.7%	2,065	40.2%	289	57.8%
Female	820	62.0%	6,799	63.0%	9,909	56.3%	477	52.5%	299	65.3%	3,075	59.8%	211	42.2%
Race														
African Amer.	101	7.6%	636	5.9%	986	5.6%	23	2.5%	44	9.6%	359	7.0%	12	2.4%
Amer. Indian	133	10.1%	978	9.1%	929	5.3%	37	4.1%	11	2.4%	335	6.5%	10	2.0%
Asian Amer.	35	2.6%	273	2.5%	565	3.2%	81	8.9%	15	3.3%	127	2.5%	14	2.8%
Hispanic	126	9.5%	882	8.2%	1,433	8.1%	51	5.6%	35	7.6%	310	6.0%	12	2.4%
Caucasian	738	55.8%	6,058	56.2%	10,817	61.5%	568	62.6%	269	58.7%	3,059	59.5%	236	47.2%
Hawaiian/Pac.	5	0.4%	23	0.2%	23	0.1%	1	0.1%	1	0.2%	8	0.2%	0	0.0%
Multiple	92	7.0%	1,150	10.7%	1,627	9.3%	61	6.7%	27	5.9%	324	6.3%	14	2.8%
Unknown	45	3.4%	359	3.3%	300	1.7%	80	8.8%	25	5.5%	115	2.2%	16	3.2%
Nonres. Alien	47	3.6%	426	3.9%	909	5.2%	6	0.7%	31	6.8%	503	9.8%	186	37.2%

Source: OSRHE, UDS Feb, 2020

Table 2: Degrees Conferred by Institution

Institution	Cert.	Assoc.	Bach.	F. Prof.	Grad. Cert.	Master	Doct.	Total
University of Oklahoma	22	0	4,605	0	254	1,741	233	6,855
OU Health Sciences Center	0	0	427	440	65	195	19	1,146
OU Law Center	0	0	0	179	1	182	0	362
Oklahoma State University	31	0	4,888	0	80	912	231	6,142
OSU Center for Health Sciences	0	0	0	104	21	189	4	318
OSU School of Veterinary Medicine	0	0	0	84	0	0	0	84
University of Central Oklahoma	19	79	2,382	0	11	514	0	3,005
East Central University	75	0	613	0	5	259	0	952
Northeastern State University	7	0	1,412	27	14	318	0	1,778
Northwestern Oklahoma State University	28	0	352	0	0	43	0	423
Southeastern Oklahoma State University	0	0	583	0	0	394	0	977
Southwestern Oklahoma State University	0	198	821	74	7	233	0	1,333
Cameron University	0	241	448	0	0	104	0	793
Langston University	0	26	192	0	0	42	13	273
Oklahoma Panhandle State University	2	95	269	0	0	0	0	366
Rogers State University	0	197	370	0	0	14	0	581
University of Science & Arts of Oklahoma	0	0	153	0	0	0	0	153
Connors State College	86	435	0	0	0	0	0	521
Eastern Oklahoma State College	6	207	0	0	0	0	0	213
Murray State College	0	429	0	0	0	0	0	429
Northeastern Oklahoma A&M College	27	391	0	0	0	0	0	418
Northern Oklahoma College	0	851	0	0	0	0	0	851
Tulsa Community College	332	2,449	0	0	0	0	0	2,781
OSU - Oklahoma City	102	971	15	0	0	0	0	1,088
OSU Institute of Technology - Okmulgee	0	614	59	0	0	0	0	673
Western Oklahoma State College	12	314	0	0	0	0	0	326
Redlands Community College	38	195	0	0	0	0	0	233
Carl Albert State College	83	384	0	0	0	0	0	467
Seminole State College	39	289	0	0	0	0	0	328
Rose State College	107	762	0	0	0	0	0	869
Oklahoma City Community College	306	1,658	0	0	0	0	0	1,964

Source: OSRHE UDS, February 2020

Table 3: Degree Type by Race/Ethnicity

Race/Ethnicity	Cert.	Assoc.	Bach.	F. Prof.	Grad. Cert.	Master	Doct.	Total	Percent
African American	101	636	986	23	44	359	12	2161	5.9%
Native American/ Alaska Native	133	978	929	37	11	335	10	2433	6.6%
Asian	35	273	565	81	15	127	14	1110	3.0%
Hispanic/ Latino	126	882	1433	51	35	310	12	2849	7.8%
Caucasian	738	6058	10817	568	269	3059	236	21745	59.2%
Hawaiian/ Pacific Islander	5	23	23	1	1	8	0	61	0.2%
Multiple	92	1150	1627	61	27	324	14	3295	9.0%
Unknown	45	359	300	80	25	115	16	940	2.6%
Non-Resident/ Alien	47	426	909	6	31	503	186	2108	5.7%
Total	1322	10785	17589	908	458	5140	500	36702	

Source: OSRHE UDS, February 2020

Table 4: STEM Degrees by Type, Five-year Trend

Degree Type	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	1 YR. Diff.	5 YR. Diff.
Certificates	83	125	121	125	131	132	0.8%	59.0%
Associates	1,461	1,503	1,489	1,445	1,393	1,457	4.6%	-0.3%
Bachelor's	3,444	3,671	3,930	4,219	4,465	4,622	3.5%	34.2%
Grad Cert	7	12	16	74	88	68	-22.7%	871.4%
Master's	892	953	939	948	990	844	-14.7%	-5.4%
Doctorate	229	233	242	221	223	247	10.8%	7.9%
Total	6,116	6,497	6,737	7,032	7,290	7,370	1.1%	20.50%

Source: OSRHE UDS, February 2020

Table 5: STEM Degrees by field, Five-year Trend

Field of Study	13-14	14-15	15-16	16-17	17-18	18-19	1YR Diff	5YR Diff
ACTUARIAL SCIENCE	14	10	14	12	9	12	33.3%	-14.3%
AERONAUTICS/AEROSPACE	113	119	104	114	125	119	-4.8%	5.3%
AGRICULTURE	510	493	474	505	536	531	-0.9%	4.1%
BIOLOGICAL & BIOMEDICAL	1,094	1,105	1,200	1,231	1,283	1,297	1.1%	18.6%
COMPUTER & INFO SCIENCE	833	885	958	973	1,023	1,082	5.8%	29.9%
ENGINEERING	1,405	1,560	1,668	1,850	1,999	2,000	0.1%	42.3%
ENGINEERING TECHNOLOGY	923	996	1,022	832	816	742	-9.1%	-19.6%
FOODS & NUTRITION	141	168	170	160	137	137	0.0%	-2.8%
MEDICAL SCIENCES	52	51	53	47	31	47	51.6%	-9.6%
MATHEMATICS & STATISTICS	252	237	227	256	260	303	16.5%	20.2%
MILITARY TECHNOLOGIES	0	5	9	9	11	7	36.4%	0.0%
MULTI/INTERDISCIPLINARY STUDIES	58	52	57	105	165	145	-12.1%	150.0%
NATURAL RESOURCES	103	100	107	118	133	141	6.0%	36.9%
PHYSICAL SCIENCES	533	628	581	604	564	625	10.8%	17.3%
PROTECTIVE SERVICES	85	88	93	216	198	182	-8.1%	114.1%
Total	6,116	6,497	6,737	7,032	7,290	7,370	1.1%	20.5%

Note: OSRHE definitions used to define STEM fields

Source: OSRHE UDS, February 2020

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #21-a (1):

Programs.

SUBJECT: Program Modifications. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU)

15 degree program requirement changes

2 degree program option additions

University of Oklahoma Health Sciences Center (OUHSC)

3 degree program requirement changes

1 degree program name change

Cameron University (CU)

3 degree program requirement changes

1 degree program option deletion

East Central University (ECU)

4 degree program requirement changes

Northeastern State University (NSU)

1 degree program requirement change

1 degree program option deletion

Southeastern Oklahoma State University (SEOSU)

2 degree program requirement changes

Oklahoma State University Institute of Technology (OSU-IT)

8 degree program requirement changes

9 degree program name changes

1 degree program option deletion

Tulsa Community College (TCC)

1 degree program requirement change

POLICY ISSUES:

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

ANALYSIS:

OSU - Certificate in Equine Enterprise Management (532)

Degree program requirement changes

- Remove ACCI 2103 and ANSI 3533.
- Add ACCT 2003.
- Change credit hours for Required Courses from 15 to 12.
- The proposed changes will better prepare students for their career goals.
- No new courses will be added and no courses will be deleted.
- Total credit hours will change from 20 to 17.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Geology (111)

Degree program requirement changes

- For the main program:
 - Remove GEOL 2254 and GEOL 2364.
 - Add GEOL 2464.
 - Change credit hours for upper-division GEOL courses from 18 to 21.
 - Change credit hours for Major Requirements from 55 to 54.
 - Change credit hours for Electives from 12 to 13.
 - Add footnote: MATH 1513 and MATH 1813 required for students who do not place directly into MATH 2144.
 - Remove requirement for students to have a minimum graduate retention GPA of 2.5 and completion of GEOL 1114 with a grade of C or better required to declare major.
- For the Business Essentials option:
 - Add ENGL 3323 as an alternative to ENGL 1213 and ENGL 1413.
 - Add PHYS 1114 as an alternative to PHYS 2014.
 - Add PHYS 1214 as an alternative to PHYS 2114.
 - Change credit hours for Major Requirements from 55 to 51.
 - Change credit hours for Electives from 12 to 16.
- For the Environmental Geology option:
 - Add ENGL 3323 as an alternative to ENGL 1213 or ENGL 1413.
 - Remove SOIL 2124.
 - Remove STAT 4013 and add 3 hours STAT designated (A).
 - Change credit hours required for upper-division Related Curriculum courses from 6 to 9.
 - Change credit hours for Major Requirements from 62 to 57.
 - Change credit hours for Electives from 5 to 10.
- For the Petroleum Geology option:
 - Add ENGL 3323 as an alternative to ENGL 1213 and ENGL 1413.
 - Add FIN 4003.
 - Change credit hours for Major Requirements from 55 to 54.
 - Change credit hours for Electives from 12 to 13.
- For the Pre-Law option:

- Add ENGL 3323 as an alternative to ENGL 1213 and ENGL 1413.
- Add PHYS 1114 as an alternative to PHYS 2014.
- Add PHYS 1214 as an alternative to PHYS 2114.
- Remove requirement to complete 6 upper-division related credit hours from: PHIL, POLS, SOC, or other courses as approved by the Geology undergraduate advisor.
- Add requirement to complete 12 related credit hours from: ECON, GEOL, PHIL, POLS, SOC, or other courses as approved by the Geology undergraduate advisor.
- Change credit hours for Major Requirements from 58 to 57.
- Change credit hours for Electives from 9 to 10.
- For the Secondary Teacher Certification option:
 - Remove PHIL 3743 and GEOL 4773.
 - Add “Course designated (H).”
 - Add PHYS 1114 as an alternative to PHYS 2014.
 - Add GEOL 2773 and GEOL 4503.
 - Change credit hours for Major Requirements from 61 to 60.
 - Change credit hours for Electives from 6 to 7.
- The proposed changes will provide more flexibility and add transparency to degree requirements for students.
- One new course 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.

OSU - Bachelor of Science in Geospatial Information Science (510)

Degree program requirement changes

- Remove MATH 2153 and CS 2433.
- Add GEOG 4383.
- 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 Medicinal and Biophysical Chemistry (530)

Degree program requirement changes

- Add PHYS 1114 as an alternative to PHYS 2014.
- Remove CHEM 3553 and CHEM 4320.
- Add PHYS 1214 as an alternative to PHYS 2114.
- The proposed changes are requested to provide students with more flexibility and to 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 Multimedia Journalism (477)

Bachelor of Arts in Multimedia Journalism (478)

Degree program requirement changes

- Add MMJ 2063.
- Remove MGMT 3013.
- Change minimum credit hours required to declare major from 28 to 24.
- The proposed changes will better prepare students to transition into upper-division coursework.

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

OSU - Bachelor of Science in Physics (161)

Degree program requirement changes

- For all options:
 - Add footnote: MATH 1513 and MATH 1813 required for students who do not place directly into MATH 2144.
- For the Physics option:
 - Remove BIOL 1114.
 - Change credit hours required for upper-division courses from 3 to 6.
- For the Applied Physics option:
 - Remove BIOL 1114.
 - Change credit hours required for Electives from 15 to 18.
- For the Secondary Teacher Certification option:
 - Remove PHIL 3743.
- The proposed changes will provide more flexibility and add transparency to 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.

OSU - Bachelor of Science in Physiology (164)

Degree program requirement changes

- For the Related Courses requirement, change “Select two of the following” to “Select two courses, including at least one BIOL, from the following list.”
- For the Pre-Medical Sciences option:
 - Remove BIOL 4134 and BIOL 4253.
- The proposed changes will add transparency to degree requirements for students and better meet students’ scheduling 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.

OSU - Bachelor of Arts in Political Science (170)

Degree program option additions and degree program requirement changes

- Add options:
 - Global Politics.
 - Practical Politics: Campaigning, Lobbying, and Policymaking.
 - The proposed options will better prepare students for employment.
- Change credit hours for Major Requirements from 45 to 39.
- Change credit hours for Electives from 13 to 19.
- For Pre-Law Option:

- Add POLS 2013 as an alternative for POLS 2113.
- Add POLS 4353 as an alternative for POLS 4980.
- Add POLS 4973.
- Change credit hours for upper-division Pre-Law courses from 15 to 9.
- Change credit hours for Electives from 13 to 10.
- The proposed changes will add transparency to 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.

OSU - Bachelor of Science in Political Science (407)

Degree program option additions and degree program requirement changes

- Add options:
 - Global Politics.
 - Practical Politics: Campaigning, Lobbying, and Policymaking.
 - The proposed options will better prepare students for employment.
- Change credit hours for Major Requirements from 45 to 39.
- Change credit hours for Electives from 22 to 28.
- For the Pre-Law option:
 - Add POLS 2013 as an alternative for POLS 2113.
 - Add POLS 4353 as an alternative for POLS 4980.
 - Add POLS 4973.
 - Change credit hours for upper-division Pre-Law courses from 15 to 9.
 - Change credit hours for Electives from 22 to 19.
 - Change credit hours for Major Requirements from 45 to 48.
- The proposed changes will add transparency to 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.

