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OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION

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*Improving our future by degrees*

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# Agenda

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September 3, 2020

#### NOTE

This document contains recommendations and reports to the State Regents regarding items on the September 3, 2020 special meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to [www.okhighered.org](http://www.okhighered.org) State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on September 3, 2020.

# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

## A G E N D A

Thursday, September 3, 2020 – 9:00 a.m.

Via Zoom Conference

Chair Ann Holloway, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to Order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.
4. **Comments from the Chair.** A brief comment on current activities. (No Action, No Discussion.)
5. **Comments from the Chancellor.** A brief comment on current activities. (No Action, No Discussion.)

### UPDATES

6. **Fiscal Viability Reviews.** Presentation of Huron's fiscal viability reviews for the OU Health Sciences Center and the OSU Center for Health Sciences. Page 1.

### **BREAK**

7. **Update on Campus Reopening Plans.** Presentation on college and university campus reopening plans in the context of the COVID-19 pandemic.
  - a. **University of Oklahoma.** Dr. Dale Bratzler, Chief COVID-19 Officer, University of Oklahoma, Page 3.
  - b. **Oklahoma State University.** Dr. Chris Barlow, Senior Director of University Health, Counseling, and Accessibility Services, Oklahoma State University. Page 5.

### **BREAK**

8. **Proposed Executive Session.** Page 7.
  - a. Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning Knox v. Oklahoma State Regents for Higher Education, CJ-2020-2383, Oklahoma County District Court and concerning U.S. Department of Education – Office for Civil Rights Complaint No. 06032021 regarding Langston University - Tulsa if the board, with advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.
  - b. Enter into executive session.
  - c. Open session resumes.
  - d. Vote to exit executive session.

**BREAK**

9. **Southern Regional Education Board (SREB).** Update on national higher education trends in the context of the COVID-19 pandemic and the SREB Postsecondary Education Recovery Task Force. Page 9.
10. **Budget Report and Revenue Update.** Report on the State budget, gross production tax, and revenue. Page 11.
11. **Legislative Update.** Update on legislative activity. Page 13.
12. **Task Force Reports.**
  - a. **Online Education Task Force.** Report on the progress of the Online Education Task Force. Page 15.
  - b. **State Regents Campus Safety and Security Task Force.** Report of the progress of the Campus Safety and Security Task Force. Page 17.

**BREAK**

**ACADEMIC**

13. **New Programs.**
  - a. University of Oklahoma. Approval to offer the Certificate in Business Intelligence and Analytics and the Certificate in Entrepreneurship and Real Estate Development. Page 19.

- b. Oklahoma State University. Approval to offer the Graduate Certificate in Forensic Psychology. Page 31.
  - c. Northeastern State University. Approval to offer the Graduate Certificate in Online Teaching. Page 45.
  - d. Southwestern Oklahoma State University. Approval to offer the Certificate in Agricultural Business and the Certificate in Energy Technology. Page 53.
14. **Program Deletions.** Approval of institutional requests. Page 61.
15. **Academic Plans.** Acknowledgement of academic plans submitted by institutions. Page 63.
16. **Degree Completion Plans.** Acknowledgement of degree completion plans submitted by institutions. Page 67.
17. **Student Assessment Plans.** Approval of a request from Cameron University for changes to its student assessment plan. Page 77.
18. **Policy.**
- a. Approval of revisions to the Student Assessment and Remediation policy. Page 83.
  - b. Approval of institutions to exercise flexibility in applying Academic Affairs policies due to impacts of COVID-19. Page 93.
  - c. Approval of a test-optional admissions pilot project for State System institutions. Page 101.
19. **Oklahoma Teacher Connection.** Approval of Allocation of the Oklahoma Teacher Connection budget to fund Pre-Collegiate and Collegiate grant programs. Page 105.
20. **State Authorization.** Request to authorize an out-of-state private institution to operate in Oklahoma. Page 111.

## FISCAL

21. **E&G Budget Allocations.**
- a. First quarter FY21 distribution of Cigarette and Tobacco Tax Revenue. Page 115.
  - b. Approval of the second year of five-year annually, renewable grant commitment to the Oklahoma Historical Society for the Higher Education Archives Project. Page 117.
22. **EPSCoR.** Approval of Matching Funds for NASA. Page 119.
23. **Contracts and Purchases.** Approval of contracts over \$100,000. Page 121.

24. **Deleted Item.** Page 123.

## EXECUTIVE

25. **State Regents' Meetings.** Approval of the proposed 2021 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act. Page 125.
26. **Policy.**
- a. Deleted Item Page 127.
  - b. Posting of Revisions to the Organization of the Agenda Policy. Page 137.
- 26.1 **Amendment to 2009 Resolution Agreement for U.S. Department of Education – Office for Civil Rights Complaint No. 06032021 regarding Langston University – Tulsa.** Possible discussion and approval of resolution agreement. Page 140.1.

## CONSENT DOCKET

27. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
- a. Programs. Program Modifications. Approval of institutional requests. Page 141.
  - b. Suspensions. Approval of institutional requests. Page 185.
  - c. Reconciliation. Approval of institutional requests. Page 187.
  - d. Electronic Delivery.
    - (1) University of Oklahoma. Approval to offer the Master of Science in Geography and Environmental Sustainability via electronic delivery. Page 189.
    - (2) University of Oklahoma Health Sciences Center. Approval to offer the Graduate Certificate in Clinical and Translational Science via electronic delivery. Page 193.
    - (3) Oklahoma State University-Oklahoma City. Approval to offer the existing Associate in Applied Science in Nurse Science via electronic delivery. Page 195.
    - (4) Seminole State College. Approval to offer the existing Associate in Science in Business via electronic delivery. Page 199.
  - e. State Authorization Reciprocity Agreement. Ratification of institutional requests to continue participation in the State Authorization Reciprocity Agreement. Page 201.

- f. Operations.
  - (1) Ratification of purchases over \$25,000. Page 203.
  - (2) Personnel. Ratification of compensation market adjustment for OneNet Executive Director and Higher Education Chief Information Officer. Page 207.

## **REPORTS**

- 28. **Reports.** Acceptance of reports listed.
  - a. Programs. Current Status Report on program requests. Page 209. (Supplement)
  - b. Annual Reports.
    - (1) Acceptance of the Teacher Education Program Admission Study. Page 211.
    - (2) Annual Status Report on program requests. Page 215. (Supplement)
    - (3) Acceptance of the Academic Policy Exceptions Quarterly Report. Page 217.
    - (4) Tuition and Fees Rate Book, FY2021. Page 219. (Supplement)
    - (5) Student Cost Survey, FY2021. Page 221. (Supplement)
    - (6) Cash Reserve Report for FY2021. Page 227. (Supplement)
    - (7) Faculty Salary Report FY2020. Page 229. (Supplement)
- 29. **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.
- 30. **Announcement of Next Regular Meeting** – The next regular meetings are scheduled to be held Wednesday, October 21, 2020 at 10:30 a.m. and Thursday, October 22, 2020 at 9 a.m. at the State Regents Office in Oklahoma City.
- 31. **Adjournment.**





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #6:**

**Fiscal Viability Reviews.**

**SUBJECT:** Presentation of Huron's fiscal viability reviews for the OU Health Sciences Center and the OSU Center for Health Sciences.

*This is an oral presentation.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #7-a:**

**Update on Campus Reopening Plans.**

**SUBJECT:** Presentation on college and university campus reopening plans in the context of the COVID-19 pandemic.

*This is an oral presentation.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #7-b:**

**Update on Campus Reopening Plans.**

**SUBJECT:** Presentation on college and university campus reopening plans in the context of the COVID-19 pandemic.

*This is an oral presentation.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #8:**

**Proposed Executive Session.**

**SUBJECT:** Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning Knox v. Oklahoma State Regents for Higher Education, CJ-2020-2383, Oklahoma County District Court and concerning U.S. Department of Education – Office for Civil Rights Complaint No. 06032021 regarding Langston University - Tulsa if the board, with advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #9:**

**Southern Regional Education Board (SREB).**

**SUBJECT:** Update on national higher education trends in the context of the COVID-19 pandemic and the SREB Postsecondary Education Recovery Task Force.

*This is an oral presentation.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #10:**

**Budget Report and Revenue Update.**

**SUBJECT:** Report on the State budget, gross production tax, and revenue.

*This is an oral presentation.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #11:**

**Legislative Update.**

**SUBJECT:** Update on legislative activity.

*This is an oral presentation.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #12-a:**

**Task Force Reports.**

**SUBJECT:** Online Education Task Force. Report on the progress of the Online Education Task Force.

*This is an oral presentation.*





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #12-b:**

**Task Force Reports.**

**SUBJECT:** State Regents Campus Safety and Security Task Force. Report of the progress of the Campus Safety and Security Task Force.

*This is an oral presentation.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #13-a:**

**New Programs.**

**SUBJECT:** University of Oklahoma. Approval to offer the Certificate in Business Intelligence and Analytics and the Certificate in Entrepreneurship and Real Estate Development.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma's request to offer the Certificate in Business Intelligence and Analytics via electronic delivery, and the Certificate in Entrepreneurship and Real Estate Development, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Certificate in Business Intelligence and Analytics.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 20 students in Fall 2022; and  
Graduates: a minimum of 16 students in 2022-2023.
- **Certificate in Entrepreneurship and Real Estate Development.** Continuation beyond Fall 2023 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 8 students in Fall 2022; and  
Graduates: a minimum of 2 students in 2022-2023.

**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 proposals, which were reviewed and approved by institutional officials. OU’s governing board approved delivery of the Certificate in Business Intelligence and Analytics, and the Certificate in Entrepreneurship and Real Estate Development at their June 18, 2020 meeting. OU is currently approved to offer the following degree programs and certificates through electronic delivery:

- Master of Science in Civil Engineering (038);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);

- Bachelor of Arts in Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);
- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (442);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447);
- Executive Master of Business Administration in Energy (451);
- Master of Science in Finance (450);
- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053);
- Master of Social Work in Social Work (211);
- Graduate Certificate in Executive Management in Aerospace/Defense (384);
- Graduate Certificate in Learning Design and Technology (454);
- Certificate in Criminal Investigation and Intelligence Analysis (455);
- Certificate in Restorative Justice (456);
- Executive Master of Business Administration in Aerospace and Defense (457);
- Master of Human Relations in Human Relations (329);
- Master of Arts in Human Resource Studies (458);
- Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459);
- Graduate Certificate in Drug Policy Management (460); and
- Graduate Certificate in Criminal Justice Administration (461).

OU requests authorization to offer these programs as outlined below.

**POLICY ISSUES:**

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

**ANALYSIS:**

**Certificate in Business Intelligence and Analytics**

**Program purpose.** The proposed program will prepare students in the Price College of Business to extract, analyze, and manage large quantities of data generated within and outside of businesses.

**Program rationale and background.** There are over 300 undergraduate students enrolled in the Bachelor of Business Administration in Management and Information Systems (262) program at OU. OU’s Accounting, Finance, and Sports Management degree programs also have large numbers of undergraduate students. Students in all four of these programs have expressed interest in increasing their data literacy and analytical skills. Adding this skill set will make students more valuable to employers committed to data-driven decision making and increase their preparedness for potential enrollment in graduate programs such as OU’s Master of Science in Management of Information Technology (341), which has a major focus on business analytics.

**Employment opportunities.** Students who complete the proposed certificate will be eligible for multiple positions that are in high demand nationally and statewide. According to the U.S. Department of Labor Statistics, from 2018 to 2028, employment of operations research analysts is projected to grow 26 percent, employment of management analysts is projected to grow 14 percent, and employment of market research analysts is projected to grow 20 percent, which is much faster than the average for all occupations. In addition, Oklahoma Employment Security Commission (OESC) data suggest that employment of operations research analysts is projected to grow 26 percent, employment of management analysts is projected to grow 10.9 percent, and employment of market research analysts and marketing specialists is projected to grow 22 percent between 2016 and 2026. Furthermore, operations research analyst and management analyst are currently identified as critical occupations in Oklahoma by Oklahoma’s Office of Workforce Development. Considering the large pool of potential applicants in the Price College of Business and promising job outlook for graduates, OU is confident that adding the proposed certificate program 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.

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	20	Fall 2022
Minimum Graduates from the program	16	2022-2023

**Duplication and impact on existing programs.** There are no Business Intelligence and Analytics undergraduate certificate programs in Oklahoma. A system wide letter of intent was communicated by email on May 1, 2020. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval to offer the certificate will not constitute unnecessary duplication.

**Curriculum.** The Certificate in Business Intelligence and Analytics program will consist of 15 total credit hours, as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

**Certificate in Business Intelligence and Analytics**

Content Area	Credit Hours
Required Courses	15
<b>Total</b>	<b>15</b>

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

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

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

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

**Financing.** The proposed certificate 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 programs.

**Program resource requirements.** Program resource requirements for the Certificate in Business Intelligence and Analytics are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
<i>Explanation: Funds represent investment income from a Conoco Phillips grant.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0



<b>A. Funding Sources</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$38,250	\$45,900	\$51,000	\$56,100	\$61,200
<i>Narrative/Explanation: Tuition was estimated assuming enrollments of 15, 18, 20, 22, and 24 students completing 12 credit hours during one academic year. The assumed tuition rate is \$212.50 per credit hour.</i>					
<b>TOTAL</b>	<b>\$63,250</b>	<b>\$70,900</b>	<b>\$76,000</b>	<b>\$81,100</b>	<b>\$86,200</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$2,912	\$4,367	\$4,367	\$4,367	\$4,367
<i>Explanation: Funds will cover a portion of one staff member's assistance for recruiting and program support.</i>					
Faculty	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
<i>Explanation: Funds will cover half the salary of one renewable term faculty member.</i>					
Graduate Assistants	\$1,568	\$2,352	\$2,352	\$2,352	\$2,352
<i>Explanation: Funds will support one teaching assistant.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$500	\$700	\$700	\$700	\$700
<i>Explanation: Funds will cover the estimated costs of equipment and materials for use in course preparation and delivery, such as classroom supplies, handouts, and presentation equipment (microphones, screens, etc.).</i>					
Library	\$896	\$1,344	\$1,344	\$1,344	\$1,344
<i>Explanation: Funds will cover the estimated costs of library materials and resources such as online access to research.</i>					
Contractual Services	\$900	\$1,344	\$1,344	\$1,344	\$1,344
<i>Explanation: Funds will cover the estimated costs of contractual services such as speaker fees, material acquisition, etc.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$224	\$336	\$336	\$336	\$336
<i>Explanation: Funds will cover the estimated costs of general-purpose software, office supplies, general books, and catalogs that may be shared amongst faculty throughout the department.</i>					
Printing	\$448	\$672	\$672	\$672	\$672
<i>Explanation: Funds will cover the estimated cost of printing materials needed to support the program.</i>					
Telecommunications	\$672	\$1,008	\$1,008	\$1,008	\$1,008
<i>Explanation: Funds will cover the estimated costs for office telephones, internet, and data storage services.</i>					
Travel	\$672	\$1,008	\$1,008	\$1,008	\$1,008
<i>Explanation: Funds will cover travel for professional conference attendance by program faculty, and guest speakers.</i>					

Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$48,792</b>	<b>\$53,131</b>	<b>\$53,131</b>	<b>\$53,131</b>	<b>\$53,131</b>

### **Certificate in Entrepreneurship and Real Estate Development**

**Program purpose.** The proposed program will provide foundational knowledge surrounding residential real estate, construction design, and entrepreneurship.

**Program rationale and background.** The Division of Construction Science within the Gibbs College of Architecture has historically focused on educating students in commercial construction. The division houses an undergraduate program in Construction Science, which has been accredited by the American Council for Construction Education since 1990. Surveys of graduating students and ongoing discussions with current students and alumni from this program have indicated a strong desire for pathways to develop expertise related to real estate development. The multidisciplinary proposed certificate will fill this knowledge gap and be equally beneficial to students with and without construction design backgrounds.

**Employment opportunities.** The proposed program will prepare graduates for employment with developers and homebuilders, and entrepreneurial opportunities within the real estate development industry. According to OESC data, employment of appraisers and assessors of real estate is projected to grow 14 percent across Oklahoma and 16.4 percent in the Oklahoma City metropolitan area from 2016 to 2026. OESC data also indicate that employment of construction managers will grow 11.8 percent statewide and 14.3 percent in the Oklahoma City metropolitan area from 2016 to 2026. Furthermore, construction manager is currently identified as a critical occupation in Oklahoma by Oklahoma’s Office of Workforce Development. In addition, the U.S. Bureau of Labor Statistics indicates that employment of appraisers and assessors of real estate is projected to grow 7 percent and employment of construction managers is projected to grow 10 percent from 2018 to 2028, which is faster than the average for all occupations.

Across the country, the annual demand for homes (new construction and existing) is more than the supply. More specifically, the U.S. housing market is short nearly 4 million homes, according to an analysis from realtor.com in January 2020. This shortage clearly shows the need for new hires in the homebuilding industry, as well as market capacity for startups. The National Housing Endowment has committed to provide financial support towards the creation of the proposed certificate as it recognizes the great employment demand in this field as well. OU will attract the attention of many employers and students by offering this timely and valuable proposed certificate.

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

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	8	Fall 2022
Minimum Graduates from the program	2	2022-2023

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

**Certificate in Entrepreneurship and Real Estate Development**

Content Area	Credit Hours
Required Courses	6
Guided Electives	9
<b>Total</b>	<b>15</b>

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

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

**Financing.** The proposed certificate 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 programs.

**Program resource requirements.** Program resource requirements for the Certificate in Entrepreneurship and Real Estate Development are shown in the following table.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$14,900	\$14,900	\$14,900	\$14,900	\$14,900
<i>Explanation: Funds are anticipated from a National Housing Endowment grant and discretionary private funding held at the OU Foundation.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$1,062	\$2,655	\$4,248	\$5,310	\$5,310
<i>Narrative/Explanation: Tuition was estimated assuming enrollments by year of 2, 5, 8, 10, and 10 and a tuition rate of \$177 per credit hour. It is anticipated that students will take three credit hours per year towards the certificate.</i>					
<b>TOTAL</b>	<b>\$15,962</b>	<b>\$17,555</b>	<b>\$19,148</b>	<b>\$20,210</b>	<b>\$20,210</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$750	\$1,875	\$3,000	\$3,750	\$3,750
<i>Explanation: Funds will cover a portion of one staff member's salary who will assist with recruiting and program support.</i>					
Faculty	\$1,000	\$2,500	\$4,000	\$5,000	\$5,000
<i>Explanation: Funds will cover a portion of salary of one existing faculty member.</i>					

Graduate Assistants	\$400	\$1,000	\$1,600	\$2,000	\$2,000
<i>Explanation: Funds will cover an increasing portion of one graduate assistant's stipend as program enrollment grows.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$150	\$375	\$600	\$750	\$750
<i>Explanation: Funds will cover estimated costs of equipment and materials for use in course preparation and delivery, such as classroom supplies, handouts, and presentation equipment (microphones, screens, etc.).</i>					
Library	\$100	\$250	\$400	\$500	\$500
<i>Explanation: Funds will cover estimated prorated costs of library books, periodicals, and other research materials that will be used for the program.</i>					
Contractual Services	\$125	\$313	\$500	\$625	\$625
<i>Explanation: Funds will cover estimated expenses related to guest speakers (honorariums, meals, etc.).</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$50	\$125	\$200	\$250	\$250
<i>Explanation: Funds will cover printing materials needed to support the program.</i>					
Telecommunications	\$50	\$125	\$200	\$250	\$250
<i>Explanation: Funds will cover estimated costs for office telephones and internet.</i>					
Travel	\$75	\$188	\$300	\$375	\$375
<i>Explanation: Funds will cover estimated costs for faculty and students to visit residential development construction sites.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$2,700</b>	<b>\$6,751</b>	<b>\$10,800</b>	<b>\$13,500</b>	<b>\$13,500</b>

Attachments

**UNIVERSITY OF OKLAHOMA  
CERTIFICATE IN BUSINESS INTELLIGENCE AND ANALYTICS**

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>15</b>
MIS 2113	Computer Based Information Systems	3
BIA 3713	Introduction to Business Analytics	3
BIA 3723	Data Management and Presentation for Business	3
BIA 3733	Analytics Programming for Business Intelligence	3
BIA 4743	Data Mining for Business Intelligence	3
<b>Total</b>		<b>15</b>

**UNIVERSITY OF OKLAHOMA  
CERTIFICATE IN ENTREPRENEURSHIP AND REAL ESTATE DEVELOPMENT**

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>Required Courses</b>		<b>6</b>
CNS 2133	Introduction to Housing in America	3
ARCH 4743	Legal Framework for Urban Development	3
<b>Electives</b>		<b>9</b>
Select three courses from the following approved list:		
CNS 4503	Residential Construction	3
ARCH 4663	Urban Design	3
ARCH 4713	Real Estate I	3
ARCH 4813	Real Estate II	3
ARCH 4970	Housing Typologies and Trends	3
*ID 4823	Design for Independent Living	3
END 3893	Introduction to Urban Development	3
<b>Total</b>		<b>15</b>

\*Denotes new course

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #13-b:**

**New Programs.**

**SUBJECT:** Oklahoma State University. Approval to offer the Graduate Certificate in Forensic Psychology.

**RECOMMENDATION:**

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

- **Graduate Certificate in Forensic Psychology.** Continuation beyond Fall 2025 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 6 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 2<sup>nd</sup> and 3<sup>rd</sup> 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 percent 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
151	Degree and/or certificate programs added

### **Program Review**

OSU offers 299 degree and/or certificate programs as follows:

65	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 proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Graduate Certificate in Forensic Psychology at their December 6, 2019 meeting. OSU is currently approved to offer the following degree programs through online delivery:

- Master of Science in Engineering and Technology Management (411);
- Master of Science in Management Information Systems (412);
- Master of General Agriculture (302);
- Master of Science in Agriculture Education (008);
- Master of Science in Human Environmental Science (427);
- Graduate Certificate in Family Financial Planning (441);
- Master of Science in Industrial Engineering and Management (135);
- Graduate Certificate in Business Data Mining (464);
- Master of Science in Entrepreneurship (474);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Marketing Analytics (494);
- Master of Public Health in Public Health (500);
- Certificate in Public Health (499);
- Master of Science in Business Analytics (505);
- Master of Science in Applied Statistics (507);
- Certificate in Sustainable Business Management (508);
- Bachelor of Science in Business Administration in Marketing (451);
- Bachelor of Science in Applied Exercise (514);
- Master of Business Administration in Business Administration (035);
- Master of Science in Chemical Engineering (042);
- Master of Science in Mechanical and Aerospace Engineering (145);
- Master of Science in Electrical Engineering (072);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Telecommunications Management (403);
- Master of Science in Biosystems Engineering (011);
- Master of Science in Computer Science (053);
- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in College Teaching (513);
- Bachelor of Science in Nursing (515);
- Bachelor of Science in Business Administration in General Business (447);

- Bachelor of Science in Business Administration in Management (449);
- Graduate Certificate in Developmental Disabilities (518);
- Graduate Certificate in Human Resource Management (517);
- Graduate Certificate in Infant Mental Health (516);
- Doctor of Philosophy in Fire and Emergency Management Administration (470);
- Master of Science in Engineering Technology (519);
- Bachelor of Arts in Global Studies (520);
- Graduate Certificate in Health Analytics (521);
- Bachelor of Science in Liberal Studies (442);
- Bachelor of Arts in Liberal Studies (443);
- Master of Science in Educational Leadership and Policy Studies (437);
- Master of Agriculture in International Agriculture (496);
- Master of Science in International Agriculture (497);
- Master of Engineering in Electrical Engineering (524);
- Graduate Certificate in Integrative Design of the Building Envelope (525);
- Bachelor of University Studies in University Studies (025);
- Master of Science in Education Technology (462);
- Master of Science in Education Psychology (068);
- Graduate Certificate in Museum and Curatorial Studies (531);
- Certificate in Interface Excellence (495);
- Graduate Certificate in Program Evaluation (538);
- Graduate Certificate in Workforce and Adult Education (539);
- Bachelor of Science in Early Child Care and Development (537);
- Graduate Certificate in Elementary Mathematics Specialist (548);
- Graduate Certificate in Effective Teaching in Secondary Schools (551);
- Graduate Certificate in Comparative and International Education (554);
- Certificate in Communication Sciences and Disorders (265);
- Bachelor of Science in Computer Science (052);
- Graduate Certificate in K-12 STEM Educator (266);
- Graduate Certificate in Effective Teaching in Elementary Schools (267);
- Master of Science in Dietetics (264);
- Bachelor of Science in Psychology (176);
- Master of Science in Interdisciplinary Studies (155);
- Doctor of Education in Applied Educational Studies (069);
- Graduate Certificate in Environmental Science with Regulatory Certification (272);
- Graduate Certificate in Health Care Administration (276);
- Graduate Certificate in Health Care Administration-Global Health (278);
- Graduate Certificate in Health Care Administration-Finance (277);
- Graduate Certificate in Forensic Arson and Explosives Investigation (275);
- Certificate in Learning and Motivation (280);
- Graduate Certificate in Dietetics (281); and
- Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Leadership (458).

OSU requests authorization to offer this certificate program, as outlined below.

## POLICY ISSUES:

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

## ANALYSIS:

### Graduate Certificate in Forensic Psychology

**Program purpose.** The proposed graduate certificate will provide professionals who have degrees in other disciplines, such as biology, criminal justice, and chemistry, the opportunity to gain exposure to forensic science fundamentals.

**Program rationale and background.** Professionals called upon for courtroom testimony or handling items that might later become evidence at an administrative hearing or criminal trial typically do not receive any academic preparation to familiarize themselves with the inner workings of forensics, the relation between science and law. Earning this certificate can help professionals with psychology, entomology, sociology, and other related backgrounds, gain recognition as experts within their chosen field. In addition, this specialized knowledge will give these professionals a distinct advantage over others when being considered for employment and promotion opportunities.

**Employment opportunities.** Professionals with training in forensic psychology work in various settings. They may work for the prison system, court system, state and local law enforcement agencies, federal government agencies such as the FBI, and in criminal wards of mental facilities. They may also provide consulting services to police and attorneys. According to the U.S. Bureau of Labor Statistics, there are several forensic psychology related occupations that are projected to grow faster than average for all occupations nationally. For example, from 2018 to 2028, employment of forensic science technicians is projected to grow 14 percent, employment of fire inspectors is projected to grow 8 percent, employment of private detectives and investigators is projected to grow 8 percent, and employment of environmental science and protection technicians is projected to grow 9 percent. The job outlook for forensic psychology related positions is also promising in Oklahoma. Oklahoma Employment Security Commission data suggest that from 2016 to 2026, employment of private detectives and investigators will grow 12.8 percent, employment of environmental science and protection technicians, including health, will grow 8.4 percent, and employment of chemical technicians will grow 6.4 percent.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2024
Minimum Graduates from the program	5	2024-2025

**Duplication and impact on existing programs.** There are no Graduate Certificate in Forensic Psychology programs offered in Oklahoma. A system wide letter of intent was communicated via email on November 12, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.



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

Content Area	Credit Hours
Required Courses	12
<b>Total</b>	<b>12</b>

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

**Delivery method and support services.** Courses for the proposed program will be delivered via the Canvas learning management system. Learning will be facilitated using online discussions, 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 certificate program.

**Financing.** The proposed certificate 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 Forensic Psychology are shown in the following tables.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$2,765	\$8,296	\$11,062	\$13,827	\$16,592
<i>Narrative/Explanation: The amounts above assume that students will complete the 12 credit hours required for the proposed graduate certificate in one academic year. Tuition of \$230.45 per credit hour was used in the calculation. OSU anticipates admitting 1, 3, 4, 5, and 6 students in years 1 through 5.</i>					
<b>TOTAL</b>	<b>\$2,765</b>	<b>\$8,296</b>	<b>\$11,062</b>	<b>\$13,827</b>	<b>\$16,592</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$1,350	\$1,350	\$2,250	\$2,250	\$2,250
<i>Narrative/Explanation: The amounts shown above will be used for salary expenses for an administrative staff at .03 FTE of \$45,000 in years 1 and 2 and .05 FTE in years 3 through 5.</i>					
Faculty	\$1,080	\$6,480	\$8,640	\$10,800	\$14,040
<i>Narrative/Explanation: The amounts shown above will be used for salary expenses for an administrative faculty at .01 FTE of \$108,000 in year 1, .06 FTE in year 2, .08 FTE in year 3, .10 FTE in year 4, and .13 FTE in year 5.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$300	\$300	\$0	\$0	\$0
<i>Narrative/Explanation: The amounts shown are budgeted for costs of printing promotional materials and materials for course work.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$2,730</b>	<b>\$8,130</b>	<b>\$10,890</b>	<b>\$13,050</b>	<b>\$16,290</b>

Attachment

**OKLAHOMA STATE UNIVERSITY  
GRADUATE CERTIFICATE IN FORENSIC PSYCHOLOGY**

<b>Degree Requirements</b>	<b>Credit Hours</b>
<b>Required Courses</b>	<b>12</b>
FRNS 5013      Survey of Forensic Sciences	3
FRNS 5613      Criminalistics and Evidence Analysis	3
FRNS 5713      Forensic Psychology	3
FRNS 5733      Forensic Victimology	2
<b>Total</b>	<b>12</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #13-c:**

**New Programs.**

**SUBJECT:** Northeastern State University. Approval to offer the Graduate Certificate in Online Teaching.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Northeastern State University's request to offer the Graduate Certificate in Online Teaching, via traditional and electronic delivery, in Tahlequah and Broken Arrow, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Graduate Certificate in Online 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
59	Degree and/or certificate programs added

**Program Review**

NSU offers 113 degree and/or certificate programs as follows:

24	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 proposal, which was reviewed and approved by institutional officials. NSU's governing board approved delivery of the Graduate Certificate in Online 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);
- Graduate Certificate in Higher Education Administration (119);
- Graduate Certificate in American Indian Leadership (172);
- Graduate Certificate in Classroom Teaching (173);
- Graduate Certificate in Leadership (174); and
- Graduate Certificate in Training and Development (175).

NSU requests authorization to offer this program as outlined below.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

##### **Graduate Certificate in Online Teaching**

**Program purpose.** The proposed certificate will enable educators to design online courses, create effective learning communities in online courses, and assess online teaching in secondary and post-secondary environments.

**Program rationale and employment opportunities.** The National Center for Education Statistics reports that in 2018-2019, there were over 24,000 students enrolled in Oklahoma's virtual secondary schools. In addition, over 25,000 students at Oklahoma's colleges and universities are currently enrolled exclusively in online courses and almost 56,000 students are enrolled in some online courses (<https://www.univstats.com/states/oklahoma/student-population/>). Considering the popularity of virtual secondary schools and online college courses and programs, there is a need for a certificate which specifically prepares teachers to work in online class environments.

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, Oklahoma Employment Security Commission data suggest that employment for elementary and secondary teachers is projected to grow 7.4 percent and employment for postsecondary teachers will grow 9.2 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 Online Teaching may duplicate the following program:

Institution	Existing Program
Oklahoma State University	Graduate Certificate in Online Teaching (487)

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 May 1, 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.

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

#### Graduate Certificate in Online Teaching

Content Area	Credit Hours
Required Courses	12
<b>Total</b>	<b>12</b>

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

**Delivery method and support services.** Blackboard and Zoom will be used for the electronic delivery of the proposed program. The courses will utilize items from the creative commons to help explain the concepts. Discussion boards, case studies, lectures, exams, group projects, videos, and similar pedagogical methods will be used to deliver the course content.