OSU - Certificate in Pre-Medical Sciences (533)

Degree program requirement changes

- Remove MATH 1513.
- Add STAT 2013, STAT 2023, STAT 2053, STAT 4013 as alternatives for MATH 1483.
- The proposed changes will provide more flexibility for students and better align the curriculum with medical school admission requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OSU - Certificate in Pre-Nursing (534)

Degree program requirement changes

- Add HIST 1483 as an alternative for HIST 1103 and HIST 1493.
- Add HHP 2654 as an alternative to BIOL 3214.
- Add PHIL 1113, PHIL 3513 and PHIL 3833 as alternatives for PHIL 1213.
- The proposed changes will provide more flexibility for students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

OSU - Bachelor of Arts in Psychology (257)

Degree program requirement change

- For the Business Essentials option:
 - Add ‘Completion of PSYC 1113 with a minimum grade of C and a minimum grade of C in MATH 1483 (or higher except MATH 1493) or STAT 2013 (or higher) required to declare major.’
- The proposed change will align the requirements for students to declare Psychology as a major with the requirements of other departmental degree programs.
- 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.

OSU - Bachelor of Arts in Sports Media (479)

Bachelor of Science in Sports Media (480)

Degree program requirement changes

- Change minimum credit hours required to declare major from 28 to 24.
- Remove Sports Media/Sports Information Emphasis.
- The proposed changes will better prepare students to transition into upper-division coursework and remove redundancy within the degree programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

OUHSC - Bachelor of Science in Nursing (026)

Degree program requirement change

- Add CHEM 1305 as an alternative for CHEM 1315.
- The proposed change 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.

OUHSC - Certificate in Public Health (079)

Degree program name change and degree program requirement changes

- Change program name to Graduate Certificate in Population Health.
- Remove OEH 5013, HPS 5213, and BSE 5163.
- Add requirement to select two 3-credit hour elective courses with at least one course from OEH or HPS.
- The proposed curricular changes will better meet students’ career interests and provide more flexibility.
- The proposed name change will better reflect the focus of the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 15 to 12.
- No funds are requested from the State Regents.

OUHSC - Doctor of Philosophy in Allied Health Sciences (073)

Degree program requirement change

- Change admission criteria:
 - Add: Have a minimum 3.0 cumulative GPA in the last 60 hours of graded coursework.

- Add: If the applicant has earned a master's degree, it need not be in Allied Health Sciences.
- Add: The maximum hours of master's degree work that may be applied to the 90 hours required for the Ph.D. degree is 30 for the Rehabilitation Sciences emphasis and 34 for the Nutritional Sciences emphasis.
- Revise GRE related-requirements as follows:
 - Applicants seeking a Rehabilitation Sciences emphasis are required to take the Graduate Record Examination (GRE). A combined verbal and quantitative score of 287 (153 verbal plus 144 quantitative) or above and a minimum writing score of 4.0 are preferred.
 - Applicants seeking a Nutritional Sciences emphasis are not required to take the GRE.
- Add: TOEFL requirements are automatically waived for students with one of the following degrees: 1) diploma from a U.S. high school, 2) 4-year Bachelor's degree from a U.S. institution, or 3) Master's degree from a U.S. institution.
- The proposed changes will clarify admissions requirements for prospective students and better 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.

CU - Associate in Applied Science in Criminal Justice (550)

Degree program requirement changes and degree program option deletions

- Delete option Law Enforcement.
 - There are currently no students enrolled in the option.
- Delete option Corrections.
 - There is currently one student enrolled in the option with an expected graduation date of 2021-2022.
- Add 18 credit hours of Guided Electives.
- The proposed changes will remove barriers to timely degree program completion, and better align the degree program with recommendations from area law enforcement.
- No new courses will be added and five 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 Criminal Justice (580)

Degree program requirement changes

- Add CJ 3133.
- Change credit hours for Required Core Courses from 30 to 33.
- Require 9 credit hours of Guided Electives.
- The proposed changes will better align the program with similar degree programs at peer institutions across Oklahoma, and allow students to choose courses that fit their career 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.

CU - Bachelor of Science in Family and Child Studies (356)

Degree program requirement changes

- Change credit hours for Required Core Courses from 47 to 41.

- Remove ECEC 1213, ECEC 4223, ECEC 4333, EDUC 3023, and PSY 3373.
- Add ECE 3303, FAMS 2153, and FAMS 4143.
- Add two concentrations: Family Studies and Child Development Studies.
- Remove Minor requirement.
- The proposed changes will better align the program with similar degree programs at peer institutions across Oklahoma, and better prepare students for careers in the field.
- 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 Education in Special Education Mild/Moderate (044)

Bachelor of Science in Education in Elementary Education (013)

Degree program requirement changes

- Remove “Three hours of elective course work included in the General Education curriculum from history, geography (not 1214), economics, sociology, or political science OR HNRS 2213 Enduring Question: Perspectives from Science.”
- Change credit hours required for General Education from 38 to 35.
- The proposed changes will help students meet Oklahoma Teacher Certification 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 Science in Early Childhood (054)

Degree program requirement changes

- Remove “Three hours of elective course work included in the General Education curriculum from history, geography (not 1214), economics, sociology, or political science OR HNRS 2213 Enduring Question: Perspectives from Science”.
- Change credit hours required for General Education from 41 to 38.
- The proposed changes will help students meet Oklahoma Teacher Certification 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 Science in Nursing (034)

Degree program requirement changes

- For the main program:
 - Change admission criteria to the following:
 - Must meet university admission requirements and be accepted to ECU prior to start of the program.
 - Must have minimum retention and program GPAs of 2.7/4.0.
 - Must complete 24 credit hours of the required 44 credit hours in Section III: Related Work. The accepted math course must be included in the 24 credit hours.
 - Human Anatomy or Anatomy and Physiology I must be completed/passed prior to the beginning of the first nursing course (NRSG 2104 and NRSG 2223). All sciences must be completed/passed prior to the second semester nursing courses.
 - The entrance exam (Test of Essential Academic Skills -TEAS) must be taken prior to the application deadline with a minimum posted score achieved in no

- more than two attempts within 12 months.
 - Once provisionally admitted, complete all remaining requirements related to attestations and accreditation.
 - Add MATH 1413 and MATH 1613 as alternatives for MATH 1513.
 - Add PSYCH 3463 and HHFS 2463 as alternatives for three hours Developmental Psychology (include infant and child).
 - Remove SOC 3833.
 - Add NRS 4283.
- For RN to BSN option:
 - Change admission criteria to the following:
 - Must have a minimum cumulative GPA of 2.0/4.0.
 - Must meet university admission requirements.
 - Must complete an application with the ECU Online Admissions Team.
 - Must have graduated with an associate's degree or diploma from an accredited nursing program.
 - Must hold a valid, unencumbered Registered Nurse license.
 - F-1 Visa holders are not eligible for the RN to BSN program due to the fully online format.
 - Add CHEM 1324 as an alternative for CHEM 1114.
 - Add MATH 1613 as an alternative for MATH 1413 and MATH 1513.
 - Remove NRS 4617, NRS 4629, EHS 3114, and SOC 3833.
 - Add PSYCH 3463 and HHFS 2463 as alternatives for three hours Developmental Psychology (including infant and child).
 - Add NRS 4633, NRS 4644, NRS 4654, NRS 4665, NRS 4673, and NRS 4683.
- 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 main program will not change.
- Total credit hours for the RN to BSN option will change from 124 to 128.
- No funds are requested from the State Regents.

NSU - Master of Education in Instructional Leadership (124)

Degree program option deletion and degree program requirement changes

- Delete option Visually Impaired Certification Cognate.
 - The proposed deletion is effective immediately.
 - There are currently no students enrolled in the option.
- Change admission criteria:
 - Remove the requirements to submit a satisfactory score on the Graduate Record Examination (GRE) and Miller Analogies Test (MAT), to have an earned bachelor's degree from an accredited university and to submit an official transcript of all previous coursework.
- The proposed option deletion is due to low student enrollment.
- The proposed admission 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.

SEOSU - Bachelor of Science in Recreation Sport Management (041)

Degree program requirement changes

- Add KIN 3951, KIN 4043, KIN 4383, KIN 4842, and KIN 4952.
- Remove KIN 3462, KIN 3473, KIN 3553, KIN 3652, KIN 3753, KIN 3763, KIN 4053, and KIN 4253.
- Remove requirement to complete a three credit hour KIN elective.
- Add requirement to choose 18 credit hour Business Concentration or Sports Studies Concentration.
- The proposed changes will better align the program with industry needs and allow students to choose courses that fit their career interests.
- 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.

SEOSU - Master of Science in Sports Administration (109)

Degree program requirement changes

- Remove KIN 5023.
- Add KIN 5863.
- The proposed changes 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.

OSUIT - Associate in Science in Business (091)

Degree program requirement changes

- Change credit hours for Program Requirements from 15 to 18.
- Remove STAT 2013.
- Add BADM 1113 and MGMT 2243.
- Change credit hours for Program Electives from 6 to 3.
- The proposed changes are recommendations from the program's advisory committee and will 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.

OSUIT - Associate in Applied Science in Culinary Arts (046)

Degree program requirement changes

- For the Food Studies option:
 - Remove CUA 1311 and CUA 2575.
 - Add CUA 1313.
 - Remove restriction to choose electives from Culinary Arts courses.
- The proposed changes are recommendations from the program's advisory committee and 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.

OSUIT - Bachelor of Technology in Information Technologies (094)

Degree program requirement changes

- For the Software Development option:
 - Remove ITD 3323.
 - Add ITD 3243 and ITD 3773.
 - Change credit hours required for Approved Technical Electives from 9 to 6.
- The proposed changes are recommendations from the program's advisory committee.
- 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.

OSUIT - Associate in Applied Science in Civil Engineering/Surveying Technologies (125)

Degree program requirement changes

- Change credit hours for Program Requirements from 35 to 47.
- Change credit hours for Technical Support Courses from 22 to 10.
- Add 12 credit hours of Approved Technical Electives.
- Add CS 1013.
- Remove 3 credit hour Humanities elective and MATH 2144.
- Change credit hours for Mathematics requirement from 7 to 3.
- Remove 8 credit hour Science requirement.
- The proposed changes are recommendations from the program's advisory committee, better align program curriculum with current industry trends and 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.

OSUIT - Associate in Applied Science in Engineering Technologies (080)

Degree program option deletions and degree program requirement changes

- Delete option Civil Engineering/Surveying Technology.
 - There are currently no students enrolled in the option.
- Delete option Engineering Graphics & Design Drafting.
 - There are currently no students enrolled in the option.
- Delete option Manufacturing Technologies.
 - There are currently no students enrolled in the option.
- The proposed deletions are due to creation of stand-alone associate in applied science programs in 2015 that replaced the options.
- For the Electrical/Electronics Technologies and Instrumentation Technology options:
 - Remove ETD 1102 and add ETDE 1002.
- The proposed changes are recommendations from the program's advisory committee and 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.

OSUIT - Bachelor of Technology in Instrumentation Engineering Technology (095)

Degree program requirement changes

- Remove ETD 1102 and add ETDE 1002.
- The proposed changes are recommendations from the program's advisory committee and

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.

OSUIT - Associate in Applied Science in Automotive Service Technologies/Chrysler MOPAR CAP (104)

Degree program name change

- Change program name to MOPAR CAP.
- The proposed change will more accurately reflect the institution's recent academic reorganization and align with current industry 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.

OSUIT - Associate in Applied Science in Automotive Service Technologies/Ford ASSET (102)

Degree program name change

- Change program name to Ford ASSET.
- The proposed change will more accurately reflect the institution's recent academic reorganization and align with current industry 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.

OSUIT - Associate in Applied Science in Automotive Service Technologies/General Motors ASEP (103)

Degree program name change

- Change program name to General Motors ASEP.
- The proposed change will more accurately reflect the institution's recent academic reorganization and align with current industry 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.

OSUIT - Associate in Applied Science in Automotive Service Technologies/Pro-Tech (004)

Degree program name change

- Change program name to Pro-Tech.
- The proposed change will more accurately reflect the institution's recent academic reorganization and align with current industry 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.

OSUIT - Associate in Applied Science in Automotive Service Technologies/Toyota T-TEN (105)

Degree program name change

- Change program name to Toyota T-TEN.
- The proposed change will more accurately reflect the institution's recent academic reorganization and align with current industry 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.

OSUIT - Associate in Applied Science in Automotive Service Technologies/CAT Dealer Prep (108)

Degree program name change

- Change program name to CAT Dealer Prep.
- The proposed change will more accurately reflect the institution's recent academic reorganization and align with current industry 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.

OSUIT - Associate in Applied Science in Automotive Service Technologies/Komatsu ACT (109)

Degree program name change

- Change program name to Komatsu ACT.
- The proposed change will more accurately reflect the institution's recent academic reorganization and align with current industry 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.

OSUIT - Associate in Applied Science in Diesel and Heavy Equipment/Truck Technician (110)

Degree program name change and degree program requirement change

- Change program name to Truck Technician.
- Add BADM 1113 as an alternative for MGMT 2413.
- The proposed name change will more accurately reflect the institution's recent academic reorganization and align with current industry standards.
- The proposed curricular change 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.

OSUIT - Associate in Applied Science in Automotive Service Technologies/WEDA Technician (111)

Degree program name change

- Change program name to Western Equipment Dealers Association Technician.
- The proposed change will more accurately reflect the institution's recent academic reorganization and align with current industry 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.

TCC - Associate in Science in Business Administration (003)

Degree program requirement changes

- Remove MATH 1513.
- Add MATH 1453.
- The proposed changes will better prepare students for transfer to a four-year institution.
- 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.

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AGENDA ITEM #21-a (2):

Suspensions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Southeastern Oklahoma State University (SEOSU) requested authorization to suspend the program listed below:

- Bachelor of Arts in Spanish (106)

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

- Associate in Applied Science in Paralegal (039)

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:

SEOSU requested authorization to suspend the Bachelor of Arts in Spanish (106).

- SEOSU reports chronic low enrollment and low productivity in the program.
- SEOSU also reports that suspension of the program will give them time to determine the future of the program.
- This suspension is effective immediately.
- SEOSU will reinstate or delete the program by May 31, 2023.

TCC requested authorization to suspend the Associate in Applied Science in Paralegal (039).

- TCC reports low enrollment, and suspension of the program will provide time to determine the future of the program.
- This suspension is effective immediately.
- TCC will reinstate or delete the program by May 31, 2023.

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AGENDA ITEM #21-b:

Reconciliation.

SUBJECT: Reconciliation. Approval of institutional request.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma College of Law (OU-LAW) requested degree program modifications for the Master of Legal Studies in International Business Law (161) to reconcile institutional practice with official degree program inventory.

The University of Central Oklahoma (UCO) requested degree program modifications for the Certificate in Funeral Service (102) 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:

OU-LAW requested degree program modifications for the Master of Legal Studies in International Business Law (161), which were approved by the State Regents at their February 6, 2020 meeting. Specifically, the modification incorrectly indicated to remove LSIB 5012. The correct course to remove is LSIB 5142. The modification also incorrectly indicated to add LSIB 5142. The correct course to add is LSIB 5012. This action will correct these errors and reconcile institutional practice with official degree program inventory.

UCO requested degree program modifications for the Certificate in Funeral Service (102), which were approved by the State Regents at their April 22, 2020 meeting. Specifically, the modification incorrectly identified the program code for the Certificate in Funeral Service as 105. The correct program code for the Certificate in Funeral Service is 102. This action will correct this error and reconcile institutional practice with official degree program inventory.

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AGENDA ITEM #21-c:

Cooperative Agreement Programs.

SUBJECT: Cooperative Agreement Programs. Ratification of institutional request.

RECOMMENDATION:

It is recommended that the State Regents ratify Rose State College's request to add a cooperative agreement program, as described below.

BACKGROUND:

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

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

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

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Academic Program Review, Contractual Arrangements Between Higher Education Institutions and Other Entities, Undergraduate Transfer and Articulation, and Credit for Prior Learning policies.

ANALYSIS:

Rose State College (RSC) submitted a request to add a CAP with Moore Norman Technology Center specified in Attachment A, for the Associate in Applied Science in Cyber Security/Digital Forensics (111).

Approval was granted by the Chancellor. State Regents' ratification is requested.

CAP Additions

Attachment

Institution	Program Name	Career Technology Centers	Up to the following credit hours		
			Contract Hours	PLA Hours	Transfer Credit
RSC	Associate in Applied Science in Cyber Security/Digital Forensics (111)	Moore Norman Technology Center	15		

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AGENDA ITEM #21-d:

Transfer Courses.

SUBJECT: Approval of transfer courses from Oklahoma technology centers for technical degree programs.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

POLICY ISSUES:

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

ANALYSIS:

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

Attachment

Technology Center Courses to be Approved for Transfer

Institution	Program	Course Prefix	Course Number	Course Title	Technology Center Partner	Technology Center Course(s)
OSUOKC	AAS in Computer Information Systems (005)	CIS	1533	Visual Basic Programming	Moore Norman Technology Center	Visual Basic .Net Programming
OSUOKC	AAS in Computer Information Systems (005)	CIS	2323	Java	Moore Norman Technology Center	Java I
OSUOKC	AAS in Computer Information Systems (005)	CIS	2513	Principles of Information Systems Security	Moore Norman Technology Center	Principles of Information Assurance
OSUOKC	AAS Computer Information Systems (005)	CIS	2703	Systems Analysis & Design	Moore Norman Technology Center	Systems Analysis Design & Testing
OSUOKC	AAS Computer Information Systems (005)	CIS	2803	Capstone	Moore Norman Technology Center	Capstone
OSUOKC	AAS in Information Technology (094)	ITD	1523	Support and Troubleshooting Personal Computers	Moore Norman Technology Center	Computer Repair & Troubleshooting I and Computer Repair & Troubleshooting II
OSUOKC	AAS in Information Technology (094)	ITD	2213	Networking I	Moore Norman Technology Center	Network Management
OSUOKC	AAS in Information Technology (094)	ITD	2433	Linux	Moore Norman Technology Center	Network/Client Operating Systems (Linux)1

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AGENDA ITEM #21-e:

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

preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval.”

STAFF ANALYSIS:

Prior to May 29, 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
Cybersecurity	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.

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AGENDA ITEM #21-f (1):

Electronic Delivery.

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Leadership via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the existing Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Leadership via electronic delivery.

BACKGROUND:

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

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration in Business Administration (035);
- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);

- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management (403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);
- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Science in Liberal Studies (442);
- Bachelor of Arts in Liberal Studies (443);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (496);
- Master of Science in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- Graduate Certificate in Integrative Design of the Building Envelope (525);
- Bachelor of University Studies in University Studies (025);
- Master of Science in Education Technology (462);
- Master of Science in Education Psychology (068);
- Graduate Certificate in Museum and Curatorial Studies (531);
- Certificate in Interface Excellence (495);
- Graduate Certificate in Program Evaluation (538);
- Graduate Certificate in Workforce and Adult Education (539);
- Bachelor of Science in Early Child Care and Development (537);
- Graduate Certificate in Elementary Mathematics Specialist (548);
- Graduate Certificate in Effective Teaching in Secondary Schools (551);
- Graduate Certificate in Comparative and International Education (554);
- Certificate in Communication Sciences and Disorders (265);
- Bachelor of Science in Computer Science (052);
- Graduate Certificate in K-12 STEM Educator (266);
- Graduate Certificate in Effective Teaching in Elementary Schools (267);
- Master of Science in Dietetics (097);
- Bachelor of Science in Psychology (176); and
- Master of Science in Interdisciplinary Studies (155).

OSU's governing board approved offering the existing Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Leadership (458) online at their March 6, 2020 meeting. OSU requests authorization to offer this existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Leadership (458)

Demand. The target audiences for the proposed online program are students who have completed an associate's degree in agriculture and former OSU College of Agriculture and Natural Resources students who left the university before completing their bachelor's degree. The courses needed for the online program in Agricultural Leadership have been piloted and revised with the support of a USDA Higher Education Challenge grant. The project focused on transfer students and was led by OSU faculty who collaborated with Northeastern Oklahoma A&M College, Murray State College, and Connors State College. These three institutions have strong interest in continuing the partnership focused on the Agricultural Leadership degree program and there are plans to contact other two-year institutions in Oklahoma who may also be interested in partnering. A recent review of former OSU students revealed that in the last 15 years, there were approximately 250 students from the Department of Agricultural Education, Communications and Leadership who left the university prior to graduation with less than 30 credit hours remaining to graduate. More than likely, these students will be interested in completing their remaining credit hours online, so they can continue to work full-time.

The Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Leadership (458) program prepares graduates for careers in the food and agricultural sciences. According to the Oklahoma Employment Security Commission (OESC), employment in the agriculture industry is projected to grow 7.5 percent between 2016 and 2026. In addition, OESC data indicate that employment for first-line supervisors of farming, fishing, and forestry workers will grow 5.4 percent, and employment for food scientists and technologists will grow 11.6 percent from 2016 to 2026. Furthermore, the U.S. Bureau of Labor Statistics suggests that overall employment of agricultural and food scientists is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations, nationally.

Delivery method. Coursework will be delivered online using the campus online classroom hosted by Canvas. Learning will be facilitated using online discussion, prerecorded lectures, small teams facilitated via Skype, online exams, written assignments submitted via drop box, course textbooks, and one-on-one phone conferences as needed.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by

email on March 4, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-f (2):

Electronic Delivery.

SUBJECT: Southeastern Oklahoma State University. Approval to offer the following existing programs via electronic delivery: the Bachelor of Science in Recreation Sport Management and the Bachelor of Business Administration in Accounting.

RECOMMENDATION:

It is recommended that the State Regents approve Southeastern Oklahoma State University's requests to offer the following existing programs via electronic delivery: the Bachelor of Science in Recreation Sport Management and the Bachelor of Business Administration in Accounting.

BACKGROUND:

Southeastern Oklahoma State University (SEOSU) is currently approved to offer the following degree programs via electronic delivery:

- Master of Business Administration (075);
- Bachelor of Business Administration in Management (027);
- Bachelor of Arts in Criminal Justice (059);
- Bachelor of Science in Computer Science (052);
- Bachelor of Science in Computer Information Systems (061);
- Bachelor of Science in Elementary Education (016);
- Master of Education in School Administration (073);
- Master of Education in Secondary Education (074);
- Master of Science in Aerospace Administration and Logistics (079);
- Master of Science in Native American Leadership (112);
- Graduate Certificate in Management (113);
- Bachelor of Science in Health and Human Performance (115);
- Master of Early Intervention and Child Development in Early Intervention and Child Development (116);
- Master of Education in School Counseling (071);
- Bachelor of Science in Occupational Safety and Health (058);
- Bachelor of Business Administration in Marketing (095);
- Bachelor of Science in Liberal and Applied Studies (102);
- Bachelor of Business Administration in General Business (105);
- Master of Science in Sports Administration (109);
- Bachelor of Science in Early Intervention and Child Development (111);
- Bachelor of Science in Organizational Leadership (775);
- Bachelor of Arts in Communication (049);

- Master of Education in Special Education (072);
- Master of Science in Occupational Safety & Health (107);
- Master of Education in Curriculum and Instruction (110);
- Master of Music Education in Music Education (114); and
- Bachelor of Arts in English (017).

SEOSU's governing board approved offering the existing Bachelor of Science in Recreation Sport Management (041) and the Bachelor of Business Administration in Accounting (001) online at their January 30, 2020 meeting. SEOSU 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:

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

Bachelor of Science in Recreation Sport Management (041)

Demand. The field of sports management and administration is in high demand across the nation. According to the U.S. Bureau of Labor Statistics, employment of coaches and scouts is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations due to increasing participation in high school and college sports. In addition, employment of fitness trainers and instructors is projected to grow 13 percent from 2018 to 2028, much faster than the average for all occupations. Additionally, Oklahoma Employment Security Commission (OESC) data suggest that employment in the leisure and hospitality industry will grow 14 percent and employment for coaches and scouts will grow 10.7 percent from 2016 to 2026.

Offering the Bachelor of Science in Recreation Sport Management (041) program online will enable SEOSU to reach students throughout Oklahoma. Many courses in the current program are already offered online and enrollment is higher in these courses as compared to traditional onsite courses. Considering the high employment demand inside and outside Oklahoma in this field, there will be great student interest in online delivery of this program at SEOSU.

Bachelor of Business Administration in Accounting (001)

Demand. According to the U.S. Bureau of Labor Statistics, employment of accountants and auditors is projected to grow 6 percent from 2018 to 2028. In addition, OESC projects that employment of accountants and auditors will grow 12 percent statewide and 8.9 percent in southeast Oklahoma from 2016 to 2026. In the southeast region of Oklahoma, the Choctaw Nation of Oklahoma and area banks consistently report the need for more employees trained in accounting. The most recent five-year average of SEOSU accounting majors has grown 8.3 percent, but this is still not enough to meet demand.

The Bachelor of Business Administration in Accounting (001) is attractive to many working adults, but the traditional face-to-face format does not meet their needs. Most employers require a candidate to have a bachelor's degree in accounting or a related field to fill their positions. Online delivery of instruction may significantly increase the number of SEOSU graduates who are eligible for these openings.

Delivery method. Courses required for this program will be delivered through Blackboard. Features that will facilitate learning include faculty training in online delivery of courses, online tutoring, and discussion boards. ZOOM may also be used for virtual meetings. In addition, distance education library services are available to students which give them remote access to a number of useful electronic resources, including databases, e-books, print materials and online book catalogs.

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 February 18, 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 demand, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-f (3):

Electronic Delivery.

SUBJECT: University of Central Oklahoma. Approval to offer the Master of Public Administration in Public Administration via electronic delivery.

RECOMMENDATION:

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

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);
- Bachelor of Arts in Applied Liberal Arts (154);
- Bachelor of Science in Nursing (129);
- Master of Science in Nursing (204);
- Master of Music in Music (128); and
- Graduate Certificate in Food Quality and Safety (155).

UCO's governing board approved offering the existing Master of Public Administration (MPA) in Public Administration (203) online at their January 31, 2020 meeting. UCO requests authorization to offer this program via electronic delivery, as outlined below.

POLICY ISSUES:

This action is 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.

Master of Public Administration in Public Administration (203)

Demand. The MPA is a versatile professional degree that qualifies recipients for jobs at all levels in government, including federal, state, local, and tribal, in addition to nonprofit firms and agencies and private companies. Therefore, the MPA program is an attractive option for many mid-career public professionals in the Oklahoma City metropolitan area. Since 2013, 125 students have graduated from the MPA program. Between 50 and 75 students are admitted to the program each fall. Although the MPA program has done well, it has not entirely met the need for a professional public service degree in Oklahoma.

For example, members of the City Managers Association of Oklahoma continually express a desire for their staff and their communities, some of whom live in rural areas, to have access to MPA online courses. These managers want to equip local officials with a better understanding of the inner workings and complexity of government. It is not feasible for many of these prospective students to work full-time, then travel to campus and return home late in the evenings two to three nights per week considering their family and other personal obligations.

Additionally, the majority of UCO's current MPA students work full-time. Data demonstrate that online MPA courses have become more popular than face-to-face MPA courses with these students. For the current semester, MPA courses delivered online filled to 87 percent of maximum seating, compared to 61 percent for face-to-face MPA courses.