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

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

Attachment

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

<b>Program Requirements</b>	<b>Credit Hours</b>
<b>Required Courses</b>	<b>12</b>
EDUC 5173      Building Learning Communities Online	3
EDUC 5183      Designing & Assessing Online Instruction	3
EDUC 5193      Teaching and Learning Online	3
EDUC 5683      Brain-Based Learning	3
<b>Total</b>	<b>12</b>

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #13-d:**

**New Programs.**

**SUBJECT:** Southwestern Oklahoma State University. Approval to offer the Certificate in Agricultural Business and the Certificate in Energy Technology.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Southwestern Oklahoma State University's request to offer the Certificate in Agricultural Business via traditional and electronic delivery, and the Certificate in Energy Technology, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Certificate in Agricultural Business.** This certificate will be embedded within the Bachelor of Business Administration in Business Administration (011) and will be included in the regular program review due in 2020.
- **Certificate in Energy Technology.** This certificate will be embedded within the Bachelor of Science in Engineering Technology (128) and will be included in the regular program review due in 2023.

**BACKGROUND:**

**Academic Plan**

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

Overall, our institutional academic priorities revolve around student success and completion. We continually strive to increase the retention rate of our students. A new Title III Strengthening Institutions grant has allowed us to create the Student Success Center. In that center, we will provide students with study skills development, access to resources, moral support, and tutoring. Our degree requests will focus on areas where working adults can improve their position in life, and areas where we can help prepare students for the evolving challenges in Oklahoma.

Professor Tim Hubin has received an OK-INBRE Curriculum Development Grant to support the development of a Scientific Ethics course during the Spring 2020 semester that will be available for all STEM majors. Many STEM fields have been calling for increased ethics components for students entering these fields. This new course will meet that need. It will also provide scientific ethics instruction that is required for all students working on NSF and NIH funded grants.

Dobson School of Business and Technology (SBT) has added a new degree option in Agricultural Business, which has been approved to begin in Fall 2019. We are adding a Legal Issues in Agriculture course in Fall

2019 and a Marketing Management in Agriculture in Spring 2020. This addition was in response to student and employer demand for this program. Promoting and recruiting students for this program will be a priority for Dobson SBT in the upcoming academic year. The Parks and Recreation Management Department is creating a minor in Natural Resources which will complement the Ag Business BBA.

Our Department of Education will begin utilizing an interest survey to recruit new teachers to the profession and our programs. The survey is being developed and will first be launched with Carnegie public schools to pilot the first release. We hope to connect with and encourage MS and HS students to follow their hearts to Education. We will also be targeting underrepresented populations to increase the diversity of our programs and provide better representation for diverse populations in P-12 school classrooms.

Language and Literature will pilot a corequisite course for English Comp II to support students who made Ds in Composition I to increase retention.

College of Pharmacy in 2019-2020 is implementing a plan for Inter-professional Education for Doctor of Pharmacy students.

The Arts, Communication, and Theatre Department will add an option in Public Relations to the existing Mass Communication BA degree. They are also moving the student newspaper from print to digital format.

We will be proposing a new option in English Education to the M.Ed. due to a number of requests. This program would support area public school teachers and those who wish to teach in higher education.

We have recently proposed a new bachelor's degree in Sports Management, which will fill a need for a sport specific degree which will help with retention and recruitment.

We are proposing a Law Enforcement Training program, that may end up being housed at our currently vacant property at Foss Lake. (formerly the Foss Lake Adventure Program). This new training program would be directly associated with a need within the State of Oklahoma for a CLEET center within the western portion of Oklahoma.

Our Computer Science Department is working to gain a Cyber Security Certificate from the NSA/DHS CAE/IAE (National Security Agency/Department of Homeland Security and the National Center of Academic Excellence and Information Assurance).

### **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, SWOSU has taken the following program actions in response to APRA:

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

## Program Review

SWOSU offers 69 degree and/or certificate programs as follows:

1	Certificates
6	Associate in Arts or Science Degrees
4	Associate in Applied Science Degrees
41	Baccalaureate Degrees
16	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 SWOSU'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

SWOSU's faculty developed the proposals, which were reviewed and approved by institutional officials. SWOSU's governing board approved delivery of the Certificate in Agricultural Business and the Certificate in Energy Technology at their April 10, 2020 meeting. SWOSU is currently approved to offer the following degree programs through online delivery:

- Bachelor of Business Administration (011);
- Master of Education in Education Administration (062);
- Master of Education in Elementary Education (063);
- Master of Education in School Counselor (079);
- Master of Education in Early Childhood Education (129);
- Master of Business Administration (086);
- Associate in Science in General Studies (121);
- Bachelor of Science in Nursing (087);
- Master of Science in Nursing in Nursing Education (163);
- Master of Science in Nursing in Nursing Informatics (164);
- Master of Science in Nursing in Nursing Administration (165);
- Master of Science in School Psychology (148);
- Bachelor of Applied Science in Health Science (166);
- Bachelor of Science in Health Information Management (033);
- Master of Science in Healthcare Informatics and Information Management (162);
- Master of Education in Education (064);
- Master of Education in Special Education (081);
- Bachelor of Science in Public Health (167);
- Bachelor of Science in Sports Management (065); and
- Associate in Science in Health Sciences (001).

SWOSU requests authorization to offer these programs as outlined below.

## **POLICY ISSUES:**

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

## **ANALYSIS:**

### **Certificate in Agricultural Business**

**Program purpose.** The proposed certificate will prepare students for farming, management, production, and marketing of agricultural commodities, such as livestock and crops.

**Program rationale and employment opportunities.** Agriculture and Biosciences is one of the five key ecosystems that drive wealth generation in Oklahoma. According to Oklahoma Works Together, employment in the agriculture and biosciences industry is projected to grow 4 percent (3,350 jobs) statewide from 2019 to 2024. Oklahoma Works also projects that employment for business operations specialists, general and operations managers, and sales representatives who work in this industry will grow 13 percent, 6 percent, and 5 percent, respectively, statewide, between 2019 and 2024. In addition, SWOSU alumni, community members, and agriculturalists have indicated that this certificate program could help meet their unique professional development needs and professional advancement goals. Considering the significant employment and student demand 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 Bachelor of Business Administration in Business Administration (011) degree program.

**Duplication and impact on existing programs.** There are no Agricultural Business certificate programs in Oklahoma. A system wide letter of intent was communicated by email on January 23, 2020. Tulsa Community College (TCC) requested a copy of the proposal, which was sent on June 4, 2020. Neither TCC nor any other State System institution notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

### **Certificate in Energy Technology**

**Program purpose.** The proposed certificate will increase students' knowledge of the technical aspects of the energy industry, and provide a foundation in the regulation and management of natural resources.

**Program rationale and employment opportunities.** Energy, Information, and Financial Services is one of the five key ecosystems that drive wealth generation in Oklahoma. According to Oklahoma Works, employment in the energy industry is projected to grow 9 percent (10,583 jobs) statewide from 2019 to 2024. Oklahoma Works also projects that employment for operating engineers and other construction equipment operators in the energy industry will grow 12 percent and employment for service unit operators in oil, gas, and mining will grow 21 percent across the state between 2019 and 2024. Furthermore, the Oklahoma Employment Security Commission projects that employment for environmental engineering technicians and power plant operators will grow 6.9 percent and 6.7 percent, respectively, statewide, and employment for service unit operators in oil, gas, and mining will grow 25.3 percent in southwest Oklahoma from 2016 to 2026. Considering the strong support received from the Engineering Technology (128) program's industrial advisory board and the high employment demand for entry-level energy technicians and operators in Oklahoma, the proposed certificate will be successful at SWOSU.

**Student demand.** The proposed certificate is expected to fulfill student demand within the Bachelor of Science in Engineering Technology (128) degree program.



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

**Curricula.** The proposed Certificate in Agricultural Business will consist of 12 total credit hours and the Certificate in Energy Technology will consist of 12 total credit hours as shown in the following tables. No new courses will be added and the curricula are detailed in the attachments (Attachment A and B, respectively).

**Certificate in Agricultural Business**

Content Area	Credit Hours
Required Courses	12
<b>Total</b>	<b>12</b>

**Certificate in Energy Technology**

Content Area	Credit Hours
Core Courses	6
Electives	6
<b>Total</b>	<b>12</b>

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

**Delivery method and support services.** Coursework will be delivered and/or supplemented using Canvas. Learning will be facilitated using online discussion, prerecorded lectures, and online exams. In addition, written assignments may be submitted via drop box, and faculty will communicate with students outside of class through Canvas as needed.

The libraries and classrooms are adequate for the certificate programs.

**Financing and program resource requirements.** The proposed Certificate in Agricultural Business program will be embedded within the Bachelor of Business Administration in Business Administration (011) program in the Agricultural Business option and the proposed Certificate in Energy Technology will be embedded within the Bachelor of Science in Engineering Technology (128). 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

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY  
CERTIFICATE IN AGRICULTURAL BUSINESS**

<b>Program Requirements</b>	<b>Credit Hours</b>
<b>Required Courses</b>	<b>12</b>
Select 12 credit hours from the following options:	
ECONO 3123      Economics in Agriculture	3
ENTRP 3213      Legal Issues in Agriculture	3
ENTRP 4323      Internship in Agriculture	3
FINAN 4253      Financial Issues in Agriculture	3
MNGMT 4173      Sales Skills Management in Agriculture	3
MRKTG 4153      Marketing Management in Agriculture	3
<b>Total</b>	<b>12</b>

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY  
CERTIFICATE IN ENERGY TECHNOLOGY**

Program Requirements	Credit Hours
<b>Core Courses</b>	<b>6</b>
TECH 3613                      Power Systems	3
TECH 3113                      Industrial Safety	3
<b>Electives</b>	<b>6</b>
TECH/ENTRP 4013 or          Seminar in Oil and Gas TECH 3413                      Production Processes	3
NRM 4773 or                      Natural Resource Management TECH 3173                      Environmental Regulations	3
<b>Total</b>	<b>12</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #14:**

**Program Deletions.**

**SUBJECT:** Approval of institutional requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

Oklahoma State University (OSU) requests authorization to delete the program below:

- Bachelor of Science in Agricultural Sciences and Natural Resources in Landscape Management (453)

Rose State College (RSC) requests authorization to delete the programs below:

- Associate in Science in Emergency Management (144)
- Certificate in Emergency Preparedness and Planning (145)
- Certificate in Emergency Management and Cybersecurity (057)

University of Science and Arts of Oklahoma (USAO) requests authorization to delete the program below:

- Bachelor of Arts in American Indian Studies (024)

**POLICY ISSUES:**

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

**ANALYSIS:**

OSU requests authorization to delete the Bachelor of Science in Agricultural Sciences and Natural Resources in Landscape Management (453) effective beginning the 2020-2021 academic year. This program was approved at the September 9, 2004 State Regents' meeting. OSU reports:

- Enrollment in this degree program has been low for many years.
- There are currently 11 students enrolled with an expected graduation date in 2022-2023.
- No courses will be deleted.
- No funds are available for reallocation.

RSC requests authorization to delete the Associate in Science in Emergency Management (144) beginning the 2021-2022 academic year. The Associate in Science in Emergency Management (144) was approved at the May 27, 2016 State Regents' meeting. RSC reports:

- There was consistently low enrollment in the program.

- There are currently 16 students enrolled in the programs with an expected graduation during the 2020-2021 academic year.
- No courses will be deleted.
- Funds will be reallocated to support the operating budget for the institution.

RSC requests authorization to delete the Certificate in Emergency Preparedness and Planning (145) and the Certificate in Emergency Management and Cybersecurity (057) beginning the 2021-2022 academic year. The Certificate in Emergency Preparedness and Planning (145) was approved at the May 27, 2016 State Regents' meeting and the Certificate in Emergency Management and Cybersecurity (057) was approved at the February 27, 2020 State Regents' meeting. RSC reports:

- There was consistently low enrollment in the programs.
- There are currently no students enrolled in the programs.
- No courses will be deleted.
- Funds will be reallocated to support the operating budget for the institution.

USAO requests authorization to delete the Bachelor of Arts in American Indian Studies (024) effective immediately. This program was approved prior to 1996. USAO reports:

- The program was suspended at the October 31, 2017 State Regents' meeting due to low enrollment.
- There are currently no students enrolled.
- No courses will be deleted.
- No funds are available for reallocation.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #15:**

**Academic Plans.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the following 2020-2021 academic plans:**

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

**BACKGROUND:**

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

priorities. New program requests are evaluated within the context of a current and complete institutional academic plan.

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

In 2012, the Academic Plan report was revised again to include: 1) Priorities/Programs; 2) Technology; 3) Academic Efficiencies, and 4) Learning Site Activity Report. In 2018, another revision included: 1) Priorities/Programs; 2) Academic Efficiencies; 3) Technology; 4) Online Learning Activities/Initiatives; and 5) Learning Site Activity Report. The current plan also includes enrollment projections for Fall 2020, Fall 2021, and Fall 2022.

**POLICY ISSUES:**

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

**ANALYSIS:**

Institutions are provided an outline for the report (see Attachment A). Plans were due in the State Regents' office on June 30, 2020. The 2020-2021 Academic Plan Outline is provided below.

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

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

Attachment.

Supplement is available upon request.





## Academic Plan Form B 2020-2021 Outline

The Academic Plan provides a means for the State Regents to view each institution's priorities and aspirations in the context of the State System. The plan is divided into two parts: A) informing the State Regents of academic program, technology, and efficiency plans for the future, and B) projecting enrollment targets for the next three years. Institutions are encouraged to utilize this form to submit information electronically. Although the length of the completion and academic plans can be expected to vary, it is anticipated a concise plan should be possible within fifteen or fewer pages. The template format is provided. The 2020-2021 Degree Completion and Academic Plan is due **June 30, 2020**. This due date will allow for compilation and preparation for the State Regents' annual review.

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

**1. Priorities/Programs.** List the institution's academic priorities for the 2020-2021 year and the planned activities that will be used to achieve these priorities. Please include, if appropriate, how these academic priorities relate to high priority academic programs and any new academic program requests to be submitted in the 2020-2021 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

#### a. Priorities/Programs

### 2. Academic Efficiencies

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

#### a. Current Status

#### b. Future Plans

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

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

#### a. Current Status

#### b. Future Plans

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

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

##### **a. Current Status**

- a. Open Educational Resources (OER)
- b. Professional Development
- c. Delivery System/Platform

##### **b. Future Plans**

#### **5. Learning Site Activity Report**

Please respond to the following questions as a learning site:

- a. Include the number of online/electronically delivered courses sent to and received from other institutions. Detail the productivity in those courses and programs, as well as the breakdown between upper division and lower division courses.
- b. Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.

#### **C. Provide the institution's 2020, 2021, 2022 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.**

- Fall 2020: Undergraduate Headcount: \_\_\_\_\_
- Fall 2020: Graduate (if applicable) Headcount: \_\_\_\_\_
- 2020 Annual FTE: \_\_\_\_\_
  
- Fall 2021: Undergraduate Headcount: \_\_\_\_\_
- Fall 2021: Graduate (if applicable) Headcount: \_\_\_\_\_
- 2021 Annual FTE: \_\_\_\_\_
  
- Fall 2022: Undergraduate Headcount: \_\_\_\_\_
- Fall 2022: Graduate (if applicable) Headcount: \_\_\_\_\_
- 2022 Annual FTE: \_\_\_\_\_

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #16:**

**Degree Completion Plans.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the following 2020-2021 institutional degree completion plans:**

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

**BACKGROUND:**

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

Considerable steps have been taken to date in Oklahoma's CCA project. The data team has evaluated Oklahoma's state-level and campus-specific enrollment and graduation data against key degree completion statistics using the CCA and NGA approved metrics. A standardized report of these baseline datasets for all CCA states served as the basis of Oklahoma's March 2011 CCA Completion Academy activities and has been utilized during all forums and meetings as the leadership team coordinates with key stakeholder groups in moving the project forward.

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

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

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

## **POLICY ISSUES:**

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

Ultimately, what was proposed under the CCA and NGA Complete to Compete action plan was an acceleration of efforts to make significant improvements to two critical segments of the educational pipeline in Oklahoma: 1)

restructuring remedial and developmental education, and 2) development of accelerated degree completion options. Undergirding all of these efforts is a revised accountability framework that utilizes appropriate components of the state and campus-level CCA and NGA metrics and that reflects new priorities by measuring and rewarding priorities that meet statewide completion goals.

## **ANALYSIS:**

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

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

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

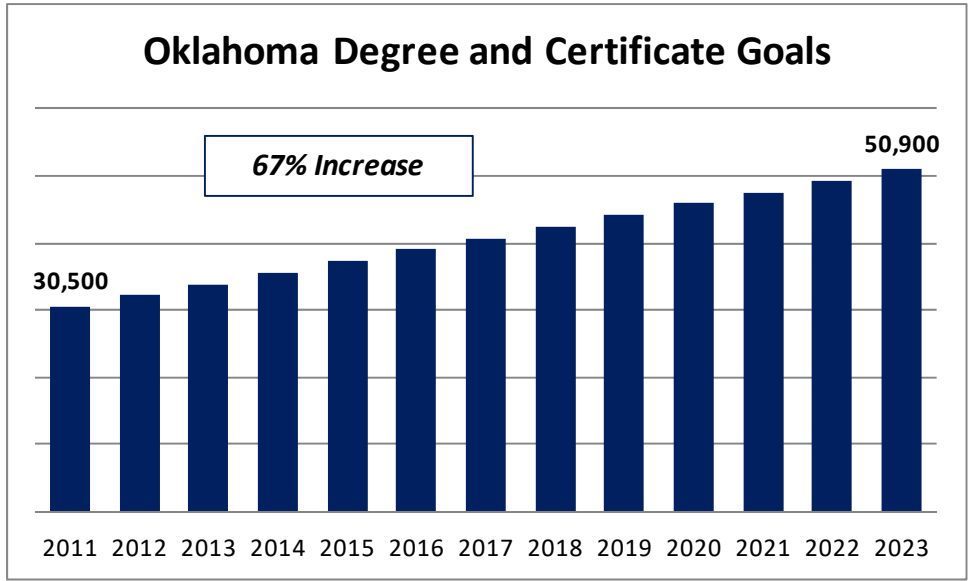
Initiative #2: Oklahoma public higher education institutions are implementing programs in the areas of math, language skills, and reading that will dramatically improve developmental programs and reduce the time it takes to earn a degree, including corequisite courses.

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

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

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

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



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

Attachment

Supplement is available upon request.



### Institutional Degree Completion Form A 2020-2021 Outline

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

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

The Institutional Degree Completion Plan provides a means for the State Regents to view each institution's priorities, statewide initiatives and commitment to the public agenda and CCA. The 2020-2021 Degree Completion Plan is due **June 30, 2020**. This due date will allow for compilation and preparation for the State Regents' annual review.

*In addition to this document, please provide a copy of the institution’s current strategic plan.* Referencing the strategic plan as a supporting document, please respond to the following items regarding degree completion for the year 2020-2021.

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

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

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

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

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

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

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

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

<b>High Impact Strategy - 12<sup>th</sup> Grade Math</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy - Concurrent Enrollment</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>



<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

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

<b>High Impact Strategy - Co-Requisite Remediation</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy - Course Placement</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

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

<b>High Impact Strategy - Reverse Transfer</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy – Cooperative Agreements/Contractual Arrangements</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy - Prior Learning Assessment</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy - Math Initiatives (Gateway Math, Math Advising, Degree Clusters, etc.)</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

4. **Adult Completion.** Further expand and develop Reach Higher or other completion program(s) as a degree and certificate completion effort that involves the entire system of postsecondary education.

<b>High Impact Strategy - Reach Higher Direct Complete (Lumina Workforce Completion)</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy - Reach Higher Flex Finish (Organizational Leadership and Enterprise Development)</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

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

<b>High Impact Strategy - Data Analytics</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy - 15 to Finish (including 30 credit hours/nine in program of study)</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy - Degree Audit Program</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy – Advising (including interest assessment and labor market data, informed choice of meta major/major, early support and guidance, use of ICAP)</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy – Development and Implementation of Open Educational Resources (OER)</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

<b>High Impact Strategy -</b>			
<b>Implementation</b>	<b>Responsible Party</b>	<b>Measures of Effectiveness</b>	<b>Results to Date</b>

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #17:**

**Student Assessment Plans.**

**SUBJECT:** Approval of a request from Cameron University for changes to its student assessment plan.

**RECOMMENDATION:**

**It is recommended that the State Regents approve changes to the Cameron University Assessment Plan as required by the Student Assessment and Remediation policy.**

**BACKGROUND:**

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

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

In October 2015, the State Regents approved the revised 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.

**POLICY ISSUES:**

As stated in the policy 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:**

Cameron University has submitted changes to its Student Assessment Plan that was approved in February 2017. The changes described below are substantive and therefore require State Regents’ approval. It is recommended that the State Regents approve these changes.

**Cameron University**

<b>Approved February 2017</b>	<b>Revised July 2020</b>
<b>ENTRY LEVEL ASSESSMENT</b>	<b>ENTRY LEVEL ASSESSMENT</b>
<p>For AY 2017-2018, Cameron University (CU) will use the student’s overall high school GPA, subject sub-scores on the ACT or the Residual ACT, and/or scores on the appropriate Computerized Placement Tests (CPT) to determine placement in English, mathematics, reading, and science courses. Residual ACT and the CPTs are administered by CU’s testing center. A student may only take the Residual ACT exam once during the year in which the respective Residual ACT examination is valid and the test day cannot coincide with a national ACT test date.</p>	<p>High school GPA, when provided, is used as the first measure to determine placement into college level courses.</p>
<p>Students may place out of remediation in mathematics, English, and reading by either having an overall high school GPA of 3.0 or higher or by having an ACT sub score of 19 or higher in the respective discipline. Students whose overall high school GPA is less than 3.0 and who have an ACT sub score in mathematics, English, and/or reading below 19 may take the CPT in the appropriate subject area. Students may take the CPT exams in each subject area up to two times and must wait at least 30 days between test dates. Final placement is the higher of the placements as determined by the ACT score and CPT score.</p>	<p>If a student takes the ACT multiple times, the highest subject sub-score is used for placement. Students may take the CPT exams in each subject area an unlimited number of times. Students must wait two weeks between the first and second testing and must wait at least 30 days between subsequent test dates.</p>
<p>Multiple measures were not in practice in 2017.</p>	<p>If the student’s high school GPA does not place them directly into the college level course or if the student does not provide a high school GPA, placement is determined by the higher of the placements as determined by subject subscore on the ACT and the score on the appropriate CPT-NG test. Students who do not have information for any of the three measures are placed in the lowest level developmental</p>

Approved February 2017	Revised July 2020
	course. Scores used for course placement are provided below.
GENERAL EDUCATION ASSESSMENT	GENERAL EDUCATION ASSESSMENT
<p>In addition to direct measures, indirect measures are also used to assess the general education programs. Selected questions from the National Survey of Student Engagement (NSSE) relating to students' perceptions on how much their experience at CU has contributed to their knowledge, skills, and personal development on items closely aligned to general education learning outcomes will be used. NSSE is administered to freshmen and seniors at least once every three years and is a standardized norm-referenced instrument used to compare student responses to external benchmarks. Questions relating to students' perceptions of progress on general education outcomes are embedded in the course evaluations for capstone courses and general education courses. The aggregated results of these questions will also be used as indirect measures for general education assessment.</p>	<ul style="list-style-type: none"> <li>• Information Literacy – The student will access information from credible sources and use it effectively and responsibly.</li> <li>• Diversity – The student will demonstrate knowledge of similarities and differences among cultures.</li> <li>• Critical Thinking – The student will apply critical thinking skills in order to make informed decisions and evaluations.</li> <li>• Ethics – The student will demonstrate an understanding of ethical conduct in a defined context.</li> <li>• Aesthetics – The student will make informed and reasoned responses to questions of aesthetics.</li> <li>• Problem Solving – The student will apply knowledge and logic to solve problems.</li> <li>• Communication (Oral) – The student will effectively communicate in oral forms.</li> <li>• Communication (Written) - The student will effectively communicate in written forms.</li> <li>• Wellness – The student will identify wellness concepts that contribute to healthy lifestyle behaviors.</li> </ul>

<p style="text-align: center;"><b>Approved February 2017</b></p>	<p style="text-align: center;"><b>Revised July 2020</b></p>
<p style="text-align: center;"><b>STUDENT SATISFACTION ASSESSMENT</b></p> <p>Student satisfaction assessment is conducted both at the unit level and at the institutional level. In addition to using the results of the student satisfaction questions on the NSSE, locally developed student satisfaction surveys are also conducted periodically by units such as the Library, the Aggie Rec Center, Student Housing, the Testing Center, and the Academic Advising Center. Some academic programs also administer exit or alumni surveys to determine student satisfaction. Student satisfaction surveys are also administered after selected events such as the CU Succeed workshops, the Diversity Celebration, and Disability Awareness Day events.</p>	<p style="text-align: center;"><b>STUDENT SATISFACTION ASSESSMENT</b></p> <p>Student satisfaction assessment is conducted both at the unit level and at the institutional level. In addition to using the results of the student satisfaction questions on the NSSE, locally developed student satisfaction surveys are also conducted periodically by units such as the Library, the Aggie Rec Center, Student Housing, the Testing Center, and the Academic Advising Center. Some academic programs also administer exit or alumni surveys to determine student satisfaction. Student satisfaction surveys are also administered after selected events.</p> <p>Each program or unit that collects student satisfaction data is required to report on the data yearly. If weaknesses are found, action items based on data collected from assessments are proposed by the staff in the unit. Action items from previous years are updated with a status update as to whether the item is In-Progress or Completed.</p>
<p style="text-align: center;"><b>PROGRAM ASSESSMENT</b></p> <p>Each program has distinct student learning outcomes and assessment measures appropriate to the program. Data are collected for assessment measures, and depending on the achievement target and benchmark, the program determines if the data indicates that the achievement target was “Met”, “Partially Met”, “Not Met”, or “Not Reported This Cycle.” Additional analysis is performed by the program to determine strengths and weaknesses of student learning, to determine trends, and to drive action plans to improve student learning. As the purpose of assessment is to improve student learning, the expectation is that not all achievement targets will be met each year.</p>	<p style="text-align: center;"><b>PROGRAM ASSESSMENT</b></p> <p>Department faculty are directly responsible for the assessment of academic programs with the chair and dean providing administrative oversight. Outcomes may be mandated by external accreditation agencies or may be developed by program faculty. Assessment measures are determined by departmental faculty in consultation with the chair and dean.</p> <p>Each department is required yearly to collect and report on assessment data using direct measures for all active programs in the department. Although it is not always possible to achieve, programs are encouraged to use multiple types of direct measures which are appropriate and available for their program.</p>



Cameron University multiple measures course placement:

Course	CPT NG Score	ACT Score	HS GPA
ENGL 1113 (English Comp I)	$\geq 250$	$\geq 19$	$\geq 3.0$
ENGL 1113 with ENGL 1052 (Supplemental Writing Instruction) OR ENGL 0113 (Developmental Writing)	237-249	16-18	N/A
ENGL 0113	$< 237$	$< 16$	N/A
No developmental Reading Required	$\geq 250$	$\geq 19$	$\geq 3.0$
READ 0223	$< 250$	$< 19$	N/A
MATH 1513 (College Algebra)	$\geq 276$	$\geq 19$	$\geq 3.25$
MATH 1513 with MATH 1052 (Supplemental College Algebra Instruction)	263-275	16-18	N/A
MATH 1413 (Survey of Mathematics)	$\geq 263$	$\geq 19$	$\geq 3.0$
MATH 1413 with MATH 1042 (Supplemental Survey of Math Instruction)	250-262	16-18	N/A
STAT 1513 (Introduction to Statistics)	$\geq 263$	$\geq 19$	$\geq 3.0$
STAT 1513 with STAT 1052 (Supplemental Introduction to Stats)	250-262	16-18	N/A
MATH 0213 (Intermediate Algebra)	250-262	16-18	N/A
MATH 0115 (Beginning and Intermediate Algebra)	243-262	16-17	N/A
MATH 0103 (Beginning Algebra)	237-249	13-15	N/A
MATH 0013 (Pre-Algebra)	$\leq 236$	$\leq 12$	N/A



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #18-a:**

**Policy.**

**SUBJECT:** Approval of revisions to the Student Assessment and Remediation policy.

**RECOMMENDATION:**

**It is recommended that the State Regents approve revisions to the Student Assessment and Remediation policy as described below.**

**BACKGROUND:**

In the late 1980s and early 1990s the State Regents implemented the Assessment and Remediation policies in effort 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. Student remediation is designed to address 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.

Revisions to the Student Assessment and Remediation policy adopted by the State Regents in recent years are summarized below:

- April 15, 1994 – revisions added a section requiring concurrently enrolled high school students to meet assessment requirements before enrolling in courses in each subject area.
- August 16, 1994 – revisions included allowing exceptions by the president or the president’s designee to the 24 hour limit regarding remedial coursework.
- June 28, 1995 – revisions defined graduate student assessment and removed the option for secondary assessments for concurrent students; outlined the procedures for removing a history curricular deficiency.
- June 28, 1996 – revisions included requiring all concurrently enrolled high school students to meet the same requirement, including those from accredited high schools, private non-accredited high schools, and students receiving home-school instruction; prohibited institutional secondary assessments for concurrently enrolled high school students.
- June 29, 2006 – revisions included changing the term “mid-level” assessment to “general education” assessment and moving specific reporting requirements to the Academic Affairs Procedures Handbook; reorganized the policy, updating the language referring to the four guided electives, and updating the language to reflect the required 15 high school units.
- October 22, 2015 – combined the Assessment and Remediation policies to create the Student Assessment and Remediation policy; defined purpose and principles of assessment and remediation; restructured assessment plan and reporting requirements.

**POLICY ISSUES:**

The proposed revisions amend the Student Assessment and Remediation policy.

**ANALYSIS:**

In 2011, Oklahoma joined Complete College America (CCA), the most comprehensive and ambitious higher education initiative ever undertaken by the state of Oklahoma. The goal of Oklahoma’s participation in CCA is to increase the number of degrees and certificates earned in Oklahoma by 67 percent by 2023 to meet Oklahoma’s workforce needs and keep Oklahoma competitive in a global economy. Significant progress has been made toward this goal to date. A major CCA initiative undertaken by the State Regents was to transform student assessment and remediation. Activities include better assessments, summer bridge and gateway programs, redesigned college-level courses that address student deficiencies without the need for a remedial course, and redesigned developmental education that allows more students to become proficient in a shorter amount of time. State and national data show that, by getting students through remediation in a more timely manner, those students are more likely to complete their degree. During the past several years, institutions have worked to implement a corequisite model of remediation, which places students in non-credit support work along with college level courses, as opposed to the traditional model of students first taking only non-credit coursework before moving on to college level work. Preliminary data on this model of remediation suggest that students in the State System are more likely to complete a gateway college-level course than in the traditional model. The proposed changes summarized below update the Student Assessment and Remediation policy to reflect this model of remediation.

3.20-Throughout Policy	<ul style="list-style-type: none"><li>• Updated all references of “ACT” to “ACT/SAT” in recognition of the fact that either assessment is accepted at State System institutions.</li></ul>
3.20.2-Definitions	<ul style="list-style-type: none"><li>• Added definition of “Corequisite Support.”</li><li>• Updated definition of “Remediation.”</li></ul>
3.20.3-Principles	<ul style="list-style-type: none"><li>• Changed name of subsection C from “Developmental Education” to “Remediation.”</li><li>• Updated subsection C to reflect definitions of “Corequisite Support” and “Remediation.”</li></ul>
3.20.4-Entry Level Assessment and Course Placement	<ul style="list-style-type: none"><li>• Updated section to add references to “Corequisite Support.”</li><li>• Updated section to reflect revised definition of “Remediation” to replace “Developmental Education.”</li><li>• Removed requirement that students must take an additional three-hour course to satisfy a high school history or citizenship skills deficiency</li><li>• Eliminated references to specific requirements for concurrently enrolled high school students; referred to the Concurrent Enrollment policy for this information.</li></ul>

These policy revisions were approved by the Council on Instruction on April 9, 2020 and by the Council of Presidents on May 6, 2020.