There are currently no online MPA degree programs offered in Oklahoma. By offering a fully online MPA program, UCO can better serve its current MPA students, attract more prospective working adult students, and more effectively meet employment demand across Oklahoma.

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 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 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 program. Due to employment demand, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-g (1):

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of an institutional request to renew participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify an institutional request 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 May 29, 2020, State Regents' staff received a SARA renewal application from Oklahoma City University (OCU).

As a result of meeting the SARA eligibility requirements, OCU was approved by the Chancellor for annual renewal of their participation in SARA. State Regents' ratification is requested.

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AGENDA ITEM #21-g (2):

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests to begin participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify institutional requests to participate 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 agency, 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 institutions are approved. 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:

Section 3.16.9 in the Distance Education and Traditional Off-Campus Courses and Programs policy 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 May 29, 2020, State Regents' staff received a SARA application from the following institutions:

- Oklahoma State University – Oklahoma City

- Seminole State College

As a result of meeting the SARA eligibility requirements, these institutions were approved by the Chancellor to participate in SARA. State Regents' ratification is requested.

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AGENDA ITEM #21-h:

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 March 21, 2020 and April 29, 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 March 21, 2020 and April 29, 2020, there is 1 purchase in excess of \$25,000 but not in excess of \$100,000.

OneNet

- 1) University of Arkansas in the amount of \$51,932.43 for a connected unique network interchange and partnership between the state research and education networks in Oklahoma (OneNet), Texas (LEARN), Arkansas (ARE-ON) and Louisiana (LONI). The networks are physically connected together in Dallas Texas to promote, advance and sustain advanced networking services in support of research, education and their respective missions. The costs for these services are recovered from OneNet customer user fees. (Funded from 718-OneNet).

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AGENDA ITEM #21-i:

Resolution.

SUBJECT: Approval of a resolution honoring retiring staff.

This item will be available at the meeting.

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AGENDA ITEM #22-a:

Programs.

SUBJECT: Current Status Report on program requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 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.

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AGENDA ITEM #22-b:

Report.

SUBJECT: Acceptance of the Financial and Long-Term Viability Assessments – 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.

RECOMMENDATION:

It is recommended that the State Regents accept the Financial and Long-Term Viability Assessments for 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.

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 fourth and fifth cohort of institutions were presented at the April meeting and are being submitted for final approval. A summary of key findings is included below by institution.

Rose State College (RSC) –

Financial Assessment

- RSC's total net position has improved from \$52.2M in FY14 to \$58.5M in FY18 (12.6%), driven by increases in the institution's expendable resources.
- The college's above target primary reserve ratio contributed to an overall CFI score of 2.04 in FY18, which is well above the minimum threshold for financial health of 1.0.

Operational Assessment

- The institution's EBIDA margins have been above 10% in each of the past four years, illustrating the university's strong operating margins and its ability to generate cash through operations.
- RSC generates several unique revenue streams, including tax revenue received from its community educational technical district and fees associated with its partnership with local EPIC charter schools.
- The college remains focused on strategies to enhance the student experience as it remains below the Oklahoma community college average for first-year retention and three-year graduation rates.
- Improvements in adjusted operating revenues were driven mainly through increases in net tuition (10.2% average annually) and ad valorem tax revenue received (7.8% average annually).
- Total enrollment has remained flat over the past five academic years with increases in concurrent students being offset by smaller incoming freshman classes.

Capital and Debt

- Rose State has a significant debt burden and its overall leverage has increased in recent fiscal years. However, a current debt service coverage ratio of above 100% indicates the institution's ability to meet current debt service obligations through operations.

- Capital investments have been focused on enhancing the student experience, with significant investments in on-campus housing, a new student union and renovations of the college's wellness center.

Strategic Plan

- Assuming continued strong operating results, RSC will have the opportunity to address items within its detailed, actionable strategic plan which runs through academic year 2022.

Southeastern Oklahoma State University (SEOSU) –

Financial Assessment

- SEOSU's total net position has improved by \$8.7 M (31.3%) in the past five fiscal years, with materially positive operating results in the past two years driven by increasing net tuition revenue.
- The university's continued paydowns of long-term debt, coupled with depreciation expense outpacing investment, have resulted in a flat net investment in capital assets.
- Improving operating margins and growth in expendable reserves have continually improved the institution's overall CFI score over the past four fiscal years, rising to 2.82 in FY18, well above the threshold for financial health.
- Forecasted increases in the institution's score assume continued net tuition revenue growth and paydowns of the university's debt balance, substantially improving its viability ratio.

Operational Assessment

- The university's margins before interest and depreciation have been above 10.0% in the past two fiscal years. Assuming stable operating results, the university will have funds to devote towards capital needs after a period of conservative investment.
- Growth in enrollment and net tuition revenue has allowed the institution to achieve positive adjusted operating results, despite significant state funding reductions (-23.1% in the past five years).
- SEOSU's growth in enrollment (4.5 % in the past six academic years) has been driven largely through online programs, including the university's rapidly expanding MBA offering.
- Financial difficulties during FY14-15 resulted in various expense management initiatives by the university, contributing to a -1.16% average annual decline in total expenses over the past five fiscal years.

Capital and Debt

- Operational funds devoted toward paydowns of the SEOSU's long-term debt have contributed to declining leverage and a debt service coverage ratio of above 100% in the past three fiscal years.
- The university has remained committed to improving its cash reserves, which have grown by \$12.9 M in the past three fiscal years.

Southwestern Oklahoma State University (SWOSU) –

Financial Assessment

- SWOSU’s total net position has improved from \$66.6 M in FY14 to \$78.9 M in FY18, with materially positive operating results driven by increasing net tuition revenue.
- Capital projects were financed through a mix of debt issuances and unrestricted funds. As a result, the university’s unrestricted net position declined -14.5% to \$16.0 M over the five-year period, despite positive results.
- The university’s declining debt balance along with improving expendable resources have contributed to improvements in its viability ratio. These improvements have been offset with slightly declining operating margins resulting in declines in its overall CFI score, though it was positioned well above the minimum threshold for financial health in FY18, at 2.51.

Operational Assessment

- Sustaining strong EBIDA margins (9.3% in FY18) will allow the institution to devote funds toward strategic priorities while continuing to build reserves in coming fiscal years.
- Reductions in state operations and operating grants and contracts have been mitigated by growth in enrollment and net tuition revenue, allowing SWOSU to maintain positive adjusted operating margins.
- Total enrollment has improved 3.1% in the past five fiscal years due to the university’s location in a growing metropolitan area as well as its strong academic programs and commitment to the student experience.
- The university has substantially increased first-year retention and six-year graduation rates and is above regional university averages in both rates. Continued focus on new financial aid grants and student services provide opportunities for improvement.

Capital and Debt

- SWOSU’s debt balance and leverage have both declined over the past five fiscal years, which combined with positive adjusted income has contributed to a debt service coverage ratio above 200% in each of the past four fiscal years.
- Positive cash generated from operations in each of the past five years has allowed SWOSU to grow cash reserves from \$21.3 M to \$28.8 M (35.2%).

Strategic Plan

- The university has enacted a new strategic plan, running through academic year 2023, focused on four overarching strategic goals.

Cameron University (CU) –

Financial Assessment

- Cameron’s total net position has improved slightly from \$56.4 M in FY14 to \$57.2M in FY18 (1.4%), driven by increases in the institution’s expendable resources.
- Limited investment in capital assets, coupled with positive EBIDA (Earnings before interest and depreciation) results, have allowed the institution to grow its unrestricted net position from \$7.4 M to \$11.2 M (54.4%).

- The university's minimal and declining debt balance, along with improving expendable resources, has contributed to improvements in its viability ratio. These improvements have raised Cameron's CFI score to 1.69 in FY18, above the suggested minimum of 1.0.

Operational Assessment

- While positive over the past five years, the institution's EBIDA margin was relatively low at 5.3% in FY18. Further declines will constrain the institution's ability to invest in its strategic campus initiatives.
- Reductions in the university's major revenues, including state appropriations (-22.3%), grants and contracts (-16.2%), and net tuition (-2.5%) have spurred corresponding expense management strategies which have largely centered around compensation and benefits with a gross reduction of roughly 100 positions.
- The university has substantially increased first-year retention and six-year graduation rates. Cameron has focused on implementing strategies to enhance the overall student experience (development of a new student union, for instance), and has avoided expense reductions that would reduce student services.
- Total enrollment has declined dramatically in the past six years (-6.6% average annually). The university remains strategically focused on concurrent and online enrollment as levers to stabilize/reverse this trend.

Capital and Debt

- Cameron's debt balance and leverage have both declined over the past five fiscal years, though its debt service coverage ratio has been below 100% over the past three years. Forecasted declines in minimum debt service may allow for an opportunity to further build reserves.

Strategic Plan

- The university recently enacted a new strategic plan, running through academic year 2023. However, continued low EBIDA margins may constrain investment in the goals outlined within the plan.

Oklahoma Panhandle State University (OPSU) –

Financial Assessment

- OPSU's total net position has improved from \$12.8 M in FY14 to \$14.4 M in FY18, with a majority of the increase coming in FY15.
- Capital projects were financed through a mix of debt issuances and private donations. Net investment in capital assets grew in the past five years, largely due to the university's declining debt balance.
- The university has undertaken a period of academic and capital investment, which has reduced expendable reserves. This strategy, along with declining operating margins, have substantially reduced its CFI score to well below the threshold for financial health at 0.04 in FY18.

Operational Assessment

- The university's EBIDA margins were negative in the past two fiscal years; continued negative margins (-13.4% in FY18) will limit the university's debt service coverage ratio and its ability to invest in strategic initiatives.
- Reductions in state appropriations and minimal changes in net tuition revenue have resulted in reductions in adjusted operating margins, despite coinciding expense cutting strategies.
- The university has maintained significantly negative adjusted operating margins in the past five years, at -13.8% in FY18.
- The university has increased first-year retention and six-year graduation rates and is above regional university averages in both rates. Continued focus on new financial aid grants and student services are opportunities for further improvement in this area.

Capital and Debt

- Despite recent capital investment, the university's rate of depreciation has outpaced that of its capital investment, resulting in a steadily increasing average age of facilities, up to 21.9 years in FY18.
- Negative cash generated from operations in each of the past two years, combined with increasing capital investment contributed to a -\$243 K reduction in the university's cash reserves over the five-year period.

Strategic Plan

- The university has enacted a new strategic plan, running through academic year 2023, focused on four strategic goals – student learning, resource optimization, graduate production, and life-long learning – with numerous underlying key performance indicators.

Langston University (LU) –

Financial Assessment

- Langston's change in net position has been positive in each of the last four fiscal years, improving 13.9% in total to \$109.2 M over the same period.
- Construction of capital assets and paydowns of debt materially increased the university's net investment in capital assets in FY15 and FY16.
- The university's declining debt balance has markedly improved its viability ratio. This has coincided with moderate improvements in results from operations, growing the institution's total CFI score to 2.07 in FY18, compared to 1.97 in FY14.

Operational Assessment

- Sustaining strong EBIDA margins (8.2% in FY18) will allow the institution to devote funds toward strategic priorities while continuing to meet debt requirements and capital needs.
- Langston's shift to a targeted recruiting strategy, with the goal of attracting a higher-quality student, has increased the overall average ACT/SAT score of incoming classes after academic year 2012.

- The university has also significantly improved its six-year graduation rate, which reached 31.0% in academic year 2018.
- State appropriation declines have led to reductions in force through attrition and the elimination of positions, resulting in an average annual compensation and benefit expenditure decline of -4.1% over the past five fiscal years.

Capital and Debt

- Langston's debt balance and leverage have both declined over the past five fiscal years, which in combination with improving adjusted income, has moved the institution's debt service coverage ratio above 100% in the past two fiscal years.
- The university has experienced negative changes in its overall cash balance in the past four fiscal years, though its unrestricted cash reserves have declined by only \$0.8 M through spend down of restricted funds, allowing for similar financial flexibility when compared to FY14.

Strategic Plan

- The university's most recent strategic plan, enacted in 2017, runs through academic year 2022 and focuses on five overarching goals including increased academic success of students with diverse backgrounds as well as academic portfolio expansion.

Oklahoma City Community College (OCCC)

Financial Assessment

- OCCC's total net position has improved from \$80.5 M in FY14 to \$115.7 M in FY18, with materially positive operating results driven by improved operating revenues of 9.6% and a decrease in operating expenses of 10.3%.
- The college has grown its unrestricted cash reserves by over \$14 M (92%) and its cash reserves restricted for capital projects by over \$11 M (424%) during this time period.
- OCCC's improving expendable resources along with a declining debt balance and lower operating expenses have contributed to improvements in its primary reserve and viability ratios, which has led to a CFI Score of 4.41 in FY18.

Operational Assessment

- High EBIDA margins of 17.3% in FY17 and 17.0% in FY18 will allow the institution to devote funds toward strategic priorities while continuing to build reserves in coming fiscal years.
- Reductions in state appropriations and auxiliary revenues have been mitigated by growth of 14.9% in income from operational and building levy funds and increases in tuition & fees revenues of 29.0%.
- Total enrollment has declined by over 15.0% since academic year 2014, but the college has been able to increase tuition revenues by increasing tuition rates by 26.5% since FY14.
- The college has remained below the average of peer schools in both its retention and 3-year graduation rates.

Capital and Debt

- OCCC's debt and leverage have both declined over the past five fiscal years; combined with increased cash reserves restricted for capital projects, this advantageous debt position gives the school flexibility for funding future strategic initiatives.
- The college's investments in its capital assets and new construction projects have led to a decrease in the average age of facilities from 12.5 years in FY14 to 10.7 years in FY18.

Strategic Plan

- OCCC has enacted a new annual plan and accompanied roadmap focused on three overarching strategic goals.