Attachment.

[POLICY EXCERPT]

3. ACADEMIC AFFAIRS POLICY

3.11 Student Assessment and Remediation

3.11.1 Purpose

Assessment of students fulfills two purposes: (1) Improvement of teaching and learning; and (2) Accountability and institutional effectiveness. Assessing individual students at various points in their academic careers provides feedback to them on how well they are performing in relation to stated learning goals and, at the same time, provides information to faculty and staff on how to improve student success. Student assessment also provides information regarding the value of Oklahoma higher education through the use of measures that are comparable among institutions and other states.

Accountability to the citizens of Oklahoma and external accrediting bodies and continuous improvement of student learning and institutional effectiveness, measurable through assessment programs, are the responsibilities of the State System and each institution.

This policy also specifies how students with curricular and basic academic skills deficiencies in the areas of English, mathematics, reading, and science will remediate them within the State System.

3.11.2 Definitions

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

“Academic Program Learning Outcomes Assessment” (or major field of study assessment) measures student learning in the major based on stated program goals and objectives.

“Accountability and Institutional Effectiveness” refer to evaluating and demonstrating an institution’s capacity to fulfill its mission and improve the quality of education.

“Assessment of Student Learning” is the process of gathering, analyzing, and interpreting data on student learning and development for the purpose of evaluating educational impact and improving programs, and, ultimately, improving the institution.

“Basic Academic Skills” are 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.

“Concurrent Enrollment” refers to a high school student enrolled in college-level coursework.

“Corequisite Support” is a process in which students who are below college-ready in math, English or reading enroll in a gateway general education course and receive additional non-credit academic support. The non-credit academic

support may include, but is not limited to, an additional course, tutoring, an online lab, and peer study groups.

“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*.

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

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

“General Education Assessment” measures competencies gained through the general education program as described in 3.15 *Undergraduate Degree Requirements* and HLC standards indicating student’s breadth of knowledge, skill and intellectual inquiry.

“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~~ or corequisite support.

“Student Engagement and Satisfaction” are measures of current and former students’ perceptions of programs and services.

### 3.11.3 Principles

#### A. Improvement of Teaching and Learning

For the purpose of improving teaching and learning, each college and university shall assess students using criteria approved by the State Regents and including at least the following four categories: (1) entry level to determine academic preparation and course placement; (2) general education assessment; (3) academic program learning outcomes assessment; and (4) student engagement and satisfaction. Assessment applies to all students including those admitted through adult admission (refer to Adult Admission in the *Institutional Admission and Retention* policy). Assessment will be consistent with the HLC Criteria for Accreditation and Core Components and consistent with 3.7 *Academic Program Review*.

#### B. Accountability and Institutional Effectiveness

Assessment for accountability and institutional effectiveness should, whenever possible, be compared to external benchmarks. Data in each category of assessment will be reported to the State Regents annually and will include detailed information designed to demonstrate the effectiveness of the assessments consistent with the mission and programs of the institution. Reports may include the annual student assessment report and national assessment reports for comparing institutions and State Systems.

As institutions develop criteria and select assessment measures that demonstrate institutional effectiveness, each assessment should be coordinated and complement the improvement of teaching and learning. Institutions should evaluate the validity and reliability of the assessments.

In recognition of varying institutional missions and student populations served, assessment for accountability and institutional effectiveness should include the institutional characteristics that produce the most meaningful comparisons and useful information for improvement. Assessment programs should also consider the needs of special populations in the development of policies and procedures.

C. ~~Developmental Education~~ Remediation

Certain disciplines, most notably English, mathematics, and science, build on requisite knowledge. College courses in such disciplines assume a student knowledge base gained in high school or other previous academic experiences. It is therefore imperative that students who are not enroll in college level courses in the fields when lacking that knowledge college ready participate in developmental education or corequisite support course(s). The developmental education and corequisite support course placement eligibility criteria shall be detailed in the institution's State Regents' approved assessment plan.

~~Students should not enroll in college level courses, such as history or other elective courses, without a necessary foundation in reading and writing.~~

Students, who can demonstrate competency in an academic field, even though they did not take the required course(s) in high school, will have the curricular deficiency waived. Such students will be allowed to enroll in the respective discipline's college-level courses.

Within the State System, the community college tier is officially designated as responsible for ~~developmental education~~ remediation. Although institutions in other tiers, with the exception of regional universities with assigned community college functions, do not have ~~this developmental education~~ a remediation responsibility, such institutions may also offer ~~developmental education~~ remediation.

Developmental education and corequisite support at all state system institutions shall be fully supported through student fees.

3.11.4 Entry Level Assessment and Course Placement

A. High School Curricular Requirements

The State Regents' *Institutional Admission and Retention* policy lists high school curricular requirements for admission to programs leading to associate in arts, associate in science, associate in applied science, and baccalaureate degrees. The policy requires institutions admitting students with one or more curricular deficiencies to provide the means to satisfy those deficiencies and to remediate these deficiencies within the first 24 college-level credit hours attempted.

Students with curricular deficiencies in English, mathematics, reading, and science who fail to demonstrate adequate curricular competence through a minimum ACT/SAT subject score or institutional secondary assessment will be required to participate in developmental education or corequisite support designed to remedy the deficiency. Students must achieve a competency equivalent to a "C" or better to remove the deficiency.

Students with a curricular deficiency in history or citizenship skills, who present an ACT/SAT 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 regular admission students. These students will be required to complete an ~~additional~~ three-hour college-level history or citizenship skills course to ~~make-up~~ satisfy the high school deficiency.

Students with an elective deficiency may also be admitted as regular admission students as specified in the State Regents' *Institutional Admission and Retention* policy, but will be required to take an additional three-hour collegiate course in an elective subject area(s).

These course placement requirements will be communicated regularly to high school students, parents, schools teachers, counselors, and administrators for the purpose of informing them of the proficiency levels in the basic academic skills areas needed to be adequately prepared for college-level work.

## B. Basic Academic Skills Requirements

Student competency may be demonstrated and deficiencies removed in basic academic skills English, mathematics, reading and science—through the use of State System ACT/SAT scores ~~in the four subject areas of science, English, and mathematics and reading~~, or high school assessments predictive of college course success. Institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT/SAT subject test score requirement. The system ACT/SAT subject scores are reviewed by the State Regents and communicated annually. Each institution will use measures for course placement as approved by the State Regents.

~~A student~~ Students scoring below the ACT/SAT subject score minimum level will be reviewed with additional information, as approved by the State Regents, to determine the level of readiness for college-level course work or ~~successfully complete developmental education~~ remediation in the subject area. ~~A student~~ Students who is not college ready must begin remediation of basic academic skills deficiencies during the first semester and continue until prepared for college-level course work in the respective subject area. Institutions are responsible for directing students to complete ~~developmental education~~ remediation within the first year or 24 college-level credit hours. The president or the president's designee may allow exceptions on an individual basis for students with



extenuating circumstances. All exceptions will be reported to the State Regents.

C. Concurrently Enrolled High School Students

High school students wishing to enroll concurrently in college courses must meet the course placement requirements detailed within the State Regents' *Concurrent Enrollment* policy. ~~designated score in English, mathematics, and science or they will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any collegiate course (outside the subjects of science, mathematics, and English). Concurrent enrollment students are not eligible for secondary institutional assessments and may not enroll in developmental education.~~

D. Adult Students

Institutions must assess adult students' academic competence through the evaluation of basic academic skills or curricular requirements as appropriate. This must be done through participation in the ACT/SAT or the review of additional information. If indicated by the course placement information, adult students must be remediated consistent with this policy. Institutions are responsible for directing students to complete developmental education within the first year or 24 college-level credit hours.

E. Course Placement and Developmental Education Evaluation

Institutional entry level assessment programs should include an evaluation of past academic performance, educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process. Tracking systems for evaluation of institutional assessment programs must be in place. The purpose is to validate that information from assessment and course completion is used to evaluate, innovate and strengthen programs in order to accelerate student achievement and development. The data collection activities must be clearly linked to instructional improvement efforts. These data will be included in the annual assessment report.

F. Limits

The president or the president's designee may allow a student who has been regularly enrolled to continue to enroll in college-level courses work in addition to developmental coursework beyond the 24 college-level credit hour limit, provided the student has demonstrated success in the college-level coursework. Such exceptions must be appropriately documented and a report made available upon request.

3.11.5 General Education Assessment

The results of general education assessment will be used to improve the institution's program of general education. This assessment is designed to measure the student's academic progress and learning competencies in areas such as communication, critical thinking, mathematics, reading, and writing.

Depending on specific degree requirements and mission of the institution, general education assessment measures include those chosen by faculty to improve teaching and learning in the general education core and in broad areas such as communication, critical thinking, mathematics, reading, and writing (refer to the *Undergraduate Degree Requirements* policy). Examples of appropriate measures include academic standing, standardized and institutionally developed instruments, portfolios, etc. In addition, all institutions will conduct a general education assessment using measures approved by the State Regents to externally benchmark student progress.

#### 3.11.6 Academic Program Learning Outcomes Assessment

Selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) for undergraduate and graduate academic program learning outcomes assessment is the responsibility of the institution. Assessment findings will be reported in program reviews as indicated in State Regents' *Academic Program Review* policy. When available and appropriate, nationally standardized instruments will be used (see the *Academic Affairs Procedures Handbook* for examples of nationally standardized instruments). The following criteria are guidelines for the selection of assessment methodologies:

- A. Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives.
- B. Instrument(s) should assess higher level thinking skills in applying learned information.
- C. Instrument(s) should be demonstrated to be reliable and valid.

#### 3.11.7 Student Engagement and Satisfaction

Student and alumni perceptions are important in the evaluation of academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resultant data will be used for the improvement of programs and services. Results from standardized measures will be reported at least every three years to the State Regents and will be included in the annual report.

For examples of programs/activities to be included in this level of assessment refer to the *Academic Affairs Procedures Handbook*.

#### 3.11.8 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.

Annually, institutions shall submit to the State Regents' a student assessment report containing information related to this policy and the institution's approved plan. Refer to the *Academic Affairs Procedures Handbook* for details regarding the reporting requirements.

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*Approved October 4, 1991. Revised April 15, 1994; June 28, 1995; June 28, 1996; October 22, 2015, September 3, 2020.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #18-b:**

**Policy.**

**SUBJECT:** Approval of institutions to exercise flexibility in applying Academic Affairs policies due to impacts of COVID-19.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the COVID-19 Policy Guidance Document to provide flexibility in Academic Affairs policy as described below.**

**BACKGROUND:**

The Oklahoma State System of Higher Education was established in Article XIII-A of the Oklahoma Constitution by a vote of the people on March 11, 1941. The Oklahoma State Regents were established in this article as the coordinating board of control for the State System. Among other significant duties, the citizens of Oklahoma vested the State Regents with the responsibility to “prescribe standards of higher education applicable to each institution,” “determine the functions and courses of study in each of the institutions to conform to the standards prescribed,” and to “grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions.” In order to discharge these duties, the State Regents have established Academic Affairs policies, which are set forth in Chapter 3 of the State Regents’ Policy and Procedures Manual. Chapter 3 consists of 25 sections covering all academic areas within the State System coordinated by the State Regents.

**POLICY ISSUES:**

This action would provide a policy guidance document to allow institutions to exercise flexibility in applying State Regents’ Academic Affairs policies during the COVID-19 pandemic.

**ANALYSIS:**

On March 24, 2020, the governor issued Fourth Amended Executive Order 2020-07, which declared a public health emergency due to COVID-19 in all of Oklahoma’s 77 counties. The growing threat to public health forced State System institutions to make rapid decisions regarding completion of the Spring 2020 semester. Institutions did a commendable job of putting the health and safety of students, faculty, and staff first while maintaining the academic integrity and rigor expected by the public, accreditors, and the State Regents.

As COVID-19 required radical actions to end in-person instructional activities in March 2020, it quickly became apparent that flexibility in application of State Regents’ Academic Affairs policies would be necessary to complete the spring 2020 semester and to prepare for the 2020 summer and fall semesters. Standard operations which supported policy applications were severely disrupted. Both ACT and SAT canceled spring and summer national exam dates, leaving many students with no way to take one of the

college admission exams required under by the State Regents' *Institutional Admission and Retention* policy in order to be admitted to a State System institution. Similarly, State System institutions were left without ACT or SAT subject test scores for many students, which the State Regents' *Student Assessment and Remediation* policy requires to make initial course placement determinations for first-time students. As State System institutions migrated to exclusively online courses to finish the spring 2020 term, flexibility was required in application of the State Regents' *Distance Education and Traditional Off-Campus Courses and Programs* policy, which requires prior approval for academic programs to be offered online. These examples represent only a few of the areas where flexibility was needed in order for Sate System institutions to continue to meet the needs of students.

In order to expeditiously meet the needs of State System institutions and students, and after consultation with the State Regents' Chairman and Chancellor, State Regents staff issued a guidance document on March 30, 2020 detailing Academic Affairs policy flexibility for State System institutions. This document, which was revised on April 8 and May 7, offered guidance on policy and programs in the following areas:

- Grading
- Oklahoma's Promise
- Concurrent Enrollment
- Title IV Financial Assistance
- Veterans/G.I. Bill © Benefits
- Admission and Assessment & Placement
- Electronic Delivery Approval
- Nursing
- Teacher Education
- English Proficiency Testing
- Online Biology Labs

In the areas of Grading, Concurrent Enrollment, Admission, Assessment and Placement, Electronic Delivery Approval, and English Proficiency Testing, State System institutions were allowed flexibility in application of State Regents' Academic Affairs policy and were advised that this flexibility was not to constitute a broad circumvention of policy. Any flexibility exercised must be consistent with the spirit of the policy, and required monthly reports detailing how flexibility is being applied and the number of students impacted.

Oklahoma COVID-19 cases and hospitalizations have increased dramatically since the emergency declaration in March 2020. In preparation for continued disruption to normal operations of State System institutions, it is prudent to extend this policy flexibility and reporting to ensure State System institutions continue to serve students effectively so they are not impeded on their path to degree completion.

Based on this evolving pandemic, it is recommended that the State Regents approve continued application of policy flexibility and the revision of the guidance document for State System institutions for the duration of the 2020-2021 academic year.

Attachment.

## COVID-19 Guidance for Oklahoma State Regents for Higher Education Academic Affairs Policy (Chapter 3)

Approved by the Oklahoma State Regents for Higher Education on September 3, 2020

State Regents Academic Affairs policies specified in Chapter 3 of the Oklahoma State Regents *Policy and Procedures Manual* remain in effect. However, as institutions respond to the needs of students during this crisis, some modifications to limit negative impacts on students may be necessary.

Effective March 15, 2020 with the Governor's emergency declaration for all 77 counties, and until further notice, higher education institutions in the State System are empowered to comply with the spirit of the Academic Affairs policy manual and Procedures Handbook while allowing appropriate flexibility to ensure mitigation of any negative impacts to students and their academic progression due to the COVID-19 crisis. Any action taken by a State System institution that is not in strict compliance with policy and deviates from the specific guidance provided must 1) be consistent with the spirit of the policy, 2) must not be a blatant circumvention of policy, and 3) must be reported to the State Regents monthly until return to regular operations as determined by the Chancellor. State Regents staff will provide a template for such reporting and will assist with questions regarding reporting. This guidance may be updated and modified in response to the ongoing COVID-19 crisis.

Due to the COVID-19 issues impacting all students and higher education institutions in Oklahoma, some broad policy issues are addressed through the following guidance:

**Grading.** Since grading will have implications for progression/graduation, major degree requirements, scholarships, graduate admission, etc., please consider the following:

1. Encourage faculty to assign letter grades as planned for the 2020-2021 academic year.
2. For a specified period of time following the posting of grades, provide students the option to elect to change a letter grade for course in the 2020-2021 academic year to S/U or P/NP. The window of time for students to make this election may be determined at the discretion of the institution.
3. Discourage W or WF grade assignments as much as possible. If necessary, a policy exception will be made by the State Regents for the semester deadlines during the 2020-2021 academic year for the assignment of the automatic W in response to this unique circumstance.

Please note the following:

- Institutions must provide clear information and instructions to all students regarding all grading issues.
- By policy, P/F grading is only allowed as an option for students in specified courses where the student understood this as the grading option prior to enrollment, its use is discouraged.
- Grades of "S"- "U"/ "P"- "NP", "W", and "AW" are GPA neutral, but count in hours attempted for retention and earned hours for graduation.
- Institutions may want to draft a document that explains the ramifications of the GPA-neutral grades and require a signature from the student if such documentation is not a standard requirement for a grade change.
- A letter grade of "F" is calculated into the GPA.
- The grade "I" is at the instructor's discretion, but cannot substitute for the "F" grade. The time limit to satisfy the incomplete requirements from the assigned "I" grade is at the discretion of the institution.
- Institutions will need to specify if an assigned grade of "F" will be considered eligible for change to a "U" or "NP" once assigned.

- Some institutions are submitting A-C grades and providing an automatic P/NP or S/U for grades of “D” and “F” without election by the student. If done, clear information and guidance needs to be provided to the student regarding the implications of a GPA neutral grade and provide them an opportunity to object, even if unlikely.

**Concurrent Enrollment.** To mitigate negative impacts on concurrent enrollment students, the following guidance is provided:

1. Institutions are expected to reach out to concurrent enrollment students to ensure that they have access to adequate technology to complete their coursework, and if not, direct them to appropriate resources for connectivity or ways to complete instruction for the course(s).
2. For concurrent admission and enrollment during the 2020-2021 academic year, institutions may use emails and/or other electronic methods from parents and counselors/principals in lieu of original signatures on permission forms.
3. For academic year 2020-2021 concurrent enrollment, institutions may use alternative methods for admission and course placement in lieu of a currently prescribed curricular and performance standards if the student does not have and/or cannot access standard assessments and/or records.
4. All alternative admission and placement methods must be reported to the State Regents monthly in the template provided.

**Admission and Assessment & Placement.** For the 2020-2021 academic year, the following guidance is provided:

**Admission.** For entering undergraduate students (either concurrent high school students or high school completers) unable to provide academic records for curricular or performance requirements, the institution may:

1. Admit the student as degree-seeking (including “Undecided”) without academic records/transcripts demonstrating the student meets curricular and performance requirements. Students admitted under this exception must be reported monthly to the State Regents on the report template provided.
2. Admit the student as a “Special Non-Degree Seeking” student, with the limit of nine (9) credit hours of enrollment in this special admissions category.
3. Exceed the nine (9) credit hour enrollment limit without academic records meeting curricular and performance requirements for admission under the “Special Non-Degree Seeking” category. Exception requests must be reported monthly to the State Regents on the report template provided.

**Assessment & Placement.** For admitted undergraduate students (both concurrent and high school completers) unable to provide academic records for curricular or performance requirements, the institution may make informed judgements for all information available to:

1. Enroll the student in the college-level course as part of a corequisite model with flexibility for faculty to modify the required support for students who are doing well in the college course, as demonstrated via course assessments and other relevant assignments.
2. Enroll the student in college-level coursework but shall require the student to be assessed not later than the end of the first semester of enrollment to determine subsequent enrollment options.
3. Any secondary course placement assessments must be controlled with some form of proctoring.
4. All students enrolled without standard assessment measures will be reported to the State Regents on the report template provided.



**Electronic Delivery Approval.** To address issues from the COVID-19 crisis, institutions have migrated all instruction to electronic and/or alternative and remote delivery modalities. To facilitate this need in our State System, the following guidance is provided:

1. For the 2020-2021 academic year, institutions are not required to seek electronic delivery approval for any program not already approved for this method of delivery.
2. Institutions will be requested to report on electronic, alternative, and remote delivery modalities that have not been approved through traditional processes when operations return to normal. A report template will be provided.
3. Institutions are encouraged to develop electronic, alternative, and remote delivery modalities for lab instruction.

**Teacher Education.** The Office of Educational Quality and Accountability (OEQA), the Oklahoma State Regents for Higher Education (OSRHE) and the State Department of Education (OSDE) are working together to address issues impacting coursework and certification requirements as a result of COVID-19. Some of those provisions, resources and guidance for teacher education programs follow:

1. In addition to the guidance below, please refer to the following agency websites for additional information and resources:
  1. <https://www.ok.gov/oeqa/>
  2. <https://www.okhighered.org/>
  3. <https://sde.ok.gov/>
2. **Regarding Student Teaching:** With P-12 school closures, and with the expectation that the impacted clinical experiences remain as close as possible to the minimum requirements set by the state for initial and advanced certification fields, Educator Preparation Programs (EPPs) can engage in augmented instruction that includes the following options:
  1. Arrange temporary placements in other appropriate settings;
  2. Provide virtual learning opportunities; and/or
  3. Implement alternative assignments and instruction.EPPs will submit their plan for meeting the student teaching/internship requirement to OEQA for approval. Any modifications to the regular student teaching/internship requirement for graduation that are approved by OEQA and the EPP/IHE, meets OSRHE approval for this specific coursework requirement.
3. **Regarding Certification Testing:** Students who are in the middle of certification testing or completing performance assessments:
  1. Accommodations are being made for students whose testing centers have been closed for cleaning due to COVID-19. If necessary, these students can be re-assigned to other testing centers that are available.
  2. PPAT Task 4 deadline extensions – Submission deadline - May 8, 2020 (at 2PM ET); Score reporting to candidates – June 2, 2020; Resubmission registration deadline – June 16, 2020; Resubmission Task Submission Deadline – June 23, 2020 (at 2PM ET).
  3. Candidates that have completed PPAT Tasks 1-3, and who are unable to submit Task 4 due to school closures, will be provided test fee vouchers for the Oklahoma Professional Teaching Examination (OPTE). Qualified candidates must be verified by their EPPs and numbers and names of recipients provided to OEQA.
4. **Regarding Faculty Professional Development:** Distance/virtual learning activities with P-12 students and faculty can be used by EPP faculty to meet the 10-hour requirement whenever

possible. When this is not an option, EPPs must document this in the 2020 Annual State Report that goes to OEQA and the OSRHE.

**5. Regarding all other requirements:**

1. The State Regents’ response to institutions will be ongoing and fluid with events surrounding COVID-19 and we will work with OEQA and SDE to address issues pertaining to teacher preparation.

**English Proficiency Testing.** The following guidance is provided for English Proficiency Requirements for admission for the 2020-2021 academic year.

1. Institutions are allowed to explore online and at-home testing opportunities for currently approved English proficiency assessments.
2. If currently approved tests are unavailable to an institution’s target student(s), institutions may utilize Duolingo and PTE Academic assessments.
3. Institutions using alternative assessments must document and report such use to the State Regents monthly on the reporting template provided.
4. More information on ETS Testing is available at: <https://www.ets.org/s/cv/important-update/>

Students are still required to meet the minimum score set by the State Regents. For institutions accepting the Duolingo and/or PTE Academic assessment to determine English proficiency, the following concordance tables are provided.

<b>Undergraduate students must meet the following minimum scores:</b>	
<b>Assessment</b>	<b>Minimum Score</b>
TOEFL ibt	61
IELTS	5.5
PTE Academic	42
Duolingo	85

For undergraduate students OU requires a minimum score of 79 on the ibt TOEFL, a 6.5 on the IELTS, a 58 on the PTE Academic, and a 100 on the Duolingo.

<b>Graduate students must meet the following minimum scores:</b>	
<b>Assessment</b>	<b>Minimum Score</b>
TOEFL ibt	79
IELTS	6.5
PTE Academic	58
Duolingo	100

Students not meeting the above required scores may be eligible for 12 weeks of study at an approved Intensive English Program by meeting the following scores:

<b>Undergraduate students must meet the following minimum scores:</b>	
<b>Assessment</b>	<b>Minimum Score</b>
TOEFL ibt	48
IELTS	5.0
PTE Academic	36
Duolingo	75

<b>Graduate students must meet the following minimum scores:</b>	
<b>Assessment</b>	<b>Minimum Score</b>
TOEFL ibt	61
IELTS	5.5
PTE Academic	42
Duolingo	85

**Online Biology Labs.** To mitigate negative impacts on students completing Biology courses, the following guidance is provided:

The “Course Equivalency Project” (CEP) is a faculty-driven process by which State System institutions establish statewide course equivalencies among institutions. “Course Equivalency Project Matrix” is the listing of courses determined to be equivalent through the CEP process. Prior to the COVID-19 crisis, several **Biology** courses (noted below) on the CEP required at least 75% of the lab component to be face-to-face instruction (CEP notation indicates this requirement was added to CEP Biology listings in 09/2011). The CEP process requires courses to identify student learning outcomes (SLOs) developed by discipline faculty groups for each course listed on the CEP. For any course to be listed on the CEP for guaranteed transfer, 100 percent of the SLO’s must be included within the course. Course credit and transfer does not depend on the modality of the course but rather the SLO’s. All State System institutions are approved by the Higher Learning Commission (HLC) for distance education. Consistent with this approval, and guidance provided by HLC and developed by the Council of Regional Accrediting Commissions (C-RAC), institutions have demonstrated that “curricula for the institution’s on-line learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.”

As policy guidance for transfer and articulation, all Biology courses with labs listed on the CEP and that appear on student transcripts completed in the 2020-2021 academic year will be accepted for transfer and application to degree requirements, regardless of the modality of instruction for the lab portion of the

course. CEP Biology faculty and the Council on Instruction will provide a review and final determination as soon as possible to create a permanent change.

**\*Biology courses that previously required face-to-face lab instruction:**

- *BI 102 General Biology (Majors)*
- *BI 103 General Biology I (Majors)*
- *BI 104 General Biology II (Majors)*
- *BI 201 General Botany*
- *BI 205 Plant Anatomy*
- *BI 301 Microbiology*
- *BI 401 Comp Vertebrate Anatomy*
- *BI 406 Human Anatomy*
- *BI 425 Human Anatomy and Physiology*
- *BI 465 Human Physiology*
- *BI 701 General Zoology*
- *BI 714 Invertebrate Zoology*
- *BI 724 General Entomology*
- *BI 905 Introduction to Cell Biology*

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #18-c:**

**Policy.**

**SUBJECT:** Approval of a test-optional admissions pilot project for State System institutions.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the test-optional admission policy pilot project for the University of Oklahoma for a period of five years, ending in 2026.**

**BACKGROUND:**

Admission to State System institutions is governed by the State Regents' Institutional Admission and Retention policy. The first admission policy was adopted by the State Regents in March 1962 and has been revised at least 61 times since then. In its current form, the Institutional Admission and Retention policy sets forth admission requirements for several groups of undergraduate students, including first-time college students, homeschooled students, and international students. For first-time students, the policy sets minimum standards for both high school curriculum and for performance requirements. Performance requirements can either be met by achieving a minimum composite score on the ACT or SAT, by high school GPA and class rank, or, for regional universities, by achieving a 2.7 GPA in the 15 required high school units. As of Fall 2019, the University of Oklahoma (OU) uses a completely holistic model for admission; Oklahoma State University (OSU) also has a holistic option for students who do not meet minimum requirements to be admitted in the guaranteed admission categories. Universities are also empowered to request higher admission standards than the minimum set by the State Regents. Community colleges and technical branches within the State System are open admission and do not have minimum performance requirements for first-time students to enroll.

**POLICY ISSUES:**

This action is an exception to the State Regents' Institutional Admission and Retention policy.

**ANALYSIS:**

As a result of the COVID-19 pandemic and inability of students to access standardized testing, many institutions of higher education have deferred the requirement for students to submit an ACT or SAT score for admission until testing is available. During 2020, the University of Maryland, the University of Virginia, Pennsylvania State University, the University of Delaware, Clemson University, the University of North Carolina system, and many others have dropped the requirement that students submit an ACT or SAT score to be admitted during the next academic year. In Oklahoma, State System institutions have also been given flexibility to admit students for the Summer and Fall 2020 and Spring 2021 terms without submission of a

college entrance exam score due to several national ACT and SAT exams being canceled because of safety concerns surrounding COVID-19.

These decisions to adopt temporary test-optional policies have occurred in the broader context of a national discussion regarding the value of college entrance exams, generally. On May 21, 2020 the University of California (UC) Board of Regents suspended the requirement that incoming students submit ACT or SAT scores through Fall 2024. The university will explore the creation of a new test to better measure college readiness; in the meantime, if a new test is not created in time for Fall 2025 admissions, the UC system will no longer require any entrance exam for admission. While this decision from UC was the most widely reported in the press, it is certainly not the only test-optional college or system; according to the National Center for Fair and Open Testing, there are at least 1,300 accredited colleges or universities in the United States who will not require ACT or SAT scores for admission through at least the Fall 2021 term.

The test-optional movement is rooted in skepticism regarding the value of ACT or SAT scores. In a study of 123,000 students at 33 test-optional colleges, researchers found virtually no difference in the academic performance of test-submitters and non-submitters, as measured in grades and graduation rates. College GPAs of submitters and non-submitters were within five-onehundredths of one point of one another and the difference in graduation rates was six-tenths of one percent. Additionally, required college entrance exams present serious concerns regarding equity in college admissions. In the study, students who did not submit test scores were more likely to be first-generation college students, non-white, Pell grant recipients, or female. Preparation for college entrance exams can also present serious equity concerns. In-person preparation courses for the ACT or SAT can cost \$800-\$1,800, putting this preparation out of reach for most low-income families.

Given this important national conversation and the concerns regarding the predictive ability of college entrance exams, coupled with concerns about equity, several State System institutions have expressed interest in adopting test-optional admission policies. In order to gather sufficient data to determine the impact of a potential move to test-optional admissions policy across the State System, State Regents staff invited interested institutions to discuss implementing a five-year pilot project wherein pilot institutions will implement a test-optional admissions process.

The University of Oklahoma (OU) has researched predictive values of multiple metrics for student retention from freshman to sophomore status (2<sup>nd</sup> year retention). The focus of their research centered on high school grade point average, ACT or SAT scores, high school rigor, high school size, and university application date. OU's analysis found that a high admission index score derived from these variables were predictive of higher 2<sup>nd</sup> year retention. Further research on admission index scores without the ACT included found minimal differences in its predictive accuracy.

Based on this initial research, OU has requested approval to enter into a five-year pilot program to further explore student retention and performance data with the "Test-Optional Admission Policy." For the pilot, the following requirements are specified:

- OU may offer admission under a "Test-Optional Admission Policy" for the next five (5) admission cycles (2021, 2022, 2023, 2024, and 2025).
- OU will continue to conduct holistic reviews for admission decision, which will include multiple factors, but minimally: high school grade point average, high school rigor, high school size, and application date.
- Each year's students admitted under the "Test-Optional Admission Policy" parameters will be identified in a cohort for tracking and reporting purposes.
- OU will report annually on the retention of each cohort.

- OU will continue to analyze the variables and each variable's predictive value in an admission index score. These analyses will be presented to the State Regents annually. OU administrators will share information with the Council on Instruction for review as requested.
- The cohorts will be identified for additional student success supportive services.
- Students will still be encouraged and incentivized to participate in standardized test taking and submission for additional factors for admission, scholarship, and course placement decisions.
- OU will report at the end of the pilot on the completion of the 2021 cohort.
- Annual reports will be due on November 1<sup>st</sup> of 2022, 2023, 2024, and 2026.
- State Regents staff will provide a template for annual reporting.

OU will begin this pilot for the 2021 admission cycle and will participate in discussions with other State System institutions as they structure other pilot programs to examine the impact of a "Test-Optional Admission Policy" on institutions with varying test standards for admission requirements serving diverse students in rural and urban settings. These discussions will be facilitated through the Council on Instruction beginning in Fall 2020.

It is recommended that the State Regents approve this pilot "Test-Optional Admission Policy" at OU beginning Fall 2021 to run through Spring 2026.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #19:**

**Oklahoma Teacher Connection.**

**SUBJECT:** Approval of Allocation of the Oklahoma Teacher Connection budget to fund Pre-Collegiate and Collegiate grant programs.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the proposed OTC Pre-Collegiate and Collegiate Program expenditures in the amount of \$45,000**

**BACKGROUND:**

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

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

The Teach Oklahoma curriculum has been successfully implemented in various high schools throughout the state. Teach Oklahoma incorporates the study of teacher competencies with an internship component and offers intellectual challenges that lead to student growth and academic achievement. The curriculum targets high school juniors and seniors. In 2019-2020, there were 16 schools with Teach Oklahoma programs. Data were reported from ten of these schools, showing an enrollment of approximately 205 students in Teach Oklahoma. Due to COVID-19, Oklahoma public school buildings abruptly closed, resulting in a transition to virtual learning. As a result, program data obtained for students in the program were limited.

At the close of the 2019-2020 academic year, of the data reported, 82 percent (108 students) of the Teach Oklahoma high school graduating seniors planned to attend college, and forty-three percent (57 students) of them plan to become teachers. Thirty-two percent (66 students) of all Teach Oklahoma students surveyed are interested in teaching. These results indicate that Teach Oklahoma has a long-term capacity to create more Oklahoma teachers. Last year, all of the Teach Oklahoma teachers responded “yes” when asked if they would have the class again the following year, and students in the program made comments indicating that it should be offered “at every high school” and “how great it is to work with children.”

The Lead Oklahoma curriculum is designed to help eighth and ninth grade students learn leadership skills, participate in service learning, develop skills on how to be successful, and encourage making effective long-term decisions in high school. One goal of the Lead Oklahoma curriculum is to promote college success and interest. In 2019-2020, Lead Oklahoma was in 17 schools with four schools reporting an enrollment of approximately 308 students. Due to COVID-19 and its subsequent impact on Oklahoma public schools, program data obtained for students in the Lead Oklahoma program was limited, with only four schools reporting data. In comparison, data received during 2018-2019 showed that the Lead Oklahoma curriculum was taught in 13 schools, with a total enrollment of 1,030 students, further highlighting the negative impact the COVID-19 pandemic has had on the data gathering process.

Many schools utilize the Lead Oklahoma curriculum in their leadership and teacher preparation academies. Since 2006, at least 16,308 students have gone through Lead Oklahoma. The feedback provided by teachers reveals that this curriculum has encouraged the academic growth of these students. Students have acquired improved interpersonal communication skills, critical thinking skills as well as team collaboration skills in the classroom. Additionally, teachers generally agree that the curriculum has increased quality work assignments, positive behaviors and improved outcomes among students in the school. Summative assessments show that Lead Oklahoma curricula help students understand the importance of school success and college preparation, increasing their potential for high academic and social achievement.

Educators Rising, sponsored nationally by Phi Delta Kappa, is an extracurricular organization club that gives all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the education field. Educators Rising is a national organization with over 45,000 members. In the 2019-2020 academic year, teacher sponsors reported that 164 students participated in the Educators Rising program. Though data are limited due to school closures in spring 2020, feedback from sponsors indicated that in 2019-2020 approximately 24 percent of the students who participated in Educators Rising wanted to pursue a career in teaching. Additionally, sponsor feedback revealed 92 percent of the graduating seniors in the program responded that they were planning to attend college after graduation.

Oklahoma had two students place first and second place in the Oklahoma Educators Rising's state competition in Children's Literature. Both students wrote and illustrated their own books and won the top two places in the statewide competition. These students would have gone on to compete nationally at the national Educators Rising competitions, but were not able due to the COVID-19 pandemic and subsequent cancellation of the national conference.

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

As previously mentioned, COVID-19 negatively impacted Oklahoma's educational system, including the state system of higher education. At the close of the 2019-2020 academic year, five of seven institutions with collegiate grant awards reported that approximately 508 pre-collegiate and collegiate students, education faculty and staff, as well as administrators and other education advocates, participated in and were impacted directly through campus-based activities that highlighted teaching and supported recruitment, retention, and professional development objectives in teacher education. Approximate data show a collective number of just over 32,008 participants since 2008 in collegiate programs sponsored by OTC grant initiatives throughout the state. The other institutions not submitting data were unable to fulfill

grant activities due to campus and school closures. Still, data show significant participation in campus-based activities or OTC sponsored conferences or workshops.

**Teacher Conferences:** Each year, the OTC sponsors both new and recurring conferences and activities designed to enhance the image of teaching and to assist in teacher recruitment efforts. In 2019-2020, approximately 403 participants engaged in OTC sponsored conferences and activities.

**POLICY ISSUES:**

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

**ANALYSIS:**

Data extracted from the 2020 First Year Teacher Survey report from the Office of Educational Quality and Accountability (OEQA) indicate that out of 283 first year teachers who responded to the question, “As a high school student, did you participate in any programs or classes that influenced your decision to become a teacher,” 24 percent (67 teachers) indicated that they participated in some type of future teacher class/organization which emphasized a career in teacher education. Many of the respondents recognized a teacher mentorship program or a future teacher organization that helped influence their decision to become a classroom teacher.

The chart below provides a brief description of all OTC grant funding requests for 2020-2021 totaling \$45,000. These programs support OTC goals and objectives stated in the aforementioned legislative directive.

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

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Pre-Collegiate Grants	Lead Oklahoma Teach Oklahoma	Lead Oklahoma is a leadership curriculum designed to help students who have strong academic potential, be successful leaders in high school and college.  Teach Oklahoma incorporates the study of teacher competencies with teaching-like experiences.	\$10,000.00
	Educators Rising Chapters and State and National Competition	Educators Rising is an extra-curricular organization. Educators Rising allows all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the field of education.	\$1,000.00

<b>Collegiate Grants</b>	East Central University <i>ECU-Recruiting Tigers to Teach</i>	Increasing the number of students that choose an education major by targeting undecided majors is the main focus of this grant. The goals of this grant will be conducted through six seminars and six outreach events designed to support undergraduate students and also individuals seeking alternative and emergency certification.	\$6,000.00
<b>CATEGORY</b>	<b>PROGRAM TITLE</b>	<b>DESCRIPTION</b>	<b>RECOMMENDED FUNDING</b>
	Oklahoma State University <i>ConnEC2T: Connecting Emergency Certified Early Childhood Teachers</i>	The primary goal of this project is to increase the retention of emergency certified early childhood education teachers by creating a network that connects emergency certified early childhood teachers with university faculty members with expertise in early childhood teacher education. Increasing support, self-efficacy, and knowledge in early childhood pedagogy are the foundations of this grant. This will occur through professional development trainings, ongoing bidirectional communication and support network, and individualized instructional coaching.	\$6,000.00
	Oklahoma State University <i>Support and Retention of Emergency Certified Teachers in Secondary Education: An Online Mentoring Program</i>	This retention grant's overarching goal is to support and retain newly emergency certified teachers in secondary education from high need, urban and rural districts throughout the state of Oklahoma. An indirect goal of the grant is to improve teaching outcomes and student learning by supporting emergency certified teachers. These objectives are met through online mentor and mentee support, webinars and training throughout the year.	\$6,000.00
	Oral Roberts University <i>ORU University-Led Teacher Induction Program for Novice Teachers</i>	Stabilizing and supporting ORUs alumni novice teachers is the objective of this retention grant. Participants engage in university-led activities designed throughout the year to sustain and increase a teaching sense of efficacy. Participants interact with alumni peers, undergraduate professors and engage in non-evaluative instructional coaching sessions with a professor to enhance and support teachers in Oklahoma schools.	\$4,000.00

	University of Central Oklahoma  <i>Teachers and Leaders Academy VI</i>	Program directives include providing support and reinforcement of the program goals of Teach Oklahoma High Schools and Lead Oklahoma. Students from across the state will develop knowledge and skills for college success strategies, the career of teaching and teacher education programs. These goals are accomplished through two academies, the Teacher Academy and the Leader Academy. Family members are also invited to attend the Teacher Academy and show support for their student. The Leader Academy is specifically designed to help students learn more about the college admission process with a special focus on considering teaching as a career.	\$3,000.00
<b>CATEGORY</b>	<b>PROGRAM TITLE</b>	<b>DESCRIPTION</b>	<b>RECOMMENDED FUNDING</b>
	University of Oklahoma  <i>Building Oklahoma Networks of STEM</i>	Encouraging more STEM-talented students to enter the profession of mathematics and/or science education and secondarily work to improve the retention of pre-service secondary STEM educators is the primary goal of this year long mentorship project. The target audience for this initiative is high school students who display a positive self-efficacy towards STEM coursework.	\$5,000.00
	University of Tulsa  <i>Teach by Design</i>	This recruitment and retention grant has two goals. The first is to see increased enrollment in teacher education programs at the University of Tulsa (TU) and the second goal is to increase numbers of TU education graduates who stay in Oklahoma to teach. The objectives will occur through initiatives and programs including statewide recruitment visits and Future Teacher's Day activities.	\$4,000.00
		<b>Total Funding Requested for 2020-2021</b>	<b>\$45,000.00</b>



Meeting of the  
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September 3, 2020

**AGENDA ITEM #20:**

**State Authorization.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents authorize out-of-state private 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 September 3, 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
ATA College	Louisville, Kentucky	Tulsa

**Institution Type and Accreditation**

Name	Type	Accreditor
ATA College	Private for profit	Accrediting Bureau of Health Education Schools

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 ATA College to operate in Oklahoma.

Enrollment and degree program information submitted in the state authorization application is shown below.

**2018-2019**

**Number of Programs Offered by Level**

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
ATA College	0	2*	0	0	0	0



Enrollment by Level

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
ATA College	0	144	0	0	0	0

Credentials Awarded

Institution	Certificate	Diploma	Associate	Baccalaureate	Master	Doctoral
ATA College	0	59	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
ATA College	144	131

\* ATA College has been operating with a physical presence in Oklahoma as a *non*-degree granting private vocational school, appropriately licensed by the Oklahoma Board of Private Vocational Schools. It now wishes to offer a fully accredited (ABHES) associate degree program in Oklahoma and is seeking authorization to do so from the State Regents.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #21-a:**

**E&G Budget Allocations.**

**SUBJECT:** First quarter FY21 distribution of Cigarette and Tobacco Tax Revenue.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the allocation of \$946,025.77 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$946,025.77 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

The fund currently has on deposit \$1,892,051.54. This amount is sufficient for a transfer of \$946,025.77 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$90,035,391.12

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

5-Year History of Allocations	Amount to Each Entity
FY2017 Total	\$5,707,375.33
FY2018 Total	\$6,185,257.93
FY 2019 Total	\$5,170,195.74
FY 2020 Total	\$5,455,784.70
FY 2021 Y-T-D	\$946,025.77

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #21-b:**

**E&G Budget Allocations.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

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

- Provide two free uses of the banquet facilities at the Oklahoma History Center each year.

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #22:**

**EPSCoR.**

**SUBJECT:** Approval of Matching Funds for NASA.

**RECOMMENDATION:**

**It is recommended that the State Regents approve EPSCoR matching funds in the amount of \$50,000 to participating institutions for NASA EPSCoR projects.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #23:**

**Contracts and Purchases**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve FY-2021 purchases for amounts that are in excess of \$100,000.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

Purchases Over \$100,000

OneNet

- 1) ISG Technology LLC in the amount of \$256,406.00 for purchase of two Fortinet Firewalls to provide security and content filtering for the SDE Mifi Project. Costs will be recovered through OneNet user fees. (Funded from 718-OneNet)
- 2) GigaPop Inc. in the amount of \$165,000.00 for fiber construction for the Tulsa Union Public School fault tolerant service to the Garnett Hut, at the intersection of State Highway 51 and S. Garnett Rd., Tulsa Ok, OneNet point of presence. Costs will be recovered through OneNet user fees. (Funded from OneNet-718)
- 3) GigaPop Inc in the amount of \$240,000.00 for fiber construction for the Oral Roberts University datacenter fault tolerant service to Oklahoma Turnpike Authority fiber optic cable at the Creek Turnpike and Harvard Ave. Tulsa Ok. Costs will be recovered through OneNet user fees. (Funded from OneNet 718)

## GEAR UP

- 4) Inside Track in the amount of \$110,600.00 to continue the utilization of Inside Track as the training program and data depository center for the OK GEAR UP College Coaches assigned to our 5 participating regional universities (East Central University, Rogers state University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, and Northeastern State University). The program goal is the continued enrollment of the GEAR UP college students into the Sophomore Year of study. Inside Track was written into the original grant as approved. (Funded from 730-GEARUP).

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #24:**

**Deleted Item.**



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #25:**

**State Regents' Meetings.**

**SUBJECT:** Approval of the proposed 2021 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act.

**RECOMMENDATIONS:**

**It is recommended that the State Regents approve the 2021 schedule of regular meetings for filing with the Office of Secretary of State according to law.**

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
Wednesday, February 3, 2021	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, February 4, 2021	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, March 24, 2021	10:30 a.m.	To Be Announced
Thursday, March 25, 2021	9 a.m.	To Be Announced
Wednesday, April 21, 2021	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, April 22, 2021	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, April 22, 2021	10 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, May 27, 2021	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200

		Oklahoma City, Oklahoma
Friday, May 28, 2021	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, June 23, 2021	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, June 24, 2021	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, September 8, 2021	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, September 9, 2021	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, October 20, 2021	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, October 21, 2021	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, November 4, 2021	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, December 8, 2021	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, December 9, 2021	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #26-a:**

**Deleted Item.**





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Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #26-b:**

**Policy.**

**SUBJECT:** Posting of Revisions to the Organization of the Agenda Policy.

**RECOMMENDATION:**

**It is recommended that the State Regents post revisions to State Regents' Policy 2.2.5 Organization of Agenda.**

**BACKGROUND:**

State Regents' Policy 2.2.5 Organization of Agenda outlines the procedures for creation of meeting agendas for each State Regents meeting.

Section E of State Regents' Policy 2.2.5 addresses the "Reports" section of the meeting agenda, which contains items of a general reporting nature. Current State Regents' policy requires that State Regents "accept" the reports listed under the "Reports" section of the agenda unless "their consideration is essential to the understanding of subsequent action items. According to Section E of State Regents' Policy 2.2.5, the "Reports" section shall include items such as:

- matters for study and consideration with action to be taken at some future meeting,
- routine periodic program/activity reports,
- special informational reports to the State Regents,
- published reports, and
- communications.

Additionally, Section F of State Regents' Policy 2.2.5 provides the Chairman with the authority to receive oral presentations on all reports prior to their acceptance or the authority to forego oral reports should additional clarification not be needed for the items listed in the "Reports" section of the agenda.

State Regents' Administrative Rules, among other things, outline the procedures for creation of meeting agendas for each State Regents meeting.

Section (e) of Rule 610:1-7-14 addresses the "Reports" section of the meeting agenda, which contains items of a general reporting nature. Current State Regents' policy requires that State Regents "accept" the reports listed under the "Reports" section of the agenda unless "their consideration is essential to the understanding of subsequent action items. According to Section (e) of Rule 610:1-7-14, the "Reports" section shall include items such as:

- matters for study and consideration with action to be taken at some future meeting,
- routine periodic program/activity reports,



- special informational reports to the State Regents,
- published reports, and
- communications.

Furthermore, Section (f) of Rule 610:1-7-14 provides the Chairman with the authority to receive oral presentations on all reports prior to their acceptance or the authority to forego oral reports should additional clarification not be needed for the items listed in the “Reports” section of the agenda.

## **POLICY ISSUES:**

Upon discussion with the State Regents regarding terminology and legal definitions of the terms “accept” and “acceptance,” the Regents decided that their actions under Sections (e) and (f) are more accurately defined and described as an acknowledgement of receipt. Therefore, in order to avoid confusion and mischaracterization of their actions, it is recommended that State Regents’ Rule be revised as follows to more accurately reflect the action taken by the State Regents with regard to reports.

On December 5, 2019, the State Regents approved the posting of proposed permanent rule revisions to 610:1-7-14 Organization of Agenda and initiated the process for adoption of permanent rule revisions.

### **2.2.5 Organization of agenda (610:1-7-14)**

- A. The agenda for a State Regents' meeting will contain items of business categorized under the following topics:
  - Academic Affairs
  - Fiscal Affairs
  - Executive
  - Consent Docket
  - Reports
- B. The order in which the items of business are listed may vary although academic items are normally considered first.
- C. Items requiring State Regents' action will generally be scheduled at the first of the agenda.
- D. Items of a routine nature that require State Regents' action and that are consistent with State Regents' policies and previous action will be placed on a Consent Docket. These items normally will be handled with one vote and little, if any, discussion.
- E. Items of a reporting nature requiring only general ~~acceptance~~ acknowledgement of receipt by the State Regents will generally be listed under "Reports" and scheduled at the end of the agenda for one general ~~acceptance~~ acknowledgement action by the Regents unless, for instance, their consideration is essential to the understanding of subsequent action items. The "Reports" section shall include such items as:
  - matters for study and consideration with action to be taken at some future meeting,

- routine periodic program/activity reports,
- special informational reports to the State Regents,
- published reports, and
- communications.

F. The Chairman may elect to receive oral presentations on all or selected reports prior to their ~~acceptance~~ acknowledgement of receipt or may elect to proceed with ~~acceptance~~ acknowledgement of receipt and forego oral reports should additional clarification not be needed.



**Meeting of the  
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
September 3, 2020**

**AGENDA ITEM #26.1:**

**Amendment to 2009 Resolution Agreement for U.S. Department of Education –  
Office for Civil Rights Complaint No. 06032021 regarding Langston University –  
Tulsa.**

**SUBJECT:** Possible discussion and approval of Amendment to 2009 Resolution Agreement for U.S. Department of Education - Office for Civil Rights Complaint No. 06032021 regarding Langston University – Tulsa.

*Supplement available at meeting.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #27-a:**

**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:**

University of Oklahoma (OU)

- 41 degree program requirement changes
- 3 degree program option additions
- 1 degree program option name change
- 1 degree program option deletion

University of Oklahoma Health Sciences Center (OUHSC)

- 2 degree program requirement changes

Oklahoma State University (OSU)

- 49 degree program requirement changes
- 2 degree program name changes
- 5 degree program option name changes
- 3 degree program option deletions
- 6 degree program option additions

Cameron University (CU)

- 2 degree program requirement changes

Langston University (LU)

- 6 degree program requirement changes
- 2 degree program option additions

Northeastern State University (NSU)

- 1 degree program requirement change

Rogers State University (RSU)

- 3 degree program requirement changes

Southeastern Oklahoma State University (SEOSU)

- 2 degree program requirement changes

Southwestern Oklahoma State University (SWOSU)

- 3 degree program requirement changes
- 1 degree program option deletion
- 2 degree program option additions

University of Central Oklahoma (UCO)

- 1 degree program option deletion

Carl Albert State College (CASC)

- 2 degree program requirement changes
- 1 degree program name change

Rose State College (RSC)

- 21 degree program requirement changes
- 1 degree program name change
- 1 degree program option deletion

Seminole State College (SSC)

- 1 degree program requirement change

Western Oklahoma State College (WOSC)

- 2 degree program requirement changes

**POLICY ISSUES:**

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

**ANALYSIS:**

**OU - Bachelor of Business Administration in Accounting (003)**

Degree program requirement changes

- Remove COMM 1113/COMM 2613, BAD 1000, BAD 1010, and FIN 3303.
- Add BAD 3091, ENT 2113, and FIN 2303.
- Change credit hours required for Free Electives from 5 to 4.
- The proposed changes will better align the curriculum with industry trends and provide more flexibility for students.
- Three new courses will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents

**OU - Master of Science in Criminal Justice (391)**

Degree program requirement changes

- Remove LSTD 5013.
- Add LSCJ 5013.
- The proposed changes will familiarize students with unique theories, practices and challenges inherent in the field as they prepare for leadership positions.
- One new course will be added and no courses will be deleted.

- Total credit hours for the degree will not change.
- No funds are requested from the State Regents

**OU - Bachelor of Business Administration in Economics (277)**  
**Bachelor of Business Administration in Management Information Systems (262)**

Degree program requirement changes

- Remove COMM 1113/COMM 2613, BAD 1000, BAD 1010, and FIN 3303.
- Add BAD 3091, ENT 2113, and FIN 2303.
- Change credit hours required for Free Electives from 6 to 5.
- The proposed changes will better align the curriculum with industry trends and provide more flexibility for students.
- Three new courses will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents

**OU - Executive Master of Business Administration in Energy (451)**

Degree program requirement changes

- Remove EMBA 5001, EMBA 5092, and EMBA 5101.
- Add EMBA 5261, EMBA 5091, EMBA 5271, and EMBA 5251.
- The proposed changes are recommendations from program alumni and Energy Institute board members that will align the curriculum with current industry standards.
- Four new courses will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents

**OU - Bachelor of Business Administration in Finance (081)**

Degree program option deletion and degree program requirement changes

- Delete option Risk Management.
  - There are currently 13 students enrolled in the option with an expected graduation date during the 2021-2022 academic year.
- The proposed deletion is due to decreasing enrollment over the past several years.
- Remove COMM 1113/COMM 2613, BAD 1000, BAD 1010, and FIN 3303.
- Add BAD 3091, ENT 2113, and FIN 2303.
- Change credit hours required for Free Electives from 5 to 4.
- The proposed curricular changes will better align the curriculum with industry trends and provide more flexibility for students.
- Three new courses will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Master of Science in Health and Exercise Science (292)**

Degree program requirement changes

- Add HES 5833 and HES 5553.
- Require HES 5823, HES 5853, HES 5523, HES 5563, and HES 5940 (2 credit hours).
- Remove HES 5980.
- Change credit hours required for Core Curriculum from 6 to 18.
- Change credit hours required for Research Technology from 8-10 to 8.
- Change credit hours required for Electives from 16-18 to 6.



- The proposed changes will restructure the program to better provide students with advanced industry expertise.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Business Administration in Management (168)**

Degree option addition and degree program requirement changes

- Add option Sports Business.
  - The proposed option will prepare students for managerial positions in the sports industry.
- Remove COMM 1113/COMM 2613, BAD 1000, BAD 1010, and FIN 3303.
- Add BAD 3091, ENT 2113, and FIN 2303.
- For the Management option:
  - Change credit hours required for Free Electives from 8 to 7.
- For the Entrepreneurship and Venture Management option:
  - Change credit hours required for Free Electives from 5 to 4.
- For the Energy Management option:
  - Add MGT 4183 and EMGT 3523.
  - Require FIN 3453, MIS 3213, or SCM 4013.
  - Change credit hours for Major Requirements from 22 to 31.
  - Change credit hours required for Energy Related Electives from 12 to 3.
- The proposed curricular changes will better align the curriculum with industry trends and provide more flexibility for students.
- Three new courses will be added and three courses will be deleted.
- Total credit hours for the degree will change from 122 to 122-123.
- No funds are requested from the State Regents

**OU - Bachelor of Business Administration in Marketing/Supply Chain Management (152)**

Degree option addition and degree program requirement changes

- Add option Healthcare Business.
  - The proposed option will prepare students for managerial positions in the healthcare industry.
- Remove COMM 1113/COMM 2613, BAD 1000, BAD 1010, and FIN 3303.
- Add BAD 3091, ENT 2113, and FIN 2303.
- For the Marketing option:
  - Change credit hours required for Free Electives from 2 to 1.
- For the Supply Chain option:
  - Change credit hours required for Free Electives from 5 to 4.
- The proposed curricular changes will better align the curriculum with industry trends and provide more flexibility for students.
- Three new courses will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents

**OU - Master of Arts in Organizational Leadership (373)**

Degree program requirement changes

- Remove LSTD 5940.
- Add both LSAL 5953 and LSAL 5903 as alternatives for 6 hours of elective coursework as

approved by the program's lead faculty member and the Graduate Liaison.

- The proposed changes will better prepare students for leadership positions.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents

**OU - Bachelor of Arts in Psychology (310)  
Bachelor of Science in Psychology (194)**

Degree program requirement changes

- Remove PSY 2113.
- Require PSY 2003.
- The proposed changes will remove a course with duplicative content.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents

**OU - Bachelor of Arts in Anthropology (008)**

Degree program requirement changes

- Add ANTH 3011, ANTH 3021, and ANTH 3031.
- Change credit hours required for Anthropology Electives from 21 to 18.
- Change minimum credit hours for electives that must be 3000- and 4000-level classes from 15 to 12.
- The proposed changes will better prepare students for employment.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents

**OU - Bachelor of Science in Anthropology (431)**

Degree program requirement changes

- For the Human Health and Biology option:
  - Remove ANTH 1113, BIOL 1124, BIOL 1134, CHEM 1315, CHEM 1415, CHEM 3053, CHEM 3152, CHEM 3153, and PSYC 2113.
  - Add ANTH 3011, ANTH 3021, and ANTH 3031.
  - Add ANTH 4713 and PSYC 2003 as alternatives for BIOL 2913, ECON 2843, MATH 1743 and MATH 4753.
  - Require 8 credit hours of coursework in BIOL.
  - Require 18 credit hours of coursework in CHEM.
- The proposed changes will provide students with more flexibility and better prepare them for employment.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Science in Biochemistry (336)**

Degree program requirement changes

- For the Biochemistry option:
  - Remove CHEM 3653 and CHEM 4753.
  - Add CHEM 3853 and CHEM 3953.
- The proposed changes will better align the curriculum with students' career interests.

- 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.

**OU - Bachelor of Science in Biomedical Engineering (413)**

Degree program requirement changes

- Remove ENGR 2431, CHEM 3152, and COMM 2613.
- Add ECE 2723 and BME 3531.
- Require BME 3143 and BME 3123.
- The proposed changes will better prepare students for medical schools, graduate schools, and industry positions.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 132 to 129.
- No funds are requested from the State Regents.

**OU - Doctor of Philosophy in Anthropology (010)**

Degree program requirement changes

- Change credit hours required for Electives from 39 to 25-39.
- Change credit hours required for Dissertation Research from 29 to 29-43.
- 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.

**OU - Doctor of Philosophy in Biomedical Engineering (354)**

Degree program requirement changes

- Remove AME/BME/CHE 3203.
- Add BME 5970 (3 credit hours).
- Require three credit hours of a Statistics course.
- Require three credit hours of a Physiology course.
- Change credit hours required for Additional engineering, science, or math from 12 to 6.
- Change credit hours required for Biomedical Engineering Electives from 9 to 12.
- Change credit hours required for Life Sciences Electives from 9 to 6.
- Change credit hours required for BME 6980 from 2-57 to 2-60.
- Change credit hours required for Additional Coursework from 0-55 to 0-58.
- The proposed changes will update the curriculum to better meet the academic needs of students with undergraduate degrees in biomedical engineering, to better align with current industry trends, and to increase students' training in conducting and presenting research.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Business Administration in Business Administration (024)**

Degree program requirement changes

- For the International Business option:
  - Remove COMM 1113/COMM 2613, BAD 1000, BAD 1010, and FIN 3303.
  - Add BAD 3091, ENT 2113, and FIN 2303.
- The proposed changes will better align the curriculum with industry trends and provide more

flexibility for students.

- Three new courses will be added and three courses will be deleted.
- Total credit hours for the degree will change from 126 to 126-127.
- No funds are requested from the State Regents.

#### **OU - Bachelor of Science in Chemical Engineering (030)**

Degree program option name changes and degree program requirement changes

- For the Biotechnology Elective option:
  - Change option name to Bioengineering.
  - Remove MBIO 2815, MBIO 3813/MBIO 3812, CHEM 5243, CHEM 3653, and CHEM 3753.
  - Add BIOL 1124.
  - Require three credit hours of Bioengineering Core Electives.
  - Require six credit hours of Technical Electives.
- For the Pre-Medical/Bioengineering option:
  - Change option name to Pre-Medical.
  - Remove BIOL 1114/BIOL 1121.
  - Add BIOL 1124.
- The proposed option name changes will better reflect the scope of the curricula.
- The proposed curricular changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OU – Bachelor of Arts in Chinese (358)**

Degree program requirement changes

- Remove CHIN 2323.
- Change credit hours for Modern Languages, Literatures, and Linguistics Electives from 6 to 9.
- Change credit hours for General Electives from 18 to 15.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OU - Bachelor of Science in Criminal Justice (365)**

Degree program requirement changes

- Remove LSTD 3953 and LSTD 4953.
- Add LSCJ 3953 and LSCJ 4953.
- The proposed changes will familiarize students with unique theories, practices and challenges inherent in the field as they prepare for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OU - Bachelor of Fine Arts in Dance (042)**

Degree program requirement changes

- For all program options:
  - Add DANC 4721 and DANC 4722.
  - Remove DANC 4723.

- For the Ballet Pedagogy option:
  - Remove DANC 1411.
  - Add DANC 2412.
  - Change credit hours for Major Requirements from 65-70 to 66-71.
  - Change credit hours for Additional Courses from 21-22 to 22-23.
- For the Ballet Performance option:
  - Remove DANC 3292 and DANC 1411.
  - Add DANC 2412 and DANC 2712.
  - Change credit hours for Major Requirements from 70-71 to 71-72.
  - Change credit hours for Company from 16 (8 semesters) to 14 (7 semesters).
  - Change credit hours for Additional Courses from 18-19 to 21-22.
- For the Modern Dance Performance option:
  - Remove DANC 1411.
  - Change credit hours for Major Requirements from 74-75 to 73-74.
  - Change credit hours for Additional Courses from 20-21 to 19-20.
- The proposed changes will better prepare students for employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124-129 to 123-128.
- No funds are requested from the State Regents.

**OU – Master of Arts in History of Science, Technology, and Medicine (120)**

Degree program requirement changes

- Remove HSCI 5990.
- Require two of the following courses: HSCI 5513, HSCI 5523, HSCI 5533.
- Require HSCI 5713 or HSCI 5723.
- Change required credit hours for Electives from 11 to 17.
- The proposed changes will better prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU – Doctor of Philosophy in History of Science, Technology, and Medicine (121)**

Degree program requirement changes

- Require HSCI 5513, HSCI 5523, HSCI 5533, HSCI 5713, and HSCI 5723.
- The proposed changes will better prepare students for employment.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Science in Industrial and Systems Engineering (129)**

Degree program requirement changes

- For the Pre-Medicine option:
  - Remove BIOL 1114/BIOL 1121.
  - Add BIOL 1124.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 132 to 124-135.
- No funds are requested from the State Regents.

**OU - Bachelor of Science in Mechanical Engineering (158)**

Degree program requirement changes

- For the Pre-Medicine option:
  - Remove BIOL 1114/BIOL 1121.
  - Add BIOL 1124.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 123-133 to 123-132.
- No funds are requested from the State Regents.

**OU - Bachelor of Music Education in Music Education (306)**

Degree program requirement changes

- Remove MUTH 1511, MUTH 1611, and MUTH 3512.
- Add MUTE 2000, MUTH 1512, and MUTH 1612.
- Require grade of C or better in Mathematics.
- Require a passing grade in MUTE 2000 for admission to upper-division applied study as a major or principal.
- Require three credit hours of upper division (3-4000 level) MUTE Ensemble.
- The proposed changes will enhance the academic rigor of the program.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Musical Arts in Music (261)**

Degree program requirement changes

- Remove MUTH 1511, MUTH 1611, and MUTH 3512.
- Add MUTE 2000, MUTH 1512, and MUTH 1612.
- Require a passing grade in MUTE 2000 for admission to upper-division applied study.
- Require seven credit hours of upper division (3-4000 level) Advised Music Electives.
- The proposed changes will enhance the academic rigor of the program.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Music in Piano Pedagogy (257)**

**Bachelor of Music in Music (172)**

Degree program requirement changes

- For all program options:
  - Remove MUTH 1511, MUTH 1611, and MUTH 3512.
  - Add MUTE 2000, MUTH 1512, and MUTH 1612.
  - Require passing grade in MUTE 2000 for admission to upper-division applied study.
- The proposed changes will enhance the academic rigor of the program.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Arts in Music (305)**

Degree program requirement changes

- Remove MUTH 1511, MUTH 1611, and MUTH 3512.
- Add MUTE 2000, MUTH 1512, and MUTH 1612.
- Require a passing grade in MUTE 2000 for admission to upper-division applied study.
- Change credit hours required for Musicianship from 25 to 27.
- Change credit hours required to be taken outside of the School of Music from 43 to 41.
- Change credit hours required for Free Electives taken outside the School of Music from 13-25 to 11-23.
- The proposed changes will enhance the academic rigor of the program.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Master of Arts in Organizational Dynamics (346)**

Degree option addition and degree program requirement changes

- Add option Organizational Dynamics.
  - The proposed option will provide students with more flexibility.
- Remove ODYN 5173, ODYN 5213, and ODYN 5373.
- Remove comprehensive exam.
- The proposed curricular changes will remove courses that are no longer taught and better align curriculum with the department's research mission.
- No new courses will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Doctor of Philosophy in Physics (190)**

Degree program requirement changes

- Remove PHYS 5001.
- Add PHYS 5000.
- Change credit hours required for Core Courses from 37 to 36.
- Change credit hours required for Additional Coursework from 53 to 54.
- The proposed changes will 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.