Northeastern State University (NSU)

Financial Assessment

- The university's change in net position shifted positive in FY18, improving by \$2.6 M (1.7%), after declines in each of the previous three years.
- Significant construction of capital assets during FY14 and FY15 materially increased the university's net investment in capital assets, but also contributed to a material decline in its unrestricted balance.
- The university's declining debt balance, along with improving expendable resources, have contributed to improvements in its viability ratio, coinciding with improving results from operations, growing the institution's total CFI score to 1.78 in FY18.

Operational Assessment

- Sustaining strong EBIDA margins (9.1% in FY18) will allow the institution to devote funds toward strategic priorities while continuing to meet debt requirements and capital needs.
- Reductions in state appropriations have been offset by continued growth in operating revenues, driven mainly through net tuition revenue growth, though adjusted margins remained negative at -3.0% in FY18.
- The university has reviewed its academic offerings and has invested and seen growth in its online graduate offerings, which helped to grow the university's total credit hour production in 2017 and 2018, despite flat enrollment.
- The university has substantially increased its six-year graduation rate, emphasizing its continued focus on the student experience, though it remains just below the average of all other regional universities.

Capital and Debt

- NSU's debt balance and leverage have both declined over the past five fiscal years, which in combination with improving adjusted income have moved the institution's debt service coverage ratio above 100% in the past two fiscal years.
- The university's changes in cash balance have fluctuated significantly from year to year. Improving results from operations and a less aggressive capital strategy resulted in a \$3.0 M positive change in FY18.

Strategic Plan

- The university has enacted a new strategic plan, running through academic year 2023, focused on six overarching strategic goals.

University of Central Oklahoma (UCO)

Financial Assessment

- The university's change in net position has been increasingly positive since FY14, demonstrating consistently improving margins.
- Significant construction of capital assets during the five-year period materially increased the university's net capital asset value, but also constrained growth in unrestricted net position.
- After FY18, the institution experienced a large decline in CFI score during FY19 as funds shifted from restricted expendable to net investment in capital in conjunction with operating performance declines.

Operational Assessment

- Strong EBIDA margins through FY18 (12.6%) further reflected the institution's financial stability, which will enable the institution to focus on academic investments after a recent period of intensive capital investment.
- Reductions in state appropriations have been offset by continued growth in other operating revenue streams, driven mainly through net tuition revenue growth; adjusted margins remained positive through FY18.
- The university's enrollment declined -11.7% from academic year 2013 to 2018 as a result of falling international enrollment, a low unemployment rate within the state, and an overall lower population of college-age students.
- UCO's student success metrics have been stable over through academic year 2017 and are just above the regional university average in first-year retention rate and six-year graduation rate.

Capital and Debt

- UCO's debt balance has grown significantly, which has supported capital investment but also materially increased leverage. The university's operational risk associated with increasing leverage has been mitigated by a strong debt service coverage ratio in the past two fiscal years.
- The university's change in cash balance has fluctuated significantly from year to year but has remained positive and provided the institution a level of financial flexibility.

Strategic Plan

- The university's current strategic plan runs through academic year 2020 and focuses on five high-level visions for the institution with an emphasis on a student-centered culture.

Supplements

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
 May 29, 2020

AGENDA ITEM #22-c (1):

Annual Reports.

SUBJECT: Acceptance of the Chiropractic Education Scholarship Program 2019-2020 Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The State Regents allocated \$28,317 from appropriations made by the 2019 Oklahoma Legislature for the 2019-2020 Chiropractic Education Scholarship Program. The purpose of the program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading to a Doctor of Chiropractic degree. Because Oklahoma does not have a school of chiropractic, the students attend schools in other states. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to \$6,000 annually, for a maximum of four annual scholarships.

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners approved 22 students for participation in the Chiropractic Education Scholarship Program for the 2019-2020 academic year. The award distribution to each participating institution for the 2019-2020 academic year is indicated below.

Institution	2019-2020	
	Awardees	Amount
Cleveland College Kansas City, Kansas	8	\$8,676
Parker College Dallas, Texas	6	\$7,196
Logan College of Chiropractic Chesterfield, Missouri	4	\$4,482
Palmer College Port Orange, Florida	1	\$1,868
New York Chiropractic Seneca Falls, New York	1	\$1,868
Sherman College Spartanburg, South Carolina	1	\$962

Texas Chiropractic College Pasadena, Texas	1	\$962
TOTAL	22	26,014

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #22-c (2):

Annual Reports.

SUBJECT: Acceptance of the Future Teachers Scholarship Program 2019-2020 Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The State Regents allocated \$70,793 from appropriations made by the 2019 Oklahoma Legislature for the 2019-2020 Future Teachers Scholarship. The purpose of the scholarship is to encourage the preparation of teachers in critical shortage areas for Oklahoma public schools. To the extent that funds are available, scholarships up to \$1,500 per year, renewable for up to three additional years, are awarded to help cover the costs of tuition, fees, books, materials and room and board.

ANALYSIS:

The critical teacher shortage areas for the 2019-2020 academic year were Science, Mathematics, Foreign Languages, Social Studies, School Counselor, Special Education, English/Language Arts, Elementary Education, Early Childhood Education, Health Education, Physical Education, Career and Technical Education, Library Sciences, Arts and Music, Business, Humanities, and Computer Science. Sixty-eight students at seventeen institutions were approved for program participation for the 2019-2020 academic year. Expenditures totaled \$54,144.

The attached report reflects the award distribution to each participating institution for the 2019-2020 academic year.

Attachment

ATTACHMENT

Oklahoma State Regents for Higher Education
 Future Teachers Scholarship
 2019-2020 Year End Report

Institution	Awards	Students
Cameron University	\$3,963	8
Carl Albert State College	\$357	1
East Central University	\$3,858	4
Eastern Oklahoma State College	\$179	1
Northeastern State University	\$13,473	14
Northwestern Oklahoma State University	\$2,622	6
Oklahoma Panhandle State University	\$840	1
Oklahoma State University	\$6,500	5
Rose State College	\$357	1
Southeastern Oklahoma State University	\$2,165	2
University of Central Oklahoma	\$10,313	14
University of Oklahoma	\$5,274	5
University of Science and Arts of Oklahoma	\$1,044	2
Western Oklahoma State College	\$179	1
Oklahoma Baptist University	\$918	1
Oklahoma Christian University	\$1,102	1
University of Tulsa	\$1,000	1
Totals	\$54,144	68

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #22-c (3):

Annual Reports.

SUBJECT: Acceptance of the Tulsa Reconciliation Education and Scholarship Program Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The 2001 Oklahoma Legislature passed the “1921 Tulsa Race Riot Reconciliation Act of 2001” which created the Tulsa Reconciliation Education and Scholarship Program (TRESP). During the 2002 session, the Legislature passed HB 2238 which amended the statutes creating the scholarship program. One of the amendments authorized the State Regents to annually award scholarships to two senior students at each high school in the Tulsa Public School District. The family income of the recipients may not exceed \$70,000. The scholarships are one-time awards of \$1,000.

ANALYSIS:

Eight students received awards during the 2019-2020 academic year at an award level of \$1,000. The recipients attended five different Oklahoma institutions—three at Tulsa Community College, two at Oklahoma State University, one at Langston University, one at Rogers State University, and one at the University of Tulsa.

**TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP PROGRAM
2019-2020**

Nominating High School	Institution	Award
Booker T. Washington	University of Tulsa	\$1,000
Booker T. Washington	Langston	\$1,000
Daniel Webster	Tulsa Community College	\$1,000
Daniel Webster	Tulsa Community College	\$500*
East Central High School	Rogers State University	\$1,000
Memorial High School	Tulsa Community College	\$1,000
Memorial High School	Oklahoma State University	\$1,000
Will Rogers High School	Oklahoma State University	\$1,000
Total		\$7,500

*Student attended only one semester.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #22-c (4):

Annual Reports.

SUBJECT: Acceptance of the William P. Willis Scholarship 2019-2020 Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In 1986, the Oklahoma Legislature created the William P. Willis Scholarship to honor the former Speaker of the House from Tahlequah who served in the Legislature from 1959-1986. The provisions of Title 70 O. S. 1991, Sections 2291-2292, authorize the Oklahoma State Regents for Higher Education to establish and maintain a program for the purpose of providing scholarships to low-income, full-time undergraduates enrolled at institutions in The Oklahoma State System of Higher Education. Up to 28 students are nominated for awards each year by the presidents of Oklahoma State System institutions. Interest accrued from the William P. Willis Scholarship Trust provides each of the nominees an award amount proportional to the cost of attending institutions in each tier.

ANALYSIS:

The attached report shows the award distributions to twenty-eight students totaling \$56,200 for the 2019-2020 academic year.

The program is funded by a trust fund originally created by the Oklahoma Legislature in 1986 and funded with \$1 million provided over the first four fiscal years. For many years the trust fund provided adequate earnings for the program scholarship costs. However, due to restrictive statutory investment requirements, the program trust fund balance and earnings have declined in recent years. For FY2020, the State Regents approved an allocation of \$35,397 to minimize further decline of the trust fund balance. The allocation plus interest earnings of \$15,141 through March 31 totaled \$50,538 compared to expenditures of \$56,200. The fund balance as of March 31, 2020 was about \$787,000.

Attachment

ATTACHMENT

Oklahoma State Regents for Higher Education
William P. Willis Scholarship
2019-2020 Year End Report

Institution	Award
Cameron University	\$ 2,400.00
Carl Albert State College	\$ 2,000.00
Connors State College	\$ 2,000.00
East Central University	\$ 2,400.00
Eastern Oklahoma State College	\$ 2,000.00
Murray State College	\$ 2,000.00
Northeastern Oklahoma A&M College	\$ 2,000.00
Northeastern State University*	\$ 4,800.00
Northern Oklahoma College	\$ 2,000.00
Northwestern Oklahoma State University	\$ 2,400.00
Oklahoma City Community College	\$ 2,000.00
Oklahoma Panhandle State University	\$ 2,400.00
Oklahoma State University	\$ 3,000.00
Oklahoma State University Institute of Technology	\$ 2,000.00
Redlands Community College	\$ 2,000.00
Rogers State University	\$ 2,400.00
Rose State College	\$ 2,000.00
Seminole State College	\$ 2,000.00
Southeastern Oklahoma State University	\$ 2,400.00
Southwestern Oklahoma State University	\$ 1,200.00
Tulsa Community College	\$ 1,000.00
University of Central Oklahoma	\$ 2,400.00
University of Oklahoma	\$ 3,000.00
University of Science and Arts of Oklahoma	\$ 2,400.00
Western Oklahoma State College	\$ 2,000.00
Total	\$ 56,200.00

*By statute, NSU is allotted two nominees; one must be a history major.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2020

AGENDA ITEM #22-c (5):

Annual Reports.

SUBJECT: Acceptance of the National Guard Tuition Waiver 2019-20 Year End Report and Institutional Reimbursement.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

For the 2020-21 academic year, the State Regents allocated \$1,390,998 million for the Oklahoma National Guard Tuition Waiver, based on the number of hours waived during the 2019-20 academic year. The State Regents established the tuition waiver as an incentive for qualified young men and women to join the Oklahoma National Guard and as a means to retain skilled, productive citizens within the state. Oklahoma residents who are members of the National Guard are eligible for tuition waivers for up to eighteen credit hours per semester. Each participating institution is responsible for waiving a minimum number of credit hours each academic year based on the total undergraduate enrollment. The tuition waiver policy provisions related to financial need, to distribution of awards across fields of study and levels of students and the limit of 3.5 percent of E&G budget do not apply to this program.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

For the 2019-20 academic year, National Guard members received waivers totaling \$3,863,712, an increase of 2.4 percent or \$90,885 from 2018-19. The total number of hours waived decreased by 1,076 or 4.5 percent. Of the total dollar amount waived, \$2,610,350 was waived in excess of the minimum required for institutional reimbursement and is the basis for the FY21 allocation to be approved along with the FY21 E&G budget item.

The current allotment is not sufficient to cover the total dollars waived in FY20, by a minimum of approximately \$1,219,352. The funds available will cover only 53.3 percent of the total amount eligible for reimbursement.