**OU - Bachelor of Arts in Political Science (191)**

Degree program requirement changes

- Add PSC 2013.
- Change credit hours required for Electives from 6 to 3.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Graduate Certificate in School Counseling (427)**

Degree program requirement changes

- Remove EACS 5233.

- Add EDSP 5143.
- The proposed changes will enhance students' ability to apply for the licensed professional counselor credential.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Science in Science Education (203)**

Degree program requirement changes

- For all program options:
  - Add EDWL 4970 and ILAC 4243.
  - Remove EDSC 3233.
  - Change credit hours required for Professional Education from 31 to 37.
  - Change credit hours required for Specialized Education from 52 to 46.
- For the Biological Sciences option:
  - Remove three credit hours of Research.
- For the Chemistry and Physical Science options:
  - Remove BIOL 1114, and three credit hours of Research.
  - Add BIOL 1124.
- For the Physics option:
  - Remove BIOL 1114, and 2-3 credit hours of Research.
  - Add BIOL 1124.
  - Change credit hours required for Science Electives from 10-11 to 10.
- For the Earth Science option:
  - Remove BIOL 1114, three credit hours of Research, and two credit hours of Science Electives.
  - Add BIOL 1124.
- The proposed changes will better prepare students to work with English language learners in their classrooms and better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Bachelor of Science in Mathematics Education (156)**

Degree program requirement changes

- Add EDWL 4970 and MATH 1523.
- Remove MATH 3613.
- Remove Advanced Mathematics Requirement.
- Change credit hours required for Specialized Education from 5-8 to 8.
- The proposed changes will better prepare students to work with English language learners in their classrooms and better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Graduate Certificate in Digital Humanities (439)**

Degree program requirement changes

- Add LIS 5940 as an alternative for HSCI 5623 and LIS 5823.



- 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.

**OU - Bachelor of Arts in Public and Nonprofit Administration (036)**

Degree program requirement changes

- Remove PSC 2173 and PSC 2223.
- Add PSC 3173 and PSC 3223.
- The proposed changes will remove matriculation barriers for transfer students.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU - Master of Science in Interior Design (383)**

Degree program requirement changes

- Remove ID 5223 and ID 5153.
- Add ID 5793.
- Add ID 5463 as an alternative for ARCH 5053.
- Add ARCH 5543 as an alternative for ID 5143.
- For the First Professional option:
  - Remove ID 5526, ID 5543, ID 5753, and ID 5713.
  - Add ID 5523, ID 5534, ID 5544, ID 5564, and ID 5573.
  - Change credit hours required for ID 5940 from 3 to 6.
- The proposed changes will provide students with more flexibility, distribute students' academic workload more evenly across the program, and align the curriculum with current industry standards as recommended by the Interior Design advisory board members.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OUHSC - Master of Science in Biostatistics and Epidemiology (057)**

**Degree program requirement changes**

- Add BSE 5033.
- Remove HAP 5453, OEH 5013, HPS 5213, and BSE 6194.
- Change credit hours required for Additional Epidemiology courses from 6 to 9.
- The proposed changes will better align the curriculum with Council on Education in Public Health accreditation requirements.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 40 to 39.
- No funds are requested from the State Regents.

**OUHSC - Doctor of Philosophy in Biostatistics and Epidemiology (061)**

**Degree program requirement changes**

- **Add BSE 5033.**
- **Remove HAP 5453, OEH 5013, HPS 5213, and BSE 6194.**
- Change credit hours required for BSE Electives from 3 to 6.
- Change credit hours required for Other Electives from 11 to 12.

- The proposed changes will better align the curriculum with Council on Education in Public Health accreditation requirements.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OSU - Master of Science in Accounting (002)**

##### **Degree program option additions and degree program requirement changes**

- Add options:
  - Tax.
  - Financial Reporting and Auditing.
  - Data Analytics and Systems.
  - Corporate Finance.
  - The proposed options will better prepare students for employment.
- Change admission criteria:
  - Remove requirements to complete a Bachelor of Science in Business Administration and the following courses: ACCT 2003, ACCT 3003, ACCT 3013, ACCT 3103, ACCT 3113, ACCT 3203, ACCT 3603, ACCT 4033, ACCT 4133, ACCT 4503, ACCT 4553, MSIS 3123, ECON 2103, ECON 2203, LSB 3213, LSB 4323, MKTG 3213, and MGMT 3013.
  - Add requirement to complete an undergraduate degree and the following courses or course equivalents: Survey of Accounting, Foundational Skills in Accounting, Intermediate I, Intermediate II, Income Tax, Cost Accounting, Accounting Information Systems, and Audit.
  - Require submission of a resume, personal statement and letter of recommendation.
- The proposed changes will remove barriers to program admission and enhance the admission committee's ability to identify quality applicants.
- Total credit hours for the degree will change from 33 to 33-34.
- Three new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

#### **OSU - Bachelor of Science in Agricultural Sciences and Natural Resources in Plant and Soil Sciences (014)**

##### **Degree program requirement changes**

- For the Agronomic Business option:
  - Remove ANSI 1124 and PLNT 4470.
  - Add PLNT 4033 and PLNT 3011.
  - Add MATH 2144 as an alternative for MATH 2103 and MATH 1513.
  - Add PLNT 4573 as alternative to PLNT 4123.
  - Remove PLNT 4573 as alternative to ANSI 4203 and NREM 4603.
  - Change credit hours for College and Departmental requirements from 25 to 47.
  - Change credit hours for Core and Related Courses from 55 to 33.
- For the Crop Production and Management option:
  - Remove PLNT 4470.
  - Add PLNT 4033 and PLNT 3011.
  - Add MATH 2144 as an alternative for MATH 2103 and MATH 1513.
  - Add PBIO 3263 and PBIO 4423 as alternatives for PBIO 4463.
  - Change credit hours for College and Departmental requirements from 25 to 47.
  - Change credit hours for Core and Related Courses from 55 to 33.
- For the Plant Biotechnology and Improvement option:

- Remove PLNT 4470 and PLP 3343.
- Add PLNT 4033 and PLNT 3011.
- Add MATH 2144 as an alternative for MATH 2103 and MATH 1513.
- Require CHEM 3015, BIOC 2344, or PHYS 1014.
- Change credit hours for College and Departmental requirements from 25 to 47.
- Change credit hours for Core and Related Courses from 55 to 33.
- For the Soil and Water Resources option:
  - Add PLNT 4033 and SOIL 4363.
  - Add MATH 2103 as an alternative for MATH 2144 and MATH 1513.
  - Add PHYS 1014 as an alternative for CHEM 3015, BIOC 2344, and PHYS 1114.
  - Remove SOIL 4463.
  - Change credit hours for College and Departmental requirements from 30 to 47.
  - Change credit hours for Core and Related Courses from 50 to 33.
- The proposed changes will better align the curriculum with employment trends and provide more flexibility for students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OSU - Bachelor of Science in Psychology (176)**

Degree program requirement changes

- For the Pre-Med option:
  - Remove MATH 1513.
  - Add MATH 1483.
  - Change admission criteria:
    - Remove requirement to have a minimum grade of C in MATH 1483 (or higher except MATH 1493) or STAT 2013 or higher to declare major.
    - Add requirement to have a minimum grade of C in MATH 1483 (or higher except MATH 1493) to declare major.
- For the Pre-Occupational Therapy and Pre-Physical Therapy options:
  - Change admission criteria:
    - Add requirement to complete PSYC 1113 with a minimum grade of C and a minimum grade of C in MATH 1513 (or higher) to declare major.
- The proposed changes will align curriculum and admission criteria with 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 - Master of Science in Quantitative Financial Economics (431)**

Degree program name change and degree program requirement changes

- Change program name to Quantitative Finance.
- Add FIN 5550, FIN 5653, and MATH 5473.
- Remove STAT 4043/ECON 5213, STAT 5123/STAT 4203, MATH 3013, MATH 4513, CS 4513, and ECON 5223/AGEC 5103/ECON 5123/ECON 5133/ECON 5033.
- Change required credit hours from 24 to 18.
- Change credit hours for Electives from 9 to 15.
- The proposed name change will better reflect the scope of the curriculum.
- The proposed curricular changes will better prepare students for employment.

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

**OSU - Bachelor of Science in Statistics (230)**

Degree program requirement changes

- Add CS 1103 as an alternative to CS 1113.
- Add requirement to complete no more than 6 lower division credit hours in the area of application for Major requirements.
- The proposed changes will provide students with more flexibility and clarify degree requirements.
- No new courses are being 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 Strategic Communications (475)**

**Bachelor of Arts in Strategic Communications (476)**

Degree program option additions and degree program requirement changes

- Require students to choose an option.
- Add options:
  - Advertising and Public Relations.
  - Entertainment Media.
  - Social Media.
- Change credit hours required to declare major from 28 to 24.
- The proposed changes will better prepare students for employment and allow students to more easily declare the major.
- 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 Zoology (210)**

Degree program option name change and degree program requirement changes

- For the Zoology Secondary Teacher Certification option:
  - Change option name to Secondary Teacher Certification.
    - The proposed name change will assist with student recruitment.
  - Remove PHIL 3743.
  - Add requirement to complete a three-credit hour course with H designation.
  - Remove requirement that total credit hours must include at least 40 hours in courses numbered 3000 or above.
  - Add requirement that total credit hours must include at least 48 hours in courses numbered 3000 or above.
- For all options:
  - Add MATH 1813 as an alternative to MATH 1613.
- The proposed changes will provide more flexibility for students and better prepare them for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OSU - Bachelor of Science in Aerospace Engineering (424)**

Degree program requirement changes

- Remove requirement to obtain admission to the professional school.
- Change required minimum overall grade point average (GPA) from 2.5 to 2.0.
- Change credit hours required for courses with S designation from 6 to 3.
- Add ENGR 2421, ENSC 2141, ENSC 3231, MAE 3153, and MAE 3333.
- Remove ENSC 3233 and MAE 3113.
- Change credit hours for College/Departmental Requirements from 30 to 29.
- Change credit hours for Major Requirements from 51 to 52.
- Add requirement to obtain grades of C or higher in all required Upper Division Major courses.
- Change minimum GPA required in all MAE prefix courses (technical GPA) from 2.5 to 2.0.
- Require grade of C or better in all prerequisite courses in the major and courses that directly support ABET student outcomes.
- The proposed changes will remove barriers to program admission and retention, align GPA requirements with other degree programs in the College of Engineering, Architecture, and Technology, and update the curriculum to better prepare students for employment.
- Five new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested for the State Regents.

### **OSU - Graduate Certificate in Big Data Analytics (512)**

Degree program requirement changes

- Remove CS 5423 and MSIS 5633.
- Add CS 5683 and CS 5783.
- Remove Electives requirement.
- The proposed changes will align the program requirements with other graduate certificates at OSU and better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 18 to 12.
- No funds are requested from the State Regents.

### **OSU - Bachelor of Science in Biosystems Engineering (010)**

Degree program requirement changes

- For all options:
  - Remove requirement to obtain admission to the professional school.
  - Require minimum GPA in all BAE prefix courses (technical GPA) of 2.0.
  - Remove requirement to obtain a minimum grade of C in each course that is a prerequisite for a major course.
  - Add requirement to obtain a grade of C or better in the following courses: BAE 2013, BAE 3313, BAE 3023, BAE 3033, BAE 3213, ENSC 2113, ENSC 2143, ENSC 2213, ENSC 2613, ENSC 3233.
- For the Bioprocessing and Food Processing option:
  - Add ENGR 1322 as an alternative to ENGR 1332.
  - Remove CHEM 3053 and BIOC 3653 as alternatives to BIOC 2344.
  - Require 8 credit hours of Electives.
- For the Environmental and Natural Resources and Pre-Medical options:
  - Add ENGR 1322 as an alternative to ENGR 1332.
- The proposed changes will remove barriers to program admission and retention and align

- program requirements with similar degree programs at peer institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OSU - Master of Business Administration in Business Administration (035)**

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

- Add options:
  - Hospitality and Tourism Management.
  - Finance Investment Banking.
  - The proposed options will better prepare students for employment.
- Delete option Risk Management.
  - There are currently no students enrolled in the option.
  - The proposed deletion is due to low student interest.
- For the Entrepreneurship option:
  - Remove MGMT 5303.
  - Add EEE 5233, EEE 5333, EEE 5653 and EEE 5863.
- The proposed changes will better prepare students for entrepreneurial work.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OSU - Bachelor of Science in Chemistry (044)**

Degree program requirement changes

- For the American Chemical Society option:
  - Remove CHEM 4320 and CHEM 5260.
  - Add CHEM 4322 and CHEM 4333.
  - Change required credit hours for Electives from 11 to 12.
- For the Departmental Degree in Chemistry option:
  - Remove CHEM 4023, CHEM 5260, and CHEM 4320.
  - Add CHEM 4333.
  - Add CHEM 3532, CHEM 4312, and CHEM 4322 as alternatives for CHEM 4022.
  - Change required credit hours for Electives from 21 to 19.
- For the Pre-Health/Pre-Law option:
  - Remove CHEM 4022 and CHEM 5260.
  - Add CHEM 4313 and CHEM 4333.
  - Remove requirement to select 12 upper-division related credit hours of the following: Pre-Health: MICR and/or BIOL.
  - Add requirement to select 12 upper-division related credit hours of the following: Pre-Health: ANSI 3423 or BIOL 3023 and/or other BIOL, CHEM, MICR.
  - Remove requirement to select 12 upper-division related credit hours of the following: For Pre-Law: ENGL, ENGR, LSB, and/or POLS.
  - Add requirement to select 12 upper-division related credit hours of the following: Pre-Law: ENGL, LSB, POLS, SOC and/or SPCH.
- For the Secondary Teacher Certification option:
  - Remove PHIL 3743 and CHEM 4320.
  - Add requirement to complete a three-credit hour course with H designation.
  - Require CHEM 4990 and BIOC 3653.

- The proposed changes will clarify degree requirements and provide more flexibility for students.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Science in Civil Engineering (047)**

Degree program requirement changes

- Remove requirement to obtain admission to the professional school.
- Remove requirement to complete a three-credit hour course with S designation.
- Add CIVE 2081, ENSC 2141, and ENSC 3231.
- Require a minimum GPA in all CIVE prefix courses (technical GPA) of 2.0.
- Remove requirement to obtain a C or better in each course that is a prerequisite for a CIVE course.
- Add requirement to obtain a C or better in all CIVE, ENSC, and MATH prefixed courses required in the degree.
- The proposed changes will remove barriers to program admission and retention and align program requirements with similar degree programs at peer institutions.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Science in Human Sciences in Design, Housing and Merchandising (050)**

Degree program option name change and degree program requirement changes

- For the Merchandising option:
  - Change option name to Fashion Merchandising.
  - The proposed name will better reflect the scope of the curriculum.
- For the Fashion Design and Production option:
  - Remove requirement to complete any MATH or STAT course with A designation.
  - Add requirement to complete MATH 1483, MATH 1513, or MATH 2103 with a minimum grade of C.
  - Require minimum grade of C in ECON 1113 or ECON 2103.
- For the Interior Design option:
  - Add MATH 1583 and MATH 1613 as alternatives for MATH 1513.
  - Require minimum grade of C in MATH 1513, MATH 1583, or MATH 1613.
  - Require minimum grade of C in ENGL 1113 or ENGL 1313.
- For the Fashion Merchandising option:
  - Add MATH 2103 as an alternative for MATH 1483 and MATH 1513.
  - Require minimum grade of C in MATH 1483, MATH 1513, or MATH 2103.
  - Require minimum grade of C in ECON 1113 or ECON 2103.
- The proposed changes will provide students with more flexibility and enhance program rigor.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Master of Arts in English (086)**

Degree program option name change

- For the Teaching English as a Second Language option:

- Change option name to Teaching English to Speakers of Other Languages.
- The proposed option name will better represent the learning outcomes of the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Doctor of Philosophy in English (087)**

Degree program requirement change

- Remove the Graduate Record Examination as an admission requirement.
- The proposed change will assist with student recruitment.
- No 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 - Master of Science in Engineering Technology (519)**

Degree program option addition

- Add option:
  - Mechatronics and Robotics.
- The proposed option will better prepare students to meet industry demand.
- No 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 Business Administration in Entrepreneurship (473)**

Degree program requirement changes

- Add MATH 1813 as an alternative to MATH 1483 and MATH 1513.
- Add higher MATH with A designation as an alternative to MATH 2103.
- Add first year seminar course approved by college as an alternative to BADM 1111.
- Add ACCT 2103 and ACCT 2203 as alternatives to ACCT 2003.
- Remove EEE 3023.
- Add EEE 2083 and EEE 3673.
- Change credit hours for Major Requirements from 63 to 66.
- Change credit hours for Electives from 14 to 11.
- The proposed changes will provide students with more flexibility and better prepare them for employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Science in Health Education and Promotion (116)**

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

- Change program name to Public Health.
  - The proposed change will align the program with Council on Education in Public Health accreditation standards.
- For all options:
  - Change credit hours required for General Education from 41 to 40.
  - Change credit hours required for courses with A designation from 6 to 3.
  - Change credit hours required for Additional General Education courses with A, H, N, or S



- designation from 6 to 8.
  - Change credit hours for College/Departmental Requirements from 28 to 15.
  - Change credit hours for Major Requirements from 51 to 65.
  - Require STAT 2103 or STAT 2023 or STAT 2053.
- For the Public Health option:
  - Change option name to Community Health.
  - The proposed option name will better represent the broad focus of the curriculum.
  - Remove BCOM 3113, ECON 1113, MGMT 3013, MKTG 3213, HHP 3114, HHP 2654/BIOL 3214, and HLTH 3623.
  - Add HLTH 3113, HLTH 3351, and HLTH 4783.
  - Add 17 credit hours of Electives.
- For the Exercise and Health option:
  - Remove BCOM 3113, ECON 1113, MGMT 3013, MKTG 3213, and HHP 3223.
  - Add HLTH 3351.
  - Add 15 credit hours of Electives.
- The proposed changes will provide students with more flexibility and align the program with current accreditation standards.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Science in Business Administration in Hospitality and Tourism Management (130)**

Degree program option additions and degree program requirement changes

- Add options:
  - Event Management.
  - Beverage Management.
  - The proposed options will better prepare students for employment.
- Remove ENGL 3323 as an alternative to ENGL 1213 and ENGL 1413.
- Remove STAT 2013/STAT 2023/STAT 2053, NSCI 2114, 2 hours from courses designated (N) with one (L), ECON 1113/ECON 2103.
- Require MATH 1483, MATH 1513, or MATH 1813.
- Require MATH 2103 or a higher Math with an A designation.
- Add 7 credit hours of courses with L and N designations.
- Add 3 credit hours of courses with S designation.
- Remove 10 credit hours of Additional General Education courses with A, H, N, or S designation.
- Add first year seminar course approved by college as an alternative to BADM 1111.
- Change credit hours for College/Departmental Requirements from 2 to 3.
- Change credit hours for Major Requirements from 63 to 62.
- Add MGMT 3013, MKTG 3213, BADM 3111, ACCT 2003/ACCT 2103/ACCT 2203, BADM 3113, ECON 2003, EEE 2023, FIN 3113, LSB 3213, MGMT 4513, MSIS 2103, MSIS 3223, HTM 3243, and HTM 3283.
- Remove HTM 2153, HTM 2283, HTM 2533, HTM 2771, HTM 3123, HTM 3213, HTM 3411, HTM 3473, HTM 3783, HTM 4103, HTM 4163, and HTM 4525.
- The proposed changes will align the curriculum with current industry trends and other degree programs in the Spears School of Business.
- 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 - Doctor of Philosophy in Human Sciences (123)**

Degree program option deletion and degree program requirement changes

- Delete option Hospitality and Tourism Management.
  - There are currently no students enrolled in the option.
  - The proposed option deletion is due to the School of Hospitality and Tourism Management's recent move from the College of Human Sciences to the Spears School of Business.
  - Students can now enroll in the Hospitality and Tourism Management option in the PhD in Business Administration (036) program.
- Change admission criteria:
  - Remove HDFS 5213, HDFS 5513, and 12 hours of master's level methods/statistics courses as prerequisites.
  - Add 3 hours of master's level research methods and 3 hours of master's level statistics as prerequisites.
- For the Human Development and Family Science option:
  - Add specializations in Human Development and Family Science.
  - Remove HDFS 6523, HDFS 6283, HDFS 6112, HDFS 6121, HDFS 5413, and HS 6993.
  - Add HDFS 5213.
  - Change minimum credit hours required for Research Methods and Statistics from 15 to 21.
  - Require two statistics courses from 1 of 3 sequences: STAT 5023, STAT 5063 and STAT 5303 or REMS 6003 and REMS 6013 or PSYC 5304 and PSYC 5314.
  - Require choice of two courses from Quantitative track or Qualitative track.
- The proposed changes will remove barriers to program admission, provide flexibility for students, and align the program with similar degree programs at peer institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OSU - Graduate Certificate in International Disaster and Emergency Management (503)**

Degree program requirement changes

- Remove INTL 5110, INTL 5020, POLS 5693, and POLS 6203.
- Add GS 5513 and GS 5013/GS5110/GS 5200.
- Add FEMP 5623 and FEMP 6313.
- The proposed changes will align the curriculum with the Master of Science in Global Studies and better prepare students to transition into the master's program if interested.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

#### **OSU - Bachelor of Science in Applied Exercise Science (514)**

Degree program requirement changes

- For the Pre-Professional option:
  - Remove CHEM 3015.
  - Add CHEM 3012 and CHEM 3013.
- For the Strength and Conditioning option:
  - Remove HHP 3333 and HHP 3443.
  - Change credit hours for Major Requirements from 46 to 40.

- Change credit hours for Electives from 9 to 15.
- The proposed changes will remove courses that do not align with most students' 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.

**OSU - Bachelor of Architectural Engineering in Architectural Engineering (020)**

Degree program option deletion and degree program requirement changes

- Delete option Mechanical, Electric, and Plumbing.
  - There are no students enrolled in the option.
  - The proposed deletion is due to lack of student interest.
- For all program options:
  - Remove ARCH 2216, ARCH 3223, ARCH 4134, ENSC 2213, and ENSC 2613.
  - Add ARCH 2252, ENGR 2141, ARCH 3043, ARCH 3343, ARCH 4163, ARCH 4243, and a three-credit hour course with N designation.
  - Require ARCH 5023.
  - Require minimum GPA of 2.0 in all ARCH courses or substitutions for these courses (technical GPA).
  - Remove requirement to complete a three-credit hour upper-division course with S designation.
  - Change credit hours for College/Departmental Requirements from 29 to 28.
- For the Structures option:
  - Remove ARCH 3224, ARCH 4224, and ARCH 4444.
  - Add ARCH 3343 and ARCH 4243.
  - Change credit hours for Major Requirements from 79 to 63.
- For the Construction Project Management option:
  - Remove ARCH 3263 and CIVE 3614.
  - Require CIVE 4183, CIVE 4103, CIVE 4113, or CIVE 4133.
  - Add ARCH 5023 and CIVE 4711.
  - Change credit hours for Controlled Electives from 9 to 6.
  - Change credit hours for Major Requirements from 85 to 69.
- The proposed curricular changes will better align the curriculum with industry trends.
- Three new courses will be added and two courses will be deleted.
- Total credit hours for the degree will change from 157 to 140.
- No funds are requested from the State Regents.

**OSU - Bachelor of Architecture in Architecture (021)**

Degree program requirement changes

- Add ARCH 2283 as an alternative to ARCH 2003.
- Add ARCH 2252, ARCH 2183, ARCH 3163, ARCH 4023, ARCH 5216, and ARCH 4991.
- Remove ARCH 3134, ARCH 3223, ARCH 3252, ARCH 3263, ARCH 5117, and ARCH 2203.
- Remove requirement to complete a three-credit hour upper-division course with S designation.
- Add requirement to complete six credit hours of upper division courses with A, H, N, or S designation.
- Change credit hours for College/Departmental requirements from 23 to 31.
- Change credit hours for Major Requirements from 79 to 73.
- Change credit hours for Architecture Electives from 9 to 12.

- Change credit hours for General Electives from 11 to 9.
- Require minimum GPA of 2.0 in all ARCH courses or substitutions for these courses (technical GPA).
- The proposed changes will better align the curriculum with industry trends and provide students with more flexibility.
- Four new courses will be added and four courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Science in Chemical Engineering (041)**

Degree program requirement changes

- Remove requirement to obtain admission to the professional school.
- Require minimum GPA of 2.0 in all CHE courses (technical GPA).
- Add requirement to obtain a grade of C or higher in CHE 2033, CHE 3013, CHE 3113, CHE 3123, CHE 3333, CHE 3473, and CHE 4002.
- The proposed changes will remove barriers to program admission and retention, and align GPA requirements with other degree programs in the College of Engineering, Architecture, and Technology.
- 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 Computer Engineering (467)**

Degree program requirement changes

- Remove requirement to obtain admission to the professional school.
- Change credit hours required for courses with S designation from 6 to 3.
- Add ENSC 2611.
- Add ENGL 1313 as an alternative for ENGL 1113.
- Add ECEN 3903 as an alternative for PHYS 3313.
- Change credit hours for General Education from 42 to 43.
- Change credit hours for Major Requirements from 48 to 54.
- Change credit hours for College/Departmental Requirements from 31 to 25.
- Change credit hours required for ECEN electives from 3 to 6.
- Require a grade of C in MATH 2144, MATH 2153, MATH 2233, MATH 2163, MATH 3013, PHYS 2014, PHYS 2114, ECEN 3903, PHYS 3313, ENSC 2611, ECEN 3213, ECEN 2714, ECEN 3714, ECEN 3233, CS 1113, CS 2433, CS 3653, and CS 3353.
- Require a minimum GPA of 2.0 in all ECEN courses or substitutions for these courses (technical GPA).
- The proposed changes will remove barriers to program admission and retention, align GPA requirements with other degree programs in the College of Engineering, Architecture, and Technology, and update the curriculum to better prepare students for employment.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 124 to 125.
- No funds are requested for the State Regents.

**OSU - Master of Fine Arts in Creative Writing (471)**  
**Master of Public Health in Public Health (500)**  
**Master of Science in Nutritional Sciences (098)**  
**Doctor of Philosophy in Nutritional Sciences (509)**

Degree program requirement change

- Remove the Graduate Record Examination (GRE) score submission requirement.
- The proposed change will remove a barrier to program admission.
- No 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 - Doctor of Philosophy in Education (435)**

Degree program option name change

- For the Education Technology option:
  - Change option name to Learning, Design and Technology.
  - The proposed name change will better reflect the interdisciplinary content of the field, assist with student recruitment, and align the program name with similar programs at peer institutions across the United States.
- No 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 Electrical Engineering (071)**

Degree program requirement changes

- Remove requirement to obtain admission to the professional school.
- Change credit hours required for courses with S designation from 6 to 3.
- Add ENSC 2611.
- Add ENGL 1313 as an alternative for ENGL 1113.
- Add ECEN 3903 as an alternative for PHYS 3313.
- Change credit hours for General Education from 42 to 43.
- Change credit hours for College/Departmental Requirements from 30 to 24.
- Change credit hours for Major Requirements from 48 to 54.
- Change credit hours for ECEN electives from 15 to 18.
- Require a grade of C in MATH 2144, MATH 2153, MATH 2233, MATH 2163, MATH 3013, PHYS 2014, PHYS 2114, ECEN 3903, PHYS 3313, ENSC 2113, ENSC 2611, ECEN 3213, ECEN 2714, ECEN 3714, ECEN 3233, CS 1113, CS 2433, and ENGL 3323.
- Remove requirement of a minimum 2.2 GPA in all courses applied to Major requirements.
- Require a minimum GPA of 2.0 in all ECEN courses or substitutions for these courses (technical GPA).
- The proposed changes will remove barriers to program admission and retention, align GPA requirements with other degree programs in the College of Engineering, Architecture, and Technology, and update the curriculum to better prepare students for employment.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 123 to 124.
- No funds are requested for the State Regents.

## **OSU - Bachelor of Science in Engineering Technology in Electrical Engineering Technology (077)**

Degree program requirement changes

- For the main program:
  - Require minimum GPA of 2.0 in all EET courses or substitutions for these courses (technical GPA).
  - Require grade of C in all EET coursework.
  - Remove MATH 1715, STAT 4033, PHYS 1214, PHYS 2114, and a three-credit hour course with S designation.
  - Require STAT 4013.
  - Require completion of any three-credit hour course with an A, N, S, or H designation.
  - Add ENGR 1111 and ENGR 2421.
  - Remove requirement to complete five credit hours with EET, MET, FPST, CMT, MATH, ECEN, MAE, CHE, CIVE, or CS prefixes, or N designation.
  - Add requirement to complete six credit hours from any courses in the College of Engineering, Architecture, and Technology (CEAT), or with MATH or CS prefix, or N designation.
  - Change credit hours for General Education from 40 to 44.
  - Change credit hours for College/Departmental requirements from 30 to 22.
  - Change credit hours for Major requirements from 60 to 58.
- For the Computer option:
  - Remove requirement to complete two credit hours with EET, MET, FPST, CMT, MATH, ECEN, MAE, CHE, CIVE, CS prefixes, or N designation.
  - Add requirement to complete three credit hours from any courses in CEAT, or with MATH or CS prefix, or N designation.
  - Change credit hours for College/Departmental requirements from 33 to 25.
  - Change credit hours for upper-division CS courses from 5 to 6.
  - Change credit hours for Major requirements from 57 to 56.
- The proposed changes align GPA requirements with other degree programs in the College of Engineering, Architecture, and Technology, provide students with more flexibility, and update the curriculum to better prepare students for employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 130 to 124-125.
- No funds are requested from the State Regents.

## **OSU - Bachelor of Science in Engineering Technology in Fire Protection and Safety Engineering Technology (079)**

Degree program requirement changes

- Remove MATH 3263, MGMT 3013, and IEM 4413.
- Add STAT 4023 and STAT 4043 as alternatives for MATH 3013, MATH 2233, and STAT 3013.
- Remove STAT 4033 as an alternative for MATH 3013, MATH 2233, and STAT 3013.
- Remove PHYS 1114 as an alternative for PHYS 2014.
- Change credit hours required for courses with S designation from 6 to 3.
- Add CET 2253 as an alternative for ENGR 1322.
- Remove ENGR 1332, ENGR 1342, ENGR 1352, MET 1123 and CMT 2203 as alternatives for ENGR 1322.
- Add ENGR 2400 (1 credit hour).
- Remove ENSC 2613 as an alternative for PHYS 1214 and PHYS 2114.