Oklahoma State Regents for Higher Education
National Guard Fee Waivers
2019-20 Year-End Report

Institution	2018-19						2019-20						Difference from Previous Year	Percent of Total	Pro-Rata Share of Available for FY21 Reimbursement	
	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours above minimum	Dollars waived above minimum and basis for FY20 Allocation	Percent of Total Dollars above Minimum	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours above minimum				Dollars waived above minimum and basis for FY21 Allocation
Univ. Center of Southern OK (Ardmore)	\$ 3,362	82	\$ 41.00	300	-218		\$ 1,394	34	\$ 41.00	300	-266		0.0%	-	0.0%	\$ -
Cameron University	213,994	1,400	\$ 152.85	300	1,100	\$ 168,138	154,524	978	\$ 158.00	300	678	\$ 107,124	4.1%	(61,014)	4.1%	\$ 57,084
Carl Albert State College	7,118	78	\$ 91.25	300	-222		11,406	125	\$ 91.25	300	-175		0.0%	-	0.0%	\$ -
Connors State College	17,886	182	\$ 98.27	300	-118		12,054	123	\$ 98.00	300	-177		0.0%	-	0.0%	\$ -
East Central University	92,256	513	\$ 179.89	300	213	\$ 38,288	77,559	412	\$ 188.25	300	112	\$ 21,084	0.8%	(17,204)	0.8%	\$ 11,235
Eastern Oklahoma State College	4,617	42	\$ 109.93	300	-258		-	0	#DIV/0!	300	-300		0.0%	-	0.0%	\$ -
Langston University	20,127	189	\$ 106.49	300	-111		-	0	#DIV/0!	300	-300		0.0%	-	0.0%	\$ -
Murray State College	20,020	143	\$ 140.00	300	-157		14,280	102	\$ 140.00	300	-198		0.0%	-	0.0%	\$ -
Northeastern Oklahoma A&M College	12,460	128	\$ 97.34	300	-172		7,128	72	\$ 99.00	300	-228		0.0%	-	0.0%	\$ -
Northeastern State University	154,040	839	\$ 183.60	450	389	\$ 71,420	157,651	798	\$ 197.56	450	348	\$ 68,750	2.6%	(2,670)	2.6%	\$ 36,635
Northern Oklahoma College	29,454	311	\$ 94.71	300	11	\$ 1,042	49,584	433	\$ 114.51	300	133	\$ 15,230	0.6%	14,188	0.6%	\$ 8,116
Northwestern Oklahoma State	48,375	229	\$ 211.24	300	-71		57,625	279	\$ 206.54	300	-21		0.0%	-	0.0%	\$ -
Oklahoma City Community College	149,723	1,497	\$ 100.02	450	1,047	\$ 104,716	144,605	1,434	\$ 100.84	450	984	\$ 99,227	3.8%	(5,489)	3.8%	\$ 52,876
Oklahoma Panhandle State University	6,468	42	\$ 154.00	300	-258		3,696	24	\$ 154.00	300	-276		0.0%	-	0.0%	\$ -
Oklahoma State University	731,915	4,407	\$ 166.08	750	3,657	\$ 607,355	781,335	4,579	\$ 170.63	750	3,829	\$ 653,359	25.0%	46,005	25.0%	\$ 348,161
Oklahoma State University - OKC	105,576	873	\$ 120.93	450	423	\$ 51,155	110,015	862	\$ 127.63	450	412	\$ 52,582	2.0%	1,427	2.0%	\$ 28,020
Oklahoma State University - Okm	67,465	473	\$ 142.63	300	173	\$ 24,675	46,400	320	\$ 145.00	300	20	\$ 2,900	0.1%	(21,775)	0.1%	\$ 1,545
Redlands Community College	20,019	130	\$ 153.99	300	-170		7,277	47	\$ 154.84	300	-253		0.0%	-	0.0%	\$ -
Rogers State University	120,316	838	\$ 143.58	300	538	\$ 77,243	138,320	910	\$ 152.00	300	610	\$ 92,720	3.6%	15,477	3.6%	\$ 49,408
Rose State College	95,561	837	\$ 114.17	450	387	\$ 44,184	85,279	708	\$ 120.45	450	258	\$ 31,076	1.2%	(13,108)	1.2%	\$ 16,560
Seminole State College	3,267	33	\$ 99.00	300	-267		4,576	44	\$ 104.00	300	-256		0.0%	-	0.0%	\$ -
Southeastern Oklahoma State	93,891	497	\$ 188.92	300	197	\$ 37,216	102,986	496	\$ 207.63	300	196	\$ 40,696	1.6%	3,480	1.6%	\$ 21,686
Southwestern Oklahoma State University	160,654	817	\$ 196.64	300	517	\$ 101,662	215,800	1,053	\$ 204.94	300	753	\$ 154,319	5.9%	52,656	5.9%	\$ 82,233
Tulsa Community College	133,197	1,245	\$ 106.99	750	495	\$ 52,958	127,182	1,130	\$ 112.55	750	380	\$ 42,769	1.6%	(10,189)	1.6%	\$ 22,791
University of Central Oklahoma	861,933	3,947	\$ 218.38	750	3,197	\$ 698,150	909,663	4,116	\$ 221.01	750	3,366	\$ 743,908	28.5%	45,758	28.5%	\$ 396,412
University of Oklahoma	573,122	4,149	\$ 138.13	750	3,399	\$ 469,521	604,321	3,786	\$ 159.62	750	3,036	\$ 484,606	18.6%	15,085	18.6%	\$ 258,236
University of Oklahoma Health Sciences	7,576	60	\$ 126.27	300	-240		20,702	66	\$ 313.67	300	-234		0.0%	-	0.0%	\$ -
University of Science and Arts	3,015	17	\$ 177.35	300	-283		8,135	40	\$ 202.41	300	-260		0.0%	-	0.0%	\$ -
Western Oklahoma State	15,423	154	\$ 100.15	300	-146		10,215	105	\$ 97.29	300	-195		0.0%	-	0.0%	\$ -
TOTAL	\$ 3,772,827	24,152	\$ 156.21	11,100	13,052	\$ 2,547,724	\$ 3,863,712	23,076	\$ 167.43	11,100	11,976	\$ 2,610,350	100.0%	\$ 62,626	100.0%	\$ 1,390,998

*Note: OSU-Tulsa reported with the OSU Main Campus

** Beginning with the FY07 the non-resident hours waived are included with total hours waived.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Eight Hundred and Fifth Meeting



April 22, 2020

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

Minutes of the Eight Hundred and Fifth Meeting
April 22, 2020

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

**Minutes of the Eight Hundred and Fifth Meeting
of the
Oklahoma State Regents for Higher Education
April 22, 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 12:00 p.m. on Wednesday, April 22, 2020, via Zoom Video and Teleconference Call. Notice of the original meeting had been filed for April 23, 2020 on November 21, 2019 and was cancelled due to COVID-19. This special meeting was filed with the Secretary of State on April 20, 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 via Zoom videoconference were State Regents Jody Parker, Michael C. Turpen, Jay Helm, Toney Stricklin, Steven W. Taylor, Ron White, and Dennis Casey. Regent Ann Holloway joined the meeting via teleconference. Regent Jeff Hickman joined meeting in progress via Zoom videoconference at 12:27.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Helm made a motion, seconded by Regent Stricklin, to approve the minutes of the State Regents' regular meeting on December 5, 2019. Voting for the motion were Regents Stricklin, White, Helm, Parker,

Holloway, Turpen, and Taylor. Regent Casey abstained. Voting against the motion were none.

4. **REPORT OF THE CHAIRMAN.** Chairman Parker commented on the relationships and friendships he has gained through his time serving on the Board of Regents. He commented on his friendship with Regent Toney Stricklin, stating that he would be reflecting on Regent Stricklin's service later in the meeting.

5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson reiterated Chairman Parker's comments on his friendship with Regent Toney Stricklin. Chancellor Johnson provided a report of his activities on behalf of the State Regents since their last meeting. He discussed higher education's response to the COVID-19 crisis and the institutions' transition to virtual format. He noted that in the midst of the pandemic, higher education will be adding 4,800 additional credentialed healthcare workers. Chancellor Johnson commended OneNet on their actions with helping communities transition to telework and providing connectivity. He mentioned resources that the agency has developed regarding system responses, including a campus response document that is updated daily as well as a frequently asked questions document. In conclusion, Chancellor Johnson highlighted the decline in remediation rates, which is mentioned later in the agenda in the Reports section.

6. **STATE REGENT.** Regent Parker introduced former Representative for District 35, State Regent Dennis Casey, who will be filling the position of former State Regent Andy Lester. Regent Parker provided a brief background of Regent Casey and welcomed him to the State Regents.

7. **FISCAL VIABILITY REVIEWS.** Chancellor Glen D. Johnson explained that this presentation includes the last two cohorts of the 25 colleges and universities within the State System of Higher Education. Mr. Glen McLaurin, Mr. John Curry, and Ms. Lily Leyh-Pierce from the Huron Consulting Group joined the meeting via Zoom videoconference.

a. **Rose State College.** Ms. Leyh-Pierce began by stating that RSC has made additions to its academic programs to focus on niche program offerings such as aerospace and has implemented recent expenditure cuts on non-mission critical items. She mentioned the construction of a new student union, relatively stable enrollment over the past five academic years, and strong academic partnerships with other Oklahoma institutions.

- **Financial Assessment.** RSC's total net position has improved from \$52.2 million in FY14 to \$58.8 million in FY18 (12.6 percent), driven by increases in the institution's expendable resources. The college's above target primary reserve ratio contributed to an overall CFI score of 2.04 in FY18, which is well above the minimum threshold for financial health of 1.0.
- **Operational Assessment.** The institution's EBIDA margins have been above 10 percent in each of the past four years, illustrating the university's strong operating margins and its ability to generate cash through operations. RSC generates several unique revenue streams, including tax revenue received from its community educational technical district and fees associated with its partnership with local EPIC charter schools. The College remains focused on strategies to enhance the student experience as it remains below the Oklahoma community college average for first-year retention and three-year graduation rates. Improvements in adjusted operating revenues were driven mainly through increases in net tuition (10.2 percent average annually) and ad valorem tax revenue received (7.8 percent average annually). Total enrollment has remained flat over the past five academic years with increases in

concurrent students being offset by smaller incoming freshmen classes.

- **Capital and Debt.** Rose State has a significant debt burden and its overall leverage has increased in recent fiscal years. However, a current debt service coverage ratio of above 100 percent indicates the institution's ability to meet current debt service obligations through operations. Capital investments have been focused on enhancing the student experience, with significant investments in on-campus housing, a new student union, and renovations of the college's wellness center.
- **Strategic Plan.** Assuming continued strong operating results, RSC will have the opportunity to address items within its detailed, actionable strategic plan which runs through academic year 2022.

President Jeanie Webb stated that their experience with Huron has shown RSC their strengths and what areas they need to improve upon and touches on areas that may not be covered by their yearly audit. She discussed Rose State's Foundation and money that is currently being raised to assist students affected by COVID-19. She mentioned that a facility fees will cover the new student union. She stated that RSC's programs are very strong and that she is excited to see what new things they will be able to do once COVID-19 is behind them. President Webb discussed persistency and the efforts RSC is implementing to deal with the student population in the metro area and constant shifting populations and the jumping of students between the various options in the Oklahoma City metro area.

- b. **Oklahoma Panhandle State University.** Ms. Leyh-Pierce stated that after a period of enrollment declines through academic year 2017, OPSU has seen recent increases, driven through new academic programs and expanded athletic offerings. She mentioned that the university has undergone a period of investment in capital and academic needs which has

resulted in spend down of reserves and going forward, OPSU intends to focus on sustainability and rebuild its expendable reserves. She added that a combination of flat net tuition revenue and declining state appropriation revenue created the need to create and implement cost reduction strategies. She stated that as the university has dealt with budget cuts, it has focused investment in academic programs towards its historically popular programs.

- **Financial Assessment.** OPSU's total net position has improved from \$12.8 million in FY14 to \$14.4 million in FY18, with a majority of the increase coming in FY15. Capital projects were financed through a mix of debt issuances and private donations. Net investment in capital assets grew in the past five years, largely due to the university's declining debt balance. The university has undertaken a period of academic and capital investment, which has reduced expendable reserves. This strategy, along with declining operating margins, have substantially reduced its CFI score to well below the threshold for financial health at 0.04 in FY18.
- **Operational Assessment.** The university's EBIDA margins were negative in the past two fiscal years; continued negative margins will limit the university's debt service coverage ratio and its ability to invest in strategic initiatives. Reductions in state appropriations and minimal changes in net tuition revenue have resulted in reductions in adjusted operating margins, despite coinciding expense cutting strategies. The university has maintained significantly negative adjusted operating margins in the past five years, at -13.8 percent in FY18. The university has increased first-year retention and six-year graduation rates and is above regional university averages in both rates. Continued focus on new financial aid grants and student services are opportunities for further improvement in this area.
- **Capital and Debt.** Despite recent capital investment, the university's rate of depreciation has outpaced that of its capital investment, resulting in steadily

increasing average age of facilities, up to 21.9 years in FY18. Negative cash generated from operations in each of the past two years, combined with increasing capital investment contributed to a -\$243,000 reduction in the university's cash reserves over the five-year period.

- **Strategic Plan.** The university has enacted a new strategic plan, running through academic year 2023, focused on four strategic goals – student learning, resource optimization, graduate production, and life-long learning – with numerous underlying key performance indicators.

President Tim Faltyn stated that OPSU feels good about where they are, and noted that things seem to be on an upward trend based on the CFI. President Faltyn stated that Huron worked very well with OPSU on helping them understand where the institution is and where they need to go. He mentioned that Huron worked well with OPSU to help them understand the calculation of their CFI score and to make sure that it reflected their improvements. He briefly discussed the composition of the student body and that this increase in diversity, with the Hispanic student population making up about 28 percent of the student population, has provided OPSU with opportunities for additional federal dollars and grants as the only Hispanic-serving institution in the state of Oklahoma. He stated that OPSU started focusing on programs that they were best at, which has helped with enrollment. He concluded by stating that OPSU has raised \$16 million and that the foundation sits at \$14.8 million and that he sees momentum going forward. President Faltyn noted that OPSU is growing less and less dependent on the state appropriations out of necessity, but that the area that has been hurt by these cuts is student services.

- c. **Southeastern Oklahoma State University.** Ms. Leyh-Pierce began by stating that SEOSU's emphasis on online enrollment and cost reduction strategies has improved its financial and operational standing, especially in the last two fiscal years. She discussed that the institution has undergone a period of significant leadership turnover, including

losing three vice presidents through attrition and its retirement incentive. She added that the university implemented a number of compensation cost reduction strategies, and that an institutional emphasis on cost avoidance has come at the expense of capital investment and the university understands its current deferred maintenance balance will need to be addressed in coming years. She stated that despite being the most cost-intensive, specialty programs are an important draw for enrollment and that the university's prioritization of online programming has changed the composition of its student body. She concluded by mentioning SEOSU's partnership with ECU and their move to a new joint ERP system with NWOSU and SWOSU, which is expected to generate meaningful annual savings and efficiencies.

- **Financial Assessment.** SEOSU's total net position has improved by \$8.7 million in the past five fiscal years, with materially positive operating results in the past two years driven by increasing net tuition revenue. The university's continued pay downs of long-term debt, coupled with depreciation expense outpacing investment, have resulted in a flat net investment in capital assets. Improving operating margins and growth in expendable reserves have continually improved the institution's overall CFI score over the past four fiscal years, rising to 2.82 in FY18, well above the threshold for financial health. Forecasted increases in the institution's score assume continued net tuition revenue growth and paydowns of the university's det balance, substantially improving its viability ratio.
- **Operational Assessment.** The university's margins before interest and depreciation have been above 10.0 percent in the past two fiscal years. Assuming stable operating results, the university will have funds to devote towards capital needs after a period of conservative investment. Growth in enrollment and net tuition revenue has allows the institution to achieve positive adjusted operating results, despite significant state funding reductions. SEOSU's growth in enrollment has been driven largely through

online programs, including the university's rapidly expanding MBA offering.

Financial difficulties during FY14-15 resulted in various expense management initiatives by the university, contributing to a -1.16 percent average annual decline in total expenses over the past five fiscal years.

- **Capital and Debt.** Operational funds devoted toward paydowns of SEOSU's long-term debt have contributed to declining leverage and a debt service coverage ration of above 100 percent in the past three fiscal years. The university has remained committed to improving its cash reserves, which have grown by \$12.9 million in the past three fiscal years.

SEOSU Interim President Bryon Clark stated that they their foundation has \$5 million in cash and \$24 million in investments and \$5 million in capital. He stated that currently they were not sure what the impact of the markets has had on their investments. President Clark stated that the insight from Huron regarding how SEOSU can better position themselves for the future was immeasurable. He added that as the institution moves forward, it's always good to know where they come from but it is always good to have a vision for the future and some predictions.

- d. **Southwestern Oklahoma State University.** Ms. Leyh-Pierce began by stating that SWOSU achieved record enrollment in the Fall of 2017 thanks to expanded athletic programs and the university's location in a growing metropolitan area. She stated that state appropriation cuts drove the university to close several low enrollment programs and place emphasis on programs that will improve students' employment opportunities. She added that the university is currently moving to a new joint ERP system with NWOSU and SEOSU, which is expected to generate meaningful annual savings and efficiencies. She stated that while SWOSU's six-year graduation rate is above the regional university average, retention of students and faculty is an institutional priority moving forward, intended to further improve its graduation metric.

- **Financial Assessment.** SWOSU's total net position has improved from \$66.6 million in FY14 to \$78.9 million in FY18, with materially positive operating results driven by increasing net tuition revenue. Capital projects were financed through a mix of debt issuances and unrestricted funds. As a result, the university's unrestricted net position declined -14.5 percent to \$16.0 million over the five-year period, despite positive results. The university's declining debt balance along with improving expendable resources have contributed to improvements in its viability ratio. These improvements have been offset with slightly declining operating margins resulting in declines in its overall CFI score, though it was positioned well above the minimum threshold for financial health in FY18, at 2.51.
- **Operational Assessment.** Sustaining strong EBIDA margins (9.3 percent in FY18) will allow the institution to devote funds toward strategic priorities while continuing to build reserves in coming fiscal years. Reductions in state operations and operating grants and contracts have been mitigated by growth in enrollment and net tuition revenue, allowing SWOSU to maintain positive adjusted operating margins. Total enrollment has improved 3.1 percent in the past five fiscal years due to the university's location in a growing metropolitan area as well as its strong academic programs and commitment to the student experience. The university has substantially increased first-year retention and six-year graduation rates and is above regional university averages in both rates. Continued focus on new financial aid grants and student services provide opportunities for improvement.
- **Capital and Debt.** SWOSU's debt balance and leverage have both declined over the past five fiscal years, which combined with positive adjusted income has contributed to a debt service coverage ratio above 200 percent in each of the past four fiscal years. Positive cash generated from operations in each of the past five years has allowed SWOSU to grow cash reserves from \$21.3 million to \$28.8 million (35.2

percent).

- **Strategic Plan.** The university has enacted a new strategic plan, running through academic year 2023, focused on four overarching strategic goals.

President Randy Beutler began by discussing SWOSU's foundation and that the downward trend in the foundation may be due to investments in the market, but that the rate has gone back up and that donations to the foundation have increased dramatically within the last year and that they are now sitting around \$25 million. He discussed the student population and that they are working to increase the diversity of the population. President Beutler added that the Huron experience has provided him the guidance to focus on specific issues that might not be highlighted in an audit. He mentioned SWOSU's efforts to reduce their debt load and that their event center, which opened in 2014, was around a \$26 million project and that it has already returned around \$20 million. He discussed wanting to get part of the city sales tax to the university and that their plan is to dedicate that additional funding to their healthcare programs. President Beutler discussed student housing updates and that SWOSU currently does not have a lot of debt tied up in the dorms.

- e. **Cameron University.** Ms. Leyh-Pierce began by stating that Cameron has experience a challenging five-year period, with declining enrollment and reductions in state funding limiting its financial flexibility. The institution eliminated upwards of 100 positions in recent years through a combination of terminations and attrition. She mentioned Cameron's 2008 centennial and their significant capital investment during that year. She stated that the university remains focused on improving its academic strengths and catering towards the labor demands of its region but mentioned that the limitations of internet in their region has affected their ability to offer online courses.

- **Financial Assessment.** Cameron's total net position has improved slightly from \$56.4million in FY14 to \$57.2 million in FY18 driven by increases in the

institution's expendable resources. Limited investment in capital assets, coupled with positive EBIDA results, have allowed the institution to grow its unrestricted net position from \$7.4 million to \$11.2 million. The university's minimal and declining debt balance, along with improving expendable resources, has contributed to improvements in its viability ratio. These improvements have raised Cameron's CFI score to 1.69 in FY18, above the suggested minimum of 1.0.

- **Operational Assessment.** While positive over the past five years, the institution's EBIDA margin was relatively low at 5.3 percent in FY18. Further declines will constrain the institution's ability to invest in its strategic campus initiatives. Reductions in the university's major revenues, including state appropriations (-22.3 percent), grants and contracts (-16.2 percent), and net tuition (-2.5 percent) have spurred corresponding expense management strategies which have largely centered around compensation and benefits with a gross reduction of roughly 100 positions. The university has substantially increased first-year retention and six-year graduation rates. Cameron has focused on implementing strategies to enhance the overall student experience (development of a new student union, for instance), and has avoided expense reductions that would reduce student services. Total enrollment has declined dramatically in the past six years (-6.6 percent average annually). The university remains strategically focused on concurrent and online enrollment as levers to stabilize/reverse this trend.
- **Capital and Debt.** Cameron's debt balance and leverage have both declined over the past five fiscal years, though its debt service coverage ratio has been below 100 percent over the past three years. Forecasted declines in minimum debt service may allow for an opportunity to further build reserves.
- **Strategic Plan.** The university recently enacted a new strategic plan, running through academic year 2023. However, continued low EBIDA margins may constrain

investment in the goals outline within the plan.

President John McArthur began by discussing internet connections in Lawton, Duncan, and Altus, but mentioned that the smaller rural towns have difficulties with internet access. He mentioned their work with OneNet and discussions with providers to try to resolve this problem in order to help student. President McArthur stated that the additional set of eyes and having another point of view was very helpful, particularly with the idea of facility age versus quality of construction. He stated that this has helped him in making priorities for deferred maintenance. President McArthur also mentioned that looking at operation revenues, the experience with Huron has helped him look at the concept of student retention versus student recruitment and how CU assigns value to both.

f. **Langston University.** Ms. Leyh-Pierce stated that Langston recently undertook an administrative restructuring and eliminated AVP positions at its Tulsa and Oklahoma City campuses, thereby generating recurring annual savings of nearly \$250,000. She stated that their lack of online programming has created challenges, particularly in light of recent events with COVID-19. She stated that the university has undergone a period of investment in the student experience, improving its student success measures despite state appropriation declines that have placed pressure on the university's financial resources. She added that the university has invested heavily in student recruitment, and also offers in-state tuition rates to academically qualified out-of-state students in order to improve the institution's student profile.

- **Financial Assessment.** Langston's change in net position has been positive in each of the last four fiscal years, improving 13.9 percent in total to \$109.2 million over the same period. Construction of capital assets and paydowns of debt materially increased the university's net investment in capital assets in FY15 and FY16. The university's declining debt balance has markedly improved its viability ratio. This

has coincided with moderate improvements in results from operations, growing the institution's total CFI score to 2.07 in FY18, compared to 1.97 in FY14.

- **Operational Assessment.** Sustaining strong EBIDA margins (8.2 percent in FY18) will allow the institution to devote funds toward strategic priorities while continuing to meet debt requirements and capital needs. Langston's shift to a targeted recruiting strategy, with the goal of attracting a higher-quality student, has increased the overall average ACT/SAT score of incoming classes after academic year 2012. The university has also significantly improved its six-year graduation rate, which reached 31.0 percent in academic year 2018. State appropriation declines have led to reductions in force through attrition and the elimination of positions, resulting in an average annual compensation and benefit expenditure decline of -4.1 percent over the past five fiscal years.
- **Capital and Debt.** Langston's debt balance and leverage have both declined over the past five fiscal years, which in combination with improving adjusted income, has moved the institution's debt service coverage ratio above 100 percent in the past two fiscal years. The university has experienced negative changes in its overall cash balance in the past four fiscal years, though its unrestricted cash reserves have declined by only \$0.08 million through spend down of restricted funds, allowing for similar financial flexibility when compared to FY14.
- **Strategic Plan.** The university's most recent strategic plan, enacted in 2017, runs through academic year 2022 and focuses on five overarching goals including increased academic success of students with diverse backgrounds as well as academic portfolio expansion.

President Kent Smith began by stating that Langston had a very positive experience with Huron and that it was helpful to receive the information in a way that they could synthesize it. He stated that Langston's Foundation is at \$5 million, the endowment is at

\$45 million and that alumni giving is at an all-time high. President Smith mentioned that 80 percent of the student population resides on-campus and that the online format and closure of housing has been a real challenge for the students. He stated that this challenge has caused Langston to focus on what services they can provide to students online. President Smith concluded by stating that the credit the institution is issuing to students who had to move out of their on-campus housing due to COVID-19 would be around a \$1.6 million hit to the institution. In regard to the dorms, President Smith stated that depending on enrollment, if they are forced to continue online only Langston can sustain debt payments for the next one to two years.

g. **Oklahoma City Community College.** Ms. Leyh-Pierce stated that OCCC has experienced a period of exciting accomplishments over the past five years, with efficient use of dwindling resources even in the light of negative enrollment trends. She mentioned the college increasing its in-state tuition in order to increase total revenues from tuition and fees and partially offset total credit hour declines. Despite growth in net tuition, the college has employed a conservative operating strategy and reduced its total operating expenditures by \$8.3 million over the past five years. She stated that the college has continued to invest in capital assets and campus maintenance over the past five years. She added that OCCC has modified its academic portfolio by eliminating underperforming programs and diverting those funds to programs with greater potential that are designed to support the local community.

- **Financial Assessment.** OCCC's total net position has improved from \$80.5 million in FY14 to \$115.7 million in FY18, with materially positive operating results driven by improved operating revenues of 9.6 percent and a decrease in operating expenses of 10.3 percent. The college has grown its unrestricted cash reserves by over \$14 million and its cash reserves restricted for capital projects by over \$11 million during this time period. OCCC's improving expendable resource along with a declining

debt balance and lower operating expenses have contributed to improvements in its primary reserve and viability ratios, which has led to a CFI Score of 4.41 in FY18.

- **Operational Assessment.** High EBIDA margins of 17.3 percent in FY17 and 17.0 percent in FY18 will allow the institution to devote funds toward strategic priorities while continuing to build reserves in coming fiscal years. Reductions in state appropriations and auxiliary revenues have been mitigated by growth of 14.9 percent in income from operational and building levy funds and increases in tuition and fees revenues of 29.0 percent. Total enrollment has declined by over 15.0 percent since academic year 2014, but the college has been able to increase tuition revenues by increasing tuition rates by 26.5 percent in FY14. The college has remained below the average of peer schools in both its retention and 3-year graduation rates.
- **Capital and Debt.** OCCC's debt and leverage have both declined over the past five fiscal years; combined with increased cash reserves restricted for capital projects, this advantageous debt position gives the school flexibility for funding future strategic initiatives. The college's investments in its capital assets and new construction projects have led to a decrease in the average age of facilities from 12.5 years in FY14 to 10.7 years in FY18.
- **Strategic Plan.** OCCC has enacted a new annual plan and accompanied roadmap focused on three overarching strategic goals.

President Jerry Steward stated that OCCC found working with Huron beneficial and the process let OCCC know what areas they need to focus on and also how they rank with their peers. He mentioned OCCC's increase in enrollment for the spring semester, however he did note that the future of enrollment is uncertain with the COVID-19 pandemic. Speaking of the college's response to the current COVID-19 crisis, President Steward noted OCCC's maintenance of services to students as well as the college's support for employees, mentioning hotlines for both students and employees in addition

to a food pantry. President Steward discussed OCCC's forced cuts in response to a decrease in appropriations, including cutting staffing positions, reducing non-personnel costs every year, increasing the effectiveness of utilities. He mentioned canceling an arts festival, closing an aquatics center and a child development center, things that may have been popular but were not part of OCCC's core mission. He concluded that the money saved from these canceled events and closed buildings was then able to be used for OCCC's core mission and briefly mentioned the college's capital projects.

h. **Northeastern State University.** Ms. Leyh-Pierce began by stating that NSU has experienced a period of growth over the past five years. She stated that NSU saw an increase in total credit hour production in academic years 2017 and 2018 related to an increasing full-time student percentage, despite overall flat enrollment. She stated that despite growth in net tuition revenue, the university has employed conservative operating strategy in the past five years, including reducing operating foreach of its academic units. The university has invested significantly in construction and renovation of capital assets in the five-year time frame analyzed. She concluded that NSU has worked internally and with an outside consulting firm to optimize its academic offerings, including the sunseting of select programs.

- **Financial Assessment.** The university's change in net position shifted positive in FY18, improving by \$2.6 million, after declines in each of the previous three years. Significant construction of capital assets during FY14 and FY15 materially increased the university's net investment in capital assets, but also contributed to a material decline in its unrestricted balance. The university's declining debt balance, along with improving expendable resources, have contributed to improvements in its viability ratio, coinciding with improving results from operations, growing the institution's total CFI score to 1.78 in FY18.
- **Operational Assessment.** Sustaining strong EBIDA margins (9.1 percent in FY18)

will allow the institution to devote funds toward strategic priorities while continuing to meet debt requirements and capital needs. Reductions in state appropriations have been offset by continued growth in operating revenues, driven mainly through net tuition revenue growth, though adjusted margins remained negative at -3.0 percent in FY18. The university has reviewed its academic offerings and has invested and seen growth in its online graduate offerings, which helped to grow the university's total credit hour production in 2017 and 2018, despite flat enrollment. The university has substantially increased its six-year graduation rate, emphasizing its continued focus on the student experience, though it remains just below the average of all other regional universities.