- Remove FPST 2344 as an alternative for FPST 2343.
- Remove CHEM 3013 and CHEM 3015 as alternatives for GENT 3323, ENSC 2143, or ENSC 3313.
- Remove FPST 4993 as an alternative for FPST 4982 and FPST 4992.
- Add FPST 4994 as an alternative for FPST 4982 and FPST 4492.
- Change credit hours for General Education from 44 to 42.
- Change credit hours for College/Departmental Requirements from 29 to 28.
- Change credit hours for Related Specialty Electives from 6 to 6-7.
- Change credit hours for Controlled Electives from 6 to 9.
- Require grade of C in FPST 4683, FPST 4992 and FPST 4994.
- Remove requirement of minimum 2.5 GPA in all ENGR and ENT courses.
- Require a minimum GPA of 2.0 in all FPST courses or substitutions for these courses (technical GPA).
- The proposed changes will align GPA requirements with other degree programs in the College of Engineering, Architecture, and Technology, and update the curriculum to better prepare students for employment.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested for the State Regents.

**OSU - Bachelor of Science in Engineering Technology in Construction Engineering Technology (076)**

Degree program requirement changes

- Remove CMT 2351, CMT 2352, and GENT 2323.
- Add CET 2343 and ENSC 2113.
- Add MATH 2144 as an alternative for MATH 2123.
- Add MATH 2153 as an alternative for MATH 2133.
- Add PHYS 2014 as an alternative for PHYS 1114.
- Add PHYS 2114 as an alternative for PHYS 1214.
- Add ACCT 2003 as an alternative for ACCT 2103.
- Add ENSC 2143 as an alternative for CET 3323 and GENT 3323.
- Add Fundamentals of Engineering Exam as an alternative to the American Institute of Constructors Level 1 - Associate Constructors Certification Exam.
- Require grade of C in CET 3213, CET 3463, CET 3433, CET 4273, CET 4293, and CET 4533.
- Remove requirement to obtain minimum 2.3 GPA in all ENGR and ENT courses.
- Require minimum GPA of 2.0 in all CET courses or substitutions for these courses (technical GPA).
- The proposed changes will align GPA requirements with other degree programs in the College of Engineering, Architecture, and Technology, and update the curriculum to better prepare students for employment.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested for the State Regents.

**OSU - Bachelor of Science in Engineering Technology in Mechanical Engineering Technology (081)**

Degree program requirement changes

- Remove three-credit hour course with S designation and MET 4463.

- Add ENSC 2141, ENSC 3231, ENGR 2400 (1 credit hour) and ENGR 2421.
- Remove SPCH 3703 and SPCH 3723 as alternatives for SPCH 2713.
- Add a three-credit hour course with S designation as an alternative for MATH 1813, a three-credit hour course with A designation, and a three-credit hour course with N designation.
- Add MET 4133 as an alternative for MET 4103.
- Add MET 4143 as an alternative for MET 4123.
- Change credit hours for General Education from 45-46 to 42-44.
- Change credit hours for College/Departmental Requirements from 26-27 to 30-31.
- Change credit hours for Major Requirements from 45 to 42.
- Change credit hours for Electives from 5-6 to 6.
- Remove requirement to obtain grade of C or better in each prerequisite course for required engineering or engineering technology courses.
- Require grade of C in all courses with an A or N designation or ENGR, or ENT prefix.
- Remove requirement to obtain minimum 2.2 GPA in all ENGR and ENT courses.
- Require a minimum GPA of 2.0 in all MET courses or substitutions for these courses (technical GPA).
- The proposed changes will align GPA requirements with other degree programs in the College of Engineering, Architecture, and Technology, and update the curriculum to better prepare students for employment.
- Six new courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 121-125 to 120-123.
- No funds are requested for the State Regents.

#### **OSU - Bachelor of Science in Mechanical Engineering (144)**

Degree program requirement changes

- Remove ENSC 3233 and MAE 3113.
- Add ENGR 2421, ENSC 2141, ENSC 3231, MAE 3153, and MAE 3333.
- Remove requirement to obtain admission to the professional school.
- Change credit hours required for courses with S designation from 6 to 3.
- Change credit hours for College/Departmental Requirements from 30 to 29.
- Change credit hours for Major Requirements from 49 to 50.
- Change required minimum overall grade point average (GPA) from 2.5 to 2.0.
- Add requirement to obtain grades of C or higher in all required Upper Division Major courses.
- Change minimum GPA required in all MAE prefix courses (technical GPA) from 2.5 to 2.0.
- Require grade of C or better in all prerequisite courses in the major and courses that directly support ABET student outcomes.
- For the Pre-Medical option:
  - Change credit hours for College/Departmental Requirements from 38 to 37.
  - Change credit hours for Major Requirements from 54 to 55.
- For the Petroleum option:
  - Change credit hours for Major Requirements from 58 to 59.
- The proposed changes will remove barriers to program admission and retention, align GPA requirements with other degree programs in the College of Engineering, Architecture, and Technology, and update the curriculum to better prepare students for employment.
- Five 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 - Master of Science in Aviation and Space (486)**

Degree program requirement changes

- Add AVED 5663 and AVED 5953.
- Remove AVED 5053 and AVED 5153.
- The proposed changes will better align the curriculum with industry trends and remove barriers to program completion.
- No 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 Agricultural Sciences and Natural Resources in Horticulture (128)**

Degree program option additions and degree program requirement changes

- Add option Horticultural Food Safety.
- Add option Landscape Management.
- Add option Urban Horticulture.
  - The proposed options will prepare students for additional employment opportunities.
- For all program options:
  - Change credit hours required for College/Departmental Requirements from 17 to 40.
- For the Horticultural Business option:
  - Add ACCT 2003 as an alternative for ACCT 2103.
  - Add MATH 1583 as an alternative for STAT 2023.
  - Remove MSIS 2103.
  - Remove ECON 2103 as an alternative for AGECE 1113.
  - Remove CHEM 1314 as an alternative for CHEM 1215.
  - Add ENGL 3323 and AGCM 3103 as alternatives for BCOM 3113.
  - Require HORT 2513 or HORT 2613.
  - Add HORT 3153 as an alternative for HORT 3084.
  - Add HORT 3513.
  - Change credit hours required for courses with A, H, N, or S designation from 6 to 9.
  - Change credit hours required for upper-division HORT courses from 15 to 12.
  - Change credit hours required for General Education from 42 to 41.
  - Change credit hours required for Major Requirements from 61 to 39.
- For the Horticultural Science option:
  - Remove MATH 1613 and any three-hour STAT course as alternatives for MATH 1583.
  - Add STAT 2023 as an alternative for MATH 1583.
  - Remove CHEM 1515 as an alternative for CHEM 1225.
  - Remove CHEM 1314 as an alternative for CHEM 1215.
  - Remove HORT 4963 and P BIO 4463 as alternatives for HORT 4953.
  - Remove ECON 2103 as an alternative for AGECE 1113.
  - Add BCOM 3113 and AGCM 3103 as alternatives for ENGL 3323.
  - Add HORT 3153 as an alternative for HORT 3084.
  - Require HORT 2513 or HORT 2613.
  - Add HORT 3513.
  - Change credit hours required for HORT courses from 18 to 12.
  - Change credit hours required for upper-division HORT courses from 12 to 9.
  - Change credit hours required for General Education from 42 to 41.
  - Change credit hours required for courses with A, H, N, or S designation from 6 to 9.
  - Change credit hours required for Major Requirements from 60 to 38.
- For the Public Horticulture option:

- Remove Urban Horticulture and Public Garden Management emphases.
- Remove MATH 1613 and any three-hour STAT course as alternatives for MATH 1583.
- Remove ECON 2103 as an alternative for AGECE 1113.
- Remove CHEM 1314 as an alternative for CHEM 1215.
- Require ACCT 2003 or ACCT 2103.
- Add STAT 2013 and STAT 2023 as alternatives for MATH 1583.
- Add HORT 3513 and HORT 4713.
- Change credit hours required for courses with A, H, N, or S designation from 6 to 9.
- Add the following requirements:
  - Nine credit hours of upper division HORT courses.
  - Six credit hours of NREM or PBIO courses.
  - Three credit hours of upper division NREM or PBIO courses.
  - Six credit hours of LSB, MKTG or MGMT courses.
  - Three credit hours of upper division of LSB, MKTG, or MGMT courses.
  - Change credit hours required for General Education from 42 to 41.
  - Change credit hours required for Major Requirements from 61 to 39.
- For the Turf Management option:
  - Remove MATH 1613 and any three-hour STAT course as alternatives for MATH 1583.
  - Remove ECON 2103 as an alternative for AGECE 1113.
  - Remove CHEM 1314 as an alternative for CHEM 1215.
  - Add STAT 2023 as an alternative for MATH 1583.
  - Add AGCM 3103 as an alternative for BCOM 3113 and ENGL 3323.
  - Add ACCT 2003 as an alternative for ACCT 2103.
  - Add HORT 3084 as an alternative to HORT 3153.
  - Change credit hours required for courses with A, H, N, or S designation from 6 to 8.
  - Change credit hours required for General Education from 42 to 40.
  - Change credit hours required for Major Requirements from 61 to 40.
  - Change credit hours required for Emphasis from 18 to 15.
- The proposed curricular changes will better ensure consistent foundational training for students across the options.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **OSU - Bachelor of Science in Human Sciences in Human Development and Family Science (094)**

##### Degree program requirement changes

- For the Early Childhood Education option:
  - Require a 2.5 GPA in General Education and Electives.
  - Require a minimum grade of C or P in General Education and Electives.
  - Change credit hours required for Social and Cultural dimension from 5 to 3.
  - Change credit hours required for Electives from 1 to 3.
- For the Child and Family Services option:
  - Require a minimum grade of C in STAT 2013, STAT 2023, STAT 2053, HS 1112, HS 3112, HDFS 1112, HDFS 2523, and HDFS 4521.
  - Remove Professional Tracks.
  - Require 21 credit hour individualized plan.
- The proposed changes will align the curriculum with new state mandates for early childhood education and clarify degree requirements for students.
- No new courses will be added and no courses will be deleted.

- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Science in Industrial Engineering and Management (134)**

Degree program requirement changes

- Remove requirement to obtain admission to the professional school.
- Require a minimum GPA of 2.0 in all IEM courses or substitutions for these courses (technical GPA).
- Add CHEM 1515 as an alternative for CHEM 1414.
- Remove ENSC 2313.
- Add any 3000/4000 level CEAT course (with advisor approval) as an alternative for IEM 4163, IEM 4623, IEM 4953, and IEM 4990.
- Require a grade of C in ENGR 1412, MATH 2163, MATH 2233, and PHYS 2114.
- Change credit hours for College/Departmental requirements from 27 to 21.
- Change credit hours for Major requirements from 54 to 60.
- The proposed changes will remove barriers to program admission and retention, align GPA requirements with other degree programs in the College of Engineering, Architecture, and Technology, and update the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Science in Mathematics (141)**

Degree program requirement changes

- For the Secondary Teacher Certification option:
  - Add CS 1103 as an alternative for CS 1113.
  - Remove PHIL 3743 and PHIL 3933.
  - Change credit hours for courses with H designation from 3 to 6.
- The proposed changes will provide more flexibility for students.
- No 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 - Master of Science in Dietetics (264)**

Degree program requirement changes

- Change admission criteria:
  - Add Didactic Program in Dietetics completion with verification from ACEND accredited program and eligibility to sit for Registered Dietitian Nutritionist exam as alternatives for the Registered Dietitian credential.
  - The proposed changes will align the program's admission standards with Great Plains IDEA Consortium standards.
- Add NSCI 5603 as an alternative for STAT 5013.
- The proposed curricular change will provide more flexibility for students.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Bachelor of Science in Human Sciences in Nutritional Sciences (097)**

Degree program requirement changes

- For the Allied Health option:
  - Remove CHEM 3015.
  - Add CHEM 3013 and CHEM 3012.
- For the Dietetics option:
  - Remove HTM 1113, CHEM 3015, HHP 2802, and HTM 3213.
  - Add NSCI 3312, NSCI 3993, NSCI 4023, CHEM 3013, and CHEM 3012.
  - Add ACCT 2003 as an alternative to ACCT 2103.
- For the Public Health Nutrition option:
  - Remove HTM 2153 as an alternative to ACCT 2003.
  - Remove HTM 3213.
  - Add NSCI 4573 as an alternative to MGMT 3013.
- The proposed changes will better align the curriculum with accreditation standards.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Graduate Certificate in Program Evaluation (538)**

**Graduate Certificate in Statistical Methods and Analyses in Educational and Behavioral Sciences (550)**

**Graduate Certificate in Educational and Psychological Measurement (543)**

Degree program requirement changes

- Change the admission criteria:
  - Remove requirements to submit two letters of recommendation and a personal statement.
- The proposed changes will remove barriers to program admission.
- 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 - Master of Science in Environmental Science (091)**

Degree program requirement changes

- For the main program:
  - Remove ENVR 5533.
  - Change credit hours required for Electives from 9-15 to 12-18.
- For the Environmental Management-Professional Science Masters option:
  - Remove ENVR 5533 and ENVR 5503.
  - Change credit hours required for Natural or Physical Science Electives from 18 to 24.
- The proposed changes were a recommendation from the program's steering committee that will provide more flexibility for students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Doctor of Philosophy in Environmental Science (092)**

Degree program requirement changes

- Remove ENVR 5533.
- Change credit hours for Major Requirements from 18 to 15.
- Change credit hours for Electives from 18-30 to 21-30.

- The proposed change was a recommendation from the program's steering committee that will provide more flexibility for students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU - Master of Science in Forensic Sciences (004)**

Degree program requirement changes

- For thesis concentration:
  - Remove FRNS 5613.
  - Add FRNS 5013.
  - Add FRNS 5000.
  - Change credit hours for Electives from 27 to 12.
- For non-thesis concentration:
  - Remove FRNS 5963.
  - Change credit hours for Electives from 27 to 23.
- The proposed changes will provide more flexibility for students and make the program more attractive for prospective students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 39 to 30-32.
- No funds are requested from the State Regents.

**CU - Bachelor of Science in Information Technology (414)**

Degree program requirement changes

- Remove MATH 2215 and MATH 2713.
- Add MATH 1513 or higher.
- The proposed changes will clarify degree requirements for students.
- **No 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 Computer Science (415)**

Degree program requirement changes

- Remove MATH 1413, MATH 1613, MATH 2713, and STAT 1513.
- Require MATH 1513 or MATH 2215.
- The proposed changes will clarify degree requirements for students.
- No 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.

**LU - Associate in Science in Criminal Justice (065)**

Degree program requirement changes

- Remove CJ 2333, CJ 2163, PS 2313, and SO 2223.
- Add NB 1113 as an alternative for NB 1114/NB 1110.
- Add CO 3113, SO 3213, SO 3263, and SO 3133.
- Change credit hours for General Education from 38 to 37.
- Require minimum grade of C in all Core Courses.
- The proposed changes align the curriculum with current industry trends and will better prepare

students for transfer to a bachelor's degree program.

- Six new courses will be added and two courses will be deleted.
- Total credit hours for the degree will change from 62 to 61.
- No funds are requested from the State Regents.

**LU - Bachelor of Science in Agricultural Science (042)**

Degree program requirement changes

- Remove AS 1114 and AS 4653.
- Add AS 1111 and AS 1113.
- Require HU 2103 or HU 2203.
- Require PY 1113, FCS 2123, or SP 2713.
- For the Natural Resources Management option:
  - Change credit hours for General Electives from 5 to 7.
- For the Animal Science-Urban option:
  - Change credit hours for General Electives from 9 to 11.
- For the Crop and Soil Science-Urban option:
  - Change credit hours for General Electives from 6 to 8.
- For the Agribusiness-Urban option:
  - Change credit hours for General Electives from 4 to 6.
- The proposed changes align the curriculum with similar programs at peer institutions across the United States.
- One new course will be added and two courses will be deleted.
- Total credit hours for the degree will change from 124 to 120.
- No funds are requested from the State Regents.

**LU - Bachelor of Science in Corrections (013)**

Degree program option addition and degree program requirement changes

- Add option Sociology.
  - The proposed option will better prepare students for employment.
- Remove EC 2013, EC 2023, FCS 2123, HD 1213, PL 2133, CO 3273, CO 3263, CO 3223, CO 4273, CO 4083, CO 4283, CO 4986, and CJ 2123.
- Add EG 2053 as an alternative for EG 2033.
- Add MT 1613 as an alternative for MT 2013 and MT 2603.
- Add NB 1113 as an alternative for NB 1114/NB 1110.
- Add CO 3283, CO 3293, CO 3313, CO 3323, CO 3343, CO 3353, CO 4063, CO 4093, CO 4193, CO 4983, SO 3213, SO 3243, and SO 3263.
- Change credit hours for General Education from 59 to 43.
- Change credit hours for Major Requirements from 30 to 42.
- For the main program:
  - Require 17 credit hours of Free Electives.
- The proposed curricular changes will align the curriculum with current industry trends and best practices for the field.
- Ten new courses will be added and 17 courses will be deleted.
- Total credit hours for the degree will change from 124 to 120.
- No funds are requested from the State Regents.

**LU - Master of Science in Rehabilitation Counseling (057)**

Degree program requirement changes

- Remove RC 5653 and RC 5753.
- Add RC 5803, RC 5823, RC 5833, RC 5843, RC 5853, and RC 5863.
- The proposed changes align the curriculum with CACREP accreditation requirements.
- Six new courses will be added and two courses will be deleted.
- Total credit hours for the degree will change from 36 to 60.
- No funds are requested from the State Regents.

**LU - Bachelor of Arts in Sociology (033)**

Degree program option addition and degree program requirement changes

- Add option Corrections.
  - The proposed option will better prepare students for employment.
- Remove EC 2013, EC 2023, FCS 2123, HD 1213, SO 3173, HT 3102, and FCS 4233.
- Add EG 2053 as an alternative for EG 2033.
- Add MT 1613 as an alternative for MT 2013 and MT 2603.
- Add NB 1113 as an alternative for NB 1114/NB 1110.
- Add FCS 4253.
- For the main program:
  - Add PY 3313.
  - Require 20 credit hours of Free Electives.
- The proposed changes will update the curriculum to reflect current societal trends and make the degree more attractive for prospective students.
- One new course will be added and four courses will be deleted.
- Total credit hours for the degree will change from 124 to 120.
- No funds are requested from the State Regents.

**LU - Bachelor of Science in Technology (036)**

Degree program requirement changes

- Remove NB 1114/NB 1110, NP 1113, EC 2203, IT 4533, IT 1913, TE 4613, IT 4953, CS 2113, and MG 2703.
- Add CS 2103 as an alternative for CS 1103.
- Add HT 1493 as an alternative for HT 1483.
- Add NB 1113/NB 1111, EET 2934, EET 2943, CET 2423, CET 2433, ET 3023, EET 3913, CET 3433, ET 4964, and MT 2145.
- Change credit hours for General Education from 46 to 43.
- Change credit hours for Core Courses from 27-30 to 41-40.
- Change credit hours for Required Electives from 15 to 5.
- Add requirement to complete 0-5 credit hours of Program Electives.
- For the Building Construction Management option:
  - Remove AG 2313, FN 3303, IT 3013, IT 3333, IT 3413, MG 3173, IT 4533, TE 4623, and IT 4813.
  - Change required credit hours from 51 to 28.
- The proposed changes will better align the curriculum with current industry standards, and better prepare students for employment.
- Three new courses will be added and seven courses will be deleted.
- Total credit hours for the degree will change from 124 to 120.
- No funds are requested from the State Regents.

**NSU – Bachelor of Science in Computer Science (100)**

Degree program requirement changes

- Add MATH 3023.
- Change credit hours for Major Requirements from 42 to 45.
- Change credit hours for General Electives from 18 to 15.
- The proposed changes will better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**RSU - Bachelor of Science in Biology (112)**

Degree program requirement changes

- For the Environmental Conservation option:
  - Remove BIOL 3004, BIOL 3014, BIOL 4014, BIOL 4524, and MATH 2843.
  - Add any Statistics course (2000 level or higher) as an alternative for PHYS 1114.
  - Change credit hours required for Major from 23 to 29.
  - Change credit hours required for Guided Selected Electives from 13 to 8.
  - For the Guided Selected Electives:
    - Remove requirement to complete minimum of 6 hours of 3000-4000 upper division Biology courses.
  - Change credit hours required for Selected Electives from 13-14 to 13.
- The proposed changes will provide more flexibility for students, remove matriculation barriers for incoming transfer students, and better prepare students for employment.
- Four new courses will be added and one course will be deleted.
- Total credit hours for the degree program will not change.
- No funds are requested from the State Regents.

**RSU - Bachelor of Science in RN to BSN (118)**

Degree program requirement changes

- Remove NURS 3243 and NURS 3323.
- Add NURS 3513 and NURS 3533.
- The proposed changes will ensure that coursework better meets students' academic needs considering their work experience.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will not change.
- No funds are requested from the State Regents.

**RSU - Associate in Arts in Accounting (043)**

Degree program requirement changes

- Remove ACCT 3133.
- Change credit hours for Program Requirements from 21 to 18.
- Require three credit hours of Selected Electives.
- The proposed changes will provide more flexibility for students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will not change.
- No funds are requested from the State Regents.



**SEOSU – Bachelor of Science in Liberal and Applied Studies (102)**

Degree program requirement change

- Add Tribal Organizational Leadership emphasis.
- The proposed change will prepare students for employment with tribal organizations.
- 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 Early Intervention and Childhood Development (111)**

Degree program requirement changes

- Remove PSY 3123.
- Add PSY 3033.
- The proposed changes will provide students with training in research and writing.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**SWOSU - Bachelor of Arts in Communication Arts (054)**

Degree program option addition, degree program option deletions, and degree program requirement changes

- Delete option Communication Studies.
  - There are currently 24 students enrolled in the option with an expected graduation date during the 2022-2023 academic year.
  - The proposed option deletion is due to changing industry trends.
- Delete option Mass Communications.
  - There are currently 26 students enrolled in the option with an expected graduation date during the 2022-2023 academic year.
  - The proposed option deletion is due to changing industry trends.
- Add option Strategic Communication.
  - The proposed option will better prepare students for employment.
- Add COMM 2233, COMM 3121 (3 hours required), and COMM 4533.
- For the Theatre option:
  - Remove COMM 3761.
  - Change required credit hours from 31 to 30.
- The proposed changes will better align program curriculum with current industry trends and provide students with more flexibility.
- Ten new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**SWOSU – Bachelor of Science in Health Information Management (033)**

Degree program requirement changes

- Remove HIM 3122, HIM 4123, ALHLT 4093, BIOL 3704, ENTRP 3113, and ALHLT 4043.
- Add HIM 3223, HIM 4223, HIM 3213, HIM 4213, ALHLT 2154, and ALHLT 2164.
- Change credit hours required for Professional Courses from 42 to 52.
- Change credit hours required for Ancillary Courses from 23 to 15.
- The proposed changes will better align the curriculum with accreditation standards.
- Six new courses will be added and six courses will be deleted.

- Total credit hours for the degree will change from 123 to 125.
- No funds are requested from the State Regents.

**SWOSU - Bachelor of Science in Computer Science (088)**

Degree program option additions and degree program requirement changes

- Add option Computer Forensics.
- Add option Cybersecurity.
- Add option Data Analysis.
- Add option Management Information Systems.
- Add option Software Development.
- Add option Video Game Development.
- The proposed changes will prepare students for additional employment opportunities and align the program with recommendations from the Computer Science advisory board.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**UCO - Master of Science in Wellness Management (185)**

Degree program option deletion

- Delete option Health Promotion.
  - There are currently 16 students enrolled in the option with an expected graduation date during the 2020-2021 academic year.
  - The proposed deletion will allow transfer of faculty and resources to the new Master of Public Health in Community Engagement (240) program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**CASC - Associate in Arts in Pre-Law Criminal Justice (030)**

Degree program name change

- Change program name to Criminal Justice.
- The proposed name change will better reflect the focus of the program and student interest.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree program will not change.
- No funds are requested from the State Regents.

**CASC - Associate in Arts in Sociology/Psychology (037)**

Degree program requirement changes

- Remove MATH 1413.
- Add MATH 2123.
- The proposed changes are a result of faculty work with the statewide Math Pathways project and will better prepare students for transfer to a four-year institution.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree program will not change.
- No funds are requested from the State Regents.

**RSC - Associate in Applied Science in Accounting (01)**

Degree program requirement changes

- Remove BA 1103.
- Change credit hours for Program Requirements from 36 to 33.
- Add requirement:
  - Complete Support and Related course: Any three-hour course not previously taken from the following prefixes: ACCT, BA, CIT, or ECON.
- The proposed changes will provide more flexibility for students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**RSC - Associate in Science in Business (007)**

Degree program requirement change

- Add MATH 1483 as an alternative for MATH 1513.
- The proposed change will better align program curriculum with current industry trends and provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**RSC - Associate in Applied Science in Business Administration (008)**

Degree program option deletion and degree program requirement changes

- Delete option Administrative Office Professional.
  - The proposed deletion is effective immediately.
  - There are currently no students enrolled in the option.
  - The proposed option deletion is due to low student enrollment.
- For the Marketing/Social Media and Small Business Operations options:
  - Remove BA 1103 and BA 1403.
  - Add BA 2203 and BA 2413.
- For the General Business Administration option:
  - Remove BA 1103, BA 1403, BA 2413, and BA 2513.
  - Add BA 2203, BA 2413, and MGMT 2703.
  - Add requirement:
    - Complete any three-hour course not previously taken from the following prefixes: ACCT, BA, ECON, EMGT, MGMT, or MKTG.
- For the Human Resources option:
  - Remove BA 1103, BA 1403, BA 2191, and BA 2713.
  - Add BA 2203, BA 2413, and BA 2793.
  - Change credit hours for Option Requirements from 19 to 18.
- For the Management option:
  - Remove BA 1103, BA 1403, BA 2713, MGMT 2703, and MGMT 2903.
  - Add BA 2203, BA 2413, BA 2723, BA 2743, and ECON 2503.
- The proposed changes will better align program curriculum with current industry trends and provide students with more flexibility.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-64 to 62-63.
- No funds are requested from the State Regents.

**RSC - Certificate in General Business (136)**

Degree program requirement changes

- Remove BA 2413 and BA 2513.
- Add MGMT 2703.
- Add requirement:
  - Complete any three-hour course not previously taken from the following prefixes: ACCT, BA, ECON, EMGT, MGMT, or MKTG.
- The proposed changes will better align program curriculum with current industry trends and provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

**RSC - Certificate in Human Resources (137)**

Degree program requirement changes

- Remove BA 2191 and BA 2713.
- Add BA 2793.
- The proposed changes will better align program curriculum with current industry trends and better prepare students for employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 19 to 18.
- No funds are requested from the State Regents.

**RSC - Certificate in Management (138)**

Degree program requirement changes

- Remove BA 2713, MGMT 2703, and MGMT 2903.
- Add BA 2723, BA 2743, and ECON 2503.
- The proposed changes will better align program curriculum with current industry trends and provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

**RSC - Associate in Applied Science in Cyber Security/Digital Forensics (111)**

Degree program requirement changes

- For the Cyber Security and Digital Forensics options:
  - Add MATH 1483 as an alternative for MATH 1513.
  - Add CIT 1113 or any programming language course.
  - Change credit hours for Option Requirements from 15 to 18.
- For the Cyber Science option:
  - Remove MATH 2103.
  - Add ECON 2843.
- The proposed changes will better align program curriculum with current industry trends and provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63-69 to 66-69.
- No funds are requested from the State Regents.

**RSC - Certificate in Cyber Security (320)**

Degree program requirement changes

- Add CIT 1113 or any programming language course.
- The proposed changes will better align program curriculum with current industry trends.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 42 to 45.
- No funds are requested from the State Regents.

**RSC - Associate in Applied Science in Computer and Information Technology (010)**

Degree program requirement changes

- For the Database option:
  - Add MATH 1483 as an alternative for MATH 1513.
  - Change the credit hours for Program Requirements from 24 to 21.
  - Remove requirement to complete any CIT/MULT course except CIT 1093, CIT 1103 OR MULT 1133.
  - Change the credit hours for Support and Related Electives from 6 to 9.
  - Add ECON 2503.
- For the Programming option:
  - Add MATH 1483 as an alternative for MATH 1513.
  - Change the credit hours for Program Requirements from 24 to 21.
  - Remove requirement to complete any CIT/MULT course except CIT 1093, CIT 1103 OR MULT 1133.
  - Change the credit hours for Support and Related Electives from 6 to 9.
  - Add CIT 2103 and ECON 2503.
- The proposed changes will better align program curriculum with current industry trends.
- 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.

**RSC - Associate in Applied Science in Multimedia Digital Design (113)**

Degree program requirement changes

- Remove CIT 1113, MULT 1103, MULT 1913, and MULT 2203.
- Add BA 1103, BA 2203, MULT/MCOM 1123, MULT/MCOM 2333, and MULT/MCOM 2503.
- Add combination of MCOM 2901 and MCOM 2802 as an alternative for CIT 2313.
- The proposed changes will better align program curriculum with current industry trends.
- Five 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.

**RSC - Certificate in Digital Graphic Design (314)**

Degree program requirement changes

- Remove MULT 2113.
- Add MULT/MCOM 2333.
- The proposed changes will better align program curriculum with current industry trends.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

**RSC - Certificate in Web Development (304)**

Degree program requirement changes

- Remove MULT 1103.
- Add MULT/MCOM 1123.
- The proposed changes will better align program curriculum with current industry trends.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

**RSC - Associate in Science in Baccalaureate Track-Nursing (034)**

Degree program requirement changes

- Remove MATH 1513.
- Add requirement to complete any 1000 level or higher MATH course except MATH 2013, MATH 2023 and MATH 2033.
- 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.

**RSC - Associate in Science in Earth and Environmental Sciences (118)**

Degree program requirement changes

- For Geology option:
  - Remove BIOL 1124, GEOL 2114, GEOL 2002, and GEOL 2801.
  - Add GEOL 2324 and GEOL 2424.
  - Change credit hours for Sciences from 14 to 10.
  - Change credit hours for Option Requirements from 15 to 16.
- For Earth Science Education option:
  - Remove MATH 2113, MATH 2123, GEOL 1123, and GEOL 1121.
  - Add MATH 1914.
  - Change credit hours for General Education Requirements from 38 to 39.
  - Change credit hours for Mathematics from 3 to 4-10.
  - Change credit hours for Program Requirements from 13 to 10.
  - Change credit hours for Emphasis Requirements from 16 to 12.
- For Environmental Quality/Safety option:
  - Add MATH 1483 as an alternative for MATH 1513.
- 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 change from 62-74 to 61-74.
- No funds are requested from the State Regents.

**RSC - Associate in Science in General Science (772)**

Degree program requirement change

- Add requirement to earn a C or better in Science courses to be eligible for graduation.
- The proposed change will better prepare students for transfer and employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **RSC – Associate in Applied Science in Technology (132)**

Degree program name change

- Change program name to Engineering Technology.
- The proposed name change more accurately represents the curriculum and better prepares graduates for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **RSC - Associate in Arts in Liberal Studies (047)**

Degree program requirement changes

- For the Cultural Studies emphasis:
  - Remove HUM 2413 and HUM 2501.
  - Add HUM 2323 and PHIL 1223.
  - Change credit hours for Program Requirements from 26 to 25.
  - Change credit hours for Additional Cultural Studies from 9 to 6.
- For the Interdisciplinary Studies emphasis:
  - Add EDUC 1103 as an alternative for MCOM 1213.
  - Change credit hours for Program Requirements from 25 to 23.
- The proposed changes will better prepare students for transfer.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-63 to 60-63.
- No funds are requested from the State Regents.

### **RSC - Associate in Arts in Modern Languages (022)**

Degree program requirement changes

- For all emphases:
  - Remove 5 credit hours of an additional language at the Elementary I level and LANG 2501.
  - Change credit hours for Program Requirements from 22 to 16.
  - Change credit hours for Support and Related Electives from 3 to 7.
- The proposed changes will provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 60.
- No funds are requested from the State Regents.

### **RSC - Associate in Arts in Enterprise Development (675)**

Degree program requirement changes

- For all emphases:
  - Remove ORI 1101.
  - Remove HPER requirement.
  - Change credit hours for General Education Requirements from 39 to 37.
  - Change credit hours for Program Requirements from 23 to 25.
- The proposed changes will better align the program with similar degree programs at peer institutions and provide students with more flexibility.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62 to 60.
- No funds are requested from the State Regents.

**RSC – Associate in Arts in Family Service/Child Development (014)**

Degree program requirement changes

- For the Child Development Specialty option:
  - Add requirement to complete any MATH course 1000 level or higher.
  - Add FSCD 2633 as an alternative for FSCD/SOC 2463.
- 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 new funds are requested from the State Regents.

**RSC – Associate in Arts in Sociology (124)**

Degree program requirement changes

- For the Gender Studies option:
  - Remove SOSC/HIST 2263.
  - Add PSYC 2413.
- For the Sociology option:
  - Remove HIST 2263.
- The proposed changes will allow students to broaden their knowledge in sociology.
- No new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

**RSC - Associate in Applied Science in Nursing Science (056)**

Degree program requirement changes

- Add requirement to earn a C or better in all General Education courses to be eligible for graduation.
- Require HSNS 1011 or HSNS 1214.
- Change credit hours for Program Requirements from 35 to 34.
- Change credit hours for Support and Related Electives from 3 to 4-7.
- The proposed changes will better align the curriculum with accreditation standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**SSC - Associate in Science in Computer Science (226)**

Degree program requirement changes

- Remove CAP 2603 and CS 1313.
- Add CS 1033 and CS 2033.
- The proposed changes will better align program curriculum with current industry trends.
- Three new courses will be added and two courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

**WOSC Associate in Science in Early Childhood (066)**

**Associate in Science in Infants and Toddlers (072)**

Degree program requirement change

- Remove MATH 1513 as an alternative to MATH 1143.



- The proposed change 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 program will not change.
- No funds are requested from the State Regents.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #27-b:**

**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:**

Oklahoma State University (OSU) requested authorization to suspend the programs listed below:

- Bachelor of Science in Career and Technical Education (196)
- Certificate in Career and Technical Education (547)

**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:**

OSU requested authorization to suspend the Bachelor of Science in Career and Technical Education (196) and Certificate in Career and Technical Education (547).

- OSU reports lack of student demand and faculty.
- OSU also reports that suspension of the programs will give them time to determine the future of the programs.
- These suspensions are effective immediately.
- OSU will reinstate or delete the programs by September 30, 2023.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #27-c:**

**Reconciliation.**

**SUBJECT:** Approval of institutional requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

Oklahoma State University (OSU) requested degree program modifications for the Certificate in Equine Enterprise Management (532) and the Master of Science in Health and Human Performance (117) to reconcile institutional practice with official degree program inventory.

Cameron University (CU) requested degree program modifications for the Bachelor of Science in Family and Child Studies (356) to reconcile institutional practice with official degree program inventory.

**POLICY ISSUES:**

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

**ANALYSIS:**

OSU requested degree program modifications for the Certificate in Equine Enterprise Management (532), which were approved by the State Regents at their May 29, 2020 meeting. Specifically, the modification incorrectly indicated to remove ACCI 2103. The correct course to remove is ACCT 2103. This action will correct this error and reconcile institutional practice with official degree program inventory.

OSU requested to add an option to the Master of Science in Health and Human Performance (117), which was approved prior to 2002. OSU reports the submission request incorrectly indicated the option name as Health Promotions (plural). The correct option name is Health Promotion (singular). This action will correct this error and reconcile institutional practice with official degree program inventory.

CU requested degree program modifications for the Bachelor of Science in Family and Child Studies (356), which were approved by the State Regents at their May 29, 2020 meeting. Specifically, the item incorrectly indicated to add a concentration in Family Studies and a concentration in Child Development Studies. CU reported their intent was to add an official option in Family Studies and an official option in Child Development rather than areas of concentration. This action will correct these errors and reconcile institutional practice with the official degree program inventory.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #27-d (1):**

**Electronic Delivery.**

**SUBJECT:** University of Oklahoma. Approval to offer the Master of Science in Geography and Environmental Sustainability via electronic delivery.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma's request to offer the existing Master of Science in Geography and Environmental Sustainability (425) via electronic delivery.**

**BACKGROUND:**

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

- Master of Science in Civil Engineering (038);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master of Prevention Science in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);

- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (442);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447);
- Exec Master of Business Administration in Energy (451);
- Master of Science in Finance (450);
- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053);
- Master of Social Work in Social Work (211);
- Graduate Certificate in Executive Management in Aerospace/Defense (384);
- Graduate Certificate in Learning Design and Technology (454);
- Certificate in Criminal Investigation and Intelligence Analysis (455);
- Certificate in Restorative Justice (456);
- Executive Master of Business Administration in Aerospace and Defense (457);
- Master of Human Relations in Human Relations (329);
- Master of Arts in Human Resource Studies (458);
- Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459);
- Graduate Certificate in Drug Policy Management (460); and
- Graduate Certificate in Criminal Justice Administration (461).

OU's governing board approved offering the existing Master of Science in Geography and Environmental Sustainability (425) online at their May 8, 2020 meeting. OU requests authorization to offer this existing program via online delivery, as outlined below.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

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

## **Master of Science in Geography and Environmental Sustainability (425)**

**Demand.** The target population for the degree includes cartographers and photogrammetrists, surveyors, and geographers. Many of these professionals must regularly complete fieldwork, which may require working outside for long periods and traveling extensively to locations that are being mapped, even foreign countries. Offering the master's program online would considerably increase access for prospective students with unpredictable work schedules and locations.

Program graduates are prepared for advanced positions in businesses, educational institutions, and government agencies. Their training in human geography, which focuses on the relationship between people and environments, covers topics including population growth, urbanization, transportation, and tourism. Therefore, graduates may apply for urban and regional planner positions, which will have employment growth of 15.3 percent in Oklahoma from 2016 to 2026, according to the Oklahoma Employment Security Commission (OESC). OESC also suggests that employment for geoscientists will grow 15.8 percent. Nationally, employment of urban and regional planners is projected to grow 11 percent from 2018 to 2028, which is much faster than the average for all occupations. In addition, employment of geoscientists is projected to grow 6 percent nationwide from 2018 to 2028. Electronic delivery of this program will help meet employment needs for many local and larger communities.

**Delivery method.** Several technology methods will be used to electronically deliver the program. These methods include Canvas, Zoom, and related recording technologies. Canvas allows students to access posted voiced PowerPoint presentations and videos, submit assignments online, receive feedback on graded work, and contact each other. Canvas will also host course documents and interactive activities that will be utilized during asynchronous sessions. Zoom will allow classes to meet using webcams and sound systems, providing an opportunity for live discussion with the instructor. Students can also set up sessions for small group learning or discussion. Zoom allows recording, so sessions will remain available for students to review if desired. Online students will also have full access to the library through electronic search engines, online assistance, and interlibrary loan services. Finally, the online program will have a full-time coordinator who is tasked with advising, protecting the learning experience, and disseminating best practices in online learning to the instructional faculty.

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

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on June 3, 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 OU's request to offer the existing degree program through online delivery, as described above.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #27-d (2):**

**Electronic Delivery.**

**SUBJECT:** University of Oklahoma Health Sciences Center. Approval to offer the Graduate Certificate in Clinical and Translational Science via electronic delivery.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma Health Sciences Center's request to offer the existing Graduate Certificate in Clinical and Translational Science (092) via online delivery.**

**BACKGROUND:**

The University of Oklahoma Health Sciences Center (OUHSC) is currently approved to offer the following degree programs via online 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);
- Graduate Certificate in Healthcare Administration (091); and
- Master of Arts in Dietetics (093).

OUHSC's governing board approved offering the existing Graduate Certificate in Clinical and Translational Science (092) online at their January 30, 2020 meeting. OUHSC requests authorization to offer this existing program via online delivery, as outlined below.

**POLICY ISSUES:**

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

## **ANALYSIS:**

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

### **Graduate Certificate in Clinical and Translational Science (092)**

**Demand.** The target audience for the certificate includes junior faculty, residents, and working professionals with terminal degrees, including, but not limited to, M.D., D.D.S., Pharm.D., Doctorate of Nursing, Doctorate of Physical Therapy, or Doctorate of Rehabilitation, who are interested in becoming clinical and translational research investigators. The competencies gained from the certificate will improve these health professionals' abilities to compete for grant funding from the National Institutes of Health and other agencies and to generate meaningful research and scholarly products that will help their employers (e.g., postsecondary institutions, hospitals) meet and maintain accreditation expectations. In addition, the specialized knowledge and skills gained through the certificate will enhance their eligibility for promotions and fellowships. There are no other Graduate Certificate in Clinical and Translational Science programs offered in Oklahoma. Therefore, it is imperative for OUHSC to offer this certificate electronically so that health professionals who live and work across the state can complete the program, despite their demanding and often irregular work schedules.

**Delivery method.** 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.

**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 May 1, 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 OUHSC's request to offer the existing degree program through online delivery, as described above.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #27-d (3):**

**Electronic Delivery.**

**SUBJECT:** Oklahoma State University-Oklahoma City. Approval to offer the existing Associate in Applied Science in Nurse Science via electronic delivery.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University – Oklahoma City’s request to offer the existing Associate in Applied Science in Nurse Science (014) via electronic delivery.**

**BACKGROUND:**

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

- Associate in Science in Public Service (076);
- Associate in Applied Science in Crime Victim/Survivor Services (077);
- Associate in Applied Science in Police Science (015);
- Certificate in Early Care Education Administration (087);
- Associate in Science in Healthcare Administration (071);
- Associate in Applied Science in Business Technology-Management (053);
- Associate in Science in Police Science (068);
- Associate in Science in Enterprise Development (676);
- Bachelor of Technology in Emergency Responder Administration (102);
- Associate in Applied Science in Surveying Technology (018);
- Certificate in Surveying Core Technical (133);
- Certificate in Emergency Medical Technician Basic (113);
- Certificate in Public Service (114); and
- Certificate in Non-Profit Management (117).

OSU-OKC’s governing board approved offering the existing Associate in Applied Science in Nurse Science (014) online at their April 24, 2020 meeting. OSU-OKC requests authorization to offer this existing program via electronic delivery, as outlined below.

**POLICY ISSUES:**

This action is consistent with the Oklahoma State Regents for Higher Education’s Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent,

2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

#### **ANALYSIS:**

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

#### **Associate in Applied Science in Nurse Science (014)**

**Demand.** Each year, the Nurse Science department at OSU-OKC reviews an average of 192 admission applications, which results in a waiting list of nearly 100 qualified applicants after acceptance is granted to each new cohort. The majority of the students who are not accepted continue taking prerequisite courses or switch to other health related majors at OSU-OKC such as healthcare administration. Even so, the Nurse Science program at OSU-OKC has more students than any other program on campus, with an average of 1,174 declared nursing majors per semester over the last three years.

In the spring 2020 semester, 17 licensed practical nurses (LPNs) and/or paramedics began the LPN/Paramedic to Registered Nurse (RN) option of the Nurse Science program and 100 students entered the traditional pathway. LPNs and paramedics often work long shifts and regularly work nights, weekends and holidays. Due to their demanding schedules, these working professionals are more likely to seek advanced education opportunities online. Therefore, offering the Nurse Science program online should improve OSU-OKC's ability to serve and retain LPNs and paramedics.

Oklahoma Works lists registered nurse as one of the 100 top critical occupations in Oklahoma. According to Oklahoma Employment Security Commission data, employment for registered nurses is projected to grow 10.1 percent statewide and 11.9 percent in the Oklahoma City metropolitan area from 2016 to 2026. In addition, the American Association of Colleges of Nursing has estimated a need for 203,000 additional nurses every year through 2026 to keep up with the demand for nurses nationwide. The OSU-OKC Advisory Committee for the Nurse Science department, made up of professionals from the clinical healthcare community and higher education nurse educators, cited the widespread nursing shortage as a critical concern and reached unanimous consensus that electronic delivery should be utilized to improve the Nurse Science program appeal and efficacy. Considering the high student demand for the program, distinct needs of current students who work, and the numerous nursing positions available in the surrounding community, OSU-OKC is well-positioned to offer the Associate in Applied Science in Nurse Science (014) program online.

**Delivery method.** OSU-OKC has adopted the Canvas learning management system. Canvas utilizes various user-friendly tools to support the diverse, interactive delivery of multimedia content to include lecture, interactive video, discussion forums and other learning activities. Instructors will be able to deliver topical lectures and students can replay individual portions that they deem difficult to understand. In addition, students can benefit from online peer discussions and questions asked by other students can provide needed clarification. The most prominent feature to facilitate learning is the ability of the student to access learning at any time of day in a convenient environment without the barriers of transportation cost and other stressors and distractions to learning.

**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 October 24, 2019. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on June 10, 2020. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment demand, approval will not constitute unnecessary duplication.

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



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #27-d (4):**

**Electronic Delivery.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve Seminole State College's request to offer the existing Associate in Science in Business (203) program via electronic delivery.**

**BACKGROUND:**

Seminole State College (SSC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676);
- Certificate in Early College (232);
- Associate in Applied Science in Business Operations (114);
- Associate in Arts in Childhood Development (228);
- Associate in Science in Computer Science (226);
- Associate in Arts in Liberal Studies (205);
- Associate in Science in Psychology (202); and
- Associate in Arts in Social Sciences (215).

SSC's governing board approved offering the existing the Associate in Science in Business (203) online at their April 9, 2020 meeting. SSC requests authorization to offer the existing program via electronic delivery, as outlined below.

**POLICY ISSUES:**

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



## **ANALYSIS:**

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

### **Associate in Science in Business (203)**

**Demand.** The Associate in Science in Business (203) prepares students to transfer to a bachelor's degree granting institution to major in business or to enter the workforce in an entry level position. According to the Oklahoma State Regents for Higher Education Workforce and Development Profile, business management and administration students from SSC are employed at a rate of 80.47 percent. The Oklahoma Employment Security Commission projects growth from 2016 to 2026 for some positions that might attract program graduates, such as tax preparer (16.5 percent), billing and posting clerk (10.3 percent), and loan interviewer and clerk (17.2 percent). Offering the Associate in Science in Business (203) program online will help SSC attract more students who work during the day.

**Delivery method.** The Desire2Learn Brightspace learning management system will be used for asynchronous learning. The major features that facilitate learning include announcements, discussion board, service desk, and tutorials. Zoom, Microsoft Teams, and GoTo Meeting will be used for synchronous learning.

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

**Duplication and impact on existing programs.** A system wide letter of intent was communicated by email on April 13, 2020. Tulsa Community College (TCC) requested a copy of the proposal, which was sent on June 9, 2020. Neither TCC nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Due to employment demand, approval will not constitute unnecessary duplication.

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #27-e:**

**State Authorization Reciprocity Agreement.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

On May 29, 2015, the State Regents approved Oklahoma's participation in the State Authorization Reciprocity Agreement (SARA). The Southern Regional Education Board approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 5, 2019.

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

**POLICY ISSUES:**

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

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

**STAFF ANALYSIS:**

Prior to September 3, 2020, State Regents' staff received a SARA renewal application from the following institutions:

- Cameron University;
- Southwestern Oklahoma State University;
- Rogers State University;
- East Central University;
- Oklahoma State University Institute of Technology;
- Tulsa Community College;
- Western Oklahoma State College;
- Northeastern Oklahoma A&M College;
- Oral Roberts University; and
- Mid-America Christian University.

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #27-f (1):**

**Operations.**

**SUBJECT:** Ratification of purchases over \$25,000.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between June 9, 2020 and August 2, 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 June 9, 2020 and August 2, 2020, there are 33 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Krush Digital in the amount of \$35,000.00 for Reach Higher events and media buys for Reconnect Month, which is a series of coordinated student recruitment events to be held at participating campuses across the state. (Funded from 210-Core).
- 2) University Corporation for Advanced Internet in the amount of \$45,000.00 for membership fees to the United States Unified Community Anchor Network to participate in initiatives focused on providing advanced broadband capabilities and services to community anchor institutions and the Sponsored Education Group Program. (Funded From 210-Core).
- 3) Integrated Solutions Group Technology Incorporated in the amount of \$30,576.73 for support and upgrades for the Varonis software. Varonis is used by the Information Technology department to compile data used for forensic information, allowing the Information Technology department to monitor how users are using shared drives as well as providing users access to data they need to conduct business. (Funded from 210-Core).
- 4) The United States Postal Services in the amount of \$81,100.00 for annual postage for FY21. (Funded from 210-Core).

- 5) Xerox Corporation in the amount of \$37,562.48 for the black/white and color copiers used in Central Services for FY21. (Funded from 210-Core).
- 6) SAS Institute Incorporated in the amount of \$90,000.00 for the SAS upgrade for the Strategic Planning and Analysis Department to modernize how the Oklahoma State Regents for Higher Education will exchange data with our institutions for the Unitized Data System (Funded from 210-Core)

#### OneNet

- 7) Altice USE Incorporated in the amount of \$65,895.40 for circuits to provide services to OneNet customers. The costs for these services will be recovered from OneNet customer user fees. (Funded from 718-OneNet).
- 8) Central Cellular LLC in the amount of \$30,745.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered from OneNet customer user fees. (Funded from 718-OneNet).
- 9) Cisco Systems Incorporated in the amount of \$49,500.00 for OpenDNS content filtering for K-12 Oklahoma public schools and libraries to filter out inappropriate internet content in order for them to receive federal funding. The costs for these services will be recovered from OneNet customer user fees. (Funded from 718-OneNet).
- 10) Carahsoft Technology Corporation in the amount of \$50,000.00 for maintenance and programming for Salesforce, which is OneNet's business communications operation platform that processes business leads through circuit installation and billing. The costs for these services will be recovered from OneNet customer user fees. (Funded from 718-OneNet).
- 11) Cogent Communications Incorporated in the amount of \$54,000.00 for a dedicated internet access service for a 1GB commitment on a 10GB interface in Tulsa, Oklahoma. The costs for these services will be recovered from OneNet customer user fees. (Funded from 718-OneNet).
- 12) Comdata in the amount of \$36,000.00 for FY21 fuel expenses for the Educational Television Network fleet and vehicle maintenance and repairs. The costs for these expenses will be recovered through OneNet user fees. (Funded From 718-OneNet).
- 13) University Corporation for Advanced Internet in the amount of \$53,960.00 for a redundant path for OneNet and Arkansas Research Education Optical Network (AREON) to access the Research Education Network (Internet2) and the commodity Internet at the Dallas hub. The costs for these services will be recovered from OneNet customer user fees. (Funded from 718-OneNet).
- 14) MSC Technologies Incorporated in the amount of \$36,785.00 for maintenance and support, including software upgrades for both the American Power Conversion In-Row Cooling Units and the Power Distribution Units. The In-Row cooling units and Power Distribution Units provide cooling and power distribution for the Hot-Aisle Containment System. The costs for these services will be recovered from OneNet customer user fees. (Funded from 718-OneNet).
- 15) Norlem Technology Consulting Incorporated in the amount of \$70,442.43 for the license renewal for the OneNet Palo Alto firewall that provides additional security measurements and protects OneNet as well at the Oklahoma State Regents for Higher Education staff. Norlem also provides

network traffic monitoring for security against suspicious and/or malicious activity on the network. The costs of these services will be recovered from OneNet user fees. (Funded from 718-OneNet).

- 16) University of Oklahoma Health Sciences Center in the amount of \$26,400.00 for OneNet to provide hosting space in the data center located in the University of Oklahoma Schusterman Center in Tulsa. Tulsa County is using OneNet's colocation services. The cost for this service will be recovered from Tulsa County. (Funded from 718-OneNet).
- 17) Presidio Corporation in the amount of \$96,029.10 for Juniper routers to support the schools and libraries which have requested managed router services. The cost for these services will be recovered from OneNet customer user fees. (Funded from 718-OneNet).
- 18) Presidio Corporation in the amount of \$80,274.16 for maintenance, support and upgrades for VMware virtual software, including virtual PC, server applications and VoIP vsphere licenses for the Regents and OneNet staff. The cost for these services will be recovered from OneNet customer user fees. (Funded from 718-OneNet).
- 19) Presidio Corporation in the amount of \$33,558.28 for SMARTnet hardware maintenance for the Cisco networking equipment that is integrated within the OneNet network. The cost for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 20) Salesforce Communications Incorporated in the amount of \$40,056.52 for Salesforce.com licenses for OneNet to streamline workflow processes from new leads through long term retention by automating the E-rate and Oklahoma Universal Service Fund bidding request data, systematically reaching out to multiple last mile providers for quotes and electronically pulling in bidding request results. The Salesforce platform provides a user-friendly grab & drop ability to maintain and customize reporting needs. The cost for these services will be recovered from OneNet customer user fees. (Funded from 718-OneNet).
- 21) Top Hand Tower Company in the amount of \$50,000.00 for FY21 maintenance and repair to OneNet towers including but not limited to repair replacement of tower lights in accordance with the Federal Aviation Administration safety rules, repair or replace waveguides, peak dishes, tower removal. The cost for these services will be recovered through OneNet customer user fees. (Funded from 718-OneNet).
- 22) True Digital in the amount of \$25,002.00 for information security consulting services to provide the necessary framework, consulting and guidance on the Oklahoma State Regents network. The costs for these services will be recovered through OneNet customer services fees. (Funded from 718 OneNet).
- 23) University of Arkansas in the amount of \$77,862.00 for two cross connects to provide OneNet interconnectivity between OneNet equipment and Internet2 equipment located inside the Level 3 facilities in Tulsa Oklahoma. The costs for these services will be recovered through OneNet customer services fees. (Funded from 718 OneNet).
- 24) Cherokee Telephone Company in the amount of \$67,680.00 for circuits to provide services to OneNet customers. The costs for these services will be recovered through OneNet customer services fees. (Funded from 718 OneNet).

- 25) Dell Marketing LP in the amount \$92,235.90 for virtual firewall services due to growth in both the virtual and infrastructure services. These servers are needed to expand the infrastructure to meet the growth of these services. The costs for these services will be recovered through OneNet customer services fees. (Funded from 718 OneNet).
- 26) University of Arkansas in the amount of \$51,596.40 for a collaboration between Lonestar Education and Research Network, Arkansas Research and Education Optical Network and Louisiana Optical Network Infrastructure to promote, advance and sustain advanced networking services in support of research, education, and their respective missions. The costs for these services will be recovered through OneNet customer services fees. (Funded from 718 OneNet).

#### GEAR UP

- 27) ACT Incorporated in the amount of \$85,100.00 for the Fall 2020 District Choice Testing Program by ACT Incorporated to provide the ACT test to all 11<sup>th</sup> grade students in the ten school districts under the GEAR UP Grant IV services for the testing date of October 6, 2020. (Funded From 730-GEARUP).
- 28) Inside Track Incorporated in the amount of \$34,900.00 to provide foundational coach training programs to the Grant IV College Coaches for FY21. (Funded from 730-GEARUP)

#### Multiple Funds

- 29) Arledge and Associates in the amount of \$47,490.00 for the services of an independent Financial and Compliance Audit for FY20. (Funded from 210-Core and 701-OCAP).
- 30) Mythics Incorporated in the amount of \$92,250.45 for maintenance to provide telephone support and upgrades for Oracle Internet Application Enterprise Edition Software. (Funded from 210-Core and 718-OneNet).
- 31) University of Oklahoma Health Sciences Center in the amount of \$67,246.00 for employee and visitor parking for FY21. (Funded From 210-Core and 718 OneNet).
- 32) SHI International Corporation in the amount of \$23,280.70 for Software Assurance maintenance to provide upgrades for our licensed Microsoft products. (Funded from 210-Core, 701-OCAP, and 718-OneNet).
- 33) The Gooden Group in the amount \$80,000.00 for public relation and consultation services including meetings with Gooden Group to develop strategy to capitalize on building awareness and new business opportunities. Costs for these services will be recovered through OneNet user fees. (Funded from 210-Core and 718-OneNet)

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #27-f (2):**

**Operations.**

**SUBJECT:** Personnel. Ratification of compensation market adjustment for OneNet Executive Director and Higher Education Chief Information Officer.

**RECOMMENDATION:**

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

**BACKGROUND/POLICY ISSUES:**

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

**ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.**

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

**OneNet Executive Director and Higher Education Chief Information Officer.** It is recommended that the State Regents ratify a compensation market adjustment in the amount of \$10,000 for Mr. Von Royal, who currently serves as the Executive Director of OneNet and the Higher Education Chief Information Officer. This market adjustment will be made retroactive to July 1, 2020.

Mr. Royal has served as the Executive Director of OneNet since 2011. Previously, he served as Senior Network Engineer for OneNet from 2006-2011. Mr. Royal earned his Bachelor of Science in Computer Science with a concentration in hardware engineering from Oklahoma City University.

This position reports dually to Chancellor Glen D. Johnson and Senior Vice Chancellor for Strategic Planning, Analysis, Workforce and Economic Development Tony Hutchison. A copy of the job description is attached.





**JOB DESCRIPTION**

**Executive Director of OneNet and Higher Education Chief Information Officer (CIO)**

**OneNet**

**FLSA: Exempt**

**Position #100328**

**Grade 18**

**Cost Center: 17400 ONENET**

**Worker's Comp Code: 8742**

**ESSENTIAL FUNCTION**

Serve as executive director responsible for overall direction and administration of OneNet, a statewide telecommunications wide-area network that serves higher education institutions, K-12 schools, vocational technical schools, hospitals, public libraries, and governmental agencies and as the Higher Education Chief Information Officers (CIO) responsible for facilitating cost savings through coordinated system operations and shared services.

**RESPONSIBILITIES AND DUTIES**

- Responsible for oversight and general administration of OneNet, a division of the Oklahoma State Regents for Higher Education.
- Develop long-range plans for OneNet for recommendation to the Chancellor.
- Develop the statewide backbone and local connections, including contract negotiations as required.
- Stay informed on national and international developments in telecommunications technology and applications to ensure that network technology and network development are kept current.
- Develop and maintain customer support for OneNet's short-term and long-term goals.
- Serve as spokesperson for OneNet to communicate with customers on service and policy issues.
- Represent OneNet at national and state conferences and hearings before the Oklahoma State Legislature as required.
- Ensure compliance with applicable State Regents policies and federal and state rules, regulations and statutes.
- Responsible for recommending hiring, firing, advancement, promotion or other changes to assigned employee(s) status.
- Responsible for interagency communications related to OneNet functions and partnerships.
- Coordinate with the Council on Information Technology (CoIT) on operation of IT, network and security related systems at each of the Higher Education institutions.
- Coordinate the collection and dissemination of information between and among all institutions for optimum system operations and cost savings.

Revised June 2020

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- Coordinate and leverage economies of scale through purchasing consortiums, shared serves and development of best-practices.
- Responsible for system reports to the Chancellor detailing all designated initiatives and cost-savings.
- Coordinates cost-saving activities with the Chief Information Officers of the higher education institutions.
- Perform other related duties as assigned.

**MINIMUM QUALIFICATIONS**

Master’s or bachelor’s degree in telecommunications management, information management, or a related field of study, and ten (10) years professional experience including experience in evaluating, selecting, and implementing information systems, services, and related technologies. Must have at least five (5) years’ experience in a supervisory or administrative capacity or an equivalent combination of education and work-related experience.

Must have knowledge of information systems and telecommunication networks, data processing hardware and software, security and control methods and systems, planning techniques, and the principles of business and public administration. Must be able to direct the work of others, coordinate activities and resources within or between units, sections or divisions, communicate effectively and establish and maintain effective working relationships with others. Strong written, verbal, and presentation skills are required. Some travel required.

**PREFERRED QUALIFICATIONS**

Masters Degree in Management of Information Technology, or other STEM field. Experience with state government or higher education budgeting processes is preferred.

**PHYSICAL REQUIREMENTS**

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

**SUPERVISION**

The employee performs work under the supervision of the Chancellor and the Senior Vice Chancellor for Strategic Planning, Analysis, Workforce and Economic Development.

Revised June 2020

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Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #28-a:**

**Reports.**

**SUBJECT:** Programs. Current Status Report on program requests.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2020 as well as requests pending from the previous year.

**POLICY ISSUES:**

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

**ANALYSIS:**

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2020-2021).

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

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

Supplement available upon request.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #28-b (1):**

**Annual Reports.**

**SUBJECT:** Acceptance of the Teacher Education Program Admission Study.

**RECOMMENDATION:**

**This item is for information only.**

Research shows that good teaching matters. Knowledgeable teachers who know the art of teaching and use it to motivate students have a great influence on students' intent to work toward postsecondary education. Oklahoma educator preparation programs (EPPs) work to graduate effective practitioners for this very purpose – to affect positive student outcomes.

The value of comprehensive teacher preparation in Oklahoma is reflected in the appropriate content, pedagogical knowledge, dispositions, clinical practice, instructional strategies and skills taught by EPPs. Additionally, EPPs hold their teacher education students to a high standard, exemplified in their ability to produce effective practitioners for P-12 schools. According to the Office of Educational Quality and Accountability (OEQA), Teacher Leader Effectiveness (TLE) data indicates that candidates, who complete their teacher education degrees from Oklahoma public institutions of higher education, are evaluated as more effective or higher in their practice than those teacher candidates who do not.

Legislation supports an Oklahoma teacher induction program for novice teachers that provides support, mentorship and coaching to educators at the beginning of their careers, or as they transition to new roles within a school or district. Teacher education faculty members have opportunities to serve on induction committees, helping novice teachers enhance their professional growth and practice. Additionally, teacher education faculty members partner with school districts, sharing their level of expertise with P-12 faculty and students. Their involvement is crucial with the development of new state standards and assessments.

**BACKGROUND:**

The State Regents initiated teacher education reform efforts in the summer of 1992 with an External Program Review. The 10-member team conducting the review was charged with assessing the status of teacher preparation in the State System and making recommendations for its enhancement. The team submitted 23 recommendations to establish the state of Oklahoma as a national leader in teacher preparation. The State Regents monitored the implementation of the recommendations with periodic status reports.

In 1995, two members of the original External Team, Chairman J.T. Sandefur and Dr. Larry Clark, returned to the state to visit the 12 teacher preparation programs for the purpose of assessing the continuing progress of the institutions in responding to the 23 recommendations. The external reviewers affirmed that the universities were working seriously and conscientiously to comply with the recommendations and that all

had made significant progress. The team recommended that the State Regents formally close the three-year teacher education study with the exception of submitting an annual report.

During the 1995 External Team visit, the number of recommendations to be addressed in the annual report was reduced to 15. In 2002, based on the progress of State System institutions and the fact that many of the recommendations are monitored through other processes, the State Regents further reduced the number of recommendations subject to reporting from 15 to seven (7).

In April 2010, in response to concerns about grade inflation, the number of recommendations were further reduced to six (6), after the State Regents Academic Affairs Committee reviewed the GPA requirements for teacher education students. One of the criteria for admission into a teacher education program was a GPA of 3.0 in all liberal arts courses (now, a GPA of 3.0 or higher in all general education courses). Additionally, Oklahoma public institutions with teacher education programs require that teacher candidates have, among other requirements, a minimum 2.5 GPA in all their coursework (including upper division courses) before successfully exiting a program. Because of these requirements, it was determined that student grades were more the result of these criteria than from any other source.

In 2018, further review of the recommendations by the Academic Affairs Committee, along with subsequent meetings with the Office of Educational Quality and Accountability (OEQA), led to modification of the criteria to be addressed in recommendation three (3), academic preparation in elementary education. Due to the changing accountability measures for EPPs and their ongoing efforts to improve their programs for students, the criteria for this recommendation was modified to address academic preparation for all of their programs. It is important for EPPs to show how data drives programmatic changes to facilitate more effective teaching and learning outcomes for their students.