- **Capital and Debt.** NSU's debt balance and leverage have both declined over the past five fiscal years, which in combination with improving adjusted income have moved the institution's debt service coverage ratio above 100% in the past two fiscal years. The university's changes in cash balance have fluctuated significantly from year to year. Improving results from operations and a less aggressive capital strategy resulted in a \$3.0 million positive change in FY18.
- **Strategic Plan.** The university has enacted a new strategic plan, running through academic year 2023, focused on six overarching strategic goals.

President Steve Turner stated that NSU found the Huron experience very insightful. He stated that NSU's accomplishments occurred in spite of a reduction in appropriations, which positively reflected NSU's employees. Regarding NSU's response to COVID-19 and their situation in the event that on-campus classes cannot resume in the fall, President Turner stated that NSU has done a lot to reduce debt and build cash, and that they feel they will be able to operate and meet debt service requirements for a couple of years if necessary. He stated that this may mean that they have to delay the start of certain projects and move funds to debt service, but that NSU would make it through in the event

that courses remain online for a while. President Turner then discussed NSU's various campuses and the respective programs that each campus focuses on.

- i. **University of Central Oklahoma.** Ms. Leyh-Pierce mentioned that UCO has a number of national recognized programs including its forensic science institute, nursing, contemporary music, and graphic design offerings. She added that the university has invested significantly in the construction and renovation of capital assets in FY14-18. She stated that UCO has grown each of its major revenue streams outside of state appropriations over the past five years, allowing the institution to maintain faculty and staff levels through FY18. She stated that the university has limited academic and community partnerships and recently added a position specifically focused on building relationships with local high schools and private local industries to foster growth in this area. She concluded that while enrollment has declined over the five-year period FY14-FY18, UCO has maintained strong operating cash flow margins and a large cash balance, positioning the institution to weather subsequent downturns.
 - **Financial Assessment.** The university's change in net position has been increasingly positive since FY14, demonstrating consistently improving margins. Significant construction of capital assets during the five-year period materially increased the university's net capital asset value, but also constrained growth in unrestricted net position. After FY18, the institution experienced a large decline in CFI score during FY19 as funds shifted from restricted expendable to net investment in capital in conjunction with operating performance declines.
 - **Operational Assessment.** Strong EBIDA margins through FY18 further reflected the institution's financial stability, which will enable the institution to focus on academic investments after a recent period of intensive capital investment. Reductions in state appropriations have been offset by continued growth in other operating revenue streams, driven mainly through net tuition revenue growth; adjusted margins

remained positive through FY18. The university's enrollment declined -11.7 percent from academic year 2013 to 2018 as a result of falling international enrollment, a low unemployment rate within the state, and an overall lower population of college-age students. UCO's student success metrics have been stable through academic year 2017 and are just above the regional university average in first-year retention rate and six-year graduation rate.

- **Capital and Debt.** UCO's debt balance has grown significantly, which has supported capital investment but also materially increased leverage. The university's operational risk associated with increasing leverage has been mitigated by a strong debt service coverage ratio in the past two fiscal years. The university's change in cash balance has fluctuated significantly from year to year but has remained positive and provided the institution a level of financial flexibility.
- **Strategic Plan.** The university's current strategic plan runs through academic year 2020 and focuses on five high-level visions for the institution with an emphasis on a student-centered culture.

President Patti Neuhold-Ravikumar stated that the UCO felt that Huron's analysis aligned with their own internal annual analysis, that there was nothing that caught them off guard that they were not already aware of, and that they were appreciative of the extra set of eyes. Regarding COVID-19, President Neuhold-Ravikumar discussed UCO's response and stated that the institution has refunded around \$1 million in housing and meal plans. She mentioned that there are still students remaining on campus, including many international students that the institution is still supporting, and that those students are helping defray the costs. She stated that those students remaining have been moved into housing that provides more opportunities for social distancing. President Neuhold-Ravikumar highlighted the decline in enrollment and stated that this challenge is due in part to a decline in teacher education programs and an international student decline and

stated they are trying different recruitment strategies including online recruitment. She mentioned UCO's need to compensation of benefits for employees and that they will likely have to put this off in light of the COVID-19 crisis, but that it is a pressing need for the institution. President Neuhold-Ravikumar also discussed UCO's retention strategies.

In conclusion, Mr. Curry stated that Huron is currently working on creating summary presentations to look at each of the critical indicators and put each institution on them to see where each institution was. Mr. Curry added that thanks to the fiscal estimates from the reports, the institutions have a good idea of how they were positioned prior to COVID-19 and that this would aid them in their response to the crisis. Mr. Curry added that his team was very thankful for the cooperation they received from the institutions. He concluded by stating that in response to the current COVID-19 crisis, the first priority of institutions should be to protect cash flow, and that he expects that there will be an increase in online programs for around a year. He stated that in the end, most students will want an on-campus college experience and he believes that this will come back.

8. NEW PROGRAMS.

a. Regent Turpen made a motion, seconded by Regent Taylor, to approve a request from Oklahoma State University to offer the Doctor of Philosophy in Petroleum Engineering. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

b. University of Oklahoma.

(1) Regent Turpen made a motion, seconded by Regent Taylor, to approve a request from the University of Oklahoma 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. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm,

Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

- (2) Regent Turpen made a motion, seconded by Regent Taylor, to approve a request from the University of Oklahoma to offer the Graduate Certificate in Criminal Justice Administration. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen and Taylor. Voting against the motion were none.

- c. Regent Turpen made a motion, seconded by Regent Holloway, to approve a request from East Central University to offer the Master of Arts in Criminal Justice Administration. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

- d. Northeastern State University.

- (1) Regent Turpen made a motion, seconded by Regent Holloway, to approve a request from Northeastern State University 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. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

- (2) Regent Turpen made a motion, seconded by Regent Holloway, to approve a request from Northeastern State University 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. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman,

Turpen, and Taylor. Voting against the motion were none.

- e. Regent Turpen made a motion, seconded by Regent Helm, to approve a request from Rogers State University to offer the Bachelor of Science in Allied Health Sciences. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- f. Regent Turpen made a motion, seconded by Regent Holloway, to approve a request from the University of Central Oklahoma to offer the Graduate Certificate in Food Quality and Safety. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- g. Regent Turpen made a motion, seconded by Regent Hickman, to approve a request from Murray State College to offer the Associate in Science in Health Science. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- h. Regent Turpen made a motion, seconded by Regent Helm, to approve a request from Rose State College to offer the Certificate in Aerospace Technology. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- i. Regent Turpen made a motion, seconded by Regent Helm, to approve a request from Tulsa Community College 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. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen and Taylor. Voting against the

motion were none.

9. **PROGRAM DELETIONS.**

- a. Regent Turpen made a motion, seconded by Regent Helm, to approve the following requests for program deletions: a request from Oklahoma State University to delete the Bachelor of Science in Sports and Coaching Science, and a request from Redlands Community College to delete the Associate in Applied Science in Emergency Medical Technology, the Certificate in Emergency Medical Technology Basic, the Certificate in Emergency Medical Technology Paramedic, the Certificate in Emergency Medical Technology Intermediate, the Certificate in Enology, and the Certificate in Viticulture. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- b. Regent Turpen made a motion, seconded by Regent Taylor, to approve the following request for program deletion: a request from Northeastern State University to delete the Certificate in Driver and Safety Education. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

10. **INSTITUTIONAL STUDENT ASSESSMENT PLANS.**

- a. Regent Turpen made a motion, seconded by Regent Helm, to approve changes to the Assessment Plans for Southwestern Oklahoma State University and Western Oklahoma State College as required by the Assessment and Remediation policy. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- b. Regent Turpen made a motion, seconded by Regent Holloway, to approve changes to the Student Assessment Plans for State System Institutions as required by the Assessment

and Remediation Policy. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

11. **TEACHER EDUCATION.** The Regents reviewed the posting of revisions to the Teacher Education policy. This item was for posting only.

12. **COURSE EQUIVALENCY PROJECT.** Regent Turpen made a motion, seconded by Regent White, to approve the system faculty's 2020-2021 Course Equivalency Project. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

13. **POLICY.**
 - a. The Regents reviewed proposed policy revisions to the Institutional Admission and Retention and Concurrent Enrollment policies. This item was for posting only.
 - b. Regent Turpen made a motion, seconded by Regent Helm, to approve a request from Oklahoma State University to allow certain non-degree seeking students to take up to 15 hours of coursework. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

14. **STATE AUTHORIZATION.**
 - a. Regent Turpen made a motion, seconded by Regent Taylor, to authorize three out-of-state private institutions to operate in Oklahoma. The institutions requesting authorization were Strayer University, Marian University, and John Brown University. Voting for the motion via a roll call vote were Regents Stricklin, White, Parker, Holloway, Casey,

Hickman, Turpen, and Taylor. Voting against the motion was Regent Helm. The motion passed.

- b. Regent Turpen made a motion, seconded by Regent Taylor, to re-authorize ten out-of-state private institutions to operate in Oklahoma. The institutions requesting authorization were: American Public University System, Aquinas Institute of Theology, Columbia College, Embry Riddle University, Newman University, Saint Paul School of Theology, Southeastern University, Southwestern Assemblies of God University, Spartan College of Aeronautics and Technology, and The University of Akron. Voting for the motion via a roll call vote were Regents Stricklin, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion was Regent Helm. The motion passed.

- 14.1 **RULE REVISION.** Regent Turpen made a motion, seconded by Regent Holloway, to adopt permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program (Oklahoma's Promise) and complete the permanent rulemaking process as required by the Oklahoma Administrative Procedures Act. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

15. **TUITION.**

- a. The Regents reviewed the posting of requested Academic Service Fee Changes and Peer Limits for Tuition and Mandatory Fees for 2020. This item was for posting only.
- b. The Regents reviewed the announcement of the public hearing on fees and tuition, scheduled for Friday, May 29, 2020 at 9:00 a.m. This item was for posting only.

16. **POLICY.** Regent Stricklin made a motion, seconded by Regent Hickman, to approve an ongoing

exception to policy to waive four fees at Connors State College for off-campus courses. The fees requested to be waived were the Student Activity Fee, Student Union Fee, Student Senate Fee, and Cultural and Recreational Fee. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

17. **INVESTMENTS.** Regent Parker made a motion, seconded by Regent Turpen, to approve new investment managers and the allocation of funds for the Endowment Trust Fund. The committee's recommendation is for K5 Private Investors - \$7 million and for DFJ Growth Fund IV - \$7 million. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

18. **COMPLIANCE AUDIT REPORT.** Regent Helm made a motion, seconded by Regent White, to accept the Compliance Audit Report. This is a report on activities supported by the State Regents' Endowment Trust Fund. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

19. **CONSENT DOCKET.** Regent Helm made a motion, seconded by Regent White, to approve the following consent docket items:
 - a. Programs.
 - (1) Program Modifications. Approval of March institutional requests.
 - (2) Program Modifications. Approval of April institutional requests.
 - b. Suspensions.
 - (1) Approval of March institutional requests.

- (2) Approval of April institutional requests.
- c. Reinstatement. Ratification of approved institutional request to reinstate a suspended degree program.
- d. Reconciliation. Approval of institutional request.
- e. Academic Nomenclature. Ratification of institutional request.
- f. High School Courses for College Admission. Ratification of a request to approve a high school course for college admission.
- g. Electronic Delivery.
 - (1) University of Oklahoma. Approval to offer the Master of Human Relations in Human Relations via electronic delivery.
 - (2) Cameron University.
 - (a) Approval to offer the Bachelor of Science in Sports and Exercise Science via electronic delivery.
 - (b) 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.
 - (3) 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.
 - (4) 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.
 - (5) 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.

- h. State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement.
- i. Operations.
 - (1) Ratification of purchases in excess of \$25,000 for FY2020.
 - (2) Personnel. Ratification of appointments of the Assistant Comptroller and the Executive Director of Campus Compact and Director of Student Affairs and Diversity.
- j. Non-Academic Degrees. Ratification of request from Tulsa Community College to award an honorary degree.
- k. Resolution. Approval of a resolution honoring an outgoing member.

Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

Chairman Parker read the resolution honoring former State Regent Toney Stricklin. State Regents provided comments and thanked Regent Toney Stricklin for his years of service, support for students and veterans alike, and his commitment to higher education for the State of Oklahoma. Chancellor Johnson provided comments and thanked Regent Toney Stricklin for his service to the board. Former State Regent Toney Stricklin then provided remarks, reflecting on his time as a State Regent and thanking his former colleagues.

- 20. **REPORTS.** Regent White made a motion, seconded by Regent Turpen, to accept the following reports:

- a. Programs. Current Status Report on program requests.
- b. Report. Acceptance of 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.
- c. Annual Reports.
 - (1) Oklahoma College Savings Plan. Annual Program Update for 2019.
 - (2) Academic Scholars Program. Year End Report for 2018-2019.
 - (3) State Regents’ Policy Reporting Requirements Survey.
 - (4) Institutional Supplemental Pension Report, FY 2020.
 - (5) Oklahoma High School Indicators Project.
 - (a) High School to College-Going Rates by High School Site.
 - (b) Developmental Education Rates of College Freshmen by High School Site.
 - (c) Headcount, Semester Hours and GPD by High School Site.

Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none

21. **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.

22. **EXECUTIVE SESSION.** Regent White made a motion, seconded by Regent Hickman, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion via a roll call vote were Regents Stricklin, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none

Following executive session discussions, Regents returned to open session.

23. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Parker announced that 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 in Oklahoma City.

24. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Jody Parker, Chairman