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the twenty-second annual report, covers the 2018-2019 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents' annual reporting requirements are merged with those of the OEQA in order to streamline the reporting from the institutions. In an effort to further improve reporting measures from the institutions, a continual review will be conducted by these agencies in collaboration with higher education deans.

#### **POLICY ISSUES:**

As noted above, the information and actions described in this report are consistent with the State Regents' teacher education initiative, the Academic Planning/Resource Allocation (APRA) effort, and the State Regents' commitment to efficiency and excellence.

#### **ANALYSIS:**

Over 25 years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. Since this time, the Assistant Vice Chancellor for Teacher Preparation and Special Programs meets regularly with teacher education deans across the State System to maintain the gains in the quality of teacher education programs. Some general findings about the previous year's compiled reports are provided below.

- Graduate programs are still examined for rigor and support. In 2018-2019, EPPs conditionally admitted 95 teacher education graduate students, down from 101 last year. Those graduate students who moved forward in their respective programs completed the required remediation to meet admission requirements. Of the twelve institutions that have EPPs, almost half of them either no longer admit graduate students conditionally, or they do not have graduate programs.

- The 12 universities constantly examine individual program requirements. For 2018-2019, EPPs have continued to align their curriculum and assessments with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, programmatic standards, Council for the Accreditation of Educator Preparation (CAEP) standards, as well as the Oklahoma Academic Standards (OAS). EPPs have also focused heavily upon streamlining assessments in an effort to generate quality data for program improvement. One major change that is occurring within EPPs is the transitioning of their candidates to a mandatory performance assessment effective 2021, namely the Praxis Performance Assessment for Teachers (PPAT), as the Oklahoma Professional Teaching Examination (OPTE), a paper-pencil test, is being phased out. Additionally, the colleges are continuing to focus on content knowledge instruction and assessment strategies for teacher candidates. Other program changes driven by data analysis include the incorporation of more rigorous practicum experiences and a focus on instructional strategies for classroom management, math, and reading.

Overall, EPPs are using data to streamline course effectiveness, preparing pre-service teacher candidates to implement research based instructional strategies for the classroom, improve reading and literacy assessments, and emphasize professional growth that impacts student learning.

- In recent years, although institutions have been impacted negatively by the budget shortfall, EPPs report continued investment in instructional technology in varying amounts for a variety of needs, ranging from computers and software to technological accessories (virtual reality headsets, software licenses, lab supplies, etc.) and video/visual/audio equipment (camera docking stations, instructional digital displays, webcams, etc.). A number of universities also reported purchases that included repairs, replacements and upgrades to computers, printers, laptops, and other hardware. Institutions conduct mandatory equipment, software, infrastructure maintenance and continue to utilize items purchased in previous academic years (iPads, Amazon Fire Tablets, Chromebooks, lab equipment for instructional technology, laser printers, and other interactive technology such as digital recording devices, etc.).

Additionally, new technologies have been integrated into institutions to help improve instruction and inform pre-service teachers how to model effective use of technology in K-12 classrooms. Such technology includes the use of Mimio touch displays, Google Jamboards, video observation software to support distance learning, and Zoom, an interactive video conferencing platform for meetings or webinars. Some institutions upgraded network infrastructures and included cyber security mechanisms to assist with the protection of their network and operating systems. Emphasis is placed on instructional and technical support, as well as general maintenance.

- Faculty members at all 12 universities report a variety of methods of attaining appropriate professional development. Many participated in college-sponsored activities, as well as attended and presented at local, state and national conferences. Professional development reflected a strong focus on instructional strategies, content knowledge, teaching methodologies, research and technology. Additionally, the Oklahoma State Regents for Higher Education (OSRHE) policy directs that each faculty member spend a minimum of ten clock hours per academic year in the public schools to meaningfully interact with P-12 students, teachers, and administrators.
- All 12 EPPs report strong interaction with arts and sciences faculty. One of the primary methods mentioned by most universities includes participation by arts and sciences faculty on a variety of committees in the teacher education college. Arts and sciences faculty members assist EPPs in



coursework for pre-service teachers, as well as data analysis. Arts and sciences faculty members also make recommendations to EPPs for program improvement.

Supplement available upon request.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #28-b (2):**

**Annual Reports.**

**SUBJECT:** Annual Status Report on program requests.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

Oklahoma State System institutions submitted 213 program requests from July 1, 2019 to June 30, 2020. One hundred fifty requests were carried over from 2018-2019. The following schedules summarize requests and State Regents' actions in 2019-2020. The detailed report is available as a supplement.

**POLICY ISSUES:**

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

**ANALYSIS:**

The Annual Report on Program Requests, available upon request as a supplement, contains the 2019-2020 Degree Program Inventory and the following schedules:

1. Approved New Program Requests
2. Approved Electronic Media Requests
3. Approved Program Deletion Requests
4. Approved Program Name Change Requests
5. Approved Degree Designation Change Requests
6. Approved Cooperative Agreements
7. Approved Program Suspension Requests
8. Approved Reinstatement Requests
9. Approved Inventory Reconciliation Requests

**2019-2020 Submissions and Actions.** In the 2019-2020 year, institutions made the following requests and the State Regents took the following actions:

<b>Requested Item Category</b>	<b>2018-2019 Carry- over</b>	<b>2019-2020 Submissions</b>	<b>2019-2020 Actions</b>	<b>Percentage of Requests Approved</b>
1. New Programs	14	76	72	80%
2. Electronic Media	3	43	45	98%
3. Program Deletions	2	28	25	83%
4. Degree Program Name Changes	3	26	25	86%
5. Degree Program Designation Changes	0	6	2	33%
6. Cooperative Agreements	117	10	123	97%
7. Program Suspensions	0	10	8	80%
8. Program Reinstatements	1	3	4	100%
9. Inventory Reconciliations	10	11	21	100%
<b>Total</b>	<b>150</b>	<b>213</b>	<b>325</b>	<b>90%</b>

Supplement

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #28-b (3):**

**Annual Reports.**

**SUBJECT:** Acceptance of the Academic Policy Exceptions Quarterly Report.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 76<sup>th</sup> report of exceptions to academic policy granted by the Chancellor.

**POLICY ISSUES:**

Two exceptions to OSRHE academic policies were granted by the Chancellor since the February 6, 2020 report.

**ANALYSIS:**

**Oklahoma State University (OSU)**

An exception was granted to the OSRHE's Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, to allow OSU to permit a student to participate in concurrent enrollment as a sophomore during the Summer 2020 semester. This exception was approved based the student's earning a 1390 PSAT score, a 3.7 GPA, having completed extensive college preparatory coursework, and recommendation of the president.

**Rose State College (RSC)**

An exception was granted to the OSRHE's Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, to allow RSC to permit a student to participate in concurrent enrollment as a sophomore during the Summer 2020 semester. This exception was approved based on the student's earning a 27 ACT score and a 4.0 GPA, and recommendation of the president.



Meeting of the Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #28-b (4):**

**Annual Reports.**

**SUBJECT:** Tuition and Fees Rate Book, FY2021.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

The State Regents approved tuition and mandatory fee rates for the 2020-2021 academic year at their meeting on June 24, 2020. This publication is a compilation of resident and nonresident undergraduate, graduate, professional program, and guaranteed tuition rates and the required mandatory fees for institutions in the State System.

**POLICY ISSUES:**

This report is consistent with State Regents' policy.

**ANALYSIS:**

This report lists the actual rates approved for each institution and also reflects the following system observations:

- The undergraduate resident tuition and mandatory fee rates at the main campuses range from a high of \$302.08 at the University of Oklahoma to a low of \$127.25 at Carl Albert State College.
- The average resident tuition and mandatory fee rate is \$204.31 per credit hour, or approximately \$6,129.36 for a full-time student enrolled in 30 credit hours.
- Guaranteed tuition and mandatory fee rates at the main campuses range from a high of \$327.35 at the Oklahoma State University to a low of \$238.00 at Cameron University.
- All tuition and mandatory fees are within the legislatively prescribed limits.

(Supplement)



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #28-b (5):**

**Annual Reports.**

**SUBJECT:** Student Cost Survey, FY2021.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

This publication is a compilation of the average student costs for resident and nonresident students enrolled in undergraduate, graduate, professional programs and for students enrolled in special programs.

Student costs are based on a student enrolled full-time for the fall 2020 and spring 2021 semester. Full-time enrollment is considered as thirty credit hours for undergraduate and twenty-four credit hours for graduate. Full-time enrollment for a professional student is based on the requirements of the professional program enrolled.

Student costs are reported for tuition, mandatory fees, academic service fees, books and supplies, and room and board. Room and Board costs are based on a student living in a traditional dormitory with a roommate and a board plan. The costs represent the preferred room and board plan available on each campus. Many institutions offer a wide variety of room and board plans that may be more or less than the amount reported in the tables below. Student costs are reported by tier and by individual institution. Below are the average and estimated student costs for resident and nonresident students by tier.

**POLICY ISSUES:**

This report is consistent with the State Regents' policy.



<i>FY2020-2021 Average Cost of Attendance</i>				
<i>Full-Time Undergraduate Resident and Nonresident Students</i>				
<b>Resident Students</b>	<b>Research Universities</b>	<b>Regional Universities</b>	<b>Community Colleges</b>	<b>Technical Branches</b>
Tuition	\$5,072	\$5,665	\$3,386	\$4,203
Mandatory Fees	\$3,968	\$1,605	\$1,212	\$991
Average Academic Service Fees	3,069	636	390	623
Books & Supplies	970	1,148	1,306	1,320
<b>Average Costs for Commuter</b>	<b>\$13,079</b>	<b>\$9,055</b>	<b>\$6,294</b>	<b>\$7,136</b>
Room & Board	9,760	6,590	6,164	5,896
<b>Average for on Campus Student</b>	<b>\$22,839</b>	<b>\$15,645</b>	<b>\$12,458</b>	<b>\$13,032</b>
<b>Nonresident Students</b>	<b>Research Universities</b>	<b>Regional Universities</b>	<b>Community Colleges</b>	<b>Technical Branches</b>
Tuition	\$20,523	\$14,126	\$8,639	\$10,657
Mandatory Fees	\$3,968	\$1,605	\$1,212	\$991
Average Academic Service Fees	3,069	636	390	623
Books & Supplies	970	1,148	1,306	1,320
<b>Average Costs for Commuter</b>	<b>\$28,530</b>	<b>\$17,516</b>	<b>\$11,547</b>	<b>\$13,590</b>
Room & Board	9,760	6,590	6,164	5,896
<b>Average for on Campus Student</b>	<b>\$38,290</b>	<b>\$24,106</b>	<b>\$17,711</b>	<b>\$19,486</b>

**ANALYSIS:**

Undergraduate Resident Commuter Students:

- The average cost for a commuter student at the research universities is \$13,079, an increase of \$950 or 7.8 percent more than the previous year.
- The average cost for a commuter student at the regional universities is \$9,055, an increase of \$169 or 1.9 percent more than the previous year.
- The average cost for a commuter student at the community colleges is \$6,294, an increase of \$97 or 1.6 percent more than the previous year.
- The average cost for a commuter student at the technical colleges is \$6,952, an increase of \$184 or 2.6 percent more than the previous year.

Undergraduate Resident Student Living on Campus in a Traditional Dormitory with a Board Plan:

- The average cost for a student living on campus at the research universities is \$22,839, an increase of \$1,713 or 8.1 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$15,645, an increase of \$897 or 6.1 percent more than the previous year. Increase driven by higher preferred housing cost.
- The average cost for a student living on campus at a community college is \$12,458, a decrease of \$98 or 0.8 percent less than the previous year.
- The average cost for a student living on campus at the technical colleges is \$13,032, an increase of \$248 or 1.9 percent more than the previous year.

*FY2020-2021 Average Cost of Attendance  
Full-Time Graduate Resident and Nonresident Students*

Resident Students	OSU - Center				
	Research Universities	Regional Universities	OSU - Tulsa	for Health Sciences	OU Health Science Center
Tuition	\$6,237	\$5,677	\$5,531	\$5,531	\$5,119
Mandatory Fees	2,282	1,195	2,929	1,284	2,344
Average Academic Service Fees	4,027	746	2,091	1,547	1,119
Books & Supplies	701	1,027	1,035	1,120	1,782
<b>Average Costs for Commuter</b>	<b>\$13,247</b>	<b>\$8,645</b>	<b>\$11,586</b>	<b>\$9,482</b>	<b>\$10,364</b>
Room & Board	9,760	6,081	0	0	0
<b>Average for on Campus Student</b>	<b>\$23,007</b>	<b>\$14,726</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Nonresident Students	OSU - Center				
	Research Universities	Regional Universities	OSU - Tulsa	for Health Sciences	OU Health Science Center
Tuition	\$21,318	\$13,450	\$21,034	\$21,034	\$19,778
Mandatory Fees	2,282	1,195	2,929	1,284	2,344
Average Academic Service Fees	4,027	746	2,091	1,547	1,119
Books & Supplies	701	1,027	1,035	1,120	1,782
<b>Average Costs for Commuter</b>	<b>\$28,328</b>	<b>\$16,418</b>	<b>\$27,089</b>	<b>\$24,985</b>	<b>\$25,023</b>
Room & Board	9,760	6,081	0	0	0
<b>Average for on Campus Student</b>	<b>\$38,088</b>	<b>\$22,500</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Graduate Resident Graduate Commuter Students:

- The average cost for a commuter student at the research universities is \$13,247, an increase of \$1,459 or 12.4 percent more than the previous year.
- The average cost for a commuter student at the regional universities is \$8,645, an increase of \$131 or 1.5 percent more than the previous year.
- The average cost for a commuter student at OSU Tulsa is \$11,586, a decrease of \$75 or 0.6 percent less than the previous year.
- The average cost for a commuter student at OSU Center for Health Sciences is \$9,482, a decrease of \$380 or 3.9 percent less than the previous year.
- The average cost for a commuter student at the OU Health Sciences Center is \$10,364, a decrease of \$443 or 4.1 percent less than the previous year. The decrease is due to lower estimated cost of books and supplies.

Graduate Resident Student Living on Campus in a Traditional Dormitory with Board Plan:

- The average cost for a student living on campus at the research universities is \$23,007, an increase of \$2,222 or 10.7 percent more than the previous year. The increase is partially due to higher preferred room & board costs.
- The average cost for a student living on campus at the regional universities is \$14,726, an increase of \$647 or 4.6 percent more than the previous year.
- OSU Tulsa, OSU Center for Health Sciences and the OU Health Sciences Center do not have traditional dormitory facilities with board plans.

*Average Cost of Attendance for Full-Time Professional  
Resident and Nonresident Students - FY2021*

Professional Programs - Residents	Resident Tuition	Mandatory Fees	Academic Services Fees	Books & Supplies	Total
<b>University of Oklahoma</b>					
Juris Doctor of Law	\$15,720	\$4,208	\$1,575	\$1,320	\$22,823
<b>University of Oklahoma Health Sciences Center</b>					
Doctor of Medicine	26,770	3,591	852	6,553	37,765
Doctor of Dental Science	29,869	3,333	6,270	3,589	43,061
Physician's Associate	13,336	3,333	1,472	2,695	20,836
Doctor of Pharmacy	15,914	3,085	3,538	3,563	26,100
Master of Occupational Therapy	8,292	2,344	1,130	4,583	16,349
Doctor of Physical Therapy	10,492	3,085	1,364	4,583	19,525
Doctor of Audiology	9,363	2,344	1,650	1,838	15,195
Public Health Professional	6,989	1,973	627	2,333	11,923
Doctor of Nursing Practice	9,109	1,973	771	2,823	14,676
Master of Science in Nursing	5,288	1,973	1,256	2,823	11,339
<b>Oklahoma State University</b>					
Doctor of Veterinary Medicine	20,430	3,127	513	3,950	28,020
Doctor of Osteopathic Medicine	25,797	2,582	1,116	6,000	35,495
Master of Physician Assistant Studies	13,500	2,744	1,439	1,600	19,283
<b>Northeastern State University</b>					
Doctor of Optometry	18,850	935	1,290	3,469	24,545
<b>Northwestern Oklahoma State University</b>					
Doctor of Nursing Practice	9,324	-	-	1,400	10,724
<b>Southwestern Oklahoma State University</b>					
Doctor of Pharmacy	20,600	1,168	200	1,200	23,168
Master of Science in Nursing	8,142	264	-	1,000	9,406
<b>Langston University</b>					
Doctor of Physical Therapy	10,345	2,997	381	1,600	15,323

Average student costs for a resident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

- The average cost of attendance for a student enrolled in the University of Oklahoma, Juris Doctor of Law is \$22,823, the same as last year.
- The average cost of attendance for a student enrolled at the University of Oklahoma Health Sciences Center varies from a low of \$11,339 for the Master of Science in Nursing to \$43,061 for the Doctor of Dental Science Program.
- The average cost of attendance for a student enrolled at the Oklahoma State University, Doctor of Veterinary Medicine is \$28,020, an increase of \$177 or 0.6 percent over the previous year.
- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences, Doctor of Osteopathic Medicine is \$35,495/, a decrease of \$426 or 1.2 percent less than the previous year.
- The average cost of attendance for a student enrolled at Northeastern State University Doctor of Optometry is \$24,545, an increase of \$81 or 0.3 percent over the previous year.
- The average cost of attendance for a student enrolled at Northwestern Oklahoma State University Doctor of Nursing Practice is \$10,724, an increase of \$464 or 4.5 percent over the previous year.

- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Doctor of Pharmacy Program is \$22,168, an increase of \$832 or 3.7 percent over the previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Master of Science in Nursing is \$9,406, an increase of \$246 or 2.7 percent over the previous year.
- The average cost of attendance for a student enrolled at Langston University Doctor of Physical Therapy is \$15,323, an increase of \$1,811 or 13.4 percent. The increase is largely due to a higher books and supplies estimate.

<b>Professional Programs - Nonresidents</b>	<b>Nonresident Tuition</b>	<b>Mandatory Fees</b>	<b>Academic Services Fees</b>	<b>Books &amp; Supplies</b>	<b>Total</b>
<b>University of Oklahoma</b>					
Juris Doctor of Law	\$27,555	\$4,208	\$1,575	\$1,320	\$34,658
<b>University of Oklahoma Health Sciences Center</b>					
Doctor of Medicine	61,098	3,591	852	6,553	72,093
Doctor of Dental Science	70,895	3,333	6,270	3,589	84,087
Physician's Associate	30,076	3,333	1,472	2,695	37,576
Doctor of Pharmacy	35,706	3,085	3,538	3,563	45,892
Master of Occupational Therapy	19,902	2,344	1,130	4,583	27,959
Doctor of Physical Therapy	26,497	3,085	1,364	4,583	35,530
Doctor of Audiology	24,473	2,344	1,650	1,838	30,305
Public Health Professional	18,896	1,973	627	2,333	23,830
Doctor of Nursing Practice	21,894	1,973	771	2,823	27,461
Master of Science in Nursing	17,071	1,973	1,256	2,823	23,123
<b>Oklahoma State University</b>					
Doctor of Veterinary Medicine	46,795	3,127	513	3,950	54,385
Doctor of Osteopathic Medicine	53,299	2,582	1,116	6,000	62,997
Master of Physician Assistant Studies	29,500	2,744	1,439	1,600	35,283
<b>Northeastern State University</b>					
Doctor of Optometry	37,550	935	1,290	3,469	43,245
<b>Northwestern Oklahoma State University</b>					
Doctor of Nursing Practice	15,420	-	-	1,400	16,820
<b>Southwestern Oklahoma State University</b>					
Doctor of Pharmacy	34,640	1,168	200	1,200	37,208
Master of Science in Nursing	14,814	264	-	1,000	16,078
<b>Langston University</b>					
Doctor of Physical Therapy	25,857	2,997	381	1,600	30,836

Average student costs for a nonresident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.



**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

September 3, 2020

**AGENDA ITEM #28-b (6):**

**Annual Reports.**

**SUBJECT:** Cash Reserve Report for FY2021.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

Institutional E&G Budgets are comprised of state appropriations, student tuition and fees revenue and miscellaneous income. The State Regents' policy provides guidance that each institution should maintain a reasonable reserve in their revolving fund at the end of fiscal year to provide adequate cash flow during the new fiscal year to cover operations and any unexpected needs that should arise during the budget year.

**POLICY ISSUES:**

This report is consistent with State Regents' policy.

**ANALYSIS:**

In FY2021, on a system-wide average 72.8 percent of the educational operating budget is in revolving funds (funds that the institution must collect) and because these funds are somewhat cyclical in nature, it is necessary that the institution maintain some level of reserve funds to provide adequate cash flow. Reserve funds are also used to fund unplanned financial emergencies that might arise during the year. Cash flow reserve funds play an important role in the financial management of the institution.

State Regents' policy provides a target of a minimum of (1/12<sup>th</sup>) or 8.3 percent of the total allocated budget for the fiscal year. This report provides information regarding the projected reserve balances for the beginning of the fiscal year and the ending projected reserve for June 30<sup>th</sup>.

The system-wide projected reserve for July 1, 2020, was 12.8 percent and the projected system-wide reserve at June 30, 2021, is budgeted for 9.5 percent. The projected ending reserve is slightly more than was budgeted for the previous fiscal year and institutions remain focused on cost efficiency and cost containment as well as providing a quality educational system for our students.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 3, 2020

**AGENDA ITEM #28-b (7):**

**Annual Reports.**

**SUBJECT:** Faculty Salary Report FY2020.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

Colleges and universities in the State System provide annually aggregate salary and benefit data for faculty by rank and for selected administrative positions. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. An historical analysis of national faculty salary trends compared to Oklahoma is also included.

The average faculty salary for all full-time faculty equated to a 9-10 month contract basis in Oklahoma state-supported colleges and universities, excluding the constituent agencies, is \$73,263 for the year 2019-2020. This is an increase of \$3,525 or 5.1 percent above 2018-2019. The total number of full-time faculty in Oklahoma's 25 colleges and universities (not including constituent agencies) in 2018-2019 is 4,963 an increase of 118 from 2018-2019. When the constituent agencies are included, the total for the system is 6,719, an increase of 239 or 3.7 percent from the previous year.

The 2019-2020 salaries range from a low of \$12,510 to a high of \$308,154 on a 9-10 month basis and from \$9,600 to \$440,000 for contracts on an 11-12 month basis. This data excludes salaries for deans and other administrative personnel.

The data shows that fringe benefits increased by 7.7 percent for 9-10 month faculty and by 5.4 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is \$26,762 and \$37,074 for 11-12 month faculty. These costs include costs required by law, such as social security and unemployment taxes. It is best viewed as an approximate "cost" figure for the institution, rather than an amount received by the faculty member. Historically, increases are largely influenced by increases in health care costs.

Oklahoma's average salaries are 76.3 percent of the national average in 2019-2020, compared to 78.5 percent of the national average in 2018-2019.

Supplement





**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

655 Research Parkway, Oklahoma City

**MINUTES**

**Eight Hundred and Eighth Meeting**



July 16, 2020



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

Minutes of the Eight Hundred and Eighth Meeting  
July 16, 2020

CONTENTS

Announcement of Filing of Meeting and Posting of the Agenda .....	19875
Call to Order .....	19875
Minutes of Previous Meetings .....	19875
Comments from the Chairwoman .....	19875
Comments from the Chancellor .....	19876
Student Advisory Board.....	19876
Updates .....	19876
Contracts and Purchases .....	19880
Policy .....	19880
Consent Docket.....	19880
Reports .....	19880
Announcement of Next Regular Meeting .....	19881
Adjournment .....	19881

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

**Minutes of the Eight Hundred and Eighth Meeting  
of the  
Oklahoma State Regents for Higher Education  
July 16, 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 9:00 a.m. on Thursday, July 16, 2020, via Zoom videoconference. This special meeting was filed with the Secretary of State on July 10, 2020. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chairwoman Ann Holloway called the meeting to order and presided. Present for the meeting via Zoom videoconference were State Regents Jack Sherry, Ron White, Jody Parker, Ann Holloway, Dennis Casey, Michael C. Turpen, and Steven W. Taylor. Regent Jay Helm joined the meeting in progress via videoconference at 9:06 a.m. Regent Jeff Hickman joined the meeting in progress via videoconference at 9:09 a.m.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent White made a motion, seconded by Regent Taylor to approve the minutes of the State Regents' meeting on June 24, 2020. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Turpen, and Taylor. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIRWOMAN.** Chairwoman Holloway began by stating that she had hoped that the meeting would be able to take place in-person, but that she is looking forward

to a productive year. She concluded her remarks by stating that she hopes the meeting in September is able to be held in person as she misses the camaraderie with her fellow State Regents.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Glen D. Johnson began by thanking Regent Parker for his work and leadership as Chair for the previous year and stated that he was looking forward to working with Chairwoman Holloway and that they have already had a very active start. He then focused on COVID-19, updating the State Regents on meetings that he and the OSRHE staff have with the Council of Presidents, noting that they have been meeting every other week as they begin preparations for reopening and for the Fall 2020 semester. He stated that his work on the Southern Regional Education Board COVID-19 Task Force, along with four of the Presidents also serving on the Task Force, has been very helpful in assisting the Council of Presidents employ best practices for a safe reopening for the Fall 2020 semester. He stated their preparation to ensure a safe learning environment for students and their concern for the safety of all students, faculty, staff, and community members, has been extraordinary.

6. **STUDENT ADVISORY BOARD.** Regent Taylor made a motion, seconded by Regent Helm, to acknowledge receipt of the 2020 Annual Report of the Student Advisory Board. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

Dr. Debbie Blanke, Senior Vice Chancellor for Academic and Student Affairs, introduced the outgoing and incoming SAB members present on the Zoom videoconference call.

7. **UPDATES.**

- a. **Fiscal Viability Review.** Mr. John Curry, Mr. Glenn McLaurin, and Ms. Lilly Leyh-Pierce from Huron Consulting Group presented their recommendations regarding the continued

fiscal viability of state system institutions. Mr. Curry began by discussing the vision and goals of an established System Innovation Committee. He stated that they are proposing working with the System Innovation Committee, along with a Project Management Office and Huron Support Team, to select a small cohort of institutions. He stated that Huron and System Office Project Management Office staff will conduct meetings with institutional leadership, request supplemental data, and that leadership from all participating institutions in the pilot cohort will engage in a retreat to further identify opportunities for collaboration. Mr. Glenn McLaurin then discussed collaboration opportunities with cohort participants. He focused on four common categories of significant collaboration opportunities: administrative service delivery, academic program offerings, enterprise system and IT strategy, and spend management. Mr. Curry discussed that the Innovation Committee and pilot cohort will help refine selected financial and non-financial metrics to be used to assess institutional health. Mr. Curry then discussed the pilot cohort and the phased options, discussing that it is up to the State Regents to decide how long they want Huron to continue their engagement and that there may come a time that the State Regents believe that Huron can disengage or change the scope of its services.

A discussion then began about the proposed approach to the institutions, their governing boards and leadership and that it was important to stress that this is a collaborative effort. Mr. Curry then discussed Huron's history of large-scale projects and how those projects were accomplished. There was then discussion that the steps that will be recommended are to address both existing issues and issues that have come up due to the onset of COVID-19.

BREAK. Five minutes break for videoconferencing meeting. Following the break, the meeting was called back to order and the roll was called. Participating in the meeting were Regents Sherry, White, Helm, Parker, Holloway, Casey, Turpen, and Taylor. Regent Hickman joined the meeting

in progress at 10:33 a.m.

- b. **Budget Report and Revenue Update.** Interim Vice Chancellor for Budget and Finance Ms. Sheri Mauck stated that the State has not yet issued their final FY20 Revenue report and that the final report for FY20 will be available at the September meeting, as will the first month's report for the new fiscal year, FY21.
- c. **Legislative Update.** Vice Chancellor for Governmental Relations Ms. LeeAnna McNally stated that the House and Senate are currently reviewing submitted interim studies requests and will release a list of those approved interim studies by July 24, 2020. She stated that House members submitted 88 requests this year, down from 2019 when 145 requests were submitted. Members of Senate submitted at least 50 interim studies requests this year, compared to 2019 when 72 interim studies were submitted. She stated that during an election year there are typically less interim studies requested. Ms. McNally noted that there are several general interim studies submissions regarding blended and online learning as well as on the impact of COVID-19 on the work force. She added that construction continues the State Capitol and therefore the House and Senate will only have one room each to complete these interim studies, so the OSRHE will provide any assistance they can regarding blended and online learning. Ms. McNally concluded by stating that Senator Stanislawski and Chairman Thompson's Distinguished Service Awards are planned for the September State Regents' meeting and that Representative Baker and Senator Boren will be scheduled after September to complete the Distinguished Service Awards.
- d. **Task Force Reports.**
  - (1) **Online Education Task Force.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke began by providing a brief background on the Online Education Task Force, the Council for Online Learning Excellence (COLE), and the creation of the Online Consortium of Oklahoma (OCO) for the new Regents.



Dr. Blanke then provided an update on the OCO and stated that they are in the process of creating a new website, OCOlearnOK Portal, which will contain content regarding membership, priorities and initiatives, events and professional development opportunities, recognitions, and getting connected. She also stated that they are developing learning courses for staff. Dr. Blanke also mentioned that in moving to online learning this past spring, there was concern regarding laboratories and she stated that they created the OCO STEM Virtual Academy, which is a five-week academy with one math faculty, one science faculty, and one e-learning professional, who are working together to learn how to make sure they are providing lab experiences in a virtual environment that are as effective as face-to-face. She stated that this is being offered at no-cost to member institutions and that it will also probably be offered again in the fall. Dr. Blanke concluded by mentioning an online proctoring grant, as there was concern about how to ensure there is no cheating during virtual learning, noting that any member institution can apply up until August 1, 2020 for the \$2000 grant.

- (2) **State Regents Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Ms. Angela Caddell shared that after meetings with partners for the planning for the Campus Safety and Security Summit for the Fall, the partners have agreed that it is not viable to have a summit in the Fall while maintaining social distancing and that they would have to limit participation. She stated that the partners discussed holding the summit virtually, but that they decided that it would diminish the summit's value to hold it virtually so they decided to cancel the summit until Fall 2021. Ms. Caddell stated that in the interim, they will hold virtual trainings throughout the year until they can hopefully host the summit again. She concluded by stating that the next Campus Safety and Security Task Force meeting will be September 9, 2020.

8. **CONTRACTS AND PURCHASES.** Regent Parker made a motion, seconded by Regent Turpen, to approve FY 2021 purchases for amounts that are in excess of \$100,000. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
9. **POLICY.** The Regents reviewed the posting of revisions to State Regents Policy 2.5 *State Regents' Committees*. This item was for posting only.
10. **CONSENT DOCKET.** Regent Parker made a motion, seconded by Regent Helm to approve the following consent docket items:
- a. Electronic Delivery. Northeastern Oklahoma A&M College. Approval to offer the following existing programs via electronic delivery: the Associate in Arts in Psychology and Sociology, the Associate in Science in Elementary Education, the Associate in Science in Pre-Nursing, the Associate in Science in Physical Education, the Associate in Science in Sports Management, the Certificate in Accounting (Less Than One Year), and the Certificate in Accounting (Less Than Two Years).
  - b. Operations. Approval of contract renewal with the Attorney General.
  - c. Non-Academic Degrees. Ratification of a request from Oklahoma State University to award posthumous degrees.
- Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
11. **REPORTS.** Regent Turpen made a motion, seconded by Regent Parker, to accept the Current Status Report on program requests. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were

none.

12. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chairwoman Holloway announced that the next regular meetings are scheduled to be held Wednesday, September 2, 2020 at 10:30 a.m. and Thursday, September 3, 2020 at 9:00 a.m. at the State Regents Office in Oklahoma City.

13. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

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Ann Holloway, Chairwoman

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Michael C. Turpen, Secretary